

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

European Room, City Chambers, High Street, Edinburgh

This is a public meeting and members of the public are welcome to attend

Contact

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Notes

- 1) Prior to the start of the meeting, the Convener's Award for Outstanding Achievement will be presented to Career Academies Liberton, Tynecastle and Forrester High Schools.
- 2) Following the above presentation, the Convener will formally acknowledge Boroughmuir High School being named the Sunday Times top state school in Scotland.

1. Order of business

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

2. Declaration of interests

- 2.1 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. Deputations

- 3.1 If any

4. Minutes

- 4.1 None

5. Key decisions forward plan

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan - March – May 2013 (circulated)

6. Business bulletin

- 6.1 Education, Children and Families Committee Business Bulletin (circulated)

7. Executive decisions

- 7.1 Early Years Provision – Proposal for the Development of Provision in the Tollcross Area – Relocation of Services From Grassmarket Nursery School to Tollcross Primary School – report by the Director of Children and Families (circulated)

(Councillors Doran, McInnes, Mowat & Rankin invited for ward/catchment interest)
- 7.2 Implementation of Revised Secondary School Management Structures– report by the Director of Children and Families (circulated)
- 7.3 Review of Pupil Support in Primary Schools – report by the Director of Children and Families (circulated)

- 7.4 Review of Community Access to Schools – report by the Director of Children and Families (circulated)
- 7.5 Additional Support Needs Planning and Performance Update – report by the Director of Children and Families (circulated)
- 7.6 Educational Attainment/Improvements in Performance 2012 – report by the Director of Children and Families (circulated)
- 7.7 Youth Work Survey, Report and Interactive Map – report by the Director of Children and Families (circulated)
- 7.8 Children and Families Department – Revenue Budget Monitoring 2012/13 - Month Six Position to 30 September 2012 – joint report by the Directors of Corporate Governance and Children and Families (circulated)
- 7.9 Education, Children and Families Committee Policy Development and Review Sub Committee – Work Programme and Proposed Arrangements for Meetings - report by the Director of Children and Families (circulated)

8. Routine decisions

- 8.1 Primary School Deferrals – report by the Director of Children and Families (circulated)
- 8.2 Children’s Hearing (Scotland) Act – Administrative Agreement - report by the Director of Corporate Governance (to follow)
- 8.3 Appointments to Working Groups – report by the Director of Corporate Governance (circulated)

9. Motions

- 9.1 If any

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

Councillors Godzik (Convener), Key (Vice-Convener), Aitken, Austin Hart, Brock, Child, Nick Cook, Corbett, Day, Dixon, Fullerton, Howat, Jackson, Keil, Lewis, Lunn, Main, Redpath, Rust, Shields, Burns (ex-officio) and Cardownie (ex-officio).

For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie and Craig Duncan. Teacher and parent representative vacancies (to be confirmed).

Information about the Education, Children and Families Committee

The Education, Children and Families consists of 22 Councillors, 3 religious representatives, 2 teacher representatives and 1 parent representative and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks.

The Education, Children and Families Committee usually meets in the European Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

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, Tel 0131 529 4227, e-mail morris.smith@edinburgh.gov.uk or Susan Weir, Tel 0131 529 4107, e-mail susan.weir@edinburgh.gov.uk .

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.

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.

Education, Children and Families

[March to May 2013]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1.	Early Years Strategy Progress Report	05/03/13	All	Director: Gillian Tee Lead officer: Aileen Mclean 0131 469 3300 aileen.mclean@edinburgh.gov.uk	P1, P6 CO1
2.	Early Years and Early Intervention Change Fund	05/03/13	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1, CO1, CO3, CO6
3.	City of Edinburgh Literacy Strategy	05/03/13	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2
4.	Paolozzi Prize for Art	05/03/13	All	Director: Gillian Tee Lead officer: Linda Lees 0131 469 3956 linda.lees@edinburgh.gov.uk	P5 CO2

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
5.	Engagement of Children, Young People and Parents/Carers in the Development of Services for Children and Families in Edinburgh	05/03/13	All	Director: Gillian Tee Lead officer: David Maguire 0131 529 2132 david.maguire@edinburgh.gov.uk	P5 CO1- CO6
6.	Workforce Learning and Development	05/03/13	All	Director: Gillian Tee Lead officer: Gillian Hunt 0131 469 3072 gillian.hunt@edinburgh.gov.uk	P1, P5 CO1 – CO6
7.	Residential Estate Review	05/03/13	All	Director: Gillian Tee Lead officer: Scott Dunbar 0131 469 3123 scott.dunbar@edinburgh.gov.uk	P1 CO2, CO3, CO4, CO5
8.	School Catering Management Information Update	05/03/13	All	Director: Gillian Tee Lead officer: Helen McGhee 0131 469 3052 helen.mcghee@edinburgh.gov.uk	P3 CO4
9.	Parental Engagement	05/03/13	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P5 CO1 – C06

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
10.	Co-operative Education and Childcare	05/03/13	All	Director: Gillian Tee Lead officer: Mike Rosendale 0131 529 2218 mike.rosendale@edinburgh.gov.uk	P6 CO1, CO6
11.	Positive Destinations	05/03/13	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5, P7, P29 CO6
12.	Community Access to Schools	05/03/13	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P4 CO1 - CO6, CO10
13.	Inspection of Children's Services	05/03/13	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1 – P6 CO1 – CO6
14.	Update on UNICEF Child Rights Programme	05/03/13	All	Director: Gillian Tee Lead officer: Andy Gray 0131 529 2111 andy.gray@edinburgh.gov.uk	P1 CO1 – CO6
15	Road Safety	05/03/13	All	Director: Gillian Tee Lead officer: Caroline Burwell	P45 – 47

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
				0131 469 3668 caroline.burwell@edinburgh.gov.uk	CO5
16	Respite Care for Children with Disabilities	05/03/13	All	Director: Gillian Tee Lead officer: Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1 CO3
17	Community Services: Health and Wellbeing Update	05/03/13	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5 CO1, CO4
18	Sport Unit Update	05/03/13	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5, CO1, CO2, CO4, CO6
19	Schools Energy Report	05/03/13	All	Director: Mark Turley Lead officer: Paul Jones 0131 469 3607 paul.jones@edinburgh.gov.uk	P3, P50
1.	Redevelopment of Riddle's Court	21/05/13	Ward 11, City Centre	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5, P40

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
2.	International Unit - Annual Update	21/05/13	All	Director: Gillian Tee Lead officer: Claire Soper 0131 469 3230 claire.soper@edinburgh.gov.uk	P5 CO2
3.	Edinburgh Africa Trust – Annual Update	21/05/13	All	Director: Gillian Tee Lead officer: Claire Soper 0131 469 3230 claire.soper@edinburgh.gov.uk	P5 CO2

Item 6.1



Business bulletin

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

European Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener</p> <p>Councillor Paul Godzik</p> 	<ul style="list-style-type: none"> • Cllr Paul Godzik (Convener) • Cllr David Key (Vice-Convener) • Cllr Elaine Aitken • Cllr Norma Austin Hart • Cllr Deidre Brock • Cllr Maureen Child • Cllr Nick Cook • Cllr Gavin Corbett • Cllr Cammy Day • Cllr Denis Dixon • Cllr Cathy Fullerton • Cllr Sandy Howat • Cllr Allan Jackson • Cllr Karen Keil • Cllr Richard Lewis • Cllr Alex Lunn • Cllr Melanie Main • Cllr Vicki Redpath • Cllr Jason Rust • Cllr Alastair Shields • Cllr Andrew Burns (ex officio) • Cllr Steve Cardownie (ex officio) <p>For education items:</p> <ul style="list-style-type: none"> • Marie Allan (religious representative) 	<p>Morris.Smith Senior Committee Officer Tel: 529 4227</p> <p>John Heywood Departmental Assistant to the Convener Tel: 529 3294</p>
<p>Vice-Convener</p> <p>Councillor David Key</p> 		

	<ul style="list-style-type: none">• Rev Thomas Coupar (religious representative)• Allan Crosbie (teacher representative)• Craig Duncan (religious representative)• Teacher representative (vacancy)• Parent representative (vacancy)	
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1. The Family Nurse Partnership

The Family Nurse Partnership (FNP) delivers a licensed preventative programme which aims to improve outcomes for young first-time mothers and their children. It does this through an intensive evidence-based programme of home visits, delivered by specially trained Family Nurses, from early pregnancy until the child is two years old. FNP has operated in Edinburgh for the last two and a half years with 148 mothers aged 19 and under. Evaluation demonstrates that the programme has supported them to:

- Develop skills as competent, confident parents
- Engage in activities to support bonding with their child
- Delay weaning
- Assess their home for safety from the perspective of their child, and access practical home safety equipment
- Become more physically active
- Access contraception when they might not otherwise have pursued this
- Feel better supported in relation to their own mental and emotional health and wellbeing
- Link with appropriate community support to help them feel less isolated
- Resolve or manage relationship conflicts
- Navigate and access housing and benefit services and grants, and
- Broaden the options they consider around education or work, formulate goals and overcome barriers.

Early success endorsed in the formal evaluation of the service has led to expansion of the service in Edinburgh City. The second stage of programme delivery known as 'small scale permanence' is currently underway. This has enabled the first team to commence recruitment of a second cohort of eligible teenagers. From summer 2013, a second team of family nurses will be in place which will enable the service to be offered to all eligible teenagers across Edinburgh City on a sustained basis.

2. Advice and Conciliation Service

Children and Families' Advice and Conciliation Service (Education) Annual Report 2011/2012

The Children and Families Advice and Conciliation Service (Education) works within the protocol of Early Resolution; Stage 1 investigation of complaints and Stage 2, the Director's Review, before possible referral to the Scottish Public Services Ombudsman (SPSO).

During 2011/12:

- 352 issues were dealt with by the service at the Early Resolution stage using conciliatory approaches. 92% of those were from parents and 88% were resolved on the same day. Significantly, only 4%(14) escalated to Stage 1 formal complaints.
- 27 complaints were investigated at formal Stage 1, a decrease of 40% from 45 the previous year. 3 were upheld, 13 partially upheld and 11 not upheld. The average time taken to investigate and resolve the majority of serious and complex complaints was nine days.
- 5 complaints were investigated at formal Stage 2 (Director's review). One was upheld, two were partially upheld and two were not upheld.
- One exceptional complaint was investigated internally, but also externally over some months, elements of which were upheld, partially upheld and not upheld.
- 3 complaints were referred to the Scottish Public Services Ombudsman, of which two were partially upheld.

Children and Families' learns from, and makes improvements, as outcomes of upheld and partially upheld complaints.

New Council arrangements will be introduced from April 2013.

For further information, please see the [Children and Families Advice and Conciliation Service \(Education\) Annual Report 2011/12.](#)

Recent news	Background
<p>3. Education Scotland report / Psychological Services six-monthly Update</p> <p>In the 2012-13 session Psychological Services has continued to focus on early years, literacy, looked after children, health and wellbeing and Getting it right for every child. The service has rolled out the recommendations of its successful Looked After Children Literacy research to schools with high percentages of Looked After Children . It has supported the implementation of Up Up and Away in early years settings and Fresh Start in Positive Action areas. These initiatives support the literacy attainment of vulnerable groups. The service has helped to train a large number of staff as part of the Growing Confidence initiative and has delivered hundreds of parental programme sessions as part of the PEEP and Teen Triple P initiatives. It is working in all schools to support the implementation of the Children’s Services Delivery model (GIRFEC, Team Around the Cluster). The service continues to promote the Voice of the Child in its work for the authority and strives in all that it does to demonstrate that its work makes a positive difference to the lives of its clients.</p> <p>The Principal Educational Psychologist met with the inspector from Education Scotland recently. The inspector indicated that CEC Psychological Services did not constitute any risk in the current assessment of risk process across the authority. She is content with Psychological Services progress and there is no need for any follow through inspection from Education Scotland. The inspector noted that Psychological Services had good awareness of its strengths and areas for development. The service will focus on early years work, literacy work and work aimed at improving the reading skills of looked after children.</p>	<p>Further information available in Psychological Services Briefing Report 2012</p>

Forthcoming activities:

The first meeting of the Policy Development and Review Sub-Committee will be on Monday 4 February 2013 at 2.30pm in the European Room. The next meeting of the Education, Children and Families Committee will be on Tuesday 5 March at 10.00am in the European Room.

Three Children and Families briefings for Elected Members are planned for spring 2013. These will be about: School Admissions; Attendance & Exclusions and Support for Children with Behavioural Difficulties, including Panmure St Annes; and, ICT & Teaching & Learning. Dates will be circulated as soon as confirmed.

Education Children and Families Committee

10am, Tuesday, 11 December 2012

Early Years Provision: Proposal for the Development of Provision in the Tollcross area - Relocation of Services from Grassmarket Nursery School to Tollcross Primary School.

Item number	7.1
Report number	
Wards	9 – Fountainbridge/Craiglockhart 10 – Meadows Morningside 11 – City Centre

Links

Coalition pledges	P5
Council outcomes	CO1
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Aileen Mclean, Senior Education Manager: Early Stages

E-mail: aileen.mclean@edinburgh.gov.uk | Tel: 0131 469 3300

Executive summary

Early Years Provision: Proposal for the Development of Provision in the Tollcross area - Relocation of Services from Grassmarket Nursery School to Tollcross Primary School.

Summary

The purpose of this report is to seek authority from Committee to consult on a proposal to develop and enhance nursery provision in the Tollcross area. The proposal is to relocate the delivery of preschool education from Grassmarket Nursery School to premises based in Tollcross Primary School which will become available from August 2013 when the Gaelic medium nursery provision relocates to the Gaelic medium Primary School. This will continue to be under the management of the Head Teacher of Lochrin Nursery School. This will ensure the efficient use of available resources and provide an opportunity to focus on the development of early years provision within the Tollcross area in accordance with the national and local Early Years Strategy.

Recommendations

The Committee is recommended to:

1. approve that a statutory public consultation is carried out on the proposed relocation of services from Grassmarket Nursery School to Tollcross Primary School, continuing with the current management arrangements with Lochrin Nursery School, as set out in this report.
2. delegate authority to the Director of Children and Families to develop a detailed consultation paper on the basis of the option outlined in this report.
3. note the intention to return to the May 2013 meeting of the Council with the outcome of the consultation process for a decision on the proposal.
4. approve that any capital receipt from the disposal of Grassmarket nursery building should be ring fenced for reinvestment in the early years estate.

