

## Notice of Meeting and Agenda

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### Education, Children and Families Committee

Tuesday 9 October 2012 at 2.00 pm  
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 21 June 2012 (circulated for approval as a correct record)

#### 4 Deputations

4.1 **Capacity Building Project. - Deputation request in relation to item 9 below** (letter circulated)

### Items for Discussion/Decision

#### 5 Arboretum Road, Pavilion and Playing Field - Response to Motion by Councillor Hinds – report by the Director of Children and Families (circulated)

(Councillor Hinds called for this item and Councillors Bagshaw, Barrie and Whyte called for ward interest)

#### 6 Parental Engagement – report by the Director of Children and Families (circulated)

#### 7 Positive Destinations – report by the Director of Children and Families (circulated)

#### 8 Primary School Estate Rising Rolls: Implications for 2013/14 Session – report by the Director of Children and Families (circulated)

## 9 Castlebrae Community High School

### 9.1 - Motion by Councillor Rose – remitted from Council on 20 September 2012

1. Notes that the administration has indicated an intention to close Castlebrae Community High School.
2. Notes that the 2010-12 inspection process and reports gave cause for considerable concern.
3. Notes that concerns about educational achievement and attainment at Castlebrae have existed for many years.
4. Notes that the administration wishes to explore Co-operative and other ways of delivering education.
5. Notes the existence of examples of successful education delivery elsewhere including:
  - a. **Co-operative** sponsored schools including around 200 in England and Wales, and the Elmgreen Cooperative School in Lambeth.
  - b. **Co-operative schools in Sweden.**
  - c. **Ark Schools** and **Harris Federation** schools, both of which have a promising track record in turning round poorly performing schools.
  - d. **Teach First**, a charity which recruits exceptional graduates into teaching and specialises in contributing to schools in challenging circumstances which experience high levels of poverty or under achievement.
  - e. **Future Leaders**, a charity which focuses for developing the next generation of leaders for challenging schools.
6. Resolves to set up a working party to investigate and report on these examples and other innovative types of education delivery which could have a role at Castlebrae Community High School, or in other parts of Edinburgh's education system where there is limited attainment.
7. Resolves that the working party report back to the Education, Children and Families Committee by the end of March 2013.

### 9.2 - Consultation on Options for Closure – report by the Director of Children and Families (circulated)

(Councillors Blacklock, Booth, Bridgman, Buchanan, Burgess, Chapman, Bill Cook, Gardner, Griffiths, Lunn, McVey, Munro, Orr, Perry, Tymkewycz and Walker called for ward/catchment interest)

## 10 Vision for Schools in Edinburgh – report by the Director of Children and Families (circulated)

- 11 **Children and Families Department – Revenue Budget Monitoring 2012/13 – Month Four Position to 31 July 2012** – joint report by the Directors of Corporate Governance and Children and Families (circulated)
- 12 **Community Access to Schools** – report by the Director of Children and Families (circulated)
- 13 **Co-operative Education and Childcare** – report by the Director of Children and Families (circulated)
- 14 **Special Schools; Proposals for the Future Development of Panmure St Ann’s** - report by the Director of Children and Families (circulated)
- 15 **Naming of the New Gaelic Medium Primary School** - report by the Director of Children and Families (circulated)
- 16 **Appointment to Sub-Committee on Standards for Children and Families (South West)** – report by the Director of Corporate Governance (circulated)

## **Items for Information**

- 17 **Response to Scottish Government on the Children and Young People Bill Consultation** – report by the Director of Children and Families (circulated)
- 18 **Social Work Services for Children with Disabilities** – report by the Director of Children and Families (circulated)
- 19 **Family and Community Support Division - Update** – report by the Director of Children and Families (circulated)
- 20 **Performance Report: Special Schools** – report by the Director of Children and Families (circulated)
- 21 **Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by the City of Edinburgh Council** – report by the Director of Children and Families (circulated)
- 22 **Children and Families Standards and Quality Report 2012** – report by the Director of Children and Families (circulated)
- 23 **Edinburgh Children’s Partnership’s Integrated Plan for Children and Young People 2012-15** – report by the Director of Children and Families (circulated)
- 24 **Getting It Right For Every Child** – report by the Director of Children and Families (circulated)
- 25 **Self-Evaluation Progress Report** – report by the Director of Children and Families (circulated)

**26 Inspection of Children’s Services-** report by the Director of Children and Families (circulated)

**27 Relocation of Pilrig Child and Family Centre to Craigentiny Primary School-** report by the Director of Children and Families (circulated)

(Councillors Blacklock, Chapman, Gardner, Griffiths, Lunn and Tymkewycz called for ward interest)

**Carol Campbell**

Acting Head of Legal, Risk and Compliance

**Membership**

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

**For Education Items**

Ms Marie Allan	Mr A C Duncan
Rev Thomas Coupar	Mr R Simpson
Mr A Crosbie	

**Members called for motion/ward interest –**

Councillor Hinds	Item 5	Councillor Gardner	Items 9 and 27
Councillor Bagshaw	Item 5	Councillor Griffiths	Items 9 and 27
Councillor Barrie	Item 5	Councillor Lunn	Items 9 and 27
Councillor Blacklock	Items 9 and 27	Councillor McVey	Item 9
Councillor Booth	Item 9	Councillor Munro	Item 9
Councillor Bridgman	Item 9	Councillor Orr	Item 9
Councillor Buchanan	Item 9	Councillor Perry	Item 9
Councillor Burgess	Item 9	Councillor Tymkewycz	Items 9 and 27
Councillor Chapman	Items 9 and 27	Councillor Walker	Item 9
Councillor Bill Cook	Item 9	Councillor Whyte	Item 5

**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](mailto: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](mailto: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](http://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.



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## Committee Minutes

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### Education, Children and Families Committee

Edinburgh, 21 June 2012

**Present:-** Councillors Godzik (Convener), Austin Hart, Brock, Child, N Cook, Corbett, Day, Dixon, Fullerton, Jackson, Keil, Lewis, Main, Redpath, Rose and Shields.

**Present for Education Items:-** Rev Thomas Coupar, Mr Allan Crosbie, Mr Craig Duncan and Mr Raymond Simpson.

#### 1 Minute

##### Decision

The minute of the meeting of the Education, Children and Families Committee of 8 March 2012 was approved as a correct record.

#### 2 Deputation Request – St Catherine’s Primary School Parent Council

The Committee agreed to hear a deputation from Richard Darke, Sarah Ross and Sarah Phelan, St Catherine’s Primary School Parent Council, on Primary 1 intakes at the school. The deputation made the following points:

- The school had employed a second P1 teacher for the last two years and this arrangement had been working very well. However, this additional teacher post was now being withdrawn.
- Increased housing developments in the area and the closure of Burdiehouse Primary School had not been taken into account by Children and Families, and this had impacted on the capacity at St Catherine’s.
- Some children that had siblings at the school had not been granted a place and a few parents had suggested they would rather home school than send their children to different schools.

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- Having a second P1 teacher at St Catherine's would also free up spaces at Gracemount Primary which was currently overcrowded.
- There were 32 children leaving the school in P7 so the school would be below capacity and could accommodate more pupils.
- A petition supporting the provision of a second teacher had been signed by 425 local people.

### **Decision**

- 1) To thank the deputation for their presentation.
- 2) To note that a report on the discussions of the Forum on Children and Families Estate Evaluation on rising primary school rolls would be submitted to the Committee in October 2012.

(Reference – emails dated 19 and 20 June 2012 from St Catherine's Primary School Parent Council)

### **3 Motion by Councillor Hinds – Arboretum Playing Fields**

The following motion by Councillor Hinds had been remitted from Council on 15 March 2012 in terms of Standing Order 28(3):

"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 portacabins 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."

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### **Decision**

To approve the motion subject to the following amendment to paragraph 3:

Replace “Committee therefore agrees that new changing facilities are required...” with “Committee notes the desirability of new or refurbished changing facilities...”

(Reference – Act of Council No 20, 15 March 2012.)

## **4 Appointments to Sub-Committees etc – 2012-2013**

The Committee was invited to appoint the membership of its Sub-Committees and Working Groups for 2012/13.

### **Decision**

- 1) To agree that the political balance of the Sub-Committees on Standards for Children and Families should be as follows:

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

North – six members – 1 SNP, 2 Lab, 1 Con, 1 Green and 1 Religious Representative.

South – six members – 1 SNP, 2 Lab, 1 Con, 1 Green and 1 Religious Representative.

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

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

- 2) To appoint the following members as Conveners of the Standards Sub-Committees:

East – Councillor Child

North – Councillor Brock

South – Councillor Godzik

South West – Councillor Aitken

West – Councillor Ross

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- 3) To agree that the members of the Consultative Committee with Parents should be one member from each political group, one Teacher representative, as well as the Convener and Vice-Convener of Education, Children & Families.
- 4) To agree that the members of the Forum on Children and Families Estate Evaluation should be one member from each political group, one Religious representative, one Teacher representative and the Convener and Vice-Convener of Education, Children & Families.
- 5) To agree that the political balance of the Joint Officer/Member Group on Corporate Parenting of Looked After Children should be two members from each political group, one Religious representative, one Teacher representative, and the Convener and Vice-Convener of Education, Children & Families.
- 6) To agree that the political balance of the Edinburgh Youth Issues Forum should be one member of each political group, as well as the Convener and Vice-Convener of Education, Children and Families.
- 7) To agree that the Acting Head of Legal and Administrative Services make the appropriate arrangements to invite nominations from the political groups and religious and teacher representatives. Details of the nominations received have been appended to this minute.
- 8) To note that these will be interim appointments, pending the outcome of the governance review agreed at Council on 24 May 2012.

(Reference – report by the Acting Head of Legal and Administrative Services, submitted.)

## **5 Early Years Strategy – Progress Report**

Details were provided of the key achievements since the launch of the Early Years Strategy in March 2010 and the priorities for the future development of the service.

### **Decision**

- 1) To note the report and the priorities for the next stage of development within the Early Years Service.
- 2) To approve the intention to reconfigure 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 Centres to reflect the broader range of services to be provided.

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- 3) That the Director of Children and Families report further in Spring 2013. That report to include (i) further financial information, (ii) an update on the proposed location for the Early Years Centre in the Drum Brae/Clermiston/East Craigs area, and (iii) details of the increased number of local authority nursery places.

(References – minute of the Education, Children and Families Committee 21 June 2011 (item 15); report by the Director of Children and Families, submitted.)

## **6 Early Years and Early Intervention Change Fund**

The Early Years and Early Intervention Change Fund was a key component in improving outcomes for children and reducing upward pressure on budgets for Looked After Children.

Details were provided of how the fund would be used to effect a transformational change programme that delivered effective early intervention and strengthened support to children and families in Edinburgh.

### **Decision**

- 1) To support 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.
- 2) To approve the investment in service developments as set out in Appendix 1 to the Director of Children and Families' report.
- 3) To agree the proposed performance framework and reporting arrangements as detailed in the Director's report.
- 4) That the Director of Children and Families report further in Spring 2013.

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

## **7 Annual Report on Child Protection Performance and Service Developments**

Details were provided on progress with Child Protection Services within the City of Edinburgh Council. Key performance indicators, service developments and an action plan for further service improvements were also detailed.

### **Decision**

To note the report.

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

## **8 Report on the Outcome of the Review of Guidance and Pupil Support**

An update was provided on progress in implementing the revised management structures 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 in the city.

### **Decision**

- 1) To note the progress that was being made with the implementation of Guidance and Pupil Support in secondary schools.
- 2) To note that, as detailed in the Coalition agreement, there was a strong commitment to ensuring that the management structures within the Council's secondary schools supported the smooth introduction of A Curriculum for Excellence.
- 3) To note that a further report would be submitted to the Committee on the implementation of secondary school management changes before the end of 2012.
- 4) That the Director of Children and Families report on arrangements to review pupil support in primary schools.

(References – minute of the Education, Children and Families Committee 8 March 2012 (item 8); report by the Director of Children and Families, submitted.)

## **9 Chair**

Councillor Brock replaced Councillor Godzik in the Chair for the following item of business.

## **10 Community Learning and Development – Session 2012/2013**

Details were given of progress in implementing the 21<sup>st</sup> Century Community Learning and Development Redesign. Details were also provided of the fee structure, terms arrangements and enrolment procedures for the 2012/2013 Adult Education Programme.

### **Decision**

- 1) To note the overview and progress of CLD provision and consolidation of Community Learning and Development Redesign.
- 2) To note 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 of the Director of Children and Families' report.
- 3) To note progress in developing an on-line enrolment system.
- 4) To note that the Director of Children and Families would arrange a briefing for Councillor Redpath, and any other members of the Committee, on (i) employability and Women only ESOL provision, (ii) the impact of the amalgamation of Edinburgh's colleges on ESOL provision, and, (iii) the number of courses which provide crèche facilities.

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

## **11 Chair**

Councillor Godzik resumed the Chair for the remaining items of business.

## **12 International Unit – Annual Update**

An overview of key areas of activity undertaken by the International Unit in the financial year 2011/2012 was detailed.

### **Decision**

- 1) To note the contents of the Director of Children and Families' report and to request a further update in one year.
- 2) To commend the International Unit for the work carried out over the last year.

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



### **13 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.

An update was provided on progress towards meeting the outcomes agreed in the initial work plan together with an updated timescale for the development of a longer term plan.

#### **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 September 2012.
- 3) To seek a further progress report in October 2012.
- 4) To commend the work of the Project and the staff team.

(References – minute of the Education, Children and Families Committee 8 March 2012 (item 11); report by the Director of Children and Families, submitted.)

### **14 Children and Families Service Plan – 2012-15**

The Children and Families Service Plan for 2012-15 was detailed.

#### **Decision**

- 1) To note the Children and Families Service Plan for 2012-15.
- 2) To note that the Director of Children and Families would include references in the Service Plan to Gaelic Medium education, improved parent participation and the school estate.

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

#### **Declaration of Interests**

Councillor Main declared a non-financial interest in the foregoing item as an employee of the Duke of Edinburgh's Award.

## **15 School Session Dates 2013/14**

Approval was sought for the school session dates for 2013/14.

### **Decision**

- 1) To approve the school session dates for 2013/14 as detailed in Appendix 1 to the Director of Children and Families' report.
- 2) To note that the Director of Children and Families would hold discussions with officers regarding the possibility of schools being reconsidered for use as polling places when closed on polling days.

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

## **16 Commission on School Reform: Call for Evidence**

The Commission on School Reform was set up to consider whether the school system in Scotland was meeting the present and future needs of young people and to make specific recommendations as to how things might be improved or areas that required further enquiry.

The Commission had called for written evidence covering three main questions and a copy of the Children and Families draft response was attached as Appendix 1 to the Director of Children and Families' report.

### **Motion**

To approve the Children and Families response as detailed in Appendix 1 to the Director's report.

- moved by Councillor Godzik, seconded by Councillor Brock.

### **Amendment**

To agree the response as detailed in Appendix 1 to the Director's report, subject to the inclusion of the following:

Identifies that the achievement and ambition of the current school system is inhibited by excessive bureaucracy and control. In order to address these inhibitors, two interlinked objectives require to be pursued:

- 1) An extensive slimming down and simplification of the legislative framework within which the current school system in Scotland operates.

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- 2) A reduction in the layers of governance which, operating together, have a tendency to :
  - a) discourage ambitious, innovative and demanding education;
  - b) disenfranchise parental influence; and
  - c) promote centralised control and bureaucracy.

- moved by Councillor Rose, seconded by Councillor N Cook.

In accordance with Standing Order 30 (7), the amendment was accepted as an addendum to the response, subject to the response clearly stating that it was the view of the Conservative Group.

### **Decision**

- 1) To approve the Children and Families' response as detailed in Appendix 1 to the Director's report.
- 2) That the Conservative Group amendment be included as an addendum to the response clearly stating that it was the view of the Conservative group.
- 3) That the Director of Children and Families liaise with the Green Group with a view to including the issues they had identified in the proposed response.
- 4) That the Director of Children and Families re-circulate the revised response to all members of the Committee.
- 5) That the Director of Children and Families ask the Commission if the period to respond to the consultation could be extended, failing which, the revised response would be submitted to the Commission as the Council's response.

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

## **17 Social Work Complaints Review Committee**

The recommendations of the Social Work Complaints Review Committee held on 14 March 2012 on a complaint against the Children and Families Department were presented.

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**Decision**

To approve the recommendations of the Social Work Complaints Review Committee.

(Reference – report by the Social Work Complaints Review Committee, submitted.)

**18 Ted Brack – Valedictory**

The Convener advised that Ted Brack was standing down from his role as Roman Catholic Church representative on the Committee with effect from 29 June 2012.

The Convener, on behalf of the Committee, thanked Ted for his many years service to this and predecessor Committees and wished him well for the future.

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**APPENDIX**

**Item 4 – Appointments to Sub-Committee's etc – 2012/2013**

**Sub-Committees on Standards for Children and Families**

**East** (five members – 2 SNP, 2 Lab and 1 Religious Representative): Councillors Child (Convener), Bridgman, Griffiths, Tymkewycz and Rev Thomas Coupar (Religious Representative).

**North** (six members – 1 SNP, 2 Lab, 1 Con, 1 Green and 1 Religious Representative): Councillors Brock (Convener), Bagshaw, Gardner, Jackson, Redpath; (Religious vacancy to be filled by the Roman Catholic Church representative, once appointed).

**South** (six members – 1 SNP, 2 Lab, 1 Con, 1 Green and 1 Religious Representative): Councillors Godzik (Convener), Bill Cook, Howat, Main, Rose; (Religious vacancy to be filled by the Roman Catholic Church representative, once appointed).

**South West** (five members – 1 SNP, 1 Lab, 1 Con, 1 Green and 1 Religious Representative): Councillors Aitken (Convener), Corbett, Dixon, Milligan and Mr A C Duncan (Religious Representative).

**West** (five members – 1 SNP, 1 Lab, 1 SLD, 1 Con and 1 Religious Representative): Councillors Ross (Convener), Keil, Paterson, Shields and Mr A C Duncan (Religious Representative).

**Consultative Committee with Parents**

(Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group and 1 Teacher Representative) – Councillors Godzik (Convener), Corbett, Dixon, Key, Redpath, Rose, Shields and Raymond Simpson (Teacher Representative)

**Forum on Children and Families Estate Evaluation**

(Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group, 1 Religious Representative and 1 Teacher Representative) – Councillors Godzik, Keil, Key, Main, Rose, Ross, Shields, Raymond Simpson (Teacher Representative) and Mr A C Duncan (Religious Representative).

**Joint Officer/Member Group on Corporate Parenting of Looked After Children**

(Convener and Vice-Convener of Education, Children and Families Committee and two members from each political group, 1 Religious Representative and 1 Teacher Representative) – Councillors Child, Nick Cook, Corbett, Day, Edie, Godzik, Howat, Key, Fullerton, Main, Rose, Shields, Raymond Simpson (Teacher Representative) and Rev Thomas Coupar (Religious Representative).

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**Edinburgh Youth Issues Forum**

(Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group – Councillors Nick Cook, Day, Godzik, Key, Main, McVey and Shields.

Item no **4.1**



**CAPACITY BUILDING  
PROJECT**

CITY OF EDINBURGH COUNCIL CHIEF EXECUTIVE'S OFFICE
Received 17 SEP 2012
For Att of
C.C.

Mrs. Sue Bruce  
Chief Executive  
City of Edinburgh Council  
City Chambers  
High Street  
EDINBURGH  
EH1 1YJ

14 September 2012

Dear Mrs. Bruce

**Education Committee, 9 October 2012**

We would like to request that a deputation be heard at the Education Committee Meeting on 9<sup>th</sup> October regarding the matter of Castlebrae High School.

Yours sincerely,

Lyndsay Martin

Director

community development

Paddock Building 3, Holyrood Business Park, 146 Duddingston Road West, Edinburgh EH16 4AP

**Morris Smith**

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**Subject:** Deputation Request

To: morris.smith@edinburgh.co.uk  
Content-Type: text/plain; charset=ISO-8859-1  
X-Gm-Message-State:  
ALoCoQmWAb0y+zVbdE+Foqwm+ufUZyI5+hSNpQF+A2aIJpMDO7aoLFiaMS7xgIoCZH17GfSC  
ALoCoQmWAb0y+zVbdE+Foqwm+ufUZyI5+hSNpQF+RW6e

Dear Morris,

We wish to present a deputation to Children & Families on 9th October from Craigmillar Community Council, we intend having 3 representatives.

Yours sincerely

Terry Tweed  
Secretary.

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No virus found in this message.  
Checked by AVG - [www.avg.com](http://www.avg.com)  
Version: 2012.0.2221 / Virus Database: 2441/5313 - Release Date: 10/06/12



**Morris Smith**

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**From:** Neighbourhood Alliance [  
**Sent:** 08 October 2012 08:47  
**To:** Morris Smith  
**Subject:** FW: Deputation for 9th October 2012

Dear Morris,

Like my colleague we had the wrong email address I hope you can sort this out.

Regards

Honor Flynn

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**From:** Neighbourhood Alliance  
**Sent:** 05 October 2012 17:15  
**To:** 'morris.smith@edinburgh.co.uk'  
**Subject:** Deputation for 9th October 2012

Dear Morris

We would like to send a deputation to the Education, Children and Families Committee on the 9<sup>th</sup> of October 2012.

We would be sending 3 representatives from Save the Brae, Castlebrae Community High School committee.

Regards

Honor Flynn  
Chairperson of CCHS Parents Forum

## Arboretum Road, pavilion and playing field

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### Education, Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 This report is a response to the motion on the Arboretum playing fields submitted to the Council by Councillor Hinds in March 2012 and referred to the Education, Children and Families Committee. This motion referred to the poor condition of the current temporary changing facilities (with Portakabins costing £10,000 a year) and the derelict former changing rooms. The Committee agreed that new changing facilities are required and called for a report to address this. This report seeks approval to explore the scope for granting a long lease of the Council owned playing field at Arboretum Road to the Merchant Company Education Board linked to a Partnership Agreement with Stewart's Melville College which would see substantial investment in a new pavilion and allow for continued use of pitches by Children and Families schools and the resident sports clubs who are currently based at Arboretum.

#### 2 Summary

- 2.1 The sports pitches at Arboretum Road are principally used by St Thomas of Aquins RC High School, Trinity High School and two sports clubs – Inverleith Rugby Club and Holy Cross Cricket Club. Other schools and clubs make use of the pitches on a letting/occasional basis. Changing and shower facilities are currently provided in portakabins following substantial fire damage to the original pavilion. Initial discussions have taken place with Stewart's Melville College whose sports pitches and changing facilities are located immediately to the west of the Council's playing field (see Appendix 1 for map of grounds). The College are looking to expand their sports facilities to cope with current demand and are interested in exploring shared use of the pitches at Arboretum Road and construction of a new changing pavilion.

#### 3 Main report

- 3.1 The playing field at Arboretum Road, Inverleith, is held on the Children and Families account and currently accommodates one rugby pitch, a football pitch and a cricket pitch (in the summer months). Currently, Edinburgh Leisure

manage and let the pitches and changing facilities on behalf of Children and Families. Changing and shower facilities were originally located in a pavilion which is now derelict following substantial fire damage in 2003. Following the fire, replacement changing and shower facilities were provided in portakabins which also suffered from subsequent vandalism. Two new replacement portakabins were located on site in 2008 and continue to provide changing and shower facilities for Children and Families schools and the sports clubs.

- 3.2 St Thomas of Aquins RC High School use the playing field as a match pitch mainly on a Saturday morning. There is also some occasional use by Trinity Academy as overspill provision. The Arboretum pitches were originally an additional sports site for the denominational schools in Edinburgh. The lease of the clubhouse (this is a separate building to the derelict pavilion and is covered in points 3.3 and 3.7) is actually in the name of 'Old Augustinians'. The need for this additional sports site has vastly reduced over the period of this lease as can be evidenced by the sports facilities enjoyed by St Augustine's RC High School who now share a joint campus with Forrester High School. Their school sports facilities are among the best in Scotland so they have no reason to use Arboretum.
- 3.3 Inverleith RFC and Holy Cross CC's club house is located at Arboretum Road on a site which they lease from the Council on a 40 year ground lease which runs until November 2016. The club house building does not have adequate shower facilities and as such the club use the portakabins along with other sport pitch users.
- 3.4 Stewart's Melville College's sports pitches and changing facilities are located immediately to the west of the Council's playing field. The College wants to expand their facilities to cope with current demand. They have the biggest mini-rugby section in the city (open to City of Edinburgh Council school pupils) and a thriving junior cricket section. The Club run coaching programmes in Broughton High School and the feeder Primaries. Initial discussions have taken place with the College who are keen to explore shared use of the pitches at Arboretum Road and construction of a new changing pavilion.
- 3.5 Discussions with the College have been on the basis that the Council would grant the Merchant Company Education Board (who hold the College's property assets) a long lease of the playing field at Arboretum Road. Under the terms of the lease, the College would be responsible for all aspects of the maintenance and management of the sports pitches. This arrangement would be dependent on the College building a new pavilion at Arboretum Road.
- 3.6 The lease would be linked to a Partnership Agreement to ensure continued use of the sport pitches and access to the new pavilion changing facilities by City of Edinburgh Council schools and the resident clubs who currently use the pitches. Stewart's Melville College already have considerable experience of managing community facilities at their school campus at Ravelston. There is extensive use of these facilities by a wide range of community organisations and sports clubs. The College in recent years have fully engaged in a range of events and programmes organised by the Children and Families Sports and Outdoor Education Unit. Their Junior school regularly participate in our annual calendar of EPSSA (Edinburgh Primary School Sports Association) sporting

events and festivals, they have made their swimming facilities available for our primary schools and we are currently involved in extensive planning with their Junior School about a major sponsored event in the Pentlands to raise money to allow disadvantaged children in Edinburgh to go to our Outdoor Centre at Lagganlia.

- 3.7 Initial consultation has taken place with the resident sports clubs regarding the costs associated with building a new pavilion and the planning restrictions that are in place for this site (see also 3.9). In particular, they favour a replacement pavilion on the existing site. They also wish to retain their existing club house and this is excluded from the lease to the Merchant Company Education Board based on the Club having continued access to changing facilities (details to be defined in the Partnership Agreement).
- 3.8 If Committee approves the principle of the proposed partnership with the College, more detailed discussions will take place with the College and the Merchant Company Education Board to agree provisional terms and conditions for the lease which will then be reported to the Finance and Resources Committee for approval. There are several examples of sports clubs operating out of Council owned land that is also a school site. The most recent example of this partnership approach is at Balerno High School with Currie RFC with whom we have entered into a new long term lease and partnership agreement. This was approved by the Finance and Resources Committee in March 2012. Sports pavilion/club houses are also in situ on the school campuses at Forrester HS, Trinity HS, Leith Academy and The Royal High School.
- 3.9 Other options within the grounds have been explored but initial indications are that the planning restrictions on this site are strict. The ground is close to residential housing and from the Ferry Road end there is an iconic skyline view of Edinburgh Castle. The only alternative site would be on Stewart's Melville ground but this option is not the first choice of the clubs and may in fact be problematic for the school in terms of potential loss of playing field area and a parking area. This option would also have to include demolishing the existing pavilion at significant additional cost. The possibility of marketing for disposal the old pavilion has also been explored with a view to raising a capital receipt but that also throws up additional problems with partial loss of part of the playing fields.

#### **4 Financial Implications**

- 4.1 The hire cost for the two portakabins is currently £10,000 per annum, which is met by Children and Families revenue budget.
- 4.2 At the time the pavilion was damaged by a fire it was not possible to identify a budget to carry out repairs. Insurance cover for operational property such as sports pavilions is based on an excess of £250,000, so the Council would have had to provide substantial funding as part of any insurance claim.

#### **5 Equalities Impact**

- 5.1 There is no equalities impact arising from the recommendations contained in this report.

## 6 Environmental Impact

- 6.1 There are no significant adverse environmental impacts arising from the recommendations contained in this report.

## 7 Conclusions

- 7.1 A partnership approach with Stewart's Melville College provides an opportunity to secure substantial investment in sports facilities that will benefit Children and Families, the College and the wider sports community. By linking the proposed lease to a Partnership Agreement this will safeguard the Council's interests and provide continuity for the sports clubs currently based at Arboretum Road.

## 8 Recommendations

- 8.1 To approve in principle exploring with Stewart's Melville College a partnership which would deliver improved sports facilities at Arboretum Road for the Council and the College.
- 8.2 To note that provisional terms and conditions for the proposed lease will be reported to the Finance and Resources Committee for approval.

**Gillian Tee**  
Director of Children and Families

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Appendices      1. Location plan

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Chris Tonks, Estate Manager  
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Wards affected      Ward 5 Inverleith

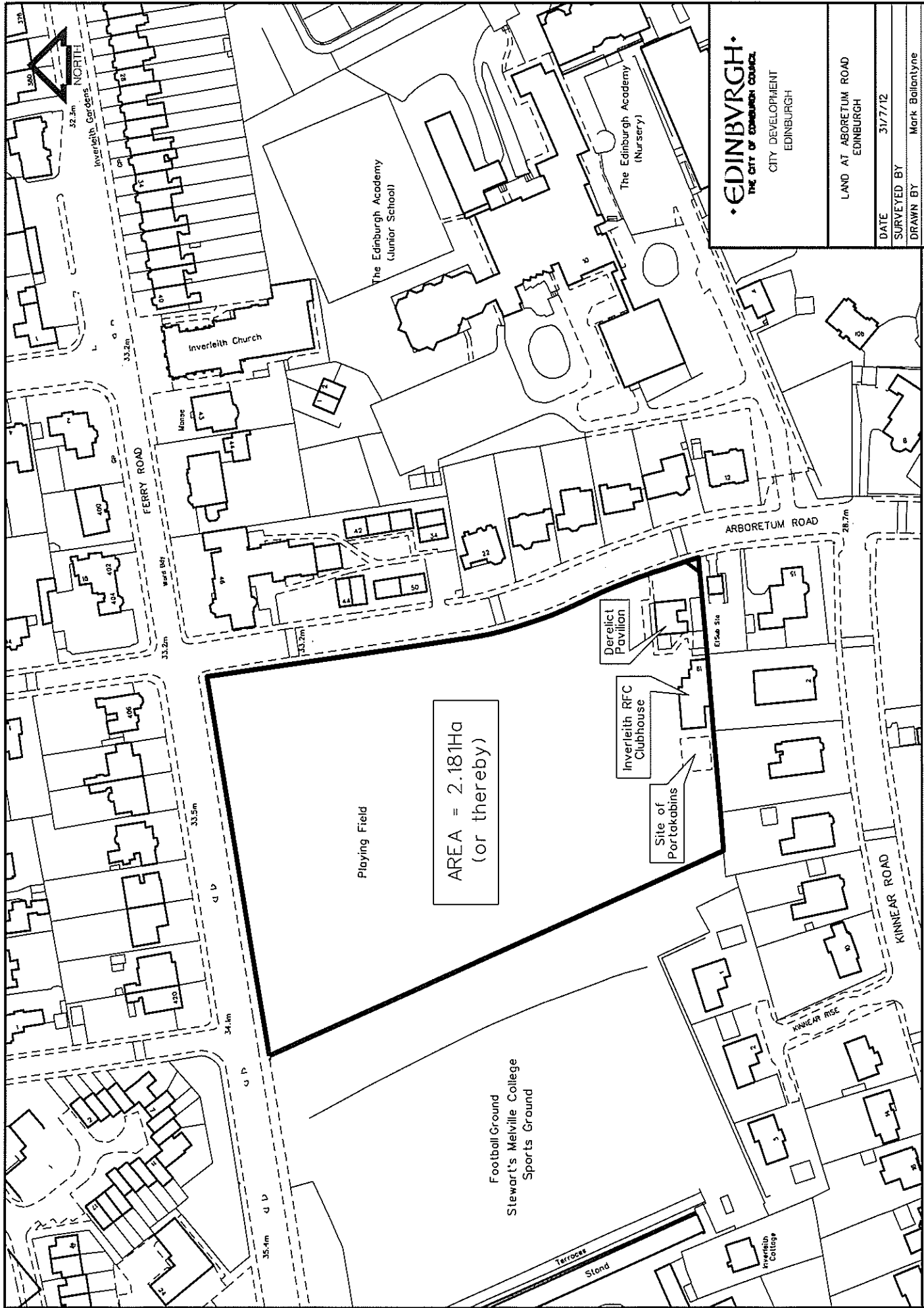
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Single Outcome  
Agreement

Supports the following outcomes:

2. Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
4. Edinburgh's communities are safer and have improved physical and social fabric

Background  
Papers



<p><b>EDINBURGH</b> THE CITY OF EDINBURGH COUNCIL</p> <p>CITY DEVELOPMENT EDINBURGH</p>	
<p>LAND AT ARBORETUM ROAD EDINBURGH</p>	
DATE	31/7/12
SURVEYED BY	Mark Bolland/lyne
DRAWN BY	Mark Bolland/lyne
FILE NO.	A3/1306
NEG. NO.	

PHOTOGRAPHICALLY REDUCED NOT TO SCALE

SITE PLAN

THIS MAP IS REPRODUCED FROM ORDNANCE SURVEY MATERIAL WITH PERMISSION OF ORDNANCE SURVEY ON BEHALF OF THE CONTROLLER OF HER MAJESTY'S STATIONARY OFFICE. CROWN COPYRIGHT. UNAUTHORISED REPRODUCTION INFRINGES CROWN COPYRIGHT. LICENCE NUMBER: K00232320. CITY OF EDINBURGH 2006 AND MAY LEAD TO PROSECUTION OR CIVIL PROCEEDINGS.

## Parental Engagement

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### Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 To introduce the vision, key aims and objectives of a new Parental Engagement Strategy.
- 1.2 To propose a new structure for more effective consultation between CCWP, parent councils, officers and elected members.
- 1.3 To present the review outcomes of the Parental Involvement Strategy 2008. [Appendix One]

#### 2 Summary

- 2.1 The consultation process and outcomes which have informed the new strategy and consultative structure aim to ensure more effective partnership working and engagement involving parents and carers, staff, pupils, other agencies, officers and elected members. It also recognises how much parents have to offer at different levels throughout the city.

#### 3 Main report

##### New Strategy

- 3.1 A meeting of the Consultative Committee with Parents in October 2010 tasked a working group, chaired by the Senior Education Manager: Inclusion, Pupil & Parent Support, with reviewing the existing strategy [2008], identifying progress made and creating a new strategy. [Appendix Two]
- 3.2 The group membership included representatives from Children and Families including the Principal Officer Engagement and Involvement, Client Manager Communications, parental involvement unit staff, community learning and development staff, head teachers, depute head teachers and parents and carers from primary, secondary, special and nursery schools.
- 3.3 The initial meeting held in Waverley Court to discuss priorities for a new strategy had few parents and carers in attendance therefore it was decided to take the working group as a road show to schools and communities across the



city. Road shows took place on a monthly basis and culminated in a Parental Engagement seminar in November 2011.

- 3.4 As a basis for our road show discussions we used 'The Epstein Model' research from America which shows a range of activities which help children's learning. They are
- Parenting: the promotion and fostering of parenting skills to develop home environments that support children as students
  - Communicating: the establishment of regular and meaningful two-way communication between home and school
  - Volunteering: the welcoming, valuing and recruitment of parental support and assistance in school activities
  - Learning at home: recognition that families/parents play an integral role in assisting student learning
  - School decision-making: the inclusion of parents in school decisions and the development of parent leaders and representatives
  - Collaborating with the community: the identification and use of community resources and services to strengthen schools, families and student learning and development.
- 3.5 All participants agreed that they were key aspects of an effective Parental Engagement strategy.
- 3.6 The road shows and seminar had very good representation from parents and carers, school staff, centrally based officers and community learning and development staff. They engendered very good discussion and provided the basis for the new strategy and consultative structure.
- 3.7 The working group also took account of the results of the Children and Families self-evaluation survey which was completed by 2,464 parents/carers in 2011. Almost all respondents agreed that
- My child enjoys learning at school (95%)
  - My child feels safe at school (94%)
  - The school helps my child to be more confident (92%)
- Lower responses indicated that
- The school asks for my views (75%)
  - The school takes my views into account (66%)
- The latter areas were therefore important when consulting on the new strategy.

- 3.8 The vision which emerged from the extensive consultation recognises that parents and carers are:
- a) Valued and welcomed by school communities as partners in their children's learning.
  - b) Involved in a variety of ways within school communities and centrally
  - c) Engaged through ongoing communication and consultation at school and centrally
  - d) Involved with us in working together to improve services for every child.
- 3.9 From the vision six aims were established with a number of specified objectives. The six aims are
- i. To strengthen all parents and carers engagement in their child's learning
  - ii. To develop effective communication and consultation
  - iii. To develop effective partnership working and opportunities for and removal of barriers to engagement
  - iv. To develop the linking of parent and pupil voice
  - v. To strengthen parent councils involvement with school, community and department
  - vi. To assist parents/ carers through parenting support when required.
- 3.10 The vision, aims and objectives are underpinned by key values and commitments which recognise, individual needs, an inclusive approach, specific interests, cultural background and gender.
- 3.11 Partnership working and the support required in home and community are fundamental in taking forward the Parental Engagement strategy.
- 3.12 There is also a recognition that parents can be involved in different ways reflecting their own wishes therefore the facilitating of layers of engagement to suit preferences of all parents is essential. [Appendix Three]
- 3.13 We also recognise the need to have effective links with the key national parent organisations, the Scottish Parent Teacher Council and the National Parent Forum and the local Edinburgh Parent Network. In addition we will also promote Education Scotland's Parentzone which aims to develop partnerships between parents and schools.

### **Effective Consultation**

- 3.14 The Capital Coalition is strongly committed to developing parental engagement and recognises the need to revamp the current Consultative Committee with Parents [CCwP]. The CCwP in its present form was established in 1996 to provide an opportunity for elected members, parents, Head Teachers,

Convener and Director of Children and Families, to debate and discuss issues and shape policy in Edinburgh

- 3.15 There are 23 cluster representatives, head teacher representatives from each sector, and members of the Children & Families Committee on CCwP. There is however no mechanism or knowledge of how issues are fed back to or taken forward from all parent councils. There is also varied knowledge in parent councils of CCwP and its function.
- 3.16 To enable a more joined up approach and to ensure a two way feedback and promote networking it is proposed that a neighbourhood group is established, meeting termly a month before each CCwP to enable a flow of communication and consultation from parent council to neighbourhood group to CCwP. The publication in advance of the dates and key areas for debate would facilitate a healthy consultation process.
- 3.17 There will be 5 Neighbourhood Groups and each mainstream school parent council will send a representative to their neighbourhood group. Head Teachers will attend on a rota basis and there will also be officer attendance to support the groups. Each of the 5 Neighbourhood Groups will then appoint two representatives, one primary/ nursery and one secondary to represent them on CCwP.
- 3.18 There will be one citywide special schools group with a representative from each special school (parent council, head teacher on rota, and officer) and they, in turn, will send one representative to CCwP. The ASL forum will also select a representative to attend the CCwP. [Appendices Four and Five]
- 3.19 We would also propose that each Neighbourhood Group selects one of their two representatives to represent them on an agenda planning executive group which will determine agendas and dates of CCwP meetings. This will ensure that parents are involved alongside officers in the leadership of the parental engagement strategy.
- 3.20 The Capital Coalition has agreed to include a parent representative from CCwP on the Education, Children and Families Committee. The parent representatives on the CCwP and the Executive Group will be able to support this role.
- 3.21 Taken together, these revised arrangements will enhance the ability of parents to express their views at the key decision making levels.
- 3.22 It is also our intention as part of our strategy to facilitate a variety of methods of consultation effective for the purpose required. Parents for example will be invited to join and participate in forums, working groups and focus groups at school level and centrally. One recent example of specific area representation was when representative parents from areas of the city affected by roll pressures were invited to participate in an Estates Forum. Parents have therefore from an early stage been involved in discussions about a strategic issue. Feedback from such groups will be relayed to all parent councils and thereafter to the school Parent Forum by an agreed mechanism from each group.

- 3.23 The roadshows which provided the basis for this report and strategy were another example of consultation on a cluster/ neighbourhood basis with notes of each meeting being sent out to all parent councils.
- 3.24 This report, in draft form has also been sent to all parent councils and head teachers and was discussed at an All Parent Council Group on 11 September 2012. Views from that meeting have been incorporated into the report and will also be taken forward into the Action Plan.
- 3.25 It is our intention as part of our commitment to consulting with parents to facilitate a variety of methods of consultation and they will form the framework of communication and consultation which will emerge from the Action Plan of the strategy.
- 3.26 It is also intended that we will consult on the specific tasks and outcomes for the Action Plan with parents and staff. The Action Plan will detail specific tasks, outcomes, timeline, responsibilities and quality measures.

### **Effective Communication**

- 3.23 Effective communication is fundamental to effective parental engagement .A key area of this communication which has just been launched is our new Bright Futures blog which brings up to date news and information to parents directly, with parents, carers and professionals encouraged to sign up to receive this blog.
- 3.24 New guidance on school handbooks has been launched by the government on September 12 2012. There is an expectation that pupils and parents will be involved in the preparation of the handbook. It is seen as a key factor in communicating the ethos of the school, providing a welcome and acting as a reference tool for parents while their child is at school. It should help parents in understanding a child's learning journey and facilitate parental involvement.

### **Effective Support and Entitlement**

- 3.25 Many of our schools engage very effectively with parents but we recognise that there will be some schools which will require more support to engage with parents and we are committed to use a variety of resources to provide this.
  - 3.26 It is important that there is a consistent level of parental engagement across the authority to ensure equality is maintained. As a result we propose that all schools will have a minimum requirement level of parental engagement to reflect national and local policies. This minimum requirement will be outlined in the strategy action plan to be drawn up with parent, staff and community involvement.
4. Costs associated with this report will be contained within the existing budget for parental engagement.

## **5. Environmental Impact**

- 5.1 There is no environmental impact in this report.

## 6. Conclusions

6.1 To have the best outcomes for parental engagement we need to

- Focus on our parents and carers, pupils, staff and wider school community
- Build strong partnerships
- Engage parents and carers in curriculum and learning activities within the school and their own child's education
- Involve parents and carers in policy development at school and central level
- Consult with parents and carers using feedback to inform practice
- Support parents and carers as required to meet their needs.

## 7. Recommendations

7.1 Note the content of the Report

7.2 Agree the Strategy proposals

7.3 Agree the proposal for a new structure for more effective consultation between CCwP, parent councils, officers and elected members.

7.4 Request a further report on the Strategy Action and Implementation Plan in January 2013.

**Gillian Tee**

Director of Children and Families.

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Appendices	Appendix One: Review Outcomes of 2008 Parental Involvement Strategy Appendix Two: New Parental Engagement Strategy 2012 Appendix Three: Layers of Engagement Appendix Four: Engagement - CCwP , Neighbourhood Groups and Parent Councils Appendix Five: Neighbourhood Groups
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Wards  
affected

All

Single  
Outcome  
Agreement

Supports National Outcome 4- 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens.'

Supports Local Outcomes – 'Children and young people are successful learners.' 'Young people are confident individuals, effective contributors and responsible citizens.'

Background  
Papers

## Appendix One 2008 Strategy Review

- 1.1 A meeting of the Consultative Committee with Parents in October 2010 tasked a working group, chaired by the Senior Education Manager: Inclusion, Pupil & Parent Support with reviewing the existing strategy [2008], identifying progress made and creating a new strategy.
- 1.2 The group membership included representatives from Children and Families including the Principal Officer Engagement and Involvement, Client Manager Communications, parental involvement unit staff, community learning and development staff, head teachers, depute headteachers and parents and carers from primary, secondary, special and nursery schools.
- 1.3 The first task of the group was the review of the existing priorities of the 2008 Edinburgh Parental Involvement Strategy agreed in response to the Scottish Schools [Parental Involvement] Act of 2006. These priorities were as follows
  - Parent Forums and Parent Councils effectively involve parents in schools
  - Schools develop their parental involvement
  - Parents and carers are engaged effectively and barriers to involvement are removed
  - Schools provide useful information for parents and carers
  - A complaints procedure which exceeds statutory requirements is in place
  - Support for parents is developed in home and community settings
  - Parents are fully involved in the recruitment of senior school staff
  - Parent and Carer Involvement is improved for looked after and accommodated children
- 1.4 The review of progress achieved found that the majority of actions related to the above priorities were completed however some work remained to be completed in the key areas of communication, consultation and involving all parents and carers in their child's learning. They will be taken forward within the new strategy.

## Parental Involvement Strategy 2008 - Review

Priorities	Outcomes
<p><b>Priority Area: Parent Forums and Parent Councils effectively involve parents in schools</b>            To provide help and advice to support the development of Parent Councils</p> <p>To develop web-based support to provide help and information for Parent Forums and Parent Councils</p> <p>To organise and deliver training opportunities for Parent Forums and Parent Councils</p> <p>Establish new format of Consultative Committee with Parents including membership and remits</p>	<p><i>Parent Councils supported and advised. Parent Councils exist in the majority of schools</i></p> <p><i>Web page revamped. Extent to which Parent Councils share information is unclear.</i></p> <p><i>Training opportunities delivered. More training available online.</i></p> <p><i>CCWP reviewed and new structure in place – mix of business meetings and meetings for all Parent Council chairs</i></p>
<p><b>Priority Area: Schools develop their parental involvement</b></p> <p>To promote parental involvement in their children’s learning, we will:</p> <p>Ensure that schools’ annual improvement plans include proposals to improve parents/carers’ involvement in their children’s learning</p> <p>Consult parents and carers on annual improvement plans</p> <p>Evaluate how effectively we have involved parents and carers in children’s learning</p>	<p><i>Improvement plans include proposals to improve parental involvement</i></p> <p><i>Parent/carer and pupil surveys ensure that issues raised by pupils and parents feed into the development of improvement plans</i></p> <p><i>Parent/carer surveys include questions about parent involvement in children’s learning</i></p>
<p><b>Priority Area: Parents and carers are engaged effectively and barriers to involvement are removed</b></p> <p>To produce, maintain and disseminate widely a toolkit of local examples of good practice in involving parents/carers and</p>	<p><i>The Scottish Government toolkit, ‘Parents as Partners’ was sent to each school and Parent Council and widely distributed amongst staff. Attempts to produce a toolkit of local examples were not successful – Parent Councils, parents</i></p>



<p>overcoming barriers</p> <p>To develop policy to support the involvement of non-resident parents in their children's learning and education</p> <p>To develop a range of training opportunities and other CPD opportunities for staff and parents/carers in relation to developing parental involvement</p> <p>To carry out an Equalities Impact Assessment on the Parental Involvement Strategy and amend proposals in line with findings</p>	<p><i>and staff were asked to provide examples (through PIU newsletter, FAcE article and by contacting schools and CLD staff).</i></p> <p><i>Policy created.</i></p> <p><i>On-line courses offered through Parental Involvement webpage. Other training opportunities offered by Parental Involvement Unit.</i></p> <p><i>Equalities Impact Assessment completed. Recommendations included - provision of equalities information to Parent Councils which happened through PIU webpage and newsletters; and monitoring of participation of equalities communities in Parent Councils</i></p>
<p><b>Priority Area: Schools provide useful information for parents/carers</b></p>	<p><i>Since the strategy was developed, there has been a move towards improving online information rather than printed information. This has included a review of all the school/education information that appears on the Council's website and the development of FAcE, the Children and Families e-newsletter.</i></p> <p><i>With no central budget identified for improving printed information to parents, leaflets were developed as need/budget were identified - these include leaflets on school dress code, class organisation in primary schools and school meals. A parents' guide to Curriculum for Excellence was also produced and a CfE site created on the website. All leaflets/policies can also be downloaded directly from the website.</i></p>
<p><b>Priority Area: A complaints procedure which exceeds statutory requirements is in place</b></p>	<p><i>The Children and Families complaints policy and procedure (Advice and Conciliation) has been revised in December 2009 and was implemented on 1 April 2010.</i></p>
<p><b>Priority Area: Support for parents is developed in home and community settings</b></p> <p>To help parents and carers to support the development of confident children, we will:</p>	<p><i>With parents and carers, the focus has been on developing knowledge, skills and confidence of health visitors in this respect and work is continuing to establish peer support networks of practitioners to reinforce use of the approach</i></p>

<p>Encourage all key agencies to adopt the nationally recognised Solihull approach to working with parents and carers</p> <p>Provide programmes for parent support across the city</p> <p>Develop parent support services coherently across citywide and neighbourhood service development</p>	<p><i>more widely. The principles were incorporated into the "Supporting Edinburgh's Parent's and Carers: a Framework for Action 2009-12"</i></p> <p><i>Achieved</i></p> <p><i>Achieved</i></p>
<p><b>Priority Area: Parents are fully involved in the recruitment of senior school staff</b></p> <p>To support the involvement of parents and carers in the recruitment of headteachers and other senior school staff, we will:</p> <p>Ensure that there are opportunities for parents and carers to be involved at each stage of the process – from job adverts to final selection</p>	<p><i>Parents, Carers are involved at long leet and short leet stages</i></p>
<p><b>Priority Area: Parent/carer involvement is improved for looked after and accommodated children</b></p>	<p><i>We have expanded the Family Group Decision Making Service to 5 members of staff (from 2). This significantly improves our ability to achieve family involvement in or control over decision making about children - many of whom are accommodated and most of whom will be looked after.</i></p> <p><i>We have significantly enhanced our support for kinship carers, starting with the establishment of an assessment process for kinship carers that makes clear the support needs of carers.</i></p> <p><i>Edinburgh Families Project has been established. Staffed by Residential Care Officers, it provides direct supports to families whose children are on the verge of accommodation and in some cases are in a shared care arrangement.</i></p> <p><i>A number of residential staff have been involved in the SPACE developments in South Edinburgh, providing direct support to parents and carers or staffing Parent Information Points (PIPs). Further developments of this type are currently being planned.</i></p>

	<p><i>A number of residential staff have participated in the Growing Confidence training programme.</i></p> <p><i>Through the above three activities, and preparatory training, confidence and skills in supporting parents have been developed and these are available for deployment with parents and carers of accommodated children.</i></p>
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Appendix Two

**City of Edinburgh Council**

**Children and Families Department**

**Parental Engagement Strategy 2012 -2015**



## Foreword

We recognise that parents and carers are their child's first and most important educators, and the most valuable contribution parents and carers can give is commitment to their children's education and personal development.

Parents and carers engage in their children's education in many ways in the home, school and community. Parental influence extends far beyond formal education and into behaviour and attitudes, expectations and aspirations.

In Children and Families we value the positive engagement and involvement of all parents and carers with their children's learning and are committed to working with partners and parents and carers to build capacity to support the needs of children in their schools and communities and to provide a range of support, advice and practical help to enable parents and carers to fulfil this challenging role. Supporting children and families is at the core of our approach to Getting It Right for Every Child.

We will also provide appropriate opportunities to engage and involve all parents and carers, whatever their ability, background or interest in the design, delivery and evaluation of the services and facilities that impact on their children.

We want to work together with parents and carers to ensure that our strategic objectives are met and that:

- Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
- Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
- Our children and young people at risk, or with a disability, have improved life chances.
- Our children and young people are physically and emotionally healthy.
- Our children and young people are safe from harm or fear of harm, and do not harm others within their communities.
- Our children's and young people's outcomes are not undermined by poverty and inequality.
- We provide quality services and make the best use of our resources.

## Context

The Scottish Schools [Parental Involvement] Act (2006) sets out the role of parents and carers in Scottish Education, modernising and strengthening the framework that supports parental involvement in school education. The Act placed responsibility on local authorities to improve parental involvement in three ways - learning at home, home/school partnerships, parental representation. The definition of 'parent' in the Act includes the role of the education authority as corporate parent in respect of looked-after children.

Curriculum for Excellence emphasises the key role played by parents in supporting their children's learning. The Scottish Government works closely with partner organisations to ensure parents' views are recognised and heard and encourages all schools to strengthen their links with parents.

David Cameron at the Scottish Parent Teacher Conference 2011 views parents as playing a critical and professional role in their children's learning. He urged teachers to reflect and demonstrate the behaviours we want from children and to talk with parents about learning, less about the curriculum.

Research states that 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.' (Desforges 2003).

'No matter where they live or whatever their needs, children and families need to know where they can seek help, what help is available, that the help is appropriate to their needs and will be delivered to the highest possible standard. *Getting it right for every child* will enable everyone involved in children's services to deliver on this and improve outcomes whilst involving children and families in finding solutions to their needs.' [Draft Children Services Bill 2012]

## Development

A meeting of the Consultative Committee with Parents [CCwP] in October 2010 tasked a working group with reviewing the existing Parental Involvement strategy published in 2008, the progress made and creating a new strategy.

A working group was set up chaired by the Senior Education Manager Inclusion, Pupil and Parent Support and consisting of Principal Officer Engagement and Involvement, Client Manager Communications, parental involvement unit staff, community learning and development staff, head teachers, depute headteachers and parents and carers from primary, secondary, special and nursery schools.

The initial meeting was held in Waverley Court and few parents and carers attended therefore it was decided to take the working group as a road show to schools and communities across the city. Road shows took place on a monthly basis and culminated in a Parental Engagement seminar in November 2011. The road shows and seminar had very good representation from parents and carers, school staff and community education staff and engendered excellent open discussions and provided the basis for the new strategy.

'Research from America [the Epstein Model] on family, school and community partnerships was used in discussions during the road shows and proved to be useful, with all participants agreeing that they were key aspects of an effective Parental Engagement strategy.

. The Epstein model shows the range of activities that can help children's learning:

- **Parenting:** promote and foster parenting skills to develop home environments that support children as students
- **Communicating:** establish regular and meaningful two-way communication between home and school
- **Volunteering:** welcome, value and recruit parental support and assistance in school activities
- **Learning at home:** Families/parents play an integral role in assisting student learning
- **School decision-making:** include parents and carers in school decisions and develop parent and carer leaders and representatives
- **Collaborating with the community:** identify and use community resources and services to strengthen schools, families and student learning and development'

During the roadshows some of the key statements from parents were:

*'Ask what parents want'*

*'Let parents know what they can do'*

*'Can there be a key worker contact for parents?'*

*'Can parents have a chance to see what happens in other schools?'*

*'Tap into the expertise of parents'*

*'Year representatives for each stage improve communications'*

*'Community representatives on Parent Councils work well'*

*'Can we hear what other Parent Councils do?'*

*'Face to face neighbourhood meetings would be helpful'*

*'Parents and pupils can work together in school groups e.g. ECO group'*

*'Can we have transition programmes for parents too?'*

These and other feedback during our extensive consultation underpins the Vision, Values, Aims and Objectives of the new strategy.





## Our Vision

We are fully committed to partnership working with parents to ensure that they are

- valued and welcomed by school communities as partners in their children's learning
- involved in a variety of ways within school communities and centrally
- engaged through ongoing communication and consultation at school and centrally
- Involved with us in working together to improve services for each and every child.

We will be proactive in responding to parent needs and will take account of all local and national policies and initiatives.

We are committed to providing equal access to opportunities for parental involvement and engagement regardless of religion, disability, sexual orientation, socio-economic status or age.

## Our Aims and Objectives

We aim for the best outcomes for children, young people, families and communities and to provide a range of information services and support:

- **To strengthen all parents engagement in their child's learning**
  - i. We will provide varied opportunities to engage parents in their child's learning
  - ii. We will give specific and detailed advice and information to parents on their child's education
  - iii. We will have a plan for parental engagement in Curriculum for Excellence
- **To develop effective communication and consultation**
  - i. We will create a communication and consultation framework
  - ii. We will communicate information to parents quickly and through a variety of media

- iii. We will engage parents as partners in new developments at all levels from an early stage
- iv. We will engage parents in annual self evaluation surveys
- **To develop effective partnership working and opportunities for and removal of barriers to engagement**
  - i. We will provide support to schools and parent councils to engage the wider parent forum
  - ii. We will share good practice across the city through websites and roadshows
  - iii. We will support schools and parents to ensure a minimum requirement level of parental engagement
- **To develop the linkage of parent and pupil voice**
  - i. We will ensure parent councils interact with pupil councils
  - ii. We will ensure parent councils are involved in all transition stages to facilitate increased parental involvement
  - iii. We will involve parents and pupils in the design of the new school handbooks
- **To strengthen parent councils and forums**
  - i. We will improve development and training opportunities for Parent Councils using a variety of media
  - ii. We will support schools to promote membership of Parent Councils
- **To assist parents/ carers through parenting support when required**
  - i. We will improve opportunities for parents/carers to access information and support
  - ii. We will provide opportunities for parents and carers to learn more about children's physical and emotional health

## **Our Values**

Underpinning our vision, aims and objectives are our values of

- Mutual respect between schools, parents and communities
- High expectations engaging parents in pupils' learning and achievement
- Trust between parents , schools and the department

## **Equalities**

In our vision, aims and objectives we recognise the need to respect the diversity of cultural and ethnic background of all parents and the community in which they live. We will also take into account disability, working patterns and childcare and ensure accessibility of opportunity for all.

## **Measures of Quality**

Our strategy will provide a framework for expanding and co-ordinating parental engagement opportunities and help to ensure the quality and equality of those opportunities. It will ensure we have the capacity and skills to support parental engagement, and that engagement is monitored and evaluated.

It is directly linked to national legislation and relevant authority policies and structures

We will survey parents and carers annually on their views of their children's school experience. Several thousand parents and carers complete the surveys and their views are reported on to individual schools and on an Edinburgh wide basis. These surveys are an important tool in our overall engagement with parents and carers. We will also audit the views of parent councils annually.

Schools will in addition, regularly audit the views of parents when evaluating the effectiveness of the establishment and when identifying priorities for the school improvement plan, using the standard audit tools HGIOS 3 and The Journey to Excellence. The indicators of How Good is Our Community Learning Development will also be used.

We will ensure that our work links to, and progress will be measured against, a range of indicators which will link with The Single Outcome Agreement, the Integrated Children's Services Planning Framework, and the Framework for Integrated Children's Services. Integrated assessments, information sharing, joint inspections and workforce development will also inform service delivery.

An action plan outlining tasks, outcomes, quality measures, lead officers and timelines will be developed.

This strategy links to the following key national and local policies

## **National**

UN Convention on the Rights of the Child [1989]

Children (Scotland) Act [1995]

For Scotland's Children [2000]

Standards in Scotland's Schools Act [2000]

Additional Support for Learning [2004] Act

Supporting Children's Learning – Code of Practice [2005]

A Curriculum for Excellence

The Scottish Schools [Parental Involvement] Act [2006]

A Guide to Evaluating Services for Children and Young People using Quality Indicators [2006]

Child at the Centre [2007]

Getting it Right for Every Child [2008]

Early Years Framework [2009]

## **Local**

The City of Edinburgh Council's Corporate Services Plan [2012-14]

Children and Families Service Plan [2012-2015]

Supporting Parents and Carers: A Framework for Action (2009 – 2012)

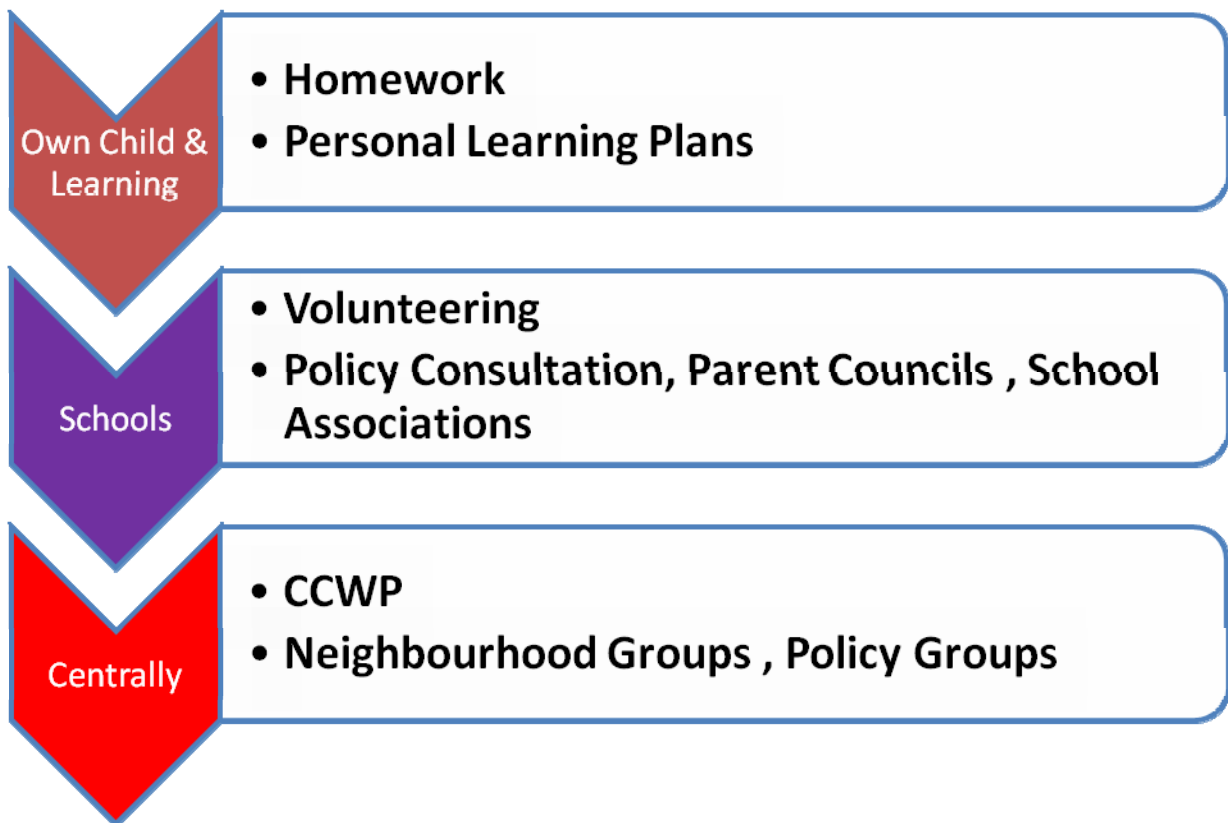
Edinburgh Partnership Single Outcome Agreement [2012-2015]

Getting It Right For Every Child.

# Layers of Engagement

How can parents engage?

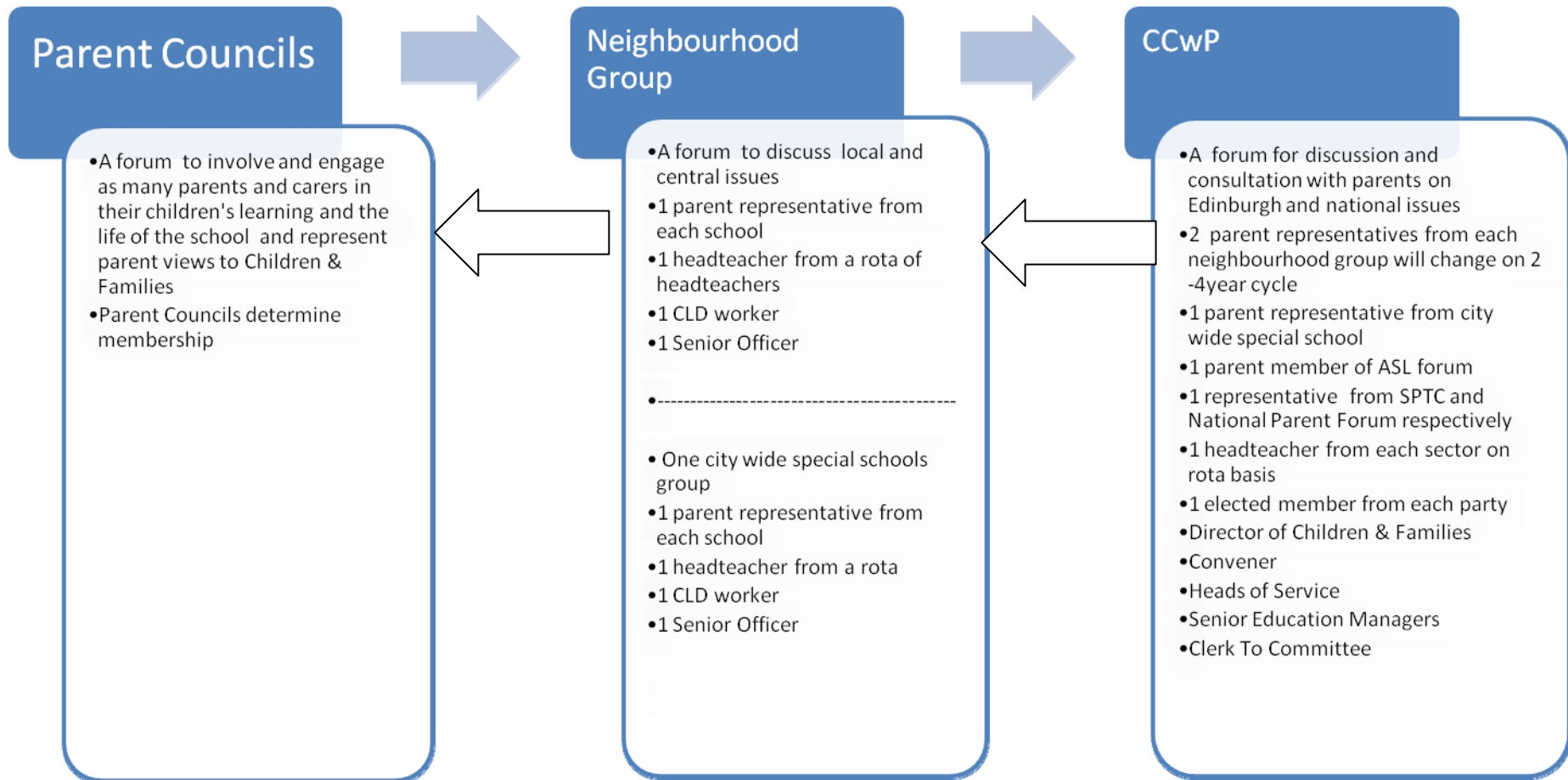
## Examples



## Appendix Four

# Engagement and Consultation

A two way process



## Appendix Five : Neighbourhood Groups

<b>EAST</b>	<b>WEST</b>	<b>SOUTH</b>	<b>NORTH</b>	<b>SOUTH WEST</b>
<u>Castlebrae CHS</u> Castleview P_S Newcraighall PS Niddrie Mill PS	<u>Craigmount HS</u> Corstorphine PS East Craigs PS Fox Covert PS Hillwood PS Roseburn PS	<u>Boroughmuir HS</u> Bruntsfield PS Buckstone PS South Morningside PS	<u>Broughton HS</u> Ferryhill PS Flora Stevenson PS Granton PS Stockbridge PS	<u>Balerno CHS</u> Dean Park PS Ratho PS
<u>Holy Rood RC HS</u> St Catherine's RC St Francis RC St John Vianney RC St John's RC St Mary's RC (Leith) St Ninian's RC	<u>Forrester HS</u> Broomhouse PS Carrick Knowe PS Gylemuir PS Murrayburn PS	<u>Gracemount HS</u> Gracemount PS Gilmerton PS	<u>Craigroyston CHS</u> Craigroyston PS Forthview PS Pirniehall PS	<u>Currie CHS</u> Currie PS Juniper Green PS Nether Currie PS
<u>Portobello HS</u> Brunstane PS Duddingston PS Parsons Green PS The Royal High PS Towerbank PS	<u>Queensferry CHS</u> <u>Dalmeny PS</u> <u>Echline Ps</u> <u>Kirkliston PS</u> <u>Queensferry PS</u>	<u>James Gillespie's HS</u> James Gillespie's PS Preston Street PS Royal Mile PS Sciennes PS Tollcross PS	<u>Drummond CHS</u> Abbeyhill PS Broughton PS Leith Walk PS	<u>Firrhill HS</u> Bonaly PS Colinton PS Longstone PS Oxgangs PS Pentland PS
	<u>St Augustine's RC HS</u> Fox Covert RC PS St Cuthbert's RC PS St David's RC PS St Joseph's RC PS St Margaret's RC PS	<u>Liberton HS</u> <u>Craigour Park PS</u> <u>Liberton PS</u> <u>Prestonfield PS</u>	<u>Leith Academy CHS</u> Craigentenny PS Hermitage Park PS Leith PS Lorne PS	<u>WHEC</u> Canal View PS Clovenstone PS Sighthill PS
	<u>The Royal High</u> Clermiston PS Cramond PS Davidson's Mains PS Blackhall PS	<u>St Thomas of Aquins RC</u> Holy Cross RC PS St Mark's RC PS St Mary's RC PS St Peter's RC PS	<u>Trinity Academy</u> <u>Trinty PS</u> <u>Victoria PS</u> <u>Wardie PS</u>	
	<u>Tynecastle HS</u> Balgreen PS Craiglockhart PS Dalry PS Stenhouse PS			

Appendix Five : Neighbourhood Groups

<b>EAST</b>	<b>WEST</b>	<b>NORTH</b>	<b>SOUTH</b>	<b>SOUTH WEST</b>
Craigmillar Child and Family Centre	Balgreen NS	Craigroyston Early Years Centre	Cameron House NS	Calderglenn NS
Greendykes Child and Family Centre	Kirkliston NS	Fort Early Years Centre	Cowgate Under 5's NS	Hailesland Child and Family Centre
Greengables NS	Stenhouse Child and Family Centre	Granton Child and Family Centre	Gilmerton Child and Family Centre	Sighthill child and Family Centre
Moffat Early Years Centre	Tynecastle NS	Pilrig child and Family Centre	Grassmarket NS	
		Queensferry Early Years Centre	Hope Cottage NS	
		Stanwell NS	Liberton NS	
			Lochrin NS	
			St Leonard's NS	
			Spinney Lane NS	
			Viewforth child and Family Centre	



## Appendix Five: City wide : Special Schools

School	Neighbourhood
Braidburn	South West
Edinburgh Secure Services (Howdenhall	South
Edinburgh Secure Services (St Katharine's)	South
Gorgie Mills	West
Kaimes	South
Oaklands	North
Panmure St Anne's	South
Pilrig Park	North
Prospect Bank	North
Redhall	South
Rowanfield	North
St Crispin's	South
Wellington	
Woodlands	South West

## Positive Destinations

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### Education, Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 To update members of City of Edinburgh's Education Children and Families Committee on progress towards improving school leaver destinations based on data from the School Leaver Destinations Follow Up Census carried out by Skills Development Scotland in March 2012, reported on in June 2012 and used as an indicator of sustainability and progression.
- 1.2 The report updates elected members on provision targeted on those young people most at risk of not securing a positive destination, the implementation of activity agreements and impact of the Edinburgh Guarantee, the Council led partnership of public, private and voluntary sector organisations which aims to provide all young people with work related opportunities and support.