Measures of success

The relocation of services from Grassmarket Nursery School will:

- make efficient use of space within Tollcross Primary School and the management resources of Lochrin Nursery School.
- use resources more efficiently to be able to respond flexibly to demand for preschool education in the wider area of Tollcross.
- provide additional resources to reinvest in the Early Years Estate.
- ensure that children are provided with opportunities for high quality preschool education.

Financial impact

- There are no additional staffing costs related to this proposal.
- The financial implications of providing additional resources across Tollcross Primary School and Lochrin Nursery to deliver wrap around services, 600 hours of preschool education and additional services to 2 year olds will be further explored within the context of these developments across the city.
- It is proposed that the realisation of the capital receipt from the sale of Grassmarket Nursery School be ring fenced to be reinvested in the Early Years Estate.

Equalities impact

There are considered to be no infringements of the rights of the child in relation to the proposal.

Should any child currently attending Grassmarket Nursery School be accessing additional support and returning for a further year of preschool education in August 2013, this would continue to be provided.

The relocation of children to the new setting that is in the proximity of both Lochrin Nursery School and Tollcross Primary School would provide them with wider opportunities and experiences to foster good relations.

The location of additional resources within Tollcross provides additional choice and improved access to nursery provision for children living in Tollcross and the James Gillespie's Primary School area.

Sustainability impact

There is no adverse economic, social and environment impact arising from this report. The proposal ensures the most efficient use of available resources, and also ensures the current delivery of resources for children and families requiring additional support.

Consultation and engagement

The Council is required to carry out formal statutory consultation procedures with regard to the relocation of preschool education services, under the terms of the Schools(Consultation)(Scotland) Act 2010. A separate consultation paper will be prepared setting out the case for the relocation of Grassmarket Nursery School to Tollcross Primary School.

Early Years Provision: Proposal for the Development of Provision in the Tollcross area - Relocation of Services from Grassmarket Nursery School to Tollcross Primary School

1. Background

- 1.1 Preschool education for children aged 3-5 years in the Tollcross area is provided by Lochrin Nursery School and Grassmarket Nursery School. The nursery class within Tollcross Primary School is currently delivering Gaelic medium preschool education and will transfer to the dedicated Gaelic provision at Parkside School in August 2013. Lochrin Nursery School is situated adjacent to Tollcross Primary School and less than one mile from Grassmarket Nursery School.
- 1.2 Since the retirement of the Head Teacher of Grassmarket Nursery School, the provision has been jointly managed by the Head Teacher of Lochrin Nursery School. This arrangement has allowed the staff, children and families at Grassmarket to be included in learning and development opportunities as part of a wider group in the area. This has been crucial while the roll of Grassmarket has been so low. The school currently has a roll of nine. The Head Teacher has divided her time between two buildings, and in order to participate with a larger group, the children at Grassmarket have walked the distance between the two schools accompanied by staff.
- 1.3 It is proposed to relocate the provision at Grassmarket to the vacated nursery class in Tollcross Primary School, which, in addition to being an efficient use of space and resources will provide viable peer groups and a quality preschool education experience for children on a consistent basis. If the proposal is agreed, the sale of Grassmarket Nursery School will also provide opportunities to reinvest in the wider early years estate and help realise the aims in the Council's Early Years Strategy and Action Plan.
- 1.4 The City of Edinburgh Council is required to plan for the delivery of 600 hours preschool education by 2014. The Early Years and Early Intervention Plan includes the increased delivery to vulnerable children aged 2 years and the Early Years Strategy also includes the aim to deliver affordable childcare. It would be the long term aim to consider how the current resources, and any future allocation of funds from the Scottish Government, might be developed to meet these aims within the Tollcross area.

2. Main report

- 2.1 Nursery places within the City of Edinburgh Council are not allocated by catchment, thus giving parents choice about which nursery their child attends.
- 2.2 Where accommodation allows, the Council allocates additional staffing resources to meet demand to ensure it responds to parents' choices, and provide access to preschool education for those children who are eligible. In areas of the city where there is capacity, resources are used to provide additional hours to children who have been identified as requiring this with reference to the Early Years and Admissions Policy.
- 2.3 The growing pressures on the Council's budget at a time of financial constraint make it imperative to achieve best value. The increase in demand for nursery places forecast for forthcoming years is not expected to be uniform across the city and there will remain pockets with surplus places.
- 2.4 The nurseries that are located in the area immediately south of Tollcross are consistently oversubscribed and therefore parents are routinely advised that they might wish to access services at Lochrin or Grassmarket as alternatives. Grassmarket is the choice least used and therefore it is a school that is consistently under subscribed. For the current academic session until June 2013 the known demand is for 11 children, of whom nine are currently attending, and four of these children are expected to return for a further year of preschool education in August 2013. This compares against a capacity of 21 FTE places.
- 2.5 Experience within the Tollcross and wider area informs us that the pressure for places consistently occurs for James Gillespie's and St. Peter's Primary School nursery classes. Parents appear to be more willing to use Lochrin Nursery School as an alternative. Lochrin Nursery School sits adjacent to Tollcross Primary School and is easily accessible by public transport from both James Gillespie's and St. Peter's Primary Schools.
- 2.6 The provision of additional places based in the primary school, would allow for further provision within the immediate and wider area. This will address more of the demand for places in the area. Table 1 illustrates the current capacities within the area and demand for places within each of the establishments:

Table 1: Current Position

Nursery Provision	Building Capacity	Staffing Capacity	Numbers of Children Currently Attending	Forecast Demand for the full academic session 2012/2013
Lochrin Nursery School	40FTE (80 children)	33 FTE (58 children)	44	55
Grassmarket Nursery School	24 FTE (48 children)	21 FTE (40 children)	9	11
James Gillespie's Nursery Class	30 FTE (60 children)	30 FTE (60 children)	55	89
St. Peter's Nursery Class	30 FTE (60 children)	30 FTE (60 children)	56	82
South Morningside Nursery Class	30 FTE (60 children)	30 FTE (60 children)	43	61
Total	154 FTE (308 children)	144 FTE (278 children)	207	298

- 2.7 The total number of FTE places made available with the allocation of staffing resources across the area is 144 FTE. This will allow capacity for 278 children. The forecast demand for the total year is 298, although we cannot be sure that all of these children will require the provision until the start of the summer term in April 2013. It is possible to increase staffing in both Lochrin and Grassmarket should this be required. However, in previous years parental demand has not required that we do this in Grassmarket.
- 2.8 There are plans to increase capacity at James Gillespie's Primary School nursery class in August 2013, providing places for twenty more children: 40 FTE (80 children) This, along with additional places located in Tollcross, will address the long standing demand for places in this area.
- 2.9 We know that parents tend to wish to access nursery either in or in close proximity to their anticipated primary school. Up until now, Tollcross Primary School has accommodated the Gaelic medium nursery class, and English

speaking children have attended Lochrin Primary School. The additional English speaking resources provided by the relocation of Grassmarket Nursery School will provide additional capacity for those wishing this location. It will also extend the numbers available to parents who use Lochrin as their second choice nursery if not able to access provision at James Gillespie's or St. Peter's Primary School.

2.10 Currently, the total building capacity between Lochrin and Grassmarket allows for a total of 64 FTE places or 128 children. The total building capacity between Lochrin and Tollcross would be 70 FTE or 140 children.

Educational Benefits:

2.11 It is anticipated that the relocation of provision currently delivered in Grassmarket Nursery School will provide improved opportunities for learning experiences for the children. The current capacity of Grassmarket Nursery School is as follows:

Nursery School	Building Capacity	Staffing Allocation 12/13		
		AM	PM	FT
Grassmarket	24	8	0	16

The size and registration of the building by Care Inspectorate allows for 24 children to be accommodated at one time. If it were operating at its most efficient capacity this would allow for 48 children to be accommodated within two sessions of preschool education a day. As well as part time places, the staffing allocation provides capacity for up to 16 children to be accommodated on a full time basis should this be required for children who are vulnerable or with additional support needs or by parents who wish to buy additional hours.

2.13 Since 2006 the nursery roll at Grassmarket Nursery School has hovered around the low twenties for the most part, with the roll for the current session predicted to be 11.

2.14 The current requirement for places in Grassmarket is detailed below:

Current Roll (November 2012): 9				
Pattern of Attendance				
	AM	PM	FT	TOTAL
Mon	3	-	5	8
Tues	3	-	6	9
Wed	9	-	-	9
Thurs	6	-	2	8
Fri	5	-	1	6

2.15 The numbers of children currently accessing the provision at Grassmarket Nursery School is at most nine on one morning during the week. There are occasions when there is only one child in the afternoon session, and on one afternoon no children attend. While the total roll for this year is predicted to be 11, only four of these children are expected to return for a further year of preschool education in August 2013.

2.16 The Council is concerned about the educational benefit to the current numbers of children. This concern would increase as the numbers are predicted to reduce even further. The concern is:

- The restriction of learning opportunities in spite of the best efforts of skilled staff.
- The restriction of social opportunities for children
- The restriction of opportunities to participate in focused groups for children with additional support needs.

2.17 When the Head Teacher of Grassmarket Nursery School retired in 2011, the decision was taken not to fill the post in the meantime, but to put in place temporary joint management arrangements in line with similar pilot arrangements in the city. This has had the positive effect of ensuring that staff who work in the Grassmarket feel that they are part of bigger team, with more opportunities for professional development activities in order to maximise the quality of provision for children and their families.

- 2.18 In order to provide a more viable learning environment for the current children, the staff escort the children to Lochrin Nursery School on some afternoons to allow more varied experiences and to provide them with a larger peer group that can contribute to a quality learning experience. There are also children who join the group that focuses on speech and language in Lochrin Nursery School one afternoon a week.
- 2.19 The available capacity between the two buildings has been used creatively to provide for parent and child activities, including those for younger children. This kind of activity would still be possible in the event of the service relocating from Grassmarket Nursery School. It is anticipated that the children and families would benefit from the close working relationship that occurs between Lochrin Nursery School and Tollcross Primary School, including the use of the additional spaces within the school (e.g. the gym hall) and the adjacent Tollcross Community Centre. There would be space to work with different groups of children in different spaces, unlike in Grassmarket Nursery School.
- 2.20 Grassmarket benefits from having Sure Start resources that deliver support and activity to children aged 0-3 years, although has not had the space to directly provide them in the school. Over the last year this resource has been developed to be shared across all of the early years provision in the cluster, and this practice would continue in the event of the service relocating to the premises in Tollcross.
- 2.21 The accommodation to be used at Tollcross Primary School is currently designed to deliver preschool education and this, along with additional space available, would provide improved opportunities in the delivery of educational experiences for children.

Consultation

- 2.22 The Council is required to carry out a formal statutory consultation process with regard to the relocation of preschool education services, under the terms of the Schools(Consultation)(Scotland) Act 2010. A separate consultation paper will be prepared setting out the case for the relocation of Grassmarket Nursery School to Tollcross Primary School and Committee is asked to delegate authority to the Director of Children and Families to develop this paper.
- 2.23 The statutory consultees for the proposal include:
- The Parent Council (PC) or a group of parents from the service where no parent council exists;
 - The parents of the children at Grassmarket Nursery School;
 - The staff at Grassmarket and trade union representatives;
 - Affected community councils and neighbourhood partnerships;

- Education Scotland; and
- Any other users of any affected school that the education authority considers relevant i.e. Lochrin Nursery School and Tollcross Primary School.

- 2.24 The legislation requires a minimum six week term-time consultation period during which representations on the proposal can be made. It is proposed that the consultation takes place from 10 January 2013 until 28 February 2013. During this period a public meeting will be held at a suitable venue near to Grassmarket Nursery School.
- 2.25 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, if agreed, a summary of representations and a record of the public meeting.
- 2.26 Education Scotland is required to prepare a report on the educational aspects of the proposal and must submit this to the Council within three weeks (or longer if agreed). The Council must then take account of this report in preparing its report on the outcomes of the consultation process.
- 2.27 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 meeting, along with the Council response to representations made.
- 2.28 It is anticipated that the consultation report on the outcome of the consultation process will be presented to the Council in May 2013 setting out final recommendations.
- 2.29 Should the decision be taken to relocate services from Grassmarket Nursery School, this would be effective from August 2013.

3. Recommendations

The Committee is recommended to:

- 3.1 approve that a statutory public consultation is carried out on the proposed relocation of services from Grassmarket Nursery School to Tollcross Primary School, continuing with the current management arrangements with Lochrin Nursery School, as set out in this report.
- 3.2 delegate authority to the Director of Children and Families to develop a detailed consultation paper on the basis of the option outlined in this report.

- 3.3 note the intention to return to the May 2013 meeting of the Council with the outcome of the consultation processes for a decision on the proposal.
- 3.4 approve that any capital receipt from the disposal of Grassmarket nursery building will be ring fenced for reinvestment in the early years estate.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Report on the Implementation of Revised Secondary School Management Structures

Item number 7.2
Report number
Wards

Links

Coalition pledges [P5](#)
Council outcomes [CO2](#)
Single Outcome Agreement [SO3](#)

Gillian Tee

Director of Children and Families

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Executive summary

Report on the Implementation of Revised Secondary School Management Structures

Summary

This report provides information on the progress of the implementation of revised Secondary School Management Structures in all 23 City of Edinburgh Secondary Schools as agreed at the Education, Children and Families Committee on 21st June 2011

Recommendations

1. The Education, Children and Families Committee notes this report
2. The Children and Families Department continues to review the impact of implementation on staff, pupil attainment and Curriculum for Excellence and addresses any outstanding issues.

Measures of success

- New structures are now in place and budget savings are being achieved
- The revised structures provide a good platform for the implementation of Curriculum for Excellence
- Pupil attainment remains positive throughout the period of implementation
- Opportunities for newly qualified teachers have been created through the reduction in promoted teaching posts and we have maintained and increased teacher numbers

Financial impact

- Detailed costings of the new management structure, including changes to guidance arrangements show that the new staffing structures will deliver the approved £2.4m savings target in full.

Equalities impact

- There is no equality impact

Sustainability impact

Not applicable

Consultation and engagement

From February 2011 to December 2012 the following has taken place

- Visits to Midlothian and Borders Councils to review plans for revised management structures prior to implementation
- Discussion with Head Teachers and Head Teacher Executive at Head Teacher Meetings and additional meetings on the Review of Secondary Management Structures, with a Union observer
- Fortnightly consultation meetings with Children and Families, HR and representatives from Teacher Trade Unions
- Ongoing communication and consultation with affected staff in schools.
- Comprehensive Review of Guidance and Support for Learning, November 2011 – April 2012 via Representative Working Group
- Regular information updates on progress for parents at CCWP.
- Questionnaire to teaching staff on progress of Implementation October 2012 from Children and Families
- Questionnaire on Survey Monkey carried out by the EIS in October 2012

Background reading / external references

Details of the responses from the questionnaires of Children and Families and EIS are available in hard copy in Children and Families for reference.

Report on the Implementation of Revised Secondary School Management Structures

1. Background

- 1.1 This report provides an update on the progress in implementation of revised Secondary School Management Structures in all 23 City of Edinburgh Secondary Schools as agreed at the Education, Children and Families Committee on 21st June 2011

2. Main report

Details of the Implementation including Impact on Schools, Staff and Pupils

- 2.1 In February 2011, the City of Edinburgh Council agreed to implement Revised Secondary School Management Structures to achieve a £2.4 million budget saving over a 2 year period through to March 2013. In order to achieve this, Officers in Children and Families undertook this implementation, working with Head Teachers, HR and Trade Unions from Easter 2011 through to December 2012. To facilitate a positive working relationship throughout implementation, a Secondary Head Teacher was seconded into the Children & Families Department to liaise with and support Head Teachers and schools. An implementation calendar is outlined in Appendix 1. (See Appendix 1)
- 2.2 All schools have implemented revised management structures to reflect budget savings which were introduced in August 2011. Appendix 2 illustrates the management structures before and after implementation using Boroughmuir High School as the example. (See Appendix 2) These changes in structures in all 23 secondary schools have been achieved through the creation and use of a robust protocol, agreed with the Trade Unions, and a series of meetings with Head Teachers to provide support throughout the change process. The main change in Secondary schools is the creation of a faculty structure in which Curriculum Leaders have been appointed to lead and manage a number of subject departments as outlined in Appendix 2. A number of schools had operated a faculty structure model prior to February 2011. For example, Leith Academy already had a full faculty structure and other schools were combining subject departments into faculties as the opportunity arose.
- 2.3 Curriculum Leader, Support for Learning Leader and Pupil Support Leader positions were established and former Principal Teachers matched/assigned to

posts in their existing school. Throughout the process of implementation the Voluntary Early Release Arrangement (VERA) was offered to Depute Head Teachers and former Principal Teachers.

From approximately 400 Principal Teachers at the start of the change process, following implementation and the application of VERA 65 Principal Teachers remain as class teachers paid on a conserved salary. Of these approximately a third have indicated a strong interest in seeking a promoted post in the new structure when opportunities arise, with others having due regard to their personal circumstances e.g. impending retirement. Recruitment controls are being applied in the management of promoted post vacancies.

Throughout the implementation process front line teacher numbers have been maintained and no members of staff have been transferred compulsory to other schools or to alternative posts within the structure. Former Principal Teachers not assigned to leadership posts and those assigned to leadership posts at a lower salary level will receive salary conservation for 3 years from the implementation date or to March 2016 if they were appointed prior to 2001.

- 2.4 Staff affected by the management changes were offered and took part in interview skills courses prior to any assignment. Leadership skills courses are now being offered to Curriculum Leaders and Pupil Support Leaders. Similarly, training courses are being provided for new Support for Learning Leaders.

In agreement with the remaining former Principal Teachers individual development programmes are being established by Head Teachers as appropriate.

The Children and Families Department is committed to enhancing the leadership skills of staff in schools and will continue to strengthen leadership within the revised management structures.

- 2.5 The implementation date for the Curriculum Leader structure was February 2012 and the Pupil Support structure was implemented from August 2012.

To get an early indication of the impact of the revised Secondary Management Structures, the Department issued a questionnaire to all promoted staff (including former Principal Teachers) and a random selection of non promoted staff. 134 returns were received which represents around a 25% return rate. It is evident that in some cases staff in schools did not receive this questionnaire. The questionnaire will be re-issued to those staff and their responses incorporated as part of the overall commitment to address issues raised. A summary of the responses is summarised below:

Summary of Responses

Question 1: What is currently working well in the new structure?

Staff have indicated that the new structures in schools greatly help faculty links and collaboration between staff and subject areas. It also helps inter disciplinary work and pupil learning which is a corner stone of Curriculum for Excellence. The faculty structure has also created smaller, more cohesive senior and middle management structures in which leadership is being developed among Curriculum Leaders. The Review of Secondary Management Structures has also resulted in a Review of Guidance and Support for Learning which has introduced a pupil support structure to meet the needs of all pupils in our schools.

Question 2: What remaining concerns do you have about the new structure?

As with any change, the key concern from staff is the impact on staff in adjusting to the new structure, the impact on their workload and the time to do their job effectively. Staff recognise that leadership will need to be developed from this implementation. They are also clear that one of the major drivers for this structural change was to make financial savings. Staff would have welcomed a longer period of consultation and implementation to reduce pressure in schools. The in school management of behaviour was also raised in relation to the removal of subject Principal Teachers including the physical distance between subject departments in some schools. The development of a breadth of knowledge in SQA requirements in subjects in new faculties was identified as a key requirement for new Curriculum Leaders.

Question 3: Outline what needs to be done to support the new structure and support teaching staff and Head Teachers.

The key area that staff would welcome is more management time for Curriculum Leaders to do the job and a key desire to become involved in the leadership training to develop their own skills in managing faculties. Staff also highlighted a role for lead teachers in schools which could support subject areas within a faculty, the faculty itself and enhance pupil learning.

Question 4: Any other comments?

Staff felt it was very early to make definitive statements on the implementation of faculties and would welcome further evaluation once the structures are embedded. Reduced opportunity for promotion for main grade teacher and Curriculum Leaders related to the new structure was a concern from staff. Staff involved in leadership courses for Curriculum Leaders (subject) and Support for Learning Leaders have completed very positive evaluations of these courses.

Action From Questionnaires

- 2.6 The Children and Families Department recognises that it will take time for the revised management structures to bed in. Although the potential benefits are recognised within the survey.

A change of this magnitude in a relatively short time scale has undoubtedly raised concerns from some staff in terms of support and workload. The faculty structure model in place in some schools prior to the review implementation has not had a negative impact on the educational experience of young people. However, we are committed to working proactively with school staff at all levels to enhance teaching and learning, support curriculum innovation and provide effective support for pupils.

At this stage in the implementation it is too early to make definite conclusions on the overall impact of the Review of Secondary Management Structures. Clearly the Children and Families survey and the EIS survey have identified what is working well as well as concerns and areas for development. In line with all stages of the implementation, Officers in the Children and Families Department, HR and the Trade Unions will continue to meet on a fortnightly basis to discuss all issues raised in both surveys and develop strategies to address these in all 23 schools.

There is a clear commitment to monitor and evaluate the progress of implementation over the next 3 years. In the surveys, staff opinions on the review are widely varied. They do however closely mirror staff opinions on change in schools in the past. For example the removal of Assistant Principal Teachers and Senior Teachers from secondary school management structures in 2001 raised staff concerns on the impact in schools on management, workload, time and pupil attainment. Management structures in schools adjusted to meet this change. Through further on going monitoring review and support it is anticipated that school management structures will similarly adjust to meet the challenges presented in the current Review of Secondary Management Structures. Further work on the Devolved School Management (DSM) arrangements for schools will consider the allocation of budgets to allow Head Teachers more flexibility with their management structures especially in the smaller schools.

Impact on Pupil Attainment

- 2.7 The implementation of revised management structures took place from August 2012 therefore any impact on pupil attainment can only be evaluated following the SQA examination diet in May 2013 and Standardised Assessments undertaken in June 2013. The full impact on pupil attainment will be reviewed over a longer period.

Impact on Curriculum for Excellence

- 2.8 The revised management structures are more closely aligned with the curriculum areas outlined in Curriculum for Excellence. There are significant opportunities within these broader curriculum areas to plan learning experiences which cross subject boundaries and to make sense of learning by planning interdisciplinary

experiences allowing learners to apply their skills and knowledge in practical contexts.

- 2.9 In preparing for the introduction of new qualifications in all secondary schools, we have provided additional funding to Head Teachers of £215k to support the preparation for these qualifications. This development work is expected to be fulfilled by unpromoted as well as promoted staff in line with the General Teaching Council's Standard for Full Registration. Significant central support has been provided in planning for the curriculum and in developing courses and programmes. Further support has been provided in supporting assessment.
- 2.10 The revised management structures have provided opportunities to develop leadership at all levels. Subject leaders meetings are open to unpromoted staff who continue to contribute to developments in the implementation of Curriculum for Excellence.
- 2.11 We have collated across the authority, the range of expertise in each subject area to support Curriculum Leaders in leading and managing a number of curriculum areas, not all of which they will have detailed subject knowledge. This range of expertise includes all of the Curriculum Leaders in their own specialist subject area together with key staff involved with the Scottish Qualifications Authority.

3. Recommendations

- 3.1 The Education, Children and Families Committee notes this report.
- 3.2 The Children and Families Department continues to review the impact of implementation on staff, pupil attainment and Curriculum for Excellence and addresses any outstanding issues.

Gillian Tee

Director of Children and Families

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Timeline of Implementation February 2011 –

December 2012

2. Boroughmuir High School – management structure before and after implementation

Timeline of Implementation: February 2011 – December 2012-11-06

February 2011	Council decision on £2.4 million saving
April 2011	Appointment of Seconded Head Teacher to liaise and support schools and Head Teachers
May 2011	All schools produced revised management structures reflecting savings
June 2011	Agreement by the Education, Children and Families Committee to continue implementation but to postpone implementation of revised Pupil Support Structures until a separate Pupil Support review is carried out
August 2011	School budgets adjusted to reflect savings
November 2011	Working group formed to review Pupil Support (Guidance, Behaviour and Learning Support)
December 2011	Communication to staff on process and procedure for implementation through the agreed Protocol/Process for Implementation of Revised Management Structures
December 2011 - January 2012	Matching/Assignment of Principal Teachers Subject to Curriculum Leader posts undertaken
February 2012	Implementation of revised Curriculum Structure in all 23 secondary schools
April 2012/May 2012	Outcome of the Review of Pupil Support in secondary schools agreed, matching/assignment of Support for Learning and Pupil Support Leaders undertaken
August 2012	Implementation of Pupil Support structure in all 23 secondary schools
August 2012	Effective date of Depute Head Teacher structure

Note:

Throughout the period April 2011 – December 2012, Officers from Children and Families, HR and the Trade Unions have agreed the protocol for implementation and jointly engaged in the implementation at all stages.

Boroughmuir High School, Roll 1150

<u>Structure Pre Implementation</u>	<u>Structure Post Implementation</u>
16 – Principal Teachers Subject	11 – Curriculum Leaders
6 – Principal Teachers Guidance	4 – Pupil Support Leaders
1 – Principal Teacher Support for Learning	1 – Support for Learning Leader
3 – Depute Head Teachers	3 – Depute Head Teachers
1 – Senior Depute Head Teacher	
1 – Head Teacher	1 – Head Teacher

<u>Subjects Pre Implementation</u>	<u>Faculties Post Implementation</u>
PT Geography PT History PT Modern Studies	CL Social Subjects
PT ICT/Business Education	CL Technologies
PT Music PT Drama/Media	CL Expressive Arts
PT Art & Design PT Craft, Design & Technology	CL Art, Design & CDT
PT English	CL English
PT Mathematics	CL Mathematics
PT Modern Languages	CL Modern Languages
PT Physical Education	CL Physical Education
PT Home Economics	CL Health & Wellbeing & RME
PT Chemistry PT Physics PT Biology	CL Science 1 CL Science 2

PT = Principal Teacher**CL = Curriculum Leader**

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Review of Pupil Support in Primary Schools

Item number	7.3
Report number	
Wards	

Links

Coalition pledges	P5
Council outcomes	CO1 , CO2 , CO4
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

Review of Pupil Support in Primary Schools

Summary

The purpose of this report is to inform Committee on the process and strategy to review pupil support in Primary Schools. It contains the Terms of Reference for the review and details specific areas for consideration within the Review.

Recommendations

To recommend that the Education, Children and Families Committee:

- 1 Notes and approves the process for carrying out the review of pupil support in Primary Schools
- 2 Notes and approves the specific areas for consideration within the Review.

Measures of success

A review of pupil support in Primary Schools will establish effective and consistent practice across all Primary Schools which will enhance outcomes for pupils.

Financial impact

There will be no overall budget reductions proposed as a consequence of the review. It is anticipated however that budget realignments may result to ensure consistency of approach to pupil support across all Primary Schools.

Equalities impact

There are no adverse impacts arising from this report.

Sustainability impact

Not applicable

Consultation and engagement

School based staff including Primary Head Teachers, staff from Professional Support Services and Trade Union representatives will be involved in the working group that will carry out the Review of Pupil Support in Primary Schools.

Parent representatives will be consulted throughout the review before final recommendations are made.

Background reading / external references

How Good is our School, Sections 5.3, 5.8 and 9.4. (Appendix 1)

Review of Pupil Support in Primary Schools

1. Background

- 1.1 The Education Children and Families committee approved the Review of Pupil Support in Secondary schools in June 2012.
- 1.2 The Committee asked that a Review of Pupil Support in Primary Schools be carried out during session 2012/13 for implementation from August 2013

2. Main report

- 2.1 A Project Board, led by Mike Rosendale, Head of Schools and Community Services has been set up to manage the Review of Pupil Support in Primary Schools.
- 2.2 A working group led jointly by David Wright and Moyra Wilson and comprising school based staff including Head Teachers, staff from professional support services and Union representatives, will be set up to consider the content of the review, produce recommendations and develop an implementation strategy.