#### 2 Summary

- 2.1 The report summarises the improving picture of school leaver destinations for leavers from Edinburgh's 23 secondary schools for those young people who left school in December 2010 and May 2011. Initial destinations for these young people were recorded in September 2011 and followed up six months later in March 2012. The report presents individual school statistics by destination category at initial and follow up census along with the overall authority picture and compares Edinburgh with the performance of other local authorities and the national position.
- 2.2 For Edinburgh 86.5% of school leavers were in a positive destination at the follow up census compared to 87.4% at the initial census.
- 2.3 Although there was a drop of 0.9% of school leavers sustaining a positive destination between initial and follow up census this compares favourably with the national position where there was a 1.7% drop from 88.9% to 87.2%.

### **3 Main Report**

#### **3.1 Overview**

Edinburgh's figure represents a steady improvement and is a 3.4% increase on the follow up census from the previous year (83.1% in March 2011). In comparison over the same period the national figure rose by only two percentage points (from 85.2% March 2010 to 87.2% March 2011).

The gap between Edinburgh and the national figure has been steadily narrowing and now stands at -0.7% (-2.1% in 2009/10, -1.6% in 2008/9 and -2.7% in 2007/08).

Overall comparison with other local authorities ranks Edinburgh as 20<sup>th</sup> from 32 local authorities improving from 27<sup>th</sup>, 25<sup>th</sup> and 27<sup>th</sup> in the three previous years.

#### **3.2 Key Points**

Within City of Edinburgh Council the destination category that recorded the greatest percentage point increase between initial and follow up return was employment with an increase of 4.6 percentage points rising from 18.7% to 23.3% (Scotland 24%). This represents an increase of 210 jobs.

There is improvement in the number of school leavers' unemployed and seeking a destination' in comparison with the previous year's follow up report. The figure for follow up 2010-2011 is 11.4% (389) compared to follow up figures for 2009-2010 of 14.2% (483). This has improved by 2.8% (represents 94 young people).

Of the 394 reported 'unemployed seeking' in the initial census, half (197), were recorded as unemployed seeking in the follow up census as well. Factors which are evident for this cohort are that the majority of them are statutory leavers and are from the most deprived areas.

Of this 197 cohort who were recorded as unemployed seeking at both the September and March census 120 were male and 77 were female. 124 were statutory school leavers. Over one quarter of them had been in an initial destination for a very short time on leaving school but had been unable to sustain that destination till September. Almost half of them, 47%, lived in areas ranked in the SIMD top three most deprived.

#### **3.3 The Performance of Individual Schools**

Eleven of the 23 secondary schools were above the national average for percentage of school leavers in a positive destination. They were: Balerno Community High School, Boroughmuir High School, Craigmount High School, Currie Community High School, Firrhill High School, James Gillespie's High School, Portobello High School, Queensferry High School, St Augustine's RC High School, St Thomas of Aquin's RC High School and The Royal High School.

Of these schools, four schools had 10 or fewer young people 'unemployed seeking' in March. They were: Balerno (5) and Boroughmuir High Schools (2); St Augustine's (9) and St Thomas of Aquin's (7) RC High Schools.

The highest number 'unemployed seeking' was 27 (Leith Academy) and the highest percentage 'unemployed seeking' was 36%, Castlebrae Community High School which represented an improvement from the initial census when the figure was 54.0%.

### **3.4 Improving Performance**

A range of measures have been put in place pre and post the school leaving date targeting at risk young people to ensure that they have had the necessary skills development and preparation to be able to take advantage of the increased learning, training and employment provision in place through the implementation of activity agreements and The Edinburgh Guarantee.

The Challenge Fund administered by Economic Development has been able to target a larger proportion of its resource on school age employability activity reflecting the availability of new activity agreement funding in the post school sector.

Children and Families has targeted the 16+ Learning Choices budget on providing support for those young people identified as most at risk of not achieving a positive destination.

All secondary and special schools have a 16+ Learning Choices budget allocation to support employability.

### **3.5 Schools – Measures to Improve Positive Destinations**

Additional targeted employability provision has been put in place in schools across the city offering: SQA accredited core skills modules; activities designed to engage and motivate eg Street Soccer, The Brae's Arts Project and the Youth Music Group at Wellington School. Working with the voluntary sector, 1:1 and group support is available to prepare and link pupils into career pathways post school. A more detailed list of additional employability activities is included at Appendix 5 of this report.

Three schools working in partnership with businesses very successfully piloted Career Academies. Targeted on 5<sup>th</sup> year students Career Academies offers mentoring, guru lectures and paid work placements during the summer holidays. Career Academies is currently being rolled out to six more schools that have opted in.

All 23 schools now offer the Jobs Education and Training (JET) Programme targeted at 4<sup>th</sup> year students who want to leave school at the end of the year and in some instances 5<sup>th</sup> year students who will benefit. The 400 JET students are on work placement every Friday throughout the school year

developing skills for work and gaining invaluable first hand insight into the world of work.

All secondary schools, supported by the quality improvement team, carry out an annual self evaluation of their strategies to improve post school destinations.

Well before the school leaving date 16+ Learning Choices partnership groups in all secondary schools systematically identify and align support and provision to young people who will struggle to make a successful post school transition.

Those young people that are furthest from employment are referred and prepared for activity agreements post school. An activity agreement is a customised package of activities designed to build personal and employability skills. The young person is supported by an activity agreement coach giving 1:1 support and has access to the Education Maintenance Allowance if eligible.

### **3.6 Post School – Measures to Improve Positive Destinations**

#### **The Edinburgh Guarantee**

The Edinburgh Guarantee is delivering on our vision that every school leaver has a positive destination and a future where the full potential of our young people is harnessed to the benefit of the individual, businesses and the city. The Council led public and private sector partnership works to create youth employment opportunities with a specific focus on 16-19 year olds or the last three school leaver cohorts. For 2012-2013 City of Edinburgh Council is offering a further 50 modern apprenticeships and 80 Inspiring Young People training places matching the intake for 2011-2012. As in the previous year a proportion of training places are ring fenced for care leavers.

Edinburgh's college principals have committed to increase by 50 the number of school leavers on further education courses putting Edinburgh in line with the national average for school leavers entering further education.

Private sector partners are making a considerable contribution to the Edinburgh Guarantee offering a wide range of opportunities from training placements and paid internships through to full time permanent jobs. As at 1 September 2012, since its inception, the Edinburgh Guarantee has delivered 621 opportunities including 192 jobs in 2011 and 98 to date in 2012. Examples at appendix 8

Going forward the Edinburgh Guarantee focuses on Edinburgh's key economic sectors led by sectoral champions aiming to create a high demand for young people in the economy; excellent career prospects; and a network of educational and employment support that is clear, integrated, and adapts to changing needs and opportunities.

## **Activity Agreements**

Scottish Government funded activity agreements, introduced in Edinburgh in September 2011, are a key offer to vulnerable young people 16-19 years old, who are not yet ready to sustain a positive destination without support and a customised package of activities to build their confidence and skills.

Partnerships between Community Learning and Development and the voluntary sector has established eight activity agreement hubs throughout the city offering a range of provision including: core skills, job search, life skills, coaching and mentoring, vocational and employability skills development. Partners receive training in the role of activity agreement coaches to offer 1:1 support and outreach. Tracking and data sharing systems are in place to ensure that all young people who need it are offered an activity agreement and the support to be able to take it up. Details of activities at appendix 7.

Since implementation in September 2011, 238 young people have signed up to an activity agreement of which 104 have already progressed onto a positive destination. Breakdown of activity agreement statistics at appendix 6.

## **4 Financial Implications**

4.1 None

## **5 Equalities Impact**

5.1 An Equalities and Rights Impact Assessment was carried out. This identified no infringements on human rights or childrens' rights. The equalities impact was only positive in relation to all pupils although some recommendations were identified. These are to share good practice with regard to young people with disabilities, widen the range of views of young people on their future hopes, specific actions for BME girls and evaluate the impact of new work with young men.

## **6 Environmental Impact**

6.1 None

## **7 Conclusions**

7.1 Sustained positive destinations for 2010/2011 show a 3.4% improvement on the previous year 2009/2010. Edinburgh continues to close the gap on the national average for positive destinations which now stands at -0.7%. More of Edinburgh's young people sustained a positive destination than was the case nationally (0.9 drop off in Edinburgh and 1.7% drop off nationally). Early identification of young people at risk and partnership working through the 16+ groups in schools together with the implementation of activity agreements and

the Edinburgh Guarantee are having a positive impact on young people achieving a positive destination.

## 8 Recommendations

It is recommended that Committee:

- 8.1 note this report and the progress made; and
- 8.2 request a further report on progress in improving positive destinations from the Director of Children and Families at the next school leaver destination census in January 2013.

**Gillian Tee**  
Director of Children and Families

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Appendices	<ol style="list-style-type: none"><li>1 2010/2011 School Leaver Destinations for Individual Schools (Initial and Follow up) destinations shown as percentages of total leavers.</li><li>2 CEC School Leaver Destinations 2009/2010 and 2010/2011 (Initial and Follow up) summarised by Destination Category</li><li>3 Trends: Percentage Edinburgh Leavers in Positive Destinations 2007/2008 – 2010/2011</li><li>4 2008/2009 -2010/2011 Percentage of School Leavers in Positive Destination by Local Authority (Follow up)</li><li>5 Examples of New Employability Support in Schools- Targeted on Those Most at Risk of not Achieving a Positive Destination</li><li>6 Activity Agreements Post School Provision</li><li>7 Activity Agreement Team and Activity Agreement Hubs</li><li>8 Edinburgh Guarantee Examples of Support</li></ol>
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Contact/tel/Email Karen Prophet 0131 469 3048

Wards affected All

Single Outcome Agreement Strategic Objective 2 and 6  
Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities (Outcome 2.2 – Young People are confident individuals, effective contributors and responsible citizens)

Our Children's and young people's outcomes are not undermined by poverty and inequality (Outcome 6.1 – Communities are strong and resilient where citizens are supported to make positive contributions)

Background  
Papers



Skills Development Scotland (SDS) supplies information on the destinations of school leavers (SLDR), at an individual level, to the Scottish Government's Analytical Services Unit (Schools). This return is based on a follow up of young people who left school between the 1st of August 2010 and the 31st of July 2011. The initial exercise was carried out during the month of September 2010 and produces a snapshot of destinations as at the 3rd October 2011. In March 2012, we followed up the same cohort to determine if there had been any change in their circumstances. This provides the Scottish Government with data to report upon their national indicator "Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)".

Note: In March, leavers who have since moved outwith Scotland, returned to school or are deceased are not reported upon within the return.

City of Edinburgh Council SLDR 2010/11 Follow up														
School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Leavers	% Positive	% Other	% Change
Balerno Community High School	Initial	47.7%	21.9%	3.1%	19.5%	1.6%	0.0%	5.5%	0.8%	0.0%	128	93.8%	6.3%	0.0%
	Follow Up	44.9%	20.5%	0.8%	22.8%	3.9%	0.8%	3.9%	2.4%	0.0%	127	93.7%	6.3%	
Boroughmuir High School	Initial	64.2%	17.6%	2.4%	12.1%	0.6%	0.0%	3.0%	0.0%	0.0%	165	97.0%	3.0%	1.8%
	Follow Up	59.8%	19.5%	0.6%	18.3%	0.6%	0.0%	1.2%	0.0%	0.0%	164	98.8%	1.2%	
Broughton High School	Initial	31.8%	33.5%	2.4%	19.4%	0.0%	0.0%	11.2%	1.8%	0.0%	170	87.1%	12.9%	-2.9%
	Follow Up	31.2%	30.0%	2.4%	20.6%	0.0%	0.0%	12.4%	3.5%	0.0%	170	84.1%	15.9%	
Castlebrae Community High School	Initial	4.0%	16.0%	6.0%	14.0%	2.0%	0.0%	54.0%	2.0%	2.0%	50	42.0%	58.0%	14.0%
	Follow Up	4.0%	14.0%	8.0%	26.0%	4.0%	0.0%	36.0%	8.0%	0.0%	50	56.0%	44.0%	
Craigmount High School	Initial	38.2%	25.1%	5.8%	23.6%	0.8%	0.0%	6.2%	0.0%	0.4%	259	93.4%	6.6%	-3.1%
	Follow Up	36.3%	25.5%	0.8%	27.0%	0.4%	0.4%	9.3%	0.0%	0.4%	259	90.3%	9.7%	
Craigroyston Community High School	Initial	9.2%	33.8%	4.6%	13.8%	0.0%	0.0%	30.8%	6.2%	1.5%	65	61.5%	38.5%	-1.5%
	Follow Up	6.2%	23.1%	12.3%	16.9%	1.5%	0.0%	30.8%	6.2%	3.1%	65	60.0%	40.0%	
Currie Community High School	Initial	42.6%	23.9%	2.3%	19.9%	2.3%	0.0%	8.5%	0.0%	0.6%	176	90.9%	9.1%	0.0%
	Follow Up	39.8%	23.9%	1.1%	23.9%	2.3%	0.0%	8.5%	0.0%	0.6%	176	90.9%	9.1%	
Drummond Community High School	Initial	26.0%	18.2%	10.4%	18.2%	1.3%	0.0%	23.4%	1.3%	1.3%	77	74.0%	26.0%	-0.3%
	Follow Up	25.0%	17.1%	6.6%	22.4%	1.3%	1.3%	22.4%	3.9%	0.0%	76	73.7%	26.3%	
Firrhill High School	Initial	49.5%	22.6%	5.3%	15.3%	1.1%	0.0%	5.3%	1.1%	0.0%	190	93.7%	6.3%	-2.7%
	Follow Up	46.8%	20.2%	2.1%	21.3%	0.5%	0.0%	8.0%	1.1%	0.0%	188	91.0%	9.0%	
Forrester High School	Initial	21.7%	25.6%	5.4%	21.7%	0.0%	0.0%	24.0%	0.8%	0.8%	129	74.4%	25.6%	7.0%
	Follow Up	21.7%	24.8%	4.7%	29.5%	0.8%	0.0%	16.3%	1.6%	0.8%	129	81.4%	18.6%	
Gracemount High School	Initial	23.3%	29.1%	8.7%	24.3%	0.0%	0.0%	12.6%	1.9%	0.0%	103	85.4%	14.6%	-1.1%
	Follow Up	23.5%	27.5%	5.9%	26.5%	1.0%	0.0%	12.7%	2.9%	0.0%	102	84.3%	15.7%	
Holy Road RC High School	Initial	26.5%	27.1%	6.0%	22.3%	0.6%	0.0%	16.3%	1.2%	0.0%	166	82.5%	17.5%	1.2%
	Follow Up	24.7%	22.9%	4.8%	30.7%	0.0%	0.6%	13.9%	1.8%	0.6%	166	83.7%	16.3%	
James Gillespie's High School	Initial	52.5%	19.0%	4.0%	13.5%	0.5%	0.0%	9.5%	0.5%	0.5%	200	89.5%	10.5%	2.5%
	Follow Up	49.5%	19.0%	2.5%	18.0%	3.0%	0.0%	8.0%	0.0%	0.0%	200	92.0%	8.0%	
Leith Academy	Initial	25.4%	32.6%	7.7%	14.4%	0.6%	0.0%	18.8%	0.6%	0.0%	181	80.7%	19.3%	0.4%
	Follow Up	25.0%	32.8%	2.8%	18.9%	0.6%	1.1%	15.0%	1.7%	2.2%	180	81.1%	18.9%	
Liberton High School	Initial	20.4%	30.3%	6.3%	23.9%	0.0%	0.0%	18.3%	0.7%	0.0%	142	81.0%	19.0%	-2.8%
	Follow Up	20.4%	26.8%	4.9%	25.4%	0.7%	0.0%	17.6%	3.5%	0.7%	142	78.2%	21.8%	
Portobello High School	Initial	39.0%	25.1%	4.0%	17.1%	2.8%	0.0%	10.8%	0.8%	0.4%	251	88.0%	12.0%	0.4%
	Follow Up	36.4%	24.4%	1.2%	24.0%	2.0%	0.4%	9.2%	2.0%	0.4%	250	88.4%	11.6%	
Queensferry Community High School	Initial	44.4%	30.8%	4.3%	13.7%	0.0%	0.0%	6.8%	0.0%	0.0%	117	93.2%	6.8%	-3.4%
	Follow Up	42.7%	24.8%	1.7%	19.7%	0.9%	0.0%	10.3%	0.0%	0.0%	117	89.7%	10.3%	
St Augustine's High School	Initial	37.0%	26.0%	8.7%	18.9%	0.8%	0.0%	5.5%	2.4%	0.8%	127	91.3%	8.7%	-3.3%
	Follow Up	36.0%	28.0%	4.0%	19.2%	0.8%	0.0%	7.2%	4.0%	0.8%	125	88.0%	12.0%	
St Thomas Of Aquin's High School	Initial	48.2%	25.5%	1.5%	18.2%	0.7%	0.0%	5.1%	0.7%	0.0%	137	94.2%	5.8%	0.0%
	Follow Up	44.5%	24.8%	1.5%	22.6%	0.0%	0.7%	5.1%	0.7%	0.0%	137	94.2%	5.8%	
The Royal High School	Initial	50.5%	21.6%	2.7%	18.0%	2.7%	0.0%	4.5%	0.0%	0.0%	222	95.5%	4.5%	-4.6%
	Follow Up	47.3%	20.5%	1.8%	19.1%	2.3%	0.0%	8.6%	0.5%	0.0%	220	90.9%	9.1%	
Trinity Academy	Initial	34.7%	20.8%	9.2%	22.5%	1.2%	0.0%	10.4%	1.2%	0.0%	173	88.4%	11.6%	-3.6%
	Follow Up	31.4%	22.7%	2.9%	25.6%	1.7%	0.6%	14.0%	1.2%	0.0%	172	84.9%	15.1%	
Tynecastle High School	Initial	21.4%	29.5%	11.6%	25.0%	0.9%	0.0%	10.7%	0.9%	0.0%	112	88.4%	11.6%	-2.7%
	Follow Up	20.5%	25.9%	6.3%	33.0%	0.0%	0.0%	10.7%	3.6%	0.0%	112	85.7%	14.3%	
Wester Hailes Education Centre	Initial	3.6%	45.8%	9.6%	18.1%	1.2%	0.0%	21.7%	0.0%	0.0%	83	78.3%	21.7%	-4.8%
	Follow Up	3.6%	33.7%	7.2%	27.7%	0.0%	1.2%	25.3%	0.0%	1.2%	83	73.5%	26.5%	
City of Edinburgh Council	Initial	36.7%	25.7%	5.3%	18.7%	1.0%	0.0%	11.5%	0.8%	0.3%	3,423	87.4%	12.6%	-0.8%
	Follow Up	34.7%	24.1%	3.0%	23.3%	1.2%	0.3%	11.4%	1.6%	0.4%	3,410	86.5%	13.5%	



**City of Edinburgh Council School Leaver Destinations 2009-2010 and 2010-2011 Initial and Follow up percentages by destination category**

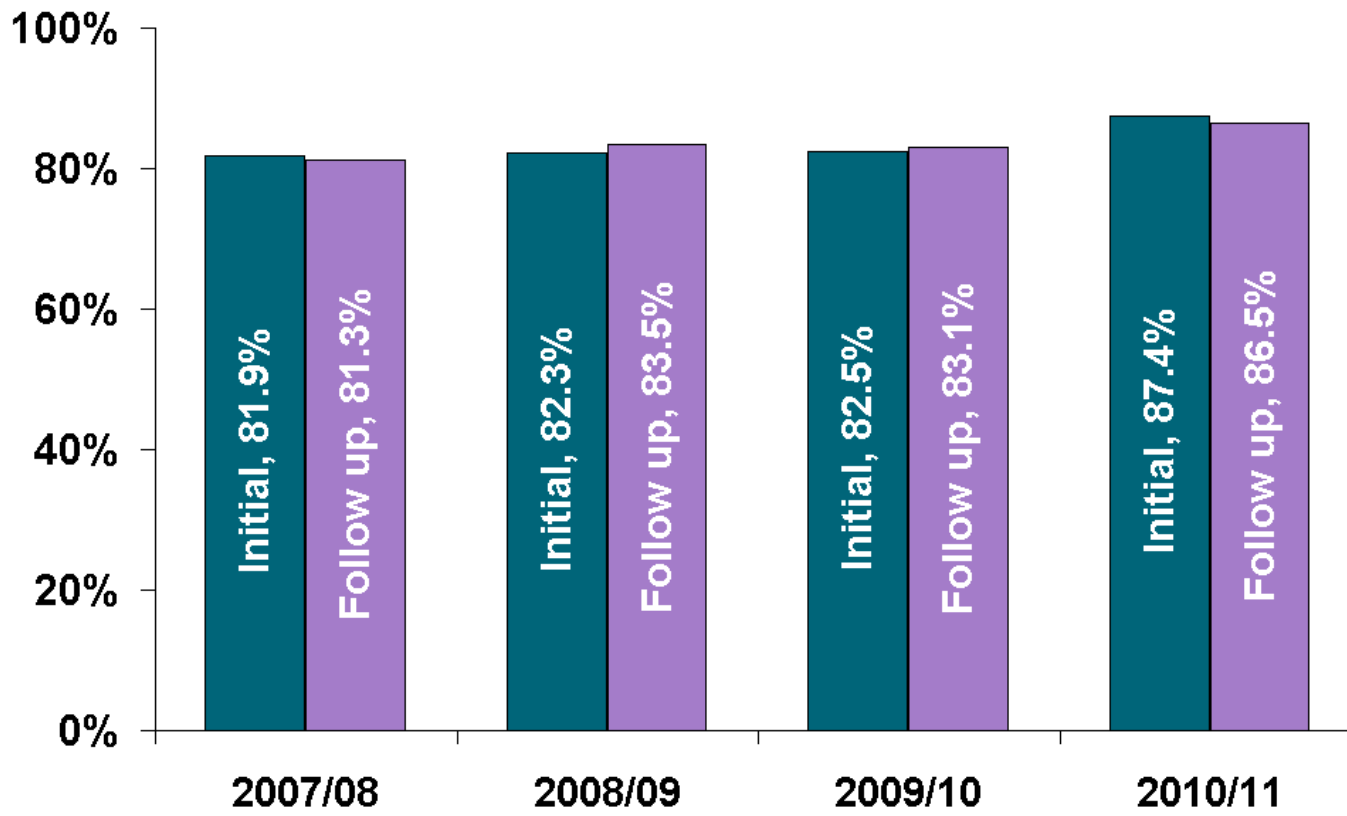
**2010-2011 and 2009-2010 Breakdown by Destination for Initial and Follow up Reports (Percentage)**

	2010-2011	2010-2011	2010-2011	2009-2010	2009-2010	2009-2010
	Initial	Follow up	Difference	Initial	Follow up	Difference
HE	36.7% 1255	34.7% 1182	-2.0% -73	36.8% 1255	34.5% 1172	-2.3% -83
FE	25.7% 878	24.1% 823	-1.6% -55	25.2% 859	22.9% 777	-2.3% -81
Training	5.3% 183	3.0% 102	-2.3% -81	3.5% 119	1.8% 62	-1.7% -57
Employment	18.7% 640	23.3% 793	4.6% 153	16.4% 561	22.7% 771	6.3% 210
Voluntary	1.0% 35	1.2% 41	0.2% 6	0.6% 20	1.1% 37	0.5% 17
Activity Agreements	0.0% 0	0.3% 10	0.3% 10	**	**	**
Unemployed Seeking	11.5% 394	11.4% 389	-0.1% -5	15.8% 538	14.2% 483	-1.6% -55
Unemployed not Seeking	0.8% 29	1.6% 56	0.8% 27	1.4% 49	2.0% 69	0.6% 20
Not Known	0.3% 9	0.4% 14	0.1% 5	0.3% 10	0.7% 23	0.4% 13
<b>Edinburgh Positive Destinations</b>	<b>87.4%</b> 2991	<b>86.5%</b> 2951	<b>-0.9%</b> -40	<b>82.5%</b> 2814	<b>83.1%</b> 2819	<b>0.6%</b> 5

**Edinburgh and Scotland School Leaver Positive Destination Percentages 2009-2010 and 2010-2011**

	2010-2011	2010-2011	2010-2011	2009-2010	2009-2010	2009-2010
	Initial	Follow up	Difference	Initial	Follow up	Difference
<b>Edinburgh Positive Destinations</b>	<b>87.4%</b> 2991	<b>86.5%</b> 2951	<b>-0.9%</b> -40	<b>82.5%</b> 2814	<b>83.1%</b> 2819	<b>0.6%</b> 5
<b>Scotland Positive Destinations</b>	<b>88.9%</b>	<b>87.2%</b>	<b>-1.7%</b>	<b>86.8%</b>	<b>85.2%</b>	<b>-1.6%</b>

**Trends: Percentage of Edinburgh Leavers in Positive Destinations 2007/2008 to 2010/2011**



### 2010-2011 Follow Up- Percentage of School Leavers in Positive Destinations by Local Authority

<b>Local Authority</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>
Aberdeen City	87.5	86.9	83.6
Aberdeenshire	92.1	91.3	91.4
Angus	89.7	86.7	86.3
Argyll & Bute	89.7	86.7	87.6
Clackmannanshire	79.0	81.3	79.3
Dumfries & Galloway	87.8	87.4	88.1
Dundee City	87.5	80.1	77.8
East Ayrshire	85.6	83.6	83.0
East Dunbartonshire	92.7	91.4	91.8
East Lothian	86.4	86.1	83.3
East Renfrewshire	92.4	93.2	90.1
<b>Edinburgh City</b>	<b>86.5</b>	<b>83.1</b>	<b>83.5</b>
Eilean Siar	92.3	92.7	88.9
Falkirk	87.1	83.2	84.2
Fife	87.2	83.7	85.4
Glasgow City	81.6	79.3	80.4
Highland	90.0	85.4	85.4
Inverclyde	86.1	84.1	88.7
Midlothian	84.9	83.2	81.0
Moray	84.6	86.0	84.3
North Ayrshire	89.5	84.5	83.4
North Lanarkshire	85.0	84.2	84.1
Orkney Islands	89.6	91.3	94.3
Perth & Kinross	90.3	88.2	88.9
Renfrewshire	88.1	86.3	84.2
Scottish Borders	90.4	87.3	88.0
Shetland Islands	88.0	93.2	94.7
South Ayrshire	88.9	88.8	83.8
South Lanarkshire	86.0	86.1	87.3
Stirling	86.0	84.7	86.2
West Dunbartonshire	85.5	82.6	83.9
West Lothian	86.0	82.0	84.5
<b>Scotland</b>	<b>87.2</b>	<b>85.2</b>	<b>85.1</b>

## **Examples of New Employability Support in Schools – Targeted on those Identified as at Risk of Not Achieving a Positive Destination**

Additional Provision for School Leavers April to June 2012:

### **SEBD/SEN schools**

**An Activity Agreement Advisor was appointed with a responsibility to support Special and SEBD schools.**

- **Panmure SEBD School** - A transition worker was funded to give intensive support to vulnerable school leavers to engage with other agencies or opportunities. There has also been a partnership with **Street Soccer** who are timetabled into the curriculum offering SQAs in Effective Thinking Skills, Working with Others and Communications. This has resulted in two timetabled groups and 100% attendance by those who had previously disengaged.
- **Wellington SEBD School** –A Youth Music Initiative to work in school to engage school leavers to increase motivation and help identify future employment routes. More intensive support is also provided through Activity Agreement Advisors and SDS Staff.
- **The Brae Arts Project**
- **The Action Group** offered transition support for special schools in working towards goals in employment and training. It involves work with Pilrig Park, Braidburn, Woodlands, Kaimes and Dunedin Special schools.

### **Mainstream schools**

- All 23 mainstream schools were offered the **Impact Arts Gallery 37** project during the summer term. The project aims to engage participants while at school, work with them over the summer and move them onto a positive destinations. The four week summer programme ran for 50 summer and Christmas leavers.
- **In East Edinburgh Citadel 15+ Employability Programmes** across Trinity, Broughton, Leith and Drummond High Schools.
- **In West Edinburgh WEACTION** developed a programme of one to one support and groupwork for Craigmount, St Augustine's RC, Forrester High Schools leavers.
- **In South Edinburgh Dunedin Canmore Youth Project (DCYP)** provided support to summer leavers in Liberton and Gracemount through a Pacific Institute PX2 personal Development course. They also provided additional support for leavers groups in South West High Schools, Firrhill and Tynecastle.

### Activity Agreements Post School Provision 16-19

	Number of Participants
Total Number Activity Agreement Participants since September 2011	238
Current Number on Activity Agreement Provision	77
Number Progressed to a Positive Destination	104
Awaiting Placement	27
Unable to Progress (moved away or prison)	6
Number disengaged from Activity Agreement	24

### Breakdown of Activity Agreement Participants

Male	151
Female	87
Looked After/Care Leaver	74
Entitled to EMA Support	137
Engaged with Local Hubs	67

### Breakdown by Geographical Areas

East	North	South	West	South West
23	50	82	41	34

### Breakdown of Destinations

Destination	Male	Female
College	10	15
Employment	24	9
Training	31	14
Volunteering	5	9

### Referral Source

Source	Number
Schools	88
Voluntary Sector and Home Visits	93
Self Referrals	49

## **Activity Agreement Team and Activity Agreement Hubs**

An Activity Agreement Team was established with a remit of supporting city wide development. We have established **eight Activity Agreement Hubs** in partnership with CLD and the voluntary sector.

Activity Agreement Hubs offer a range of provision including; Coaching, Home visits, Youth Achievement Awards, RUTS, PX2, Employability skills and job searching, core skills, lifeskills, Saltire Volunteering Awards, Duke of Edinburgh.

There has also been the development of a referral system, support and training of 30 Activity Agreement coaches across a range of services including support to 16+ groups in schools, support to young people involved in Throughcare and Aftercare, Youth Offending, SEBD and special schools. There has been a significant work in developing tracking systems and developing provision to meet need.

Examples of Activity Agreements delivered by voluntary sector providers is detailed below:

- **Action for Children**
- **Citadel Young Volunteer Project**
- **Dunedin Canmore Youth Project (DCYP)**
- **ESOL provision**
- **WEACT- Just Do It**
- **WEACT Get Skilled**
- **Passport GTG – Car Mechanics**
- **Volunteer Centre Edinburgh**
- **Bridgend Growing Communities**

### **The Edinburgh Guarantee: Examples of Support**

**Bright Purple:** Providing six waged six month internships – Bright Purple have to date permanently employed four interns

**John Lewis:** Four waged placements and four modern apprenticeships

**Capital Document Solutions:** Two trainee Workshop Engineers and Four six month paid placements

**Green Investment Bank:** Two six month paid placements

**Standard Life:** 20 six month paid placements (two groups)

**Lothian Buses:** Customised six month training programme for six young people aimed at giving a taster of all aspects of LRT Body Shop

**Nairns Oatcakes:** Two jobs for leavers from Castlebrae Community High School

**Scottish Government:** Seven Modern Apprenticeships

**Bank of New York Mellon:** Employed eight school leavers

**Royal London Group:** Employed eight school leavers

**Balfour Beattie:** On an ongoing basis places young people in jobs with sub contractors – 13 jobs at the Quartermile site

**Glenavon Insurance:** One Insurance administrator vacancy

**BT LGC:** Two paid six month placements

**Scottish Widows:** Two full time paid placements

**D McGhee and Sons T/A Fords the Bakers:** One Administrator job

**City of Edinburgh Council:** 50 modern apprenticeships and 80 training places in 2011-2012 and 2012-2013

In addition to generating jobs and paid placements like the examples given above partners have also offered a wide range of valuable support for example:

#### **Mentoring**

Through Scottish Business in the Community 70 trained volunteer mentors in Drummond, Tynecastle, Holy Rood RC, St Thomas of Aquin's RC, Broughton, and Craigroyston High Schools. **Morton Fraser, PwC, KPMG, Deloitte, State Street, Royal London Group and Lloyds Banking Group** all taking part.

#### **Career Information Events**

Careers in the financial sector event planned in November for pupils, parents and staff with contributions from companies across the financial sector.

# Primary School Estate Rising Rolls: Implications for 2013/14 Session

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## Education, Children and Families Committee

9 October 2012

### 1 Purpose of report

- 1.1 This report sets out the context describing rising primary rolls in the primary sector, and identifies the anticipated need for accommodation solutions for five primary schools for the 2013/14 academic session.

### 2 Summary

- 2.1 Primary school rolls in the Council area are projected to increase by 20% in the period to 2019. This report sets out the predicted impact on the primary school estate. It considers historical patterns in school rolls and future school roll projections at a citywide level. It focuses on addressing the pressure expected in some schools at the P1 stage in meeting catchment demand.
- 2.2 There remain 4,700 spare places in the primary estate, however these are not necessarily in the right locations of the city to address rising demand. The report concludes that there is limited opportunity through catchment review to address schools facing accommodation pressure as a result of this projected rise. The proposed solution is to build new accommodation at popular schools to meet their anticipated catchment demand. Five schools are identified as potentially requiring additional accommodation for 2013. The report identifies the proposed method of delivering this additional accommodation in time for the 2013/14 start of session.

### 3 Main Report

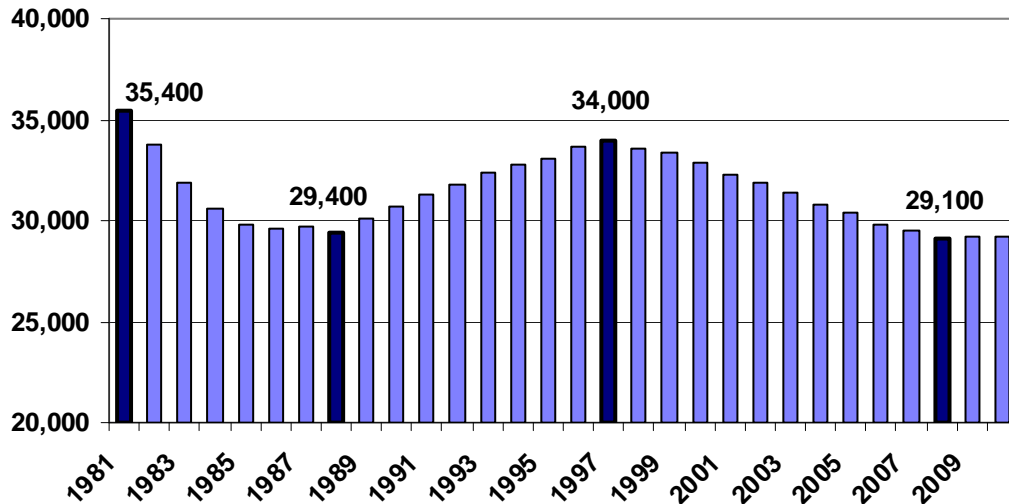
#### Historical Trends and Primary School Roll Projections

##### Population Aged 5-11 and School Rolls

- 3.1 Since 1981 the primary school age population in Edinburgh has followed a wave pattern of peaks and troughs (see Figure 1). The pattern is broadly a 20 year cycle of falling and rising numbers from some 29,000 to around 35,000. This pattern possibly dates back to the post war baby boom, with subsequent generations perpetuating the wave pattern.

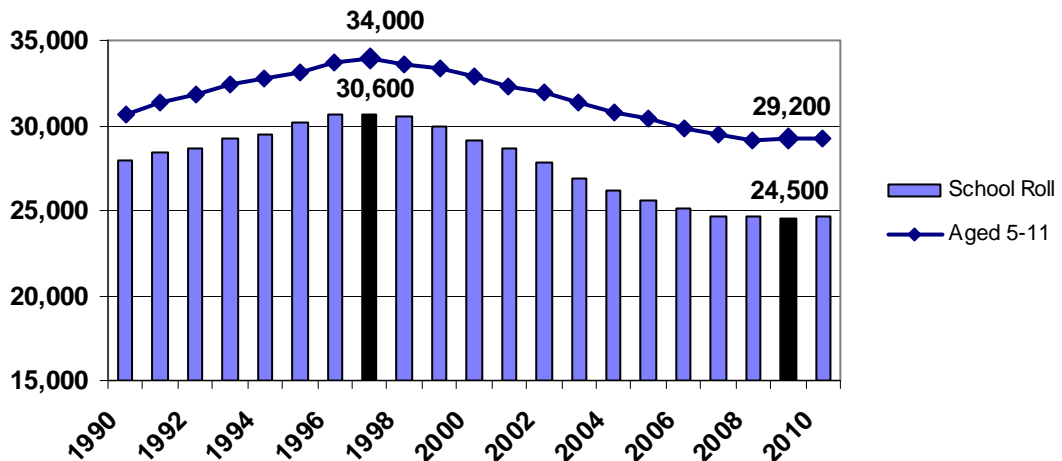


Figure 1: Population Aged 5-11 in the City of Edinburgh (1981-2010)



3.2 There is a correlation between the population aged 5-11 and primary school rolls and Figure 2 shows this relationship over a 20 year period from 1990 to 2010. From a peak of 30,600 in 1998, pupil numbers have fallen by 6,000 to a low of 24,500 in 2009.

Figure 2: Population Aged 5-11 and Primary School Rolls 1990-2010

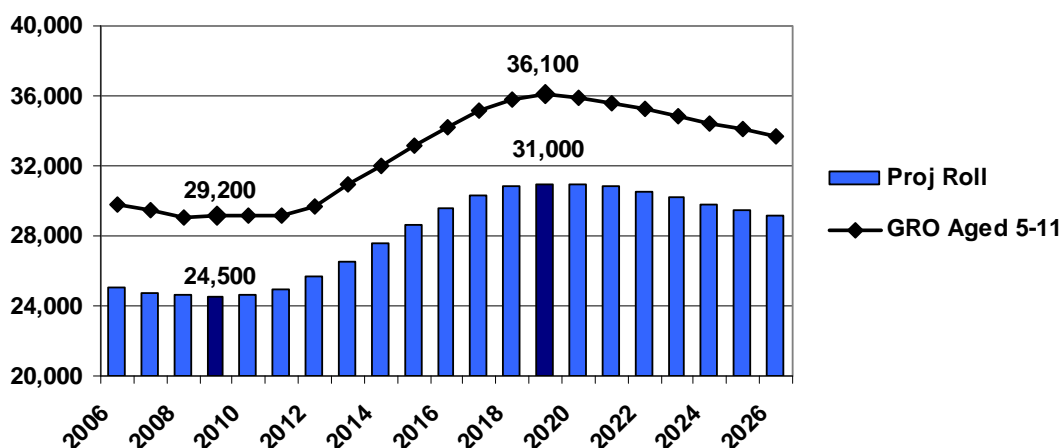


3.3 The gap between the population aged 5-11 and the roll at local authority schools is largely attributable to the independent sector in the city which provides education for around 4,000 primary school pupils. After making allowances for a net gain of some 10% from neighbouring council areas, it is estimated that currently some 3,600 primary age pupils from within the Edinburgh Council area attend independent schools.

### Population Projections and Predicted School Rolls

- 3.4 The projected population aged 5-11 and predicted city wide school rolls shows a continuation of this wave pattern. From a low of 24,500 pupils in 2009/10 the school roll rose to 25,000 for 2011/12, and a provisional roll of 25,847 for 2012/13. The school roll is now projected to increase by a further 5,200 pupils (20%) by 2019.
- 3.5 A number of data sources have been analysed in assessing the school roll projections:
- Actual births to 2011, informing the resulting P1 cohort five years later;
  - The 2008 based General Register Office of Scotland (GROS) population projections; and
  - the National Records for Scotland 2010 based projections (released in February 2012).
- 3.6 The actual number of births demonstrates a tailing off in the size of the increase which indicates that the number of births is expected to have plateaued in 2011. The 2010 projections show the primary school age population continuing to rise beyond 2019 which is inconsistent with the plateau in actual births, and is likely to overestimate the increase. The 2008 based GROS projections have undercounted the number of births in recent years. Accordingly a hybrid projection model has been developed using actual births as far as possible, and then reverting to the 2008 projections beyond this period, adjusted to take account of the undercount. The results of this hybrid projection are illustrated in Figure 3 below.

Figure 3: Projected Population Aged 5-11 and Projected Primary School Rolls



Note 1: Population estimates to 2010 and projections thereafter

Note 2: Actual School Roll data to 2011 and projections thereafter

### Population and Births in the City Council Area

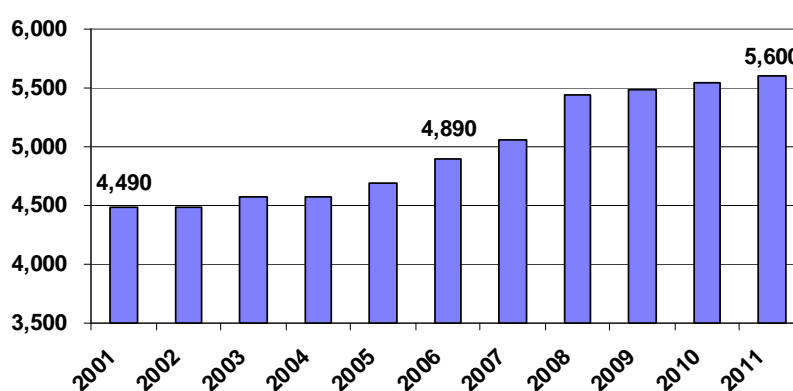
- 3.7 The population of the City of Edinburgh has risen over the last 10 years from under 450,000 to 478,000 and is projected to rise to over 500,000 well before 2020. Inward migration is identified as the key factor driving the total

population increase of Edinburgh. Births are the key component driving the numbers of primary and early years aged children although migration affects roll numbers in two ways:

- Families with children moving into the city; and
- Migrants moving to Edinburgh that thereafter start families.

3.8 Births for 2010 and 2011 are the highest for 20 years (over 5,500 per annum) and will feed through to the primary schools in 2015 and 2016. Figure 4 shows a 25% increase in the number of births over the last 10 years from 2001 to 2011. While the data suggests that births have peaked or are close to peaking, numbers remain high so, even with a gradual drop, will still result in high primary rolls in the period to 2020 and beyond.

**Figure 4: No of Births in the City of Edinburgh (1991-2001)**



## Capacity in the Primary School Estate

### Notional Capacity

3.9 Over the last year all primary schools have been visited to update capacity information. Based on the current capacity methodology (dating from the mid 1990s, based on teaching allocations to number of pupils), which is subject to review, there are around 31,500 spaces in the primary school estate. With a provisional 2012 school roll of 25,901<sup>1</sup> this gives an occupancy rate of 82% with around 5,600 spare places.

### P1 Intake

3.10 The area of greatest pressure in the primary school estate is the P1 intake stage. There is a pattern of pupils starting at local authority schools then changing to independent schools in subsequent years, mainly between P5 and P7. The result is that there is a city wide drop in pupil numbers of 9% as the same cohort moves from P1 to P7. This inevitably introduces space capacity in the upper year stages which cannot be utilised. The greatest capacity is actually required at the early stages, however class size limits of 25 at P1 and 30 at P2 and P3 place further restrictions on the estate's capacity to accommodate pupils.

<sup>1</sup> Provisional roll of 27 September 2012, potentially subject to slight change

- 3.11 There is generally a drop in numbers between birth and the P1 intake. This percentage drop has also narrowed in recent years bringing more pupils into local authority schools. This may be due to fewer families leaving the city and/or a lower percentage of pupils attending independent schools at P1.

### **Class Organisations**

- 3.12 Experience shows that 7, 14 and 21 class organisations make by far the most efficient use of classroom space. Other class organisations may require composite classes making it difficult to create efficient class organisations that match the capacity of the school.

### **Revised Notional Capacity**

- 3.13 Taking account of the above and the emerging pressure on P1 intakes a revised methodology has been used to re-assess school capacity for the purposes of examining the estate. This methodology takes account of the restrictions outlined above and as a result reduces the capacity in the school estate by approximately 1,000 places. It is however likely to be more accurate in predicting when additional classes will be required than the current methodology. The change gives a revised working capacity of around 30,600 places resulting in around 4,700 current spare places and an occupancy rate of 85%.

### **Placing Requests**

- 3.14 The city is characterised by very high levels of placing requests with many pupils attending non-catchment schools. This makes it very difficult to forecast rolls for individual schools. At some schools, placing requests will fill any spare places that are available after catchment pupils have been accommodated. Other schools will lose a substantial element of their catchment population to schools elsewhere in the estate, with pupils moving in complex patterns across the city. Even with the number of non-catchment places available falling in recent years, in 2011 still 26% of the primary pupils did not attend their catchment school.

### **Population Change within the City of Edinburgh**

- 3.15 With school rolls predicted to reach 31,000 by 2019 this indicates a need to provide extra capacity in the school estate to cater for areas where capacity is already constrained, where new housing is planned, in areas of high births or areas of high inward migration. A number of factors have been taken into account when considering projected rolls at local level, which are set out below.

### **Births and Migration**

- 3.16 Information is held on births by school catchment and this is an indicator of emerging demand at P1 although at local level there is significant inconsistency between births and catchment intakes. Many of the high birth areas tend to be traditional inner city areas with high transient populations and births tends to exceed pupil numbers that actually start at the catchment primary school so there is movement to other parts of the city or out of the city.
- 3.17 Over the last ten years housing development in the city has focussed on regenerating the older urban areas and over 17,000 dwellings have been completed. This may be bringing higher pupil generation in areas where substantial development has taken place.

- 3.18 In the more suburban areas of the city it is migrational factors allied to births that are bringing pressure on the school estate. In these areas the P1 intakes tend to exceed the number of births that occurred in the local area five years prior. The migration of families from the inner city is likely to account for this pattern.
- 3.19 The variations between catchments, the influence of placing requests and pupil flows in the city and the influence of the independent sector makes it difficult to predict changes in catchment population for individual schools. It is extremely difficult to predict instances where there may be localised spikes of population increase, or indeed drops in population.

### **Denominational Primary Schools**

- 3.20 In the Roman Catholic sector, the city is served by 15 primary schools and in recent years many have increased their occupancy by attracting pupils from both the Roman Catholic and non-denominational sector. To manage P1 intakes, priority in these schools is now being given to baptised Roman Catholics. Given that many of their current rolls consist of around 50% non-baptised Roman Catholics, it is anticipated that there will be sufficient capacity in the estate to accommodate growth in the Roman Catholic population.

### **Rising rolls in the context of estate rationalisation**

- 3.21 The Council commenced a school closure programme in 2000 to respond to falling primary rolls. At this time there were 8,400 spare places in the primary estate. There continues to be 4,700 spare places in the primary school estate for the 2012/13 session. If no closures had taken place in the past decade, by the time the rolls had fallen to their lowest point of 24,500 in 2009, a third of the primary school estate would have been empty.
- 3.22 Between 2000 and 2010 the primary estate was reduced from 103 schools to 87. The majority of these schools were significantly under-occupied; some with rolls as small as 33 pupils. For the schools involved in the last phase of closures, occupancy rates varied between 21% and 41%.
- 3.23 This under-occupancy was a reflection of parental choice; the majority of the schools suffered from significant numbers of parents in their catchment areas making placing requests to other schools. In the last phase of closures, none of the four closing schools attracted more than 41% of their catchment population, with the majority choosing other schools.
- 3.24 Significant savings have been achieved as a result of the closures in times of financial constraint. Since the closure programme commenced in 2000, the Council has saved an estimated £24.5m in revenue costs. Between now and 2020, the Council will save a further £32m in revenue costs (expressed at current prices). This amounts to a saving of £4m per annum, and these savings, which will continue in perpetuity, have protected education services from further budget cuts.

## **Solutions to Accommodation Pressures**

### **Catchment Review**

- 3.25 While there remains a significant amount of spare capacity in the city, this spare capacity is not necessarily in the right areas of the city to help address those schools facing accommodation pressure.
- 3.26 The scale of the increase in pupil numbers and the fact that schools under pressure tend to lie adjacent to one another limits the scope for catchment reviews to resolve the accommodation pressures.
- 3.27 In terms of catering for rising rolls, catchment reviews are anticipated to offer a full solution in only one or two cases across the estate. However, more catchment reviews, combined with building works, may be necessary to deal with accommodation pressures for schools where the site is too small to expand.
- 3.28 Undertaking a catchment review is governed by the Schools (Consultation) (Scotland) Act 2010. A statutory consultation process must be followed, which takes around six months to conclude, and applies no matter what size of catchment change is proposed. In order to conclude a catchment review prior to final decisions being made on P1 placing requests each year in April, authority to consult would require to be sought from the Committee by October of the preceding year.

### **Leased Accommodation**

- 3.29 In some instances it may be appropriate to lease additional accommodation, for example where a school site is too small to install new accommodation. Properties such as church halls have provided additional accommodation for schools in the past, and still do in the case of South Morningside Primary School. Experience suggests that annexes that are not shared with other users, and are located close to the main site are preferable. While an off-site annexe is not an optimum solution, it may be preferable to other solutions for a particular school. The Department will work with individual schools and their Parent Councils to identify where such opportunities exist as an option.

### **New Accommodation**

- 3.30 It is envisaged that to provide the necessary capacity where it is needed will require a programme of building works, some allied to catchment changes. There are some schools where there is no or limited space to create extra accommodation due to a constrained site. This may require extra provision to be made at an adjacent school allied to a catchment review. In creating extra capacity at some schools, this may help address the accommodation pressures at schools in the immediate area through placing requests.
- 3.31 It is proposed that additional accommodation will be provided through new build accommodation on-site alongside the main buildings of individual schools. With the development of construction techniques in recent years, it is anticipated that the accommodation will be constructed off-site in factory conditions, and then constructed on-site in a relatively short time period (i.e. the summer holidays), to minimise disruption to the school. On site works will include the laying of foundations and the installation of services, prior to the

construction of the new accommodation. The accommodation provided will be to a high quality and specification.

- 3.32 This approach to the project also allows the Council to refine its projections of where the classrooms are needed once it has annual information on anticipated pupil numbers in January each year. Final decisions regarding which schools required the new additional accommodation could be taken after initial information on pupil numbers is known each year. This would also help mitigate the risk of any localised spikes of population, where an accommodation solution could be achieved quickly. It would also help mitigate the risk of any unnecessary expenditure by closely monitoring, and then responding to, each school's intake numbers.
- 3.33 It is anticipated that new additional accommodation will be required at some schools over a number of years. Some of this accommodation will be required for 2013. It is accordingly proposed to take a phased approach to this project, with the first phase delivering any new accommodation identified as being required for August 2013. While some schools are projected to require more than four spaces over the next five years, it is proposed that no more than two extra classrooms (plus any additional GP space) are provided at any one time. This will allow the monitoring of the school roll in forthcoming years to determine whether the full extent of the projected accommodation is required in future years, avoiding any unnecessary spend.
- 3.34 The first phase of new accommodation is anticipated as being required for August 2013 at the following five primary schools:
- Balgreen
  - Granton
  - Trinity
  - Victoria
  - Wardie
- 3.35 Initial meetings regarding the context of rising rolls have been held with the Head Teachers and Parent Councils of the five schools. The next step is to meet the schools and parent representatives on-site to discuss the detail of the locations for the new accommodation. This will be determined in part by the location of utilities and guidance from the Planning Division. Whilst the provision of additional new accommodation has been identified as the solution for each school; any alternative options identified will be fully considered.
- 3.36 Following agreement of the location of the classrooms, in tandem with the design of the buildings, the next step will be the submission of planning applications and building warrants, anticipated in December 2012. The application for planning consent would be for the full amount of accommodation that is required over the forthcoming years. These consents would then remain valid until such a time as the installation of the accommodation was deemed necessary.
- 3.37 The final decision as to whether to install accommodation at these schools will be taken in January 2013, based on an assessment of the initial pupil registration figures for August 2013. Progress on this project will be reported to

the March meeting of the Education, Children and Families Committee as part of the annual reporting on P1 and S1 intakes.

- 3.38 Off-site construction would continue over the first half of 2013, with the accommodation anticipated to be built on-site over the summer holidays in 2013, ready for occupation in August for the 2013 start of session.

#### **Procurement of Accommodation**

- 3.39 It is proposed that the most efficient solution for providing additional accommodation is to have a contract with a single provider who can deliver an agreed range of additional accommodation identified as being required on a 'call off' basis over a number of years. Given the short timescales for delivery in 2013, the Council has engaged with hub South East Scotland Limited (HSESL) to reach agreement for the delivery of the first phase of accommodation, with the prospect of future phases being delivered by HSESL to be subject to further negotiation.
- 3.40 The hub South East Scotland Programme involves local public sector organisations working collaboratively and in partnership with a private sector development partner SPACE in a joint venture company, hub South East Scotland Limited. This was created to facilitate a sustained programme of enhanced local service improvements through increasing joint service working and integration between Health Boards, Local Authorities, Community Planning Partnerships and the emergency service organisations. The Council is one of the participants and partner organisations in HSESL and a number of local projects are already being delivered through this programme.
- 3.41 The alternative for delivery of future phases would be to procure a contractor through competition which would necessitate a six month procurement process advertised through the Official Journal of the European Union (OJEU), prior to a contractor being appointed.
- 3.42 The Children and Families Department has set up an Investment Steering Group for the duration of the project to oversee the delivery of this additional accommodation. The project will operate on the project management principles of 'Prince 2', and will follow the same governance structure as all other Council major projects including the delivery of new schools.

#### **Estate Forum**

- 3.43 A cross party Forum on Children and Families Estate Evaluation has been established to consider estate issues such as these. The Forum has met three times since August, and has considered the content of this report. The Forum has focussed on a number of issues, including:
- City wide primary aged pupil projections;
  - Reviewing general purpose space;
  - Ensuring sufficient levels of support space such as gym, dining and playground space;
  - The use of annexe accommodation;
  - The possibilities offered by catchment review;



- Utilising other schools' accommodation including secondary schools and under occupied primary schools;
- Utilising former school buildings;
- Addressing accommodation pressure on a cluster basis;
- Changing perceptions of school; and
- Creating the most efficient school organisations.

#### **4 Financial Implications**

- 4.1 An affordability cap of £2,200 per square metre has been agreed for the new accommodation to be provided by HSESL. This translates to a total affordability cap of £2.614m for the 2013 phase. This is a maximum cap and it is hoped that this cost is bettered as the project is developed in detail.
- 4.2 The provision of a classroom of 60 square meters necessitates on average around a further 27 square meters of support space (cloakrooms, toilets, etc.). Accordingly the provision of each classroom is expected to cost around £191,000. Each of the five schools are proposed to have an additional two classrooms built for 2013, plus any necessary general purpose space provision.
- 4.3 There is provision within the Children and Families Capital Investment Programme for any capital funding required to respond to the challenges arising from rising primary school rolls. There is a schools fund allocation of £7.08m over the period 2012–2016 which has been designated for this purpose and which will cover the immediate requirements for 2013 with the balance being required for future phases.
- 4.4 Committee should note that there will be an ongoing requirement for additional accommodation over the next five years.

#### **5 Equalities Impact**

- 5.1 By offering additional capacity at local schools the Council is responding to parental choice and endeavouring to offer all catchment pupils from all equalities groups the opportunity to attend their catchment school. The Council will continue to ensure that the needs of pupils who have a disability are met by the accommodation available at the schools affected by these proposals. The provision of facilities offered to school users with learning and behavioural support needs will be unaffected. Accordingly, these proposals have no significant impact on any equalities groups and provide greater opportunities for catchment pupils to attend their catchment school. For these reasons, the overall equalities relevance score is 1 (out of a possible 9) and a full Equalities Impact Assessment is not required.

#### **6 Environmental Impact**

- 6.1 This project would see the addition of new classrooms across the city. The purpose of the project is to create additional accommodation at local schools so

that children can access their catchment school. Accordingly it should ensure that travel to school patterns are minimised.

## **7 Conclusions**

- 7.1 Primary school rolls are expected to increase across the city between now and 2019; rolls have been increasing since 2009. Catchment numbers at a number of schools are expected to exceed capacity in forthcoming years.
- 7.2 While spare places continue to exist in the city, these are not in the right places to address the schools under accommodation pressure. Accordingly it is expected that new build accommodation to increase the number of classrooms will be required over the next five years at a number of schools.
- 7.3 It is expected that new build solutions for five schools will be required as a first phase for delivery prior to the start of the 2013/14 start of session. It is proposed that a final check point on the delivery of this accommodation is made in January 2013, when initial pupil registration figures for August 2013 are known.

## **8 Recommendations**

- 8.1 It is recommended that Committee:
- a) Notes the content of this report;
  - b) Approves that new accommodation is provided at the following primary schools, subject to a final decision regarding the necessity for such provision, delegated to the Director of Children and Families, being taken in January 2013 upon assessment of pupil registration figures:
    - Balgreen
    - Granton
    - Trinity
    - Victoria
    - Wardie
  - c) Approves that further long term policy development regarding the estate is considered by the sub committee of the Education, Children and Families Committee proposed under the new committee structure. This will address the issues identified at paragraph 3.43 in this report.
  - d) Note that the principles outlined in this report will apply to future schools identified as requiring accommodation solutions in future years.

**Gillian Tee**  
Director of Children and Families

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Appendices	None
Contact/tel/Email	Lindsay Glasgow <a href="mailto:lindsay.glasgow@edinburgh.gov.uk">lindsay.glasgow@edinburgh.gov.uk</a>
Wards affected	All
Single Outcome Agreement	Supports National Outcome 4 – ‘Our young people are successful learners, confident individuals, effective contributors and responsible citizens.’
Background Papers	None

# Castlebrae Community High School: Consultation on Option for Closure

and associated catchment changes for Portobello and Liberton High Schools

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## Education, Children and Families Committee

9 October 2012

### 1 Purpose of report

- 1.1 The purpose of this report is to seek authority from Committee to consult on an option for the closure of Castlebrae Community High School.

### 2 Summary

- 2.1 Consideration has been given to the future of Castlebrae Community High School. The pupils in the school continue to experience very poor educational outcomes and, with by far the smallest roll in the city of 200 pupils (an occupancy level of 33%) which is expected to decline further over the next few years to a low of 158 in 2015, the position is unsustainable.
- 2.2 There is spare capacity in the other secondary schools in the local area which could accommodate both the existing, and future medium term, school roll from the Castlebrae Community High School catchment area. The majority of pupils already choose to attend other secondary schools in the area.
- 2.3 This report seeks approval to consult on the proposed closure of Castlebrae Community High School from the end of the 2012/13 school year together with required changes to secondary school catchment areas.
- 2.4 In the longer term it remains the expectation, and intention, to build a new high school in the Craigmillar area when significant anticipated new housing is built and the secondary school capacity in the area is no longer sufficient to accommodate catchment demand.

### 3 Main report

#### 3.1 Castlebrae Community High School (CCHS)

##### Current School Capacity and Roll

- 3.1.1 CCHS has a capacity of 600 places and is served by 4 feeder primary schools; Prestonfield, Newcraighall, Niddrie Mill and Castlevie. Prestonfield has dual feeder status with Liberton High School which means pupils have the choice of either secondary school. A catchment area map is shown at Appendix 1.
- 3.1.2 In the 2011/12 school year there were 729 pupils in the catchment area, an analysis of which is provided in Appendix 2; no catchment data is yet available for

2012/13. Table 1 shows the secondary schools attended by pupils in the area. Pupils have the right to attend either their denominational or non-denominational catchment school and, in the Castlebrae area, 40% of the population choose their denominational schools which is very high compared to the city average of 13%.

**Table 1: Secondary School Attended by Pupils in the CCHS Catchment Area (2011)**

Secondary School Attended	Pupils	%
Holy Rood RC	251	34%
Castlebrae	226	31%
Portobello	111	15%
St Thomas of Aquin's RC	43	6%
James Gillespie's	28	4%
Liberton	28	4%
Other	42	6%
<b>Total Catchment Pupils</b>	<b>729</b>	<b>100%</b>

3.1.3 In the 2011/12 school year CCHS had a roll of 251; only 226 (31%) of the CCHS catchment population attended the school. Table 2 illustrates in which feeder primary school catchment areas the pupils live.

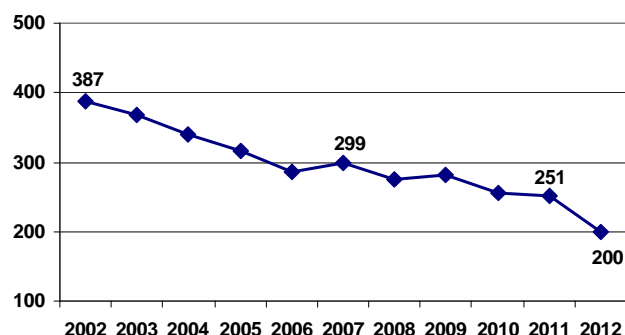
**Table 2: CCHS 2011 Roll by Address in Feeder Primary School Catchment**

Primary School	Catchment Total	Attending CCHS	%
Niddrie Mill	328	107	33%
Castleview	216	114	53%
Newcraighall	84	#	#
Prestonfield	101	#	#
<b>CCHS Catchment Area</b>	<b>729</b>	<b>226</b>	<b>31%</b>
Other Primary School areas	-	25	
<b>Totals</b>	<b>729</b>	<b>251</b>	

# In accordance with the requirements of the Data Protection Act, figures not disclosed as less than five

3.1.4 The September 2012 CCHS roll has reduced to an estimated 200; an occupancy rate of 33%. The significant drop reflects a very low S1 intake for 2012 of 21. There has been a steady decline in the roll over the last ten years as shown in Figure 1; for the last seven years the roll was under 300 and is now the lowest in the city.

**Figure 1: Historic CCHS School Roll**



- 3.1.5 The drop in numbers in recent years is principally due to increasing numbers of parents opting to send their children to other secondary schools in the area. Between 2005 and 2011 the total CCHS catchment population (non-denominational and denominational) dropped by 8% from 790 to 729.
- 3.1.6 With secondary school S1 intakes continuing to fall across the city providing spare capacity at surrounding schools; this has allowed more placing requests to be granted to parents not choosing their catchment school.
- 3.1.7 An analysis of the actual CCHS school roll by year stage for the last five years is shown in Table 3; it should be noted that the totals for 2012 are provisional although any further variation is not expected to be significant.

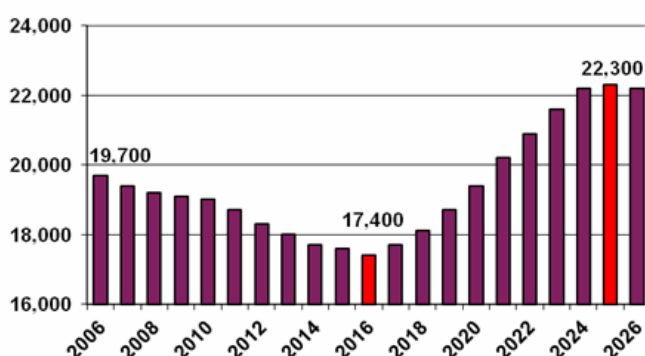
**Table 3: Actual CCHS School Roll by Year Stage**

Year	S1	S2	S3	S4	S5	S6	Total
2008	48	79	62	45	28	13	275
2009	59	52	79	57	26	8	281
2010	38	58	48	75	32	5	256
2011	48	41	58	42	50	12	251
2012	21	37	40	49	30	23	200

#### Future School Roll

- 3.1.8 In Edinburgh, secondary school rolls have been declining since 2006 and are expected to continue to fall until 2016 but thereafter are projected to steadily increase to 2025. This trend is illustrated in Figure 2. S1 intakes in the period to 2016/17 are expected to remain broadly level being followed by an annual increase of approximately 5% for the ensuing four years.

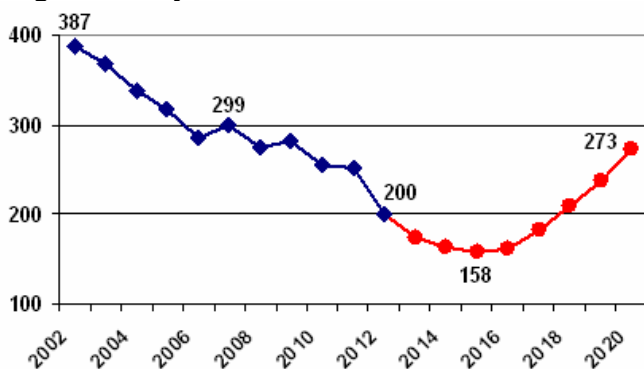
**Figure 2: Predicted Secondary School Rolls in Edinburgh**



- 3.1.9 This trend is expected to be reflected in the CCHS area where the roll is anticipated to continue to fall as parents continue to make placement requests to alternative schools at S1. When it would start rising again would depend on:
- Increasing population in the Castlebrae catchment area as a result of rising rolls but, of more significance, through new housing development in the area; an assessment of which is detailed in Appendix 3.
  - Increasing rolls at neighbouring schools which will reduce the number of placing requests available to CCHS catchment pupils. There is significant spare capacity in neighbouring schools and rolls are only forecast to rise to current levels by 2019 so it is likely to be past 2020 that this becomes a factor.