Terms of Reference for the Review

- 2.3 Pupil Support structures in Primary Schools should be consistent with and articulate clearly with the agreed Pupil Support structures in Secondary Schools. The agreed structure should:
 - Meet the needs of all pupils in Primary Schools
 - Incorporate and support the key principles of A Curriculum for Excellence, Health and Wellbeing, Getting it Right for Every Child (GIRFEC) and the National Parenting Strategy
 - Meet the needs of the Additional Support for Learning Act and the Equalities Act
 - Be fully in line with inclusive practices
 - Incorporate the key areas of How good is our School 1, Sections 5.3, 5.8 and 9.4. **(See Appendix 1)**
 - Incorporate the key principles of Improving Relationships Strategy

- Ensure that all teaching staff have a support role for pupils as Key Adults and make their full contribution to the delivery of an inclusive curriculum and meeting the needs of pupils with additional support needs
- Link clearly to the Service Plan for the Children and Families Department
- Support and enhance pupil achievement and attainment
- Provide a consistent model of pupil support across all Primary Schools while taking into account the needs of all school communities

Specific Areas for Consideration within the Review

2.4 The working group will produce recommendations which will establish effective and consistent practice for Pupil Support in all Primary Schools and consider changes to the allocation of available resources to support these recommendations. Specific areas for consideration would include:

- Carrying out a full evaluation of recognised positive pupil support initiatives e.g. 'Creating Confidence' and partnerships with Voluntary Organisations including 'Place to Be' with a view to establishing these more widely in a more affordable and sustainable way. 'Place to Be' currently operates in 10 Primary Schools, 6 of which are designated Positive Action schools. Positive action schools are able to use additional funding to engage this service whereas the other 4 use funding from their devolved budget.
- Establishing and supporting a more consistent approach to Parenting Support, Nurture Groups and the use of Support Bases by identifying and expanding current good practice
- Strengthening the links between CLD Family Learning and Primary Schools to achieve stronger and more consistent support for families
- Carrying out a comprehensive audit of the resources devolved to schools designated as Positive Action Schools and developing a pupil outcome based approach to identify good practice which can be applied across all Primary Schools. Positive Action funding is allocated to 17 Primary Schools in which 40% of pupils are entitled to Free Meal and Clothing Grants. Schools below this threshold do not receive this funding. **(See Appendix 2)** Currently £2.2 million is allocated to those schools and this additional funding is used to enhance the staffing complement, their educational supplies and their excursion allowance. The group will liaise closely with the working group set up to review the Devolved School Management Guidelines to ensure that budget recommendations are applied effectively and consistently

- Undertaking a full evaluation of the deployment of senior staff (Depute Head Teachers and Principal Teachers) with a view to achieving a consistent model of leadership in Primary Schools to deliver effective Pupil Support

3. Recommendations

To recommend that the Education, Children and Families Committee:

- 3.1 Notes and approves the process for carrying out the review of pupil support in Primary Schools
- 3.2 Notes and approves the specific areas for consideration within the Review.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO4. Our children and young people are physically and emotionally healthy
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. How Good is Our School 2. Positive Action Primary Schools

How Good is Our School

5.3 Meeting learning needs

- Tasks, activities and resources
- Identification of learning needs
- The roles of teachers and specialist staff
- Meeting and implementing the requirements of legislation

5.8 Care, welfare and development

- Arrangements for ensuring care, welfare and child protection
- Approaches to and provision for meeting the emotional, physical and social needs of children and young people
- Curricular and vocational guidance

9.4 Leadership of improvement and change

- Support and challenge
- Creativity, innovation and step change
- Continuous improvement

City of Edinburgh
Positive Action Primary Schools

Broomhouse Primary School
Brunstane Primary School
Canal View Primary School
Castleview Primary School
Clovenstone Primary School
Craigentenny Primary School
Craigroyston Primary School
Forthview Primary School
Granton Primary School
Leith Primary School
Niddrie Mill Primary School
Pirniehall Primary School
Royal Mile Primary School
St Francis RC Primary School
St Catherine's RC Primary School
Sighthill Primary School
Stenhouse Primary School

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Review of Community Access to Schools

Item number	7.4
Report number	
Wards	ALL

Links

Coalition pledges	P4
Council outcomes	CO1 - CO6 , CO10 ,
Single Outcome Agreement	SO2 , SO3

Gillian Tee

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Executive summary

Review of Community Access to Schools (CATS)

Summary

The purpose of this report is to seek approval to progress the work streams identified by the Project Team which has been established to review community access to schools.

Recommendations

The Committee is asked to:

1. Note progress to date
2. Agree the tasks identified by the Project Team
- 3 Ask the Project Team to provide a number of proposals for consideration in March 2013 with timelines for implementation.

Measures of success

The measures of success for the review of community access to schools will be

- To increase levels of community access to schools
- To ensure efficient and effective systems are in place to support community access to schools
- To introduce equity of access to facilities throughout the city
- To achieve an efficiency of £300,000

Financial impact

The financial implications arising from the proposals include

- The need to identify the source and methods of achieving the £300,000 efficiency
- The possible changes to Devolved School Budgets

- The impact on partner agencies
- The need to better understand costs and benefits of existing and/or proposed system change

Equalities impact

There are no adverse impacts arising from this report.

Sustainability impact

There will be no adverse impacts arising from this report.

Consultation and engagement

A wide consultation will be undertaken by the Project Team which will involve all key stakeholders, including service users.

Background reading / external references

None.

Review of Community Access to Schools (CATS)

1. Background

- 1.1 Schools are at the heart of local communities. The key ambition of the Community Access to Schools review is to increase the level of community access to schools and ensure that this is meeting local needs. A commitment has been made to review the way in which the Council manages and administers Community Access to Schools. There are currently high levels of access in some schools. This review will highlight where there is capacity to increase usage.
- 1.2 The current position in Edinburgh is that CATS is supported by a number of separate systems. These are in place for discrete areas of activity i.e. Nursery, Primary and Special Schools, Secondary Schools and Community High Schools and the fee paying Adult Education Programme. There is also a unique model of managing access to recreational facilities in Queensferry High School which involves Edinburgh Leisure. All these discrete areas of activity have specific resources attached to them and different approaches to gaining access and charges have developed over a long number of years and are no longer fit for purpose.
- 1.3 The aim is to develop a new system which maximises the appropriate use of schools both within and outwith school hours.

2. Main report

- 2.1 At the Education, Children and Families Committee held on 9th October 2012 approval was given to create a Short Life Project Team that would take forward the review and in particular focus on key areas of activity within that review.
- 2.2 Membership of the Project Team
Membership of the Project Team has been established (Appendix 1).
It is important to acknowledge the intent to be inclusive of a wide range of contributions to the review process but at the same time keep the membership of

the Project Team a manageable number for open dialogue and a task centred approach.

It was agreed that the Project Team will need to work in a way that allows for contributions to be made, but does not require everyone to attend every meeting, this may require single focus discussions with fewer people or more use of online communication.

2.3 Frequency of Project Team Meetings

It has been agreed that the Project Team will meet fortnightly in the first instance as there is so much to be done and a complex number of issues to be explored (Appendix 2).

2.4 Terms of Reference

A terms of reference has been agreed for the Project Team (Appendix 3) this sets out the initial scope of the review and highlights the governance and respective accountabilities.

2.5 Scope of the Review

At the first meeting of the Project Team agreement was reached on the key areas of activity that the Project Team would focus on. It was also agreed the best way to make progress was for a task centred approach to be taken with individuals being willing to undertake work in between meetings and to bring progress back to the table. The key areas of activity are as follows:

- Establishing a baseline of current levels of access to all schools
- Identifying where access could be increased and how that could happen
- Examine the range of existing systems to support access
- Examine the various letting charges currently in place
- Proposing options to align charges
- Exploring the range of customer care and health and safety practices in place
- Establishing current income from school lets/access to schools including PPP schools
- Development of IT to support new system
- Consideration of all HR impacts where appropriate
- Consideration of partner needs
- Consultation with stakeholders

2 Information gathered since week 1 meeting

Please note that when considering the details of the appendices there is a lack of consistency in the language used, e.g. number of enrolments, number of students, number of participants etc. This reflects the inconsistencies in practice

that have emerged over the years and this provides further illustration of the need to review the current processes.

- Adult Education

One of the key issues emerging from the CATS review is that access supports a wide range of activity and a significant element of that is adult education. Community Based Adult Education is highly valued by those who participate in it. There is a growing bank of evidence in terms of the impact adult education has on people's lives and that this kind of lifelong learning contributes to the Coalition Pledges, Council Outcomes and the Single Outcome Agreement. There are varied programmes of adult education in Edinburgh which range from fee paying classes available to everyone to targeted provision supporting key priorities such as Adult Literacy and Numeracy, English as a Second Language, Parenting and Family Support, Health and Wellbeing. There are significant numbers of learners involved in adult education some illustrations are provided in Appendix 4.

- Participation Levels

There are significant levels of Community Access to Schools across the school estate in Edinburgh. Each of the discrete areas of activity has however designed its own system for recording statistics and management information. There is no single system that can provide an accurate account of how many people are currently involved. We also therefore have no system that can help establish a baseline from which we can measure progress. The information in the appendices, while useful, is therefore limited as a basis for comparison.

What can be established from the data we are able to collate is:

- Centralised system for processing primary school lets is efficient and provides single point of contact.
- Varied levels of access to primary schools, SEN schools and nurseries across the city. Some very well used others not at all.
- Varied levels of access to secondary schools. Some very busy e.g. WHEC, Leith, Drummond others less so, e.g. Castlebrae and Queensferry.
- Very large numbers of people accessing schools for sports facilities.
- Significant reduction in participation levels in off peak times i.e. April – September and weekends.
- Designated community high schools have more access during off peak times.

There are reasons for the reduction in off peak times:

- Exams use of space
- Family holidays
- Service budgets to employ staff

- Costs of lets and janitorial cover etc

Illustrations participation levels are provided in Appendix 5. One of the keys issues to be addressed is to increase weekend usage.

- Charges and Categories

The CATS review team has established that there is a lack of consistency throughout the city in terms of the application of charges for Community Access to Schools. There been attempts made to improve this situation but without a single system in place different practices have emerged which have resulted in some significant difference in what users are expected to pay for the same facility in different schools (an illustration of this is provided in Appendix 6). There has been a commitment to apply concessions for certain categories of Let e.g. youth groups, those in receipt of benefits etc and this has been welcomed. However, it is not consistent.

It has been established that there are significant issues relating to the income and expenditure associated with Community Access Use in secondary schools. Designated community high schools are allocated additional funds to support the programming and access of facilities. Non designated community high schools receive very little additional support. Also secondary schools are expected to generate income to meet targets set each year. The table below illustrates the current distribution of resources and is an area of potential scrutiny within the review.

Income and expenditure relating to community use in secondary schools

	Allocated Budget 2012/13 £	Income Target 2012/13 £	Actual Income 2011/12 £
Community High Schools	3,003,722	1,247,750	1,286,430
Non-Community High Schools	38,417	617,358	686,943

4 Emerging Good Practice

It is important that the review of Community Access to Schools aligns itself with, and supports, the successful implementation of a number of key priorities for the council and its partners. The development of Community Sport Hubs (CSH) is a national priority and there are early signs of success in Edinburgh. One measure of that early success has been to increase the level of access to schools sports facilities (an illustration of this is provided in Appendix 7). Whilst the Community Sport Hubs are increasing Community Access it is important to acknowledge that there are still issues relating to reduction in participation during off peak times.

5 Libraries

Increasing Community Access to Schools does not rely solely on the increased participation through community lets. It is possible to explore the extent to which schools could function as “hubs“ for a range of other community services. An area that could be explored would be the possibility of relocating community libraries in schools. An example of this which is currently being developed is in Balerno. The Head Teacher of Balerno High School is keen to host a community library in the school. This will bring added value to the school and also allow the Library Service to relocate to better premises and as such create an opportunity to further develop a wider range of opportunities for service users.

6 Edinburgh Leisure

There is a current arrangement in place which has resulted in Edinburgh Leisure managing the access to sports facilities in Queensferry High School. This is a model that has potential for development in other schools in the City and it is important that the business case for this is widely understood. There have been some difficulties with income generation and investment in the facilities in the school and the Head Teacher and Edinburgh Leisure have worked well together to explore alternative models for the future. Edinburgh Leisure are to propose a way forward that will require a new approach and limited investment but it may be that this could provide a way forward for other schools in years to come.

3. Recommendations

The committee is asked to:

- 3.1 Note progress to date
- 3.2 Agree the tasks identified by the Project Team
- 3.3 Ask the Project Team to provide a number of proposals for consideration in March 2013 with timelines for implementation.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	P4. Draw up a long term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young peoples are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO10. Improved health and reduced inequalities
Single Outcome Agreement	SO2. Edinburgh's citizens experience improved health and wellbeing with reduced inequalities in health SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	<ol style="list-style-type: none">1. Members of CATS Review Project Team2. CATS Review Project Team Meeting Dates Nov 2012 – March 20133. Terms of Reference4. Community High School Adult Education Programme5. High School bookings – survey results6. Charges and categories for lets7. Example of good practice within Community Sports Hubs

MEMBERS OF CATS REVIEW PROJECT TEAM**APPENDIX 1**

Name of Member	Title	Location	Phone Number	Email Address
David Bruce	Senior Education Manager	WC 1/1	0131 469 3795	david.bruce2@edinburgh.gov.uk
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Name of Member	Title	Location	Phone Number	Email Address
Ron Waddell	DSM and School Support Manager	WC 1/1	0131 469 3137	ron.waddell@edinburgh.gov.uk
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Susan Wilson	Community Learning & Development Manager (South West)	WC 1/2	0131 469 3361	susan.e.wilson@edinburgh.gov.uk
Robin Yellowlees	Service Manager (Sports & Outdoor Education Unit)	WC 1/1	0131 469 3479	robin.yellowlees@edinburgh.gov.uk

CATS Review Project Team Meeting Dates Nov 2012 – March 2013

1st November 2012 Room G.15 - 3pm - 5pm
14th November 2012 - Room G.37 - 12pm - 1pm
13th December 2012 - Room G.37 - 1pm - 2pm
10th January 2013 - Room G.37 - 8.30am - 10am
24th January 2013 - Room G.37 - 9am - 11am
7th February 2013 - Room G.37 - 9am - 11am
21st February 2013 - Room G.15 - 3pm - 5pm
7th March 2013 - Room G.37 - 9am - 11am
21st March 2013 - Room G.37 - 9am - 11am

Community Access to Schools Review Project Team

Terms of Reference

1. Purpose of Terms of Reference

The purpose of the Terms of Reference is to outline the proposed review of Community Access to Schools (CATS). This paper will form the basis of the consultation process with staff and Trade Union representatives and will explain the rationale for the review, the key work streams and timescales.

The outcome of this review will be reported back to the Education, Children and Families Committee in March 2013. The work of the project team will also be reported to the Policy and Procedures sub group of the Education, Children and Families Committee and will be forwarded to the Culture and Leisure Committee for noting.

2. Background, Aims and Objectives of the Review

A commitment has been made to review the way in which the Children and Families Department manages and administers CATS. There are currently high levels of access in schools and this review will result in increased levels of access where possible. There is an intended outcome that a new system is developed which maximises the appropriate use of schools both in and outside of core hours and that the approach embeds schools fully as community assets. The review should also result in a system which is cost effective and efficient. The overall ambition of the review is to result in the maximisation of access to schools.

The current position in Edinburgh is that CATS is supported by a number of separate systems. These are in place for discrete areas of activity i.e. Primary Schools (including special schools and nurseries), Secondary Schools, Community High Schools and the fee paying Adult Education programme. There is also a unique model of managing access to recreational facilities in Queensferry High School which involves Edinburgh Leisure. All of these discrete areas of activity have specific resources attached to them and different approaches to gaining access and charges have developed over a long number of years and are no longer fit for purpose.

3. Scope of the Review

The review will include consideration of;

- Establishing a baseline of current levels of access
- Identifying where access could be increased and how that could happen
- The need to look at establishing the level of need for community access
- Engaging in some benchmarking with other local authorities

- Examining the range of existing systems that are in place
- Examining the various letting charges that are in place
- Proposing options for aligning charges and eliminating any inequity across the system

- Establishing the current income from school lets
- Establishing the costs of administering existing systems and proposing new structures and systems that would be less costly
- Developing IT and in particular on line booking and payment
- Consider all HR issues and impacts on staff
- Consult with key stakeholders
- Take account of the needs of partner agencies, e.g. Edinburgh Leisure
- Protect compliance in health & safety (this varies from school to school)
- Achieve a saving in region of £300k.

4. Proposed Review Methodology

A project team will be set up to undertake the review and will report back to the Education, Children and Families Committee on progress and make recommendations for implementation for consideration and approval. The project team will be led by David Bruce, Senior Education Manager, Community Services, and will include representation from schools and community services, HR, Finance, Culture and Sport, Edinburgh Leisure. Others will be included as and when required.

Members of the project team will be expected to attend fortnightly meetings and will also be expected to undertake tasks between meetings. Each member of the project team will bring a specific expertise to the process and as such that should be exploited.

The project team members can provide a substitute for meetings but must ensure that any tasks that have been agreed are completed within the timescales set.

Business support will be provided to the project team and there will be a central point for banking information and collation of reports etc.

Throughout the review consultation will take place with the appropriate Trade Unions, staffing groups and relevant stakeholders. A communication strategy will be in place throughout the project.

5. Timescale

The review will commence in November 2012 and will report to Committee in March 2013. An extended period of time may be required for the testing of new systems etc. with an ambition that new ways of working will be in place from Aug 2013 and become embedded during 2013 -14.

- Community High School Adult Education Programme

This exercise has only been undertaken once, which was in 2011/12, and as such we are not able to demonstrate any increased levels of participation year on year. However, we have established a base line from which we can measure progress.

The table below (Table 1) illustrates the average number of courses being run and the average number of participants in all of these courses (the following figures were provided by 7 out of 8 Community High Schools).

Table 1: Adult Education organised by Community High Schools

Average number of courses per Community High School (daytime/evening/weekend)	Average number of enrolments (daytime/evening/weekend) per Community High School
Sept 2011 – June 2012	Sept 2011 – June 2012
105 courses	1078 enrolments

- Community Learning & Development (CLD) Adult Education Programme

Table 2 shows figures relating to the Adult Education programme that was run from September 2011 – April 2012 in 13 schools (some primary schools and high schools). The figures do not include cancelled classes for this period.

Table 2: CLD Adult Education Programme

	TOTALS FOR YEAR (Sept 2011 – April 2012)	
Name of School	Number of Classes	Number of Students
Boroughmuir HS	92	1400
Broughton HS	106	1336
Bruntsfield PS	8	150
Craigmount HS	18	238
Davidson Mains PS	2	58
Edinburgh Academy*	19	280
Firrhill HS	6	75
JGHS	82	952
Liberton HS	13	230
Portobello HS	9	111
The Royal High School	8	126
St Thomas of Aquin's HS	51	713
Tynecastle HS	31	453
TOTAL	445	6,122

*Not a City of Edinburgh Council School

- Survey results relating to all High School bookings for a range of activity including access to adult education, childcare, sport and cultural activity.

Table 3 reflects the results from a survey which all high schools were requested to complete and which 19 out of 23 high schools contributed to. The figures from Craigmount HS, James Gillespie's HS, St.Thomas of Aquin's RC HS and Queensferry HS are not included. The results provide details of the number of lets and the number of participants involved in those lets. It is important to appreciate that these figures include both regular and casual usage and reflects small groups as well as larger group bookings, for example, sports teams.

Table 3: All High Schools (figures based on 19 out of 23 high schools)

Total number of let bookings August 2011 – August 2012 (a let is regarded as a single booking for a group of people)	Total number of participants August 2011 – August 2012
12,943	712,888*

*The number of participants at 712,888 does not refer to the number of different people but to the number of times a person uses a school e.g. one person could go to the school for 3 classes that would mean that person was being counted 3 times.

- Primary school permits/lets

Within the period 2011/12 in primary, nursery and special schools, 520 organisations or individuals (i.e. customers) applied for a total of 1617 permits, this resulted in 39,210 lets being granted for use of premises. A permit is defined as permission to use a school and can be for a variable amount of Lets. A Let is defined as each individual room booked under a permit.

Table 4 below gives a sample illustration of the level of community access in three primary schools in a randomly chosen week in October 2012. This excludes all school activities, e.g. parent nights.

Table 4 Primary Schools (including nurseries and Special Schools) October 2012

Name of School	Day of Week	Time	Group	Number of participants at time of application
Bruntsfield PS	Mon	7.30pm – 9pm	Bruntsfield Ex-Parents Badminton Club	10
Bruntsfield PS	Tues	7.15pm – 8.15pm	Zumba Exercise Class	16
Bruntsfield PS	Weds	7pm – 9pm	Voicehouse Community Choir	105
Bruntsfield PS	Fri	6pm – 9pm	Edinburgh Woodcraft Folk	50
Sciennes PS	Mon	6pm – 8pm	Dolphin Swim Group	32

Sciennes PS	Tues	6pm – 7.30pm	Keith Anderson Aquatic Learning	17
Sciennes PS	Weds	3.30pm – 7.30pm	Making Waves Swim Group	17
Sciennes PS	Weds	6pm – 9pm	UKTC Taekwon-do	13
Sciennes PS	Sat	9am – 12pm	Making Waves Swim Group	17
Granton PS	N/A	N/A	Not used at all	0

In the example above, the total number of participants from these three schools is 277 (this equates to an average of 92 people per primary school per week). This sample demonstrates the differences in levels of access between two primary schools regarded as busy and one primary school which is not used at all.

- Sportscotland Audit

In 2011/12, the Sports & Outdoor Education Unit was asked to respond to a national audit of access to schools sports facilities (indoor and outdoor). Tables 5 and 6 below provide an illustration of levels of access in both peak and off-peak times of the year. Off-peak is defined as the period which includes summer holidays and includes the use of facilities for exams. A major point of interest to the Project Team is the comparison in reduced levels of access between community high schools and non-community high schools.

Table 5: Community High Schools (Sports access only) 2011/2012 (8 schools in total)

Usage in peak period (Sept 2011 – March 2012)	Usage in off peak period (April 2011– Aug 2011)	Total Usage
253,494 users	174,388 users	427,882 users

Table 6: Non-Community Secondary Schools (Sports access only) 2011/2012 (15 schools in total)

Usage in peak period (Sept 2011 – March 2012)	Usage in off peak period (April 2011– Aug 2011)	Total Usage
223,857 users	78,361 users	302,218 users

- Charges and categories for lets

Table 7 provides illustrations of the variety of charges and categories of lets across the school estate. There are a variety of facilities available to let in our schools and we have chosen to use four in this example.

Table 7: Illustration of variety of current charges across City for facility hire

Facility to hire	Primary Schools		Community High School (Currie CHS)		Non-Community High School (Forresters/St.Aug HS)	
	Standard Rate	Eligible youth group	Standard Rate	Eligible youth group	Standard Rate	Eligible youth group
Swimming Pool	£38.50/hr (Mon -Sat) £77/hr (Sun)	£19/hr (Mon-Sat) £36/hr (Sun)	£35/hr	£22/hr	£35/hr	£22/hr
Classroom	£32.50/hr	£11/hr	£5/hr 1st hour then £2.50 thereafter	N/A	£25/hr	N/A
Gym Hall	£21/hr (Mon- Sat) £41/hr (Sun)	£11/hr (Mon- Sun)	£20/hr	£12/hr	£27/hr	£19/hr
Games Hall	N/A	N/A	£27/hr	£19/hr	£37/hr	£25/hr

It is important to note that we already have concessionary categories available, e.g. for youth groups, however, as the table above illustrates, there appears to be a lack of consistency of some charges across the City.

- Example of good practice within Community Sports Hubs

It is important that the review of Community Access to Schools aligns itself with, and supports, the successful implementation of a number of key strategies for the Council and its partners. The development of Community Sports Hubs (CSH) is a national priority and there are early signs of success in Edinburgh. An explicit outcome for CSH is to increase the level of access to school's sports facilities. Table 8 provides an example of success to date.

Table 8: Forrester High School/ St.Augustine's High School Community Sports Hub 2011 and 2012 Comparison

Usage for period Feb 2011 – October 2011	Usage for period Feb 2012 – October 2012	Percentage increase since developing sports hub
20,083 users	38,902 users	48%

Whilst the Community Sports Hubs are increasing community access, it is important to acknowledge that there are still issues relating to a reduction in user numbers during off-peak times, e.g. during school summer holidays. Table 9 illustrates this point.

Table 9: Forrester High School/ St.Augustine's High School Community Sports Hub Monthly Comparison

Usage for March 2012	Usage for July 2012	Usage for September 2012	Percentage decrease in school summer holidays
5,963 users	1,352 users	6,869 users	78%

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Additional Support Needs Planning and Performance Update

Item number	7.5
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO3
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

Additional Support Needs Planning and Performance Update

Summary

The purpose of this report is to provide an update on performance, trends and planning in relation to provision for additional support needs. It provides an overview of changing patterns of need and service demands.

The report provides an overview of the strategic direction for Additional Support Needs provision and summarises current progress on the service improvement programme.

Recommendations

To recommend that the Education Children and Families Committee:

1. notes the trend in the growth in additional support needs in Edinburgh and the underlying driving factors;
2. notes the continuing progress in service improvement;
3. approves the strategic direction for Additional Support Needs provision to address current and future needs and improve performance.

Measures of success

Quality Management in Education 2 - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), HMIE 2006

Children and Families Improvement Plan

Targets:

All learners with additional support needs have their needs met

Reducing the children in foster placements outside Edinburgh,

Reducing the number of children in Out of Council school provision,

Reducing the rate of growth in Looked after Children and

Increasing kinship placements, which are more likely to be in Edinburgh.

Financial impact

The growth trends summarised in this report have been addressed within the budget process for consideration. As the duty to make provision is statutory effective management of these pressures addresses measures to shift the overall balance of care for children in need.

Equalities impact

The proposals in this report are directed towards preventing adverse impact on equalities arising from demographic and socioeconomic factors giving rise to growing needs and service pressures.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

Additional Support Needs provision is characterised by high levels of partnership working involving learners, parents, the NHS, the Voluntary Sector and other Council Departments. There is a wide range of formal and informal mechanisms for consultation in operation.

Background reading / external references

Appendix 1: **Improving Attainment of Looked After Children, October 2012**

Additional Support Needs Planning and Performance Update

1. Background

Additional Support Needs

- 1.1 As an education authority the City of Edinburgh Council has a statutory obligation to make provision for any learner who has additional support needs. Additional Support needs are defined in the Additional Support for Learning (ASL) Act (2005) as amended in 2009 where *"... where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person."*
- 1.2 The ASL Act has far reaching implications and since it came into force there has been an increasing number of learners identified as having additional support needs.
- 1.3 Since the inception of the Act in 2005 the City of Edinburgh has put into effect a programme of improvements in order to provide effective identification of needs and enable appropriate provision to be made with the best use of resources. The most recent developments focus upon the setting of additional support needs provision as part of an integrated approach to Getting it Right for Every Child.
- 1.4 This approach aims to enable needs to be identified earlier and as close to home as possible and is a key element in shifting the balance of care as part of the priority based planning process.

1.5 There is a substantive upward trend in the number of children and young people with significant additional support needs. The budgetary implications of a continued rise in children requiring additional support have been raised in the 2013/14-budget process for consideration. Supporting children with additional support needs within the Council's own provision plays a crucial role in:

- reducing the number of children in Out of Council school provision, reducing the number of children in foster placements outside Edinburgh,
- reducing the rate of growth in Looked After Children and
- increasing kinship placements, which are more likely to be in Edinburgh.

All of these things mean children who at the moment are outside Edinburgh would be within Edinburgh and have a need for support from ASL services and/or the family support services. This report addresses the implications of that shift with a view to enabling those additional support needs to be met within the authority's own provision.