3.1.10 An exercise has been undertaken to predict the future roll of CCHS taking into consideration the above factors. The CCHS roll is expected to continue to fall over the next few years to a low of 158 in 2015/16 as illustrated in Figure 3.

**Figure 3: Projected Future CCHS School Roll**



### Educational Outcomes for Pupils at CCHS

#### *Educational Attainment*

3.1.11 Attainment data is best assessed relative to other schools in Scotland which are considered to be similar in nature to CCHS. Including CCHS there are 21 comparator schools which are determined nationally by the Scottish Government through the use of the Principal Component Analysis. This includes comparison of data using the Scottish Index of Multiple Deprivation, free school meals and the percentage of mothers who have a degree. The other 20 schools are mainly from the Glasgow area but also include Craigroyston and WHEC in Edinburgh.

3.1.12 Educational outcomes for pupils at CCHS are, and have been consistently, significantly poorer than those for all, or the majority of, the 20 other schools. This is illustrated in Table 4 which shows the ranking out of the 21 schools of the attainment of S4 pupils at CCHS by the end of S4, S5 and S6. The data is shown for the three year period to 2011; 2012 comparative data is not yet available.

**Table 4: Ranking of CCHS in National Qualifications out of 21 Comparator Schools**

Stage	Awards	2009	2010	2011	3 Year Average
By end of S4	5+ @ level 3+	14th	17th	20th	18th
By end of S4	5+ @ level 4+	17th	20th	21st	21st
By end of S4	5+ @ level 5+	18th	20th	21st	21st
By end of S5	5+ @ level 3+	13th	14th	18th	15th
By end of S5	5+ @ level 4+	20th	16th	20th	19th
By end of S5	5+ @ level 5+	19th	20th	21st	20th
By end of S5	1+ @ level 6+	20th	20th	20th	20th
By end of S5	3+ @ level 6+	11th	13th	20th	17th
By end of S5	5+ @ level 6+	4th	5th	13th	8th
By end of S6	5+ @ level 3+	3rd	12th	14th	11th
By end of S6	5+ @ level 4+	20th	19th	17th	20th
By end of S6	5+ @ level 5+	15th	18th	21st	18th
By end of S6	1+ @ level 6+	16th	19th	21st	20th
By end of S6	3+ @ level 6+	17th	17th	18th	18th
By end of S6	5+ @ level 6+	12th	17th	16th	15th

In respect of National Qualifications, attainment is expressed in terms of the Scottish Credit and Qualifications Framework (SCQF) as follows:

- Level 3: Access 3; Standard Grade at 5-6 (Foundation)
- Level 4: Intermediate 1 at A-C; Standard Grade at 3-4 (General)
- Level 5: Intermediate 2 at A-C; Standard Grade at 1-2 (Credit)
- Level 6: Higher at A-C
- Level 7: Advanced Higher at A-C

3.1.13 Although we have yet to receive data for all comparator schools for 2012, an analysis of the pre-appeal S4 pupil attainment at CCHS compared with WHEC and Craigroyston (which are both also within the comparator group of 21 schools) is shown in Table 5. CCHS continues to perform notably less well than the Edinburgh comparator schools in all S4 attainment measures.

**Table 5: Performance in National Qualifications 2012 (pre-appeal)**

Stage	Awards	Castlebrae	Craigroyston	WHEC
By end S4	5+ @ level 3+	71%	89%	90%
By end S4	5+ @ level 4+	21%	49%	67%
By end S4	5+ @ level 5+	0%	11%	21%

*Attendance and Exclusions*

3.1.14 In both attendance and exclusions, CCHS performs notably less well than comparator schools and, again based on the 2011 data, is ranked 21st (out of 21) in both indicators there being 80.9% attendance and an exclusion rate of 1.1% compared with the average for the 21 comparator schools of 88.1% and 0.2%.

*Positive Destinations*

3.1.15 Young people moving into positive destinations is analysed for each school leaver cohort. Table 6 below compares the outcomes for CCHS pupils against the nearest similar schools within the city. In 2010/11 CCHS performed notably less well than these similar schools.

**Table 6: Percentage of pupils moving into a positive destination**

School	2006/07	2007/08	2008/09	2009/10	2010/11
Castlebrae	78.9%	58.8%	67.9%	69.0%	42.0%
Craigroyston	53.7%	64.5%	63.3%	67.0%	61.5%
Drummond	83.9%	80.0%	72.0%	66.7%	74.0%
WHEC	74.7%	73.0%	53.0%	65.1%	78.3%

*Education Scotland (formerly HMIE) Inspections*

3.1.16 The most recent inspection of CCHS by HMIE (now part of Education Scotland) took place in January 2011. The report evaluated 3 out of 5 indicators as weak with 2 evaluated as satisfactory. HMIE did not disengage from the school and made a return visit in February 2012. While there were some indications of improvements, these had not led to an impact on improved outcomes for young people and HMIE remain engaged with the school with a further follow through visit planned for early in 2013. It is unusual for the City of Edinburgh to have a school where there remains this on-going level of engagement with HMIE.



- 3.1.17 Previously, Castlebrae was inspected by HMIE in 2002. Evaluations of the quality of educational experience were unsatisfactory and HMIE continued to engage each year for a total of 4 years between 2002 and 2006.

#### Support for Castlebrae

##### *20:20 Initiative*

- 3.1.18 With effect from 2005/06 onwards, CCHS was one of three secondary schools involved in the 20:20 initiative which saw significant resources given to the school to deliver transformational change resulting in expected improved outcomes for young people. Approximately £1.5m was allocated between the three schools over a three year period there being agreed outcomes for improvement in attainment and positive destinations. While there were some short term improvements, these have not been sustained following the 20:20 initiative. The development of more vocational curricular opportunities was a successful outcome of this project and continues to be delivered where courses are viable.

##### *Support for school improvement*

- 3.1.19 In addition to a staffing allocation which sees a low staff/pupil ratio and significant resources allocated to support pupils with additional learning needs, CCHS has also received significant support for school improvement.
- 3.1.20 Officers have supported the school improvement journey in a range of on-going activities over a number of years. This has included supporting improvements in learning and teaching, where the school has been a priority for training staff in cooperative learning approaches. The Quality Improvement Officer and Senior Education Manager (Quality & Curriculum) have worked closely with the school to support in a range of areas including learning and teaching, positive destinations and behaviour management. The school has also had additional support from HMIE, from staff within other local authority schools, from other Quality Improvement officers with subject specialisms and from the National Positive Behaviour Team. The problems associated with CCHS have existed for some time and it is worth noting that staff at the school have made efforts over the years to improve the situation.

##### *Instep*

- 3.1.21 CCHS benefited from resources associated with the Instep project from 1992 until May 2009 receiving additional resources to run Instep of £210,000 per annum. In May 2009 a decision was made to close the project and a report to the Education, Children and Families Committee on 18 March 2010 outlined in detail the delivery of services previously supported by the Instep Project and how these would be undertaken. Many of the activities which Instep carried out are now undertaken by Pupil Support staff as is the case in all other schools while additional activities were either mainstreamed or provided by voluntary sector organisations working within the CCHS community. A further parent link worker was appointed by the school and Community Learning and Development in session 2011/12.

##### *Impact of low school roll in delivering an appropriate curriculum*

- 3.1.22 Delivering an appropriate curriculum in a small secondary school is challenging. The roll for 2012 is 200 and the numbers in the S1 intake of 21 pupils mean one timetabled S1 class. This class will be able to have an appropriate curriculum in S1 but there will be no opportunity to set classes by ability. Opportunities to work collaboratively in a larger cohort experiencing inter-disciplinary learning are

limited. The current small roll S1-S3 creates significant difficulty in providing the broad, general education of Curriculum for Excellence. Personalisation and choice is severely limited in S1-S3. It is usual in larger schools that a broad range of choice is able to be offered to pupils through subject choice and electives providing increased motivation focusing on the interests of individual pupils. At CCHS opportunities to deliver this are limited.

- 3.1.23 When the 2012 S1 cohort moves into S2, and given the low expected S1 numbers in 2013, it is likely that the school would be recommended to adopt joint timetabling across S1-S3 to deliver the broad, general education. The impact of this would be that, whilst it would allow greater personalisation and choice, the range of abilities of learners will create increased challenges for teachers in meeting their learning needs with such a wide spread of abilities and age groups.
- 3.1.24 There is currently joint timetabling across the S4-S6 year stages. The anticipated 2012 cohort in S4-S6 is 102 pupils. This remains challenging in terms of providing a senior phase as outlined in Curriculum for Excellence. CCHS already finds it difficult to offer more academic opportunities on site for senior pupils given the very low numbers. This situation is likely to become increasingly difficult as the projected roll drops further.
- 3.1.25 At present, CCHS offers a range of vocational curriculum opportunities for S4-S6 pupils however there are limited opportunities for Intermediate 2 or Higher classes to run due to the small number of pupils. When comparing an S5/S6 course choice with other schools where the roll is between 750 and 1,200 it is clear that there is a limited range of courses on offer at CCHS by comparison.
- 3.1.26 CCHS serves a small pupil population in an area of significant disadvantage. The result of parental placing requests has meant that the school has found it increasingly challenging to improve educational outcomes. Year groups are small and there is a lack of a social mix which is important for the delivery of a comprehensive education. Due to the very small pupil numbers it is increasingly challenging to provide an appropriate curriculum at all stages and to deliver the principles of Curriculum for Excellence where young people have choice in their learning and access to a broad range of curriculum experiences. Outcomes for young people in all indicators are significantly poorer than those from similar backgrounds in other schools despite significant resources being allocated to CCHS over a period of time.

#### Pupils with Particular Support Needs

- 3.1.27 There are a number of pupils within CCHS for whom there are particular support needs which fall into three main categories: EAL (English as an additional language); ASN (additional support needs) and LAAC (looked after and accommodated children). Table 7 shows the numbers of pupils in CCHS at September 2012 compared with the position at the most similar schools in the city. In each case the number of pupils is shown as a proportion of the school roll.

**Table 7: Pupils with Particular Support Needs (September 2012)**

	Castlebrae		Drummond		Craigroyston		WHEC	
	No	%Roll	No	%Roll	No	%Roll	No	%Roll
<b>EAL</b>	13	7%	126	27%	38	9%	28	9%
<b>ASN</b>	87	44%	64	14%	50	12%	72	24%
<b>LAAC</b>	14	7%	13	3%	34	8%	12	4%

3.1.28 Additional support, and funding where appropriate, is made available to provide the support required for these pupils and would continue to be the case. An individual and comprehensive review of support requirements for those young people with additional needs would be undertaken prior to the closure of the school and this would inform an individual support plan which would be delivered in the receiving school. The implementation of the plan and pupils' progress would be monitored on a regular basis and further support would be provided where necessary.

#### Improved Outcomes for Young People in Other Schools

3.1.29 The neighbouring schools, which have a roll between 635 and 1,305 pupils, provide significantly more opportunity to deliver a broad curriculum at all stages. Across these schools there is considerable greater subject choice for pupils than currently exists within CCHS.

3.1.30 In each of the neighbouring schools, they have pupils from a broad range of socio-economic backgrounds creating comprehensive schools. This provides opportunities for positive role modelling and broadens horizons in addition to providing a greater range of courses.

3.1.31 It is particularly clear in both Portobello and Holy Rood High Schools, which in 2011 attracted 15% and 34% of the CCHS catchment respectively, that young people from the CCHS catchment achieved good outcomes. Attainment data for these schools in comparison with CCHS is provided later in this report.

#### Vocational Curriculum

3.1.32 CCHS currently offers a range of vocational curriculum including hairdressing, automotive and construction. CCHS has achieved good outcomes for young people following vocational courses and has developed skills of staff in these areas. We would seek to maximise this expertise by sharing this practice both within receiving schools and across the city through the delivery of the Senior Phase of Curriculum for Excellence. Current work at a strategic level developing the Senior Phase of Curriculum for Excellence involves working with Further Education Colleges and all schools to create consortia arrangements in order to widen further the range of curriculum available and so the vocational curriculum resources and expertise from CCHS would continue to make a valuable contribution in this area.

3.1.33 Resources of the hairdressing salon and the automotive resources will be able to be transferred to a receiving school.

#### Tracking of improved outcomes in receiving schools

3.1.34 Tracking of improved outcomes for CCHS pupils in receiving schools would be through both quantitative and qualitative measures. Tracking of attainment in literacy and numeracy of CCHS pupils would be benchmarked against performance within each receiving school, against city wide performance data and previous CCHS performance data in literacy and numeracy at S2. This would take place for the current S1 who have baseline data from the end of P7 and evidence would be gathered at the end of S2 when pupils undertake S2 standardised assessments in literacy and numeracy.

3.1.35 In S4-S6, attainment of CCHS pupils moving into receiving schools would be benchmarked against attainment of the receiving school and against the previous

attainment data from CCHS. Further quantitative measures which would be used are data on attendance and exclusions. Qualitative measures would include feedback from receiving schools on progress of CCHS pupils and the views of the pupils and their parents in terms of how well they had settled in and how satisfied they were with the quality of education they were receiving.

#### Existing CCHS School Buildings

- 3.1.36 A survey of the existing CCHS buildings was undertaken during July 2012 to assess the condition of the building fabric and the associated services. This involved undertaking detailed surveys of the internal areas of the property, external areas, curtilage, landscaping and also mechanical and electrical services.
- 3.1.37 The school was assessed as achieving a score of 67 out of 100 which falls within Category B under the Scottish Government School Estate Core Facts guidance and is described as ‘Satisfactory – Performing adequately but showing minor deterioration.’ The building surveyors concluded that the building fabric was in a fair condition but that roofing works were required as well as the upgrading of services. A number of other areas were identified where works were required.
- 3.1.38 The building surveyors identified the costs associated with repair, maintenance and replacement works they considered necessary over a 30 year period but stress that these are very much estimates which require to be validated once the detailed specification for any necessary works was determined. The estimated total costs over a 30 year period are £8.7m as detailed in Table 8 below; of this total £3.5m is identified as being required over the next five years. Only base costs were identified by the surveyors to which provision has been added for the necessary preliminaries, professional fees and contingency. In all cases, costs are based on current prices and exclude any provision for future inflation.

**Table 8: Estimated Repair, Maintenance and Replacement Works at CCHS**

	Year 1-5 £'000	Year 6-15 £'000	Year 16-30 £'000	Total £'000
Base costs from survey report	2,639	2,119	1,773	<b>6,531</b>
Preliminaries @ 12.5%	330	265	222	<b>817</b>
Professional Fees @ 10%	264	212	177	<b>653</b>
Contingency @ 10%	264	212	177	<b>653</b>
<b>Totals</b>	<b>3,497</b>	<b>2,808</b>	<b>2,349</b>	<b>8,654</b>

- 3.1.39 The other related factor in determining the ongoing acceptability of any school is its suitability which assesses the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching and those other services provided to individual children and to the school community, in terms of practicality, accessibility and convenience.
- 3.1.40 In accordance with the Scottish Government School Estate Core Facts guidance CCHS was assessed as having a rating of C (the second lowest) which is described as ‘Poor – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)’.
- 3.1.41 This assessment was undertaken several years ago before the introduction of Curriculum for Excellence and may have deteriorated since. The costs noted in

Table 8 above incorporate no provision for any works which may be considered necessary to make any improvements regarding the suitability of the buildings.

### School Budget

- 3.1.42 The school budget for 2012/13 is £2.084m the details of which are provided in section 4. Based on a roll as at September 2012 of 200, this equates to a cost per pupil of £10,418 in comparison with the considerably lower average across all other secondary schools in the city of £4,757. The school with the next lowest roll is WHEC for which the cost per pupil is £7,453 based on a roll of 303.
- 3.1.43 In addition to its main budget of £2.084m, the school also receives a further budget of £0.188m relating to the costs associated with the provision of community related services in its capacity as being one of the eight community high schools within the city.

## **3.2 Other Secondary Schools in the Area**

### Capacity

- 3.2.1 There are four non-denominational secondary schools in south-east Edinburgh which have a combined capacity of 3,500 and a combined S1 intake limit of 660; an analysis of the estimated position as at September 2012 is provided in Table 9. The September 2012 data is provisional although any further variation is not expected to be significant. Catchment data is only available for 2011 and is shown for illustrative purposes.

**Table 9: Secondary Schools in SE Edinburgh (September 2012)**

School	Capacity	2012 Roll	Spare Places	S1 Intake 2012	S1 Intake Limit	ND Catchment S1 2011*
Castlebrae	600	200	400	21	120	78
Portobello	1,400	1,305	95	209	260	187
Liberton	850	635	215	95	160	180
Gracemount	650	636	14	109	120	104
<b>Totals</b>	<b>3,500</b>	<b>2,776</b>	<b>724</b>	<b>434</b>	<b>660</b>	<b>549</b>

\* The catchment totals have been amended to remove the double-counting of dual feeders with numbers having been attributed as follows: Prestonfield to Liberton and Gracemount/Liberton dual-feeder to Gracemount.

- 3.2.2 There are two denominational secondary schools which serve the CCHS catchment area. The area is mainly served by Holy Rood RC High School with St Thomas of Aquin's largely serving the Prestonfield primary school catchment. An analysis of the position as at September 2012 is provided in Table 10; this data is provisional although further variation is not expected to be significant.

**Table 10: Rolls at Holy Rood and St Thomas of Aquin's (September 2012)**

RC School	Capacity	2012 Roll	Spare Places	S1 Intake 2012	S1 Intake Limit
Holy Rood RC	1,200	1,021	179	203	240
St Thomas of Aquin's	750	769	-	139	140
<b>Total</b>	<b>1,950</b>	<b>1,790</b>	<b>179</b>	<b>342</b>	<b>380</b>

3.2.3 As at September 2012, across the secondary schools in the area there were 903 spare places of which CCHS accounted for 400; the remaining 503 arising mainly in Liberton (215), Holy Road (179) and Portobello (95). Excluding CCHS, the combined S1 intake limit for secondary schools in the area is 920 against which there was a combined S1 intake in 2012 of 776 leaving headroom of 144 places.

3.2.4 Table 11 below shows the detail of the 2012 roll by year stage for the three schools in the area which have the highest number of spare places – Liberton, Holy Road and Portobello – compared against their S1 intake limits. This shows there is considerable spare capacity across all year stages in each school.

**Table 11: Secondary Schools Rolls by Year Stage (September 2012)**

School	S1	S2	S3	S4	S5	S6	Total	Intake Limit
Liberton	95	116	118	124	98	84	<b>635</b>	160
Holy Road	203	198	193	185	146	96	<b>1,021</b>	240
Portobello	209	220	244	238	220	174	<b>1,305</b>	260

### Educational Outcomes

3.2.5 Performance in National Qualifications in the other local schools which have spare places is significantly higher than at CCHS as illustrated in Table 12 which shows the comparative pre-appeal attainment data for 2012 for each school.

**Table 12: Performance in National Qualifications 2012 (pre-appeal)**

Stage	Awards	Castlebrae	Portobello	Liberton	Holy Road
By end S4	English/Maths Level 3+	76%	97%	88%	101% <sup>1</sup>
By end S4	5+ @ level 3+	71%	94%	87%	97%
By end S4	5+ @ level 4+	21%	81%	64%	88%
By end S4	5+ @ level 5+	0%	32%	24%	34%
By end S5	1+ @ level 6+	5%	49%	35%	38%
By end S5	3+ @ level 6+	0%	29%	12%	18%
By end S5	5+ @ level 6+	0%	12%	6%	7%
By end S6	5+ @ level 6+	0%	21%	11%	21%

<sup>1</sup> Percentages are calculated based on actual results expressed as a percentage of the roll at the start of the school year from the September census; it is likely that the number of pupils increased in the intervening period.

## **3.3 Proposal**

3.3.1 Given the issues highlighted above, consideration has been given to the future of Castlebrae Community High School as a result of which it is proposed that the school should close at the end of the 2012/13 school year in July 2013. Following this it is proposed that, unless a potential alternative use for them is identified, the existing buildings would be demolished at the earliest opportunity. The principal reasons for the proposed closure are as follows:

- Educational outcomes for pupils at the school are very poor compared with similar schools both elsewhere in the city and also nationally. Outcomes across a variety of measures are either close to, or, the lowest when compared with the 20 national comparator schools. The position is not

improving and continues to deteriorate there having been a negative trend over the last 5 years.

- Educational outcomes achieved at the other local secondary schools to which pupils would be transferred are considerably higher than at CCHS. With careful and sensitive planning the closure of CCHS and transition of pupils to new schools should not have a negative impact on the pupils. There is considerable potential to impact positively on attainment in the short term with, for example, wider course choice and larger year group numbers allowing pupils to be grouped in different ways.
- The tracking of young people's attainment would continue to take place through our current use of standardised assessments in literacy and numeracy, at P4, P7 and S2, through tracking of progress throughout the academic year and in measuring progress in terms of outcomes in national qualifications. In addition, a range of qualitative indicators would be used including the views of both young people and their parents.
- The Department will work very closely with the management teams and staff within CCHS and the receiving schools to ensure that the transition and integration process is as effective as possible and that any disruption to the pupils and families affected by the changes is minimised.
- The school has the lowest secondary school roll in the city of just 200 pupils at the start of the 2012/13 session; the roll has been declining for many years and is expected to decrease further in the next few years to a low of 158.
- The school has an occupancy rate of just 33%, again the lowest in the city, and is expected to decrease further in the next few years to a low of 26%.
- In 2011/12, only 31% of the CCHS catchment population attended their catchment non-denominational school, with 69% choosing other schools, most of which were in the local area.
- There are sufficient spare spaces available in other local schools in the short to medium term to accommodate the pupils who currently attend the school and also those who would be expected to attend in the future. The required changes to secondary school catchment areas which are proposed for consideration are discussed in more detail in paragraph 3.4 of this report.
- Whilst the option proposed defines specific changes to the non-denominational secondary schools for pupils in the CCHS area involving either Portobello or Liberton; there is also significant spare capacity at all year stages at Holy Rood which is already the denominational catchment school for the majority of pupils in the area and would remain a further option for parents to consider.
- The cost per pupil in 2012/13 is estimated to be £10,418 compared with an average for other secondary schools in the city of £4,757.
- After taking into consideration the requirement to transfer certain budgets to the receiving schools, including positive action funding and that relating to pupils with special needs; very significant ongoing revenue cost savings of an estimated £1.3m per annum can be achieved if the school was to close.
- The significant repairs, maintenance and renewal costs relating to the existing buildings of an estimated £8.7m over a 30 year period, of which £3.5m is identified as being required over the next five years, would be avoided.
- With the exception of the 3G pitch which would be retained; there is limited existing extra-curricular use of the school buildings and a comparatively small community and adult education programme; the provision of which it is believed can be relocated to other locations in the immediate area.

### 3.4 Proposed Changes to Secondary Catchment Areas

- 3.4.1 The closure of CCHS would require changes to be made to the existing non-denominational secondary catchment areas. Existing denominational catchment arrangements would remain unaffected. The majority of the Prestonfield Primary School catchment area would continue to have St Thomas of Aquin's RC High School as its catchment denominational secondary school with the remaining three primary school areas continuing to have Holy Rood RC High School.
- 3.4.2 In assessing options to change the non-denominational catchment areas, consideration must be given to the extent to which any proposed alternative secondary school has the capacity to accommodate any existing, or future, pupils.
- 3.4.3 Parents will continue to have the right to exercise parental choice and apply for any alternative schools (to that proposed) which would be subject to the normal constraints of capacity being available. However, in planning school and estate capacity, any proposals for change must be based on being able to accommodate the maximum number of catchment pupils within available capacity. Of the other non-denominational secondary schools in the area, between them both Portobello and Liberton have sufficient combined spare capacity to achieve this.
- 3.4.4 Although there is considerable spare capacity at Holy Rood RC High School and this will remain as the denominational catchment school for the majority of pupils in the area; this cannot be assigned as the non-denominational catchment school for the area. Parents can exercise this as a choice for their children but non-denominational pupils cannot be required to attend a denominational school.
- 3.4.5 There is currently significant surplus capacity at both Portobello High School and Liberton High School, a position which is expected to continue in the short to medium term. Accordingly, the following is proposed as the revised non-denominational catchment school arrangements for pupils in the current CCHS catchment area:
- Pupils in the Prestonfield Primary School catchment area already have Liberton High School as a dual-feeder school (in conjunction with CCHS) and it is therefore proposed that Liberton High School becomes the sole non-denominational catchment secondary school for the area.
  - The remaining CCHS areas comprising the Niddrie Mill, Newcraighall and Castleview Primary School catchment areas together with the area of land shown in Appendices 4 and 5 on which there are no dwellings at present and for which there is currently no designated denominational secondary school catchment, would become a *dual-catchment* area with a choice of either Portobello High School or Liberton High School.
  - The revised catchment area for Liberton High School under this proposal is shown at Appendix 4 with the revised catchment area for Portobello High School being shown at Appendix 5.
  - For pupils who live in the *dual-catchment* area, they would have a choice of attending either Portobello or Liberton as their non-denominational catchment school. The Children and Families Department will work with the school to make every effort to accommodate all requests for places. Only if all options are genuinely exhausted and there is not sufficient space at the school of first choice a place would be made available at the other *dual-catchment* school. There are a small number of non-catchment pupils who



currently attend CCHS and they would be treated in the same way as those living in the catchment area i.e. they would have *dual-catchment* status

- If there was not sufficient space in the school to meet all first choice requests, a prioritisation process would be followed with places at either Portobello or Liberton being allocated in the following order:
  1. Pupils from the existing school catchment area;  
*then for pupils from the existing Niddrie Mill, Newcraighall and Castleview Primary School catchment areas together with the area of land for which there is no catchment at present, as follows:*
  2. Exceptional cases; then
  3. Pupils with siblings in the school; and then
  4. Pupils without siblings in the school on the basis of the shortest safest walking distance from home to school.  
*and then finally:*
  5. Pupils wishing to make placing requests into the school from other non-catchment school areas following the normal prioritisation process.

3.4.6 The Council would make every effort to accommodate all requests for places at the school of first choice however, if there was not sufficient space in the school to meet all requests, a place would be available at the other *dual-catchment* school.

3.4.7 Parents would also have the option of attending either Holy Rood RC High School (which will remain as the denominational catchment school for the pupils in the dual-catchment area) or making a placing request to any other secondary schools in the city subject to the normal processes for such requests being followed and there being sufficient capacity available.

### **3.5 Impact of Proposed Catchment Change on Receiving Schools**

3.5.1 If CCHS was to close and the catchment area changed to make both Portobello High School and Liberton High School *dual-catchment* schools for the majority of the existing CCHS area as described in section 3.4, it would obviously have consequences for these schools, the impact on which has been considered.

3.5.2 It should be noted that, whilst the proposal would offer pupils places at either Portobello High School or Liberton High School, parents would still have the right to exercise parental choice and apply for an alternative school, perhaps following existing patterns.

3.5.3 The proposal involves the designation of the majority of the secondary catchment area for CCHS as *dual-catchment* to either Portobello High School or Liberton High School. For this to be feasible there must be sufficient spare capacity between the Portobello High School and Liberton High School catchment areas to cater for both existing, and projected future, pupils from the *dual-catchment* area. It assumes that the maximum roll scenario could apply to ensure that such an eventuality could be accommodated i.e. that there is no reduction in the expected pupil numbers transferring as a result of parental choice for placement requests to other schools.

3.5.4 This has been considered in detail for Portobello High School as shown in Appendix 6 and for Liberton High School as shown in Appendix 7. The conclusion for each school individually is that there would be sufficient capacity to

accommodate a transfer of either almost or all of the proposed *dual-catchment* area for CCHS to the school depending on the year in question. There is, however, projected ample combined capacity across both schools over each year at S1 stage and in total as illustrated in tables 13 and 14. The only exception is the S1 intake figures which would be marginally breached in 2020.

**Table 13: Projected Future S1 Intake of Combined *Dual-Catchment* Areas**

Year	Liberton S1 Intake	Portobello S1 Intake	Combined Total	Combined S1 Intake Limit	Balance	CCHS S1 Intake
2013	105	210	<b>315</b>	420	105	27
2014	105	210	<b>315</b>	420	105	29
2015	107	210	<b>317</b>	420	103	31
2016	109	210	<b>319</b>	420	101	33
2017	119	215	<b>324</b>	420	96	40
2018	129	220	<b>349</b>	420	71	46
2019	140	225	<b>365</b>	420	55	52
2020	151	230	<b>381</b>	420	39	59

**Table 14: Projected Future Roll of Combined *Dual-Catchment* Areas**

Year	Liberton Roll	Portobello Roll	Combined Total	Capacity	Balance	CCHS Roll
2013	598	1,251	<b>1,849</b>	2,250	401	174
2014	581	1,219	<b>1,800</b>	2,250	450	154
2015	575	1,191	<b>1,766</b>	2,250	484	158
2016	577	1,167	<b>1,744</b>	2,250	506	161
2017	592	1,165	<b>1,757</b>	2,250	493	183
2018	623	1,176	<b>1,799</b>	2,250	451	209
2019	658	1,191	<b>1,847</b>	2,250	403	237
2020	702	1,211	<b>1,913</b>	2,250	337	273

- 3.5.5 In light of the potential for additional numbers of pupils to move to Liberton High School, the condition and suitability of the existing buildings has also been reviewed and considered as shown at Appendix 8.
- 3.5.6 A detailed condition survey of the existing Liberton building(s) was undertaken during July 2012 to assess the condition of the building fabric and the associated services. The survey identified estimated total repair, maintenance and renewal costs over a 30 year period of £13.7m, of which £3.6m was identified as being required over the next five years.
- 3.5.7 Within the current Asset Management Works Capital Budgets for properties within the Children and Families Estate there is currently provision for funding of approximately £534,000 in respect of planned works to Liberton High School over the 2012/13 and 2013/14 financial years. The condition survey identified areas of particular priority which will be discussed in detail with the school to assess the adequacy of the existing budget provision and ensure that any funding already allocated is directed towards the highest priority areas.

- 3.5.8 The position regarding the existing Portobello High School is more complex. It has been the intention to build the new Portobello High School on part of Portobello Park however this was the subject of an ongoing legal challenge which culminated in a judgment on 12 September from the Inner House of the Court of Session which concluded that the Council did not have the power to do this.
- 3.5.9 A report will be taken to the next scheduled meeting of the Council on Thursday, 25 October and this will consider two key questions; what legal options are available to build the new school on Portobello Park and what alternative site options are available in the event that this does not, ultimately, prove to be possible.
- 3.5.10 Whilst there is no doubt regarding the requirement to build a new school as soon as possible; there will now be a further delay to this being achieved. Whilst considerable investment has already been made in the school over the last few years to undertake any essential repairs and maintenance works; the position is now being reviewed again with the school to identify any further works which may be necessary in light of the expected further delay in a new school being opened.
- 3.5.11 Should there be considered to be any gaps in the existing funding provision for Liberton High School and/or the necessity for any urgent repairs or maintenance works to be undertaken at Portobello High School this will be reported back to Elected Members in due course on conclusion of the consultation process. It is, however, important to note that the works at both schools would be required irrespective of any proposal to close CCHS albeit that, if there was a significant increase in the number of pupils in the schools, this might accelerate the necessity for certain works to be undertaken.

### **3.6 Home to School Transport**

- 3.6.1 An assessment has been undertaken of the potential walking routes between CCHS and Liberton High School; the proposed new denominational catchment school for the existing CCHS catchment area. Three main routes were identified as shown in Appendix 9. Of the three potential routes only one via Peffermill Road/Gilmerton Road is considered to be a safer route. The distance between the two schools following this route is 4.2km or 2.6 miles.
- 3.6.2 The existing Council policy relating to the provision of free home to school transport for secondary school pupils is that, for a pupil to qualify for free transport, the distance between their home address and their catchment school based on the most suitable walking route must be greater than 3 miles.
- 3.6.3 Were CCHS to close and Liberton High School was chosen as the preferred *dual-catchment* school then pupils from the eastern half of the catchment area would be eligible for free transport under the 3 mile distance criteria using the identified route via Peffermill Road/Gilmerton Road. There are an estimated 73 pupils currently attending CCHS who might be eligible. However, this would still leave a significant number of pupils who currently attend CCHS with a considerably longer distance to travel to school than they have at present were they to choose to attend Liberton.
- 3.6.4 The existing Lothian Bus routes have been reviewed and potential issues identified regarding the frequency of the services provided and also constraints regarding the actual routes and proximity to Liberton High School which would result in either long journey times and/or additional long walking distances.

Existing bus links to the Liberton area are poor and even connections to the main bus routes serving Liberton and the city centre are poor.

- 3.6.5 In recognition of the issues identified with the existing bus routes and the considerable longer distances which would be involved for pupils to travel to Liberton it is, therefore, proposed that dedicated bus service(s) would be established to transport any pupils from the proposed new *dual-catchment* area (who wished to attend Liberton) from their home (via established pick-up points) to Liberton High School. This would extend to those who were eligible for free transport under the Council 3 mile qualifying distance policy with any choosing to attend Liberton also benefiting from a place on the bus on a grace and favour basis in recognition of the very unique circumstances which arise on this occasion.
- 3.6.6 For secondary school pupils in receipt of free home to school transport, this is ordinarily met through the provision of a bus pass allowing pupils to use existing Lothian Bus routes to get to school. The annual cost of a bus pass is approximately £225 which, for the maximum 174 pupils estimated to be eligible in 2013/14, would equate to a total cost of £39,150 per annum.
- 3.6.7 Obviously the numbers of pupils involved and the associated costs will be dependent on the number of pupils who choose Liberton High School as their new school. Using the cost of providing bus passes as a base and assuming the provision of bus services would be at a slightly higher cost, an estimate of £50,000 per annum has been used if all 174 pupils were to chose Liberton High School as their new school.
- 3.6.8 There are a number of pupils from the Niddrie Mill, Newcraighall and Castlevie Primary School catchment areas who already attend Portobello High School. No home to school transport issues are anticipated were CCHS to close and Portobello High School was chosen as the preferred *dual-catchment* school for any pupils.

### **3.7 Existing CCHS Community Use**

- 3.7.1 In light of the associated sensitivities and the inability to discuss matters in detail with the staff concerned, Senior Managers from Community Learning and Development have undertaken an initial analysis of the current extra-curricular use of the school including the community and adult education programme and how, and where, such activity would be re-provided were the school to close.
- 3.7.2 Initial analysis has suggested that the level of existing use is low as exemplified by the very limited range of vocational and non-vocational classes offered as part of the advertised adult education programme for the current school term.
- 3.7.3 The initial analysis has also concluded that it should be entirely feasible to re-provide either all, or the vast majority, of the existing provision which is delivered within the school building at other nearby locations such as the Jack Kane Centre or Castlevie Community Centre.
- 3.7.4 The outdoor facilities available at the existing school comprise two grass pitches which attract no charge but are not in very good condition; the other being a 3G pitch which was provided several years ago by PARC. The 3G pitch does not belong to the school and is run by a local community group who manage the facility and set letting charges. The pitch brings in around £11,000 towards the existing school's income target from lets.

- 3.7.5 It is proposed that, unless a potential alternative use for them is identified, the existing school buildings be demolished once the school is closed which would result in potential issues regarding how the 3G pitch (and the grass pitches if they are well used and would benefit from retention) were managed and what access to changing facilities was available. A potential solution could involve the use of the adjacent Castleview Community Centre which may require some limited capital works to upgrade existing facilities.
- 3.7.6 Should Committee approve the proposal to consult on the closure of the school; this area will be assessed fully in consultation with the appropriate staff and other relevant parties. This matter would also form part of the intended consultation process with the school and local community to determine what existing services should be re-provided and how that would be best achieved. This will also assess any further savings which may be possible from the additional budget of £0.188m which the school receives in relation to the provision of community related services in its capacity as being one of the eight community high schools within the city. The outcomes would be reported back to Elected Members on conclusion of the consultation process.

### **3.8 Existing CCHS School Buildings**

- 3.8.1 If the closure of the school was approved; in light of the significant ongoing costs and risks associated with retaining them unless a potential alternative use is identified for them the existing buildings would be demolished at the earliest opportunity.
- 3.8.2 In light of the sensitivities associated with such a proposal, no costings have yet been sought. A rough approximation based on the projected costs associated with the demolition of existing James Gillespie's Campus buildings as part of the project to replace that school is up to £0.5m. This would include the removal of any asbestos within the buildings.
- 3.8.3 Should Committee approve the proposal to consult on the closure of the school; a detailed survey and estimate will be sought regarding the costs to demolish the existing buildings. The outcome would be reported back to Elected Members on conclusion of the consultation process.
- 3.8.4 The responsibility for any demolition costs for the current school buildings and with whom any value which would be realised from the potential redevelopment of the existing school site would rest requires further discussion with PARC. This is intrinsically related to their current consideration of the future direction for the regeneration of the Craigmillar area and the intended location for a new school which will form an integral part of any proposals.

### **3.9 A Future New Secondary School in the Craigmillar Area**

#### Background

- 3.9.1 The need for top quality educational and learning opportunities through the delivery of a new High School and public library has, for many years, been seen as being central to the regeneration of the Craigmillar area of the city. Whilst new homes can be built in the area; education and learning has always been seen as the driving force behind creating a sustainable, long-lasting and vibrant local community.

- 3.9.2 A new school was originally intended to form an important part of the redeveloped Craigmillar town centre, and be based at a new site off Niddrie Mains Road. Together with the proposed public library and new sports facilities, it was to be at the very heart of the regeneration of the Craigmillar area, serving a wide range of needs for the entire community. As well as providing a first class educational facility, the school and library was also seen as being of major benefit for the wider community, providing opportunities for education, recreation and entertainment in the evenings and the weekends.
- 3.9.3 The proposed new facilities would have seen the replacement of the existing Castlebrae Community High School. The delivery of the new school and related facilities was originally identified as one of the community benefits that PARC were to deliver to the Council with the investment requirements being fully met by PARC. One of the key community benefits; the provision of two new primary schools (the combined campus of Niddrie Mill and St Francis primaries) in the area, was delivered and opened to pupils in August 2008. A detailed design was also progressed for the new high school facilities involving extensive consultation with the local community.
- 3.9.4 Part of the rationale for providing a new high school was the provision of places for pupils generated from the new housing anticipated throughout the Craigmillar area. The timescales for any investment in the school require to be related to the numbers of new houses being developed in the area.
- 3.9.5 At present, the delivery of new housing has slowed (but with some signs of resurgence). Longer term, over 2,500 new houses are still proposed for development in the Castlebrae catchment area by PARC and via private housing developer on land at Greendykes. This could, once completed, result in the catchment population increasing from 729 pupils to over 1,000 pupils. However, given the status of the current housing market it is difficult to determine when these houses will be delivered; this is considered in more detail in Appendix 3.
- 3.9.6 The new Craigmillar Library was subsequently incorporated into the new East Neighbourhood Office which is currently under construction and will be situated at the heart of the new Craigmillar Town Centre. This will serve the local neighbourhood in purpose-built accommodation that will replace a number of old premises that are no longer fit for purpose. As well as bringing staff together from several Council departments and partner agencies, the building will provide a new community space, with a large modern library delivering a range of activities for all ages. The new hub supports the ongoing regeneration of Craigmillar and will be a key focal point.
- 3.9.7 With regard to the planning situation, the previous master-plan for the regeneration of the area showed the school in a town centre location, although planning permission for the school design was never sought as the project was put on hold due to the economic down-turn. The rationale for the replacement of the school was to give it a more prominent location in Craigmillar to endeavour to make it a more popular choice for its catchment population and for it to be a significant contributor to the town centre. A statutory consultation exercise under the Education (Scotland) Act 1980 was conducted in 2002 on this basis and concluded that the intended site in the town centre was the best location.
- 3.9.8 PARC has advised they are currently considering the future direction for the regeneration of the Craigmillar town centre and that a new community high school remains a critical part of their master plan for the Craigmillar town centre which was granted planning permission by the Council at the start of 2009. PARC is

currently reviewing the bids of potential development partners who will be delivering the new town centre, and an announcement will be made on the preferred partner by early 2013. The intended location for a new school will form an integral part of any proposals. In the event that any change is proposed to the previously agreed and approved site for a new school, a new statutory consultation process under the Schools (Consultation) (Scotland) Act 2010 would require to be undertaken.

#### Scope for New School and Cost of Delivery

- 3.9.9 The originally proposed new Craigmillar High School (and Community Library) was designed for a core roll of 600, with vocational accommodation for a further 100 learners. The building design had an expansion strategy to accommodate a further 300 if, and when, required to take the capacity to 900.
- 3.9.10 The total Gross Internal Floor Area for the building in the original design was 12,928m<sup>2</sup>, which included provision for a community library and shared community facilities. The project was progressed to detailed design stage in November 2008 but planning permission was not sought as the project was put on hold. The cost of the project was previously estimated to be approximately £32m.
- 3.9.11 Since the original design for the proposed new Craigmillar High School (and Community Library) was undertaken; the space metrics which the Council applies to its new schools have changed and the construction cost of new buildings has also reduced significantly. Whilst the scope of the project requires to be re-considered and has already changed with the subsequent removal of the library; the current cost of the project at today's prices (excluding any increase due to future construction price inflation) would be in the order of £18m using the following key assumptions:
- A capacity of 700 as before; based on 600 pupils and a further 100 vocational learners;
  - A total learning space allocation of 9,100m<sup>2</sup> and the original space allocation for shared community facilities of 395m<sup>2</sup> with the space originally assigned to the proposed library having been removed as that facility has been provided in a different way; and
  - On this basis, total space for the new building would be 9,495m<sup>2</sup> to which a construction cost of £1,900/m<sup>2</sup> is applied based on construction prices as at Q2 2011.
- 3.9.12 This is a broad approximation and should be considered to be only very indicative. Site specific factors could easily result in a higher cost and the figure of £18m also excludes any cost inflation which would arise between Q2 2011 and the date when the new school is actually constructed which could be significant. The extent of the additional cost involved could only be determined with any degree of certainty once we are clearer on when a new school will be required and what the scope of the facilities provided therein will be.
- 3.9.13 The scope of the new school and associated community facilities will need to be carefully considered at the appropriate time and consultation undertaken with the local community. Looking forward to a new school in the Craigmillar area, it would be essential that this would be a rich learning environment for pupils to provide excellent educational outcomes. Opportunities may exist to create a city-wide resource within the new school, perhaps as a centre of excellence in an area such

as science, which may benefit regeneration activity already planned in the Craigmillar area.

- 3.9.14 A new secondary school is still seen as being a significant contributor to the success of the regeneration, symbolising investment in renewal and the future regeneration of Craigmillar. Whilst a new school remains as a priority, a number of key issues remain outstanding with regards to location, as well as the scope of the intended new school and associated community facilities. As well as this there is a need to fully determine the current plans for housing development in the Craigmillar area, when this housing will be occupied and, critically, what funding is available for the new school from the latest business plan for the regeneration of Craigmillar.
- 3.9.15 There is no funding currently identified in the Children and Families Department Capital Investment Programme for a new school. The funding requirement from the Council has still to be determined and will be incorporated into the Capital Investment Programme as a priority at the appropriate time but is expected to be reduced considerably by a contribution from the development of Craigmillar. PARC has confirmed that it is hoped that proceeds from the town centre development – which also includes a major new food store, more shops homes and a new town square – will contribute to the delivery of the new community high school, together with investment anticipated to come from the Council.

#### Timing for a New School

- 3.9.16 In assessing the proposed closure of CCHS, consideration has been given to projected future school rolls in the area and at what point the secondary school capacity which would remain in the area following the closure of CCHS would be insufficient to accommodate demand. This is very complex and is dependent on a number of variables which are, by their nature, inherently difficult to predict with any degree of certainty including the schools to which CCHS pupils would actually transfer, the impact of declining and then rising secondary rolls and new pupil generation from expected housing developments.
- 3.9.17 There is expected to be sufficient spare capacity within the other secondary schools in the area to accommodate the closure of Castlebrae in the short to medium term.
- 3.9.18 The projections undertaken suggest that it would be approximately 2019 when the total secondary capacity in the area could be breached however not by a significant margin and other short term solutions might be available to deal with any such demand which arose at the time.
- 3.9.19 There would be a lead time of several years to initiate the project to deliver a new school in advance of when it was actually required. Whilst the necessity to initiate such a project is not expected to arise in the next few years; the projections will be kept under regular review.
- 3.9.20 At the time in the future when it becomes necessary to initiate the project to deliver a new school the appropriate consultation will be undertaken with the community regarding the school capacity, catchment area, scope of services to be provided and transition arrangements.
- 3.9.21 The intention to deliver a new school in the Craigmillar area in future years when significant anticipated new housing is built and the secondary school capacity in



the area is no longer sufficient to accommodate demand from the area therefore still remains.

### **3.10 Consultation Process**

3.10.1 The consultation process which must be followed regarding the proposed closure of any school is prescribed in the Schools (Consultation) (Scotland) Act 2010. A full consultation paper will be developed in advance of the consultation process based on the proposals set out in this Report; Committee is asked to delegated authority to the Director of Children and Families to develop this paper.

3.10.2 The statutory consultees for the proposal include:

1. Education Scotland;
2. The Parent Council of any affected school;
3. The parents of the pupils at the affected school;
4. The parents of any children expected to attend the affected school;
5. The affected students (depending on age and stage);
6. The staff at the affected school and trade union representatives;
7. The Roman Catholic Church;
8. Any other users at the affected school the Council considers relevant; and
9. Affected community councils and Neighbourhood Partnerships.

3.10.3 The legislation requires a minimum six week consultation period of term time during which representations on the proposal can be made. It is proposed that consultation takes place from 25 October 2012 (immediately following the conclusion of the mid-term break) to 7 December 2012. During this period a public meeting will be held with each of the four secondary schools either directly, or potentially, affected by the proposals (Castlebrae, Liberton, Portobello and Holy Rood) at a suitable venue near each school.

3.10.4 At the end of the consultation period, the Council must send to Education Scotland a copy of the proposal paper; written representations received by the authority during the consultation period (or, if agreed, a summary of representations) and a record of the public meetings.

3.10.5 Education Scotland is required to prepare a report on the educational aspects of the relevant proposals and must submit this report to the Council within three weeks (or longer if agreed). It is anticipated that their assessment would be undertaken during December 2012 and January 2013. The Council must then take account of this report in preparing the Consultation Report on the outcomes of the consultation.

3.10.6 This Consultation Report must be publicly available at least three weeks prior to its consideration by Council and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meetings along with the Council response to representations made. It is anticipated that the consultation report will be presented to a meeting of the Council on 14 March 2013 setting out final recommendations.

3.10.7 Should the Council approve the closure of Castlebrae Community High School, then Scottish Ministers would have six weeks from the date of the Council decision to decide whether to call in the proposals for determination. Should Scottish Ministers decide not to call in the proposals, then the Council could enact the decision. Based on a Council decision being taken on 14 March 2013, the six week potential call in period would conclude on 26 April 2013.

3.10.8 The determination of placing requests for the August start of session is undertaken during the preceding April. Whilst the final outcome regarding the proposal will not be determined until the end of April 2013; the numbers of pupils involved are sufficiently small to allow the management of any necessary reallocation of places for the August 2013 start of session to be undertaken.

#### 4 Financial Implications

##### Revenue Cost Savings

4.1 Net annual recurring revenue cost savings of an estimated £1.302m have been identified as being achievable as a result of the proposal to close Castlebrae Community High School the details of which are shown in Table 15.

**Table 15: Gross Annual Revenue Savings**

	<b>2012/13 Budget (£'000)</b>	<b>Recurring Savings (£'000)</b>	<b>Budget Transferred (£'000)</b>
Teaching Staff	1,365	736	629
Non-Teaching Staff	352	299	53
Premises	94	94	-
Other Costs	36	(14)	50
<b>Total Devolved School Budget</b>	<b>1,847</b>	<b>1,115</b>	<b>732</b>
Rates	105	105	-
Cleaning	117	117	-
Grounds Maintenance	15	15	-
<b>Total School Budget</b>	<b>2,084</b>	<b>1,352</b>	<b>732</b>
Additional school transport costs		(50)	
<b>Net Annual Recurring Savings</b>		<b>1,302</b>	

4.2 In arriving at the net savings the following key assumptions have been made:

- No potential alternative use for the existing school buildings exists and they would be demolished as soon as possible following closure allowing current property related costs such as rates to cease and any potential new costs which may be required (were the buildings to remain) such as security to be avoided;
- It is conceivable that efficiencies could be achievable in the overall level of non-promoted teachers required if small numbers of pupils could be accommodated within existing class groups at other schools. Whilst alternative non-denominational *dual-catchment* schools have been identified as part of the proposals; parents will have the opportunity to exercise their

parental choice rights to choose a different school to that identified for their child subject to sufficient space being available at the intended school.

- It will be very important to ensure that the needs of pupils are fully met therefore it has been assumed that the full budget for non-promoted teaching staff would transfer to the receiving schools. Once the distribution of pupils to schools is known with certainty the required level of additional teaching resource to fully meet their needs can, and will, be assessed.
- Any necessary budgets would transfer to the receiving secondary schools. In addition to the above noted provision for teaching costs; other related costs such as consumables, provision for curricular travel, examination fees, etc. would also move to the receiving schools. Existing positive action funding and specific resources allocated for learning support within the existing CCHS budget would be transferred.
- No savings have been assumed from the additional budget of £0.188m which the school receives in relation to the provision of community related services in its capacity as being a community high school.
- It has been assumed that all staff affected by the proposal would be re-deployed.

#### Capital

- 4.3 Should this proposal proceed, the existing school site would become surplus. The responsibility for any demolition costs for the current school buildings, and with whom any value which would be realised from the potential redevelopment of the existing school site would rest, requires further discussion with PARC. This is intrinsically related to their current consideration of the future direction for the town centre and the intended location for a new school which will form an integral part of any proposals. Should Committee approve the proposal to consult on the closure of the school this matter will be considered in detail and reported back to Elected Members on conclusion of the consultation process.
- 4.4 Although not quantified as a saving as no provision for such works is included in any existing Council capital investment programme budget, it should be noted that, based on an assessment of the existing condition of the existing CCHS buildings which would not be retained, it has been estimated that a repairs and maintenance pressure of approximately £3.5m over the next five 5 years will be avoided.
- 4.5 There are a number of areas where further clarification is required regarding the extent of any further expenditure which might be considered necessary in support of these proposals, these include:
- Any expenditure necessary to support the re-provision of existing extra curricular activities;
  - The demolition costs for the existing buildings; and
  - Any investment required for any further repairs, maintenance or replacement works considered necessary at either Portobello High School and/or Liberton High School.
- 4.6 Should Committee approve the proposal to consult on the closure of the school these areas will be considered in detail and reported back to Elected Members on conclusion of the consultation process together with the proposed sources of funding for any additional costs which may be required which could be from

existing Asset Management Works budgets or through financing by prudential borrowing.

## **5 Equalities Impact**

- 5.1 The closure of the school would impact in a number of areas which come under our equalities impact assessment process. Within the equalities impact assessment guidelines, the areas which are likely to see an impact are in the following categories - carers, disability, gender, race and social class.
- 5.2 The gathering of information, consultation with the local community and monitoring of outcomes, which are essential parts of the equalities impact assessment, will form an integral part of the planned consultation process.

## **6 Environmental Impact**

- 6.1 The proposal to close Castlebrae Community High School should have a beneficial environmental impact in that it would result in one less school building to heat and maintain. There would be a reduction in energy consumption with less carbon emissions assisting the Council to meet its carbon emission targets.
- 6.2 There is the opportunity to re-use and rationalise furniture, materials and equipment across the rest of the school estate assisting with resource use policies. There is spare capacity at Liberton, Portobello and Holy Rood High Schools and larger school rolls would make more effective use of these buildings.
- 6.3 An increase in the level of free home to school transport would result in an increase in carbon emissions although this is not expected to be significant.
- 6.4 There is potential for the development of housing on the existing CCHS site.

## **7 Conclusions**

- 7.1 Consideration has been given to the future of Castlebrae Community High School. The pupils in the school continue to experience very poor educational outcomes and, with by far the smallest roll in the city of 200 pupils (an occupancy level of 33%) which is expected to decline further over the next few years to a low of 158 in 2015, the position is unsustainable.
- 7.2 This paper seeks approval to consult on a proposal to close Castlebrae Community High School with effect from the end of the 2012/13 school year following which, unless a potential alternative use for them is identified, the existing buildings would be demolished at the earliest opportunity.
- 7.3 There is spare capacity in the other secondary schools in the local area which could accommodate both the existing, and projected future, school roll from the Castlebrae Community High School catchment area. A significant number of pupils already choose to attend other secondary schools in the area; with most attending Holy Rood RC High School.
- 7.4 It is proposed that the existing CCHS catchment area would be transferred to the Liberton High School catchment for the current Prestonfield Primary School area and, for the remainder, to a *dual-catchment* arrangement to either Portobello High School or Liberton High School which, between them, have sufficient spare capacity to absorb it. However, there will be considerable choice open to parents in the area regarding other options; including anticipated significant spare capacity

at all year stages in Holy Rood which is already the denominational catchment school for the majority of pupils in the area.

- 7.5 If approved, the proposal would result in an improvement in the educational outcomes for the pupils; generate revenue savings of approximately £1.3m per annum and avoid necessary capital expenditure of £3.5m over the next five years.
- 7.6 The proposal will be subject to a full statutory consultation process in accordance with the Schools (Consultation) (Scotland) Act 2010.
- 7.7 In the longer term it remains the expectation, and intention, to build a new high school to serve the Craigmillar area when significant anticipated new housing is built and secondary school capacity in the area is no longer sufficient to accommodate catchment demand.

## **8 Recommendations**

8.1 Committee is requested to:

- a) Approve that statutory consultation is carried on the proposed closure of Castlebrae Community High School as set out in this report;
- b) Approve that the statutory consultation includes any related secondary school catchment changes arising from the proposal;
- c) Delegate authority to the Director of Children and Families to develop a detailed consultation paper on the basis of the proposals outlined in this report;
- d) Approve that the statutory consultation should be undertaken, to commence on 25 October 2012, once schools resume from the mid-term break;
- e) Note that it is the intention to return to a future meeting of the Full Council for a decision on the proposal;
- f) Note that the proposal will require Scottish Ministers approval prior to implementation should the Council decide to proceed;
- g) Note that, in the longer term, it remains the expectation, and intention, to build a new high school to serve the Craigmillar area; and
- h) Note that the use to which any revenue cost savings which would arise as a result of any the proposed closure would be considered as part of the Council budget setting process.

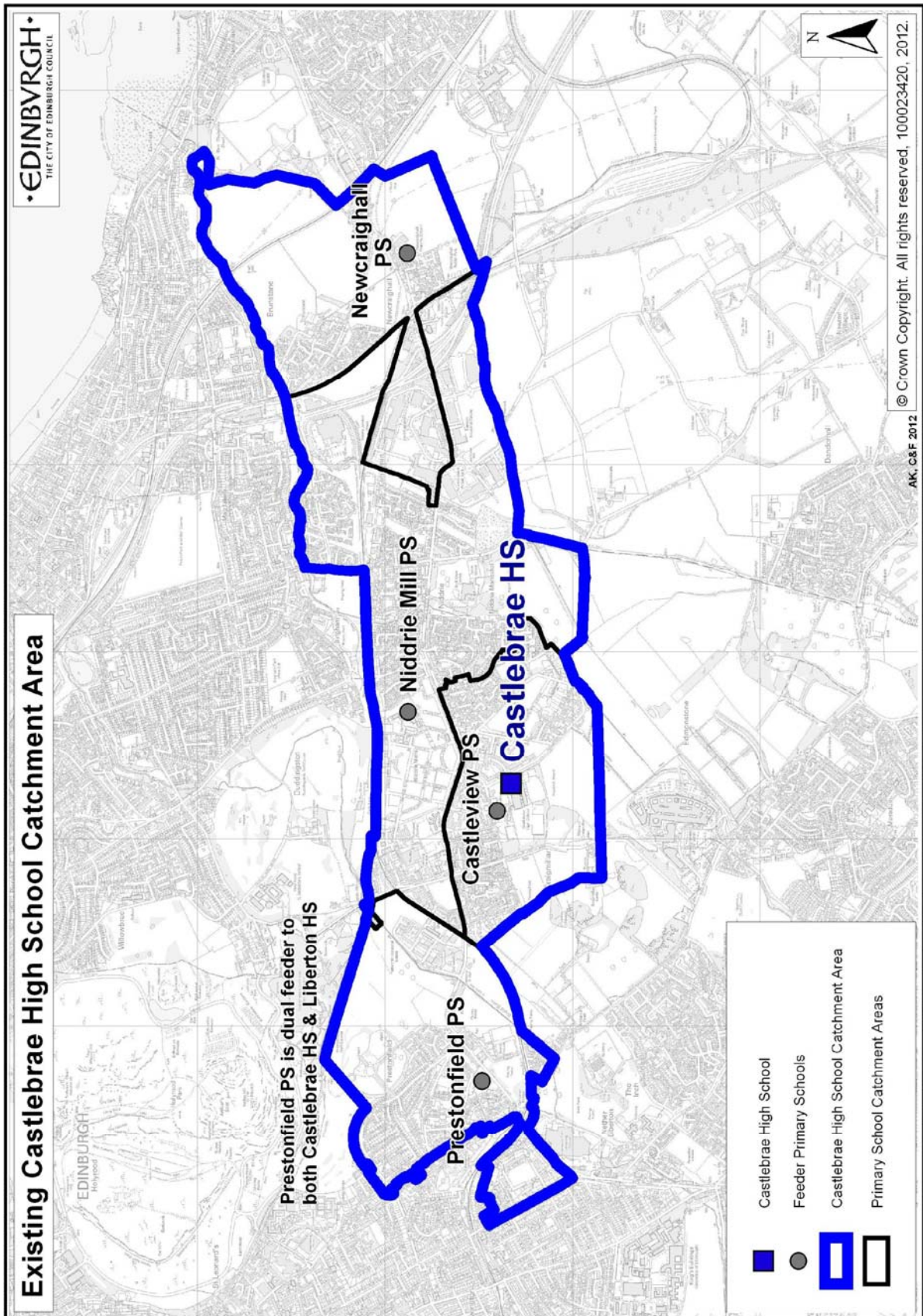
**Gillian Tee**  
Director of Children and Families

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<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Current Castlebrae Community High School Catchment Area</li><li>2. Castlebrae Community High School Feeder Primary Schools</li><li>3. Potential Future Housing Development in the Castlebrae Area</li><li>4. Proposed Revised Portobello High School Catchment Area</li><li>5. Proposed Revised Liberton High School Catchment Area</li><li>6. Portobello High School – Impact of Proposed Changes to Catchment Areas</li><li>7. Liberton High School – Impact of Proposed Changes to Catchment Areas</li><li>8. Condition and Suitability of Existing Liberton High School Buildings</li><li>9. Potential Walking Routes From Castlebrae Community High School to Liberton High School</li></ol>
<b>Contact/tel</b>	Mike Rosendale, Head of Schools and Community Services Billy MacIntyre, Head of Resources
<b>Wards affected</b>	Leith; Leith Walk; Craigentinny/Duddingston; Portobello/Craigmillar; Liberton/Gilmerton; Southside/Newington
<b>Background Papers</b>	None

APPENDIX 1

CURRENT CASTLEBRAE COMMUNITY HIGH SCHOOL CATCHMENT AREA



## APPENDIX 2

### CASTLEBRAE COMMUNITY HIGH SCHOOL FEEDER PRIMARY SCHOOLS

#### 1 Overview

- 1.1 CCHS has four feeder primary schools, one of which (Prestonfield) has dual feeder status with Liberton. In the 2011/12 school year there were 729 pupils in the catchment area with the analysis by feeder primary in Table 1 showing those attending non-denominational (ND) and denominational (D) secondary schools.

**Table 1: Pupils in the CCHS Catchment Area (2011)**

PS Catchment	ND	D	Total	%ND	%D
Niddrie Mill	192	136	328	59%	41%
Castleview	147	69	216	68%	32%
Newcraighall	37	47	84	44%	56%
Prestonfield	57	44	101	56%	44%
<b>Totals</b>	<b>433</b>	<b>296</b>	<b>729</b>	<b>59%</b>	<b>41%</b>

#### 2 Niddrie Mill Primary School Catchment Area

- 2.1 This is the largest feeder primary catchment area with 328 pupils but only the second largest source of pupils at CCHS (107) as more pupils in the catchment attend Holy Rood (132). There is also a considerable loss to Portobello (72) which is readily accessible from the north side of the catchment area.

**Table 2: Secondary School Pupils in the Niddrie Mill PS Catchment Area**

School Attended	No of Pupils	% of Pupils
Holy Rood RC	132	40%
Castlebrae	107	33%
Portobello	72	22%
Other	17	5%
<b>Total</b>	<b>328</b>	<b>100%</b>

#### 3 Castleview Primary School Catchment Area

- 3.1 This is the largest source of pupils for CCHS attracting 114 pupils. CCHS is located in the centre of the catchment so is well placed to serve pupils, hence the higher intake. Holy Rood is the second choice of school for 31% of catchment pupils and it is closer than Portobello for most, if not all, pupils in the catchment area.

**Table 3: Secondary School Pupils in the Castleview PS Catchment Area**

School Attended	No of Pupils	% of Pupils
Castlebrae	114	53%
Holy Rood RC	68	31%
Portobello	10	5%
Other	24	11%
<b>Total</b>	<b>216</b>	<b>100%</b>



#### 4 Newcraighall Primary School Catchment Area

- 4.1 Newcraighall has a small catchment of only 84 pupils of which over half choose to attend Holy Rood. This high percentage may partly be due to some pupils being eligible for free transport. A further 27 attend Portobello through placing requests. In accordance with the Data Protection Act the number attending CCHS has not been separately disclosed as it is less than 5.

**Table 4: Secondary School Pupils in the Castlevie PS Catchment Area**

School Attended	No of Pupils	% of Pupils
Holy Rood RC	47	56%
Portobello	27	32%
Castlebrae and Other	10	12%
<b>Total</b>	<b>84</b>	<b>100%</b>

#### 5 Prestonfield Primary School Catchment Area

- 5.1 Prestonfield also has a small catchment of just over 100 pupils. The catchment is dual feeder and pupils have the option of attending either Liberton or CCHS. Unlike the other primary school catchments in the Castlebrae catchment area, the Prestonfield area is served by St Thomas of Aquin's RC rather than Holy Rood RC. The largest number of pupils (40) choose to attend their denominational catchment school and a further 34 pupils make placing requests to James Gillespie's and Boroughmuir. As a consequence, the number of pupils actually going to Liberton is low (19) and to CCHS is negligible (in accordance with the Data Protection Act the number has not been disclosed as it is less than 5).

**Table 5: Secondary School Pupils in the Prestonfield PS Catchment Area**

School Attended	No of Pupils	% of Pupils
St Thomas of Aquin's RC	40	40%
James Gillespie's	20	20%
Liberton	19	19%
Boroughmuir	14	14%
Castlebrae and Other	8	7%
<b>Total</b>	<b>101</b>	<b>100%</b>

## **APPENDIX 3**

### **POTENTIAL FUTURE HOUSING DEVELOPMENT IN THE CASTLEBRAE AREA**

#### **1 Introduction**

- 1.1 Within the CCHS catchment area there is additional provision for over 2,500 new dwellings which, if all were developed, could bring over 300 secondary school pupils into the area based on 60% of the new dwellings being houses, the remaining 40% being flats.
- 1.2 However, some sites may not come forward and other sites could be delayed or delivered over several years. This analysis makes an assessment of the estimated potential future housing development in the CCHS catchment area in the period to 2020 and the impact which this would have on the secondary pupil catchment population.

#### **2 Planned and Committed Housing Developments**

- 2.1 Over the last 10 years some 1,400 dwellings have been built in the CCHS catchment area mainly on redevelopment sites. The average over the last five years has been 125 dwellings per annum compared with 155 per annum for the first five years. Most development has been by PARC and by Housing Associations with limited involvement of the large private house-builders.
- 2.2 The Edinburgh City Local Plan identified three main areas in Craigmillar to help the local regeneration process which are as follows:
  - North of Niddrie Mains Road
  - Greendykes
  - New Greendykes
- 2.3 The area north of Niddrie Mains Road has attracted most new development with 226 units completed and 58 units nearing completion. There are still sizeable areas of undeveloped land, although this includes the area currently reserved for a new High School.
- 2.4 South of Niddrie Mains Road, the former residential area of Greendykes has been largely cleared of housing apart from the high rise flats. A development of 92 dwellings was completed by PARC in 2010 and 21 Century Homes will go on site in late 2012 with 60 units but there is scope for a further 700 dwellings to be built on the vacant land.
- 2.5 South of Greendykes lies new Greendykes where greenfield land is allocated for over 1,000 dwellings. Most of the site has planning permission and Persimmon and Taylor Wimpey plan to start on site with the aim of delivering 40 house completions per annum from 2014 onwards however this is still subject to funding arrangements being in place and site works have still to begin.
- 2.6 At Newcraighall, permission in principle has been granted for two separate developments totalling some 345 dwellings however the sites have still to be marketed and taken forward by developers which could take several years.

- 2.7 Table 1 provides an indicative assessment showing the expected housing to be delivered in each area (analysed between houses and flats) together with the number expected to be completed in the period to 2020.