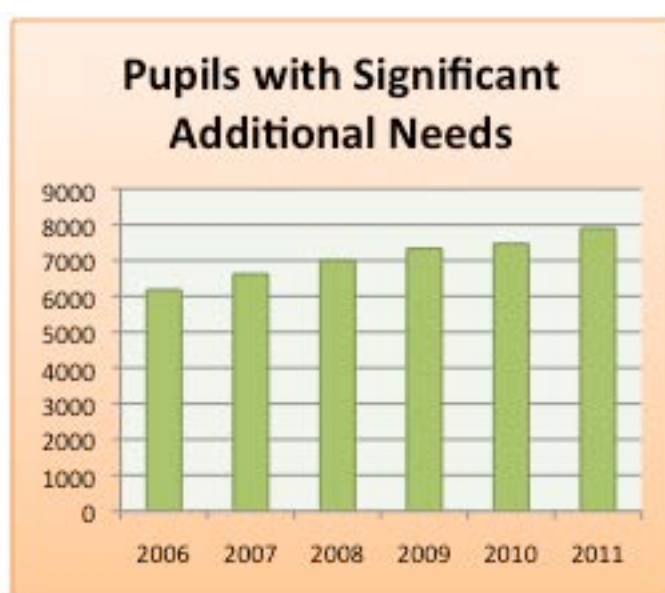
2. Main report

Population and profile of need

2.1 Table 1 summarises the pattern of additional support needs within the authority. It illustrates a progressive growth in the number of pupils identified as requiring significant additional support over the period from 2006 to 2012. In 2012, 1700 more children and young people are requiring support than was the case in 2006, an increase of almost 28%. The other striking trend is the number requiring additional support in mainstream schools in other authorities. These are principally Looked After Children who are fostered in placements outside the city. The number requiring this support has grown by 171% in the same period and whilst the number is relatively small the cost of this support in 2011/12 was over £500,000.

Table 1 Pupil with Significant Additional Support Needs (Mainstream and Special Schools)

	06-07	07-08	08-09	09-10	10-11	11-12
All significant ASL mainstream and special	6180	6622	6993	7330	7467	7897
% of CEC school age population	13%	14%	15%	16%	16%	17%
% of total school age population Edinburgh	9%	9%	10%	10%	10%	11%
Edinburgh pupils in other local authority mainstream schools with additional support	34	50	55	67	88	92



2.3 Table 2 illustrates that since the introduction of the Additional Support for Learning Act the percentage of learners in special schools and classes has remained stable at around 2% of school age population in local authority provision. Within this there has been a shift away from residential school provision in favour of the authority's own schools. However, after progressive falls from 34 to 7 new admissions in 2009/10, in the last two years there is evidence of growth in new admissions. This reflects a number of factors including children moving into authority who are already attending independent special schools, placing requests and in the main the lack of available suitable care options for children with complex needs within family based care or residential resources within the city. These later two factors are amenable to intervention and the strengthening of care provision and the capacity of the authority's own educational provision to meet complex needs are key elements within the priority based planning transformation presented by Children and Families.

Table 2 City of Edinburgh Pupils attending Special Schools

	06/07	07/08	08/09	09/10	10/11	11/12
Pupils in independent special schools at the end of academic year	141	111	106	71	59	57
New admissions to independent special schools during the year	34	23	11	7	10	18
Edinburgh Pupils in special schools and classes	835	817	809	787	797	899
% CEC School Population in any form of special school	2.11%	2.06%	2.05%	1.91%	1.90%	2.10%

2.4 The great majority of growth in the population requiring significant additional support is therefore found in the early years and mainstream schools. The key areas of need can be illustrated with reference to demand for specialist ASL Services.

Table 3 Trends in Children and Young People Requiring Specialist Addition Support Needs Services 2006 -12

	06/07	07/08	08/09	09/10	10/11	11/12
Visiting Teaching and Support Service						
- Hearing impairment	73	87	104	112	101	107
- Visual impairment	87	90	107	126	132	123
- Exceptional Behaviour Support Needs (Disability)	53	59	74	68	83	107
- Pre school home visiting service	48	43	68	80	96	90
- Visiting Teachers (Down's)	20	21	21	20	21	28
- Language and Communication Support	95	119	134	147	158	200
- Spectrum Early years Autism	36	25	32	52	66	91
- Total	412	444	540	605	657	746
English as an Additional Language Service	2542	2965	3069	3373	3600	3721
Hospital and Outreach Teaching Service	645	552	596	631	716	785
Keycomm - communication technology	82	110	91	105	104	113

2.5 The biggest single area of growing need in terms of overall numbers is for pupils requiring English as a Second Language Support, where there has been a growth in excess of 1250 (46%) over a 6-year period. Other notable areas of increase in lower incidence needs are evident in Early Years Autism, where there has been a growth in need of 300% and Exceptional Behaviour Support and Language and Communication Support, where the level of need has doubled over a 6-year period.

Projected Needs 2012- 2017

2.6 Growth over 2006-12 has been driven by number of factors ,not least of which is the unfolding impact of the changes in ASL legislation in 2005 and 2009. Projections prepared for the purpose of priority based planning indicate that this is likely to continue for the foreseeable future for a variety of reasons. These can be summarised in terms of:

1. *Demographic factors* will continue to impact both directly and indirectly on the levels of additional support. In direct terms as the child population grows as a result of the increase in the birth rate, there will be a commensurate increase in the number of children requiring additional support. In addition, as schools are required to accommodate more children, the flexibility in the use of space in schools will be reduced and this will in turn lead to greater requirement for targeted specialist supports.
2. *Epidemiological factors* will continue to result in growing numbers of children with additional needs in particular in autism, communication disorders and disorders arising from alcohol and other substance misuse. Meanwhile, continuing developments in health practices will lead to these needs being identified at an earlier age, and whilst that is a positive thing it increases demands on services through the early years.
3. *Continuing growth in Looked After Children* will also lead to greater demand for educational support. The placement of children in care provision in other authorities further accentuates the cost of providing this support.

4. *Migration* especially from Europe has been a significant factor in growth and despite the economic downturn the growth in demand for EAL services has continued. From December 2013 Bulgarian and Romanian citizens will gain the unrestricted right to live and work in the UK and this is likely to lead to further demand for English as an Additional Language support.
5. *Government plans for extending the provision for integrated early learning and childcare* from 475 hours pre-school education for 3 and 4 year olds to a minimum annual provision of 600 hours for 3 and 4 year olds will have a direct impact on the demand for additional support. Meanwhile, the introduction of similar provision for looked-after 2 year olds will bring to the fore children who require significant additional support needs from 2 years onwards.
6. *The Curriculum for Excellence* has introduced the entitlement to a senior phase for all learners. This means that many young people with additional support needs who have previously left school at 16 can be expected to stay on at school and will be entitled to additional support.
7. *'Edinburgh Effects'* relate to distinctive characteristics of the city, this fall into two distinct populations that lead to added pressures. Firstly, as a capital city Edinburgh attracts families in need/seeking refuge and high turnover of bilingual learners whose parents are attracted by opportunities for work and study. Secondly, the exceptionally high proportion of school age children attending independent schools in Edinburgh acts as a distorting factor in the balance of the population in the authority's own provision. (see Table 2) As the independent schools do not generally cater for children with significant additional support needs, those children tend to migrate to local authority provision, whilst their siblings remain in private education. The net effect is that there is a disproportionate number of children with significant support needs in the authority's provision than would otherwise be expected (Table 1).
8. *Economic factors and benefits changes* are likely to lead to continued growth in long-term unemployment and to additional pressures on

families reliant on benefits. These pressures are likely to translate into increased needs of additional supports to children and to families.

2.7 The 2011 ASL Progress Report set out a number of improvement priorities including:

1. Redesigning and improving the effectiveness of provision for children with additional support needs by simplifying access and integrating the support we offer to schools and to children and their families. This includes a major redesign of additional support in relation to social, emotional, behaviour and needs in the early years and primary.
2. Progressing the integrated literacy strategy to improve outcomes for the lowest 20%, in the early years, primary and secondary schools.
3. The development and implementation of a quality improvement programme for the education of looked after children.
4. Improving the standards of self-evaluation, leadership and partnership working in relation to additional support needs.

Streamlining and integrating Support

2.8 Very good progress has been made in the streamlining and integration of additional support to schools and families. A case management approach has been introduced in the early years and primary to provide a single access point for specialist additional support. This allows both in-school and family support to be tailored to need and delivered in a single package, removing the need for multiple referrals to different support services. This reduces bureaucracy, allows more appropriate and timely responses and allows for better use of resources in delivering direct support.

Improving Literacy

2.9 The integrated literacy strategy has enabled good progress to be achieved in the implementation of targeted programmes in the early years, primary and secondary sectors. A comprehensive training programme for early literacy has

been undertaken in almost all early years settings introducing a specially designed programme 'Up Up and Away' to almost all early years settings. In addition further targeted improvement work is underway in positive action areas focusing upon developing the foundations for literacy through language development.

- 2.10 In primary schools the Literacy Rich Edinburgh Programme is being developed to extend into P2 and additional resources have been produced to support learners who are finding it difficult to make progress at the earliest stage. The Fresh Start recovery programme has been successfully introduced in Positive Action areas and other targeted schools for learners who have yet to achieve fluency in reading by P6. The early results indicated encouraging signs that this approach will achieve substantial impact.
- 2.11 Research demonstrates that even where progress can be achieved in reading, unless learners also develop their vocabulary and understanding their long-term success will be impeded. In recognition of this, exploratory work is underway to evaluate the potential of complementary intervention in the early years and primary to develop learner's vocabulary alongside the development of de-coding.
- 2.12 In order to address any residual difficulties at secondary, the Fast Track intervention programme for delayed readers has been introduced for S1 and 2 in all secondary schools and selected special schools.
- 2.13 In all of the above the support and involvement of parents and carers is critical alongside work with libraries and Family Learning teams. To further assist active partnership a literacy calendar has recently been issued to support collaborative working around opportunities to promote and celebrate attainment in literacy throughout the year.

Improving Outcomes for Looked After Children

- 2.14 With the support of Psychological Services good progress has been made in assessment of the additional support needs of looked after children in almost all schools. Very good progress has been achieved in demonstrating intervention that achieved significant improvements in reading outcomes for looked after

children.

- 2.15 Overall attainment of looked after children is better than for looked after children nationally. However, our ambitions are to raise the attainment of looked after children in line with all children in Edinburgh. A recent analysis of the attainments of looked after children in national qualifications demonstrated that the average attainment of the overall population of CEC schools was some 5 times better than the scores for looked after children. (see Appendix 1 for more detail)

Improving self-evaluation, leadership and partnership working

- 2.16 Some good progress has been made in relation to quality improvement and partnership working. A three-year cross sector ASL improvement plan is in place and progress is being monitored. All ASL services have actively engaged in self-evaluation and the key programmes within the integrated literacy strategy have been subject to detailed systematic self-evaluation.

Continuing Improvement

- 2.17 The priorities set out in 2011 provide the framework for continuing improvement over the medium term. These are being taken forward within the framework of the priority based planning transformation proposals and associated costs identified for consideration in the 2013/14-budget process. Future performance reports will set out progress in that context and the ASL improvement plan.

Partnership Funding

The integrated literacy programme receives part funding (£37k p.a.) from the Fairer Scotland Fund administered by Children and Families.

3. Recommendations

To recommend that the Education Children and Families Committee:

- 3.1 notes the trend in the growth in additional support needs in Edinburgh and the underlying driving factors;

- 3.2 notes the continuing progress in service improvement;
- 3.3 approves the strategic direction for Additional Support Needs provision to address current and future needs and improve performance.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO3. Our children and young people at risk, or with a disability, have improved life chances
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Improving Attainment of Looked After Children October 2012

Appendix 1 Improving Attainment of Looked After Children, October 2012

The Children and Families Service Plan identifies improving outcomes for Looked After Children as a key priority for improvement. Improving school attendance, the stability of school placements, reducing exclusions, meeting the Additional Support Needs of Looked After Children and securing positive post school outcomes are all identified as contributing to this goal.

Improving Information and Planning for Additional Support Needs

Targeting the improvement in educational outcomes requires schools and support services to have up to date and accurate information about children who are Looked After and what their needs are. In the past this presented a major challenge. From the beginning of the academic year 2010/11 good progress has been achieved in implementing a systematic procedure to provide consistency between Social Work and school records. This coincided with important changes to the Additional Support for Learning Act, introducing the presumption that Looked After Children have additional support needs.

The change in the legislation means that it is presumed that all Looked After Children have additional support needs at school unless after an assessment process it was clear that is not the case. To support implementation of the legislation and improvements in performance two Quality Development Officers for the Education of Looked After Children were appointed, guidance was produced for all schools and Psychological Services included it as a subject of review with every establishment .In addition, the Hospital and Outreach Teaching Service targets Looked After Children for additional academic support. They also work closely with the Education Welfare Service to improve attendance and engagement of Looked After Children in mainstream schools.

Looked After Children. By the end of 2011/12, almost all schools had put into place a review arrangement and most Looked After Children had their additional support needs reviewed. This programme is continuing in 2012/13 with a focus on consolidating a systematic approach and assessing the impact of measures put into place to address the individual needs of each Looked After Child.

Improving Reading Amongst Looked After Children

It is well recognised that, generally, attainment in reading is an indicator of future attainment. It is also recognised that a range of socio-economic factors associated with the demography of the population of Looked After Children means that they are typically at greater risk of poorer attainment in literacy. These risk factors are further exacerbated by specific social and emotional factors associated with the circumstances leading up to a child becoming Looked After and by disruption to educational placement, attendance and exclusion.

In 2008-9, the Psychological Service undertook an audit of literacy attainment amongst a group of primary aged children in residential care. The audit identified significant concern regarding the reading scores of these children who were then targeted with a range of interventions. The interventions, which were evaluated, demonstrated significant improvements in the children's reading. A longer-term follow up in 2012 has now demonstrated that these improvements have been sustained over time.

Looked After Children are now being targeted as part of the Integrated Literacy Strategy to improve outcomes of the lowest 20%. This includes identification of additional support needs in literacy at an individual level and targeted interventions in school to improve literacy levels. Alongside this, whole school interventions are being piloted in targeted mainstream and special schools where there are especially high numbers of Looked After Children together with the training of residential staff and the recruitment of adult reading mentors/befrienders in the community.