**Table 1: Housing Sites in the Craigmillar Area**

Location	Developer	Houses	Flats	Total	Estimated Completions 12/13-19/20
Wauchope Terrace	PARC	20	38	58	58
Thistle Foundation	PfP	40	92	132	90
Greenykes	PARC	350	350	700	190
Niddrie Mains	PARC	116	243	359	310
New Greenykes	Persimmon/Taylor Wimpey	634	400	1,034	300
Newcraighall N/E	EDI/Dalrymple	270	75	345	150
<b>Totals</b>		<b>1,430</b>	<b>1,198</b>	<b>2,628</b>	<b>1,098</b>

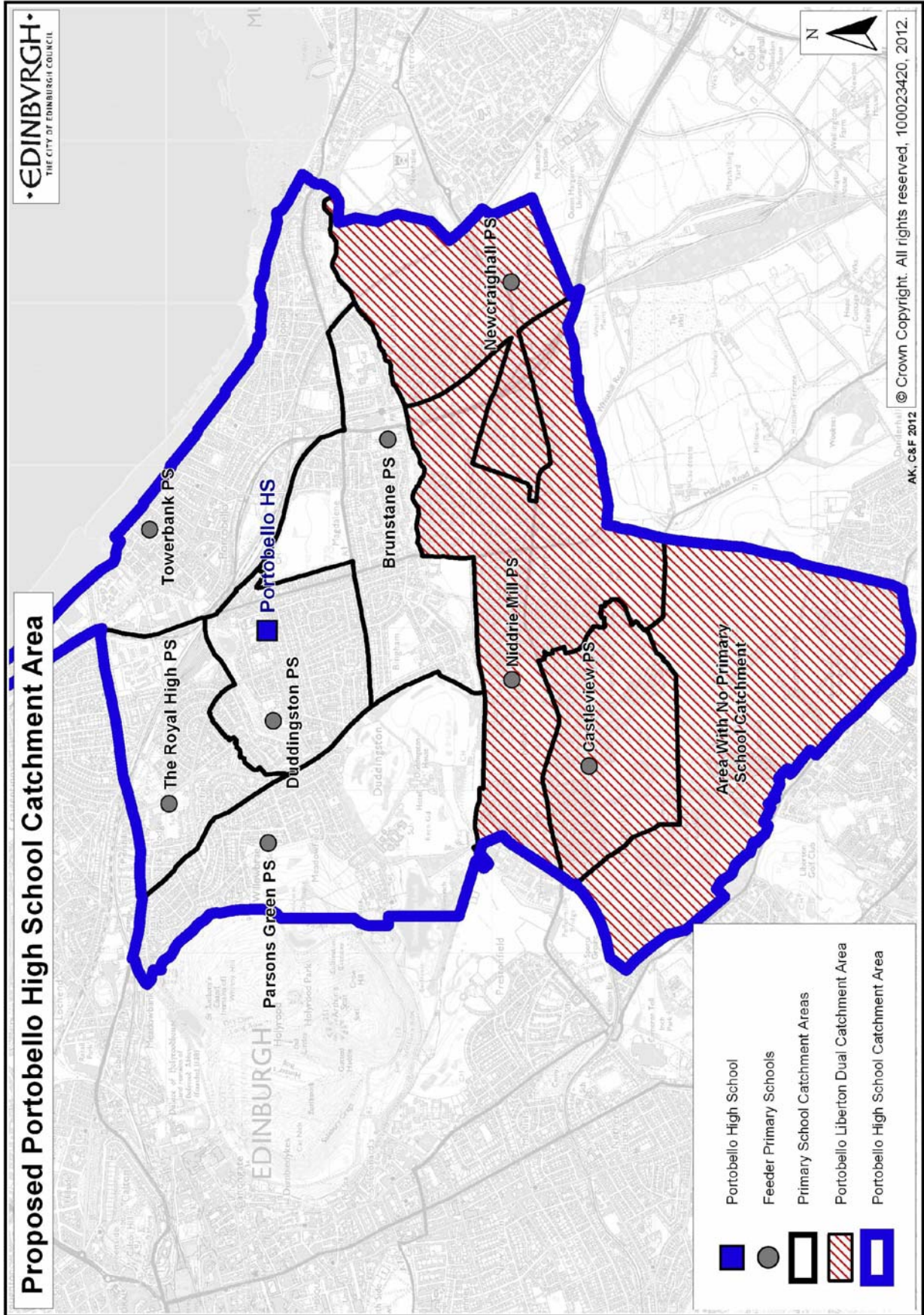
- 2.8 The analysis shows that almost 1,100 dwellings are predicted to be delivered by 2020 which averages around 140 per year. This average is similar to that achieved for the last 10 years, although for the first 5 years the focus in Craigmillar was on demolition and the second five years included the worst of the economic down-turn.
- 2.9 Whilst residential development is still slow and uncertain, the drive to regenerate Craigmillar along with the involvement of the private sector in New Greenykes and Newcraighall means the prediction of 1,100 units by 2020 is realistic. This is slightly less than half of the land capacity but it is likely the remaining capacity will developed in the 10 years beyond 2020.

### **3 Predicted Secondary School Pupils from Development**

- 3.1 Using established pupil to house ratios for houses (0.18) and flats (0.03) that are applied city-wide and taking account of average RC pupil generation, it is estimated that the CCHS catchment area secondary pupil population could increase by around 125 pupils by 2020.
- 3.2 This depends on the predicted new development taking place and assumes a greater provision of houses rather than flats. If private development stalls then pupil generation is likely to be lower, but if private development takes off then pupil generation would probably be higher.

APPENDIX 4

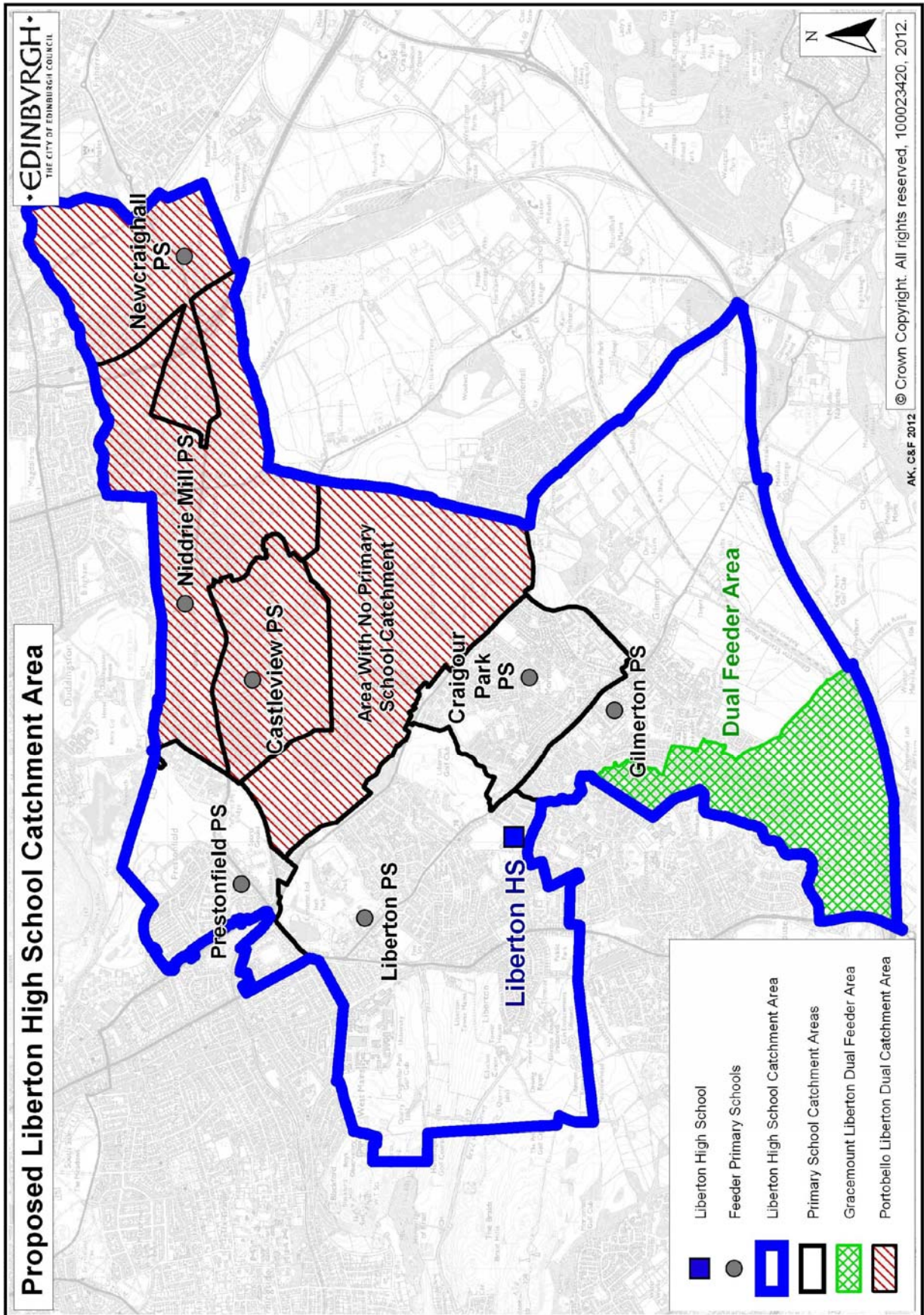
PROPOSED REVISED PORTOBELLO HIGH SCHOOL CATCHMENT AREA





APPENDIX 5

PROPOSED REVISED LIBERTON HIGH SCHOOL CATCHMENT AREA



## APPENDIX 6

### PORTOBELLO HIGH SCHOOL - IMPACT OF PROPOSED CHANGES TO CATCHMENT AREAS

#### 1 Introduction

- 1.1 The proposal for a change of denominational catchment secondary school area involves Portobello High School, together with Liberton High School, being one of two *dual-catchment* schools which would cover the existing secondary catchment area for CCHS (other than Prestonfield Primary) together with an area of local land to which no secondary catchment area is currently allocated.
- 1.2 For this to be feasible there must be sufficient spare capacity between the Portobello High School and Liberton High School catchment areas to cater for both existing, and projected future, pupils from the *dual-catchment* area.
- 1.3 The position for the Portobello High School catchment area alone is considered in this analysis. It should, however, be stressed that this analysis is based on the projected position which would arise were all CCHS catchment pupils to seek places at Portobello as their first choice *dual-catchment* school.
- 1.4 This is shown for illustrative purposes only and is not expected to be the actual outcome. Pupils could and are expected to seek, and be successful in securing, either a place at Liberton as their first choice *dual-catchment* school, a place at their denominational catchment school of Holy Rood or placing requests to other schools. It is expected that number of parents would choose for their child to attend another school through one of these alternative routes; any such shift to other schools would obviously reduce the totals shown in the analysis which follows.

#### 2 Existing CCHS Pupils

- 2.1 With a capacity of 1,400 pupils, Portobello High School has an S1 intake limit of 260 pupils. There are 5 feeder primary schools in the current Portobello High School catchment area – Towerbank, Brunstane, Duddingston, The Royal High and Parsons Green.
- 2.2 In the 2011/12 school year there were 1,438 pupils in the catchment area with the analysis by feeder primary being shown in Table 1 below; in each case the total pupil numbers are also analysed between those attending non-denominational (ND) and denominational (D) secondary schools. Holy Rood is the catchment denominational secondary school for the area and 18% of pupils attend denominational schools.

**Table 1: Pupils in the Portobello High School Catchment**

PS Catchment	ND	D	Total	%ND	%D
Towerbank	333	79	<b>412</b>	81%	19%
Brunstane	251	61	<b>312</b>	80%	20%
Duddingston	223	42	<b>265</b>	84%	16%
The Royal High	194	46	<b>240</b>	81%	19%
Parsons Green	181	28	<b>209</b>	87%	13%
<b>Total</b>	<b>1,182</b>	<b>256</b>	<b>1,438</b>	<b>82%</b>	<b>18%</b>

- 2.3 In the 2011/12 school year there were 1,182 pupils in the catchment area attending non-denominational schools; with the capacity of the school being 1,400 there is spare capacity.
- 2.4 Based on the provisional figures for September 2012, the S1 intake is 209 and the school roll is 1,305 leaving 95 spare places and headroom of 51 within the S1 intake limit. It should be noted that the data for 2012 is provisional although any further variation is not expected to be significant.
- 2.5 Whilst the catchment data is not available for 2012; the 2011 data identified that the vast majority of pupils (78%) are drawn from the local catchment with the majority of non-catchment pupils being drawn from CCHS (8%) and Leith Academy (7%).
- 2.6 An estimate of the future rolls for 2013/14 by year stage has been undertaken for both CCHS and Portobello High School based on the 2012 roll data and taking into consideration the expected S1 intake based on primary school catchment numbers and the expected catchment retention rate; any new pupils arising from anticipated housing developments and expected stay on rates for S5 and S6.
- 2.7 This is shown in Table 2 and assumes that all existing CCHS pupils would choose Portobello as their first choice *dual-catchment* school and that no pupils would seek, and be successful in securing, either a place at Liberton as their first choice *dual-catchment* school, a place at their denominational catchment school of Holy Rood or placing requests to other schools.

**Table 2: Placement of Castlebrae Pupils at Portobello High School for 2013/14**

School	S1	S2	S3	S4	S5	S6	Total
Castlebrae	27	23	39	42	30	13	<b>174</b>
Portobello	210	209	220	244	214	154	<b>1,251</b>
<b>Total</b>	<b>237</b>	<b>232</b>	<b>259</b>	<b>286</b>	<b>244</b>	<b>167</b>	<b>1,425</b>

- 2.8 The analysis shows that, if CCHS did close with effect from July 2013 then almost all existing pupils at the school who would have been expected to remain at the school in 2013/14, together with the expected S1 intake to CCHS had it remained open, could be accommodated at Portobello High School. In the S1 intake there would be headroom of 23 against the S1 intake limit of 260 but some potential issues in the upper year stages.

### **3 Future Potential Pupils**

- 3.1 An exercise has been undertaken to predict what the future roll of Portobello would be beyond 2013 if the entire existing CCHS catchment area was transferred to it. This considered the impact of the expected decline in secondary pupil numbers over the period to 2016 following by a period of rising rolls and also incorporated the impact of any projected housing developments in the combined area. The projected combined roll is shown in Table 3 and the S1 intake position in Table 4.

**Table 3: Projected Future Roll of Combined Portobello High School/CCHS Areas**

Year	Portobello Roll	CCHS Roll	Combined Total	Capacity	Balance
2014	1,219	164	<b>1,383</b>	1,400	(17)
2015	1,191	158	<b>1,349</b>	1,400	(51)
2016	1,167	161	<b>1,328</b>	1,400	(72)
2017	1,165	183	<b>1,348</b>	1,400	(52)
2018	1,176	209	<b>1,385</b>	1,400	(15)
2019	1,191	237	<b>1,428</b>	1,400	28
2020	1,211	273	<b>1,484</b>	1,400	84

**Table 4: Projected Future S1 of Combined Portobello High School/CCHS Areas**

Year	Portobello S1 Intake	CCHS S1 Intake	Combined Total	S1 Intake Limit	Balance
2014	210	29	<b>239</b>	260	(21)
2015	210	31	<b>241</b>	260	(19)
2016	210	33	<b>243</b>	260	(17)
2017	215	40	<b>255</b>	260	(5)
2018	220	46	<b>266</b>	260	6
2019	225	52	<b>277</b>	260	17
2020	230	59	<b>289</b>	260	29

- 3.2 The above analysis shows the position if the entire current pupil cohort from CCHS and any pupils who would have been expected to attend CCHS in the future attended Portobello High School.
- 3.3 This analysis suggests that in the period up to 2020 either all, or in later years, the vast majority of the combined capacity of the projected Portobello and existing CCHS catchment areas could be accommodated in Portobello High School.
- 3.4 It should, however, be noted that this analysis assumes that all CCHS catchment pupils seek places at Portobello as their first choice *dual-catchment* school. Pupils could seek, and be successful in securing, either a place at Liberton as their first choice *dual-catchment* school, a place at their denominational catchment school of Holy Rood or placing requests to other schools. It is expected that number of parents would choose for their child to attend another school through one of these alternative routes; any such shift to other schools would obviously reduce the totals shown in the analysis above.

#### **4 New Housing Developments**

- 4.1 In producing the forecast data above, the impact of any anticipated new housing development in the areas and the expected level of pupil generation arising from it has been taken into consideration. The projected position for the Castlebrae area is detailed in Appendix 3.
- 4.2 Regarding the Portobello area, there is limited new development planned in the area.



## APPENDIX 7

### LIBERTON HIGH SCHOOL - IMPACT OF PROPOSED CHANGES TO CATCHMENT AREAS

#### 1 Introduction

- 1.1 The proposal for a change of denominational catchment secondary school area involves Liberton High School being the sole catchment school for the existing Prestonfield Primary School area and in addition, together with Portobello High School, being one of two *dual-catchment* schools which would cover the remainder the existing secondary catchment area for CCHS together with an area of local land to which no secondary catchment area is currently allocated.
- 1.2 For this to be feasible there must be sufficient spare capacity between the Portobello High School and Liberton High School catchment areas to cater for both existing, and projected future, pupils from the *dual-catchment* area.
- 1.3 The position for the Liberton High School catchment area alone is considered in this analysis. It should, however, be stressed that this analysis is based on the projected position which would arise were all CCHS catchment pupils to seek places at Liberton as their first choice *dual-catchment* school.
- 1.4 This is shown for illustrative purposes only and is not expected to be the actual outcome. Pupils could and are expected to seek, and be successful in securing, either a place at Portobello as their first choice *dual-catchment* school, a place at their denominational catchment school of Holy Rood or placing requests to other schools. It is expected that number of parents would choose for their child to attend another school through one of these alternative routes; any such shift to other schools would obviously reduce the totals shown in the analysis which follows.

#### 2 Existing CCHS Pupils

- 2.1 With a capacity of 850 pupils, Liberton High School has an S1 intake limit of 160 pupils. The S5 and S6 stay on rates at Liberton are below the city-wide average which would tend to keep numbers slightly below capacity even were maximum S1 intakes being achieved.
- 2.2 There are 4 feeder primary schools in the current Liberton High School catchment area with the Prestonfield Primary School catchment area being dual feeder with CCHS and part of the Gilmerton Primary School catchment being dual feeder with Gracemount High School.
- 2.3 In the 2011/12 school year there were 1,297 pupils in the catchment area with the analysis by feeder primary being shown in Table 1 below; in each case the total pupil numbers are also analysed between those attending non-denominational (ND) and denominational (D) secondary schools. Holy Rood is the catchment denominational secondary school for the area and 20% of pupils attend denominational schools, which is above the city average.

**Table 1: Pupils in the Liberton High School Catchment**

PS Catchment	ND	D	Total	%ND	%D
Craigour Park	365	80	445	82%	18%
Gilmerton	361	60	421	86%	14%
Liberton	249	81	330	75%	25%
Prestonfield	57	44	101	56%	44%
<b>Total</b>	<b>1,032</b>	<b>265</b>	<b>1,297</b>	<b>80%</b>	<b>20%</b>

- 2.4 In the 2011/12 school year there were 1,032 pupils in the catchment area attending non-denominational schools; with the capacity of the school being 850 there is a loss of pupils to the surrounding schools. With dual catchments there tends to be a higher loss where two schools are competing for the same catchment pupils; in this case Gracemount High School tends to draw pupils from the area.
- 2.5 Based on the provisional figures for September 2012, the S1 intake is 95 and the school roll is 635 leaving 215 spare places and headroom of 65 within the S1 intake limit. It should be noted that the data for 2012 is provisional although any further variation is not expected to be significant. Whilst the catchment data is not available for 2012; the 2011 data identified that the vast majority of pupils (87%) are drawn from the local catchment.
- 2.6 An estimate of the future rolls for 2013/14 by year stage has been undertaken for both CCHS and Liberton High School based on the 2012 roll data and taking into consideration the expected S1 intake based on primary school catchment numbers and the expected catchment retention rate; any new pupils arising from anticipated housing developments and expected stay on rates for S5 and S6.
- 2.7 This is shown in Table 2 and assumes that all existing CCHS pupils would choose Liberton as their first choice *dual-catchment* school and that no pupils would seek, and be successful in securing, either a place at Portobello as their first choice *dual-catchment* school, a place at their denominational catchment school of Holy Rood or placing requests to other schools.

**Table 2: Placement of Castlebrae Pupils at Liberton High School for 2013/14**

School	S1	S2	S3	S4	S5	S6	Total
Castlebrae	27	23	39	42	30	13	<b>174</b>
Liberton	105	95	116	118	99	65	<b>598</b>
<b>Total</b>	<b>132</b>	<b>118</b>	<b>155</b>	<b>160</b>	<b>129</b>	<b>78</b>	<b>772</b>

- 2.8 The analysis shows that, if CCHS did close with effect from July 2013 then all existing pupils at the school who would have been expected to remain at the school in 2013/14, together with the expected S1 intake to CCHS had it remained open, could be accommodated at Liberton High School without the capacity of the school being exceeded or any year stage breaching the 160 intake limit. In the S1 intake there would be headroom of 28 against the S1 intake limit.

### 3 Future Potential Pupils

- 3.1 An exercise has been undertaken to predict what the future roll of Liberton would be beyond 2013 if the entire existing CCHS catchment area was transferred to it. This considered the impact of the expected decline in secondary pupil numbers over the period to 2016 following by a period of rising rolls and also incorporated the impact

of any projected housing developments in the combined area. The projected combined roll is shown in Table 3 and the S1 intake position in Table 4.

**Table 3: Projected Future Roll of Combined Liberton High School/CCHS Areas**

Year	Liberton Roll	CCHS Roll	Combined Total	Capacity	Balance
2014	581	164	<b>745</b>	850	(105)
2015	575	158	<b>733</b>	850	(117)
2016	577	161	<b>738</b>	850	(112)
2017	592	183	<b>775</b>	850	(75)
2018	623	209	<b>832</b>	850	(18)
2019	658	237	<b>895</b>	850	45
2020	702	273	<b>975</b>	850	125

**Table 4: Projected Future S1 of Combined Liberton High School/CCHS Areas**

Year	Liberton S1 Intake	CCHS S1 Intake	Combined Total	S1 Intake Limit	Balance
2014	105	29	<b>134</b>	160	(26)
2015	107	31	<b>138</b>	160	(22)
2016	109	33	<b>142</b>	160	(18)
2017	119	40	<b>159</b>	160	(1)
2018	129	46	<b>175</b>	160	15
2019	140	52	<b>192</b>	160	32
2020	151	59	<b>209</b>	160	49

- 3.2 The above analysis shows the position if the entire current pupil cohort from CCHS and any pupils who would have been expected to attend CCHS in the future attended Liberton High School.
- 3.3 This analysis suggests that in the period up to 2020 either all, or in later years, the vast majority of the combined capacity of the projected Liberton and existing CCHS catchment areas could be accommodated in Liberton High School.
- 3.4 It should, however, be noted that this analysis assumes that all CCHS catchment pupils seek places at Liberton as their first choice *dual-catchment* school and the probability of this scenario arising is considered to be low.
- 3.5 Pupils could seek, and be successful in securing, either a place at Portobello as their first choice *dual-catchment* school, a place at their denominational catchment school of Holy Rood or placing requests to other schools. It is expected that number of parents would choose for their child to attend another school through one of these alternative routes; any such shift to other schools would obviously reduce the totals shown in the analysis above.

#### **4 New Housing Developments**

- 4.1 In producing the forecast data above, the impact of any anticipated new housing development in the areas and the expected level of pupil generation arising from it

has been taken into consideration. The projected position for the Castlebrae area is detailed in Appendix 3.

- 4.2 Regarding the Liberton area, a new city-wide Local Development Plan (LDP) is being prepared with a view to publication in 2013. This plan will be required to make minimum provision for an extra 1,000 houses in the south east area of the city mainly via greenfield land release. Most of the housing sites are expected to fall in the Liberton High School catchment area. Although the location and size of sites has still to be finalised through the LDP, it is expected that development will start coming forward by 2015 and the assumption is that 10 extra pupils will be generated per annum thereafter with a total of 60 extra pupils by 2020.

## APPENDIX 8

### CONDITION AND SUITABILITY OF EXISTING LIBERTON HIGH SCHOOL BUILDINGS

#### 1 Condition Survey

- 1.1 A survey of the existing Liberton High School building(s) was undertaken during July 2012 to assess the condition of the building fabric and the associated services. This involved undertaking detailed surveys of the internal areas of the property, external areas, curtilage, landscaping and also mechanical and electrical services.
- 1.2 The building was assessed as achieving a score of 71 out of 100 falling within Category B under the Scottish Government School Estate Core Facts guidance which is described as 'Satisfactory – Performing adequately but showing minor deterioration.' The building surveyors concluded that the buildings are in a fair condition but that there were a number of areas where repair, maintenance or replacement works were required.

#### 2 Estimated Costs

- 2.1 The building surveyors identified the costs associated with repair, maintenance and replacement works which they considered to be necessary over a 30 year period but stress that these are very much estimates which would require to be validated once the detailed specification for any necessary works was determined. There were some areas to the high level roof which were inaccessible to survey.
- 2.2 The estimated total costs over a 30 year period are £13.7m which are detailed in Table 1 below; of this total £3.6m is identified as being required over the next five years. Only the base costs were identified by the surveyors to which provision has been added for the necessary preliminaries, professional fees and contingency. In all cases, these costs are based on current prices and exclude any provision for future construction inflation.

**Table 1: Estimated Repair, Maintenance and Replacement Works at Liberton**

	<b>Year 1-5 £'000</b>	<b>Year 6-15 £'000</b>	<b>Year 16-30 £'000</b>	<b>Total £'000</b>
Base costs from survey report	2,714	3,019	4,602	<b>10,335</b>
Preliminaries @ 12.5%	339	377	575	<b>1,291</b>
Professional Fees @ 10%	271	302	460	<b>1,033</b>
Contingency @ 10%	271	302	460	<b>1,033</b>
<b>Totals</b>	<b>3,595</b>	<b>4,000</b>	<b>6,097</b>	<b>13,692</b>

#### 3 Suitability

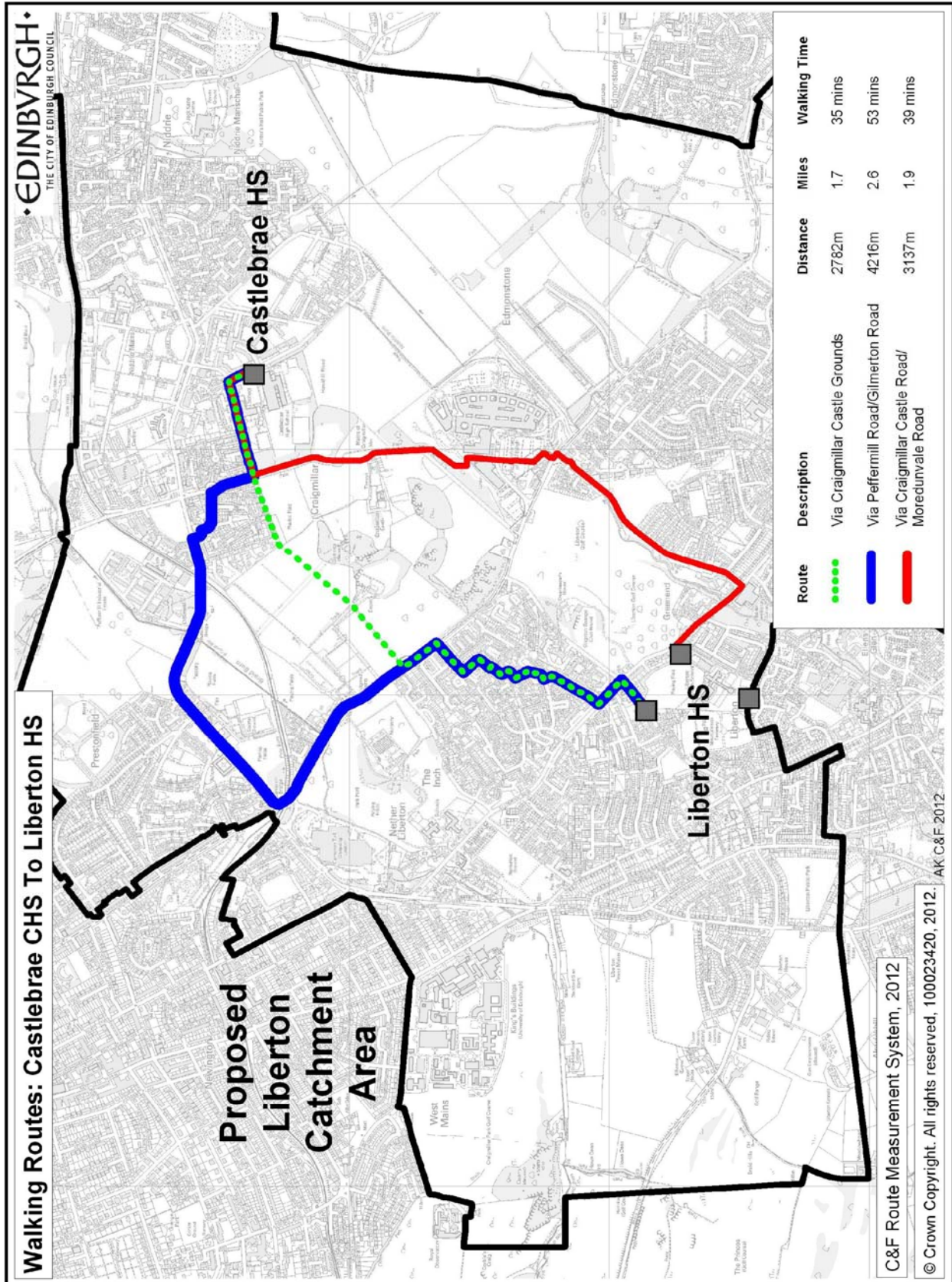
- 3.1 The other related factor in determining the ongoing acceptability of any school is its suitability which assesses the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching and those other services provided to individual children and to the school community, in terms of practicality, accessibility and convenience.
- 3.2 In accordance with the Scottish Government School Estate Core Facts guidance Liberton High School was assessed as having a rating of B which is described as

'Satisfactory – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)'.

- 3.1 This assessment was undertaken several years ago before the introduction of Curriculum for Excellence and may have since changed. The costs noted in Table 1 above incorporate no provision for any works which may be considered necessary to make improvements in the suitability of the buildings.

APPENDIX 9

POTENTIAL WALKING ROUTES FROM CASTLEBRAE COMMUNITY HIGH SCHOOL TO LIBERTON HIGH SCHOOL



## Vision for Schools in Edinburgh

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### Education, Children and Families

9 October 2012

#### Purpose of report

- 1 To inform Committee of the draft Children and Families' vision for schools in Edinburgh and request its engagement in developing the content.

#### Main report

- 2 The draft vision for schools in Edinburgh is proposed to cover the next five years and beyond, and has been developed in consultation with all head teachers in the city. It arose out of a desire to establish a longer term vision for schools in the city, and to do so in the context of significant changes that will take place over the period, particularly changes to the curriculum and ICT. It will also take account of the developing debates about the extent of management devolution to schools and the role of the local authority. It will be developed in consultation with as wide a range of stakeholders as possible.
- 3 Our vision is for all children and young people to enjoy their childhood and fulfil their potential. Our ambition is for all children and young people in Edinburgh to:
  - Have the best start in life;
  - Be physically and emotionally healthy;
  - Be successful learners, confident individuals and responsible citizens making a positive contribution to their communities; and
  - Leave school into a positive destination with a motivation for lifelong learning.
- 4 In order to achieve these, Edinburgh is determined to: improve life chances for children in need; maximise its support for schools in challenging circumstances; ensure schools play a key role at the heart of their communities; strengthen support for the development of staff; strengthen pupil and parental engagement in schools; further develop and support strong leadership; and, make the best use of the resources it has available.
- 5 The vision encompasses the commitments made in the Capital Coalition Agreement to ensure that every child in Edinburgh has the best start in life. In particular, it references the commitments to 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; draw up a long-term strategic plan to



tackle both over-crowding and under-use in schools; seek to ensure the smooth introduction of Curriculum for Excellence and that management structures within our schools support the new curriculum; and continue progress on all planned school developments and provide adequate investment in the fabric of all our schools.

- 6 As part of the vision for schools in Edinburgh, Children and Families is committed to introducing and taking forward a number of innovative changes in differing areas. For example, all children will have access to early learning and childcare and family support from the age of three (from birth in the case of vulnerable children). Head teachers may be rotated between schools so that they serve no more than five to seven years in a particular school. Also, co-operative learning and principles will be promoted and developed at all ages and stages. A 'Total Place' approach will be implemented for schools in challenging circumstances, and may include the trialling of all year round provision. Much stronger links and partnerships with tertiary education providers and employers will be built to improve opportunities for school leavers.
- 7 Appendix 1 is in draft form and for consultation. A process of wide engagement is planned in order to shape and develop our vision so that it is informed by the views of elected members, staff, parents, pupils, partners and communities. Consultation will take place between August 2012 and January 2013. This will involve circulating the consultation materials widely and also arranging face-to-face meetings with key stakeholders and forums. The face-to-face consultation will take place with: the Consultative Committee with Parents; Trade Unions; Pupil Councils and Youth Forums; representatives of the Education, Children and Families Committee; School Parent Councils; the Children's Partnership; a series of consultation events in local neighbourhoods; and staff in schools. A final draft will be ready to take to Education, Children and Families Committee in January 2013.

### **Financial Implications**

- 8 There are no financial implications.

### **Equalities Impact**

- 9 The vision highlights the determination to continue to improve life chances for children in need.

### **Environmental Impact**

- 10 There is no environmental impact.

### **Recommendations**

- 11 Committee is asked to:
  - a) Consider the vision set out in Appendix 1
  - b) Ask officers to develop appropriate consultation materials and consult widely on a vision for schools in Edinburgh
  - c) Contribute to the development of the Council's vision for schools as part of the consultation process.

Appendices	1. Vision for Schools in Edinburgh
Contact/tel/Email	John Heywood Departmental Adviser Tel: 0131 529 3294 e-mail: <a href="mailto:John.Heywood.2@edinburgh.gov.uk">John.Heywood.2@edinburgh.gov.uk</a>
Wards affected	All
Single Outcome Agreement	Outcome 4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens Outcome 5: Our children have the best start in life Outcome 8: We have improved life chances for children, young people and families at risk.
Background Papers	None

Appendix 1

***Draft - for Consultation***

**CITY OF EDINBURGH COUNCIL**

**Vision for Schools in Edinburgh**

**Our vision is for all children and young people to enjoy their childhood and achieve their potential**

Our ambition is for all children and young people in Edinburgh to:

- have the best start in life;
- be physically and emotionally healthy;
- be successful learners, confident individuals, and responsible citizens making a positive contribution to their communities; and
- leave school into a positive destination with a motivation for lifelong learning.

**Best Start in Life**

We have high quality early years provision in Edinburgh delivered through a combination of nursery schools, nursery classes, partner providers and Child and Family Centres. We are determined to strengthen our provision further so that all children have access to early learning & childcare and family support from the age of three and vulnerable children have this from birth.

The Government's recent commitment to extend early learning and childcare to 600 hours per child per year will significantly strengthen early years provision for all young children and their families. The Capital Coalition has made a commitment to increasing affordable childcare through the development of Childcare Co-operatives. In addition to this, we recognise the need to strengthen support pre-birth and in early years for vulnerable children and families. The Government's commitment to early learning and child care for vulnerable 2 year olds and the Early Years Change Fund provide a real opportunity to do this.

We want to strengthen support for children in early years. This will be achieved by:

- developing more early years services linked to schools e.g. more schools to have a nursery or playgroup;
- developing integrated learning and childcare so parents have access to nursery education and wrap around childcare all year round;
- increasing the availability of affordable childcare, e.g. through the development of Childcare Co-operatives;
- early identification and support for children and families who need extra help;
- support for parents e.g. PEEP groups, Incredible Years, Mellow Parenting;
- strengthening health services particularly health visiting services;
- targeting support to areas of greatest need;
- improving support for early language and literacy; and
- effective transition from early years to school including nursery staff working in Primary 1 and vice versa.

## **Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens**

Schools in Edinburgh already provide a high quality education for their pupils. Educational attainment at Highers and Advanced Highers is in the top quartile for Scotland. This is an especially impressive achievement given the high level of pupils in the independent sector at secondary level. We are ambitious for our educational service and for our pupils. We are determined to improve further from 'good' to 'excellent'.

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. We need to ensure consistent and effective implementation in a way that secures:

- high quality teaching and learning in every classroom;
- a broad and balanced education;
- high standards of educational attainment which are internationally competitive;
- a strong focus on recognising children's wider achievements;
- strengthening support for literacy and numeracy; and
- effective progression and transition from early years through school to post school
- educational outcomes which equip young people for lifelong learning and work.

This will be achieved by:

- increasing confidence of parents and staff in CfE, including effective arrangements for reporting at all stages, arrangements for profiling at P7 and S3, and new national qualifications;
- improving arrangements for effective transition and progression;
- strengthening arrangements for self-evaluation, including monitoring quality of teaching;
- national benchmarks to assess progress in improving outcomes for children, particularly at primary and lower secondary and especially for literacy and numeracy and including 'added value' measures;
- ensuring a shared understanding of standards through effective arrangements for assessment, moderation and reporting to parents;
- strengthening support for staff so there are opportunities for sharing standards and good practice;
- considering delivery of Advanced Higher consortia arrangements, including use of technologies, shared campus model, involvement of universities;
- investing in opportunities for wider achievement including Active Schools, music, sports, outdoor education;
- holding the maximum P1 class size at 25 and seeking to reduce class sizes in line with government recommended actions; and
- improving engagement and communication with parents about Curriculum for Excellence.

## **Improved Life Chances for Children in Need**

We are determined to raise the attainment of the lowest achieving 20% of pupils and narrow the attainment gap between the highest and lowest achieving children. We recognise the important role of special schools. We also want to strengthen support for children with additional support needs, including those with emotional and behavioural

needs, within mainstream schools. We want to reduce the need for children to be excluded from school and reduce the number of children who are absent from schools.

This will be achieved by:

- strengthening support for children and families from pre-birth through childhood, e.g. including Family Nurse Partnership, Prepare, parenting;
- implementing CFE with the focus on personalised learning and skills for life;
- implementing Getting it Right for Every Child with its focus on early identification and intervention, single assessment, single plan and lead professional;
- strengthening the role of lead professional and key worker ensuring sufficient time for continuity of support and effective relationships between lead professional and child and family;
- ensuring that staff have the necessary skills to engage with pupils with emotional and behavioural needs including whole staff training;
- whole system prioritisation to tackle the issue of drug and alcohol misuse in parents and young people;
- strengthening support for children with emotional and behavioural needs in schools e.g. Audit hours, behaviour support teachers, in-school learning units, learning support assistants, nurture programmes, Improving Relationships programme, Growing Confidence, Rights Respecting Schools, Place 2 Be, solution focussed/restorative approaches;
- strengthening joint agency support for schools to meet children's needs e.g. support services working effectively around each school cluster so that each cluster has a social worker, youth worker, school nurse, health worker, welfare officer, psychologist, active schools co-ordinator, and police officers etc
- developing a directory of services in each cluster;
- ensuring a whole Council and joint agency approach to tackle poverty and inequalities in areas of deprivation e.g. Total Place initiative;
- protecting children from the adverse impact of benefits reform;
- strengthening multi-agency arrangement to improve school attendance including appropriate use of prosecution;
- developing more effective partnerships with health, housing, social work, voluntary sector;
- strengthening support for looked after children;
- increasing support for vulnerable children, including help for families so that fewer need to go into care;
- strengthening engagement with and support for parents, especially those who are hardly reached e.g. home school link workers; and
- targeting resources to children and schools in areas of greatest need, including strengthening support for positive action schools.

### **Schools in Challenging Circumstances**

We are determined to maximise our support for schools in challenging circumstances by:

- targeting additional resources to those schools and communities;
- implementing a Total Place approach;
- managing school catchment areas to secure, as far as possible, comprehensive schools

- trial all year provision in areas of the city e.g. through summer/holiday provision including community based activities;
- trialing all year provision in areas of the city and
- trialling family/ vertical groupings in schools as a method of supporting positive behaviour and learning.

### **School Leavers**

We are determined to ensure that all young people in Edinburgh leave school into positive and sustained destinations in education, employment or training. We need to do more to ensure that education meets society's future needs e.g. economic development, skills for lifelong learning, future patterns of employment, and skills required by employers.

This will be achieved by:

- ensuring effective partnership working, particularly in the senior phase, including engagement with further and higher education, community learning and development and employers;
- 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;
- ensuring support for 16+ learning choices are more embedded within schools and across partner organisations; and
- improved information for young people about the opportunities available and for employers about how they can help.

### **Schools at the heart of their communities**

Schools have a key role to play at the heart of their communities. There is significant potential to:

- develop all schools as community schools providing learning opportunities and services for their community;
- develop and strengthen school clusters as the hubs for the delivery of a range of support services (link police officers, social workers, youth work, adult education, parenting, family support, health services, active schools etc);
- provide resources to clusters through DSM to encourage more partnership working;
- open up school facilities and resources for the benefit of their communities (playing fields, sport and leisure facilities, adult education);
- strengthen links between home and school e.g. family link workers, support for parents to achieve qualifications;
- review arrangements and funding for school lets; and
- strengthen community capacity building e.g. Time Bank initiative in West Edinburgh;
- strengthen links between schools and local employers.

## **Leadership**

Strong and effective leadership of schools is key to achieving our vision for schools and improving outcomes for our young people. We already have strong leadership of our schools but there is more that we can do to support our leaders further:

This will be achieved by:

- leadership based on partnership between senior officers centrally and head teachers as senior officers in their communities;
- Investing in effective recruitment and high quality, inspiring professional development;
- ensuring strong networks of support and challenge across schools, including opportunities for staff to move between schools;
- ensuring that leaders have access to work shadowing, coaching and mentoring including external mentors;
- strengthening succession planning for Heads and Deputies;
- ensuring regular and effective appraisals;
- strengthening the self-evaluation in schools based on good practice already in place across the Authority;
- building the capacity of school leaders at all levels; and
- ensuring that management structures support the delivery of Curriculum for Excellence.
- ensuring opportunities for rewarding staff for wider leadership roles;
- ensuring flexibility and career progression opportunities for all staff in schools e.g. learning support assistants, business managers.

## **Professional Development**

Staff are our most important resource and investment in their development is key. We want to strengthen support for development of staff including:

- rotation of head teachers so they serve no longer than five to seven years in a particular school;
- increased opportunities for all staff to move between schools to support wider professional development;
- greater use of para professionals alongside teachers bringing in a range of talent and skills;
- high quality professional development backed by research;
- improving initial training so failing students are not allowed to progress to probation;
- increased opportunities for learning between schools e.g. sharing good practice and developing innovative practice; and
- secondment of staff to work in each other's schools and at the centre.

## **Parental and Pupil Engagement**

We recognise that strong parental and pupil engagement in the life of the school has significant benefits in terms of the quality of education that we provide. We would like to strengthen parental and pupil engagement in schools.

This will be achieved by:

- regular feedback from parents and pupils;
- good quality information for parents and pupils;
- parental and pupil engagement in decision making at school, local and authority level;
- parents encouraged to share their skills with pupils, e.g. skills for work, knowledge about employment ; and
- strengthening arrangements for hardly reached parents and raising their ambitions for their children.

## **Resources**

Everyone understands that resources are constrained. The challenge is for the Council to make the best use of its resources in order to achieve its vision for schools.

There has been significant investment in the school estate over the last decade but there are still schools where there are concerns about the condition or suitability of the building. The Council needs to invest in its school buildings to ensure that, over time, all schools come up to the standards of the best. We will rebuild Portobello, James Gillespie's and Boroughmuir High Schools and continue progress on all other planned school developments while providing adequate investment in the fabric of all schools.

Despite the rising primary roll and the pressure in some primary schools across the city, there are still 5,500 empty school places across the primary estate. We will draw up a long-term strategic plan to tackle both overcrowding and under use in schools. There is a need to promote "local schools for local pupils" so that increasingly parents want to send their child to their local school. Parental expectation needs to be managed as it is clear there will be fewer places in schools for non catchment children in future.

The Council has invested £5m in the ICT refresh for schools. This now needs to be implemented in a way that makes maximum use of this investment and moves Edinburgh schools to the forefront of technological development including:

- ICT infrastructure which is secure and reliable
- more accessible VLE
- strategy in place for support for 1 to 1 technology
- arrangements for sharing best practice
- addressing issues regarding SEEMIS and GLOW
- development of a strategy for post 2016.

In order to make the best use of resources, we will:

- ensure maximum flexibility for Head Teachers to deploy resources to needs
- maintain business support for schools so that Head Teachers and teachers are able to focus on leadership and teaching & learning;
- improve the use of technology for business support e.g. SEEMIS, pupil tracking arrangements, financial systems; and
- strengthen and simplify support arrangements for Head Teachers including HR, property services and ICT.



# Children and Families Department Revenue Budget Monitoring 2012/13 Month Four Position – 31<sup>st</sup> July 2012

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## Education, Children and Families Committee

9<sup>th</sup> October, 2012

### 1 Purpose of report

- 1.1 The purpose of this report is to advise Committee of the month four revenue monitoring position for the Children and Families Department.

### 2 Summary

- 2.1 At month four, the Children and Families Department is projecting a balanced budget position for 2012/13.
- 2.2 In arriving at the month four position budget pressures, including a projected pressure of £1.8m relating to growth in fostering, kinship and adoption placements significantly in excess of budgeted levels, have been identified. However, these are supported by a programme of both implemented and planned management action which is targeted to deliver savings which will fully offset the pressures identified.
- 2.3 The department's approved programme of savings totalling £7.8m in 2012/13 is largely on track to be delivered. However, projected pressures have been identified mainly relating to delays in the implementation of the janitorial review. These are currently being addressed within the overall programme of management action.

### 3 Main Report

#### 2012/13 Revenue Budget

- 3.1 The total revised net budget for the Children and Families Department is £390.8m. This includes budget virements totalling £0.1m which have been processed during the first four months of 2012-13.
- 3.2 Approved budget savings for 2012/13 total £7.8m.

#### 2012/13 Period 4 Revenue Monitoring

- 3.3 A divisional budget analysis and projected outturn is shown in table 1.

**Table 1 - Projected Outturn by Division**

Division	----- 2012/13 -----		
	Revised	Projected	Projected
	Budget	Outturn	Variance
	£m	£m	£m
Resources	16.5	16.5	0.0
Planning and Performance	6.0	6.0	0.0
Schools and Community Services			
Schools	224.7	224.7	0.0
Other	37.7	37.7	0.0
Support to Children and Young People	105.5	105.5	0.0
Directorate	0.4	0.4	0.0
<b>Total for Department</b>	<b>390.8</b>	<b>390.8</b>	<b>0.0</b>

- 3.4 Key Pressures, which are being managed by a programme of implemented and planned management action, include:

**Fostering, adoption and kinship placements - £1.8m pressure.**

£1.3m of the pressure relates to the full year impact of higher than budgeted growth levels in 2011/12 and the extension of this trend into 2012/13. From April 2011- July 2012 there was an increase of 140 placements. Budgeted growth for this period is 55 placements resulting in the overspend position. A further projection of £0.5m has been included for possible further growth in placements from August 2012 to March 2013.

**Management Action**

- 3.5 The programme of management action reflects a combination of savings from staff turnover and vacancy control, income generation, and maintaining a small number of projected budget underspends across the service. Initiatives funded through the Early Years Change Fund, to recruit more Edinburgh Council foster carers and enhance family support services, are in the process of being implemented. These actions will help to reduce pressure on the fostering budget.

**4 Savings Approved per Act of Council**

- 4.1 Savings totalling £7.8m were approved as part of the 2012/13 revenue budget.
- 4.2 The 2012/13 savings programme is largely on track to be delivered. However, projected pressures have been identified mainly relating to delays in implementation of janitorial review in schools as result of the decision to progress the internal improvement plan.
- 4.3 These pressures are currently being managed within the overall programme of management action.

## **5. Equalities Impact**

5.1 There is no relationship between the matters described in this report and the public sector general equality duty.

5.2 There are no equalities implications arising from this report.

## **6 Environmental Impact**

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

## **7 Conclusion**

7.1 This report presents the Children and Families Department's 2012/13 month four monitoring as a balanced budget position with budget pressures being addressed through a programme of implemented and planned management actions.

## **8 Recommendations**

8.1 It is recommended that the Committee notes:

- a) the contents of this report and the projected balanced budget position for the Children and Families Department at month four;

**Alastair Maclean,**  
**Director of Corporate Governance**

**Gillian Tee,**  
**Director of Children and Families**

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## **Appendices**

**Contact/tel/Email** Jane Brown, Principal Finance Manager, Finance Department  
Tel: 0131 469 3196 [jane.brown@edinburgh.gov.uk](mailto:jane.brown@edinburgh.gov.uk)

**Wards affected** All

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**Single Outcome Agreement**

Supports National Outcome 3 - 'We are better educated, more skilled and more successful, renowned for our research and innovation'

Supports National Outcome 4 - 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens'

Supports National Outcome 5 - 'Our children have the best start in life and are ready to succeed'

Supports National Outcome 7 - 'We have tackled the significant inequalities in Scottish Society'

Supports National Outcome 8 - 'We have improved the life chances for children, young people and families at risk'

Supports National Outcome 15 - 'Our public services are high quality, continually improving, efficient and responsive to local people's needs'

**Background Papers**

## Community Access to Schools

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### Education, Children & Families Committee

9<sup>th</sup> October 2012

#### Purpose of report

- 1 The purpose of this report is to inform and seek approval from the committee for the initial work identified within the Scope of the Review of Community Access to Schools.

#### Main report

- 2 A commitment has been made to review the way in which the Children and Families Department manages and administers Community Access to Schools (CATS). There are currently high levels of community access in schools and this review will result in increased levels of access where possible. This review will result in a single system, centrally managed and resourced. The intended outcome would be a system that is more efficient, less costly and fit for purpose. The system would result in a consistency of approach throughout the city that would further enhance the place of schools at the heart of local communities.
- 3 The current position in the city is that Community Access to Schools is supported by four separate systems. These are in place for discreet areas of activity i.e. Primary Schools, designated Community High Schools, other Secondary Schools and the school based Adult Education programme. All of these discreet areas of activity have specific resources attached to them and it is these areas that will be the focus of doing things differently. There should be a positive impact on service users in that a single system should offer clarity and consistency for all stakeholders. In simple terms if any community group or individual wants to get access to any school there will be one way of doing it. There will be an agreed scheme of charges throughout the city that takes account of the quality of facilities on offer. These charges should not be set at a level that undermines local access for local people. However, income generation is important and as such the opportunity to maximise income from a mixed economy of user groups e.g. local authority, private and business sectors will be explored.

- 4 The scope of the review would include the following activity;
- Audit current levels of community access to schools and the different pricing charges and costs of operating that sit alongside this activity
  - Develop proposals to increase community access to school facilities
  - Explore the systems that would be required to administer a city wide approach across all schools
  - Establish the current costs associated with running the systems currently in place
  - Establish the level of efficiency available and identify the source of that efficiency
  - Ensure that all key stakeholders are able to participate in the review process and that relevant consultation takes place
  - Explore the alignment of CATS with other local planning mechanisms
  - Explore the possibility of a new electronic booking system for school lets
- 5 A short life project team will be created to take forward the CATS review. The work of this project team is intended to be completed by May 2013 so that decision can be taken to have the new systems and management in place for August 2013. That group will be inclusive of all key stakeholders and will ensure that appropriate engagement and consultancy is undertaken. The membership of the group will include representatives from Children and Families, Services for Communities, Edinburgh Leisure and EVOG. It is important to acknowledge that Headteachers will have a significant contribution to make to the design of the new systems and that they have a wealth of knowledge that should influence the way forward.
- 6 It is equally important to acknowledge the need for effective collaboration with colleagues in Edinburgh Leisure and CEC Culture and Sport. There are a number of national strategies regarding sport and culture that will require an agreed implementation across the Edinburgh Partnership. The new systems for supporting CATS will be key to helping realise the ambitions in those strategies together with the fundamental purpose of supporting learning in our communities.

### **Financial Implications**

- 7 The intention is that the Council will achieve an efficiency saving of approximately £300K. This will be achieved by a reconfiguration of staffing and a review of the scheme of charges.

### **Equalities Impact**

- 8 The review of Community Access to Schools will impact positively on the outcomes for children, families and communities throughout Edinburgh

## Environmental Impact

- 9 There are no adverse environmental impacts and the action taken to review Community Access to Schools will contribute positively to a number of national and council priorities

## Recommendations

- 10 The committee is asked to approve the following:
- a) That a short life project team is formed to take forward the Review of CATS.
  - b) That the project team undertakes the work agreed within the scope.
  - c) That all stakeholders are engaged and consulted with at key stages of development.

**Gillian Tee**  
Director of Children and Families

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Appendices	None
Contact/tel/Email	David Bruce tel 0131 469 3795 or at david.bruce@edinburgh.gov.uk
Wards affected	
Single Outcome Agreement	Supports the following outcomes: <ul style="list-style-type: none"><li>2. Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health</li><li>3. Edinburgh's children and young people enjoy their childhood and fulfil their potential</li><li>4. Edinburgh's communities are safer and have improved physical and social fabric</li></ul>
Background Papers	None

## Co-operative Education and Childcare

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### Education, Children and Families

9 October 2012

#### **Purpose of report**

- 1 To inform Committee of the progress to date of the Co-operative Education Working Group, established to examine ways of taking forward childcare co-operatives and co-operative education in the city.

#### **Main report**

- 2 2012 is the International Year of the Co-operative. It is therefore fitting that as one of its commitments, the Capital Coalition has pledged to establish city-wide childcare co-operatives for affordable childcare for working parents. The working group established to take this forward is made up of the Convener for Education, Children and Families with representatives from Children and Families, Economic Development and the Director of the Co-operative Education Trust Scotland.
- 3 In addition, the Coalition wants to see the further development of co-operative learning, and consideration of other Children and Families' services that could be delivered on a co-operative basis.
- 4 The working group has met three times since August and agreed a number of actions in relation to the points above.

#### **Childcare co-operatives**

- 5 It is recognised that a number of childcare providers already have in place structures that are similar to those of a co-operative. It will therefore research and audit the existing structures in these childcare organisations and parent-led after school clubs with a view to assessing the feasibility of some of these being re-organised as co-operatives. It is anticipated that these will be either worker- or parent-led co-operatives, although potential exists for a hybrid model to be developed. It is intended that co-operative childcare provide direct benefits in terms of affordability, accessibility and sustainability. A leading co-operative retailer will also be approached to investigate its potential support for breakfast clubs, particularly in schools that don't have, but need, them.
- 6 Such co-operatives will also require support. The group is therefore looking at how a secondary, or 'umbrella', support structure could be put in place to provide a range of support services and benefits, thus easing the pressure many small organisations experience in providing these for themselves, and, at the same time, improving their quality and consistency. These would include



Human Resources, Training and Development, and payroll. This function could be carried out by either the City of Edinburgh Council or a voluntary provider.

### **Co-operative education and learning**

- 7 The group is aware that there are already significant co-operative-related activities taking place in many schools, and is determined that a co-operative approach, ethos and activities be further developed, encouraged and supported in all schools.
- 8 Co-operative learning is central to Curriculum for Excellence, and should also promote further development of charity work, eco schools, healthy schools, Fairtrade and links to business. As far as possible, these would be built into existing activities rather than becoming additional features.
- 9 It is also the intention to approach a high school and its cluster primaries, on a pilot basis, to explore how a more in-depth, cross-cluster approach to co-operative education and learning could be taken forward. Moreover, the high school will be encouraged to offer the SQA award in Co-operative Studies.
- 10 This would also be linked with any co-operative work taking place in the nursery/early years sector within the cluster.
- 11 The working group is also looking to learn from examples of good existing practice in other parts of Scotland, in England and Wales, and internationally. Research will identify where excellent practice is taking place and what lessons can be learnt and potentially introduced in schools in Edinburgh. Research to date demonstrates that the values of co-operation need to permeate through all a school's activities in order to bring about transformational change, and co-operative learning has a powerful impact on performance and results. Loudoun Academy, the first Scottish school of co-operation, is a prime example of a comprehensive school that has embedded a co-operative ethos throughout all aspects of school life (including curriculum, learning and teaching, and governance) with excellent results. It is the intention to visit Loudoun and a school in England that has successfully developed co-operative education, with a view to learning from their good practice and forging a close working relationship for the future.
- 12 Similarly, there are several examples of schools deemed to be underperforming that have dramatically transformed their attainment results and levels of achievement through adopting a co-operative ethos and approach, and co-operative teaching and learning. One such example is the Sutherland Enterprise and Business College in a deprived area of Telford, which was judged 'inadequate' by Ofsted and on the verge of being placed in special measures. Through adopting a co-operative ethos across the school and introducing co-operative teaching and learning as the key pedagogical approach, three years later the school has achieved the best exam results in its history and is above the national average for five GCSE's, including English and mathematics. Pupil behaviour has also vastly improved. Ofsted now judges the school to be 'good with outstanding features'. Again, Edinburgh will look to learn from examples of good practice that can be successfully developed within the distinct Scottish education system.
- 13 Further information about co-operative education and learning can be found at <http://www.cets.coop/>

- 14 There is also scope for other services delivered by Children and Families to adopt a stronger co-operative approach. There is potential, for example, for a more co-operative approach with local communities to be explored in relation to Community Access to Schools. The feasibility of a co-operative approach to Parental Engagement will also be examined. The group also recognises that Community Learning and Development could play a significant role in engaging people in, and promoting, co-operative values and principles. Community Centres, in particular, lend themselves well to adopting co-operative structures.
- 15 Moreover, the development of co-operative education will be taken forward within the context of wider co-operative development across the Council. A representative from Children and Families will be a member of the Co-operative Development Unit, and co-operative work that is developed by Children and Families will be consistent and congruent with the aims and purposes of this Unit.

**Financial Implications**

- 16 There are no financial implications at this stage

**Equalities Impact**

- 17 There is no equalities impact

**Environmental Impact**

- 18 There is no environmental impact

**Recommendations**

- 19
- a) Committee notes the work to date and requests a further report in January 2013

**Gillian Tee**  
Director of Children and Families

Appendices	None
Contact/tel/Email	Mike Rosendale Head of Schools & Community Services Tel: 0131 529 2218 e-mail: <a href="mailto:Mike.Rosendale@edinburgh.gov.uk">Mike.Rosendale@edinburgh.gov.uk</a>
Wards affected	All
Single Outcome Agreement	Outcome 4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens Outcome 5: Our children have the best start in life Outcome 8: We have improved life chances for children, young people and families at risk.

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Background  
Papers

None

## Special Schools: Proposals for the Future Development of Panmure St Ann's

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### Education Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 The purpose of this report is to advise on the key proposed future developments in Panmure St Ann's, including the provision of additional stages of learning and change to the status of Panmure St Ann's.
- 1.2 Council is requested to give its authority for a statutory consultation to take place on establishing Panmure St Ann's as a school and for the provision of additional stages at Panmure St Ann's, with the consultation commencing 26 November 2012.

#### 2 Main report

##### Background

- 2.1 Panmure St Ann's provides educational and social work services for up to 92 young people of secondary school age who are experiencing significant social, behavioural and educational difficulties and who cannot maintain a full-time place in mainstream education. The service moved into its premises on the Cowgate in April 2008. Many young people referred to the service are vulnerable, socially excluded and have had damaging care and educational experiences. The leavers' group works with young people in the final term of school to help with transition to the world of work or further education.
- 2.2 Panmure St Ann's provides education provision for young people at stages S3 - S5 who attend the service for up to 20 hours a week. The provision was originally set up in the 1970s with the young people remaining on the roll of their mainstream school to enable the young people to return to the mainstream school for the remainder of the week. However, in reality, in the last few years no young people have sustained a place at both Panmure St Ann's and their mainstream school.
- 2.3 Panmure St Ann's has in the past been considered a complementary resource rather than a separate school by the City of Edinburgh Council. It has no young people on the roll as they remain on the roll of a mainstream school and it is not part of the national school inspection framework. One effect of this is

that funding is allocated to two establishments for the education of the same young people.

- 2.4 Legally, however, as Panmure St Ann's is the main provider of secondary education to young people, then in terms of section 135 of the Education (Scotland) Act 1980 (as amended) it may already be considered a school in terms of the Act.
- 2.5 To support the development of services and school education for children and young people with social and emotional behavioural needs across the City of Edinburgh Council, the Council considers it important to extend provision at Panmure St Ann's to other secondary year groups, in particular to S1 and S2 aged young people. It is also proposed to change Panmure St Ann's status to establish it as a school with its own pupils, rather than pupils remaining on the roll of other schools.
- 2.6 In terms of the Schools (Consultation) Act 2010, a statutory consultation is required for a proposal to establish a new school or a new stage of education within a school.
- 2.7 It is recommended, in the spirit of openness, that a statutory consultation should take place on this proposal to formally establish Panmure St Ann's as a school. As it is intended to extend provision of Panmure St Ann's to include S1 and S2, it is recommended that the statutory consultation should include consulting to establish new stages of education within Panmure St Ann's.
- 2.8 The proposals in respect of 'new school' and 'new stages' can be included in the same statutory consultation procedure. The statutory consultees are identical for both proposals.
- 2.9 It is proposed that consultation on the options set out in this report should commence on 26 November 2012. The consultation procedures are detailed in Appendix 1.

### **Educational Benefits**

- 2.10 Panmure St Ann's will establish itself as a school with its own pupils and enable the presentation of National Qualifications. It will be allocated a devolved school management budget (DSM) to enable greater flexibility in the use of funding to meet the needs of specific learners.
- 2.11 The increase in the availability of additional stages in Panmure St Ann's will support in the development of a continuum of provision within mainstream schools and specialist schools and services. It will enable increased flexibility in meeting the needs of young people with significant social and emotional behavioural needs across the City of Edinburgh.
- 2.12 School status will support Panmure St Ann's to deliver the *Curriculum for Excellence* which will lead to improved quality of learning and teaching and increased attainment and achievement for young people who need additional support in their learning. Furthermore, the young people who attend Panmure St Ann's will benefit from a more coherent programme of education, equipping

them with increased accreditation and developing the skills required for learning, life and work.

### **3 Financial Implications**

- 3.1 The 92 pupils attending Panmure St Ann's are currently included on the rolls of 23 mainstream secondary schools. On average, each secondary school would have 4 pupils removed from their roll and transferred to the roll of Panmure St Ann's. Mainstream schools are funded principally by the number of classes being operated. It is not anticipated that an average reduction of 4 pupils per mainstream school would lead to a reduction in the number of classes provided and therefore it is not expected to result in a saving to the mainstream schools' budgets. However, removing 92 pupils from the mainstream roll would increase the number of mainstream places which can be provided to other pupils at no additional cost.
- 3.2 The financial implication in providing additional stages and the provision of a DSM budget will be further explored as the development of services for children and young people with social and emotional behavioural needs across the City of Edinburgh Council is taken forward.

### **4 Equalities Impact**

- 4.1 There are considered to be no infringements of the rights of the child. The impact of the measures outlined in this report will be to promote equality and enhance quality in meeting the needs of young people with significant social, emotional and behavioural additional support needs.

### **5 Environmental Impact**

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

### **6 Recommendations**

- 6.1 Council is recommended to:
- a) Approve that statutory consultation is carried out proposing the confirmation of Panmure St Ann's as a school and increased provision of additional stages in Panmure St Ann's;
  - b) Note that through the consultation process the status of Panmure St Ann's will be established as a school;
  - c) Delegate authority to the Director to develop detailed consultation on the option of confirming Panmure St Anne's as a school and the provision of additional stages in Panmure St Ann's;
  - d) Note that it is the intention to return to the May 2013 meeting of the Council for a decision on the proposals;
  - e) Approve the steps in the consultation process as set out in Appendix 1.

**Gillian Tee**  
Director of Children and Families

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Appendices	1 Consultation Procedures
Contact/tel/Email	Rosie Wilson, Service Manager: Special Schools and Specialist Provision 0131 469 3960, <a href="mailto:rosie.wilson@edinburgh.gov.uk">rosie.wilson@edinburgh.gov.uk</a>
Wards affected	All
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 8 - We have improved life chances for children, young people and families at risk
Background Papers	

## **Appendix 1: Consultation Procedures on the provision of additional stages and a 'new school' in Panmure St Ann's**

- i. The Council is required to carry out formal consultation procedures for the establishment of a new school or new stages of education within a school. A separate Consultation Paper will be prepared (assuming that on the 9 October 2012 Council delegates authority to the Director of Children and Families), setting out the case for establishing Panmure St Ann's status as a school and introducing additional stages and the implications of the proposals.
- ii. The statutory consultees for the proposals include:
  1. The Parent Council (PC) or a group of parents from the Service where no PC exists.
  2. The parents of the young people at Panmure St Ann's.
  3. The staff at Panmure St Ann's and trade union representatives; and
  4. Affected community councils.
  5. Any other users of any affected school that the education authority considers relevant.
- iii. The legislation requires a minimum six week term-time consultation period during which representations on the proposals can be made. It is proposed that consultation takes place from 26 November 2012 to 28 January 2013. It will not be possible to consult with the parents of any young people expected to attend Panmure St Ann's in the future as the referral and allocation process will take place after the consultation period. A public meeting will be held in respect of the increase in provision proposal at a suitable venue near to Panmure St Ann's.
- iv. At the end of the consultation period, the Council will submit to Education Scotland a copy of the proposal paper, written representations received by the authority during the consultation period or a summary of representations, if agreed, and a record of the public meeting.
- v. Education Scotland are required to prepare a report on the educational aspects of the relevant proposals. The Council will then take account of this report in preparing the Consultation Report on the outcomes of the consultation.
- vi. This Consultation Report will be publicly available at least three weeks prior to its consideration by Council and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting, along with the Council response to representations made.
- vii. It is proposed to present the consultation reports on the outcome of the consultations to the Council for a final decision in May 2013.



## Naming of new Gaelic medium primary school

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### Education, Children and Families Committee

9 October 2012

#### 1. Purpose of report

- 1.1 To update members on the process of choosing a name for the new Gaelic medium primary school sited in the former Bonnington Primary school building in Bonnington Road.

#### 2. Background

- 2.1 The Council has already decided to re-furbish the former Bonnington Primary building and convert it to a dedicated Gaelic medium primary school with a view to opening it at the start of the academic year 2013-14.
- 2.2 As part of the process a steering group comprising, officers, teachers and parents have been meeting to take forward various forward planning aspects.
- 2.3 The new school will formally seek applications for the new P1 intake in December 2012 and consequently there is a preference for an early decision on the name of the new school.

#### 3. Main report

- 3.1 It was decided, by the steering group, together with senior officers of the Council that the best way forward in terms of choosing a name was to involve the current pupils in the Gaelic Medium unit at Tollcross Primary school.
- 3.2 Consequently a period of activity involving visits to the new school building, discussion of the geographical and historical context to the school and school based workshops on possible names has ensued.
- 3.3 The school drew up a short list of possible names and voting took place on 24 September across all year groups.
- 3.4 The name chosen by the pupils is Parkside Primary School which is Bun-sgoil Taobh na Pàirce translated into Gaelic.

#### **4. Financial implications**

- 4.1 Once the school name is decided signage etc will be designed with the new school name and subsequently designed logo. This is included in the sum already earmarked for the building of the new school.

#### **5. Environmental impact**

- 5.1 There is no environmental impact associated with this decision.

#### **6. Recommendation**

- 6.1 Committee is asked to approve the name of the new school chosen by the pupils as Parkside Primary School - 'Bun-sgoil Taobh na Pàirce'.

**Gillian Tee**  
Director of Children and Families

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Appendices	None
Contact/tel/Email	Ron Waddell 469 3137 ron.waddell@edinburgh.gov.uk
Wards affected	Ward 12 Leith Walk
Single Outcome Agreement	N/A
Background Papers	

## Appointment to Sub-Committee on Standards for Children and Families (South West)

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### Education, Children and Families Committee

9 October 2012

#### Purpose of report

- 1 The Committee is invited to fill a vacancy on the Sub-Committee on Standards for Children and Families (South West).

#### Background

- 2 On 21 June 2012 the Committee approved appointments to the five Sub-Committees on Standards for Children and Families.
- 3 Councillor Dixon has resigned from the Sub-Committee on Standards for Children and Families (South West).

#### Recommendations

- 4 That the Committee appoint a SNP Group member to the Sub-Committee on Standards for Children and Families (South West).

**Alastair D Maclean**  
Director of Corporate Governance

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<b>Appendix</b>	None
<b>Contact/tel</b>	Morris Smith, Committee Services Tel: 0131 529 4227 e-mail <a href="mailto:morris.smith@edinburgh.gov.uk">morris.smith@edinburgh.gov.uk</a>
<b>Wards affected</b>	Pentland Hills, Sighthill/Gorgie, Fountainbridge/Craiglockhart and Colinton Fairmilehead
<b>Background Papers</b>	Education, Children and Families Committee 21 June 2012

## Response to Scottish Government on the Children and Young People Bill Consultation

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### Education, Children and Families

9 October 2012

#### Purpose of report

- 1 To outline the proposals contained in the Children and Young People Bill which will be introduced to Parliament next year, and to provide the response to the consultation on behalf of the City of Edinburgh Council.

#### Main report

- 2 The Children and Young People bill sets out a series of proposals that are intended to create momentum in achieving services which are more child-centred, responsive and joined up; that support interventions when they are first needed; and services that listen and take account of children's views.
- 3 Specific changes are proposed on:
  - the rights of children
  - wellbeing
  - better planning and outcomes
  - early learning and childcare
  - getting it right for every child
  - care

#### Rights of Children - United Nations Convention on the Rights of the Child (UNCRC)

- 4 The bill proposes the rights of children and young people across the public sector should be embedded in line with the United Nations Convention on the Rights of the Child (UNCRC), with duties placed on Scottish Ministers to take steps to further the rights of children and young people and promote and raise awareness of the UNCRC.
- 5 It also sets out for the wider public sector a requirement to report on what they are doing to take forward realisation of the rights set out in the UNCRC.