Comparative Performance in Attendance, Exclusions and National Qualifications

In 2009 the Scottish Government introduced a new reporting framework '*The Educational Outcomes of Scotland's Looked After Children and Young People*' (2009), which set out a national approach to the collection and reporting of educational outcomes information at a national and local authority level for Looked After Children (LAC). This framework allows performance comparisons between authorities but it does not include the attainment or destinations of children attending special schools or children educated out of authority.

Table 1: LAC measures for 2010/11 – Comparison of Edinburgh with Other Cities and National Average

Measure 2010/11	Edinburgh	Edinburgh	Scotland	Aberdeen	Dundee	Glasgow
	Overall	LAC	LAC	LAC	LAC	LAC
Overall attendance, %	93	88.7	88.6	86.2	90.0	86.7
Exclusions (per 1000 LAC)	35	332	326	574	546	272
Average tariff score Mainstream schools only	403	84	79	111	80	70
Positive Destination mainstream schools only	87	63	55	50	63	57

Table 1 sets out the 2010/11 LAC figures for Edinburgh in context with the national figures and those for the other cities. In relative terms it appears that Edinburgh performs better than other authorities and the national average in achieving positive destinations for Looked After Children at 63%, but this should not obscure a weakness whereby 37% of Looked After young people have no positive destination on leaving school. These figures appear to mirror the pattern in relation to Standard Grade results for 2012 when 30 of 95 Looked After Children in S4 achieved no SQA awards.

Edinburgh has the second highest rate for attendance (88.7%) for Looked After Children and the second lowest for exclusion at 332 per 1000. It is difficult; nonetheless, to draw meaningful overall conclusions from the comparison other than to say that the picture reflects the substantial challenge facing all authorities across Scotland. In terms of the average tariff score for school leavers, for Looked After Children this was in the range 35-149 across Scotland whereas the national average for the population as a whole in 2010/11 was 385. For Edinburgh the figures were 84 and 403 respectively

National data also indicates that the average tariff scores for Looked After Children who left school during 2010/11 were generally lower for children who had more placement moves during the school year, from an average tariff score of 86 for those children who only had one placement to 42 for children who had four or more placements during the school year.

In comparison with the overall CEC school population, on average Edinburgh's Looked After Children have lower attendance and are 9 times more likely to be excluded from school.

Table 2: LAC measures for 2010/11 and change from 2009/10

Measure	Edinburgh 2010/11	Change from 2009/10	Comment
Overall attendance, %	88.7	+0.1	2011 is in line with 2010. The national figure shows a slight improvement of 0.8 from 2010 (87.8 to 88.6).
Exclusion rate per 1000 LAC	332	+29	2011 rate is higher (i.e. poorer) than 2010. The national figure shows an improvement of -39 from 2010 (365 to 326).
Average tariff score Mainstream schools only	84	+6	2011 is higher than 2010. The national figure shows an improvement of 12 from 2010 (67 to 79).
Positive Destination mainstream schools only	63	+13	2011 is higher than 2010. The national figure shows an improvement of 11 from 2010 (44 to 55).

Alongside the national figures we can also compare the Edinburgh position in 2010/11 with similar figures for 2009/10. This shows that over a 12-month period there have been improvements in tariff scores and positive destinations. Meanwhile, attendance levels have been stable but exclusions have increased which gives rise to concern. However, caution is required in comparing one year to the next with these particular figures as essentially this involves different sets of children and given that the numbers are low the picture can be influenced in a number of ways.

Table 3: CEC Numbers of Looked After Children Year on Year Outcomes mainstream and special schools

	2009	2010	2011	2012
Nil SQA results	33	41	28	30
1-3 standard grades	41	33	28	33
Over 3 standard grades	9	19	27	17
Access/Intermediate		8	3	19
S3	3	6	4	8
Total	86	107	90	107

The proportion achieving 1-3 Standard Grades is largely consistent with the exception of 2009 when performance in over 3 standard grades was unusually low. When compared in percentage terms, there is a consistent positive trend in a reduced number of pupils achieving no awards, which are largely accounted for by the increasing uptake of Access and Intermediate Qualifications. The sharp rise achieved in 2011 is most likely accounted for by an unusually high number of girls in generally stable placements in that particular cohort.

Table 4: Year on Year SQA Percentage Outcomes - Looked After Children attending CEC mainstream and some special schools

	2009	2010	2011	2012
No SQA results	38.4%	38.3%	31.1%	28.0%
1-3 standard grades	47.7%	30.8%	31.1%	30.8%
Over 3 standard grades	10.5%	17.8%	30.0%	15.9%
Access/Intermediate	0.0%	7.5%	3.3%	17.8%

Within these figures a few individual Looked After Children have attainments that are very good but for a substantially greater number results are weak. In interpreting the figures however it is also important to take into account other factors, for example Looked After Children in CEC schools appear to be more likely to have a significant

learning disability that the general population. Thus we need to improve the quality of information and analysis in order to provide more effective self-evaluation. For example, although all Looked After Children have individual support plans, at present we do not have sufficiently good enough data to support further detailed analysis of the underlying factors that impact on outcomes in more sensitive terms.

Measures to Improve Performance

There is scope for substantial improvement in the monitoring and evaluation of educational outcomes for Looked After Children. The Children and Families Service Plan 2012-15 identifies specific commitments to set targets to reduce the rate of exclusions, increase attendance and improve positive destinations, is to come into effect from 2012-13. These targets need to sit within a wider performance improvement programme with clearly defined responsibilities and accountabilities for reporting on and improving outcomes at child, establishment and service levels.

This should include the capacity to analyse and report on equalities such as gender and ethnicity and the follow through of children at all ages when they cease to be Looked After. It should also support the analysis of success factors and the evaluation of interventions underlying improvements in attendance, stability of placements, exclusions, attainment and achievement and positive destinations. A performance framework should also include special school populations and children educated in other authorities and those attending residential establishments.

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Educational Attainment/Improvements in Performance 2012

Item number	7.6
Report number	
Wards	

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

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Executive summary

Educational Attainment/Improvements in Performance 2012

Summary

The focus on attainment and accountability is well established in the City of Edinburgh Council. This report provides a summary of the analysis of attainment in the City of Edinburgh's schools for the year 2011-2012.

Recommendations

The Committee is requested to:

1. Note the levels and evaluations of attainment/improvements in performance presented in the report;
2. Note that the strategies deployed to raise attainment/improvements in performance continue to show success;
3. Agree to the priority areas identified to raise attainment/improvements in performance, and
4. Agree to receive further annual reports on attainment/improvements in performance.

Measures of success

Based on a range of evidence:

- Overall evaluation of improvements in performance in the pre-5 sector is very good.
- Overall evaluation of attainment/improvements in performance in primary schools is satisfactory.
- Overall evaluation of attainment/improvements in performance in secondary schools is good.
- Overall evaluation of improvements in performance in special schools is good.

Overall progress is measured using a suite of indicators based on three-year rolling averages of attainment by the end of S6 (known as National Priority measures). All have challenging targets set and progress is regularly monitored and reported through Senior Management Team and Committee.

Financial impact

There are no financial implications contained in this report.

Equalities impact

There are considered to be no infringements of the rights of the child.

The positive impacts on children with disabilities are outlined in the Additional Needs section.

Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

Sustainability impact

None.

Consultation and engagement

Consultation and engagement took place with school senior managers.

Background reading / external references

Interim Attainment Report/Attainment Report series 2008-2011 submitted to Education, Children and Families Committees as follows:

Interim Attainment Report 2007-2008, 28 October 2008

http://www.edinburgh.gov.uk/download/meetings/id/21115/interim_attainment_report_2007-2008

Attainment Report 2007-2008, 17 March 2009

http://www.edinburgh.gov.uk/download/meetings/id/4268/attainment_report_2008

Interim Attainment Report 2008-2009, 10 November 2009

http://www.edinburgh.gov.uk/download/meetings/id/26195/interim_attainment_report_2008-09

Attainment Report 2008-2009, 18 March 2010

http://www.edinburgh.gov.uk/download/meetings/id/18632/attainment_report

Attainment Report 2010, 25 January 2011

http://www.edinburgh.gov.uk/download/meetings/id/31088/attainment_report_2010

Attainment Report 2011, 15 November 2011

http://www.edinburgh.gov.uk/download/meetings/id/34063/item_7-attainment_report_2011

Standards and Quality Report 2012 noted by Education, Children and Families Committee:

http://www.edinburgh.gov.uk/download/meetings/id/36781/item_22-children_and_families_standards_and_quality_report_2012

Children and Families Service Plan 2012-2015

http://www.edinburgh.gov.uk/download/meetings/id/35731/item_14-children_and_families_service_plan_2012-15

Educational Attainment/Improvements in Performance 2012

1. Background

- 1.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2011-2012.
- 1.2 The focus on attainment and accountability is well established in the authority. Headteachers are fully engaged in improving performance in schools. Overall evaluative statements made in this report are arrived at using a range of quality assurance approaches. City-wide reporting has taken place since 1999.
- 1.3 Effective performance in education is complex and impossible to characterise using figures alone. As the information provided in this report is focussed on attainment/improvements in performance, the resulting findings are therefore indicative rather than conclusive.
- 1.4 *Child at the Centre* and *How good is our school?* national frameworks are used to evaluate improvements in performance using the Quality Indicator (QI) 1.1.

2. Main report

- 2.1 The sections of the report have been aligned as closely as possible to reflect the Curriculum for Excellence (CfE) expectations about progression, for most pupils, through levels. These are outlined below:

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF Level 4)
Senior Phase	S4 to S6, and college or other means of study

2.2 Evaluative statements in this report are based on the Education Scotland, formerly known as Her Majesty's Inspectorate of Education, (HMIE) six-point scale which is outlined below.

Excellent	outstanding or sector-leading	Level 6 performance
Very good	major strengths	Level 5 performance
Good	important strengths with areas for improvement	Level 4 performance
Satisfactory	strengths just outweigh weaknesses	Level 3 performance
Weak	important weaknesses	Level 2 performance
Unsatisfactory	major weaknesses	Level 1 performance

2.3 Schools have access to a wide range of assessment/attainment data. Analysis of information to arrive at an overall evaluation is well-established practice.

2.4 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P4, P7 and S2. Some schools use standardised tests at other stages.

2.5 Reporting on Curriculum for Excellence using Developing, Consolidating and Secure at levels in literacy/English and Mathematics/numeracy for all learners in P1-S1 was introduced in 2011. Pre-5, primary and secondary schools and establishments will be reporting on the numbers of pupils who have achieved CfE levels at Secure or better in all curriculum areas by the end of session 2013-2014.

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

SCQF	Qualifications Included
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

2.7 In practice, most SCQF levels 3, 4 and 5 are delivered in S3 and S4, level 6 in S5 and levels 6 and 7 in S6. Eight key measures have been identified for reporting.

Early Level

2.8 Pre-School Years

2.9 The purpose of assessment is to provide information which can be used effectively to demonstrate children's progress within Curriculum for Excellence and identifies and supports next steps in learning.

2.10 Staff share information about children's progress and use it to celebrate achievement and identify next steps in learning.

2.11 Children's progress is measured through ongoing observation, assessment and planning for learning

2.12 Using Quality Indicator (QI) 1.1 Improvements in Performance from *Child at the Centre*, overall evaluations of improvements in performance are noted in Table 1 below.

Table 1: QI 1.1 Evaluations from the City of Edinburgh Council Nursery Classes and Pre-5 Establishments – Nos. of Establishments (based on own self evaluation or Quality Improvement Officer (QIO) evaluation)

Sector	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
Nursery Classes in Primary Schools	0	0	7	32	30	2	71
Pre-5 Establishments	0	0	0	3	20	4	27
Pre-5 Private Partner Providers	0	2	13	37	57	9	118

2.13 Key Strengths and Successes

- The very positive outcomes from 20 Education Scotland inspections carried out during session 2011-2012

Table 1a: QI 1.1 Evaluations from HMIE Inspections of the City of Edinburgh Council Nursery Classes and Pre-5 Establishments 2011-2012

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	2	7	11	0	20

These evaluations are included in Table 1

- The very good progress made across the four aims of the Early Years Strategy.
- The development of the CIRCLE Up, Up and Away resource and the comprehensive programme of training and support to improve literacy achievement and outcomes for children across the city.

2.14 The following priority areas to secure improvement have been identified:

- Support establishments to report consistently for individual children using Curriculum for Excellence levels.
- Support local authority pre-5 establishments to use the local authority management information system SEEMiS to track progress.
- To extend the training opportunities for Up, Up and Away resource to improve literacy outcomes.

- 2.15 Overall evaluation of improvements in performance of pre-5 within Early Level is **very good**.

Primary Schools - Early to Second Level: P1-P7

- 2.16 Evidence of assessment comes from focussed observations of day-to-day learning as well as specifically-designed assessment tasks, activities and summative approaches including tests.
- 2.17 Assessment focuses on significant aspects of learning.
- 2.18 Staff plan carefully using experiences and outcomes to ensure that learners can progress and demonstrate evidence across the breadth, challenge and application of learning.
- 2.19 Applying shared standards consistently across Curriculum for Excellence to ensure accurate reporting of levels achieved is a key priority in all primary schools' improvement Plans.
- 2.20 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?* overall evaluations of improvements in performance in primary schools are noted in Table 2 below:

Table 2: QI 1.1 Evaluations from the City of Edinburgh Council Primary Schools – Nos. of Establishments (based on self evaluation and peer/QIO validation)

Stage	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
P1-P7	0	0	17	50	20	0	87

Table 2a: QI 1.1 Evaluations from HMIE Inspections of the City of Edinburgh Council Primary Schools 2011-2012

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	1	4	1	0	6

These evaluations are included in Table 2

- 2.21 Table 3 below sets out the mean standardised score for Reading and Mathematics.

Table 3: The mean standardised scores for Reading and Mathematics

Stage	Mean Score Reading	Mean Score Mathematics
P1*	103	106
End of P4	100	93
End of P7	101	93

*P1 Mean Standardised Score is based on entry to P1.

2.22 Key Strengths and Successes

- The ongoing commitment to delivering extensive high quality continuing professional development (CPD) focussing on improving learning and teaching and leadership has contributed to more active learning and improved dialogue including questioning.
- The Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest 20% of pupils including the Fresh Start Reading Programme which is contributing to improved levels of literacy for P6/7 learners in targeted schools.
- The support for delivery of Curriculum for Excellence including the work of the 3-18 steering groups, development of Significant Aspects of Learning Early to Fourth level and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery and teachers' confidence.