- 6 An extension of the powers of Scotland's Commissioner for Children and Young People is also proposed, to allow investigations to be undertaken on behalf of individual children and young people.

### **Wellbeing**

- 7 Under these proposals, services would work to support the whole wellbeing of a child or young person. The Government wants to set out an approach to welfare that puts an understanding of wellbeing based on the Getting it Right for Every Child (GIRFEC) approach.

### **Planning and Outcomes**

- 8 Duties would be placed on public bodies to work together to design, plan and jointly deliver policies and services so they focus on improving children's and young people's wellbeing, and report on what this means for children and young people through a common set of high level outcomes.

### **Early learning and childcare**

- 9 The importance of high quality, flexible, integrated early learning and childcare as a major factor in supporting healthy development in the early years of a child's life is acknowledged in the proposals.
- 10 Through the Children and Young People Bill, the Government intends to:
- increase the funded annual provision from 475 hours pre-school education for 3- and 4-year olds to a minimum annual provision of 600 hours early learning and childcare for 3 and 4-year olds and looked-after 2-year olds.
  - make early learning and childcare more flexible and seamless for the child and better suited to the needs of families. It is proposed that this is achieved by placing a duty on local authorities to increase the flexibility and expand the provision of early learning and childcare provision for children and families, including the most vulnerable 2- year olds.

### **Getting it Right for Every Child**

- 11 GIRFEC is rooted in cooperation between services with the child at the centre. The Bill proposes that:
- all children and young people from birth up to leaving school have access to a Named Person
  - all relevant services cooperate with the Named Person in ensuring that a child's and young person's wellbeing is at the forefront of their actions
  - a single planning process should be in place to support those children and young people needing the involvement of a range of services, through a single Child's Plan.

## Care

- 12 The proposed legislation recognises that Scotland needs a care system that provides effective, rapid support for children and young people, centred on their long-term as well as their short-term needs.
- 13 Legislation proposes:
- the right of young people leaving care to ask for help from a local authority is raised from the age of 21 to 25
  - a clear definition of corporate parenting is put on statute
  - a new 'order' is put on statute to support the parenting role of kinship carers
  - use of Scotland's Adoption Register by local authorities is made compulsory.

## Consultation Arrangements

- 14 A number of facilitated meetings with teams across the Children and Families Service were supported, allowing for detailed discussions on specific proposals contained in the bill, as well as more general points. In addition, two informal events were offered for staff to bring their views on the bill. An online blog was also set up.
- 15 The combined response is presented in Appendix 1 and is approved by Children and Families Senior Management Team. It was circulated to members of the Committee to allow for further comment before the submission deadline on 25 September. The response is presented to Committee for information.

## Financial Implications

- 16 The proposals contained in the Bill have considerable upfront and ongoing financial implications. Officials from the Children and Families and Corporate Governance departments are currently assessing the financial implications of the proposals set out in the consultation. This will inform a COSLA led exercise to prepare a consolidated financial position across local government.

## Equalities Impact

- 17 An impact assessment on the response to the Bill consultation has been completed and found only positive impacts as a result of the response made.

## Environmental Impact

- 18 None

## Recommendations

- 19
- a) To note the response on the Consultation on the Children and Young People Bill

**Gillian Tee**  
Director of Children and Families

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Appendices	1. Consultation on a proposal for a Children and Young People Bill – Respondent Information Form
Contact/tel/Email	0131 529 2135 nancy.henderson@edinburgh.gov.uk 0131 529 2132 david.maguire@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	All
Background Papers	A Scotland for Children - A Consultation on the Children and Young People Bill



# Consultation on a proposal for a Children and Young People Bill



## RESPONDENT INFORMATION FORM

Please Note this form **must** be returned with your response to ensure that we handle your response appropriately

Please key F11 to move between fields

### 1. Name/Organisation

Organisation Name

The City of Edinburgh Council

Title Mr  Ms  Mrs X Miss  Dr  *Please tick box as appropriate*

Surname

Henderson

Forename

Nancy

### 2. Postal Address

Service Planning, Planning and Performance, Children and Families

Waverley Court, Business Centre 1.4,

4 East Market Street, Edinburgh

Postcode **EH8 8BG**

Phone **0131 529  
2135**

Email  
nancy.henderson@edinburgh.gov.uk

### 3. Permissions - I am responding as...

Individual

/ Group/Organisation

*Please tick as appropriate*

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

*Please tick as appropriate*  Yes  No

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

*Please tick ONE of the following boxes*

Yes, make my response, name and address all available

or

Yes, make my response available, but not my name and address

or

Yes, make my response and name available, but not my address

(c) The name and address of your organisation **will be** made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your **response** to be made available?

*Please tick as appropriate*  Yes  No

(d) We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

*Please tick as appropriate*  Yes  No

#### **4. Background**

In analysing your response, it would be helpful to know your background. Please indicate the area which best describes your involvement with children from the options below.

**Please tick box as appropriate:**

<b>Early Years</b>	<b>x</b>
<b>Education</b>	<b>x</b>
<b>Health</b>	<input type="checkbox"/>
<b>Justice</b>	<b>x</b>
<b>Parent/Carer</b>	<input type="checkbox"/>
<b>Police</b>	<input type="checkbox"/>
<b>Social Work</b>	<b>x</b>
<b>Sport and Leisure</b>	<input type="checkbox"/>
<b>Voluntary Organisation</b>	<input type="checkbox"/>
<b>Other</b>	<b>x</b>

This response is submitted on behalf of the City of Edinburgh Council and the Children and Families Service.

### **CONSULTATION QUESTIONS**

#### **1. A SCOTLAND FOR EVERY CHILD**

##### **Overall comments**

General comments regarding the Bill's proposals.

- GIRFEC is being presented as one of a number of areas or as a specific project, when really it is an approach to all aspects of work with children and young people. The Bill could go further and bring together and rationalise existing provisions, definitions, and assessment systems e.g. assessment systems for Child Protection, GIRFEC, Looked after children, and additional support for learning. Relevant amendments to existing Acts would be required.
- The Bill includes a number of new duties which have major resource and infrastructure implications. Full understanding of the financial implications and structural changes is essential before the Act comes into force, otherwise, there is a great risk the good intentions of the bill will not be achieved, to the detriment of improving outcomes for children and young people. Properly costed, child centred services is essential.

- The Bill proposes a shift in intervention without the consideration of the implications on the duties, rights and responsibilities of parents and carers. There is a lack of reconciliation e.g. of parents' rights with the rights of children and young people. Currently, there are different definitions of a parent in the Education Act and Children Scotland Act, and for rights of access as set out in the Education (Disability Strategies and Pupil's Educational Records) Act 2002. This has implications for information sharing between agencies and the role of named persons. This means that people not recognised as parents would have access to files held by the named person in school.
- There is an absence of focus on the role of parents, families and communities, and under 2s in the proposals.
- The needs to be coherence with existing duties and Acts for example, integrated planning for children services, community planning, and duties under education legislation. References to education and interfaces with education duties should be strengthened.
- Greater link between the bill's intention and the role of the inspection frameworks is needed. Consideration should be given to how the inspection framework could achieve some of Bill's intentions rather than through additional powers/duties.

### ***More effective rights for children and young people***

1. Do you feel that the legislative proposals will provide for improved transparency and scrutiny of the steps being taken by Scottish Ministers and relevant public bodies to ensure the progressive realisation of children's rights?

Yes. Clear duties will improve transparency and scrutiny of how public bodies are delivering and implementing children right's and the UNCRC. However see response to question 3.

There should be more focus on children with disabilities and the duty of all agencies including universal providers to make arrangements for their inclusion.

2. On which public bodies should a duty to report on implementing children's rights be applied?

The duty to report should apply to all community planning partners, and not just restricted to those organisations providing children and young people's services, for example, the Scottish Prison Service should be included (thousands of children

are affected by adult incarceration every year). The duty should also be applied to those providing children's services on behalf of public bodies, such as commissioned services.

Reporting should be coordinated across partners and complement existing reporting mechanisms rather than creating an additional reporting layer.

3. Do you agree that the extension of the Children's Commissioner's role will result in more effective support for those children and young people who wish to address violations of their rights?

Yes with reservations. Criteria for referrals to the Children's Commissioner and the potential power of the Commissioner to require agencies to change practice are not discussed in the consultation paper. There is already a range of options for resolution. Local Authorities and Child Care Agencies have their own arrangements for resolving complaints; there are national children's rights organisations that also undertake this role, and there are options for children and young people taking forward issues through children's hearings and the Courts etc. as well as the ombudsman.

Extending the Children's Commissioner role would provide an additional route for independent investigation but there are potential resource and capacity issues for the Children's Commissioner's Office. Consideration needs to be given to the value and impact of diverting resources away from service provision to funding the extended role, as well as to the evidence that this is needed.

Providing early resolution, mediation and redress at the local level is considered best practice. There is support for the proposed duty only once all existing routes for resolution and independent investigation have been concluded and where the complainant remains unsatisfied.

### ***A new focus on wellbeing***

4. Do you agree with the definition of the wellbeing of a child - or young person - based on the SHANARRI Wellbeing Indicators, as set out in the consultation document?

Yes. There is strong support for using SHANARRI as the definition for well-being of a child or young people. Children's rights underpin the SHANARRI well-being indicators so building on these so that they support a joint understanding of well-being is welcomed, both from a perspective of making the step change in getting it right for every child, but also for embedding children's rights.

Definition would need to be unambiguous. Retaining sight of 'welfare' within the concept of well-being is also important; children's 'welfare' being the basis of Scots law e.g. adoption law. The provision of guidance is welcomed.

5. Do you agree that a wider understanding of a child or young person's wellbeing should underpin our proposals?

Yes, if the question refers to well-being being defined through the SHANARRI indicators (allowing for welfare).

### ***Better service planning and delivery***

6. Do you agree that a duty be placed on public bodies to work together to jointly design, plan and deliver their policies and services to ensure that they are focussed on improving children's wellbeing?

There is currently a duty to produce and report on an Integrated children's services plan which involves a wide range of organisations and public agencies in the provision and delivery of the plan. The benefit of having strengthened duties (definition dependent) could assist in addressing current barriers to further joint working, and could encourage more resource sharing, joint commissioning, and data sharing etc, under the explicit purpose of delivering better outcomes for children and young people. Policing a new duty could prove challenging.

Strategic and local priorities articulating effectively for children and young people at the local level, ensuring that local priorities are addressed and taken into account, are essential. Any new duty would need to be coherent with community empowerment proposals.

7. Which bodies should be covered by the duties on joint design, planning and delivery of services for children and young people?

Rather than a list of public bodies, a general power to require those relevant to contribute to the planning process might be more useful. It would have the added benefit of longevity. It is our view that all bodies involved in community planning and child protection arrangements should be involved.

GPs aren't included at the moment this might mean changes to contractual arrangements to facilitate their involvement.

8. How might such a duty relate to the broader Community Planning framework within which key service providers are expected to work together?

Any duty should be clearly linked to the SOA approach. Children and young people's issues are reflected in the whole partnership arena including many other services (economic, health etc.) as well as planning for cities.

Making the local delivery aspect much clearer and emphasising the role of local solutions will be important. See also responses to 6 and 7.

### ***Improved reporting on outcomes***

9. Do you agree that we should put in place reporting arrangements making a direct link for the public between local services and outcomes for children and young people?

Yes. For this to have the intended impact there needs to be good quality qualitative and quantitative measures that measure that we need to measure, and avoid the use of proxies. Measurement and outcomes need to be clear and validated.

Reporting should be proportionate and not overly bureaucratic.

Coherence with other reporting requirements will be important, for example standards and quality reporting under SHANARRI wellbeing indicators may assist in achieving the step change in momentum looked for in this Bill/Act.

10. Do you think that these reporting arrangements should be based on the SHANARRI Wellbeing Indicators as set out in this consultation paper?

Yes. Some national direction on these would be useful on agreeing performance indicators and reporting.

The role of self-evaluation is important and should be promoted as part of reporting arrangements, and supported through all relevant inspection frameworks including schools and community learning. Coherence with other national frameworks, priorities and strategies would be needed e.g. SOA, Poverty, Early Years etc.

11. On what public bodies should the duty for reporting on outcomes be placed?

The duty should be placed on all community planning partners and child protection partners. The duty should be placed on *partnerships* and as well as individual partners.

## **2. A SCOTLAND FOR EACH CHILD**

### ***Improving access to high quality, flexible and integrated early learning childcare***

12. Do you agree that the Scottish Government should increase the number of hours of funded early learning and childcare?

Yes.

As important as the increase in hours (from 475 to 600) is the shift to recognise

the importance of childcare in early years provision, as well as, providing flexible integrated approaches to better meet the needs of children and families. This is welcomed. Emphasis should also be given to consider positive interventions where they are most needed, e.g. building on the capacity of families, on hard to reach families etc.

There are significant logistical and resource issues in taking forward the proposals in terms of costs, staffing, buildings/property, the capacity in the early years estate, challenges around contracts, and additional monitoring of quality for extended provision. These all require detailed consideration. Should delivery of these proposals result in the divergence of resources from other services, the impact needs to be made clear.

13. Do you agree that the Scottish Government should increase the flexibility of delivery of early learning and childcare?

Yes. Agree in principle but in the context of meeting children's needs at the local and individual level, positive relationships with families, and the national parenting strategy.

More coherence is needed between initiatives already available e.g. breakfast clubs.

14. Do you think local authorities should all be required to offer the same range of options? What do you think those options should be?

No. It may be possible to set out minimum requirements and entitlements e.g. around parenting support, wraparound and out of hours, but there also needs to be a balance between Scotland-wide entitlements and local delivery arrangements and needs.

Achieving consistency across Scotland will be very challenging and may divert attention away from meeting individual needs.

15. How do you think the issue of cross-boundary placements should be managed, including whether this might be through primary or secondary legislation or guidance?

No. There is no need for further legislation for this. Current rules relating to ordinary residency apply in the case of cross-boundary placement and are well established and understood. Children from this council area need to be the first priority when allocating places. About 400 children come into Edinburgh for placements (many more than go out).

Each local authority should pay for young people from its area regardless of where they are placed.

All placements should be based around the needs of the child and with their well-being central to placement decisions.

16. Do you agree with the additional priority for 2 - year olds who are ‘looked after’? What might need to be delivered differently to meet the needs of those children?

No. While this proposal is positive, a more flexible approach would be in keeping with the wider intentions of the bill. Allowing children under the age of two identified as in need (e.g. subject to child protection supervision, with disability, or experiencing neglect, looked after at home) to receive priority consideration would bring greater benefit. In addition, a focus on funding work with parents to address parenting/nurturing/attachment/stability issues would enhance the impact of providing earlier access to care provision for vulnerable children. A need assessment approach would apply.

### ***The Named Person***

17. Do you agree with the proposal to provide a point of contact for children, young people and families through a universal approach to the Named Person role?

Yes - There is agreement for the right to a named person from pre-birth to leaving school in universal settings as outlined in the bill. Providing a point of contact for children, young people and families is considered best practice and is known to be a protective early intervention mechanism. There should be recognition of the role in other circumstances e.g. beyond leaving school such as provided by Throughcare and Aftercare services.

Implementation of the named person should complement rather than compete with the rights and responsibilities of parents.

18. Are the responsibilities of the Named Person the right ones? Are there any additional responsibilities that should be placed on the Named Person?

Yes. The role of named person already exists and this should not be seen as something new. It's part of the duty of care and should be based on existing responsibilities.

The division of role and responsibilities between named person and lead professional needs to be clear.



19. Do you agree with the proposed allocation of responsibilities for ensuring that there is a Named Person for a child at different stages in their lives set out in the consultation paper?

Yes.

There needs to be some place for the views of the young person and family if they want to change their named person.

It will be important to ensure smooth handovers and transitions when children move from one stage to another.

Ensuring the communication of the name of the named person, and changes in the named person, as proposed would have administration and capacity issues for some services, especially where there is greatest need. It would require more resources. Under current arrangements, in normal circumstances most children/young people and carers/parents know who to contact if there is an issue or problem and do so, e.g. guidance teacher, head teacher, health visitor. A proportionate approach should be taken and existing roles of delegation of the named person role recognised.

The provision to extend the duty for all relevant bodies and services to co-operate and share their concerns with the named person is welcomed. At the same time, information sharing needs to be proportionate and balanced with the child's right to privacy.

20. Do you think that the arrangements for certain groups of school-aged children as set out in the consultation paper are the right ones? What, if any, other arrangements should be made? Have any groups been missed out?

No. The named person in relation to home educated children needs to have a clearly defined role which recognises rights of parents and children. Allied with this, there needs to be clarity on the powers of intervention and their proportionate use in the best interest of the child.

Groups missed out include:

Young people who offend are not included in these groups.

The role of named person in the proposed extension for care leavers to 25 needs consideration vis a vis Throughcare and Aftercare responsibilities.

See also response to question 19.

## ***The Child's Plan***

21. Do you think a single planning approach as described in the consultation paper will help improve outcomes for children?

Yes - to the principle of having a single planning and assessment framework brought together in a Single Child's Plan.

The bill does not propose altering existing statutory duties which place planning responsibilities on agencies for specific purposes e.g. ASL, CSPs. It is not clear how the duty for a single planning/assessment framework will address some of the difficulties which arise currently between different statutory planning requirements unless there are some alterations to the various Acts referenced in the bill.

There is a risk that a single plan could attempt to be all things to all people. For a relatively small number of children complex plans are required – for example in relation to permanency and we would not want to see this detail lost. Some children's plans have a number of functions. They can both outline the services and resources the child will need in the future, but also act as a record of decision making for the child in later life. A model involving an overarching plan linked in some cases to sub plans would be helpful. As an example, work is on going in Edinburgh to bring together ASL planning into a Single Plan approach.

22. How do you think that children, young people and their families could be effectively involved in the development of the Child's Plan?

There are a range ways already being applied to support children/young people and families in planning and in a range of settings. Involvement should be age and stage appropriate and there are already effective ways to do this.

Sharing and accessing expertise on better ways to support those with complex difficulties/ communication issues would be useful e.g. use of talking mats for young children.

Making sure meetings are solution-focussed and clear (no jargon).

Ensuring advocacy support is available when needed/requested.

Guidance would be welcomed on:

- how best to meaningfully engage with children and young people and their families/carers as 'equal stakeholders'
- a coherent interpretation on the capacity of a child to make decisions – varies from aged 8 (or 12 as proposed) in criminal proceedings, at any age for medical intervention (at discretion of clinician), aged 16 to make a placing request. This is important to assist better inter-agency working.
- ways to monitor the quality of the involvement of carers, parents, children and

young people in developing their plan

Guidance addressing these issues would promote greater consistency and quality of involvement in planning.

Access to training/development and sharing of good information would also be beneficial.

### ***Right to support for looked-after children***

23. Do you agree that care-leavers should be able to request assistance from their local authority up to and including the age of 25 (instead of 21 as now)?

Yes. Care leavers should be able to request assistance up to and including 25 and there should be a duty on local authorities and other public agencies to respond and provide services assessed as being needed. The proposed extension in responsibilities for this group of young people has resource implications for local authorities and potentially other agencies e.g. Health, and these need to be quantified. The nature of assistance expected would need to be clear.

The responsibilities on the local authorities for those who have previously been looked after need to be clarified.

Clarifying overlaps between legislation pertaining to children and adults so that there is a clear legal position for Care Leavers is needed.

### ***Corporate Parenting***

24. Do you agree that it would be helpful to define Corporate Parenting, and to clarify the public bodies to which this definition applies? If not, why not?

Yes. There needs to be a better understanding of and clarity about responsibilities and duties across all public bodies in relation to corporate parenting, and the duty to cooperate with the Local Authority.

25. We believe that a definition of Corporate Parenting should refer to the collective responsibility of all public bodies to provide the best possible care and protection for looked-after children and to act in the same way as a birth parent would. Do you agree with this definition?

Yes. Responsibility across partnerships is blurred at the moment so this needs to be clear in the definition. All community planning partners, integrated children's service and local neighbourhood/ local partnerships have collective responsibility.

Definition could be better phrased as 'best' care and protection instead of 'best possible', and linked to SHANARRI. The current reference to 'birth parent' is maybe a little cumbersome – it carries an assumption that all birth parents act in an ideal way. We would support the following definition;

'Corporate parenting is the collective responsibility of all public bodies to ensure that children who are looked after have their need for wellbeing met. This includes the provision of high quality care, education, leisure and social development opportunities, as well as after care support and training and employment opportunities. Corporate parenting should mirror the ambitions good parents have for their own children.'

### ***Kinship care***

26. Do you agree that a new order for kinship carers is a helpful additional option to provide children with a long-term, stable care environment without having to become looked after?

No. It is not clear what the proposed new order would add. Kinship carers can already apply for parental responsibilities under Section 11 of the Children's Act. Local authorities can secure children in kinship care placements which do not involve them in being looked after. Local authorities have existing powers to provide ongoing financial support for children who are subject to parental responsibilities under section 11.

The proposal implies more kinship carers want legislative security. This is questioned.

Kinship carers should be supported by the state where assistance is needed. Current provisions allow for this. As proposed, the new order would require more assessments, with new kinship carers under the order requiring financial support. The financial implications of the proposal need to be fully assessed and costed.

27. Can you think of ways to enhance the order, or anything that might prevent it from working effectively?

New order not supported. See above.

## ***Adoption and permanence***

28. Do you agree that local authorities should be required to match adoptive children and families through Scotland's Adoption Register?

No. This would not be seen as improving on the current position. The register is relatively new and is used as appropriate. Compulsory use would encourage more placements outside of local communities leading to issues with post adoption support. Compulsory use may also lead to delays in making placements.

The register could be better used for harder to place children and young people e.g. enabling more sensitive matched adoptions in terms of ethnicity, culture and disability.

## ***Better foster care***

29. Do you agree that fixing maximum limits for fostering placements would result in better care for children in foster care? Why?

Yes, but with caveats e.g. for sibling groups or where a placement breaks down, a child could return to a previous foster carer for a period of time.

Making a recommendation for a maximum for non-related children placements may be more appropriate but with option for flexibility. This would still allow for the ability for case by case assessment where the best interests of the child/ren are paramount and as well as allowing for the best use and matching of skills and capacities of carers.

30. Do you agree foster carers should be required to attain minimum qualifications in care?

No. Effective training and support for foster carers is more important than a qualification(s). Setting minimum qualification requirements will make it even harder to recruit foster carers and may risk losing existing ones.

The recruitment and assessment process currently provides training and support for foster carers. Supporting a more standardised approach to training for foster carers is good but this would need to allow for flexibility so that training can be matched to local policy/approaches/priorities.

A requirement for ongoing foster carer training and development, linked to the foster carer's and placement's needs would be supported. There may be a place for seeking children's views in this process to help inform the assessment of

development needs.

31. Would a foster care register, as described, help improve the matching by a local authority (or foster agency)? Could it be used for other purposes to enhance foster care?

No. The ability to increase the number of local foster carers and match children to foster carers in their local community would not necessarily be achieved through a national register.

Considering ways to increase the number of foster carers where there are shortages would be a more useful focus than developing a register.

A register for those who should not be foster carers (e.g. those who have been struck off) would be more beneficial than a foster care register for matching purposes.

Consideration should be given to SSSC registration for foster carers.

32. Do you think minimum fostering allowances should be determined and set by the Scottish Government? What is the best way to determine what rate to pay foster carers for their role – for example, qualifications of the carer, the type of 'service' they provide, the age of child?

Yes, in principle, however, there are resource implications which would need to be costed. Foster carers should be appropriately reimbursed for expenditure incurred as a result of being a foster carer and providing care for those placed with them but within the context of working within a budget (as with all households).

The setting of allowance rates through the Scottish Government would provide independent assessment of allowances and allow for more regular review. Rates would need to take account of local circumstances and needs.

Foster carers could be supported as part of the corporate parenting role e.g. through provision of leisure access cards, transport passes etc. (Feedback from Young People in Care Council, Edinburgh)

### ***Assessing Impact***

33. In relation to the Equality Impact Assessment, please tell us about any potential impacts, either positive or negative; you feel the legislative proposals in this consultation document may have on any particular groups of people?

The bill should have positive impacts for looked after children and other vulnerable children e.g. children under child protection, experiencing neglect and with disability. The assessment could draw on more evidence from, for example, school

census data, HMIE pupil and parent evaluations and post school destinations. All of these can be disaggregated by protected characteristics. We agreed with the identified barriers for inclusion for parents from minority ethnic communities and would welcome recommendations to address this.

The positive impact identified for women by increasing the early years workforce is by the same token a negative impact on men. There is an acute shortage of men in the early years workforce and this impacts negatively on children.

To ensure the intended impact there will be staffing training requirements, in particular, staff will need to be able to demonstrate sufficient knowledge, experience or understanding of disadvantage, diverse families and different cultural backgrounds.

34. In relation to the Equality Impact Assessment, please tell us what potential there may be within these legislative proposals to advance equality of opportunity between different groups and to foster good relations between different groups?

It is important not to lose sight of the needs and rights of specific equalities groups in the general focus on children and young people's rights.

Equality of opportunity would be enhanced if the bill was supported anti-poverty legislation.

35. In relation to the Business and Regulatory Impact Assessment, please tell us about any potential economic or regulatory impacts, either positive or negative; you feel the legislative proposals in this consultation document may have, particularly on businesses?

Some of the proposals could have significant resource implications, especially re foster carers, raising the age that care leavers can request support and increasing the number of early years and childcare hours.

There is the potential that by focussing resources on targeted areas, other effective evidence-based early interventions would not be supported as resources are diverted to new statutory requirements.

**Thank you for responding to this consultation.**

**Please ensure you return the respondent information form along with your response.**

**The closing date for this consultation is 25 September 2012. Please return to [childrenslegislation@scotland.gsi.gov.uk](mailto:childrenslegislation@scotland.gsi.gov.uk)**

**or**

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## Social Work Services for Children with Disabilities

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### Education, Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 The purpose of this report is to update the committee on the progress made in the service area of disability.

#### 2 Summary

- 2.1 The legislative base for the provision of services for children and families affected by disability is changing. Local Authorities have duties and powers under the Children (Scotland) Act 1995 to:

- Minimise the effect on a disabled child within the authority's area.
- Give these children the opportunity to lead lives as normal as possible.
- Carry out an assessment of the child and family and a 24) assessment of the needs of carers.

The Social Care (Self-directed Support) Bill is likely to come into effect by March 2013. This will place a duty on the Local Authority to explain the nature and effect of four options for service provision:

- Direct Payment
- Individual Service Fund
- Local Authority delivery of services, or
- a mix of any of these options.

The Bill's remit is likely to encompass:

- Children "in need" as well as disabled children.
- 16 and 17 year olds being able to direct their care.
- Views of children being taken into account.

- A discretionary power to provide support following a carer's assessment for carers and young carers.

This will have implications not only for disability services but for children in need, and carers. A task group is being set up to address these issues working jointly with our Health and Social Care colleagues and partner agencies.

- 2.2 In addition the Children and Young People's Bill 2013 will provide further legislative support to our work by focusing on improving outcomes through earlier support and joined up services. In 2008 the City of Edinburgh Council established a dedicated social work team for children and families affected by disability. The team includes occupational therapists and social care workers. Demand for services will continue to rise as a result of demographic pressures. The Scottish Households Survey (2009) suggests 5% of 0 – 15 year olds have a disability and/or long term illness that limit their daily activity. The predicted mid year estimates for 2011 suggest there are 78,074 0 – 16 year olds in Edinburgh. This suggests there are up to 3,900 0 – 16 year olds in Edinburgh with a disability and/or long term illness that limits their daily activity.

The number of children and young people in Scotland is predicted to decrease over the next 10 years. The number of children with severe and complex disabilities is increasing. Many children with profound and multiple disabilities are now surviving through childhood to adulthood due to advances in medical intervention.

- 2.3 Children affected by disability are 3 to 4 times more likely to be abused than non-disabled children (NSPCC 2011). Research has shown that children with communication impairments, behavioural disorders, learning disabilities and sensory impairments are particularly vulnerable (Sullivan and Knutson 2000).
- 2.4 We are aware of a growing number of children born to families with substance abuse issues. Some of these children are affected by disability due to the impact of substance abuse during the gestational period. A rate of 16.1 per 1000 maternities were affected by substance abuse in 2009/10 compared to 9.4 per 1000 in 2005/06. This increase is thought to be due to better recording rather than an overall increase (IDS Scotland, February 2012).

### **3 Main report**

- 3.1 The Disability Practice Team works to the same criteria and thresholds as Neighbourhood Practice Teams to ensure a consistency across the City. The team provides a service to:
- Children with a disability who are looked after or on a statutory order.
  - Children who are looked after and accommodated.
  - Children who are involved in Child Protection processes.
  - Children who are involved with the Children's Hearing system.
  - Young people who need assistance with the transition to adult services.

- Children who need support due to the impact of their disability.
- 3.2 The Disability Practice Team currently holds 540 cases. This is 128 more than last year. This may mirror the rising numbers of children with a disability requiring support, the current financial climate and the isolation many families experience when they have a child with a disability. The Disability Practice Team carries out the majority of Section 23 assessments. There are 17 families currently waiting for this assessment in contrast to last year's figure of 23. This assessment is the gateway to targeted support services. Section 23 assessments are prioritised using a rating tool (Appendix 1). This ensures an equitable and transparent process across Edinburgh and informs the level of service a family may be offered against our Edinburgh Threshold document (Appendix 2).
  - 3.3 Families can be considered for day services, youth groups or residential short breaks. Families are also offered a direct payment which enables them to arrange their own service according to their need. There are three short break residential units within Edinburgh, Seaview our in-house resource, Barnardo's Caern and Action for Children (financed 50% by Health). Families can also request for their residential respite to be delivered from Family Based Care if they prefer a family setting.
  - 3.4 The residential units all provide a valuable short break to families. The standard of care offered to the children is high and can be evidenced in their Care Inspectorate rating. The scores range from 4 (good) to 6 (excellent).
  - 3.5 There was a significant waiting list for short break residential services last year. The waiting list was for 71 children. This has reduced to 31. We have worked with the residential services to offer different levels of overnights dependant on need and we also offer an alternative to residential respite via an all day fortnightly club.
  - 3.6 We commission a specialised service from Action for Children with Health for children with severe and challenging behaviour. The children/young people who attend this unit have complex behaviours which can be unpredictable and can involve high levels of self injury or aggression. The families who use this service can access up to 70 nights a year. Most families would want more nights. The pressure of providing care alongside siblings and family life can lead to family breakdown. This can be a particular problem over the summer holiday period. This is an area that would be worthwhile investing a higher level of support in to avoid more substantial difficulties and we are exploring options to achieve this.
  - 3.7 The Occupational Therapy Team provides a community based service to families that require aids and adaptations within their homes for their child/young person's needs. They also offer a paediatric occupational therapy service to children who attend our Child and Family Centres. There is a waiting list although all crisis cases are seen quickly. We plan to work alongside our colleagues in NHS Lothian and Health and Social Care to improve our current service delivery.

Waiting List	Urgent Cases	High Cases	C&F Centre Waiting
February 2011	0	27	2
July 2012	0	47	3

3.8 Family Focus is a team that works intensively with families either at the point of diagnosis or when the children have high care needs. Family Focus will also work with children who have challenging behaviour in the community and at home. The team offers a service to 64 families and they have a waiting list of 14. The team has also recently run a group for families who have children with an early diagnosis of autism. This was well received by families and will be offered in the future.

3.9 We run various services which require a shortened assessment. There are three weekend services for children affected by disability. Two of the groups (Kidzown) run at the weekend covering the City. This offers families a day a month short break from 10.00am until 4.00pm. This service caters for children from the age of 3 – 10 years. Kidzown offers a service to 63 children. We have a club for older children (Youthzone 0 – 16 years) which caters for 20 children a month. Families can also access First Hand a voluntary agency we commission to offer a sitter service to children affected by disability.

#### **4 Developments**

4.1 One of our short break residential units Seaview is currently being rebuilt in the Bingham area of the city. The unit will be operational by June 2013. The development has been a dynamic process involving a high level of consultation with the community, Seaview staff and, most importantly, the children and their families. The new unit will increase capacity, provide services in a first class environment. The unit will also have a small suite of rooms which will be able to be used for the emergency care of children who are affected by disability.

4.2 Many families in Edinburgh have difficulty coping with children who have challenging behaviour alongside other family pressures. Children with a learning disability and/or Autism Spectrum Disorder often need a more specialised response to managing their behaviour compared to other children. We commissioned Barnardo's to provide an early intervention service (Barnardo's Intensive Behaviour Service) to families who come to our attention as requiring a period of intensive behavioural support in the home. This work involves staff from the disability area and has a high level of consultation from the Child and Adolescent Mental Health Team (learning disability). This work is being evaluated and refined by using an assessment process (the Sheffield Questionnaire) which was identified by the Psychology Service. Family feedback to date has been very positive.

4.3 The Barnardo's Intensive Behaviour Support Service (BIBBS) recently received funding from the Scottish Government from their Autism Strategy funding for an additional member of staff. This staff member enables the service to work with

children/young people with High Functioning Autism with challenging behaviour. This was previously an area of unmet need. The demand for this service is high so we have applied to the Early Years Change Fund to increase the capacity and to also try to respond to families in crisis where family breakdown is a possibility.

- 4.4 A small number of children have to be accommodated out with Edinburgh in residential schools when the demands of their care needs have resulted in family breakdown. Hillview Children's Unit was opened in April 2012. Hillview is a five bedded unit offering intensive support and respite to children/young people with disabilities. This new service has enabled us to prevent some children/young people going out of authority when care breaks down. We have worked with families and other support agencies to build on their capacity and resilience to enable their child to return home. We have supported 11 families since we opened and have three families on the waiting list who need involvement in developing sleep programmes for their children as they are exhausted and feel close to giving up the care of their child.
- 4.5 There are around 500 children and young people who use our playscheme service each year. Children with disability can access up to 3 weeks per year. Children attending Oaklands receive up to 12 weeks due to a historical agreement from when Oaklands was a 52 week School. Many families (particularly those from St Crispin's) struggle when their child no longer has the structure of School. We would like to increase the playscheme provision up to 6 weeks for all families with a child with a significant disability. This would require future financial investment.
- 4.6 The commissioning approach for Children's Disability Services is currently out for consultation to parents/carers children and young people and siblings. It is then intended a period of consultation will take place for service providers, colleagues and all other interested parties. All responses will be collated and will inform our commissioning approach for services currently and in the future.
- 4.7 We have set up a new Parents Forum which meets quarterly. This group is made up of parent/carers who use our disability services. The group considers service gaps, developments and any dilemmas that merit a parent's view on future service delivery.

## **5 Equalities Impact**

- 5.1 Has been undertaken and no negative impact or infringements have been noted.

## **6 Environmental Impact**

- 6.1 None

## **7 Conclusions**

- 7.1 We continue to be aware of the growing demand for services from families with children affected by disability in Edinburgh. We are planning alongside our

partner agencies and families to address additional demands for services and work on identified areas together.

## 8 Recommendations

8.1 It is recommended that the Committee notes the content of this report.

**Gillian Tee**  
Director of Children and Families

Appendices	1 Priority Rating Tool 2 Service Delivery Model
Contact/tel/Email	<a href="mailto:Carol.chalmers@edinburgh.gov.uk">Carol.chalmers@edinburgh.gov.uk</a>
Wards affected	All
Single Outcome Agreement	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 the life chances for children, young people and families at risk. National Outcome 15 – Our public services are high quality, continually improving, efficient and responsive to local people’s needs.
Background papers	Hyperlink to Disability Services Structure: <a href="https://orb.edinburgh.gov.uk/downloads/file/2841/disability_support_to_children_and_young_people">https://orb.edinburgh.gov.uk/downloads/file/2841/disability_support_to_children_and_young_people</a>

## Disability Services - Priority Rating Chart

The Family (Applies to parent or main carer and their capacity to care for child/young person)

Concept	Level 1 None	Level 2 Some	Level 3 A lot of support	Level 4 Major/significant support	Level 5 Crisis/exceptional
<b>Physical well being</b>	Good physical health.	Some health concerns/ physical condition	Ongoing unstable/significant: medical condition affecting capacity to care: <ul style="list-style-type: none"> <li>Physical disability</li> <li>carer pregnant (6mths pre or post)</li> <li>awaiting minor in-patient care</li> </ul>	High dependency on medical intervention.  Major in-patient care or recent or post -op care	Unstable health care requiring regular or emergency treatment & affecting caring role: <ul style="list-style-type: none"> <li>palliative care</li> <li>chronic condition</li> <li>deteriorating condition</li> </ul>
<b>Emotional well being</b>	Usually emotionally well.	Some emotional issues impacting on their well being.	Significant emotional issues impacting on their well being. Stable mental health maintained by medication.	Severe emotional issues impacting on their well being.  Unstable mental health.	Crisis intervention,  Hospital admission.
<b>Family Support &amp; responsibilities</b>	Supportive & stable family network.	Family coping mechanisms reduced having difficulty managing. Unable to provide age appropriate time for siblings.	Insufficient supports available to meet whole family's needs. Recent changes in family circumstances, affecting coping skills.	Parental capacity to cope deteriorated, impacting on family's welfare  Child/family victimised in their community.	Other caring roles including other sibling with a disability or dependents. Recent/on-going Child Protection concerns. Imminent risk of family breakdown. LAAC child with foster carers/ requiring additional support due to risk of placement breakdown.
<b>Housing/ Economic well being</b>	Housing and benefits/financial supports in place.	Minor adaptations or advice: <ul style="list-style-type: none"> <li>grab rail</li> <li>benefits advice</li> </ul>	Adverse housing conditions impacting on welfare of child, i.e. dampness, no heating, no safe play area. Major adaptations required - ramped access/bathing. Adverse changes in financial circumstances.	Housing cannot be adapted to meet child's needs or overcrowded, requiring re- housing.	Crisis or specialist support/ Significant Housing Issues. <ul style="list-style-type: none"> <li>unsuitable temporary accommodation impacting on child's welfare.</li> <li>child's hospital discharge delayed due to housing issues.</li> </ul>
<b>Coping Skills</b>	Parent/carers coping well.  Participates in family and community activities	Inclusion in family/community activities - requires advanced planning.	Unable to go out as a family since parents have to divide their time either with disabled child/sibling. Activities available but too stressful for family to attend. Family not engaging with services. Resistant to using supports. Parent with: learning disability substance misuser.	Family can only go out with significant planning and additional support.	Social isolation for family as no additional support available after school/weekends.

Revised June 2012

## Disability Services – Priority Scoring Chart

## The Child

Concept	Level 1 None	Level 2 Some	Level 3 A lot of support	Level 4 Major/significant support	Level 5 Crisis/exceptional
<b>Physical wellbeing</b>	No health or well being issues.	Requires regular review from health professionals. Regular medication. e.g. asthma, constipation, stable well controlled epilepsy Frequent or recurrent illness/infection.	Chronic condition usually stable but requires additional medical/health intervention, e.g. PEG feeding e.g. Requires regular emergency medication Moderate sensory impairment.	Unstable condition with frequent re-evaluation needed. High level of medical intervention. e.g. degenerative condition e.g. unstable epilepsy e.g. oxygen therapy Profound sensory impairment.	Terminal phase or life limiting condition. High dependency on medical intervention. Waking or overnight trained carer. e.g. ventilation/suction
<b>Emotional Well being</b>	Usually emotionally well.	Some emotional issues impacting on their well being.	Significant emotional issues impacting on their well being. Stable mental health maintained by medication.	Severe emotional issues impacting on their well being. Unstable mental health.	Crisis intervention due to risk of harm to self or others.
<b>Access to social &amp; leisure activities</b>	Family and social support in place.	Access to social and leisure opportunities may be limited.	Support required to access social and leisure opportunities. This may only be required for a limited period of time.	Ongoing one to one support required to access social and leisure opportunities.	Ongoing trained carer support required to access social and leisure opportunities.
<b>Physical Mobility</b>	Independently mobile. Appropriate for age and stage of development.	Mobile can be unsteady/clumsy. Requires some assistance/aids.	Impaired mobility, direct prompting required, may use physical aids or supporting person.	Fully dependent, requires 1:1 support for transfers.	Fully dependent requiring transfers/hoisting.
<b>Self-care</b>	Appropriate for age and stage of development.	Care needs can be met with significant prompting, supervision: Dressing/undressing Eating/drinking Bathing/showering Supervision and verbal prompts with self-care	Fully dependent due to: challenging behaviour physical care needs but cooperative with 1:1 support. 1 person transfer with hoist	Fully dependent due to: challenging behaviour physical care needs but cooperative with 2:1 support catheterisation 2 person transfer	Fully Dependent and uncooperative requiring 2:1 support Catheterisation
<b>Behaviour &amp; Sleep</b>	Age and Stage appropriate, no difficulties.	<b>Behaviour</b> can be managed most of the time. <b>Sleep</b> can be managed most of the time.	<b>Challenging behaviour</b> - can display aggressive/inappropriate behaviour. <b>Sleep</b> - needs attention some nights, one or two per week. Will settle again.	Highly challenging <b>behaviour</b> . <b>Sleep</b> disturbance which requires intervention most nights.	Unpredictable, frequent and intense <b>behaviour</b> , which is challenging. <b>Sleep</b> disturbance which requires intervention every night.



*Getting it right*  
for every child in Edinburgh

## Children with Disabilities Service Delivery Model

*In partnership with voluntary & health services*

### CRISIS INTERVENTION

#### LOOKED AFTER & ACCOMODATED CARE

**Family breakdown** to reduce risk of child being cared for out with family and/or authority.  
**Crisis care** determined by assessed needs, which may be time limited.

#### LOTHIAN EXCEPTIONAL NEEDS SERVICE (Lens)

**Children with complex health care.**  
Packages may be funded from health, social work and education.

### OVERNIGHT SHORT BREAKS/RESPITE

#### **Residential or Family Based Carers**

Dependent on assessed need & score.

Exception is Gilmerton Rd., jointly funded with health for children with severely challenging behaviours.

### PANEL 3

Standardised Assessment carried out within principles of S23 Children's Scotland Act 1995

**Score**

**27+**

### DAY SHORT BREAKS/RESPITE

Outreach/Spot Purchase/Direct Payment

2 – 3 hrs week for under 8 years

3 – 4 hours week for 8yrs – school leavers

Additional hours dependent on complexity/personal care

\*Direct Payments scored and discussed out with panel

### PANEL 2

Standardised Assessment carried out within principles of S23 Children's Scotland Act 1995

**25+**

### YOUTH CLUBS SITTER SERVICE

Support ranges from a two hours per week to six hours a month.

### PANEL 1

Social work assessment carried out within principles of S23 Children's Scotland Act 1995

**23+**

### EARLY INTERVENTION SERVICES

Time limited support working in partnership with families.

Initial social work assessment carried out within principles of S23 Children's Scotland Act 1995

### UNIVERSAL/COMMUNITY SERVICES

Partner Providers clubs and local community resources.

**No social work assessment required**

Children may access our services at any level dependent on their assessed needs. Their needs may increase or decrease, through review and monitoring, impacting on their priority and level of service. Services will take account of the child's priority score, whilst matching the child's needs to the service vacancy.

## Family and Community Support Division - Update

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### Education, Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 To provide the Committee with information about the Family and Community Support division within the Children and Families Department, and about its component services.

#### 2 Summary

- 2.1 The Family and Community Support division is one part of the Support for Children and Young People service within the Children and Families Department, working alongside the other Support for Children and Young People divisions: Children's Practice Teams, Looked After and Accommodated Children, Disability, Professional Services (Additional Support Needs), and Special Schools and Specialist Provision.
- 2.2 The current configuration of Family and Community Support followed a review of services completed in June 2009. Further development of the division is taking place in light of Departmental priorities.

##### Current Configuration

- 2.3 Family and Community Support currently comprises a number of distinct, but complementary services:
- Edinburgh Family Support Service
  - Support to Parents and Carers
  - Family Group Decision Making Service
  - Integrated Community Support Service.
  - Youth Offending Service
  - Working with Men Project (to be renamed SAFE)
- 2.4 The manager of each service reports to the Service Manager, Family and Community Support, who reports to the Head of Support for Children and Young People.

## Developments

- 2.5 Funding made available to the council through the Early Years and Early Intervention Change Fund will enable four developments in Family and Community Support services over the coming months. The framework for these developments was agreed at the Education Children and Families Committee on 21 June 2012.
- 2.5.1 The work on Support for Parent and Carers will be established consistently across the city with a development worker aligned to each of the Children's Services Management Groups.
- 2.5.2 Local neighbourhood teams will be established to engage with families at an early stage. This service will build on the practice of the Edinburgh Family Support Service.
- 2.5.3 The Family Group Decision Making Service will be expanded, enabling more families to be offered the opportunity to develop plans for their children.
- 2.5.4 A new service will be introduced, Multisystemic Therapy (MST), which has demonstrated significant success in helping parents and carers to manage the factors influencing the behaviour of their children.
- 2.6 The main body of this report provides an outline of the objectives and principles guiding the provision of service and an update on each of the services.

## 2.7 Customer Service Excellence

The Family and Community Support division was the first area of service within the Children and Families Department to be successful, following assessment in May this year, in achieving the Customer Service Excellence award.

## **3 Main Report**

### 3.1 The Strategic Objectives of the Division

- 3.2 Each service within the division has a distinct focus, with the aspiration to provide a continuum of provision, and together they share the following strategic objectives:
- 3.2.1 To maintain children and young people at home or in alternative family placements.
- 3.2.2 Where possible and appropriate, to return children and young people to their families or to alternative family placements.
- 3.2.3 To prevent children and young people within the children's hearing system from moving further into the care or justice systems.
- 3.2.4 To reduce the damage caused by alcohol and drugs to individuals, families and communities.

- 3.2.5 To protect children and young people from abuse, neglect and harm, including from domestic abuse.
- 3.2.6 To reduce youth crime and antisocial behaviour.
- 3.2.7 To provide quality services and make the best use of resources, both those in services and those of the family and community.

#### Principles guiding practice

- 3.3 Services within the division work to the following principles:
  - 3.3.1 Identify and solve problems early on, and so reduce the need for higher tariff services;
  - 3.3.2 Improve our capacity to support parents to prevent breakdown of a child's links with family and community;
  - 3.3.3 Work to help families themselves to find solutions, as well as providing practical help;
  - 3.3.4 Strengthen support for schools and other service settings so they can sustain their work with particular children and families;
  - 3.3.5 Work to help children and families to take individual and collective responsibility;
  - 3.3.6 Develop increased mutual confidence among colleagues in different services, departments and agencies.
- 3.4 These principles have proved themselves robust as guides to thinking. In particular, practitioners and managers have found themselves placing increased emphasis on **the importance of the family** as the focus of support and intervention. This involves recognising and building on their **strengths** as well as responding to need. Seeing things from the family's perspective also means trying to build **relationship**, ensuring that the system of professionals makes human sense to family members. This will often imply a main key practitioner with whom family members can develop trust and who can help them to manage their interactions with a number of other agencies.
- 3.5 The further development of the Division is now being influenced by a further principle: that we should seek, where possible, to deliver services locally, enhancing partnership with other neighbourhood colleagues.

### **The Services**

- 3.6 Edinburgh Family Support Service (EFSS)
  - 3.6.1 The Edinburgh Family Support Service provides outreach support to families where parenting is a main factor contributing to significant concerns about the welfare, development or conduct of children and young people.

- 3.6.2 An important feature of this service is its focus on the family as a whole, working with and supporting parents in dealing with issues of all kinds that are impacting on the way the family are able to function. While the level of intensity varies, staff are able to offer high levels of support when required. The service uses a systemic approach to help families manage their relationships with schools, communities and other wider systems.
- 3.6.3 From September 2011-September 2012, 50 families were referred for this core service. Of the 50 referrals received, 9 are awaiting allocation.
- 3.6.4 The service works in partnership with the Youth Offending Service to offer the SNAPiE programme (Stop Now And Plan). This is a cognitive behaviour programme offering concurrent groups of 8-12 year old boys and their parents. This programme targets primary age boys on the margins of low level offending and anti-social behaviour. During the 2 year pilot 56 referrals have been received for SNAPiE, of this 56, 12 boys and their parents have graduated from the programme and another 8 are currently participating in a programme.
- 3.6.5 Cedar (Children and Mothers Experiencing Domestic Abuse Recovery) is now embedded into Edinburgh Family Support Service. This is a therapeutic groupwork programme for children and young people aged 4-16 who have experienced Domestic Abuse. Mothers have the opportunity to attend a women's group to support their children.
- 3.6.6 Provision of specific support to Gypsy Travellers is now part of the service provided by EFSS. The focus of the work has been to assess the needs of this community and provide supports around health, environmental factors and access to or participation in pre-school, school and further education.
- 3.6.7 The service has begun a pilot project to recruit volunteers for a new befriending programme. The purpose is to combine the enhancement of support that can be provided to families with the creation of opportunities for volunteers to gain experience in working with vulnerable people. Significant interest has been shown and 17 people have applied to take part in the pilot to date. Systems have been established in line with the Edinburgh Volunteer Centre and Council guidelines and all volunteers will be given appropriate training, including a Protection of Vulnerable Groups disclosure check and child protection training. This pilot will be evaluated to understand the potential to adopt this approach more widely within the Children and Families Department.
- 3.6.8 Building on the model and practice of the Edinburgh Family Support Service and with funding from the Early Years / Early Intervention Fund, six local neighbourhood teams will be established during this financial year. These teams will be in a position to respond quickly to identified need for a family based response.

### 3.7 Supporting Parents and Carers

3.7.1 Under the banner of *Supporting Parents and Carers* the Council has been working to increase the capacity of services and communities to engage with and provide effective support to parents and carers.

3.7.2 This commitment by the Council and its partners will be supported and reinforced by the forthcoming publication by the Scottish Government of a National Parenting Strategy.

3.7.3 Three local neighbourhood partnership areas currently benefit, through funding from the Fairer Scotland Fund, from having Development Workers whose work has included the following:

- Local coordination of parenting programmes – providing a calendar of programmes to meet the needs of the area, and helping parents access appropriate programmes.
- Auditing need and available resources in their area, and bringing services together to achieve synergy.
- Development of accessible information for parents/carers and professionals – including
  - Development of information packs.
  - assistance to the Named Person in Getting it Right for Every Child.
  - Development of Parent Information Points, both static and mobile.
  - Piloting a “local information hub”
  - Web-based information.
- Establishing the role of Development Worker as a “single point of contact” for advice and signposting.
- Training – delivery of training for staff as well as arranging appropriate training.
- Organising, in partnership with others, family events during school holidays.

3.7.4 The establishment of Children’s Services Management Groups in each of the city’s neighbourhoods, and funding from the Early Years / Early Intervention Change Fund has created the opportunity to extend the approach and provide consistency across the city, with a Development Worker post attached to each of the Children’s Services Management Groups (CSMG) . The worker will be able to support the focus of the CSMG on developing support for parents and also to lead on the implementation of local initiatives to build the confidence and capacity of staff to work with parents and carers.

### 3.8 Family Group Decision Making service (FGDM)

- 3.8.1 The Family Group Decision Making Service brings extended families together in a structured way alongside professionals to help the family consider and decide on a response to the needs of child members of the family. In appropriate cases, it is often possible to find better solutions for a child through involving all members of the family. Often this will avoid the need to accommodate the child.
- 3.8.2 Before a social worker requests that a child be accommodated by the local authority they are required to consider whether a Family Group Meeting would be appropriate. As a further measure, the service also attends the panel which considers referrals of children for accommodation. This has led to significant pressure on the capacity of the service.
- 3.8.3 The team, previously comprising a manager and four coordinators of family group meetings, is currently being augmented by a further four coordinators. This has been made possible with funding from the Early Years / Early Intervention Change Fund. With the increased staff, it will be possible to allocate work promptly as referrals are received.
- 3.8.4 In the year to end of March 2012, 149 referrals were received and significant work was undertaken with 88 families. Family Group Meetings were held in 59 of these cases.
- 3.8.5 The increase in the capacity of the team creates several opportunities for improving the service to families.
- 3.8.6 One development will be to offer emergency family network meetings to those children who are accommodated in an emergency situation (and are often not very well known to the local authority). Such emergency family meetings could be held within days of a child becoming accommodated, with a view to holding a full Family Group Meeting further down the line. The meetings would be held with the intention of searching for family alternatives to the care system or to maintaining that child's links with the family via agreed contact arrangements. In some cases it will be valuable to research who is in that child's family - even those who have never met the child or have been out of touch for a number of years.
- 3.8.7 The service will be able to provide some increased support to kinship carers - including holding Family Group Meetings to plan support for kinship placements in a flexible and helpful way.
- 3.8.8 The service will focus on children in respite care through the Edinburgh Families Project (EFP) - with a view to preventing them moving further up the tariff of services. This approach may also be applicable to those children placed in EFP in an emergency.
- 3.8.9 It may also be possible to work more closely with the Prepare team, Family Nurse Partnership to see what impact can be achieved on the

increasing numbers of unborn babies that will enter the care system at birth.

3.8.10 While the increased capacity of the team will not permit unlimited extension of the Family Group Decision making approach, there are a number of other areas in which it has the potential to make a valuable contribution, including throughcare and aftercare for young people moving on from being looked after.

### 3.9 Integrated Community Support Service (ICSS)

3.9.1 The Integrated Community Support Service aims to maintain young people at home, either with their own families or with alternative families, and has been successful in achieving this.

3.9.2 It targets young people whose personal, social and family circumstances are such that they remain at risk of being accommodated because they:

- Have not engaged with other services or do not meet the criteria for other services; or
- Have engaged successfully with other services but require ongoing and additional supports to build upon the progress achieved.

3.9.3 Young people referred to the service have experienced a range of other services and have a number of interrelated issues seriously impairing their capacity to function within a variety of social settings and which causes distress and harm to themselves, their families, at school and in the wider community.

3.9.4 The service is currently working with 69 young people.

3.9.5 The service adopts a whole family approach to the needs and risks of young people, and parents / carers are central to the support process. Each package of support is tailored to the needs of individual families, and is delivered flexibly over a 24 hour period, including public holidays. Young people might attend an intensive day or evening care programme in addition to receiving one-to-one support throughout the week, including weekends. Structured family sessions and/or parent only support groups complement the work done with individual young people and, where necessary, overnight respite or crisis care is available to relieve pressure upon family relationships.

3.9.6 In some cases, an integrated social and education programme will be offered to young people who have become alienated from the formal education system due to chronic non attendance, school refusal, or behaviour that is damaging to other pupils. In these circumstances, the service works closely with mainstream and/or specialist education providers to establish an action plan for addressing barriers to reintegration. For older youths, the service collaborates with colleges, employers, and training providers to develop pathways into the world of work.



3.9.7 Many of the young people referred to the service are seriously affected by their own substance misuse or that of their parents. Substance misuse assessment and counselling is an integral part of the work of the service and every referral is screened by specialist workers to determine the extent of the problem within the family and to map out a plan of action most likely to reduce the level of harm identified.

3.9.8 The service has a crucial role in supporting the work of other professionals to address serious offending, anti-social behaviour and child protection concerns relating to older children. It does this by making available its core services to young people who present a significant risk of harm to self or others and who might otherwise be admitted to secure care or custody, complemented in a small number of cases by electronic monitoring of young people subject to Movement Restriction Conditions through the Children's Hearing system.

### 3.10 Youth Offending Service

3.10.1 The Youth Offending Service works to address the needs of young people who are offending, to help them desist and thus to help protect communities from the consequences of offending behaviour.

3.10.2 A multi-agency strategy group oversees the work of the service.

3.10.3 In 2011, the Scottish government announced its intention to launch the Whole Systems Approach, a suite of guidance aimed at addressing youth offending in 5 key themed areas. The driver for developments in this field are Scotland's ambition to comply with the 1991 United Nations Convention on the Rights of the Child (UNCRC), which recognises amongst other things that everyone under the age of 18 should be recognised as a child.

3.10.4 The 5 key themed areas are:

- Early and Effective intervention;
- Diversion from Prosecution;
- Risk assessment and management of young people;
- Alternatives to secure care and custody;
- Reintegration and transitions for young people in custody.

3.10.5 Due to previous initiatives, Edinburgh had already largely developed practice in the first four of these practice areas, although the Whole Systems Approach increased the applicable age from 8-15 year olds to 8-17 year olds, and for the first time asked Youth Offending Services nationally to work with the prison population aged 16 -17.

3.10.6 In January 2012 the Scottish Government agreed additional funding for Edinburgh to establish Whole Systems practices. This has allowed staff to develop Whole Systems in relation to Court Service support and Reintegration and Transitions work. In addition, there has been continuous development in the other themed areas.

3.10.7 As a result of the developments listed above, there has been a demographic change in the work of the Youth Offending Service over the past 3 years. There has been a gradual change to working with an older service user group, now mainly 15-17. In March 2012, the service had 202 open cases of young people aged 8-17 years, of which it carried lead responsibility as the 'key team' in 149 cases.

3.10.8 Development of Early and Effective practices has been a primary objective of the Youth Offending Service since 2008. Since introducing Edinburgh's model, Pre-Referral Screening (PRS), there have been impressive reductions in the number of young people requiring statutory requirements to address offending. PRS is a multi-agency weekly meeting to discuss children who have been offending in the previous week. In attendance are representatives from the police, Youth Offending Service, Children and Family Early Intervention; Community Safety, Education; and NHS mental health staff. There has been a steady reduction in children referred to the Children's Reporter since 2008, with annual figures reporting as follows:

2007/8	732
2008/9	432
2009/10	357
2010/11	355
2011/12	299

In the past 12 months this has been a 16% reduction in children referred to SCRA; and an overall 59% reduction since the introduction of PRS in June 2008.

3.10.9 As mentioned, there is a stronger focus of working with 16 and 17 year olds involved in offending. Historically this work has been undertaken by Criminal Justice Social Work in the Health and Social Care Department. As of 2008, the Youth Offending Service began providing court reports and undertaking the supervision of community based court orders. Over the past year this has developed further to include the provision of services to young people sentenced to custody and subject to parole conditions where the Youth Offending Service had an active involvement with the child at time of sentencing.

3.10.10 Over the past year, 147 Criminal Justice Social Work reports were written by YOS, with 51 community based orders being supervised as of 31 March 2012.

3.10.11 The Youth Offending Service convenes a multi-agency risk management approach in cases where young people present a risk of significant harm to others. This is in line with national guidance "Getting it right for children and young people who present a risk of serious harm". During 2011/12 52 were discussed in a total of 147 Risk Management Case Conferences.

### 3.11 Working with Men Project (SAFE)

3.11.1 Working With Men, to be renamed *SAFE*, provides a service across Edinburgh to increase safety for women and children experiencing domestic abuse. The service works with

- men who are domestically abusive,
- their partners,
- ex-partners and
- any children affected by the men's abusive behaviour.

3.11.2 As part of the award-winning Council policy on domestic abuse, Working with Men (WWM) also offers a service to men (and their families) who are employed by the City of Edinburgh Council, including employees who live outwith the city.

3.11.3 The service generally works with men for two years. This is the typical period for completion of the programme involving first in a series of around fourteen individual sessions and then a twenty-six week groupwork programme. Continuing support is then provided through maintenance groups.

3.11.4 The service works alongside and complements the work of the Caledonian Edinburgh programme (formerly the Domestic Violence Probation Project – DVPP) which provides a court-mandated probation service within the Department of Health and Social Care.

3.11.5 The service has a project manager, senior social worker, three men's workers and two women's workers in post, with a third women's worker due to start in October 2012. This has enabled us over the past year, in the core service to work with 47 men and 60 women and their children.

3.11.6 A significant role for the service is in managing risk, which can often be very significant. Staff convene multi-agency risk management meetings in those cases. Working with Men / SAFE staff also contribute to child protection processes in the cases they are working with.

3.11.7 Another major area of work for this service is providing training/consultancy for colleagues in Children and Families, and also for other agencies who deal with service users as victims or perpetrators of domestic abuse. The service is increasingly focused on building people's skills and confidence in engaging with domestically abusive men.

3.11.8 A number of developments are imminent in relation to:

- development of a service for Polish people
- assessment of safe contact between parent and child
- reciprocal consultancy and mentoring arrangements with a Children and Families practice team.
- Delivery of the Caring Dads programme
- The possibility of developing a service for young people using violence in relationships

- 3.11.9 The Council recently received funds from the Scottish Government's Violence Against Women fund to allow Working with Men / SAFE to develop a service for Polish men and women affected by Domestic Abuse. The second biggest ethnic group in terms of police callouts in Edinburgh, after White Scots, is Polish men. It has been hard historically for Working with Men and DVPP/Caledonian Edinburgh to engage with Polish men, primarily due to the language barrier. This is also true for C&F services in general and providing a service to this community will be strongly welcomed by colleagues in Children and Families Practice Teams.
- 3.11.10 Four members of the team have recently been trained in delivering basic safe contact assessment training to colleagues and this will be provided over the next year. By mid-November 2012 three further staff members will be qualified to provide expert risk assessments on safe contact to Family Courts, Children's Hearings or Children and Families teams. This could be a significant income stream, depending on the level of resources we are prepared to commit.
- 3.11.11 In developing best practice in child protection and working with the non-abusing parent, the service is establishing reciprocal consultancy and mentoring on a pilot basis with colleagues in the Edinburgh East Children and Families Practice Team. This will include piloting joint initial duty visits to men who have been violent and where this has been referred to the team from Social Care Direct. This approach gives a message to both men and women that is radically different from the practice of addressing concerns to the woman, requiring her to protect the children from exposure to domestic abuse. It is also likely to lead to increased levels of engagement of men, both with Working with Men / SAFE and with the East Edinburgh Practice Team.
- 3.11.12 Working with Men / SAFE will be involved in delivering the Caring Dads programme: an intervention programme for men who have abused or neglected their children, or exposed them to the abuse of their mothers. Training in delivering this programme has been arranged and paid for by the Scottish Government's Equalities Unit.
- 3.11.13 The service is exploring the potential to develop services for young people who use violence in relationships. This includes young people who are being violent to parents as well as partners and is an area that causes much concern to Children and Families Social Workers.

### 3.12 Multi Systemic Therapy

- 3.12.1 A Multi Systemic Therapy (MST) service will be introduced in the coming months, with the intention that it is operational before April 2013. This is made possible with funding from the Early Years / Early Intervention Fund.
- 3.12.2 MST is an approach to significant teenage anti-social behaviour, sustaining young people at home and in school. This has an extensive

evidence base for its effectiveness in different countries, recently including England. The approach is being increasingly deployed in the UK. In England this is being supported by the Department of Health. MST Services are already in place in Fife, Glasgow and in Northern Ireland.

3.12.3 The approach is based on the recognition that the behaviour of a young person is influenced by his or her relationship with the environment including membership of peer groups, engagement or disengagement with school and the quality of relationships in the family.

3.12.4 A key worker with a small caseload of four or five families works intensively to help the parents or carers to take charge of those key environmental factors, promoting pro-social rather than anti-social behaviour, engagement in school and with pro-social peers.

3.12.5 MST is a licensed programme with stringent systems to ensure adherence by staff members to programme principles. These principles are designed to ensure maximum flexibility in responding to the circumstances of individual families while sustaining the daily focus of parents and carers on the steps and changes that they need to take.

3.12.6 Edinburgh will establish two teams of four practitioners with a supervisor and a programme manager/supervisor. It is anticipated that the teams will be able to work with about 50 families in the first year of operation.

## **4 Financial Implications**

4.1 There are no financial implications arising directly from this report.

## **5 Equalities Impact**

5.1 An equalities screening/check/relevance assessment has taken place which indicated that this area of work scored 4 on its relevance to equalities. This was mostly a positive impact. It was noted that minority ethnic young people are under-represented in using services. Regard was given to all areas of inequality and human rights.

## **6 Environmental Impact**

6.1 There are no implications for the environment arising directly from this report.

## **7 Recommendations**

7.1 Committee is asked to note the content of this report.

7.2 Committee is asked to consider expressing congratulations to the staff and managers in the Family and Community Support division for the achievement of the Customer Service Excellence Award.

Appendices	None
Contact/tel/Email	Donny Scott, Service Manager, 0131 469 3017; donny.scott@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	<b>National Outcome 4</b> - Our young people are successful learners, confident individuals, effective contributors and responsible citizens <b>National Outcome 5</b> - Our children have the best start in life and are ready to succeed <b>National Outcome 8</b> - We have improved the life chances for children, young people and families at risk <b>National Outcome 9</b> - We live our lives safe from crime, disorder and danger
Background Papers	None

## Performance Report: Special Schools

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### Education, Children and Families Committee

9 October 2012

#### 1 Purpose of report

1.1 This report is a summary of the performance of the City of Edinburgh's special schools for session 2011-12. It has two main purposes:

- to provide information on the developments in evaluating performance in special schools
- to provide a baseline evaluation of performance within and across special schools for future reporting to Council

#### 2 Main report

##### Background

- 2.1 The Children and Families department makes provision for almost 85% of children and young people with significant Additional Support for Learning Needs within mainstream schools and centres. Approximately 1000 learners with a complexity of significant additional support needs have their needs met within 13 special schools or in specialist provision places located within mainstream schools.
- 2.2 Three special schools are primary only and six schools/services are secondary only. Two schools have nursery to secondary aged learners and the remaining two schools have primary and secondary aged learners.
- 2.3 A range of needs is met. The factors giving rise to additional support needs include: social and behavioural needs, autism spectrum disorder, significant visual/sensory/health and medical needs and learning disability. Almost all learners in special schools have a complexity of needs. Places in special schools are allocated through the Professional Assessment Group (PAG). Almost all special schools are operating at full capacity.

##### Improvements in performance

- 2.4 The City of Edinburgh Council recognises the importance of having robust evidence-based evaluations of performance in all 13 special schools. There have been significant challenges in providing meaningful and reliable

information across special schools due to the different needs met within the schools.

2.5 Over the last two years, considerable progress has been made in developing systematic, robust and meaningful processes for effective self-evaluation of improvements in performance in special schools. A process has been developed and shared with all specials schools to inform effective standards and quality reporting from session 2012/2013. This process has been positively endorsed by Education Scotland (formerly HM Inspectors of Education) in recent inspections.

2.6 The work has included developing a coherent and customised data set across the special schools to support schools in the self-evaluation process. All schools have customised the data set to meet the needs of their school population whilst still working within a standardised and coherent framework.

The data set includes:

- attainment data relating to National Qualifications (NQs) and the achievement of individualised targets set by the school within Individualised Educational Programmes.
- achievement data from other awarding bodies, e.g. Caledonian Awards, Junior Award Scheme Scotland (JASS), Duke of Edinburgh Award Scheme.
- statistics reflecting:
  - the positive destinations young people move on to beyond school,
  - attendance levels across each session
  - numbers of exclusions.
- Additional data and information relating to other aspects of achievement, including the number of learners who become independent travellers, successfully complete a work experience placement, participate in the forest schools project.

2.7 Using the customised data set all schools have evaluated performance using the national How good is our school 3? (HGIOS) framework. The evaluations are provided in Table 1.

**Table 1:** The number of special schools at each level of HGIOS 3 evaluation as determined through self-evaluation.

Evaluation Level from HGIOS 3	Number of schools
1 - Unsatisfactory	0
2 - Weak	1
3 - Satisfactory	3
4 - Good	7
5 - Very Good	2
6 - Excellent	0

Overall, the evaluation of improvements in performance across special school is good.



- 2.8 The figures in Table 1 will provide the baseline figures for future reporting on an annual cycle to the Council. In session 2012/13, officers from the authority will support schools to validate their evaluation of improvements in performance and to seek ways in which further improvement can be made. The sharing of evaluations and data sets across schools will be developed to enable schools to benchmark, where appropriate, and increase their knowledge and understanding of new and alternative ways to support improved performance.
- 2.9 Areas of strength from session 2010/11 to 2011/12 include the increase in the number of learners registered and achieving Junior Award Scheme Scotland Awards, the number of learners achieving Duke of Edinburgh Awards and the achievement of the 3<sup>rd</sup> whole school green flag ECO School award by 3 schools.
- 2.9 Attainment in National Qualifications across special schools ranges from Access 1 units to course awards at intermediate 2. In session 2011/12 the number and range of subject presented across special schools has increased providing a great breadth and depth across the curriculum.
- 2.10 Future reporting to council will include the progress made from the baseline performance figures for each school and highlight strengths within and across special schools. Deeper analysis of the range and levels of qualifications will be presented in future reports and the priorities for improvement will be provided and set out within the improvement planning framework at school and Authority level.

### **3 Financial Implications**

- 3.1 There are no financial implications in evaluating improvements in performance in special schools.

### **4 Equalities Impact**

- 4.1 There are considered to be no infringements of the rights of the child and a positive impact on children and young people with disabilities and other protected characteristics.
- 4.2 A positive impact in measuring improvements in performance in special schools will identify areas of strength which can be shared across all schools to improve outcomes for learners.
- 4.3 An equality and rights impact assessment will be undertaken on subsequent progress reports on the evaluation of improvements in performance in special schools.

### **5 Environmental Impact**

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

### **6 Recommendations**

- 6.1 Council is recommended to:

- a) note the progress being made in improving performance in special schools and the intention to report on further progress in one year.

**Gillian Tee**  
Director of Children and Families

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Appendices	None
Contact/tel/Email	Rosie Wilson, Service Manager: Special Schools and Specialist Provision 0131 469 3960, <a href="mailto:rosie.wilson@edinburgh.gov.uk">rosie.wilson@edinburgh.gov.uk</a>
Wards affected	All
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
Background Papers	

# Annual Review of Service Strategy for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

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## Education, Children and Families Committee

9 October 2012 V05

### 1. Purpose of report

1.1 To review service provision for children looked after and accommodated by the City of Edinburgh Council and to introduce the range of associated service area improvement plans.

### 2. Main report

2.1 The service area improvement plans are designed to ensure appropriate services and support for looked after and accommodated children and young people during the financial year 2012/13.

2.2 The service area improvement plans for the following services are provided as appendices to this report:

- Residential Care (Appendix 1)
- Throughcare and Aftercare (Appendix 2)
- Family Based Care Fostering (Appendix 3)
- Family Based Care Permanence (Appendix 4)
- Children's Rights Office (Appendix 5)

#### Strategic Direction

2.3 Following the review of service priorities as part of the priority based planning exercise, service plans have been developed to shift the balance of resources from high cost, out of authority provision to high quality local services and consistent early and intensive intervention approaches, so that through time, fewer children and young people need to be accommodated and looked after out with the city boundaries.

2.4 Services for children looked after and accommodated are planned and delivered in the context of a long term trend of an increasing number of children requiring to be accommodated. One thousand and twenty three children were accommodated away from home at the end of August 2012. This represents a

68% increase since 2002. A summary of the numbers of looked after children and their placement type is provided in Appendix 6.

### Early Years Change Fund Improvements

2.5 The Early Years and Early Intervention Change Fund hopes 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.

- 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.
- Increasing the number of City of Edinburgh Council foster carers will provide more family-based care opportunities for children who cannot live with their own family.
- Providing foster carers in Edinburgh rather than purchasing foster carers on the open market also provides best value and releases substantial resources that could be used to provide more family-support services.
- Currently, the 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.

2.6 The objectives include:

- Decreasing the length of time involved in progressing permanency arrangements for children for whom this is appropriate is also a priority.
- Improving 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; This will be achieved by:
- Increasing the number of foster carers by 25 net places year on year for five years, increasing current capacity by 125 over a five year period.
- Increasing hours of day care available by 10% per year for the three years of this funding.
- Increasing the numbers of kinship carers to at least the Scottish average and practical and professional support to kinship carers to increase and sustain placements.
- Increasing and enhancing foster care recruitment and approval activity.

2.7 It is anticipated that

- The proportion of children in Council 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 in costs.

### Corporate Parenting Action Plan

- 2.8 Corporate Parenting is the term used to describe the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of looked after children and young people.
- 2.9 In March 2012, the Council's Corporate Parenting Action Plan was launched. The plan sets out a range of actions intended to improve the lives of the Council's looked after children set out under the following themes:
- Leadership
  - Health and Wellbeing
  - Education
  - Employment and Training
  - Support and Protection
  - Accommodation
- 2.10 Many of the detailed actions contained within the Plan were formulated by looked after children through the forum of the Young People in Care Council. This is a group of looked after children who meet on a monthly basis to suggest improvements to the services that impact on their care.
- 2.11 The Corporate Parenting Leadership Group has responsibility for the implementation of the Acton Plan. This group is chaired by the Alistair Gaw, Head of Service for Support to Children and Young People and comprises membership of senior managers from all Council Departments plus NHS Lothian.

### Residential Care

- 2.12 The City of Edinburgh Council provides a range of residential care provision in order to meet the care and supervision needs of Looked After Children and Young People which includes:
- Five Young Peoples Centres across the city provide a total of thirty eight placements requiring short, medium and long term residential care.
  - Two Close Support Units provide a total of ten placements for young people with exceptional support needs and who usually require long term residential care.
  - The Edinburgh Families Project provide a mixture of outreach support to families and respite care for children to reduce the need for full time residential care. Approximately ninety families per annum are supported through this service.
  - Edinburgh Secure Services provide a total of twelve secure beds for children where it is deemed that they are a high risk of harm to themselves or others and require intensive support in a contained

environment. A further two Close Support Units attached to Edinburgh Secure Services provide secure specialist care for young people including those who no longer require to reside in the secure environment.

- Wellington School currently has capacity to provide twelve residential care placements. As a result of occupancy levels consistently being below fifty percent for a sustained period a plan is being implemented to reduce the number of placements provided to six by the November 2012.
  - The Dean and Cauvin Trust are commissioned to provide a total of nine placements for young people aged fifteen and a half.
- 2.13 The Children and Families Department previously provided nine placements for children under the age of twelve through the Edinburgh Family Resource Centre which has now been converted to provide respite care for children with disabilities and by commissioning the Barnardos RAFT service which ceased in July 2012. Specialist foster care was commissioned to provide family-based alternatives for younger children and additional accommodation options are under consideration.
- 2.14 Demand for residential care placements remains high despite the year on year increase in foster care and kinship care for children and young people. At the end of August 2012, ninety four children and young people were placed in residential care. Of these, one third are placed in out of authority residential establishments. During 2012, the Council's own residential resources, excluding Wellington School have been operating at full or very near full capacity at all times.
- 2.15 A comprehensive Asset Management Plan for the residential estate is scheduled to be submitted to the Education, Children & Families Committee in December 2012. This plan of which young people in residential care have assisted to formulate will make recommendations for significant improvements in the residential estate.
- 2.16 All residential units are inspected on a regular basis by the Care Inspectorate. The percentage of units graded Good or Very Good was eight one percent in 2012. A constant feature of the inspection reports was the Care Inspectorate's concerns about the quality of environment. The grading on this theme is lower than in other themes inspected. There is also a significant difference in grading between residential units which have been refurbished against those which have not. A summary of inspection grading is provided in Appendix 7.

#### Edinburgh Secure Services

- 2.17 Edinburgh Secure Services comprises of two secure units and two close support units spread located across the Howdenhall and St Katharine's campuses. A small Throughcare and Aftercare service is attached to Edinburgh Secure Services to prepare and support young people leaving the service.
- 2.18 Only young people whose behaviours at the point of admission make themselves a significant risk to themselves or others and those remanded by the Courts are admitted to the secure units. The profiles of young people admitted will include some who have experienced many forms of traumatic abuse including physical, emotional and sexual; some who may engage in self-harming behaviours; some who use drugs and alcohol in a destructive and

chaotic manner; and some who have acted out in an extremely aggressive manner in the community or their previous placements

- 2.19 On average, twenty percent of children are placed in secure accommodation on remand through the Courts. The remaining eighty percent are placed either on emergency basis on the authority of a senior manager in the Children and Families Department or through agreement to implement a secure warrant issued by a Children's Hearing.
- 2.20 During 2011/12 Edinburgh Secure Services worked with forty three young people within the secure provision and twenty three young people within the close support provision. Many of the young people admitted to the close support provision will have come through the secure provision and had the opportunity of close support as a step down placement to returning home or to a community based open placement.
- 2.21 The Throughcare and Aftercare provision attached to Edinburgh Secure Services provides a two residential placements and a respite placement. It maintains involvement with all young people who are 16 years+, contributing to their transition pathways into the community.
- 2.22 The demand for all secure placements and remand placements of Edinburgh young people has been met within the Council's provision reversing a position of a number of young people needing to be placed in secure units out with Edinburgh. In the period November 2011 to August 2012, two young people were placed in secure provision out with the Council's own units, but for very brief periods (< 1 week).
- 2.23 Reductions in the overall number of young Edinburgh young people placed in secure has enabled the Council to provide an average of five 5 placements to young people from other local authorities. This has extended the reputation of the service as a national resource and a secure provision of choice for a number of local authorities.
- 2.24 Overall, occupancy of the secure provision in 2011/12 has remained high at ninety six percent.
- 2.25 In June 2012, the secure units were inspected by the Care Inspectorate. The service was graded as; Very Good In the Quality of Care and Support and also Quality of Staffing, Good in Quality of Management and Leadership and Weak in Quality of Environment. An action plan is in place and is being implemented. Also in July 2012 the close support services were subject to a statutory inspection by the Care Inspectorate. The service was graded as; Very Good In the Quality of Care and Support, Quality of Staffing and Quality of Management and Leadership. It was graded as Good in Quality of Environment.
- 2.26 The Inspections of both provisions specifically noted the quality and skill of staff and leadership within the service, excellence in the engagement of service users and promotion of attachment, the promotion of young people's health and wellbeing. A summary of inspection gradings is provided in Appendix 7.

#### Wellington School

- 2.27 Wellington School, located in the Midlothian Council area south of Penicuik, is the Council's only residential school. The school provides educational placements for up to fifty young males aged between twelve and sixteen and residential care.

- 2.28 From January 2011, the school admitted 21 day placements and 10 residential placements. At present the school has capacity for 12 residential placements. Wellington School residential capacity has been below 50%, on a sustained basis, over time, and significantly lower during weekend periods, thereby presenting the opportunity to reduce residential capacity, without compromising the care of young people at Wellington School.
- 2.29 The school is inspected on a regular basis by the Care Inspectorate with the last inspection (unannounced) being completed in June 2012. The school achieved “good” grades in all aspects except the “quality of Care and Support” which was deemed “adequate”. An action plan has been agreed with Social Care and Social Work Improvement Scotland (SCSWIS) and the Team Manager for Specialist Residential Care to address this.

#### Throughcare and Aftercare Services

- 2.30 Throughcare and Aftercare Services is the generic term used in Edinburgh to describe the range of services which provide support to young people who are in the process of leaving care or have already left care. The range of services included the Councils own Throughcare and Aftercare Team located in the City Chambers, the Alison Unit team at Edinburgh Secure Services, Barnardos 16+ and Dean & Cauvin Aftercare service. All young people who are eligible for a service but are not able to be allocated a worker can access the duty service provided by the Throughcare and Aftercare Team.
- 2.31 To be eligible for throughcare and aftercare service a young person must be looked after or accommodated at or after their school leaving date and not yet reached their twenty first birthday. The Council has a statutory duty to provide certain services, including a Pathways assessment, planning and reviews, to eligible young people up until their nineteenth birthday and a power to assist them up to their twenty first birthday, or beyond, if they are in continuous full time further or higher education or training.
- 2.32 Twenty seven recommendations are in the process of being implemented following a comprehensive review in 2011 of Throughcare and Aftercare provision. It is anticipated that the recommendations will be fully implemented during 2013.
- 2.33 Significant improvements have been made towards ensuring that young people eligible for a Pathways Plan have one in place. Performance has improved from nine percent in 2010/11 to a current level of fifty six percent.
- 2.34 At the end of August 2012 the overall number of young people eligible for Through Care/After Care was seven hundred and three. Many will not need or will choose not to access the Throughcare and Aftercare provision and will only use the duty system for support. Of this total, four hundred and eleven young people currently receive a service through an allocated worker or through the duty system.

#### Family Based Care Fostering and Day Care

- 2.35 Family Based Care Fostering and Day Care services comprises of five team teams, Foster Care, Day Care and Respite, Specialist Fostering, Disability, and Recruitment. The sixth team, the Permanence team with responsibility for permanent fostering and adoption is described in more detail in the next section of this report.



- 2.36 At the end of August 2012, the carers managed by the fostering and day care teams provided placements for six hundred and nine children and young people, ranging in age from birth to twenty one years. Placements can last from a few days, to several months or years, or for some children, provide an alternative family for life.
- 2.37 The increase in numbers of children requiring to be looked after over recent years has led to a demand for foster placements that this Council has been unable to meet through our own recruitment processes. This has necessitated the use of Independent Fostering Agencies to provide placements. A Framework Agreement is in place with thirteen fostering agencies to ensure level of service and cost that is agreed. At the end of August 2012, two hundred and fifty nine (43%) foster care placements were provided by independent fostering agencies.
- 2.38 The recruitment of City of Edinburgh Foster Carers is a priority across Children and Families. The Recruitment Team supported by two dedicated communications officers ensure recruitment campaigns are delivered to a high standard to reach maximum number and range of potential foster carers and stand out in a competitive recruitment market. The Recruitment Team's role is to create awareness of the need for foster carers in addition to undertaking the process of recruitment, preparation and assessment of foster carers.
- 2.39 In 2011/2012 19 applicants were approved as foster carers. Set against the retirement and de-registration of 12 foster carers this resulted in a net increase of 5 foster carers in the period. The conversion rate of enquiries to those foster cares ultimately approved is 3%.
- 2.40 The Day Care and Respite services have responsibility for the provision of day carers and respite carer. These services are particularly valuable in supporting Kinship Carers as children can be looked after during the day, returning to their family late afternoon, or receive regular respite, usually a week-end with a foster carer on a fortnightly or monthly basis.
- 2.41 The Disability Team supports carers who offer a range of family based placements to children with a disability. Some children are accommodated on a full-time basis whilst others have blocks of respite, spending part of the week at home and part with a carer family. Again, this care can sustain a child, who might otherwise be accommodated, at home with their birth family.
- 2.42 The Specialist Foster Care Team supports thirty one foster carer families who look after 37 children with a range of complex social, emotional, and behavioural difficulties.
- 2.43 The Foster Care Team has a dual function of supporting mainstream foster carers as well as providing an Intake duty service. The Intake service acts as provides a gate keeping function to manage all referrals from Children's Practice Team social workers for placements for children, either with foster or day carers or residential units. On average the Intake service responds to 15 requests for a care resource per week. For non emergency placement requests the children being referred via the Intake service are then discussed at one of the weekly referral resource panels to agree what service is required to meet the particular needs of that child.
- 2.44 The City of Edinburgh Council has been chosen as a pilot site for Social Pedagogy. This approach which combines elements of social work with

education is co-funded by the Fostering Network will allow for the recruitment of two social workers who are specifically trained in social pedagogues.

- 2.45 In June 2012, the Fostering Service was subject to a statutory inspection by the Care Inspectorate. The service was graded as “Very Good” across all quality statements inspected, with no requirements placed on the service. The Inspection Report noted specifically the quality of staffing within the service, the engagement of service users and the promotion of “Attachment” within every aspect of the service.

#### Family Based Care Permanence

- 2.46 The Family Based Care Permanence Team has key responsibility for recruiting, training and supporting adopters and permanent foster carers in addition to tracking and finding families for all children who are registered as being in need of permanent care through adoption or permanent fostering.
- 2.47 During 2011/12, the Council’s nine Permanence Panels registered thirty one children for permanence with the legal route of adoption through a Permanence Order with Authority to Adopt (POAA), nine children for permanence with the legal route of adoption through Direct Petition and seventy four children for permanent foster care with the legal route of a Permanence Order (PO).
- 2.48 During the same time period thirty six children were placed with prospective adopters. It should be noted that these thirty six children placed with prospective adopters in 2011/12 comprise children registered during this time period and in the financial year prior.
- 2.49 Thirty one children ceased to be looked after by the Council as a result of being legally adopted in 2011/12.
- 2.50 Nineteen sets of adoptive parents and two sets of Permanent Foster Carers were recruited, trained and approved in 2011/12. The adopters were augmented through Service Level Agreement’s with Scottish Adoption and the St Andrew’s Children’s Society who provide an additional sixteen sets of adoptive parents plus spot purchases of placements for children who cannot be placed through these resources.
- 2.51 To meet the demand for adoptive placements the Permanence Team has increased the number of preparation courses from three to four in 2012/13. Currently, demand is high from prospective adopters with preparation courses filled several months in advance. The current level of interest in adoption negates the need for additional recruitment activity.
- 2.52 The Permanence Team supports seventy one adopters which have been recruited since the inception of the team in 2007. Planning is underway to develop and improve the quality of post adoption support provided to these families. This will involve a reconfiguration of post adoption support services currently commissioned from external agencies.
- 2.53 In June 2012, the Permanence Team was subject to a statutory inspection by the Care Inspectorate. The service was graded as “Very Good” across the three quality statements inspected. There were no statutory Requirements actions placed on the service. The Inspection specifically noted the quality of staffing within the service, the engagement of service users and promotion of attachment within every aspect of the service.

## Children's Rights Office

- 2.54 The primary function of the Children's Rights Office is to advocate on behalf of looked after and accommodated children to resolve any complaints or concerns they may have regarding their care or service they receive.
- 2.55 The Senior Children's Rights Officer and the Children's Rights Officer undertake regular scheduled visits to the Council's residential units as well as residential establishments out with Edinburgh where the Council has placed children. This includes visiting each child placed in secure accommodation to explain their rights within seven days of admission. In addition they respond to referrals from individual looked after and accommodated children in foster care and residential care as and when required. The Children's Rights Officer (Disability) undertakes scheduled visits to children with a disability placed in residential establishments. Additionally, the Children's Rights Officer (Disability) responds to direct referrals from children with disabilities residing in foster and residential care placements.
- 2.56 During 2011/12, the Children's Rights Office provided representation for an average of 10 children per month at formal meetings such as Looked After Children Reviews and Children's Hearings.
- 2.57 The Children's Rights Officers work in collaboration with Who Cares? Scotland's project worker to ensure looked after and accommodated children and young people receive a consistent quality of advocacy support. Quarterly reports detailing service delivery and salient issues of concern are provided by the Children's Rights Office and the Who Cares? Scotland project worker are provided to senior managers in the Children and Families Department as well as the multi-agency Looked After Children Strategy Group. To ensure children's rights are paramount in service delivery managers from both services meet regularly with the Head of Service for Support to Children and Young People.
- 2.58 The Children's Rights Office is not inspected by the Care Inspectorate.

### **3. Financial Implications**

- 3.1 The financial implications of the service area improvement plans are currently met by existing revenue budgets or from the Early Years Change Fund. It is the intention of the strategy and plan that costs will be reduced significantly from those that will occur if the plan is not put in place.

### **4. Equalities Impact**

- 4.1 The contents of this report contribute to the Equality Act 2010 public sector equality duty by advancing equality of opportunity and fostering good relations and a full Equalities Impact Analysis was not required.

### **5. Environmental Impact**

- 5.1 There is no significant environmental impact.

### **6. Recommendations**

Members are asked to note the amended service strategy and improvement plan for looked after and accommodated young people.

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Appendices	1	Residential Care Service Improvement Plan
	2	Throughcare and Aftercare Service Improvement Plan
	3	Family Based Care Fostering and Day Care Service Improvement Plan
	4	Family Based Care Permanence
	5	Children's Rights Office Service Improvement Plan
	6	Looked After Children Placement Statistics
	7	Residential Care Service Improvement Plan - Last Inspection Grades
Contact/tel/Email		Scott Dunbar – Service Manager Looked After and Accommodated Children
Wards affected		All
Single Outcome Agreement		SOA 2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities SOA 3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Background Papers		

**Appendix 1 – Residential Care Service Improvement Plan 2012/13 (including Secure Services, Edinburgh Families Project and Wellington School)**

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
1.	Asset management plan to be completed regarding the Improvement of Residential Accommodation for Young People	Team Manager – Development Officer for Residential Care	31/12/12	Being costed as part of the Asset management plan	Plan will set out programme required to fully replace current residential care buildings within 10 years. The first part of this work is that a feasibility study investigating options of building a new Young Peoples Centre in the Greendykes area is taking place and is expected to report in October 2012.
2.	Improvement is needed from property services regarding the timeous response to maintenance issues of the physical environment.	Team Manager – Residential Care Throughcare and Aftercare	31/12/12	Cost to be contained within current Budget agreements	Identification of issues will be collated in preparation for the Team Manager – Residential Care Throughcare and Aftercare meeting with property services manager.
3.	Review the need for under 12s residential care provision.	Service Manager – Services for Looked After and Accommodated Children	31/12/12	Cost to be met from previous budget allocated to Barnardos Raft project.	Report will be written evidencing the need for this resource.
4.	To establish a crisis resource as part of the overall provision offered to vulnerable young people by Edinburgh Families Project	Team Manager – Residential Care Throughcare and Aftercare	31/03/13	Costs to be identified for accommodation and crisis staffing.	It has been agreed that Edinburgh Families Project will develop this provision. The work currently is to identify the aims and objective of this resource. Once this is done funding of the resource will be the next task prior to finding accommodation.
5.	Reduction of crisis admissions to residential care.	Service Manager – Services for Looked After and Accommodated Children	31/08/13	Costs linked to point 4	This action point is dependant on early intervention teams engaging earlier to prevent crisis admissions, Family Based Care increasing their provision of foster carers and the crisis resource being established within Edinburgh Families Project.

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
6.	Review young people exiting residential care and current thresholds for young people leaving residential care.	Team Manager – Residential Care Throughcare and Aftercare	31/03/13	No significant costs anticipated	Engagement with practice teams is required to look at the needs of young people at the point of leaving residential care.
7.	Implement the Working Time Directive regulations	Team Manager – Specialist Residential Care	31/03/13	Costs identified and agreed	Current consultation process underway with staff and recruitment process just commencing. This is legislation that needs to be implemented.
8.	Edinburgh Families Project to improve links with Family Group Decision Making	Unit Manager Edinburgh Families Project	31/10/12	No significant costs anticipated	Discussion to be commenced to identify and agree a closer working relationship to prevent crisis admissions to foster care and residential care.
9	To have a fully registered staff team with the Scottish Social Services Council	Team Manager – Specialist Residential Care	31/03/13	No significant costs anticipated	Objective is to support staff to meet their condition to their Scottish Social Services Council registration.
10	To review the locum bureau following Human Resource's decision to cease this task and identify new accommodation for this service and worker.	Team Manager – Specialist Residential Care	31/03/13	Cost to be contained within current Budget.	Decision regarding location of this service is required and a review of how the staffing hours transferred to residential care will be used.
11.	Participation Strategy to be standardised and rolled out to all of residential care	Team Manager – Specialist Residential Care	31/03/13	Cost to be contained within current Budget	Currently there is good but differing practice across residential care. It is important that all parents and young people experience the best of what is provided. It is essential that there is one common model within residential child care.
12.	Consideration needs to be given to how Multi Systemic Therapy fits in to the Attachment Promoting model within residential care	Service Manager – Services for Looked After and Accommodated Children	31/03/13	Cost to be contained within current Budget	The different approaches need to dovetail together so that Children and Families agencies do not have different theoretical models.

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
13.	Firstcare sickness absence pilot to be reviewed.	Amanda Tirvengadam HR Support Officer Human Resources	31/12/12	Cost to be contained within current Budget	Once reviewed this pilot may cease or need to be rolled out to all residential units.
14.	Increase the awareness and clarify the differing roles between Who Cares Worker and City of Edinburgh Council Children's Rights Officers for young people placed in residential care	Senior Children's Rights Officer	31/12/12	Cost to be contained within current Children's Rights Office budget	Distribute a Children's Rights leaflet to every child and young person placed in residential care.
15.	Review current practice and propose improvements to Children's Rights case recording and storage/retention of children's records	Senior Children's Rights Officer	31/12/12	No costs anticipated	Current practice will be reviewed and recommendations made to improve the processes around recording of Children's Rights support to service users which continue to distinguish between intervention and advocacy provision.
16	Create a model of Key Performance Indicators to measure outcomes for young people.	Team Manager – Specialist Residential Care	31/03/13	Cost to be contained within current Budget	Agreement needs to be reached as to the model to be taken forward. Once agreement reached Key Performance Indicators to be written up and introduced to Residential Sector.
17.	With regard to health improvement for Looked After young people all units to achieve Tier 1 status	Team Manager – Development Officer for Residential Care	31/12/12	Cost to be contained within current Budget	Most units have already achieved this status and all other units are well on their way to completion.
18.	With regard to health improvement for Looked After young people all units to achieve Tier 2 status and commence working towards Tier 3 status	Team Manager – Development Officer for Residential Care	31/08/13	Cost to be contained within current Budget	Most units are already working towards tier 2 status and all units will commence this immediately upon completion of tier 1.
19.	Undertake and complete a review of the Recruitment centre for Residential Care Officers and Night Residential Care Officers	Recruitment and Development Officer.	31/03/13	Cost to be contained within current Budget	Recruitment of Residential Care staff is a vital process in keeping vulnerable young people safe so it is important that this process is reviewed regularly.
20.	To review and update Policies and Procedures directly related to Residential care	Team Manager – Development Officer for	31/12/13	Cost to be contained within current Budget	Current review has commenced but the task is to take this forward to completion and then communicate these to unit

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
		Residential Care			staff teams.
21.	Consider the issues for issues where it would be good for residential units to provide support foster carers	Team Manager – Family Based Care	31/03/13	Cost to be contained within current Budget	Currently there have been some adolescent young people foster care breakdowns. To support foster carers who have this client group it would be beneficial for them to be able to access support, advice and guidance from staff in residential units.
22.	In light of the residential review consider the current configuration of the residential sector and assess if there is scope to continue to reduce overall bed numbers.	Service Manager – Services for Looked After and Accommodated Children	31/08/13	Cost to be contained within current Budget	This action point is linked to Priority Based Planning and the ability of early intervention services being able to prevent children and young people admissions to care.
23.	To identify the issues where young people within residential care are not able to have an educational placement	Quality Development Officer for Education Looked After Children	31/03/13	Cost to be contained within current Budget	This is an ongoing issue for a very small group of Looked After Children and the issues need to be identified
24.	All residential units have individual team/development plans. These are to be taken forward to completion and review within agreed timescales	Team Manager – Development Officer for Residential Care	30/04/13	Cost to be contained within current Budget	These team/development plans run from April to March and are reviewed in March of each year with the exception of Wellington School and Edinburgh Secure Services as they provide education provision and need to link into an expected school development plan timescale.
25.	To take forward allowing young people access to lower cost leisure activities within Edinburgh.	Looked After Children Leisure Activities Co-ordinator.	31/08/13	This may be an additional cost to be identified by Looked After Children Leisure Activities Co-ordinator	Improvement in young people's health and wellbeing is work in progress and reducing barriers for access to leisure facilities is an essential part of this strategy.
26.	Continue to train staff in the Dyadic Approach and Social pedagogy linked to the attachment promoting model being followed.	Service Manager – Services for Looked After and Accommodated Children	31/08/13	Cost to be contained within current Budget	This is an ongoing training programme for staff.



No	Action	Lead Officer	Completion Date	Financial Implications	Comments
27.	Target health care training for foster carers, kinship carers and residential staff to better meet their needs	Team Manager – Development Manager for Residential Care	31/03/13	No significant costs anticipated	In recognition of the higher proportion of looked after children who are accommodated in Kinship and or Foster care, and the difficulties these carers have in attending whole day training events; this programme of training will move from taking place over a dedicated week to become a series of learning lunches and whole day events spread out across the calendar year.
28.	Partnership with Looked After Children Nursing Team and with Edinburgh Connect programme to be rolled out to a further 2 units	Team Manager – Development Manager for Residential Care	31/12/12	Cost to be contained within current Budget	Partnership with Looked After Children Nursing Team and with Edinburgh Connect has led to a pilot programme exploring how to improve the coordination and sharing of vital health information. This work has taken place in 3 units.
29.	Together with colleagues in Family Based Care, seek to identify a questionnaire collating the perceptions and views on the quality of service from both the young person's perspective and that of their parent/significant adult.	Team Manager – Development Manager for Residential Care	31/03/13	Cost to be contained within current Budget	This work is will identify how learning from these questionnaires will be collated
30.	Ensure that risk assessments are updated regularly and in response to particular incidents and/or occurrences. In addition ensure Individual records are detailed to evidence all work undertaken with young people.	Principal, Edinburgh Secure Services	31/10/12	Cost to be contained within current Budget	Service will change processes to make sure that risks are updated monthly and following significant occurrences and changes in risk. These will be monitored monthly as part of file audits. Service will continue working to improve the recording of work undertaken with young people. Care plan recording will be extended to encompass range and complexity of work undertaken and achievements

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
31.	Unit staff are to be explicit with placing social workers and authorities to ensure the information required is provided upon and/or immediately after admission. The service should record non-compliance in this regard.	Principal, Edinburgh Secure Services	31/10/12	Cost to be contained within current Budget	The Initial Placement Agreement information is sought upon admission and within identified national contract timescales. The need for required information will be made explicit with practice teams and placing social workers. Non compliance in providing required information will be notified to Practice Team Managers and the Service Manager and recorded in young person's records.
32.	Edinburgh Secure Services will ensure that arrangements in Braid Unit are shared with Guthrie Unit to ensure newly admitted young people have "reasonable and appropriate" access to the gym and court yard.	Principal, Edinburgh Secure Services	31/10/12	Cost to be contained within current Budget	Guidance document on Admissions to Secure Units and Guidance document on Young People's Access to Gym and Court Yard have been revised to ensure reasonable and appropriate access. These have been shared with staff teams and will be monitored by Unit managers
33.	Edinburgh Secure Services will take forward that the child protection policy is revised to make clear the action staff must take if there is a disclosure, allegation or observation of abuse by a member of staff. The child protection policy must make a clear distinction between those matters which should be dealt with under the complaints procedures and those which should be dealt with under inter-agency child protection procedures.	Principal, Edinburgh Secure Services	31/10/12	Cost to be contained within current Budget	The Social Work Service Child Protection Policy has been revised to distinguish staff actions and procedures in relation to disclosures, allegations or observation of abuse. The policy will reflect Edinburgh Lothian Interagency Child Protection Procedures and Scottish Institute for Residential Child Care Guidance on How Agencies Should Respond to Allegations against Residential Workers.
34.	Edinburgh Secure Services through training of managers and staff will make sure the correct procedures are follow	Principal, Edinburgh Secure Services	31/10/12	Cost to be contained within current Budget	The service will provide training to managers and staff on necessary actions and procedures in relation to

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
	when there is a disclosure, allegation or observation of abuse by a member of staff and of their responsibility to inform senior managers if these are not adhered to by either the service, the provider or the placing authority.				disclosures, allegations or observation of potential abuse.
35.	A review is required to ensure that all bedrooms are of an acceptable standard that reflects the valuing of young people.	Team Manager – Development Manager for Residential Care	31/03/13	Review cost to be contained within current Budget however finding of the review may have financial implications	A review will be undertaken and where appropriate costing of a programme of refurbishing bedrooms will be presented to Senior managers
36.	Edinburgh Secure Services should ensure that all staff are trained in Crisis and Aggression Limitation Management within 4 weeks of commencement of duties or in the lapsing of their accreditation date. The period prior to the training should be risk assessed and supports identified.	Principal, Edinburgh Secure Services	31/10/12	This may have cost implications due to the timescales involved	Edinburgh Secure Services will review the timescales for Crisis and Aggression Limitation Management training and re-accreditation to make sure staff are trained and re-accredited within the shortest periods possible. The service will endeavour to provide re-accreditation within 4 weeks of accreditation lapsing. The period prior to training will be risk assessed with identified supports put in place.
37.	Edinburgh Secure Services managers will make sure that effective systems for the safe storage, recording and administration of medication are consistent across the whole service.	Principal, Edinburgh Secure Services	31/12/12	This may have cost implications due to the timescales involved	Unit Managers in Edinburgh Secure Services close supports units will create a single system for the management and storage of medication and that a single and effective audit system is adopted in both units.
38.	Edinburgh Secure Services managers will make sure that records relating to young people and written records are detailed and clear throughout the service and are audited to ensure quality and consistency.	Principal, Edinburgh Secure Services	31/12/12	Cost to be contained within current Budget	Edinburgh Secure Services has commenced an audit of its recording in relation to young people and will take forward improving these to make sure that records have the detail required to ensure quality and consistency.

Appendix 2 – Throughcare and Aftercare (TcAc) Service Improvement Plan 2012/13

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
1.	To take forward to completion all the recommendations from the Action Plan from the Review of Throughcare and Aftercare Services.	Team Manager – Residential Care Throughcare and Aftercare	01/03/13	Discussions ongoing between senior managers of Children and Families and other senior managers of City of Edinburgh Council departments.	Completion of Throughcare Aftercare Action Plan will improve the Service provided to this vulnerable group. This is a major task including
2.	To take forward initiatives to increase the housing provision for previous Looked After young people who are between the ages 16 - 21	Team Manager – Residential Care Throughcare and Aftercare	31/08/13	Cost to be contained within current Budgets and benefits received by young people	Plan will take forward this issue with City of Edinburgh Council Housing Providers.
3.	Increase the number of Care Leavers with Pathway plans at the date they cease to be Looked After Children to 75% by July 2014.	Team Manager – Residential Care Throughcare and Aftercare	31/07/13	Cost to be contained within current Budgets	Current agreements being taken forward with Practice teams and Throughcare Aftercare team.
4.	Review Looked After Children nursing provision in relation to other health developments.	Service Manager – Looked After and Accommodated Children	31/03/13	Cost to be contained within current Budgets	Improvement required to the service offered by the Throughcare Aftercare Looked After Children nurse.
5.	To take forward allowing Throughcare Aftercare young people access to lower cost leisure centres within Edinburgh.	Looked After Children Leisure Activities Co-ordinator.	31/08/13	This may be an additional cost to be identified by Looked After Children Leisure Activities Co-ordinator	Improvement in young people's health and wellbeing is work in progress and reducing barriers for access to leisure facilities is an essential part of this strategy.
6.	Recruit 2 mental health officers to be based at Throughcare Aftercare.	Team Manager – Residential Care Throughcare and Aftercare	31/03/13	Additional costs identified and ring fenced	Work is progressing on scoping out the job descriptions and it is planned to be able to advertise for these posts in October 2012.
7.	Take forward with City of Edinburgh Council housing department scoping out a Housing Development Officer post based in Throughcare Aftercare	Team Manager – Residential Care Throughcare and Aftercare	31/03/13	Additional costs identified and ring fenced by Head of Housing and Regeneration Services for Communities	Meeting is arranged to continue this process prior to taking forward scoping the Job Description.

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
8.	Take forward scoping out a Literacy Officer post based in Throughcare Aftercare	Team Manager – Service Manager- Looked After and Accommodated Children	31/03/13	Additional costs to be identified	Meeting is planned to continue this process. In the mean time via the reading champion a temporary situation will be put in place so to continue to improve young people's literacy.

### Appendix 3: Family Based Care Fostering and Day Care Service Improvement Plan 2012/13

No		Lead Officer	Completion Date	Financial Implications	Comments
1.	Publish Family Based Care Service User Participation Strategy	Family Based Care Team Manager	31/03/13	Cost to be contained within Family Based Care budget	Draft document out for consultation end Sept.12 This document includes proposals for an annual carer survey and highlights the ways in which the views of carers and young people can impact on the Fostering service.
2.	Publish an annual training programme for foster carers	Family Based Care Team Leaders	01/12/12	Cost to be contained within Continuing Professional Development and Foster Care Budget	Programme will provide opportunities for carers to participate in council wide training events as well as providing more specific training tailored to children's needs.
3.	Publish an annual development plan for Adopter and Permanence Panel , and Foster Panel chairs and members	Panel Coordinator	31/03/13	Cost to be contained within current Permanence /Family Based Care Budget	Plan will set out development opportunities for Panel chairs and members.
4.	Review capacity, efficiency and quality of Foster panels.	Panel Coordinator	31/03/13	No significant costs anticipated	Review will consider capacity, efficiency and quality of Panels and make recommendations for improvements.
5.	Review forms and systems for Foster Panels	Panel Coordinator	31/03/13	No significant costs anticipated	Review will ensure all paperwork pertaining to carer reviews is congruent with our use of the British Association for Adoption and Fostering Form F.
6.	Provide ongoing training for all new Family Based Care staff and Foster Panel members in the use of the British Association for Adoption and Fostering Form F.	Panel Coordinator and Family Based Care Recruitment Team Leaders.	01/12/12	No significant costs anticipated	Regular in-house training opportunities will be provided.
7.	Establish Edinburgh as a Social Pedagogy Pilot site	Service Manager-Services for Looked After and Accommodated Children	31/01/13	Cost of two posts shared (50%) with Fostering Network and Early Years	Two social workers qualified as social pedagogues will be recruited in September '12. These workers will provide training for all Family Based Care staff and carers (£150K) as well as

No		Lead Officer	Completion Date	Financial Implications	Comments
				Change Fund	supporting a caseload of carers within the Specialist Foster Care Team .
8.	Provide compulsory training on revised <i>Achieving Permanence</i> procedures and best practice learning.	Service Manager – Services for Looked After and Accommodated Children	01/11/12	No significant costs anticipated	Compulsory training for all Practice Team and Family Based Care staff on revised <i>Achieving Permanence</i> procedure and elements of good practice drawn from research or experienced gained through the Permanence Team
9	Liaise with Children’s Panel Members to disseminate Council process in planning permanence	Team Manager – Permanence	01/12/12	No significant costs anticipated	Objective is to create a common understanding around the understanding of the purpose and assessment of the quality of contact between children their birth parents.
10	Publish a Council policy and procedure for contact between children and their birth families	Service Manager – Services for Looked After and Accommodated Children	31/03/13	Costs for external specialists.	Policy and procedure will be developed for use by staff involved with looked after children particularly those involved in permanence planning and will be shared with key external stakeholders (Children’s Panel Members, Curators, Sheriff etc)
11.	Review options for the recruitment, preparation, assessment and support for permanent foster carers	Team Manager – Permanence	01/12/12	Cost to be contained within current Permanence Team Budget	Review will make recommends about the model of service deliver for the recruitment and support of permanent foster carers.
12.	Report key performance indicators for Fostering to the Council’s Looked After Children Strategy Group	Team Manager – Family Based Care	31/01/13	No costs anticipated	Performance will be scrutinised by LAC Strategy Group
13.	In line with proposals from the Early Years Change Fund, recruit four social workers, two social work assistants and a Team Leader to Family Based Care.	Team Manager – Family Based Care	01/11/12	Funded by the Early Years Change Fund	These additional workers will allow work to be transferred from the Carer Recruitment Team to other Family Based care teams, thus allowing Recruitment staff to focus on recruitment activity.

No		Lead Officer	Completion Date	Financial Implications	Comments
14.	Increase number of City of Edinburgh Council Foster Carers	Team Manager Family Based Care	31/03/13	Early Years Change Fund and Demography monies	A LEAN event to be held, to include the participation of service users and a range of professionals, to review all carer recruitment processes and systems with the aim of streamlining procedures to ensure prospective carers are assessed within Care Inspectorate guidelines as a maximum(6months) . The Carer Recruitment Team is being expanded with one additional social worker and a social work assistant.
15.	Share learning gained from Adoption Disruption Reviews	Permanence Team Leader	01/12/12	No costs anticipated	Seminar to be provided for all staff involved in permanence planning to highlight the learning gained from the analysis of issues identified in adoption disruption reviews.
16	Increase the number of City of Edinburgh Council Day Carers	Team Leader, Family Support Team	31/03/13	Recruitment Cost contained within Family Based Care Budget. Ongoing costs through Early Years Change Fund	Specific recruitment activity Spring -Summer '12 to recruit Day Carers and Respite Carers .
17	Seek feedback from newly approved carers post approval.	Team Leaders Recruitment Team	31/01/13	No costs anticipated	The outcome of carer feedback has impacted on the recruitment process/presentations. A support/training group for new carers has also been established.
18	Review Family Based Care Intake service	Service Manager – Services for Looked After and Accommodated Children, and Family Based Care Team Manager,Fostering	01/12/12	No costs anticipated	As a result of reviewing the Intake service it was agreed that four team leaders would service the Management rota, three from the Foster Care team and the other being shared between the team leaders for the Disability team and the Specialist Foster Care team. It was also agreed that social workers from the Specialist Foster care team and all newly appointed Family Based Care social workers would participate in the rota. This will allow all workers to gain experience of the Duty system thus enhancing



No		Lead Officer	Completion Date	Financial Implications	Comments
					their understanding of core Family based Care tasks.
19	Complete Training Frameworks for Family Based Care social workers , Senior Practitioners and Team Leaders	Family Based Care Team Manager	31/03/13	Early Years Change Fund	Training Frameworks for social workers and Senior practitioners completed. Team leader with responsibility for staff and carer training to be appointed from recruitment in June '12.

## Appendix 4 – Family Based Care Permanence Service Improvement Plan 2012/13

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
1.	Commission external specialist to provide permanence focused attachment promoting skills training for Permanence Team staff.	Team Manager – Permanence	01/10/12	£3000	Training is intended to increase the skills and knowledge of Permanence Team staff to support adopters and permanent foster carers.  TASK COMPLETE
2.	Publish an annual development plan for adopters and permanent foster carers	Permanence Team Leader.	01/12/12	Cost to be contained within current Permanence Team Budget	Plan will set out development opportunities for adopters pre and post adoption.
3.	Publish an annual development plan for Adopter and Permanence Panel chairs and members	Panel Coordinator	31/03/13	Cost to be contained within current Permanence Team Budget	Plan will set out development opportunities for Panel chairs and members.
4.	Review capacity, efficiency and quality of Adopter and Permanence Panels.	Panel Coordinator	01/02/13	No significant costs anticipated	Review will consider capacity, efficiency and quality of Panels including the effectiveness of Medical Advisor usage and make recommendations for improvements. This will include recommendations for improving the performance of completing Permanence Panels within 12 weeks of a Looked After Child Review decision to refer for Permanence.
5.	Review role and capacity of adoption coordinators	Panel Coordinator	01/10/12	No significant costs anticipated	Review will consider the most effective model for delivering adoption coordination. TASK COMPLETE
6.	Fully implement service user framework for adopters and permanent foster carers recruited by the Permanence Team	Permanence Team Leaders	01/12/12	No significant costs anticipated	Service user framework to inform improvements to service provision will be fully integrated into Permanence Team processes.

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
7.	Publish revised Achieving Permanence procedure	Team Manager – Permanence	01/11/11	No costs anticipated	The revised procedure will set out in clear terms all processes regarding permanence planning for children.
8.	Provide compulsory training on revised <i>Achieving Permanence</i> procedures and best practice learning.	Service Manager – Services for Looked After and Accommodated Children	01/12/12	No significant costs anticipated	Compulsory training for all Practice Team and Family Based Care staff on revised <i>Achieving Permanence</i> procedure and elements of good practice drawn from research or experience gained through the Permanence Team
9	Liaise with Children's Panel Members to disseminate Council process in planning permanence	Team Manager – Permanence	01/12/12	No significant costs anticipated	Objective is to create a common understanding around the understanding of the purpose and assessment of the quality of contact between children and their birth parents.
10	Publish a Council policy and procedure for contact between children and their birth families	Service Manager – Services for Looked After and Accommodated Children	01/12/12	Costs for external specialists.	Policy and procedure will be developed for use by staff involved with looked after children particularly those involved in permanence planning and will be shared with key external stakeholders (Children's Panel Members, Curators, Sheriff etc)
11.	Review options for the recruitment, preparation, assessment and support for permanent foster carers	Team Manager – Permanence	01/12/12	Cost to be contained within current Permanence Team Budget	Review will make recommendations about the model of service delivery for the recruitment and support of permanent foster carers.
12.	Report key performance indicators for permanence to the Council's Looked After Children Strategy Group	Team Manager – Permanence	31/12/12	No costs anticipated	Performance will be scrutinised by Looked After Children Strategy Group
13.	Review Adoption Allowance Scheme	Team Manager – Permanence	01/12/12	Additional cost to be identified through review process	Current Adoption Allowance will be reviewed and improvements implemented. Levels of allowances will be reviewed.
14.	Implement Concurrent Planning pilot	Team Manager – Permanence	31/03/13	To be costed	Pilot will explore potential for placing children on a concurrent basis alongside an intensive assessment of

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
					potential for rehabilitation home.
15.	Share learning gained from Adoption Disruption Reviews	Permanence Team Leader	01/12/12	No costs anticipated	Seminar to be provided for all staff involved in permanence planning to highlight the learning gained from the analysis of issues identified in adoption disruption reviews.
16	Audit quality of Post Adoption support Plans	Team Manager – Permanence	31/03/13	No costs anticipated	Audit will examine the quality of posts adoption support plans and identify areas for improvement.
17	Transfer responsibility for inter country adoption from Scottish Adoption to the Permanence Team	Permanence Team Leader	01/10/12	No costs anticipated	Responsibility for all aspects of inter country adoption will transfer to the Permanence Team.  TASK COMPLETE

## Appendix 5 – Children's Rights Office Service Improvement Plan 2012/13

No	Action	Lead Officer	Completion Date	Financial Implications	Comments
1.	Raise Awareness amongst relevant professionals and foster carers of the role and remit of the Children's Rights service	Children's Rights Officer CRO (Disability)	31/03/13	No costs anticipated	This will be achieved by providing inputs to Children's Practice Teams, Foster Care Development Groups etc.
2.	Support the development of children's views informing foster carer reviews.	Children's Rights Officer	31/03/13	No significant costs anticipated	This will be achieved by contributing to discussions with colleagues in Family Based Care and other relevant professionals to develop departmental practice in this area.
3.	Review current practice and propose improvements to Children's Rights case recording and storage/retention of children's records	Senior Children's Rights Officer	31/12/12	No costs anticipated	Current practice will be reviewed and recommendations made to improve the processes around recording of Children's Rights support to service users which continue to distinguish between intervention and advocacy provision.
4.	Develop a website providing information on the rights of Looked After and Accommodated children that residential staff can access	Children's Rights Office (Disability)	31/12/12	No significant costs anticipated	This resource will be developed in consultation with staff in residential care to provide an accessible resource to share understanding of children's rights.
5.	Develop a framework for seeking feedback from service users	Senior Children's Rights Officer	31/12/12	No significant costs anticipated	A framework setting out a range of activity to gather feedback from the range of children who have used the service will be established.
6.	Increase the awareness of children and young people placed in foster care aged 5 years and older	Senior Children's Rights Officer	31/12/12	Cost to be contained within current Children's Rights Office budget	Distribute a Children's Rights leaflet to every child and young person placed in foster care aged 5 years and older. Pilot a rights based 'fun session' event for children under 12 years old who are placed with foster carers.

## Appendix 6- Summary of Looked After Children Numbers and Placement Type

August 2012

	Apr-12	May-12	Jun-12	Jul-12	Aug-12
<b>Number of Looked After Children</b>	1385	1406	1399	1396	1418
<b>Number of Looked After Children at home</b>	370	379	374	370	395
<b>Number of Looked After Children away from home</b>	1015	1027	1025	1026	1023
<b>of which Foster Care</b>	582	599	601	595	595
<b>Residential</b>	86	91	94	94	90
<b>With Kinship Carers, Friends/Relatives</b>	290	281	276	283	281
<b>With Prospective Adopters</b>	43	44	43	41	41
<b>Secure<sup>1</sup></b>	11	7	7	7	10
<b>Other</b>	3	5	4	6	6

<b>Currently Looked After Children by Ageband</b>	0-4	5-10	11-15	16+	Total
<b>Number of Looked After Children at home</b>	83	130	154	28	395
<b>Number of Looked After Children away from home</b>	244	305	393	81	1023
<b>of which Foster Care</b>	138	193	223	41	595
<b>Residential</b>	1	7	63	19	90
<b>With Kinship Carers, Friends/Relatives</b>	71	96	99	15	281
<b>With Prospective Adopters</b>	33	8	0	0	41
<b>Secure<sup>1</sup></b>	0	0	8	2	10
<b>Other</b>	1	1	0	4	6

<b>Year to date figure for LAC ceasing by adoption</b>	20
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**Appendix 7 – Residential Care Service Improvement Plan 2012/13 – Last Inspection Grades**

Residential Care Establishment	SCSWIS Inspection Areas			
	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of management and Leadership
Alison Unit – part of Edinburgh Secure Services	5	4	5	5
Close Support Units – Average between 4 Units	5	4.5	5	4.75
Edinburgh Families Project	5	4	5	4
Edinburgh Secure Services	5	2	5	4
Wellington School	3	4	4	4
Drylaw Young People Centres	4	4	4	4
Greendykes Young Peoples Centre	4	4	4	3
Moredun Young Peoples Centre	3	3	4	4
Northfield Young Peoples Centre	5	4	5	4
Oxgangs Young Peoples Centre	3	3	3	3
Average over all of Residential and Specialist Residential Care	4.6	3.65	4.4	4

**Key:** Grade 1 – Poor  
Grade 2 – Weak  
Grade 3 – Adequate  
Grade 4 – Good  
Grade 5 – Very Good  
Grade 6 – Excellent



# Children and Families Standards and Quality Report 2012

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## Education, Children and Families Committee

9 October 2012

### Purpose of report

- 1 To advise the Education, Children and Families Committee of the Children and Families Standards and Quality Report 2012 and to summarise progress towards the expected outcomes as laid out in the Children and Families Service Plan 2011-2014. The report focuses on progress up to the end of the financial year 2011/12, i.e. up to the end of March 2012. Later information has been included where it is available and appropriate to report in order to give the full picture.

### Main report

- 2 The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools (2000) Act.
- 3 As well as meeting this requirement, the production of this report is now a well-established part of the Children and Families performance reporting framework. It acts as an annual report on the work of the service area.
- 4 The content within the Children and Families Standards and Quality Report is based on the wide range of performance reports and indicators which are regularly reviewed by the Education, Children and Families Committee. Such reports include the annual attainment report, child protection performance, overall performance information.
- 5 This year, there is no separate annual report on performance towards the expected outcomes as laid out in the Children and Families Service Plan as the detail is included as an appendix to the Standards and Quality report.
- 6 The Children and Families Standards and Quality Report highlights the good progress and improvement achieved across all Children and Families Services over the period April 2011 to March 2012. It also highlights what we will do next to address areas that have been identified for further development.
- 7 This cover report provides a high level summary of progress in each Strategic Outcome and is accompanied by detailed progress in each indicator from the Children and Families Service Plan 2011-14.
- 8 Some of the achievements detailed in the report include:

- Good quality of provision for early years in pre-school establishments
  - Improvement in attainment with all National Priority secondary school attainment 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
  - Further reduction in the children and young people referred to the Scottish Children's Reporter Administration on offence grounds
  - Improvements in pupils' attendance and exclusions
  - High participation rate in Duke of Edinburgh Awards.
- 9 We have also made good progress with implementation of several major initiatives such as Getting it Right for Every Child, Curriculum for Excellence, Corporate Parenting and Early Years Change Fund.
- 10 From analysis of achievements and challenges, seven particular areas have been identified as priorities for improvement:
- 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 further increase the number of young people who enter and sustain positive destinations
  - To improve early support for children with Additional Support Needs
- 11 All areas for improvement have been incorporated into the Children and Families Service Plan 2012-15.

### **Financial Implications**

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

### **Equalities Impact**

- 13 There are no equalities implications arising directly from this report.

## Environmental Impact

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

## Recommendations

15 It is recommended the Education, Children and Families Committee notes:

- a) The improved and maintained performance during the reporting period
- b) The areas identified for further improvement.

**Gillian Tee**  
Director of Children and Families

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Appendices	1. Children and Families Standards and Quality Report 2012 – Technical Appendix
Contact/tel/Email	Karen Brannen – Performance Manager Tel: 0131-469-3494 Email: <a href="mailto:Karen.brannen@edinburgh.gov.uk">Karen.brannen@edinburgh.gov.uk</a>
Wards affected	None
Single Outcome Agreement	Not applicable
Background Papers	None

# Standards and Quality Report

## Children and Families 2012



getting  
it right  
*for every child*



# Foreword

Welcome to the Children and Families Standards and Quality Report for 2012.

Every child and family across Edinburgh deserves the highest level of service and I am pleased this report demonstrates the progress the Children and Families Department have made over the last 12 months. It shows improvements in both our services to meet children's and young people's needs, as well as outcomes for children and young people.

Our commitment to improvement continues and in these difficult economic times it is even more important to know where to target our efforts and to know how well we are doing. The Edinburgh Guarantee has shown partnership working and co-operation at its best, and ensuring that every young person leaving school in Edinburgh goes on to a positive destination remains a key priority going forward. We have also seen good improvement in our social work services for children at risk. We proceed from a platform of strong and sustained performance improvements and I am confident that we will continue to make real progress.

In our schools we continue to see strong performances from the most able and higher performing children and young people and, critically, the focus on improving attainment for those lower attaining children is beginning to show results. Similarly, we continue to develop the quality and range of extra-curricular and wider achievement opportunities available to our children and young people, which greatly enhance their experience of school and preparation for adult life. Sustaining these successes will be a key challenge in the future.

Over the coming year I am determined we will continue to build on the successes to date and improve outcomes for all children and young people in this city.



**Councillor Paul Godzik**  
**Convener of Education, Children and Families Committee**

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19	Our children's and young people's outcomes are not undermined by poverty and inequality
21	Providing quality services and making best use of our resources



# Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2012. The report covers the period from April 2011 to March 2012 and sets out how our services have performed during this time.

Significant year on year improvements have been achieved across a wide range of performance indicators across the service. Assessing our progress helps us understand where we need to improve so that we realise our vision for all children and young people in Edinburgh.

Children and Families is working to implement Curriculum for Excellence, with a particular focus on the five priority areas identified together with stakeholders.

We are working to deliver our Corporate Parenting Action Plan, developed alongside partners and in consultation with young people, which aims to improve opportunities and outcomes for Looked After Children.

We are working alongside our partners to deliver our Early Years and Early Intervention Action Plan.

Good progress is being made in 'Getting it Right for Every Child' and there is good joint agency commitment to meeting children's needs earlier and more effectively.

This report covers progress in these programmes and many others, and I invite you to read on to learn more about what Children and Families services have achieved over the past year and what we will do next.



**Gillian Tee**  
**Director of Children and Families**

# The National and Local Planning Framework

Nationally, the Scottish Government has set out 15 outcomes to achieve its objective for a wealthier and fairer; smarter; healthier; safer and stronger; and greener Scotland. These national outcomes set the planning and reporting framework for our services. Children and Families provides a wide range of services which contribute to the delivery of the national outcomes, as well as ensuring statutory obligations and local priorities are met.

## Our Vision

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. Ultimately, we want all young people to leave school and enter adult life with positive options, making positive choices.

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;
- attend first class, inclusive schools which meet their needs;
- are raised within caring supportive communities with access to a range of support and activities;
- can play a full part within their communities.

We all (Health, Police, Council, Voluntary Sector) recognise that we need to work together to do all we can to strengthen support for families, schools and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range of services to meet local people's needs.



## Our Strategic Outcomes and Priorities for Improvement

We have continued to make progress across all seven of our Strategic Outcomes. We have also identified seven Priorities for Improvement based on an assessment of areas where we needed to target more effort to secure improvement. These priorities have been agreed together with our partners in the Edinburgh Children's Partnership. Our Strategic Outcomes and their associated Priorities for Improvement are detailed in the next section.



# Our Strategic Outcomes

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

Improve support in early years so that children reach appropriate developmental and social milestones



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 will 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.

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

Improve the educational attainment of the lowest achieving pupils



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.

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

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; Improve life chances for Looked After Children including increasing the focus on Corporate Parenting; Improve early support for children with Additional Support Needs (ASN)



At present Looked After children are likely to experience poorer outcomes than their peers. We will address this through a range of measures. We aim to reduce the numbers of children who need to become Looked After by supporting families earlier and more effectively. Where possible we will help children remain in their own family networks by supporting kinship placements. We will improve supports for children who are Looked After at home to reduce the need for them to be accommodated. By doing this we can invest more in early and effective prevention work. We also aim to shift the balance of care towards more family-based care and make sure more children who are accommodated live with City of Edinburgh Council foster carers. This in turn will release more resources for earlier intervention.

We will work with partner agencies to continue to improve 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 children with disabilities. We will improve

access to relevant services, ensuring that children with Additional Support Needs have good opportunities to socialise, receive education in an appropriate setting, access further and higher education opportunities and make positive life choices.

### **Our children and young people are physically and emotionally healthy**

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



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.

### **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.

### **Our children's and young people's outcomes are not undermined by poverty and inequality**

Increase the number of young people who enter and sustain positive destinations



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

### **Providing quality services and making best use of our resources**

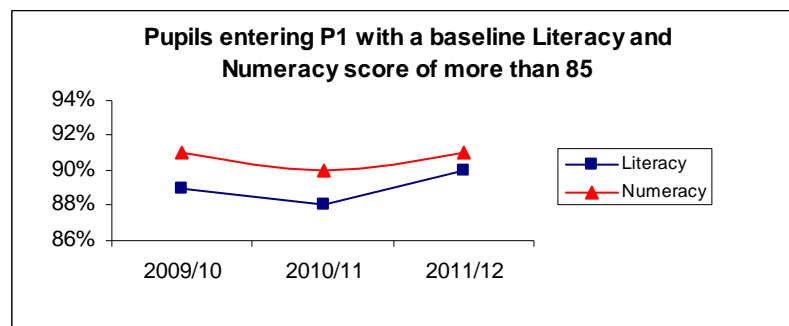


Our aim is to ensure that we make the best use of our resources to effectively support all work to improve outcomes for children, young people and their families. We aim to provide services and physical accommodation which are high quality and delivered in an efficient and effective way supported by financial stability. We will do this with high levels of risk-awareness and business continuity at all levels of planning. Key to successfully achieving high quality service delivery is to ensure that staff are motivated, high performing and have the skills, experience and expertise to excel and to provide excellent customer service.

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

## How are we doing?

- High quality pre-school education with 100% of establishments judged to be good or better by the *Care Inspectorate*
- Of the 10% of early years establishments inspected by *Education Scotland*, all were graded as positive
- **All** children in Local Authority classes have access to a qualified teacher
- Additional support was provided to 50% of partner provider nurseries by increasing the number of early years peripatetic teachers
- **All** Local Authority nursery staff and 89% of voluntary and private sector staff meet qualification standards
- Two nurseries received national awards
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- Importance of outdoor play and learning emphasised with over 600 staff attending CPD opportunities
- Annual *Play Day* event in the Grassmarket, highlighting the value of free play opportunities, involved over 500 families



## National Play Day Event held in the Grassmarket

- Increased support to parents through the further development of *Peers Early Education Partnerships* (PEEP) groups across the city
- Nearly 850 parents and carers participated in *Family Learning* opportunities
- Number of pre-school places increased by 8% over the past two years to accommodate rising numbers of pre-school children
- Opportunities to rationalise the estate and re-invest resources taken to increase the number of nursery places and support to families in identified areas of need

*“Staff provide meaningful, real life contexts for children to develop and make strong progress in their early literacy and numeracy skills” – Education Scotland inspection report on Cameron House.*

## What we will do next

- Implement the *Early Years and Early Intervention Change Fund Action Plan*
- Plan for the provision of a minimum of 600 hours of early learning and childcare
- Strengthen support for vulnerable children, pre-birth to aged five, particularly Looked After Children
- Increase the availability of flexible, affordable childcare including through the development of a childcare cooperative
- Improve support in early years so that children reach appropriate developmental milestones
- Further reduce class sizes in P1-P3 in Positive Action schools
- Further improve levels of literacy and numeracy in P1
- Maintain the continual improvement in the quality of early years settings
- Ensure each neighbourhood, community and cluster has access to integrated flexible early years services
- Continue to increase the number of available nursery places to meet local demand wherever possible
- Support childcare workers to gain degree level qualifications in order to ensure the sector has suitably qualified managers to meet SSSC requirements
- Improvement and commitment to the development of Pre-Birth to Three Services will continue
- Continue to roll out the *PEEP* programme with the aspiration to have an age appropriate group running within easy access in all areas of the city
- Further development of play based learning in nursery and early primary



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

## How are we doing?

- **All** seven National Priority secondary school attainment measures show year-on-year improvement since 2008
- **All** schools inspected by *Education Scotland* during 2011/12 were rated as positive
- An *Integrated Literacy Strategy* is in place

The City of Edinburgh is recognised for its approach to improving outcomes in literacy and is one of 5 *Literacy Hubs* across Scotland

- 4,500 pupils receive free music tuition through the *Instrumental Music Service*



### Free music tuition in action

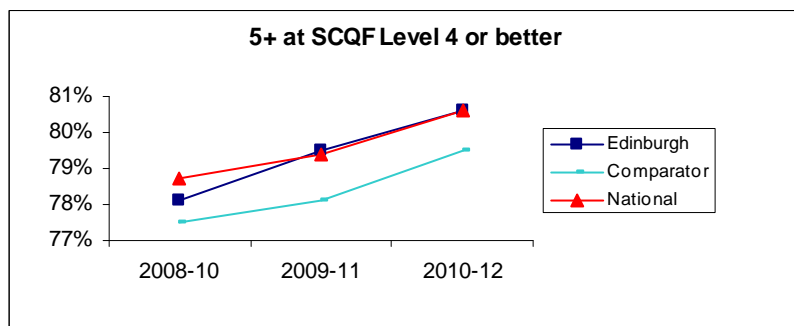
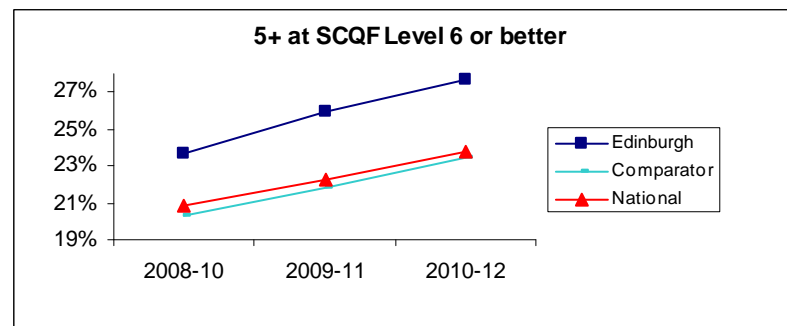
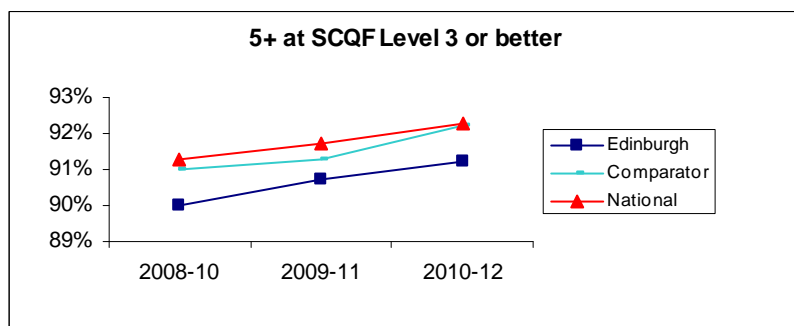
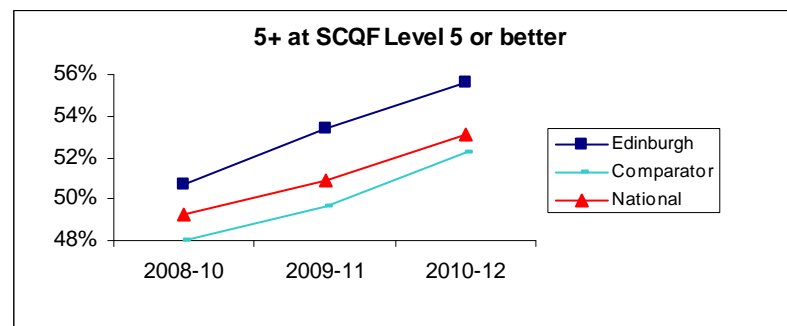
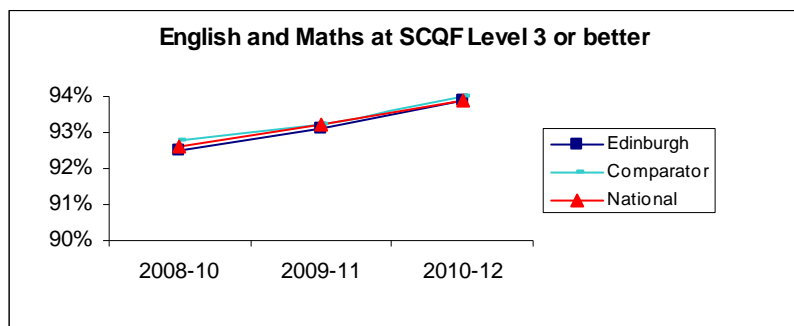
- More than 2,000 registrations with *Duke of Edinburgh's Award* and 617 awards achieved
- 80% of athletes in *Sports Academies* achieved selection to East of Scotland or national squads
- **All** schools are implementing a curriculum based on the broad, general education 3-15
- *Glow* rolled out to all schools and nurseries in Edinburgh

- **All** teachers and school leaders are well supported to continue to implement *Curriculum for Excellence*
- 95.2% attendance at primary and 92.7% at secondary (up from 94.8% and 91.1% in 2009/10)
- The *Education Welfare Service* achieved *Customer Service Excellence* with particular mention made of efforts in identifying hard to reach and disadvantaged groups of individuals and responding to their needs
- Permanent exclusions reduced to 17 in 2011/12 from 27 in 2009/10
- 13 pupils per 1,000 excluded at primary and 55 at secondary (nationally 11 at primary and 72 at secondary) in 2010/11
- The City of Edinburgh has produced a coherent *Assessment and Moderation Framework* to support staff in taking forward effective approaches in assessment and moderation
- 21 nursery and primary schools registered with the *Rights Respecting Schools Award Programme*

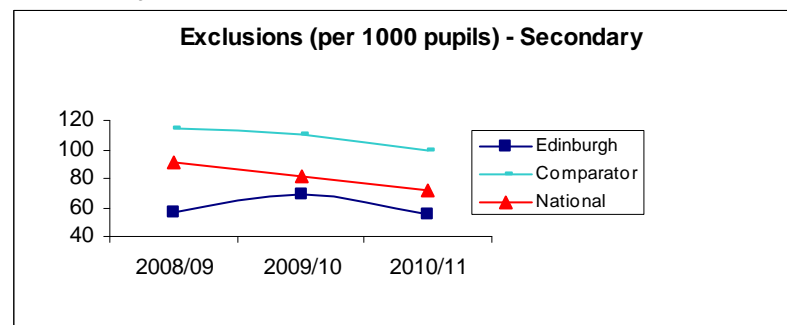


- 10,228 young people voted in the 2011 *Scottish Youth Parliament* elections, more than double the number voting in 2009
- Over 90% of parents are satisfied with their child's school

**Attainment**, measured by three-year rolling averages of achievements by the end of S6



### Secondary Exclusions



## What we will do next

- Ensure effective implementation of *Curriculum for Excellence* including assessment, moderation and reporting to parents
- Support the implementation of new exam arrangements
- Focus on improving children's literacy and numeracy skills for all pupils but particularly for the lowest attaining pupils
- Strengthen support for pupils with behavioural difficulties so that fewer need to be excluded
- Continue with *Tuancy Watch* as a joint project with Lothian and Borders Police
- Improve school attendance, particularly at primary schools and amongst Looked After Children
- Implement the *Parental Engagement Strategy* to involve parents in their child's learning
- Target provision of free music tuition to the most vulnerable pupils
- Develop and implement the *Literacy Strategy Group Action Plan*, with particular regard to outcomes from the Supported Self-Evaluation
- Increase the number of children and young people, particularly from disadvantaged areas, gaining experience of a residential educational trip to one of City of Edinburgh's two Residential Outdoor Centres
- Development of outdoor learning, particularly in Positive Action schools

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

## How are we doing?

- Mainstreaming of the *Getting it Right for Every Child* approach is well underway
- There are around 1,400 children who need to be looked after in Edinburgh
- A *Corporate Parenting Action Plan* has been developed with partners and in consultation with young people to improve opportunities and outcomes for Looked After Children
- Increases in kinship care, foster care and adoptions
- Service Improvement Plans developed and implemented in all service areas for Looked After and Accommodated Children



**6 month old Alice featured in the recent Foster Campaign**

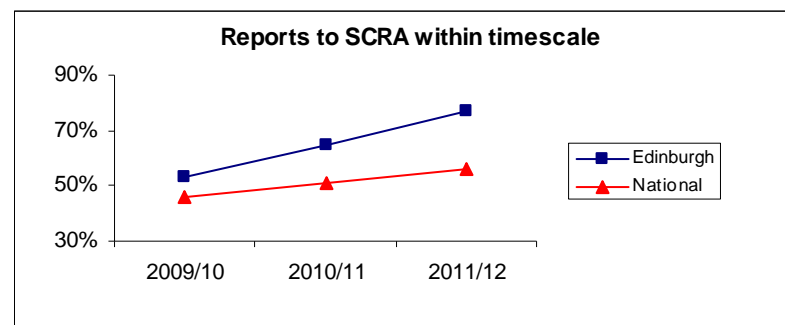
- 57% of children placed were with City of Edinburgh Council foster carers
- 49 children left care through adoption (up from 40 in 2009/10)

*“The adoption process was underpinned by the promotion of attachment. When identified as in need of permanence, children were mostly placed quickly for adoption and three of the four (tracked) had lived with one foster carer prior to adoption. This meant that children were able to make and sustain relationships and so improve their life chances” Care Inspectorate*

- **All** Family Based Care inspections achieved gradings of Good, Very Good or Excellent across all quality indicators inspected
- 63% of Looked After Children in a sustained positive destination (55% nationally)
- 88.7% attendance at school for Looked After Children (88.6% nationally)
- Average tariff score from exam results of Looked After Children was 84 (79 nationally)

Family Based Care has been chosen as a demonstration site by the UK Fostering Network to promote social pedagogy in foster care

- There are around 250 children on the Child Protection Register in Edinburgh
- 77% of reports to *Scottish Children’s Reporter Administration* were submitted within timescale (56% nationally and up from 53% in 2009/10)



- 81% of initial case conferences were held within timescale (up from 79% despite a change in the requirement from 28 days to 21 days)
- 98% of initial supervision visits were made within timescale (up from 86% in 2009/10)
- 37% of overnight respite nights were provided outwith a care home



## What we will do next

- Strengthen early support for families so fewer children need to be Looked After
- Focus on addressing the impact on children and young people of parental drug and alcohol misuse
- Continue to identify and support children with Additional Support Needs
- Continue to implement the Looked After and Accommodated Children's services strategy and improvement plan
- Continue to implement the *Corporate Parenting Action Plan*
- Improve care planning, and outcomes, for those leaving care
- Implement the *Early Years and Early Intervention Change Fund Action Plan*
- Increase the percentage of children Looked After Children who are looked after at home
- Increase the percentage of those in foster care who are placed with City of Edinburgh foster carers
- Provide good quality accommodation for all looked after children and ensure care leavers have access to safe, affordable housing
- Continue to improve outcomes for Looked After Children, particularly exclusions from school
- Continue to monitor, update and implement actions in the Child Protection Improvement Plan
- Develop and implement a strategy to further engage children and their families with the services they receive
- Build on the results of the 3 month pilot of qualitative case evaluation
- Build capacity in the play scheme service for children with disability during school holidays
- Complete the new build respite unit (Seaview)

# Our children and young people are physically and emotionally healthy

## How are we doing?

- 2,000 pupils from 45 primary and special schools took part in *Edinburgh Gets Set for the Games*, a cross-curricular project inspired by London 2012
- 16 Young Ambassadors from Edinburgh schools volunteered as *Young Games Makers* at the London 2012 Paralympic Games

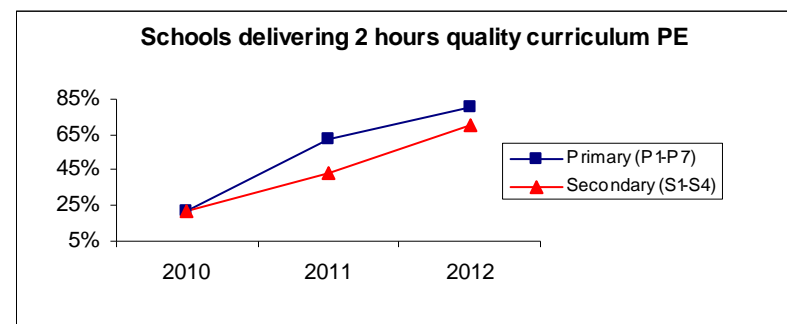
Get Set for the Games project culminated in an Olympic-style event at Meadowbank stadium in June 2012 involving nearly 1,000 pupils

- 1,600 S5 pupils attended sexual health seminars
- Risk taking behaviour policy has been developed to support a more integrated approach to personal and social education
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2010* generally shows reductions in smoking, drinking and drug use
- Innovative work on sexual health and relationships in special schools and residential units include the development of a specific resource



*“We noted that City of Edinburgh Council are taking a risk-taking behaviours approach with cross policy agendas and creating key links between Curriculum for Excellence, substance misuse, GIRFEC etc. We welcome this approach.” Scottish Government annual visit to NHS Lothian Sexual Health Strategy Board*

- *Child Healthy Weight Programme* now in ten primary schools
- Development of a specific Commissioning Plan to increase funding for alcohol and drugs services
- 8.3 teenage pregnancies per 1,000 in under 16-year olds in 2010/11, down from 8.8 in 2008/09 (7.4 nationally)
- 80% of primary schools achieved two hours and 70% of S1-S4 in secondary schools achieved two periods of quality curriculum PE



- Highly successful *Growing Confidence* programme mainstreamed into a Mental Health and Wellbeing team
- 469 staff trained in *Confident Staff, Confident Children* with 91% feeling that their understanding and awareness of factors that impact on mental health and wellbeing had increased

*“It has been a privilege attending the course. I feel that it has had a positive impact on my own emotional health and wellbeing and my ability to understand and support pupils and staff” – Confident Staff, Confident Children attendee*

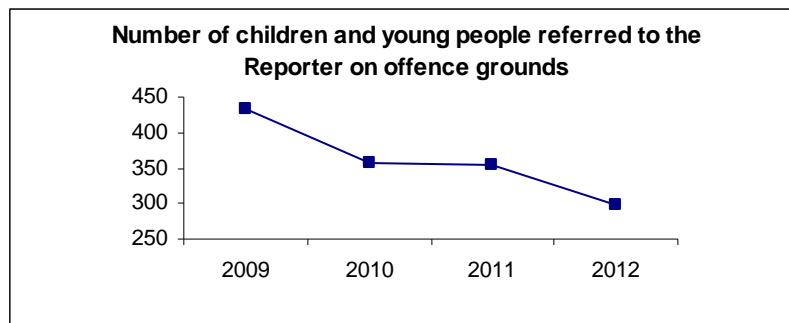
## What we will do next

- Further increase the number of children/young people receiving the national target of 2 hours/periods of quality curriculum PE per week
- Improve health outcomes for children including sexual health, emotional health and wellbeing and drug and alcohol misuse
- Continue to embed *Confident Staff, Confident Children* and build on this training across the early years and primary sectors
- Develop appropriate resources or training for staff, parents and pupils, within secondary schools on mental health and wellbeing
- Pilot risk-taking behaviour seminars with S4 pupils
- Develop links with adult alcohol and drug treatment services to improve early intervention and support for children living in substance-using households
- Develop community based interventions around obesity and poor nutrition
- Carry out an evaluation of *Edinburgh Gets Set for the Games* and roll out for the Commonwealth Games in 2014

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

## How are we doing?

- Inter-agency pre-referral screening continues to keep the number of children referred to the *Scottish Children's Reporter Administration* on offence grounds to a minimum (299, down from 732 in 2008/09)
- The number of repeat offenders reduced by 50% from 28 to 14



- 10 per 1,000 children reported to the Reporter for offending, lower than most other Scottish authorities including the four large cities

11<sup>th</sup> (from 17<sup>th</sup>) out of 40 UK local authorities in the Stonewall Equality Index continuing improvements in policy, practice and staff training in tackling homophobia

- 73% of pupils at S2 said their school was good or very good at dealing with bullying (up 6%)
- 87% of primary pupils say they feel safe at school, 75% of secondary pupils say they feel safe and cared for in school
- **All** schools are developing individual school anti-bullying and equalities policies by December 2012
- Additional women's worker recruited allowing work with more men in the *Working With Men* programme

- Attracted Scottish Government funding for the development of a Polish domestic abuse service
- *CEDAR* (Children Experiencing Domestic Abuse Recovery) programme now an integrated service within Edinburgh Family Support Service
- Developing neighbourhood parent support service including addressing problem behaviour amongst teens



- *Teen Triple P* (Positive Parenting Programme) for young people and their parents continued with 26 parents, with outcomes showing 80% reduction in parental stress and anxiety and 70% reduction in parent child conflict

*"This programme has helped me considerably in dealing with my teenage children and I will definitely continue to use the book and these strategies. I really enjoyed the course and it was extremely helpful" - Mum of three teenagers involved in Teen Triple P*

- Edinburgh Family Support Service effectively working alongside local colleges to support young people to access courses

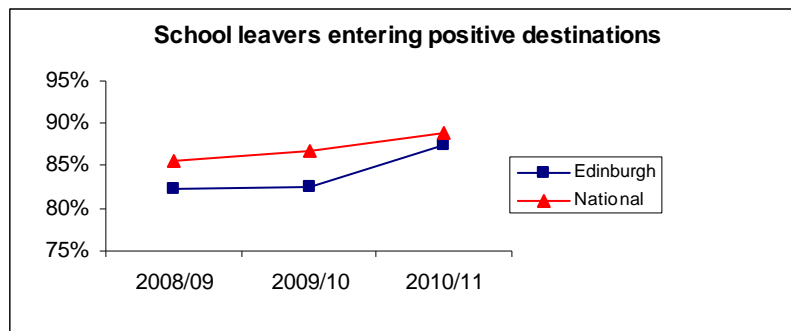
## What we will do next

- Develop specific anti-bullying and equalities procedures for special schools, early years and residential units
- Increase the percentage of pupils in primary and secondary schools who say their schools is good at dealing with bullying
- Provide advice for schools to implement actions arising from the analysis of the pupil self-evaluation survey
- Produce an *Equality, Rights and Diversity Action Plan* based on the evidence we have gathered
- Recruitment of a Polish Men's Worker to allow development of a service for Polish families
- Continue to develop the *Whole Systems Approach* by increasing the range of services for 16 and 17 year olds within the Youth Offending Service
- Develop the range of existing services for Youth Offending Service clients to include specialised programmes to address violence and sexually harmful behaviour
- *Teen Triple P* parenting programme will offer an enhanced one to one and group work basis to meet the needs of families where child protection concerns have been raised.
- *Triple P* parenting programme to be extended to prisoners in Edinburgh
- Funding agreed to develop a toy library for the pre-school/primary school children which will offer play experiences and extra-curricular activities

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

## How are we doing?

- The *Edinburgh Guarantee* has been in place for a year and, in partnership, has successfully created 400 employment opportunities targeted at unemployed young people aged 16-19
- 50 *Modern Apprenticeships* offered across the Council with a further 50 planned for 2012/13
- Effective partnership working in place with Business, Further and Higher Education, Skills Development Scotland and Schools
- 87.4% school leavers (in 2010/11) entered positive destinations which is the best performance for a decade (88.9% nationally)



- Additional ESF funding to support youth literacies has resulted in 198 new learners with the majority on *16+ Activity Agreements*
- *Edinburgh Literacies Partnership* provides a comprehensive programme of literacies learning across the city
- Range of community based educational activities from *Adult Education Programme* to literacy support for parents, and a wide range of children's clubs and youth clubs

- Around 17,500 adults engaged in learning opportunities per week



**Adult learning upholstery class**

- 85% of adults achieved all or part of their learning goals
- Community Learning and Development services have been redesigned and has resulted in more targeted work with young people, adult literacy learners, parents and carers
- The *Edinburgh Youth Issues Forum* is now well-established alternating between young people's themed events and committee meetings
- 1,000 non-English speaking people received English language tuition (up by 14.9%)

## What we will do next

- Continue to promote *The Edinburgh Guarantee*
- Continue to work with young people identified as at risk of entering a negative destination and provide appropriate support towards a positive destination
- Increase the number of young people who enter and sustain positive destinations
- Increase youth work participation, particularly amongst Looked After Children
- Increase number of adult learners gaining accreditation
- Work with partners to develop a poverty strategy for Edinburgh
- Work in partnership with UNICEF to embed Children's Rights across our services



# Providing quality services and making best use of our resources

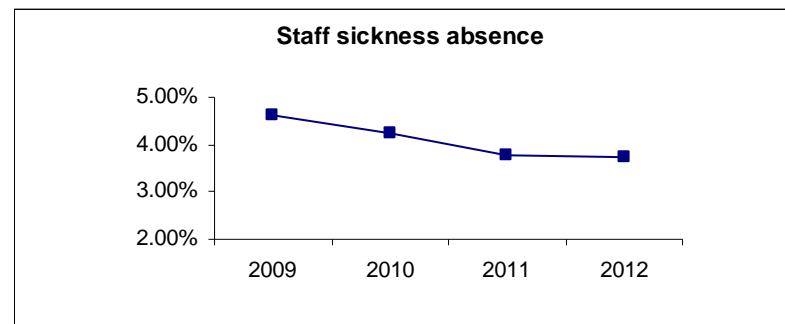
## How are we doing?

- Balanced budget achieved for 3 years
- £148m capital investment by Council planned over the next four years in schools and the wider estate
- £24.5m savings, with a further £32m up to 2020, delivered through school estate rationalisation
- Over £1m of efficiencies achieved through priorities, budget and spend alignment work by the Commissioning Team
- Three new secondary schools under development: James Gillespie's High School, Portobello High School and Boroughmuir High School
- Extensions planned for two primary schools: Corstorphine and Towerbank
- Scottish Government Grant funding secured for New Gaelic Medium Education (GME) Nursery and Primary School
- 98% of primary and 87% of secondary schools judged satisfactory or better condition



- At the last *British Standards Audit* for BS25999 (April 2012), Business Continuity awareness was rated as very high
- Continued to support staff's learning and development through providing learning opportunities in the CPD directory

- Almost 2,500 parents and carers took part in our second citywide self-evaluation survey of schools with results showing parents and carers being very positive about their child's experience at school
- Staff sickness absence reduced by 19% since 2009



- *People Plan* to ensure staff feel valued, achieve their potential and deliver on departmental objectives, providing high-quality services to children and their families, is now well-established
- Children and Families (along with all other areas of the Council) achieved *lIP Gold* status – the first Scottish Authority to achieve this
- *Customer Service Excellence* accreditation achieved in Planning and Performance, Family and Community Support, Education Welfare Service and Queensferry High School
- Team planning, clearly linked to departmental strategic outcomes, is in place in nearly 98% of central service areas
- The Commissioning Team working alongside service managers have prepared nine service specific consultation documents

First Council in Scotland to adopt and share a Framework Agreement Approach to commissioning

- We are getting to know ourselves better, with programmes of self-evaluation now undertaken routinely across the department




## What we will do next









- Respond to continuing financial challenges through *Priority Based Planning* process
- Ensure that the school estate can respond to the anticipated increase in pupil rolls
- Progress all current school developments including new schools, extensions and refurbishments
- Increase the level of use of schools' facilities, primarily by the local community
- Improve the physical environment for residential and secure care
- Carry out consultation on the nine service specific commissioning plans, finalise and implement the plans
- Continue to improve our approach to customer service across Children and Families and achieve *Customer Service Excellence* accreditation for more services including two school clusters
- Further improve turnout for *Youth Parliament Elections*
- Continue to monitor, update and implement the actions identified under the five areas of the *People Plan*
- Ensure the *People Plan* is developed and includes feedback from the liP review and the staff attitudes survey
- Promote and undertake an annual service user engagement survey programme
- Promote parental engagement in education
- Continue Looked After Children service user group to inform service provision
- Sustain the business systems, including business support, required to provide timely information to managers and practitioners







# Children and Families Standards and Quality Report 2012


## Technical Appendix

Outcome	Narrative on progress	Status
<p><b>1. Children have the best start in life, are able to make and sustain relationships and are ready to succeed</b></p>	<p>Overall very good progress has been made since the launch of the early years strategy in March 2010.</p> <p>Key achievements include:</p> <ul style="list-style-type: none"> <li>• Improving the quality of early years services</li> <li>• Focussed work on 0-3s developments</li> <li>• The introduction of new posts within nursery schools and classes</li> <li>• Re-invested resources in areas of need</li> <li>• Increased the number of local authority nursery places</li> <li>• Increased support for parents and improved the outdoor learning experiences for children</li> </ul> <p><b>Quality of pre-school provision</b> The quality of provision in pre-school establishments is overall very good with the latest year's performance showing 92% receiving positive Education Scotland inspection reports. 100% of establishments inspected between July 2010 and June 2011 were rated Good, Very Good or Excellent by the Care Inspectorate.</p> <p>Over the past year, 10% of early years establishments, including 14 partner provider nurseries, were inspected with no grades awarded as less than satisfactory.</p> <p>Two nurseries have received national awards this year.</p> <p><b>Access to a qualified teacher</b> All children in Authority Nursery Schools and Classes have access to qualified teachers. 40% of children in Edinburgh receive their pre-school education in Partner Provider centres. Of those 37% had access to a qualified teacher in 2010/11, a slight improvement on the previous year's performance. Information for 2011/12 will be available in late 2012.</p> <p><b>Support to families</b> 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 cit, providing early learning opportunities and universal support to families.</p> <p>Child and Family Centres continue to provide services for our most vulnerable and very young children (0-3 years) 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.</p> <p><b>Pre-birth to Three</b> Priority has been given to supporting improvement in the quality of 0-3 year services. A comprehensive training programme for staff working with 0-3s in baby rooms has been delivered, a quality assurance framework has been developed and implemented, changes</p>	

Outcome	Narrative on progress	Status
	<p>have been made to service level agreements to include expectation that all 0-3s practitioners will implement the new Pre-birth to Three National Guidance.</p> <p><b>P1-P3 Class Sizes</b> For school year 2011/12, 15.3% of pupils in P1-P3 were in class sizes of 18 or fewer. All P1 classes have a maximum of 25 pupils unless additional pupils have been allocated places on exceptional grounds by the independent placing appeals committee. Where lack of physical accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. Using this agreed definition, almost all P1 classes have pupil:teacher ratios of 25 or fewer.</p> <p>The challenges are to maintain P1 classes at a maximum of 25 in the context of rising school rolls with pressure on school places in some areas of the city (though there are 5,000 spare places overall) and the restrictions of the physical accommodation. Our priority in reducing class sizes further is to focus on Positive Action (PA) schools. Latest information (as at 11 September 2012) shows 51% of P1 pupils in PA schools in classes of 18 or fewer and 76% in classes of 20 or fewer.</p> <p><b>Early Years Change Fund</b> 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 or 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.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of pre-school settings achieving positive (satisfactory or better) inspection reports	N/A	85%	87%	88%			Latest data taken from 93 Education Scotland inspections (28 April 2008-31 March 2012) of all local authority and partner provider pre-school settings. National performance is 92%. The latest year's performance showing 92% receiving positive Education Scotland inspection reports. 100% of establishments inspected between July 2010 and June 2011 were rated Good, Very Good or Excellent by the Care Inspectorate.	Aileen Mclean
Percentage of children entering P1 with a baseline numeracy score of 85 or more	91%	90%	91%	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.	Aileen Mclean
Percentage of children entering P1 with a baseline literacy score of 85 or more	89%	88%	90%	90%				
Percentage of private sector and voluntary sector early years/childcare workers who meet SSSC requirements	83%	89%	N/A	84%			Target of 84% has been surpassed and the target now is to maintain at 89% to reflect annual turnover of staff. 100% of Local Authority staff are qualified.	Gillian Hunt; Aileen Mclean











Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of partner provider pre-school establishments with access to qualified teacher	37%	37%	N/A	37%			By increasing the number of early years peripatetic teachers, additional teacher support has been provided to 50% of partner provider nurseries.	Aileen Mclean
Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	481	750	848	800				David Bruce
Percentage of P1 to P3 classes of 18 or less	14.5%	16.5%	15.3%	20%			Current performance data taken from pupil census in September 2011. Our priority in reducing class sizes further is to focus on Positive Action (PA) schools. Latest information (as at 11 September 2012) shows 51% of P1 pupils in PA schools in classes of 18 or fewer and 76% in classes of 20 or fewer. The long-term target is for P1-P3 pupils in all Positive Action schools to be in class sizes of 18 or fewer where physical accommodation allows.	Ron Waddell

Outcome	Narrative on progress	Status
<b>2. Children and young people are successful learners, confident individuals, effective contributors, and responsible citizens making a positive contribution to their communities</b>	<p><b>Quality of Schools</b></p> <p>The data used to report quality of schools is nationally published which takes a rolling average over a number of years and offers the opportunity for comparison. The latest information is for schools inspected between April 2008 and March 2012 giving four years of data and covering inspections of 37 primary schools and 12 secondary schools.</p> <p>The latest single-year data relates to inspections taking place between August 2011 and July 2012. Of the five primary schools inspected, one was evaluated overall as Very Good, two as Good and one as Satisfactory. For the two secondaries inspected, one was evaluated overall as Very Good and one as Good.</p> <p>Self-evaluation has been an area for improvement across all primary and secondary schools. Since session 2010/11 all schools are asked to self-evaluate their performance in the quality indicators relating to the quality of learning and teaching (2.1 The quality of learners' experience and 5.3 Meeting learners' needs). The school's own self-evaluation is then validated by the Quality Improvement Officer working with the school. Following a school's self-evaluation, improvements are then incorporated into the school improvement plan and, where required, additional support is agreed between the school and the Quality Improvement Team. The result of the self-evaluations for the school year 2011/12 are as follows:</p> <ul style="list-style-type: none"> <li>• 95% of primary schools and 95% of secondary schools achieved Good or above in the quality of learners' experiences</li> <li>• 94% of primary schools and 94% of secondary schools achieved Good or above in the quality of meeting learners' needs.</li> </ul>	















Outcome	Narrative on progress	Status
	<p><b>Attainment</b> Underpinning all improvements in attainment are improvements in learning and teaching approaches, specifically active learning approaches which involve pupils directly in their learning. We continue to implement Curriculum for Excellence and have provided a range of support to all schools in curriculum courses and programmes, assessment and moderation activities. There is a tracking system in place through SEEMIS in all schools and there are revised reporting and profiling practices in place in all schools.</p> <p><b>Overall three-year averages by the end of S6</b> The measures used to track performance are attainment by the end of the S6 as a percentage of the relevant S4 cohort and are calculated as 3-year rolling averages in order to minimise the effect of any single cohort. These were formerly known as National Priority measures. <b>All</b> seven of these National Priority measures show year-on-year improvement since 2006-08. <b>All</b> are in line with (within one percentage point) or better than of the average of our Education Scotland Comparator Authorities and <b>almost all</b> (with one exception) are in line with or better than the national average. Performance is particularly good at Level 5 and 6.</p> <p><b>English</b> Schools continue to deliver specific Literacy inputs to those young people who are not making expected progress in Literacy. Our Literacy strategy 3-18 provides improved direction for schools on programmes and approaches, more direction on consistent delivery of Literacy programmes and an agreed range of interventions. We will continue to develop Literacy approaches specifically with a revised programme for P1 and P2 pupils. All Secondary Schools will continue to receive inputs from our multi-disciplinary team on reading across learning in session 2012-2013 building on the work in 6 targeted schools who received intensive support.</p> <p>We are one of 5 local authorities invited to be a National Literacy 'Hub' and we are now leading work across our neighbouring authorities; West Lothian, East Lothian, Midlothian and Scottish Borders.</p> <p><b>Maths</b> We have received funding to plan and develop Number Counts which is an intervention aimed at those young people who do not make expected progress. We will develop a Numeracy strategy similar to our approaches in Literacy.</p> <p><b>Five or more SCQF awards at Level 3 and Level 4</b> We continue to see improvements in performance in the number of pupils who achieve five or more SCQF awards at Level 3 and five or more SCQF awards at Level 4. We continue to have this cohort as a targeted group as our current performance in each indicator is below the national performance data. We continue to develop increased vocational curriculum experiences and school/college partnership programmes to ensure an appropriate curriculum for all.</p> <p><b>Five or more SCQF awards at Level 5</b> We have sustained the level of performance of our most able pupils in the attainment measure of five or more SCQF awards at Level 5.</p> <p><b>Attainment in S5 and S6</b> Attainment shows an improving trend in almost all indicators in S5 and S6. Improvements in performance are again based on improved learning and teaching, an appropriate curriculum, high expectations and robust monitoring and tracking.</p>	




















Outcome	Narrative on progress	Status
	<p><b>Attendance</b>  The latest data is taken directly from the schools' management system with primary and secondary showing significant improvement from the figures in 2010/11. The 2011/12 figure for primaries shows improvement from 94.5% to 95.2% and the figure for secondaries shows improvement from 91.1% to 92.7%. No national data is available for 2011/12 as this will now only be published once every two years. The national average in 2010/11 was 91.1% in secondary and 94.8% in primary. There is clear evidence to link school attendance and achievement. Pupils who attend school regularly and are offered access to high quality learning and teaching will have access to greater employment opportunities. Robust monitoring by schools, Education Welfare Service and the Inclusion Coordinator is necessary to ensure that the drive to improve attendance continues. Use of attendance orders and also Operation Disenchant , a partnership project between police and Education Welfare Service have been used to tackle truancy from school. Further strategies to improve attendance have been identified and are being developed to support our shared aspiration that all young people are better educated, more skilled, have the best start in life and are ready to succeed. These include more robust monitoring and recording arrangements and improving adult/pupil relationships through a restorative approach. We also intend to use prosecutions where attendance orders are not being met.</p> <p><b>Exclusions</b>  Significant reductions in the number of children being permanently excluded from primary and secondary schools have been evident since 2007 with the latest information for 2011/12 from the schools' management system showing a further improvement in primary from 5 to 4 and in secondary from 15 to 13. Performance in overall exclusions is in the third quartile nationally for primaries and in the second quartile for secondaries based on performance in 2010/11.</p> <p>A dedicated inclusion coordinator is in place and a tracking system is in place to support weekly monitoring is carried out to highlight individual needs. The emphasis is on inclusion through use of alternatives to exclusion in all schools. A policy and a procedure have been recently revised and now both emphasise inclusion through alternatives to exclusion. Liaison with senior school staff ensures a solution focused approach is used to determine the young person's continuing education. An integrated Getting it Right approach identifies pupils at risk of becoming excluded and makes best use of a range of resources to provide appropriate support. These include:</p> <ul style="list-style-type: none"> <li>· De-escalation strategies</li> <li>· Staged intervention</li> <li>· Use of restorative approaches</li> <li>· Mediation</li> </ul> <p>Our alternatives to exclusion policy and procedure is currently under review.</p> <p><b>Duke of Edinburgh Awards</b>  The number of young people participating in Duke of Edinburgh Awards continues to grow with the latest figure showing good improvement from around 1,800 to more than 2,000 in 2011/12. We are anticipating that this figure will continue to rise with a 20% increase per year. Latest performance data shows a marked increase on the 2010/11 figure, which was adversely affected by recording issues in the new national online system, to 617. Additionally, the Junior Award Scheme Scotland (JASS) continues to grow and it is anticipated that in two years' time Edinburgh will have approximately 1,000 JASS Gold holders. Many of these young people are likely to sign up for the Duke of Edinburgh Bronze award.</p> <p><b>Special schools</b>  Considerable progress has been made in developing systematic, robust and meaningful processes for effective self-evaluation of improvements in performance in special schools. A process has been developed and shared with all special schools to inform effective</p>	















Outcome	Narrative on progress	Status
	<p>standards and quality reporting from session 2012/13. This process has been positively endorsed by Education Scotland in recent inspections. The work has included developing a coherent and customised dataset across special schools to support schools in the self-evaluation process. All schools have customised the dataset to meet the needs of their school population whilst still working within a standardised and coherent framework.</p> <p>During session 2012/13 officers from the authority will support schools to validate their evaluation of improvements in performance and to seek ways in which further improvements can be made. The sharing of evaluations and datasets across schools will be developed to enable schools to benchmark, where appropriate, and increase their knowledge and understanding of new and alternative ways to support improved performance. By August 2013 a dataset for each special school will be produced centrally with all relevant information published.</p> <p><b>Positive Destinations</b></p> <p>The Edinburgh Guarantee has now been in place for a year. We have created over 400 employment opportunities which are targeted at unemployed young people aged 16-19. We have improved governance structures in place and a clear youth employment plan which has been shared with a wide range of stakeholders. Performance in the School Leaver Destination follow up report published in June 2012, shows that we have maintained our performance in terms of sustained destinations.</p> <p>The introduction of the new Edinburgh College through the regionalisation agenda will provide improved coherence in ensuring that more of our school leavers move into positive destinations. Further education funding has been realigned to support more 16-19 year olds entering this sector.</p> <p>We have structures in place to discuss with Universities the number of pupils who enter Higher Education and to build on our performance which is already above national averages.</p> <p>In session 2011/12 we offered 50 Modern Apprenticeships within the City of Edinburgh Council. In session 2012-2013, we will offer a further 50 Modern Apprenticeships. Within the Council we have also increased our training places through the provision of 80 places annually on the Inspiring Young People training course.</p> <p>We continue to have more robust systems in place to monitor and track young people's intended destinations and to provide increased vocational opportunities and better employability programmes working with partners.</p> <p>We have effective partnership working with Business, Further and Higher Education, Skills Development Scotland and Schools.</p> <p><b>Youth Forums</b></p> <p>Youth forums are an important vehicle for young people to meet together and get their views across to policy makers. The format of the forums will be further developed to increase opportunities for young people's participation with citizenship and democracy as a major focus in the lead up to the Scottish Independence Referendum.</p> <p>A comprehensive training programme has been put in place for part-time youth workers to ensure continued high quality provision across open and targeted provision.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of primary schools achieving positive (satisfactory or better) inspection reports	N/A	91%	89%	92%			Data are from Education Scotland inspections (28 April 2008 -31 March 2012) of 37 primary schools. National performance is 91%. The latest single-year data relates to inspections taking place between August 2011 and July 2012. Of the five primary schools inspected, one was evaluated overall as Very Good, two as Good and one as Satisfactory.	Karen Prophet
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	N/A	88%	83%	89%			Data are from Education Scotland inspections (28 April 2008 -31 March 2012) of 12 secondary schools. National performance is 88%. The latest single-year data relates to inspections taking place between August 2011 and July 2012. Of the two secondaries inspected, one was evaluated overall as Very Good and one as Good.	Karen Prophet
Percentage of pupils achieving SCQF Level 3 in maths and English by the end of S6	92.5%	93.1%	93.9%	93%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least Level 3 in English and Maths by the end of S6. Performance in this indicator is in line (within 1%) with both the national average of 93.9% and the comparator authorities' average of 94.0%.	Karen Prophet
Percentage of pupils achieving 5 or more awards at SCQF at Level 3 or above by the end of S6	90.0%	90.7%	91.2%	91%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 3 or above by the end of S6. Performance in this indicator is below the national average of 92.3% and in line (within 1%) with the comparator authorities' average of 92.2%.	Karen Prophet
Percentage of pupils achieving 5 or more awards at SCQF at Level 4 or above by the end of S6	78.1%	79.5%	80.6%	79%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 4 or above by the end of S6. Performance in this indicator is in line (within 1%) with the national average of 80.6% and better than the comparator authorities' average of 79.5%.	Karen Prophet



Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of pupils achieving 5 or more awards at SCQF at Level 5 or above by the end of S6	50.2%	52.9%	55.1%	51%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 5 or above by the end of S6. Performance in this indicator is better than both the national average of 52.6% and the comparator authorities' average of 51.7%.	Karen Prophet
Percentage of pupils achieving 1 or more awards at SCQF at Level 6 or above by the end of S6	47.1%	50.4%	53.0%	48%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least one award at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than both the national average of 49.2% and the comparator authorities' average of 48.8%.	Karen Prophet
Percentage of pupils achieving 3 or more awards at SCQF at Level 6 or above by the end of S6	34.6%	37.4%	39.1%	35%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least three awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than both the national average of 34.9% and the comparator authorities' average of 34.3%.	Karen Prophet
Percentage of pupils achieving 5 or more awards at SCQF at Level 6 or above by the end of S6	23.7%	25.9%	27.7%	25%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than both the national average of 23.8% and the comparator authorities' average of 23.4%.	Karen Prophet
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	56	62	N/A	57			Latest performance data relates to 2010/11 pre-appeal. Targets are based on forward projection of past 5 years' performance and revised due to significant improvement on the 2009/10 figure of 56.	Karen Prophet
Percentage of nursery, primary, secondary and special schools with GLOW	N/A	91.6%	100%	100%			Roll out of Glow is now complete.	Karen Prophet
Number of primary schools per year using the Growing Confidence Pupil Wellbeing	20	58	67	60				David Bruce







Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Questionnaire (PWQ) (as a self-evaluation tool)								
Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme	81%	84%	89%	85%			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 1 eco-school award	75%	78%	79%	79%				Lindsay Grant
Number of schools with Rights Respecting School Award (completed)	N/A	1	2	2			Target was far exceeded because schools were advised to register for the award before a subscription fee was introduced.	David Bruce
Number of schools with Rights Respecting School Award (working towards accreditation)	N/A	1	21	6			Target was far exceeded because schools were advised to register for the award before a subscription fee was introduced.	David Bruce
Number of schools (all sectors) doing citizenship work with partners in developing countries	N/A	50	63	60				David Bruce
Number of schools with highest level of British Council International School Award - Primary	N/A	1	1				Continuation of Award Programme beyond 2012 has now been confirmed. The performance remained steady because the programme was suspended and re-launched within the timeframe.	David Bruce
Number of schools with highest level of British Council International School Award - Secondary	N/A	2	2				Continuation of Award Programme beyond 2012 has now been confirmed. The performance remained steady because the programme was suspended and re-launched within the timeframe.	David Bruce
Number of young people participating in Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional)	N/A	1,826	2,202	2,000			The target of 2,200 to be reached by 2013/14 has already been exceeded and new targets have now been set. Number of young people participating in Duke of Edinburgh in Edinburgh is double that of comparable authorities.	David Bruce
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	616	385	617	400			Problems with recording in the new national online system have led to under-reporting nationally. Actual numbers of achievement may be higher. The figure of 617 includes 252 Bronze, 102 Silver and 26 Gold. There were an additional 237 Sectional awards.	David Bruce
Percentage of school leavers who go on to positive destinations	82.5%	87.4%	N/A	88.9%			The figure of 87.4% relates to leavers from session 2010/11 and shows an improvement of 4.9%. The current target is to equal the	Karen Prophet





















Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							national average which for 2010/11 is 88.9%.	
The 12 Neighbourhood Partnerships have an active Youth Forum	N/A	12	12	12			Youth Forum groups are active across the city and young people participate and contribute their views on issues important to young people at Neighbourhood Partnerships, Edinburgh Youth Issues Forum and Youth Parliament.	David Bruce
Number of Young people who take part in Open Youth Work provision	9,775	7,334	7,300	7,500			The numbers of young people taking part in Open Youth Work target numbers are set to reach 7,500 by March 2013. A wide range of out of school activities for children and young people takes place, in community centres across the city, every day.	David Bruce
Number of Young people in Edinburgh aged 12 to 25 voting in the Scottish Youth Parliament Elections	5,019	N/A	10,228				The 2011 elections saw a doubling of votes compared to the elections in 2009, which were also significantly higher than in 2007.	Nancy Henderson
Percentage of half days attended in primary schools	94.8%	94.5%	95.2%	95%			The figure of 95.2% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this will now only be published once every two years. The national average was 94.8% in 2010/11.	Moyra Wilson
Percentage of half days attended in secondary schools	91.1%	91%	92.7%	91%			The figure of 92.7% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this will now only be published once every two years. The national average was 91.1% in 2010/11.	Moyra Wilson
Percentage of half days attended in special schools	89.1%	90.1%	90.5%	89.3%			The figure of 90.5% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. Edinburgh has very low levels of truancy with most absences being 'authorised'. Challenging targets have been set. National performance in 2010/11 was 90.0%.	Rosie Wilson
Exclusions per 1000 pupils from primary schools	11	13	N/A	11			Data relates to school session 2010/11. Monitoring of exclusions using this definition is in its infancy and targets may be revised in future	Moyra Wilson

















Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Exclusions per 1000 pupils from secondary schools	69	55	N/A	69			Data relates to school session 2010/11. Edinburgh currently performs favourably in comparison with the national picture. Monitoring of exclusions using this definition is in its infancy and targets may be revised in future.	Moyra Wilson
Number of primary school pupils permanently excluded (where there has been a failure to re-admit)	5	5	4	8			Four children were excluded from primary schools with a failure to re-admit during the school year 2011/12. This is in line with the previous year, still well within the target and a significant improvement on performance for the year 2007/08 when there were 13.	Moyra Wilson
Number of secondary school pupils permanently excluded (where there has been a failure to re-admit)	19	15	13	33			Thirteen children were excluded from secondary schools with a failure to re-admit during the school year 2011/12. This is an improvement on the previous year when the figure was 15, still well within the target and shows continued improvement on performance for the year 2007/08 when there were 37.	Moyra Wilson
Number of special school pupils permanently excluded (where there has been a failure to re-admit)	3	1	0	2			No children excluded from special schools with a failure to re-admit during the school year 2011/12. This is an improvement on the previous year when there was 1. This shows continued improvement on performance since the year 2007/08 when there were 4, and is within the target of fewer than 2.	Moyra Wilson; Rosie Wilson

Outcome	Narrative on progress	Status
<b>3. Children and young people at risk have improved life chances</b>	<p><b>Child Protection</b> Performance levels and improvements across a number of key indicators have been encouraging this year.</p> <p>Allocation of social workers to children on the Child Protection Register and those Looked After has continued at 100% despite an overall significant rise in the latter.</p> <p>Provision of reports to the Scottish Children's Reporter Administration has exceeded the nationally set 75% target for the first ever and Edinburgh is now in the top quartile nationally.</p> <p>Performance in carrying out the supervision visit within 15 days has reached performance of 98% from 58% in 2007/08.</p> <p>National guidance on Child Protection has been implemented, including decreasing the timescale from referral to Initial Child Protection Case Conference from 28 to 21 days. Overall performance has remained improved from the low of 10.5% in 2007/08, despite this shorter timescale. There has been a similar improvement overall in relation to reviews of Looked After Children. Cases which do not meet the performance target are scrutinised by senior managers and where appropriate (ie where there are good reasons for a CPCC or review going out of timescale) these are agreed.</p>	





Outcome	Narrative on progress	Status
	<p><b>Looked After Children</b> There have been significant developments and improvements in <i>Services for Looked After and Accommodated Children</i>. Family Based Care received grades of "very good" across all quality statements in the July 2012 Care Inspectorate inspection. Seven additional staff have been deployed in the recruitment, fostering and specialist teams, increasing our capacity to provide more placements and better choice for children who need alternative accommodation. The specialist foster care team has been chosen as a demonstration site by the <i>Fostering Network</i> to introduce two Social Pedagogos into the team, securing significant investment in staff and training. The permanence team continues to increase the number of children and young people who leave care through adoption. A new kinship support team will be in place by November 2012. The recommendations from the residential review, Throughcare &amp; Aftercare review and the <i>Corporate Parenting Action Plan</i> have delivered improvements for Looked After young people and those leaving the care system.</p> <p><b>Family Learning</b> The number of parents and carers benefiting from Family Learning Provision is increasing steadily. Following the departmental review, developmental actions have been identified to strengthen Family Learning work with parents. Additional funding is being sought to extend the scope of this work to encompass more parents and carers in early years settings.</p> <p><b>Disabilities Services</b> Our objective is to build capacity and resilience by offering a range of services from early support to behavioural strategies, to day and residential short breaks. Funding remains static, although our new respite service at Hillview opened in March 2012, supporting up to five children. A new rebuild for Seaview respite service is scheduled for 2013. Improved recording will result in better data collation for annual respite audit figures.</p>	


Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of children who <b>need</b> to be looked after	1,297	1,342	1,398				Data is the figure as at the end of March 2012. We do not set targets for this measure as the safety of children is paramount although the aim is to use early intervention techniques to minimise the number of children who need to be looked after.	Alistair Gaw
Number of children starting to be looked after and accommodated	N/A	287	305				Latest performance data relates to April 2011 - March 2012 and counts the number of Looked After Children becoming accommodated throughout the year.	Scott Dunbar; Andy Jeffries
Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	481	750	848	800			The number of parents and carers benefiting from Family Learning Provision is increasing steadily.	David Bruce

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Numbers of children using family based day care services	N/A	141	141	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.	Scott Dunbar
Percentage of initial visits made within 15 days of a new supervision requirement	86%	85%	98%	100%			Performance in this indicator has significantly improved since it was 48.7% in 2006/07.	Andy Jeffries
Percentage of reports (IARS and SBRs) including offence focussed reports submitted on time	53%	65%	77%	75%			75% is the national target. 77% is the full year figure published by SCRA in July 2012. This indicator has been the subject of rigorous monthly monitoring and sustained improvement activity, resulting in continuous improvement since it was 36.9% in 2008/09. The 75% target has been exceeded for the first time. The national figure for 2011/12 is 56%.	Andy Jeffries
Percentage of initial child protection case conferences taking place within timescales	86%	78.7%	81%	100%			Note the latest performance shows improvement over the previous year and standard changed from 28 days to 21 days. Performance relating to 28 days was 95%	Andy Jeffries
Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	11%	6%	6%				The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.	Andy Jeffries
Percentage of units/services achieving Care Inspectorate inspection reports with average gradings of Good or better	50%	86%	N/A				Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2010/11. Due to a change in the way in which the Care Inspectorate carries out inspections it is not possible to calculate a comparable figure for 2011/12. All Family Based Care inspections achieved gradings of Good, Very Good or Excellent across all quality indicators inspected.	Scott Dunbar
Number of available emergency foster placements	8	8	N/A	9			Significant increase in recruitment for emergency carers for children aged 12 and over.	Scott Dunbar
Number of children per annum leaving accommodation through adoption	40	46	49	50				Scott Dunbar
Percentage Looked After and Accommodated Children's reviews taking place within statutory timescales	N/A	62%	81%	70%			The aim is to sustain the significant improvement already made in the performance for this indicator (62% in 2010/11).	Andy Jeffries
Percentage of children placed in full-time foster care with City of Edinburgh Council	65%	60%	57%	63%			57% is the figure as at the end of March 2012. Ability to meet the challenging targets	Scott Dunbar

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
foster carers							is dependent on the success of the recent recruitment drive and future demand for places.	
Percentage of formerly looked after children with pathway coordinators	55%	43%	N/A	55%			Data is as at the end of July 2011. Work has been undertaken during 2011/12 to ensure accurate recording of Pathway Coordinators.	Scott Dunbar
Percentage of formerly looked after children with pathway plans	8%	9%	N/A	55%			Data is as at the end of July 2011. Recording issues have had a significant negative impact on the reported figure for this indicator. Work has been undertaken during 2011/12 to put in place a process for the ongoing recording of Pathway Plan information at the time of reviews for young people and this combined with a one off exercise to address previous recording issues now suggests that the figure for 2011/12 will be in excess of 50%.	Scott Dunbar
Percentage of those eligible receiving aftercare services	84%	82%	N/A				City of Edinburgh performs very well in this measure when compared to the national position (65%). Aim is to maintain performance. Data is as at end July 2011.	Scott Dunbar
Percentage of looked after children receiving after care service who are economically active	30%	36%	N/A	35%			This indicator relates to the Economic Activity of young people receiving aftercare, where their status is known by the service. The higher figure for 2010 is primarily due to an increased focus on the recording of such information. This figure compares favourably with the national figure of 22%.	Scott Dunbar
CF-1114-SO3-19 % of children receiving a service (includes attending youth club, day services, residential short breaks and direct payments) funded from SCYP funds (of those assessed)	N/A	79%	79%	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.	Carol Chalmers
Percentage of Section 23s assessed	58%	57%	45%	60%			A process for the more accurate recording of assessments was implemented during 2011/12 and is to be reviewed in the near future to address ongoing checking of data and the production of management reports.	Carol Chalmers
Percentage of overnight respite nights not in a care home	40%	37%	36%	45%			Recording errors have resulted in a decline in performance. Recording has improved for future data collection.	Carol Chalmers
Percentage of children receiving day care service	N/A	79%	79%	79%			88,270 hours of day respite provided in 2011/12 compared with 17,588 last year due to improved recording.	Carol Chalmers



























Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of families accessing direct payment (self directed care)	13	13	17	20			The 17 direct payments include three from Children in Need. As at August 2012, the figure stands at 25.	Carol Chalmers
Percentage of Child and Family Centres with Occupational Therapist provision	N/A	50%	50%	50%			Data is as at February 2012. The team of 5.3 FTE has now been fully staffed since 2008. Two staff supporting work with early years' and health partners to ensure service is consistent and equitable, thereby reducing duplication across the city.	Carol Chalmers















Outcome	Narrative on progress	Status
<b>4. Children and young people are physically and emotionally healthy</b>	<p><b>Quality Curriculum PE</b> Following the Council's commitment to meet the Scottish Government's PE target of two hours of PE in primary schools and two periods of PE in secondary schools by 2014, a plan has been drafted in partnership with Education Scotland and SportsScotland, addressing the gaps where the target is not currently being met. On approval of the plan the Council will receive £100,000 per year for two years to support its delivery.</p> <p>Latest performance information shows a continued increase in school meeting the target with the figure in primary improving from 22.4% to 80% and at secondary from 21.7% to 70%. Work to maximise PE opportunities within special schools continues.</p> <p><b>Active Travel to School</b> Following a successful application to Cycling Scotland, the Council, in partnership with the Bike Station are arranging bike sales in primary schools where the need is greatest. The sales allow P6 pupils to purchase a bike, lock, lights and helmet for the subsidised cost of £20. This will help support the Council's commitment to train all P6 pupils to Bikeability level 2 by 2016-17.</p> <p><b>Health and Wellbeing</b> Good health and wellbeing supports effective learning and development and the promotion of confidence, independent thinking and positive attitudes. Work has been taken forward on substance use and misuse, sexual health and relationships, emotional and mental health and wellbeing and childhood obesity.</p> <p>Specific activities include the following:</p> <ul style="list-style-type: none"> <li>the delivery of Growing Confidence training and resources including Raising Children with Confidence (to 408 parents and carers): Confident Staff, Confident Children (32 courses to 469 participants) and the publication of Emotions Talk (for use with children with communication difficulties).</li> <li>The Big Lottery Funding for the Growing Confidence project has now come to an end but the work has been successfully mainstreamed</li> <li>the implementation of Child Healthy Weight Programme in 10 primary schools to meet required Government targets</li> <li>the delivery of sexual health seminars to over 6,000 S5 pupils per annum</li> <li>innovative work on sexual health and relationships in special schools and residential units including the development of a specific resource</li> <li>the development of a discrete children, young people and families Commissioning Plan to increase funding for alcohol and drugs services</li> </ul> <p>Priorities for action in the coming year include:</p> <ul style="list-style-type: none"> <li>developing links with adult alcohol and drug treatment services to improve early intervention and support for children living in substance-using households</li> <li>implementing departmental Risk Taking Behaviours policy and piloting seminars, lesson plans and activities which deliver this</li> <li>delivering and evaluating sexual health seminars with S4 pupils</li> </ul>	



Outcome	Narrative on progress	Status
	<ul style="list-style-type: none"> <li>taking the lessons learned from Growing Confidence into the secondary school sector</li> <li>Developing community based interventions around obesity and poor nutrition</li> </ul> <p>Results from the evaluations of the Confident Staff, Confident Children courses showed 91% of participants feeling that their understanding and awareness of factors that impact on mental health and wellbeing had increased. 83% of participants reported that it had made a positive difference to their professional practice. 87% of participants said they would recommend the course to their colleagues.</p> <p><b>Mainstreaming Health and Wellbeing</b> The work of the Growing Confidence Project, which has been funded by the Big Lottery Fund, has been mainstreamed into Children and Families from 1 August and will be taken forward by a Mental Health and Wellbeing Principal Officer and Development Officers. The priorities for the work going forward will be</p> <ul style="list-style-type: none"> <li>to continue to embed “Confident Staff, Confident Children” and build on this training across the early years and primary sectors</li> <li>to further roll out the parent and carer programme “Raising Children with Confidence” across Edinburgh</li> <li>to develop appropriate resources or training for staff, parents and pupils within secondary schools</li> <li>to coordinate and support the delivery of a strategic approach to mental health and wellbeing across Children and Families settings and establishments.</li> </ul>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of staffed Community Centres accredited as Health Promoting - Bronze	N/A	37%	40%	100%			Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'.	David Bruce
Percentage of residential services accredited as Health Promoting - Level 1	N/A	80%	90%	100%			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)	22.4%	62%	80%	85%			There has been significant improvement in the percentage of primary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 22.4%. A challenge remains to improve to the 100% target by 2014.	Karen Prophet; David Bruce
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	21.7%	43%	70%	80%			There has been significant improvement in the percentage of secondary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 21.7%. Note that the target has been revised to 2 periods rather than 2 hours of PE to accommodate timetabling in secondary schools. A challenge remains to improve to the 100% target by	Karen Prophet; David Bruce

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							2014.	
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	50%	67%	N/A	100%			Latest information shows Special primary schools at 57% and special secondary school at 67%. Work to maximise the PE opportunities within schools will continue. Creative use of community resources will also be pursued to ensure learners receive as near to 120 minutes of PE as possible.	Rosie Wilson; David Bruce
Percentage of pupils participating in Active Schools activities - primary	29%	29%	22%				All schools offer an Active Schools programme. The latest information shows a decline from the previous years primarily due to changes in recording. A new monitoring programme has been introduced which prevents double-counting. Additionally, as requested by SportScotland, teams are no longer included in the statistics which reduces the figures.	David Bruce
Percentage of pupils participating in Active Schools activities - secondary	32%	32%	16%				All schools offer an Active Schools programme. The latest information shows a decline from the previous years primarily due to changes in recording. A new monitoring programme has been introduced which prevents double-counting. Additionally, as requested by SportScotland, teams are no longer included in the statistics which reduces the figures.	David Bruce
Percentage of P7 pupils achieving swimming level C5	N/A	55%	N/A				Level C5 – confident swimmer. Later targets are dependent on Scottish Government top up funding.	David Bruce
Percentage of children travelling to school actively - walking	N/A	70%					These measures contribute to the Council's Active Travel Action Plan.	David Bruce
Percentage of children travelling to school actively - cycling	N/A	4.5%					These measures contribute to the Council's Active Travel Action Plan.	David Bruce
Percentage of primary schools with over 30% FSM with breakfast clubs	N/A	60%	N/A				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.	Aileen Mclean
Percentage P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%				Billy MacIntyre

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of girls (S2 to S4) who are regular smokers	N/A	N/A	9%	7%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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%.	David Bruce
Percentage of boys (S2 to S4) who are regular smokers	N/A	N/A	7%	5%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady at 7%.	David Bruce
Percentage of 13 year olds drinking once a week or more	N/A	N/A	5%	4%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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 8%.	David Bruce
Percentage of 15 year olds drinking once a week or more	N/A	N/A	18%	26%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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 32%.	David Bruce
Percentage of 13 year olds who have used or taken drugs in the previous month	N/A	N/A	3%	1%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady at 3%.	David Bruce
Percentage of 15 year olds who have used or taken drugs in the previous month	N/A	N/A	11%	10%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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 15%.	David Bruce
Rate of teenage pregnancies among under 16 year olds (with focus on areas of greatest deprivation)	8.1	8.3	N/A	7.4			The 2010/11 NHS Lothian target is 7.4 per 1000 (ISD release 28 June 2009). Data are reported as a three year rolling average with a decrease from 173 to 160 from 2005/07 to 2008/10 in Edinburgh. These figures are	David Bruce

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							higher than the national average which was 7.4 in 2008/10, a reduction from the previous period when it was 7.6.	
Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate.	61%	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.	David Bruce
Percentage of primary children who say they can usually work out a way to deal with a problem	72%	77.1%	N/A	74%			58 primary schools used the Growing Confidence survey in 2010/11 as part of the mainstreaming of this important programme.	David Bruce
Percentage of primary children who ask for help when they need it	86%	87.9%	N/A	87%			58 primary schools used the Growing Confidence survey in 2010/11 as part of the mainstreaming of this important programme.	David Bruce
Percentage of primary children who feel they have lots to be proud of	81%	82.2%	N/A	82%			58 primary schools used the Growing Confidence survey in 2010/11 as part of the mainstreaming of this important programme.	David Bruce

Outcome	Narrative on progress	Status
<b>5. Children and young people are safe from harm and fear of harm, and do not harm others within their communities</b>	<p><b>Youth Offending</b> Early and Effective Intervention strategies are continuing to have a significant impact on the number of children and young people who offend. Alongside broader preventative measures provided by Community Safety colleagues and the police, the number of young people involved in offending has significantly reduced in the past four years. We are now broadening our diversionary approach to include all young people who offend, including those already known to SCRA for welfare matters. We are also planning to introduce early and effective intervention to 16 and 17 year olds who would normally be referred to the Procurator Fiscal once agreement is reached with key partner agencies. This may have result in an increase in referrals to the Youth Offending Service. We will baseline this figure over 12 months once any agreement is reached.</p> <p>The Scottish Government have rolled out the Whole Systems Approach to address youth offending and City of Edinburgh will be required to deliver this agenda. The Youth Offending Service may need to evolve its role and remit to meet the challenges of the Whole Systems Approach with partners from Criminal Justice, Secure Estate, police, health, SCRA and Procurators Fiscals Service.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of children referred to SCRA on offence grounds	357	355	299	350			In July 2012, SCRA produced its full year figures. This indicated that the number of children referred for offence related matters dropped substantially again to 299, a 16% reduction on 2010/11 figure. We now have agreement that children already subject to a Supervision Order can also be diverted from SCRA and we will use 2012/13 to provide a baseline figure as for the first time ALL	Donny Scott

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							children who offend can now be diverted from SCRA.	
Number of young people entering the adult criminal justice system within 2 years of exiting Youth Offending Service	N/A	47	52	45			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 Criminal Justice Service within 2 years. The 2010/11 data was the baseline data and tentative targets were set. Targets may be revised once full trend information becomes available.	Donny Scott
Number of young people (aged 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	N/A	28	14	25			Latest performance data is from monthly reports from SCRA. Latest information from March 2012. The latest information is half 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
Percentage of S2 pupils who said their school was good or fairly good at dealing with bullying	N/A	67%	73%	75%			Tentative, challenging targets have been set, aiming eventually to reach 100% by 2014/15.	Diana Dodd
Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	35	44	47	45			We have recruited an additional women's worker which will allow us to work with more men, as we don't offer a service to men if we are unable to offer a service to their (ex) partners. We have been given 3 years funding to develop a service for Polish families and to this end will recruit a Polish Men's Worker.	Donny Scott
Number of women partners of men associated with the WWM project receiving a service	22	40	60	45			Having another women's worker will allow us to work with more women and to further develop our groupwork with women. With regard to our Polish service we will recruit a Polish Women's Worker.	Donny Scott















Outcome	Narrative on progress	Status
<b>6. Our children and young people's outcomes are not undermined by poverty and inequality</b>	<p><b>Community Learning and Development (CLD)</b></p> <p>The CLD redesign has been successfully implemented resulting in more targeted work with young people, adult literacy, parents and carers. Additional ESF funding to support youth literacies has resulted in 198 new learners with the majority on 16+ Activity Agreements. Partnership work is a strong feature of CLD work creating opportunities for people to access learning opportunities and enhance their employability. Adult Education Matters is a framework for community based learning providers in Edinburgh. Edinburgh Literacies Partnership provides 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.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of young people involved in 16+ non formal learning	N/A	1,080	1,080	1,200			The current trend is set to continue to increase – with more resources enabling CLD people in 16+ non-formal learning.	David Bruce
Percentage of adults achieve all or part of their agreed learning goals	84%	78.6%	85%	80%			The total number of adult literacy and numeracy learners was 2,524 and we aim to increase this number whilst reaching 85% success in learners achieving their goals.	David Bruce
Number of non-English speaking people receiving English language tuition	950	814	1,000	750			The successful partnership with the Colleges and a joint levelling system ensures integrated progression for learners. CLD are on target to attract numbers of 750 or more learners in 2012/13.	David Bruce
Number of adults participating in learning opportunities/week (based on November data collection week)	15,952	17,073	17,750	16,750			The highly successful Adult Education Programme provided 672 learning opportunities for adults in a range of schools and community venues across the city. The programme is now advertised on CLD's Join In Edinburgh website. An on-line booking and payment system has been approved by the Council and the project is now being taken forward.	David Bruce











Outcome	Narrative on progress	Status
<b>7. Providing quality services and making best use of our resources</b>	<p><b>Financial Strategy</b> The ongoing financial strategy has been to protect front-line services through, wherever possible, re-designing services and improving efficiency in areas such as management, business support and discretionary non-staffing expenditure.</p> <p>Since 2007, Children and Families has identified just over £37m of efficiency savings. Over this period Children and Families has successfully dealt with the significant budget challenges which have arisen achieving a balanced budget each year since 2009/10. We have been assisted in achieving this objective through the Council's strategic approach to long term financial planning which recognises projected demographic changes through the provision of targeted increased resources to meet the increase areas such as the numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and the work to reduce class sizes.</p>	

Outcome	Narrative on progress	Status
	<p>The financial situation remains challenging and, in meeting the Council's requirement for further extensive savings over the next three years, further budget reductions will inevitably be required. In responding to these further challenges, Children and Families will continue to adopt the same financial strategy of protecting front-line services wherever possible.</p> <p>Despite the challenging financial environment, considerable progress has been made in addressing the many issues within the physical estate through funding in the Capital Investment Programme. Of the five 'Wave 3' schools which were identified as a priority for replacement in 2008; the three secondary schools have now all secured funding and are in various stages of delivery with the new James Gillespie's and Boroughmuir High Schools both benefiting from significant financial support from the Scottish Government under the Building Schools for the Future Programme. The new Gaelic Primary and Nursery School at the former Bonnington Primary School building is scheduled to open in August 2013 with the new Seaview Respite Centre and the extensions to both Corstorphine and Towerbank Primary Schools also scheduled for completion in 2013.</p> <p><b>Self-Evaluation for Improvement</b></p> <p>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.</p> <p>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.</p> <p>Following a review of the effectiveness of the Public Service Improvement Framework (PSIF), a number of centrally based teams engaged in the original rollout of PSIF in 2009/10 are now using the Quality Management in Education Framework to develop a systematic approach to self-evaluation, with a clear focus on impact and outcomes.</p> <p>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.</p> <p>Self-evaluation is increasingly well-embedded in the practice of education and centrally based staff and progress is being made in building the capacity of staff to ensure that self-evaluation is not an end in itself but informs continuous improvement.</p> <p><b>School self-evaluation surveys</b></p> <p>More parents and carers, more pupils and more school have participated in the school self-evaluation over 2011/12. Individual reports are sent to each participating school and city wide reports are shared within Children and Families. Additional analysis of findings in relation to equalities groups has been produced and shared appropriately.</p> <p><b>Youth Issues Forum</b></p> <p>The Edinburgh Youth Issues Forum is now well-established in its new structure, alternating between young people's themed events and committee meetings. Many more young people are participating now than under the previous arrangements.</p> <p><b>Community Centre Management</b></p> <p>Training has been delivered to Community Centre Management Committees and steps are being taken to continue to increase</p>	

Outcome	Narrative on progress	Status
	participation and improve local management of facilities.	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Revenue outturn as a % of the annual budget	N/A	99.8%	99.1%	100%			For the third year in succession Children and Families has contained spend within the allocated revenue budget and, in 2011/12, achieved a saving of £3.618m.	Billy MacIntyre
Capital outturn as a % of the annual budget	N/A	82.3%	92.0%	100%			In 2011/12, spend incurred in the Children and Families capital programme was £26.659m against a budget of £28.975m. This is not an under-spend but a timing difference as the funding will still be required at a later date. The variance was spread across a wide range of projects and not attributable to one in particular.	Billy MacIntyre
Combined budgeted efficiencies and savings achieved to date as a % of target	N/A	85%	O/S	100%			Although the full level of originally budgeted efficiencies and savings was not achieved; revised alternative savings were found to offset the deficit as exemplified in the fact that Children and Families achieved a small saving in 2011/12. Therefore 100% of the department's savings commitment was met in the year.	Billy MacIntyre
Percentage of staff receiving Professional/Performance Review and Development	N/A	64%	89%	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
Percentage of team plans in place across central services	N/A	78%	98%	100%				Nancy Henderson
Percentage of risk registers in place at the strategic level	N/A	100%	100%	100%				Nancy Henderson
Level of Risk Management maturity	N/A	2	N/A				Level 2 = Risk aware, Level 3 = Risk Defined, Level 4 = Risk Managed. Data is as at 2009. No schedule for assessment is in place.	Nancy Henderson



Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage days lost due to staff sickness absence across the department	4.26%	3.79%	3.72%	3.6%			The challenging target of a further 5% was not reached although performance did improve. Note that the Council target for 2011/12 was 4%.	Andy Gray
Percentage days lost due to staff sickness absence for teaching staff	3.70%	3.40%	3.24%	3.3%			Information published by Audit Scotland showed the average number of days lost for teachers improved by 15% from 7.4 to 6.3 days in the last two years. Further targets will be set following analysis and discussion with Heads of Service. Note that the Council target for 2011/12 was 4%.	Mike Rosendale
Percentage of Freedom of Information requests responded to within timescale	N/A	94%	94%	100%				Karen Brannen
Number of young people participating in Youth Issues Forum	N/A	76	114	90				Nancy Henderson
Number of people actively engaged in Community Centre Management	280	400	420	430			The CLD Consultative group is well attended by representatives from Centre management committees. A Community Centre Portfolio with information and guidance has been developed and rolled out across the city.	David Bruce

# Edinburgh Children's Partnership's Integrated Plan for Children and Young People 2012-15

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## Education, Children and Families Committee

9 October 2012

### Purpose of report

- 1 To advise the Committee of the Edinburgh Children's Partnership's Integrated Plan for Children and Young People 2012-15.

### Main report

- 2 The Edinburgh Children's Partnership, as a subgroup of the Edinburgh Partnership, directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership.
- 3 The Integrated Plan for Children and Young People was developed by the Edinburgh Children's Partnership on behalf of all the agencies working with children and young people in Edinburgh.
- 4 The plan sets out how all partners will work together effectively to secure the delivery of efficient, high quality and best value services resulting in improved outcomes for Edinburgh's children and young people, their families and their communities.
- 5 The plan is fully aligned to the Edinburgh Partnership's Single Outcome Agreement and to the Children and Families Service Plan.

### Financial Implications

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

### Equalities Impact

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

### Environmental Impact

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

## Recommendations

- 9 It is recommended that Education, Children and Families Committee notes:
- a) The Edinburgh Children's Partnership's Integrated Plan for Children and Young People 2012-15

**Gillian Tee**  
Director of Children and Families

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Appendices	1. Integrated Plan for Children and Young People 2012-15
Contact/tel/Email	Karen Brannen, Performance Manager, Children and Families Karen.brannen@edinburgh.gov.uk 0131 469 3494
Wards affected	None
Single Outcome Agreement	The Integrated Plan for Children and Young People is fully aligned to the Single Outcome Agreement 2012-15
Background Papers	

**Edinburgh Children's Partnership**  
**INTEGRATED PLAN FOR CHILDREN AND YOUNG PEOPLE**  
**2012 – 2015**

**getting  
it right**  
*for every child*



THE EDINBURGH PARTNERSHIP

## THE EDINBURGH CHILDREN'S PARTNERSHIP

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.

Our vision is that **all** children and young people in Edinburgh enjoy their childhood and achieve their potential whatever their circumstances.

We will achieve this by placing children, young people and families at the heart of all our services and providing support when it is needed throughout childhood and the transition to adulthood.

We are committed to working in partnership with families and to ensuring that the values, principles and core components of Getting it Right for Every Child are threaded through all our planning and service delivery. We recognise that when children, young people or families need help or support they should get it as quickly as possible, from services that are responsive, appropriate, proportionate and timely and always focused on the best possible outcomes for the children and young people concerned.

We will promote the values of equality, diversity, respect and integrity across all our working relationships and will work to ensure that help and support is provided, wherever possible, by those who know the child or young person well and

understand what they need, what works well for them and what may not be helpful.

As the impact of disadvantage and inequalities on outcomes for children and young people is increasingly recognised, we believe tackling inequalities is central to achieving our vision.

We all (Health, Police, Council, Voluntary Sector) recognise that we need to work together to do all we can to strengthen support for families, schools and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range of services to meet local people's needs.

## THE INTEGRATED PLAN FOR CHILDREN AND YOUNG PEOPLE

This plan is for:

- all children, young people and their families in Edinburgh and
- all those working with and for children, young people and their families in Edinburgh

The plan was developed by the Edinburgh Children's Partnership on behalf of all the agencies working with children and young people in Edinburgh and refreshed to reflect the interagency developments around children services priorities.

This plan is aligned to the Edinburgh Partnership's Single Outcome Agreement which was revised in 2012 to deliver on the Scottish Government's commitment to make Scotland:

- Wealthier and Fairer
- Smarter
- Healthier
- Safer and Stronger
- Greener

The Single Outcome Agreement is now more focussed with an articulated vision and four priority outcomes that the Edinburgh Partnership wants to achieve for the people who live in, work in and visit the city. The outcomes, reflecting the most complex challenges facing the city, have been defined as:

- Edinburgh's economy delivers increase investment, jobs, and opportunities for all
- Edinburgh's citizens experience improved health and wellbeing with reduced inequalities in health
- 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

The content of our Integrated Plan will deliver on the Scottish Government's commitment to Getting it right for every child by working collaboratively to ensure that children and young

people are safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

This plan sets out how all partners will work together effectively to secure the delivery of efficient, high quality and best value services resulting in improved outcomes for Edinburgh's children and young people, their families and their communities.

## OUR STRATEGIC OUTCOMES

When we developed our Plan in 2008 we consulted widely with stakeholders and in particular with young people. We used survey findings as well as the information we gathered from events, written submissions and consultations with young people. This formed the basis of our plan and our strategic outcomes which continue to be regularly revised to ensure that they take account of new developments. This latest version of the plan covers the period from April 2012 – March 2015 and details the measures we will use to assess our continuing progress towards meeting our strategic outcomes.

Our strategic outcomes are:

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

- SO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
- SO3 - Our children and young people at risk, or with a disability, have improved life chances
- SO4 - Our children and young people are physically and emotionally healthy
- SO5 - Our children and young people are safe from harm and fear of harm, and do not harm others within their communities
- SO6 - Our children's and young people's outcomes are not undermined by poverty and inequality

## 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 review of progress took place at the end of 2010 and highlighted areas of success and areas requiring further improvement. Some of the achievements identified from the latest review include:

- Good quality of provision for early years in local authority establishments
- Improvement in the percentage of children starting school with no dental caries

- Improvement in attainment with all National Priority secondary school attainment measures showing year-on-year improvement
- Reduction in level of exclusions
- Significant improvement in the number of young people entering positive destinations on leaving school, reaching the highest level for ten years
- Significant improvements in measures of child protection as verified by inspectors
- Reduction in the numbers of children and young people referred to SCRA on offence grounds

## WHAT ARE OUR CHALLENGES?

Through the same monitoring process a number of areas were identified as requiring further improvement:

- Although improved, destinations of school leavers are still not at the national average and require further improvement.
- Reducing the need for children to become looked after and to become accommodated
- Attainment and achievement of our lowest achieving pupils
- Outcomes for Looked After Children

- Provision of services and outcomes for children with additional support needs
- Minimising the effects of risk-taking behaviours

## **PRIORITIES FOR IMPROVEMENT**

These analyses of achievements and challenges have highlighted a number of areas which would benefit from further multi-agency effort. The following seven priorities for improvement have been identified.

- to improve support in early years so that all 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)

## **MAKING EFFECTIVE USE OF OUR RESOURCES**

Agencies have committed to work collaboratively to deliver the plan. As future budget levels become clear, in order to create capacity to achieve our priorities, it will be important for all partners to examine opportunities to reconfigure services. This may include sharing staff, resources and buildings, and will through time involve re-evaluation of services and their impacts in order to support future decision-making for investment and disinvestment.

Increasingly, the Partnership will make decisions about resource allocation on the basis of an evaluation of the extent to which outcomes and quality of services for children and young people are improving.

## **HOW WILL THE PARTNERSHIP DELIVER THE OUTCOMES IN THE PLAN?**

Leadership for each outcome and improvement priority has been identified from within the Children's Partnership. Information about the agencies represented on the Partnership can be found in the diagram on Page 27.

The leaders have a key role in ensuring all agencies, through support and challenge, remain focussed on the priorities and outcomes in order to deliver positive impacts and improving



outcomes for children and young people. The responsibility for ensuring actions are taken remain with the individual agencies and will be detailed in their individual agency plans.

Each leader will provide a regular report to the Partnership on progress made in their identified area. The report will use the most up to date information available to demonstrate progress and present future action required to secure further progress and improvement.

### **HOW DO WE MEASURE SUCCESS?**

Set out in the following pages is a detailed list of measures which we will use to assess our progress with each of the strategic outcomes and the relevant improvement priority. Each strategic outcome has been expressed as a series of sub-outcomes which in turn have been aligned to the National Wellbeing Indicators.

Each measure within the sub-outcome shows a baseline performance and has a three-year target for improvement. Further information is provided (in the 'Comment' column) where appropriate in order to explain what we mean. Each measure which also appears in the Single Outcome Agreement is annotated with (SOA).

This plan recognises that to achieve long term change means changing what we do. We know that more appropriate measures are needed to assess our performance in achieving more meaningful outcomes for children and young people in the long term. We will continue to use existing performance

measures relating to specific strategies and high level monitoring, and we will continue to develop new measures to better support our assessment of our performance in achieving the desired outcomes for children and young people.

Key to measuring progress is getting regular feedback from children, young people and their families about how well we are doing in meeting their needs and in achieving our priorities.

Developing new measures and the means to record, gather and report on them will be a key task going forward for the Partnership and joint-agency groups that support and deliver improved services and outcomes for children and young people.

As work on the plan progresses changes may be required to make sure we have the right groups, with the right people in place. This includes looking at local arrangements to ensure the Children's Partnership has the ability to assess its performance at the local, as well as at the city level, through the Children's Services Management Groups.

Further information on the plan, measuring progress, leadership and key groups can be found on the Children's Partnership pages at [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk).

## 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. "Giving every child the best start in life is also crucial to reducing health inequalities across the life course" (Marmot Review 2010). In planning our services and allocating resources we will keep a focus on addressing the social gradient in terms of families' access to good quality, early childhood experiences. To achieve this 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 for Improvement** – improve support in early years so that all children reach appropriate developmental and social milestones.

The following table sets out the performance measures we will use to assess how well we are doing to meet Strategic Outcome 1.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(SO1.1) Children have the best start in life (Nurtured, Healthy and	% of pregnant women in each SIMD quintile booked for antenatal care by the 12 <sup>th</sup> week of gestation	69%	73%	77%	80%	Data is for Lothian. Target is to reach 80% by March 2015

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
Safe)	Percentage of 3-4 year old children to receive at least two applications of fluoride	1.1%	30%	60%	60%	This is a measure of active prevention of dental caries. Support for this will be provided through the pre-school education programme. The figure is for 2011/12.
	Percentage of all 3-5 years old children having had their vision tested	-	90%	92.5%	95%	There is no baseline yet as this is a newly measured figure. Support for this will be provided through the pre-school education programme.
(SO1.2) Children's early years development, learning and care experiences are improved so that they are ready for school  (Nurtured and Achieving)	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%.
	Percentage of children entering P1 with a baseline numeracy score of 85 or more (SOA)	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 on entry to P1.
	Percentage of children entering P1 with a baseline literacy score level of 85 or more (SOA)	88%	90%	-	-	

### Supporting Activities and Strategies

Mainstream the Getting It Right for Every Child core components across all our services and partnership working.

Deliver the Early Years Change Fund Action Plan.

Deliver the Early Years Framework and Strategy.

Support ongoing development of Family Nurse Partnership in Edinburgh.

### Supporting Activities and Strategies

Target parental support according to identified need.

Make best use of data from 24-month assessment to monitor child development and increase support to children and families who need it.

Use agreed 24-month assessment to deliver follow up pre-school assessment to monitor impact and put in place appropriate support.

Develop measures of healthy lifestyle at the 12-week check.

Implement the Additional Support for Learning Improvement Plan.

Develop measures of identifying and meeting needs of children with Additional Support Needs.

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

As young people prepare to enter adult life, the skills, aptitudes and personal qualities with which they have been provided will enable them to lead positive and productive adult lives. There is a strong correlation between under-achievement at school and unemployment. Through working collectively we can ensure that children and young people are provided with the opportunities to gain these key skills and to ensure that productive opportunities are available within the local area. In this way we can ensure that children and young people enter adult life with positive options, making positive choices.

We are committed to high quality inclusive schools which work with families to meet the needs of all their children.

We will strengthen joint agency support for children so that the need for exclusion and truancy is reduced.

By identifying early those at greatest risk of being educationally disadvantaged we can target collaborative support to ensure that all achieve their full potential.

**Priority for Improvement** – improve the educational attainment of the lowest achieving pupils.

The following table sets out the performance measures we will use to assess how well we are doing to meet Strategic Outcome 2.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(SO2.1) Children and young people have high quality learning experiences and their learning needs are met	Average tariff score of lowest performing 20% of S4 pupils in mainstream schools <b>(SOA)</b>	(2010/11) 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.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(Achieving)	Average tariff score of highest performing 80% of S4 pupils in mainstream schools	(2010/11) 217	220	221	222	The aim is to narrow the gap between the highest and lowest achieving pupils whilst still improving attainment for all.
	Percentage of pupils achieving SCQF Level 3 in maths and English by the 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 <sup>rd</sup> quartile nationally. National performance was 93.1%.
	Percentage of pupils achieving 5+ awards at SCQF Level 4 or above by end of S6	79.5%	81.1%	82.8%	84.4%	See note above. Edinburgh was in the 3 <sup>rd</sup> quartile nationally. National performance was 79.4%.
	Percentage of pupils achieving 5+ awards at SCQF Level 5 or above by end of S6	52.8%	53.7%	54.6%	55.5%	See note above. Edinburgh was in the 2 <sup>nd</sup> quartile nationally. National performance was 46.7%.
	Percentage of primary schools achieving positive inspection reports	91%	92%	93%	94%	Latest performance data from HMIE inspections (28 April 2008-31 March 2010) of primary schools. National performance is 90%.
	Percentage of secondary schools achieving positive inspection reports	88%	89%	90%	91%	Latest performance data from HMIE inspections (28 April 2008-31 March 2010) of secondary schools. National performance is 87%.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(SO2.2) Young people are confident individuals, effective contributors and responsible citizens  (Achieving, Respected and Responsible)	Percentage of half days attended in primary schools	(2010/11) 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 <sup>th</sup> quartile nationally. National performance was 94.8%.
	Percentage of half days attended in secondary schools	(2010/11) 91.0%	91.4%	91.8%	92.1%	See note above. Edinburgh was in the 3 <sup>rd</sup> quartile nationally. National performance was 91.1%.
	Exclusions per 1,000 pupils from primary school	(2010/11) 13	11	9	7	Latest performance data relates to school session 2010/11. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 performance. Edinburgh was in the 3 <sup>rd</sup> quartile nationally. National performance was 11.
	Exclusions per 1,000 pupils from secondary school	(2010/11) 55	52	50	47	See note above. Edinburgh was in the 2 <sup>nd</sup> quartile nationally. National performance was 72.
	Percentage of young people from lowest achieving and priority groups participating and achieving awards in Duke of Edinburgh	20%	21%	22%	23%	
	Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	385	400	450	500	Problems with recording in the new national online system have led to under-reporting nationally. Actual numbers of achievement will be considerably higher.

### **Supporting Activities and Strategies**

Mainstream the Getting It Right for Every Child core components across all our services and partnership working.

Deliver Curriculum for Excellence with a particular focus on underachieving groups of children.

Implement the Integrated Literacy Strategy.

Implement the Additional Support for Learning Improvement Plan.

Develop measures for children and young people with disabilities to support performance monitoring.

Implement the Duke of Edinburgh Award Development Plan.

Develop and implement a new Parental Engagement Strategy.

Deliver Youth Work Strategy.



## 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 young people who need to become looked after by engaging and supporting families earlier and more effectively when concerns are identified.

We aim to improve outcomes for our Looked After Children by ensuring that there are ongoing assessments of health needs, and that these needs are met through partnership working. We will also ensure that all Looked After Children are supported to maximise their ability for improved educational outcomes. We want to identify and respond to children's difficulties as soon as possible and, where possible, reduce the need for children to become looked after.

Additionally, by improving support for children looked after at home we will work to reduce the need for children to be accommodated and 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.

**Priority for Improvement** – 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 for Improvement** – improve life chances for Looked After Children including increasing the focus on Corporate Parenting.

**Priority for Improvement** – improve early support for children with Additional Support Needs (ASN).

The following table sets out the performance measures we will use to assess how well we are doing to meet Strategic Outcome 3.

Outcome	Performance Measure	Target			Comment	
		Current (2011/12)	2012/13	2013/14		2014/15
(SO3.1) Children who need to be supported are identified earlier and receive the right level of service for the right amount of time  (Safe, Nurtured)	Number of children who <u>need</u> to be looked after (rate per 1,000 0-18) <b>(SOA)</b>	(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 the end of July 2011 was 1,359.
	Percentage of Looked After Children who are looked after at home <b>(SOA)</b>	(end July 2011) 32%	33%	35%	37%	As above.
	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 Looked After Children becoming accommodated throughout the year.
(SO3.2) Children in need of protection receive the help they need straight away  (Safe)	Percentage of children added to the CPR 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 monthly basis.
(SO3.3) Looked after children are cared for and have improved life chances  (Achieving, Included, Healthy, Respected and Responsible)	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. From the Scottish Government publication 'Educational Outcomes of Looked After Children'. The publication was the first to be published with this baseline data.

Outcome	Performance Measure	Target			Comment	
		Current (2011/12)	2012/13	2013/14		2014/15
	Rate of exclusion for Looked After Children (per 1,000 population) <b>(SOA)</b>	(2009/10) 303	To be developed	To be developed	To be developed	As above
	Average tariff score for Looked After Children	78	To be developed	To be developed	To be developed	As above
	Percentage of Looked After Children entering a positive destination on leaving school <b>(SOA)</b>	(2009/10 leavers) 65%	To be developed	To be developed	To be developed	As above
	Percentage of Looked After Children provided with a health assessment	To be sourced	100%	100%	100%	Baseline to be sourced
(SO3.4) Children with Additional Support Needs are identified early and have their needs met	Percentage of Section S23s 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 for them.
(Achieving, Included, Healthy, Respected and Responsible)	Percentage of overnight respite nights not in a care home	37%	45%	Maintain at 45%	Maintain at 45%	
	Percentage of children receiving day care service	79%	Maintain at 79%	Maintain at 79%	Maintain at 79%	
	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.

### Supporting Activities and Strategies

Mainstream the Getting It Right for Every Child core components across all our services and partnership working.

Deliver the Early Years Change Fund Action Plan.

Implement the Corporate Parenting Action Plan.

Implement Child Protection Improvement Plan.

Implement the Adoption Services Plan.

Implement the Additional Support for Learning Improvement Plan.

Implement the Looked After and Accommodated Children Improvement Plan.

Develop specific measures on meeting the needs of children with Additional Support such as service waiting list times, respite and play scheme support.

## 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 will improve partnership working which shifts the emphasis from crisis management to early intervention and prevention, increases health equality between children and young people across the whole of Edinburgh and delivers responsive and appropriate health services that have been designed to meet evidenced needs.

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 for Improvement** – improve health outcomes for children, including healthy weight, sexual health, emotional health and wellbeing and drug and alcohol misuse.

The following table sets out the performance measures we will use to assess how well we are doing to meet Strategic Outcome 4.

Outcome	Performance Measure	Target				Comment
		Current (2011/12)	2012/13	2013/14	2014/15	
(SO4.1) Children and young people are healthy  (Healthy, Included)	Percentage of residential services accredited as Health Promoting	Level 1 90%	Level 1 100%	Level 2 60%	Level 2 100%	Level 1 = Engaging, Level 2 = Embedding, Level 3 = Sustaining. Taken from 'Health Promoting Units Guidance'
	Percentage of staffed Community Centres accredited as Health Promoting	Bronze 40%	Bronze 100%, Silver 40%	Silver 100%, Gold 40%	Gold 100%	Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
	Percentage P1 pupils who are obese <b>(SOA)</b>	(2010/11 school year) 9.4%	8.5%	8.3%	8.1%	Data is for the City of Edinburgh Council area and the most recent data refers to school year 2010/11. The methodology has changed this year to include children at the extremes of measurement. The figures for 2007/08 to 2009/10 have been recalculated using the same methodology. The national figures for the period (2007/08 to 2010/11) have fluctuated between 9.3% and 9.6% obese. While the national figures have changed little over the period in question the trend in Edinburgh may be decreasing and the Edinburgh figure is now below the national figure for the first time in several years. Data for 2011/12 will be available in December 2012.
(SO4.2) Young people make health protective choices in relation to food, substance use and relationships  (Healthy and Safe)	Percentage of 15 year olds drinking once a week or more <b>(SOA)</b>	(2010) 18%	-	-	15%	Data taken from the 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 32%
	Percentage of 15 year olds who are regular smokers <b>(SOA)</b>	(2010) 13%	-	-	10%	As above. Performance improved from 2006 when it was 16%
	Percentage of 15 year olds who have used or taken drugs in the previous month <b>(SOA)</b>	(2010) 11%	-	-	10%	As above. Performance improved from 2006 when it was 15%.

Outcome	Performance Measure	Target			Comment	
		Current (2011/12)	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%	Maintain at 88%	Maintain at 88%	Maintain at 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.
	Rate (per 1,000) of teenage pregnancies among under 16 year olds (with focus on areas of greatest deprivation)	8.3 per 1,000	7.4 per 1,000	7.4 per 1,000	7.4 per 1,000	The 2010/11 NHS Lothian target is 7.4 per 1000 (ISD release 28 June 2009). Data are reported as a three year rolling average with a decrease from 173 to 160 from 2005/07 to 2008/10 in Edinburgh. These figures are higher than the national average which was 7.4 in 2008/10, a reduction from the previous period when it was 7.6.
	Percentage of young people waiting over 26 weeks from referral to treatment for specialist CAMHS services	8%	0%	0%	0%	Target is to reach zero by March 2013
(SO4.3) Children have increased resilience and wellbeing	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 project.
(Healthy and Safe)	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 Activities and Strategies

Mainstream the Getting It Right for Every Child core components across all our services and partnership working.

Implement the recommendations of the Marmot Review.

Develop improved health measures in addition to HEAT targets.

Work with the Sexual Health Strategy Programme Board to support uptake of very long acting reversible contraception (VLARC).

Work with Edinburgh Alcohol and Drug Partnership to deliver commitments within the current Strategy 2011-14 and associated Action Plan for children and young people.

Develop measures on adolescent substance use and children in families who misuse drugs and alcohol.



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

Without safety it is impossible to achieve all other aspirations for our children 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.

The following table sets out the performance measures we will use to assess how well we are doing to meet Strategic Outcome 5.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(SO5.1) Fewer children and young people offend and do not harm others in their community  (Safe)	Number of children referred to Scottish Children's Reporter Administration on offence grounds	(2010/11) 355	340	330	325	
	Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending Service 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.
	Number of young people (age 12+) referred to the Reporter on offence grounds on 5+ occasions in the past 6 months	14	25	25	25	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.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(SO5.2) Children and young people are safe from harm and fear of harm  (Safe)	Percentage of S2 pupils who said their school was good or fairly good at dealing with bullying	73%	83%	93%	100%	
	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%	
	Percentage of primary pupils who said that they would talk to an adult if they were very worried	74%	84%	94%	100%	
	Percentage of secondary pupils who said they feel safe and cared for in school	75%	85%	95%	100%	
	Percentage of primary pupils who said they feel safe at school	74%	85%	95%	100%	

### Supporting Activities and Strategies

Mainstream the Getting It Right for Every Child core components across all our services and partnership working.

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.

Children and young people who are offending/or at risk of offending are identified and personalised plans developed.

Work with Services for Communities and through the Neighbourhood Tasking and Co-ordination Groups to ensure early intervention with

### Supporting Activities and Strategies

young people engaged in antisocial behaviour.

Further develop and implement provision for a range of programmes to support healthy choices and behaviours and challenge bullying, prejudice and hate crime.

Coordinate activities and strategies across domestic abuse and violence against women.

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

We know that poverty experienced during childhood can have a profound and lasting impact on children and their families. It can lead to social exclusion creating problems with education, employment, mental and physical health and social interaction. Children who grow up poor are more likely to leave school without qualifications, have lower employment chances, thus restricting their ability to get a good job and financially contribute to society. We will work to identify who is most at risk and provide services which help to minimise the impact of poverty and inequality on these children and their families.

As young people prepare to enter adult life, the skills, aptitudes and personal qualities with which they have been provided will enable them to lead positive and productive adult lives. There is a strong correlation between under-achievement at school and unemployment. Through working collectively we can ensure that children and young people are provided with the opportunities to gain these key skills and to ensure that productive opportunities are available within the local area. In this way we can ensure that children and young people enter adult life with positive options, making positive choices, giving them the best possible start on their journey into an adult life which is free from poverty.

We also aim to promote social inclusion by working 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 for Improvement** – Increase the number of young people who enter and sustain positive destinations.

The following table sets out the performance measures we will use to assess how well we are doing to meet Strategic Outcome 6.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
(6.2) All young people go on to positive options making positive choices  (Included)	Percentage of school leavers who go on to an initial positive destination <b>(SOA)</b>	(2010/11 leavers) 87.4%	88.9%	Exceed national average	Exceed national average	Initial destination is measured in the September following leaving school. Data is for leavers from 2010/11 school session from mainstream schools.

Outcome	Performance Measure	Current (2011/12)	Target			Comment
			2012/13	2013/14	2014/15	
	Percentage of school leavers who are in a follow up positive destination <b>(SOA)</b>	(2009/10 leavers) 83.1%	85.2%	Exceed national average	Exceed national average	Followup destination is measured in the March following leaving school.
(6.1) Our children's and young people's outcomes are not undermined by the effects of poverty and inequality  (Included)	Percentage of children living in households that are dependent on out of work benefits <b>(SOA)</b>	April 2011 19.5%	19%	19%	19%	The short term target is to maintain performance at the baseline level and long term is to meet performance of the highest ranked Scottish City (17%)
	Percentage of primary pupils registered for free school meals	20.8%	To be developed	To be developed	To be developed	Data is from the Healthy Living Survey carried out by the Scottish Government in February 2012. Free school meals is a recognised measure of poverty. Targets will be developed based on previous trend information, comparative performance and future projections.
	Percentage of secondary pupils registered for free school meals	15.2%	To be developed	To be developed	To be developed	
	Percentage of primary schools with over 30% free school meal registrations with breakfast clubs	60%	70%	75%	80%	

## Supporting Activities and Strategies

Mainstream the Getting It Right for Every Child core components across all our services and partnership working

Deliver More Choices, More Chances and increase accredited courses through strengthened links with City Development and Employability and Jobs Strategy and other partners

Deliver 16+ Learning Choices

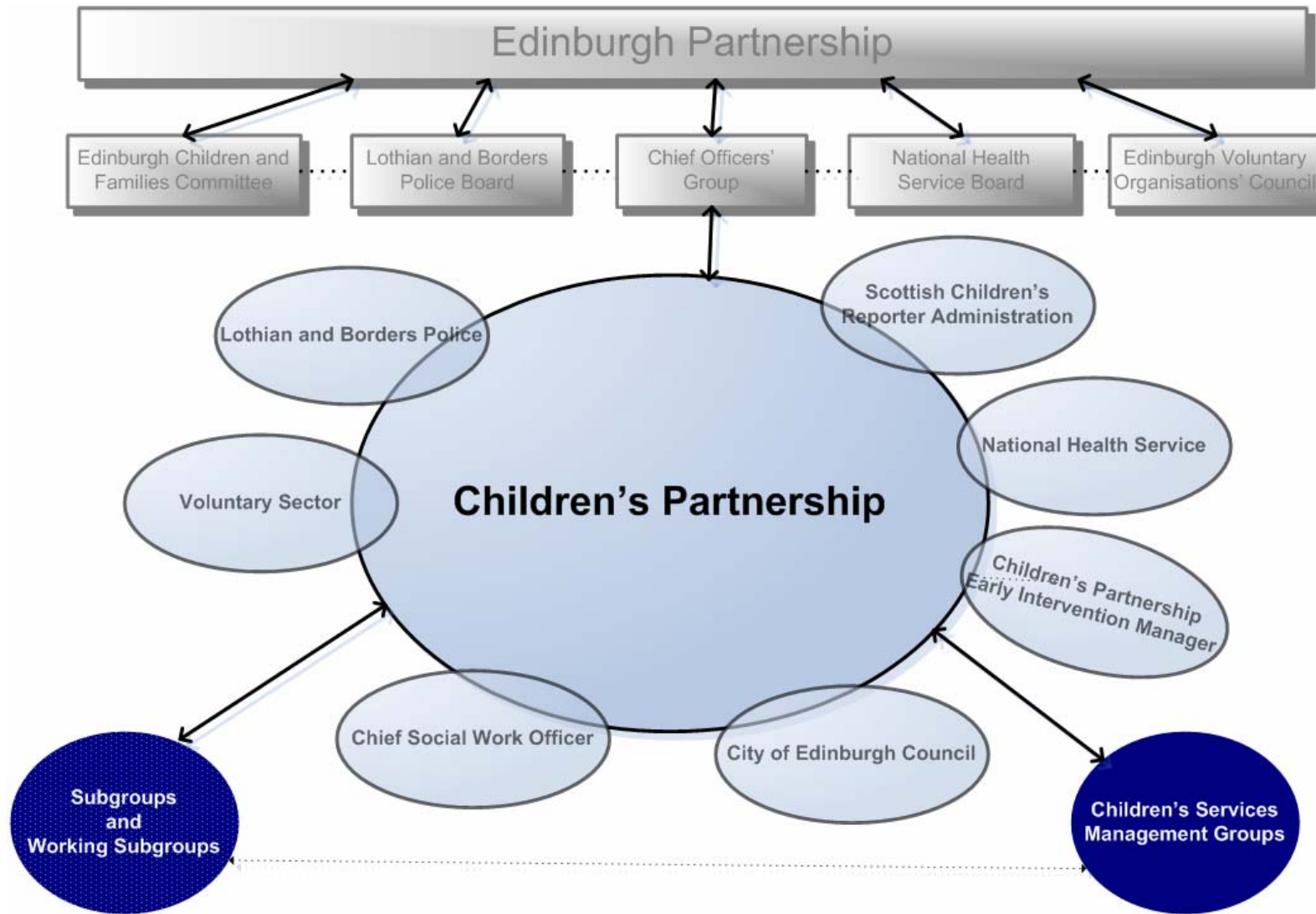
Continue to work with those young people identified as at risk of entering a negative destination and provide the most appropriate support towards a positive destination, including Activity Agreements

Deliver the Edinburgh Guarantee

Deliver the Poverty and Inequality Framework

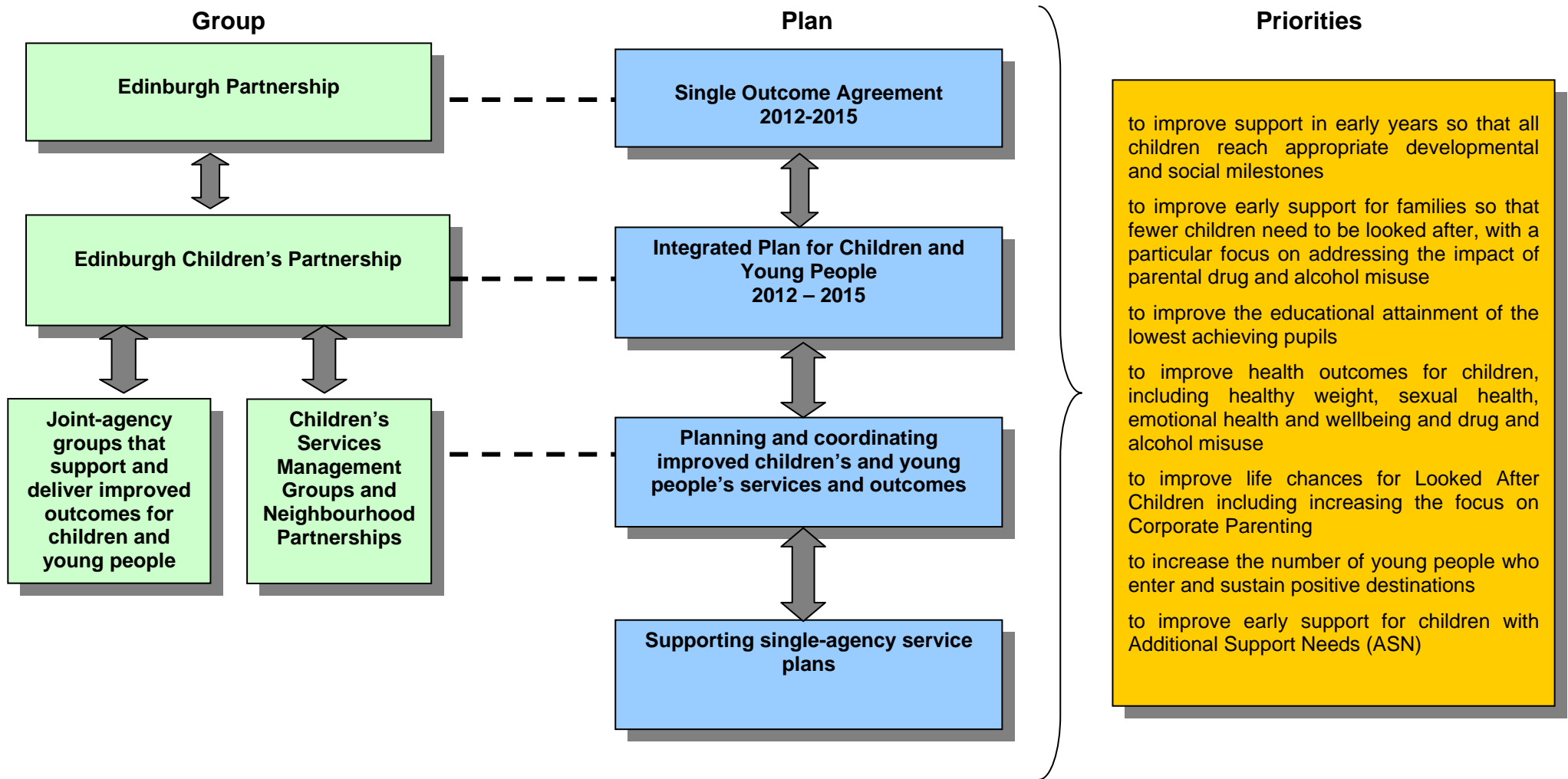
Develop measures on child poverty in order to set a clear baseline for future monitoring

## EDINBURGH CHILDREN'S PARTNERSHIP MEMBERS



## HOW DOES THE INTEGRATED PLAN LINK TO THE SINGLE OUTCOME AGREEMENT AND OTHER PLANS AND JOINT-AGENCY GROUPS?

The diagram below shows the structure and relationship between the Edinburgh Partnership, the Children's Partnership and its subgroups alongside the planning landscape around the Integrated Plan for Children and Young People. Also shown is a re-iteration of the agreed set partnership priorities for improvement.





## Getting it right for every child

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### Education, Children and Families Committee

October 9<sup>th</sup> 2012

#### 1 Purpose of report

To update elected members on the implementation of the *Getting it right for every child* national programme within city of Edinburgh.

#### 2 Summary

- 2.1 Good progress is being made in Edinburgh in putting into practice the key elements of *Getting it right for every child*: these include ensuring every child has a Named Person, improving joint working and communication, strengthening universal services to address concerns at the earliest point and streamlining processes and systems. Improved outcomes, better engagement of parents and carers and children and more effective and consistent practice is emerging as a result.

#### 3 Main report

- 3.1 *Getting it right for every child* is the national programme developed to support the delivery of effective resources and early interventions to improve outcomes for children, young people and their families. The approach is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC) and emphasises putting the needs of children and young people first and ensuring that their views are listened to and influence decisions which affect their lives. The approach supports individuals and agencies to work together in a coordinated way in order to improve a child's wellbeing, health and/or development.
- 3.2 The focus of implementation in Edinburgh has been on streamlining the systems and structures behind integrated working and move towards a simpler, clearer approach to planning to meet children's learning, care and development needs which works with parents and carers as part of that process.
- 3.3 The current consultation on a Children and Young People's Bill seeks to enshrine key elements of *Getting it right for every child* in legislation. These include the requirement for each child/young person to have access to a Named Person, the requirement for all relevant services to cooperate with the Named Person to meet children's needs and a single planning process to

simplify and streamline responses and support parents and carers more effectively. Our progress to date in implementation means that the authority is well placed to respond to these requirements. The principle and practice of every child having a Named Person has been established: for babies up to 10 days it is the midwife, for children aged 11 days to starting school the Health Visitor and for school age children the Headteacher.

- 3.4 There is support for the implementation of a single Child's Plan and making good progress towards joining up systems to make this effective. An annual audit of Child's Plans will be carried out following a pilot of this approach which examined 149 child's plans at the beginning of this year.
- 3.5 All primary, secondary schools, special schools and early years' settings have been offered training to implement required changes in practice and practical support for this is ongoing.
- 3.6 The Scottish Government requested a national review of the education sector's readiness to implement *Getting it right for every child*: Edinburgh was one of 11 authorities selected to take part. Feedback was received following the visit to Edinburgh at the end of 2011 and a number of key strengths were noted: "In relation to impact, staff reported numerous examples of children who had been extremely vulnerable and were now making good progress". The child's planning process ensures that the needs of the child/young person are identified and met through the use of the wellbeing indicators which ensure that children are safe, healthy, active, nurtured, achieving, responsible, respected and included (SHANARRI). The role of the lead professional in co-ordinating the plan ensures outcomes for the child/young person and family will improve. Areas for further improvement are being addressed within ongoing implementation support.
- 3.7 The delivery of *Getting it right for every child* is supported by six geographical Children's Services Management Groups and two strategic groups one for disabilities and one for social, emotional and behavioural needs. These multi-agency groups of service managers are working to ensure better service design and resource allocation to improve outcomes for children, young people and families in school clusters and communities.
- 3.8 The authority is working, through the Early Years and Early Intervention Change Fund, to "*Get it right*" for Children in Need and reduce the need for them to become looked after. The authority has identified specific cohorts of children, young people and families who would benefit from additional support or resources to minimise risk of escalation and statutory measures. Analysis of this will be important in assessing the added value and impact of *Getting it right for every child*.
- 3.9 Parental engagement and involvement is central to *Getting it right for every child* and good progress is being made in this area. *Getting it right* paperwork is being reviewed using feedback from parents and carers on content. Evidence of levels of parent and carer involvement in their Child's Plans will be routinely monitored as part of the implementation process.
- 3.10 Work is required to improve the capacity of stakeholders' ICT systems (police, social work, schools and health) to meet the information sharing requirements

of *Getting it right for every child*. This is not without logistical and legislative challenges but to deliver an effective single Child's Plan, these need to be addressed.

#### **4 Financial Implications**

- 4.1 The costs of the centrally based Implementation Team continue to be met from the budget identified for this purpose within Children and Families.

#### **5 Equalities Impact**

- 5.1 An Equalities and Rights Impact Assessment was carried out. There are no infringements of rights arising from the implementation of *Getting it right for every child* and the systems and processes within Child's Planning facilitate consideration of the ten areas of rights. The next audit of Child's Plans will be screened for ethnicity, gender and additional support needs to assist our monitoring process. Awareness of the equality and rights impact assessment will be built into training to implement *Getting it right for every child* at a cluster level.

#### **6 Environmental Impact**

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

#### **7 Conclusions**

- 7.1 Implementation is progressing well. Areas for improvement have been identified and will be taken forward over the next 6 months.

#### **8 Recommendations**

- 8.1 That elected members note implementation to date and request a further progress report in 12 months.

**Gillian Tee**  
Director of Children and Families

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Appendices	None
Contact/tel/Email	Lynne Porteous <a href="mailto:lynne.porteous@edinburgh.gov.uk">lynne.porteous@edinburgh.gov.uk</a> 529 2423
Wards affected	All
Single Outcome Agreement	Edinburgh's children and young people enjoy their childhood and fulfil their potential

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Background  
Papers

Getting it right for every child –  
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications/practice-guide>  
“A Scotland for Children” (Consultation)

## Self-evaluation Progress report

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### Education Children and Families Committee

9 October 2012

#### 1 Purpose of report

- 1.1 This report is an annual report that outlines progress and developments in self-evaluation and team planning in the education and centrally based services of Children and Families, including supported self-evaluation (SSE) in partnership with Education Scotland HMI.

#### 2 Summary

- 2.1 Children and Families strive to meet the needs of service users by understanding and anticipating their different needs and expectations. The process of self-evaluation is central to the maintenance of quality, the pursuit of excellence and is complementary to the wide range of external scrutiny arrangements currently operating within and across the Service.

#### 3 Main report

##### Background

- 3.1 A Self-evaluation Strategic Group (SESG) was established in January 2011 to:
- Work towards the production of a robust, outcome focused self-evaluation by the education and centrally based services of Children and Families in order to inform improvement planning.
  - Ensure that existing, well-established processes of self-evaluation and performance management systems are core to the evidence gathering process.
- 3.2 Outcome-focused self-evaluation is increasingly well embedded across education and central services with teams, establishments and units all involved in processes of self-evaluation. A key improvement priority is to support staff and managers to focus more effectively on articulating the impacts that services are making.
- 3.3 There is greater clarity at all levels regarding the self-evaluation frameworks currently used by Children and Families. Across the service there is increasing use and understanding of national quality frameworks as central to the

continuous improvement process, the basis for planning for improvement and action to improve.

- 3.4 Following a review of the effectiveness of the Public Service Improvement Framework (PSIF), a number of centrally based teams engaged in the original roll out of PSIF in 2009/10 are now using the Quality Management in Education framework to develop a systematic approach to self-evaluation, with a clear focus on impact and outcomes.
- 3.5 A clearly articulated set of outcomes for Children and Families are detailed in the Service Plan and, for most staff, their team plan provides a direct connection to those outcomes. An updated Team Plan template, introduced in March 2012, includes a requirement for measurable targets. All teams/establishments/units will be using this format by the end of the year. An annual cycle of team planning and self-evaluation, based on a model of 'plan»do»review', is currently being implemented.
- 3.6 The evidence gathered through these processes of self-evaluation also contributes to a range of standards and frameworks including Investors in People (IIP), Customer Service Excellence (CSE) and the European Foundation for Quality Management (EFQM).

#### Literacy Supported Self-evaluation (SSE)

- 3.7 In November 2011, Education Scotland HMI was invited to work alongside the Literacy Strategy Group, to develop, and challenge, the existing Literacy self-evaluation and to help strengthen outcomes for learners.
- 3.8 Following an initial scoping exercise a timetable of planned, evaluative activity exploring the impact of the Literacy Strategy on learners, was brought together involving Early Years, Child and family centres, primary and secondary schools, Family Learning, Workers Educational Association (WEA), Psychological Services, QIOs, Community Learning and Development and Professional Support Services.
- 3.9 Key strengths from the SSE include:
  - strong commitment from a range of staff to improving self-evaluation in literacy
  - Staff keen to reflect on their practice and open to new ideas and approaches to improve outcomes for children and young people.
  - Transparency amongst staff who are keen to engage in professional dialogue to improve their practice

#### Areas for Improvement

- Continue to build capacity in all staff, through CPD and sharing practice, in ensuring self-evaluation is not an end in itself and reflects the improvement 'journey' and the impact and outcomes demonstrated.

- Continue to develop approaches to staff challenging each other in improving their practice, through CPD and sharing practice.
- Develop approaches to strengthening coherence between early years and primary one with reference to assessment, planning and monitoring across the early level, as part of both the Early Years and Literacy Strategies.

The outcomes of the SSE will be incorporated into the action plan of the Literacy Strategy Group.

3.10 The next phase of self-evaluation activity will focus on Getting it Right for Every Child and Additional Support for Learners.

3.11 Next Steps

The SESG will:

- Continue to ensure that the results of the evidence gathering processes are robust and impact focused, and that the questions 'What difference are we making?' and 'How do we know?' can be answered with confidence.
- Continue to ensure that clear plans are in place to address identified areas for improvement, and that these are actioned.
- Continue to embed regular self-evaluation and team planning as central to the culture of continuous improvement, across Children and Families.

#### **4 Financial Implications**

4.1 There are no financial implications from this report.

#### **5 Equalities Impact**

5.1 There is no equalities impact.

#### **6 Environmental Impact**

6.1 There is no adverse environmental impact.

#### **7 Conclusions**

7.1 Self-evaluation is increasingly well embedded in the practice of education and centrally based staff and progress is being made in building the capacity of staff to ensure that self-evaluation is not an end in itself but informs continuous improvement.

## 8 Recommendations

8.1 Note the content of the report and request an update in one year.

**Gillian Tee**  
Director of Children and Families

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Appendices	none
Contact/tel/Email	Ros Sutherland Lead Officer-Self-evaluation Tel no 469 3445 <a href="mailto:ros.sutherland@edinburgh.gov.uk">ros.sutherland@edinburgh.gov.uk</a>
Wards affected	All
Single Outcome Agreement	Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Background Papers	



## Inspection of Children's Services

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### Education and Children's Services Committee

9 October 2012

#### Purpose of report

- 1 To advise Members of a forthcoming pilot inspection of services for children in Edinburgh. The inspection will examine how well public services work together to improve outcomes for children, especially children in need.

#### Main report

- 2 The Care Inspectorate plans to inspect services for children across the whole of Scotland through inspections of all 32 local authority areas by the end of March 2017. The inspection process is to be piloted in a small number of local authority areas, including Edinburgh. The inspection starts on 12 November and is due to conclude with the publication of a report for Scottish Ministers in February 2013.
- 3 The scrutiny bodies taking part include the Care Inspectorate, Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland (HMICS), and Healthcare Improvement Scotland. The Care Inspectorate will also collaborate with Audit Scotland in relation to its scrutiny work. The scheduling of the joint inspections across Scotland will take account of the Shared Risk Assessment process and National Scrutiny Plan for local authority services published annually by Audit Scotland.
- 4 The Care Inspectorate will deploy teams of inspectors drawn from the relevant scrutiny bodies. They will collect evidence by examining background information, reading case files, attending meetings and engaging with children, young people, parents and staff from relevant agencies.
- 5 The inspection will focus on services for children in need including family support services, services for children with disabilities and children in need of care and protection, including children who are Looked After. This will include the implementation of Getting it Right for Every Child.
- 6 The report to Scottish Ministers which follows the pilot inspection will report on how well services are working together to improve the lives of children and young people. Inspectors will also provide a detailed account of inspection findings to the Edinburgh Community Planning Partnership at the conclusion of the inspection. At the conclusion of the pilot inspection a report on the findings will be provided to the Committee.

7 A briefing session on the pilot inspection is being arranged to which all elected members will be invited.

### Financial Implications

8 None

### Equalities Impact

9 The inspection will evaluate how well services work together to improve outcomes for children in need

### Environmental Impact

10 None

### Recommendations

11 The Committee is asked to note the contents of this report and note that a report on the inspection findings will be provided in due course.

**Gillian Tee**  
Director of Children and Families

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Appendices	Appendix 1 Care Inspectorate Code of Practice for Joint Inspections of Services for Children
Contact/tel/Email	Alistair Gaw Head of Support for Children and Young People 0131 469 3388
Wards affected	All
Single Outcome Agreement	<b>National Outcome 4</b> - Our young people are successful learners, confident individuals, effective contributors and responsible citizens <b>National Outcome 5</b> - Our children have the best start in life and are ready to succeed <b>National Outcome 8</b> - We have improved the life chances for children, young people and families at risk <b>National Outcome 9</b> - We live our lives safe from crime, disorder and danger
Background Papers	None



## Code of Practice for Joint Inspection of Services for Children

### 1. Purpose and Background

- 1.1. In September 2011, Scottish Ministers requested that Social Care and Social Work Improvement Scotland known as the Care Inspectorate lead on the development and coordination of a new model for the scrutiny and improvement of services for children and young people. As required under section 115(8)(b) of the Public Services Reform (Scotland) Act 2010, henceforth defined as 'the 2010 Act', this Code of Practice is issued by Scottish Ministers to provide general guidance on matters relating to joint inspection of services for children. This Code of Practice relates specifically to joint inspections of services for children as defined in section 115(12) of the 2010 Act and sets out how confidential information including personal records will be accessed and handled during the process of joint inspection in compliance with the requirements of the 2010 Act and regulations made there under, the European Convention on Human Rights (ECHR) and the Data Protection Act 1998.
- 1.2. At the request of Scottish Ministers, the Care Inspectorate tested out a process for inspecting services for children between April and June 2012 with a view to finalising a methodology and commencing a series of pilot inspections from September 2012.
- 1.3. The Care Inspectorate has a plan to inspect services for children across the whole of Scotland through inspections of all 32 local authority areas by the end of March 2017. The persons and bodies taking part in each inspection will include the Care Inspectorate, Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland (HMICS), and Healthcare Improvement Scotland. The Care Inspectorate will also collaborate with Audit Scotland in relation to its scrutiny work. The scheduling of joint inspections will be intelligence-led and take account of the Shared Risk Assessment process and National Scrutiny Plan for local authority services published annually by Audit Scotland.
- 1.4. Section 115 of the 2010 Act together with regulations made under the 2010 Act and this Code of Practice provide the framework for the conduct of joint inspections of services for children and the lawful exercise of powers to access and share information by inspectors during the process of a joint inspection.
- 1.5. In carrying out a joint inspection of services for children, the Care Inspectorate will deploy teams of inspectors as authorised persons. These teams will comprise a mix of staff with the relevant skills and experience drawn from the relevant persons and bodies detailed in

paragraph 1.2 above.. The Care Inspectorate will also make use of Associates as authorised persons to augment these teams and to provide specialised skills or knowledge. Associates are people who are recruited to act as an inspector for the duration of one inspection from their current employment within children's services. The inspectors will bring recent successful experience in services for children to the inspections. The obligations of all staff taking part in the inspection, including Associates, will be governed by this Code of Practice. This will include the need to adhere to confidentiality requirements and an obligation to declare any conflict of interest.

- 1.6. A framework of quality indicators has been developed to support Community Planning Partnerships, as defined in Part 2 of the Local Government in Scotland Act 2003, with self-evaluation in relation to *'How well are we improving the lives of children, young people and families?'*. This framework also aims to support the implementation of *Getting it right for every child* and integrated approaches to improving the lives of all children and particularly the most vulnerable children, young people. The quality indicators within this framework are designed to give a focus to the collection and appraisal of evidence and will be used by teams of inspectors in their independent evaluation of the quality of services.

## **2. The methodology for the joint inspection of services for children and access to personal information**

- 2.1. The model of inspection has been designed to focus on outcomes for children and young people and how well their lives are improving as a result of the services they are receiving. It is designed around a set of key principles for scrutiny and improvement which has been agreed by the relevant inspectorates following extensive consultation prior to the design of the inspection model. (These principles are set out in Appendix 1).
- 2.2. The inspection methodology (the detail of this methodology is set out in Appendix 2) requires a firm evidence base from a range of sources to allow teams of inspectors to reach collective judgements and evaluations about how well services are improving the lives of children and young people. The inspection process is designed to gather evidence in relation to relevant quality indicators. Evidence is gathered from a range of sources to reach an evaluation of performance in relation to selected indicators.
- 2.3. Where the Care Inspectorate considers it necessary and expedient for the purposes of any joint inspection, the evidence gathered may include information about an identified sample of individual children and young people within the local authority area. This requires access to records which contain confidential information as defined in s115(11) of the 2010 Act and relate to individual children and young people. This includes core records held by the identified lead professional for the child's multi-agency plan and/or the named person in health or education services. ("Core records", "named person", and "lead professional" are defined within the methodology for these inspections set out in Appendix 3). In addition, for those children or young people who are or have been known to be in need of protection, inspectors may seek access to records held by health, social work, police, education services and the Scottish Children's Reporter Administration subject to the right of the relevant holder of the records to disclose them. Reading these records helps inspectors to assess how services are working

together, and to evaluate how effective this is in leading to improved outcomes for children and young people.

- 2.4. For the purposes of the joint inspection of services for children and young people, inspectors will not seek access to confidential information contained within personal records for any person other than the children or young people who are or have been in receipt of services and are identified within the sample.
- 2.5. A selection of individual children, young people, parents and carers in the sample will be asked to meet with inspectors to discuss aspects of the services they have received.
- 2.6. Meetings will be arranged with staff involved in the provision of services to children and young people to give inspectors an opportunity to understand the thinking behind the decision-making and the arrangements made for children and young people and their families. Inspectors will hear views from staff on how well children's needs are being met by services and the effectiveness of the processes which support this.
- 2.7. Inspectors may also seek to attend multi-agency decision-making meetings for any children's services and carry out observations of practice.
- 2.8. Evidence from all inspection activity, including the review of practice from reading children's records will be recorded in all written documents in such a way that the child or any other individual cannot be identified from the evidence recorded. These documents will be produced only for the purposes of gathering evidence required for the carrying out of the inspection. This inspection material will be destroyed in line with Care Inspectorate's records management policy and also in accordance with the requirements of regulation 9 of the Public Services Reform (Joint Inspections) (Scotland) Regulations 2011 ("SSI 2011/183").
- 2.9. The report to Scottish Ministers which follows the joint inspection will report on how well services are working together to improve the lives of children and young people. Inspectors will also prepare and provide a written detailed account of inspection findings to Community Planning Partnerships at the conclusion of the inspection. Neither of these documents will refer in any identifiable way to individual children, young people or families.

### **3. Arrangements for access to, holding, sharing and destruction of confidential information**

- 3.1. Section 117(3) of the 2010 Act introduced a duty of confidentiality that places a requirement on inspectors not to disclose confidential information other than for the purposes of the joint inspection. Inspectors may also disclose confidential information in order to comply with a court order, to protect the welfare of a child or adult at risk, or, to assist with the prevention or detection of a crime or the apprehension or prosecution of offenders.
- 3.2. All members of the team of inspectors will receive appropriate training and will be bound by professional, legal and contractual obligations to preserve confidentiality.

- 3.3. The conduct of the inspection will ensure that due regard is paid to the principles of confidentiality as set out in the ECHR and the Data Protection Act 1998. The inspection team will avoid any unnecessary processing of information.
- 3.4. The rationale underlying the joint inspection of services for children and young people is to provide assurance regarding the effectiveness of these services and to support continuous improvement rather than to review the circumstances of individual children and young people. Access to individual records may be regarded by the Care Inspectorate as being necessary or expedient to ensure inspectors can verify specific areas relating to the relevant quality indicators.
- 3.5. A core element of each inspection will comprise a review of practice by reading the core records for a statistically valid sample of children. This is designed to provide evidence of the quality of practice and outcomes for children and young people.
- 3.6. A statistically valid sample of children and young people will be derived for each local authority area using the number and key characteristics (such as gender or age) of children who are looked after, entitled to through care and after care services, and those whose names are on the child protection register. This will be supplemented by a number of children referred by the Authority Reporter to the local authority for voluntary measures of supervision. The sample of children and young people will be selected using only the necessary information supplied by services operating within the local authority area. The arrangements for the supply and management of this information will ensure that this does not constitute confidential information and will also ensure its destruction at the time of the publication of the report to Scottish Ministers.
- 3.7. Inspectors proceed on the basis that, in circumstances where it is considered necessary or expedient for the purposes of the joint inspection, they hold the legal authority in terms of regulations 5 and 6 of SSI 2011/83 to access relevant personal records and that the consent from a child or young person, their parent or guardian is not necessary to read the relevant records pertaining to the child or young person. Following consultation with children and young people the Care Inspectorate acknowledges that children and young people need to understand that this is the case and wish to be informed that their records are to be reviewed. The Care Inspectorate will supply explanatory information in the form of a leaflet for staff, parents, carers as well as children and young people about the inspection in advance of it taking place. This will include information about the legal basis on which the Care Inspectorate may be entitled to read records without the prior consent of individual children, young people, parents or legal guardians.
- 3.8. Members of the inspection team will read the records supplied in relation to a number of children in the inspection sample. All of the records supplied concerning a particular child or young person will be allocated to one member of the inspection team by the lead officer for the inspection. In this way, an individual inspector gains an holistic view of how the child has been supported by all the services involved in the child's life. The multi-disciplinary nature of the team means that professional expertise is available in any area where further clarity may be required.
- 3.9. The joint inspection team will consider the parental or caring context within their evaluation. Relevant information for this purpose that is

contained within the child's record will be a factor in the joint inspection team's considerations.

- 3.10. The joint inspection process may identify an issue or particular case which will lead to a requirement for further information. Under these circumstances, the inspector may wish to discuss the case further with a relevant professional. For example, the inspector may wish to seek access to other health records such as those held by General Practitioners, Community Paediatricians or Mental Health practitioners.
- 3.11. While the majority of records are likely to be read by one inspector, in some instances, records could be read by more than one inspector.
- 3.12. Inspectors will always seek consent from the child, young person, or parent before attending any meetings or observing practice where a child, young person, parent or carer may be present. If such consent is not given, the inspector will respect this position and will not attend the meeting or observe the practice.
- 3.13. Any approach to meet with children or young people will be made by seeking the appropriate consent and cooperation through a member of staff already known to them.
- 3.14. Inspectors will record relevant evidence and information relating to the above only for the purposes of gathering evidence for the inspection. No names or identifying information will be recorded or identified in any material retained by the inspection team.
- 3.15. Service users and third parties other than public persons or bodies will not be identified or recognisable in the reports produced. All the notes taken by inspectors and evidence collected will use identifying numbers, not names.
- 3.16. If serious concerns arise during the inspection about the safety or welfare of a particular child or adult, this will be raised with the nominated senior officer and in line with the protocol covering such situations set out in Appendix 3. This protocol and the Code of Practice will be shared with senior staff in the services being inspected in advance of the inspection.
- 3.17. Inspection material will be destroyed in line with the Care Inspectorate's records management policy and also in accordance with the provisions of regulation 9 of SSI 2011/183. This happens immediately after the publication of the report to Scottish Ministers. Current practice is to retain one summarised and anonymous record of evidence for one year after the publication of the report. The Care Inspectorate will retain any record of inspection findings shared with senior officers within the services inspected.

## The Care Inspectorate

### Joint inspections of Services for Children: Key Principles

**User-focused:** involving service users in the design and delivery of scrutiny

**Outcome focused:** targeting inspection at improving the quality of outcomes for the most vulnerable children and young people based on the *Getting it right for every child* framework.

**Partnership-orientated:** emphasising the collective responsibility of community planning partners and the effectiveness of partnership working to improve outcomes for children and young people, making best use of resources.

**Transparent:** providing a complementary approach to robust self-evaluation for improvement and independent inspection of children's services.

**Intelligence-led and risk-based:** taking a proportionate approach to inspection which is influenced by reliable information and robust self-evaluation.

**Integrated and coordinated:** a multi-agency focus drawing on the collective participation of relevant scrutiny bodies and the Audit Scotland-led Shared Risk Assessment.

**Improvement-led:** supporting continuous and sustained improvements.



### Outline of the methodology for joint inspections of services for children

#### 1. Notification of Inspection

Joint inspections of services for children will be included within the annual publication of a national scrutiny plan for local authorities led by Audit Scotland. Chief Officers and Community Planning Partners will receive 12 weeks written notice of the actual date of commencement of each inspection (inspection date).

The written notification will identify the Inspection Lead Officer and be accompanied by a request for the following:-

- a key contact/coordinator for the multi-agency inspection who can assist in the successful engagement of all relevant partners within the Community Planning Partnership area throughout the inspection
- information about local community planning structures and strategic planning arrangements for children's services
- the calendar of partnership/multi-agency working group meetings due to take place in the next 6 months
- the necessary information (whereby individuals are not identifiable) about children who are looked after, included on the child protection register in the previous 12 months, referred by the Authority Reporter to the local Authority for voluntary measures of supervision to derive a statistically valid sample of children to be supplied within 6 weeks of the inspection date.
- the means by which an electronic survey of a sample of relevant staff targeting "named persons" and other staff who make a vital contribution to the delivery of successful services for children but are not likely to feature within multi-agency focus groups of staff.
- background information and documentation required for the inspection team to be supplied within 6 weeks of the inspection date

#### 2. Briefings

The Inspection Lead Officer assisted by the Depute Inspection Lead Officer will arrange and carry out information briefings 6 weeks after the notification of the inspection. The purpose of these briefings is to:-

- To provide Chief Officers and Community Planning Partners with an outline of the inspection process, key dates and opportunities for engagement with the inspection team.
- To provide operational managers with the relevant information, understanding and materials to assist with the planning and preparation for the inspection.
- Define the statistically valid sample of children for the core phase of the inspection

The Care Inspectorate will supply information material for staff, parents, carers as well as children and young people about the inspection. This will include information regarding the legal basis on which the Care Inspectorate may be entitled to read records without the prior consent of individual children, young people, parents or legal guardians.

#### 3. Integration of care service inspections

Inspections of care services for children will be used to obtain evidence of:-

- the quality of care services within the Community Planning Partnership area
- the experiences of and outcomes for individual children and young people within a care service

- the views of carers – for example foster carers
- the views of staff

Individual registered care services inspections can take place at any time in accordance with a plan approved by Scottish Ministers. In advance of a Joint Inspection, careful scheduling of a series of short notice or unannounced inspections of registered care services will be conducted and completed prior to the inspection date and in advance of Scoping Phase One. A selection of up to 30 of the most relevant services with a local authority area will be identified. These may include fostering, adoption, care homes for children and young people, school care accommodation, day care of children and childminders who are contracted to provide care for vulnerable children.

The themes and statements for care service inspections (refer to [www.careinspectorate.com](http://www.careinspectorate.com)) are linked to the Quality Indicators used in the inspections of services for children to provide a consistent focus and gathering of evidence. This arrangement will not affect any aspect of the inspection of the care service or the report which will be published. The experience should not be any different for the provider of the care service, staff or any service user from an inspection which is carried out at any other time.

#### 4. Scoping

The scoping phase will be undertaken by a multi-agency team of inspectors drawn from the inspection bodies participating in the inspection. The participants will include relevant “link” or “lead” inspectors/officers who provide support and challenge to services for children in the local authority area under scrutiny, and include inspectors with experience in evaluating the quality of outcomes for service users across a range of services. The Lead Inspection Officer and the Depute Lead Inspection Officer role will not be carried out by an inspector who has or has recently had a role in supporting and challenging services within the Community Planning Partnership area.

The purpose of the scoping phase is to analyse a range of data and supporting evidence to reach judgements about the level of scrutiny activity required to make confident conclusions about the quality of services for children. It strives to ensure that any scrutiny activity which follows is intelligence-led and targeted at areas of risk.

A scoping tool will be used to identify areas of significant concern, uncertainty, strength and exceptional performance. The scoping tool will provide a rationale for the need for more targeted scrutiny over and above the core activities set out below. This tool will be shared at each of the 3 phases set out below and provide a focus for discussion with representatives of the Community Planning Partnership and senior/operational officers responsible for the strategic planning and delivery of integrated children’s services.

Scoping will be carried out in three phases.

**Scoping Phase One** will be undertaken off-site and in advance of the inspection date.

Together, the team will review intelligence, information and evidence from scrutiny bodies (e.g. inspection findings and the Shared Risk Assessment). The range of data which will be reviewed will include:-

- Economic, demographic and statistical data (this will include an agreed set of core data for each area which will be used in every inspection)
- Care Inspectorate evidence in relation to the regulation of care services and the inspection of social work services
- Evidence and intelligence from other relevant scrutiny bodies

- Available documentation in respect of local Community Planning Partnerships, Integrated Children’s Services planning and Child Protection Committees
  - Integrated children’s services plan and progress reports
  - Service and improvement plans
- Analysis of the findings from up to 30 relevant care service inspections completed in advance of the scoping phase

**Scoping Phase Two** will be carried out on-site and start on the inspection date. Together, the team will carry out a series of scrutiny events which will include:-

- Review of self-evaluation material and supporting evidence, including progress reports, joint self-evaluation carried out by the Child Protection Committee, single agency self-evaluation, reports of Significant Case Reviews and Case Reviews
- Activity to provide evidence to support evaluative comment on leadership
- Activity which engages young people as inspectors in providing evidence on the effectiveness of involving children and young people and other relevant stakeholders in service development
- Review the findings of an electronic survey of a sample of staff across services targeting “named persons” and other staff who make a vital contribution to the delivery of successful services for children but are not likely to feature within focus groups.
- Position statements which will be requested in relation to a number of important areas including:-
  - Post adoption support

**Scoping Phase Three** will comprise a review of practice by reading the core records of a statistically valid sample of children. This activity is a core element for each inspection and is designed to provide evidence of the quality of practice and outcomes for children and young people as well as influencing the extent and nature of further inspection activity within the Proportionate Phase (as defined in section 5). In Phase 3 of Scoping the inspection team will be supplemented by a number of inspectors with experience in evaluating the quality of outcomes for service users across a range of services. This will ensure that the task is completed within a reasonable timescale.

A statistically valid sample will be selected from information about all children in the local authority area who are or have been within categories (a) to (d) in the last 12 months supplemented by a small number of children in category (e) to ensure that evidence is gathered for those children who have not met the threshold for statutory measures of care.

- (a) Children on/off CPR in the last year
- (b) Children looked after at home
- (c) Children looked after and accommodated
- (d) Young people entitled to through care and after care services
- (e) Children referred to the local authority for voluntary measures of supervision by the Children’s Reporter

(The Core Phase will include a number of activities designed to review the effectiveness of local processes for early intervention. For example this will include the review of decision-making and tracking the impact of the resulting intervention for a small number of children considered by early screening groups).

With the exception of cases where children are in need of protection, inspectors will only review the core records held by the Lead Professional or Named Person (where there is no current Lead Professional). The records which will be requested will be those which relate to current and recent involvement extending to the last 18 months and wherever possible inspectors will access electronic recording systems to reduce the need for printing etc.

In cases where children are in need of protection the core records in health, education, social work and police will be requested.

## **5. Core/Proportionate Phase**

The purpose of this phase is to conduct the essential activity to support confident evaluations about the quality of outcomes for children. Proportionate scrutiny will be carried out in relation to **areas of uncertainty** about the quality of outcomes for children currently being achieved who remain after the scoping and core phase is completed.

This will be scrutiny activity necessary to:-

- a) reach confident conclusions and provide public assurance about the quality of outcomes for children currently being achieved
- b) facilitate positive change by identifying areas for improvement and give public assurance about the capacity for continuous improvement

A number of scrutiny activities will be planned in each inspection and carried out in a proportionate way. This means that the focus of the questions or “enquiry” will follow the agreed outcomes of the scoping activities.

Standard activities will include

- a proportionate selection of interviews with children, young people, parents and carers
- a proportionate number of interviews of multi-agency focus groups of staff in ‘teams around the child’
- multi-agency or single-agency focus groups of staff around selected themes such as early intervention and corporate parenting
- observations of groups or key processes
- focus groups of young people around particular themes or issues
- site visits

This phase will also carry out activity to validate best practice which can be promoted nationally.

## **6. Reporting inspection findings**

It is intended that the emerging findings will be shared through a number of professional discussions which will take place throughout the inspection. At the conclusion of the inspection, the findings will be shared orally with the Chief Officers and the Community Planning Partnership within two weeks of the completion of the proportionate phase.

The reporting of the joint inspections will answer the following questions:-

- How well are the lives of children, young people and their families improving?
- How well do we work together to improve the lives of children and families?
- How well do we lead and improve the quality of our work and achieve better outcomes for children and families?

The report of findings will be completed within 4 weeks and allow Chief Officers and Community Planning Partners the opportunity to provide an accuracy check on the content of the reports.

It is proposed that the inspection reporting will produce a short narrative public report in plain English. Chief Officers and Community Planning Partners will be provided with a more detailed record of the inspection findings. The purpose is to assist partners in maintaining effective practices and take forward those areas which require improvements.

## **7. Supporting improvement**

The Care Inspectorate will request a joint action plan detailing how the Community Planning Partnership intends to make any improvements identified as a result of the inspection to be received within 6 weeks of the receipt of the record of inspection findings. The Care Inspectorate and its scrutiny partners will consider this action plan and agree any ongoing role to build capacity and assist the improvement in the quality of services for children. The aim will be to offer support to aid improvement between the relevant scrutiny/improvement bodies and the Community Planning Partnerships.

## The Care Inspectorate

### Joint Inspections of Services for Children

#### Protocol for addressing matters of concern

##### Concerns that a child or person may be at risk of abuse or harm

The protection of the welfare of children and any adult at risk of abuse or harm is paramount. The actions and decisions of inspectors will support this. Inspectors may have cause to believe during the course of a joint inspection that a child or adult is at risk of harm as a result of abuse or poor practice during the course of an inspection. In these circumstances inspectors have a responsibility to report concerns and ensure that those services with a responsibility to investigate and take the necessary actions to protect the child or adult at risk are able to do so. Inspectors will have access to the relevant inter-agency guidance, policies and procedures for public protection to assist in the reporting of concerns.

Inspectors may judge that the quality of the services provided to children and families as so inadequate that it places an individual or individuals' safety and/or welfare at immediate risk. For example, this could be risky behaviour by a teenager which is disregarded, or, a protection/risk management plan which has not been implemented.

Inspectors may judge the quality of the services provided as being inadequate over a period of time in such a way as to compromise the health or well-being of the child and family in the longer term. For example, this could include a young person who has very onerous caring responsibilities with no support or a child who has ongoing contact with an emotionally abusive parent and does not wish to see the parent.

##### Addressing matters of concern during a joint inspection

1. In any event concerns will **not** be raised directly with the parent, carer or staff providing a service to the individual or family.
2. For the conduct of the Joint Inspection, community planning partners will be asked to nominate an appropriate senior officer to receive any concerns raised by the Lead Officer for the inspection under this protocol.
3. The inspector(s) will report their concerns in the first instance to the Lead Officer for the inspection.
4. The inspector will record the necessary details and information onto the required sections of the Care Inspectorate proforma with the date on which it is completed and their signature.
5. The Lead Officer for the inspection will take immediate action in line with the relevant inter-agency procedures to report all instances where it is believed that a child or adult is at immediate risk of harm, or, may have experienced abuse which has hitherto not been the subject of a satisfactory investigation.
6. The Lead Officer will consider all of the information available and make a decision about reporting concerns about the inadequacy of the quality of the services provided in relation to an individual. This decision will take account of the need to report concerns about individuals outside and as distinct from the responsibility to report the emerging and overall inspection findings in relation to the quality of services.
7. The Lead Officer for the inspection will record the necessary details and information onto the required sections of the Care Inspectorate proforma along with the date on which it is completed and their signature.

8. In all instances it is the responsibility of the services operating within the local authority area to act upon the information provided by the Lead Officer for the inspection.
9. The Lead Officer for the inspection will check that action has been taken and note the details of this in the Care Inspectorate proforma.

## Re-location of Pilrig Child and Family Centre to Craigentenny Primary School

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### Education Children and Families Committee

9 October 2012

#### Purpose of report

- 1 To inform the committee of the decision taken by the Director in consultation with the Convener of Education Children and Families, in accordance with Standing Order 63 to allow the consultation process for the re-location of Pilrig Child and Family Centre to Craigentenny Primary School to begin.

#### Main report

- 2 The Early Years Strategy Progress Report approved by committee on 21 June 2012, included a proposal to re-locate Pilrig Child and Family Centre to Craigentenny Primary School. Pilrig Child and Family Centre provides support to vulnerable children and their parents.
- 3 This will require consultation under the Schools (Consultation) (Scotland) Act 2010.

#### Financial Implications

- 4 Service development will take place within existing early years resources and will meet the agreed the Council's budget proposals February 2012/13.

#### Equalities Impact

- 5 The impact on children and their families has been assessed. The school has more modern facilities. The playrooms are more accessible for children with additional support needs and this will positively enhance children health and wellbeing. Transition between 0-3, to pre-school and the early stages will also be improved supporting children's learning.
- 6 Having more space for parents their participation in their own and their children's learning will be supported
- 7 There will be a positive impact for the most vulnerable children by enhancing services in areas where additional support is required.



## Environmental Impact

8 There are no adverse environmental impacts arising from this report.

## Recommendations

8. To note the action taken by the Director of Children and Families in consultation with the Convener to start the consultation process for the re-location of Pilrig Child and Family Centre to Craigentenny Primary School to ensure sufficient time for implementation of the move by August 2013.

**Gillian Tee**  
**Director of Children and Families**

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Appendices	None
Contact/tel/Email	Aileen McLean Senior Education Manager (Early Stages) Tel no 469 3300 <a href="mailto:aileen.mclean@edinburgh.gov.uk">aileen.mclean@edinburgh.gov.uk</a>
Wards affected	Ward 12 Leith Walk, Ward 13 Leith and Ward 14 Craigentenny Duddingston
Single Outcome Agreement	5. Our children have the best possible start in life and are ready to Succeed
Background Papers	None