2.23 The following priority areas to secure improvement have been identified:

- Improve attainment in Mathematics/numeracy in primary.
- Continue to improve literacy levels including talking and listening.
- Continue to support staff to share standards consistently as part of assessment.

2.24 Overall evaluation of attainment/improvements in performance in primary schools, taking account of pupil progress measures, assessment and self-evaluation, is **satisfactory**.

Secondary Schools –Third and Fourth Level and Senior Phase: S1-S6

2.25 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?* overall evaluations of improvements in performance in secondary schools are noted in Table 4 below.

Table 4: QI 1.1 Evaluations from the City of Edinburgh Council Secondary Schools – Nos. of Establishments (based on self-evaluation and validated by QIOs)

Stage	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
S1-S6	0	1	5	10	6	1	23

There were only two HMIE inspections of Edinburgh secondary schools in 2011-2012.

Third Level S1/S2

2.26 The table below shows the mean standardised scores for Reading and Mathematics for S2 learners by the end of 2011-2012

Table 5: S2 Standardised Scores in Reading and Mathematics 2012

Stage	Mean Standardised Score Reading	Mean Standardised Score Mathematics
End of S2	97	98

2.27 Key Strengths and Successes

- The ongoing commitment to delivering extensive high quality continuing professional development (CPD) focussing on improving learning and teaching and leadership has contributed to more active learning and improved dialogue including questioning.
- Multi-agency Secondary Literacy Support Programme focussing on raising levels of literacy for the lowest attaining 20% has contributed to improving skills in Reading and Writing.
- The support for delivery of Curriculum for Excellence including the work of the 3-18 steering groups, development of Significant Aspects of learning early to Fourth level and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery and teachers' confidence.

2.28 The following priority areas to secure improvement have been identified:

- Improve effectiveness of support for the number of pupils on entry to S1 who have low levels in Mathematics/numeracy.
- Improve tracking pupils' progress against targets as part of school self-evaluation.

- Continue to support staff to share standards consistently as part of Curriculum for Excellence assessment.

2.29 Overall evaluation of attainment in S1-S2 taking account of a range of pupil progress measures, assessments and self-evaluation information is **good**.

Secondary Schools Third and Fourth Levels (S3/S4) and Senior Phase (S5/S6)

SQA Qualifications

2.30 The key SQA attainment measures below in Table 7 refer to cumulative attainment gained by the end of a stage and are expressed as a percentage of the S4 roll.

2.31 The City of Edinburgh Council performance is compared with the national averages and colour-coded as follows: **equal to**, **below** and **above** the national average.

Table 7: Percentage of S4 pupils gaining awards by the end of S4, S5 and S6 2012 (data are pre-appeal)

Measure	By the end of S4 (%)	By the end of S5 (%)	By the end of S6 (%)
English and Maths at SCQF level 3 or better	94	95	94
5 or more awards at SCQF level 3 or better	93	93	92
5 or more awards at SCQF level 4 or better	79	81	81
5 or more awards at SCQF level 5 or better	39	54	57
1 or more awards at SCQF level 6 or better		49	55
3 or more awards at SCQF level 6 or better		30	40
5 or more awards at SCQF level 6 or better		16	29
1 or more awards at SCQF level 7 or better			19

Trends over time

2.32 The following charts demonstrate trends over time in comparison with the national average and the (family) authorities Edinburgh is aligned with. The authorities are as follows: Aberdeen City, Argyll & Bute, Dundee City, Renfrewshire and South Ayrshire.

Figure 1: English and Maths awards at SCQF Level 3 or better by the end of S4

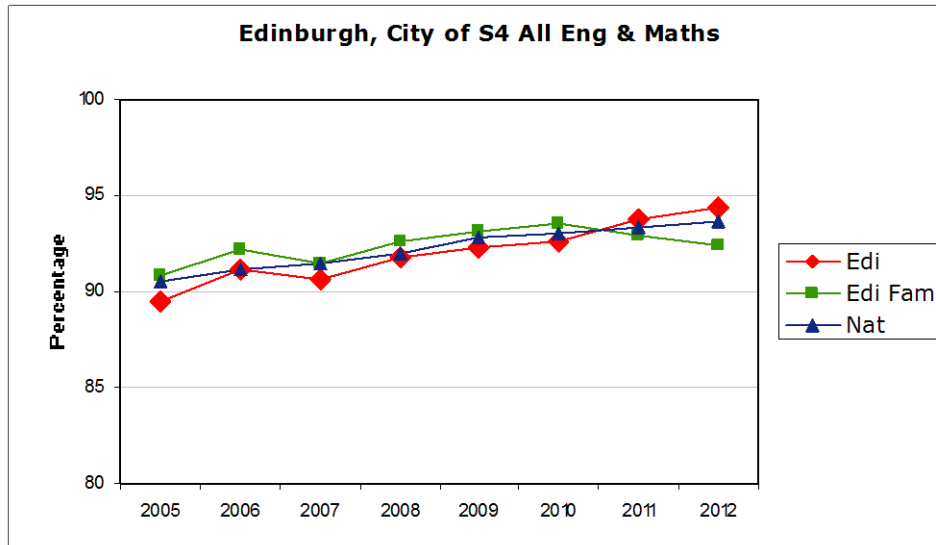


Figure 2: Five or more awards at SCQF Level 4 or better by the end of S4

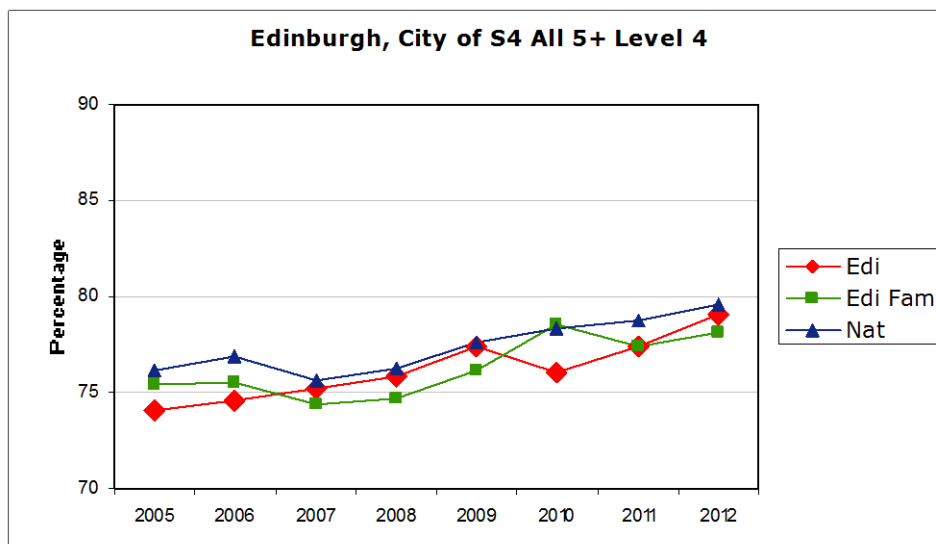


Figure 3: Three or more awards at SCQF Level 6 or better by the end of S5

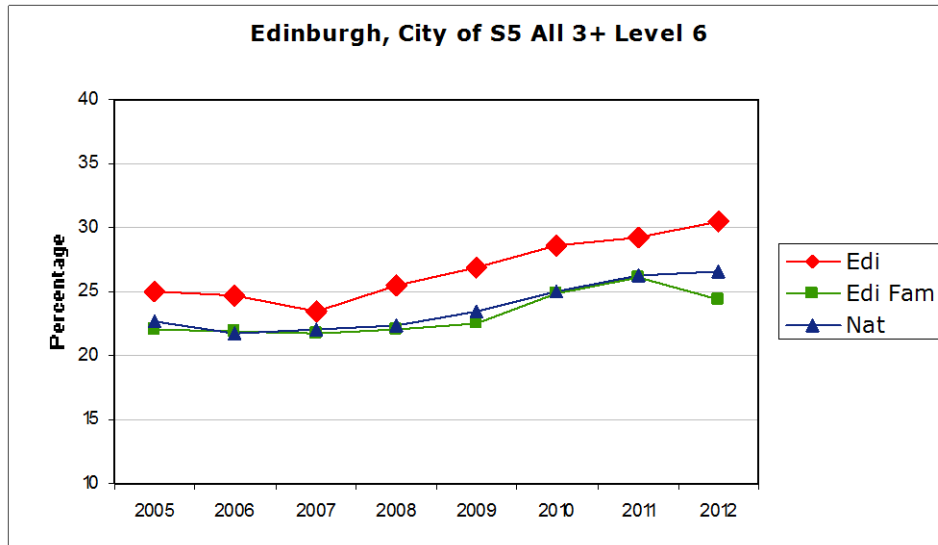
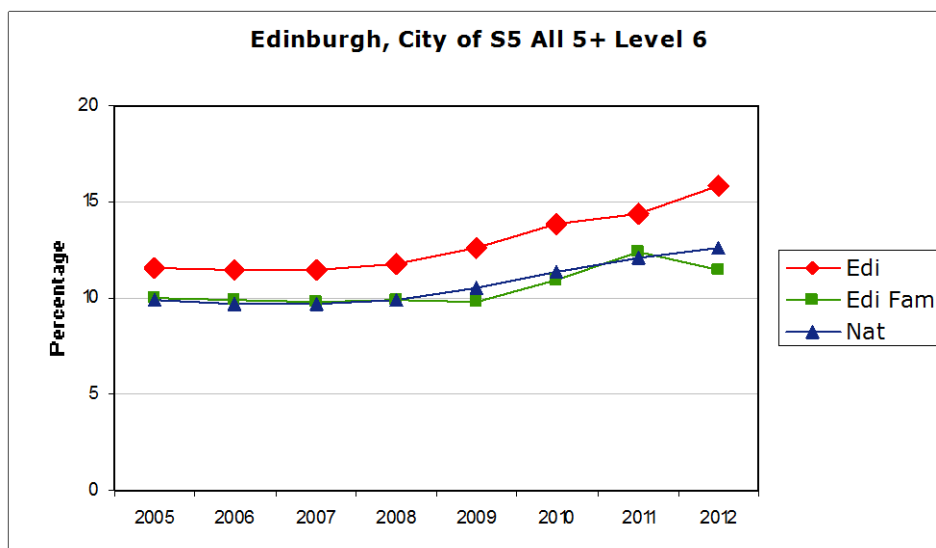


Figure 4: Five or more awards at SCQF Level 6 or better by the end of S5



2.33 Appendices 1a-1d list SQA attainment by stage in the City of Edinburgh publicly-funded secondary schools 2008-2012.

2.34 A key strength is the continued very good performance at SCQF levels 5 and above.

- 2.35 Although there have been improvements in SCQF levels 3 and 4 by the end of S4, it is recognised that improving attainment at these levels remains a key priority.
- 2.36 Key strengths by subjects include:
- By the end of S4, using an aggregate measure of outcomes, there was strong performance in Physical Education, Science and Technological Studies.
 - By the end of S5 there was strong performance in Higher and Intermediate 2 English, Higher Mathematics, Higher Chemistry, Higher Physics, Higher Computing, Higher French, Higher German, Higher Technological Studies and Intermediate 2 Travel and Tourism.
- 2.37 Subjects where there is a need for improvement include:
- By the end of S4, using an aggregate measure of outcomes, subjects where there is a need for improvement in performance include Spanish, Mathematics, Physics and Music.
 - By the end of S5, there was a need for improvement in performance at Higher Art & Design and Drama.
- 2.38 Overall evaluation of attainment by the end of S4, taking account of progress and self-evaluation information, is **good**
- 2.39 Overall evaluation of attainment by the end of S6, taking account of progress and self-evaluation information, is **very good**.

Special Schools

- 2.40 A separate report for special schools was submitted to the Education, Children and Families Committee on 9 October 2012. The key parts of the report are noted below.
- 2.41 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.
- 2.42 The work has included developing a coherent and customised set of data across the special schools to support schools in the self-evaluation process. All schools have customised the data to meet the needs of their school population whilst still working within a standardised and coherent framework.
- 2.43 Using the customised data set, all schools have evaluated performance using the national *How good is our school?* framework. The evaluations are provided in Table 8.

Table 8: The number of special schools at each level of *How good is our school?* evaluation as determined through self-evaluation

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	1	3	7	2	0	13

2.44 Overall, the evaluation of improvements in performance across special schools is **good**.

Looked After Children (LAC)

- 2.45 In 2009 the Scottish Government introduced a new reporting framework *The Educational Outcomes of Scotland's Looked After Children and Young People (2009)*, which set out a national approach to the collection and reporting of educational outcomes information at a national and local authority level for Looked After Children (LAC).
- 2.46 The Scottish Government publication, *Educational Outcomes for Scotland's Looked after Children 2010/2011* published on 25 June 2012, provides information on the attainment of Looked After Children who left school in 2010-2011. The measure of attainment used is the average tariff score.
- 2.47 Each SQA qualification carries a number of points (tariff) so it possible to calculate a total tariff score based on the number and type of qualifications an individual pupil has achieved by a given point in time. For the purposes of reporting and measuring progress over time, an average tariff score is produced.
- 2.48 In 2010-2011, the average tariff score for LAC school leavers across Scotland was in the range 35-149. For Edinburgh, the figure was 84, a six-point improvement on the previous year and above the national LAC average of 79.
- 2.49 These figures are in marked contrast to the average tariff scores for all school leavers during this period which was 403 in Edinburgh and 385 nationally.

Lowest Attaining Pupils

- 2.50 To measure the attainment of the lowest performing pupils, using attainment in standardised assessments, it is possible identify those pupils with a score of less than 85 in P1 in literacy and numeracy and a score of less than 89 in P4, P7 and S2 for Reading and Mathematics.
- 2.51 Over a four-year period, by the end of P1, using the progress measures, there has been a reduction in the number of pupils scoring less than 85 in numeracy.

By the end of P1, for literacy, the numbers of pupils scoring less than 85 has increased. However, in 2011-2012, there has been a reduction in the rate of increase.

- 2.52 By the end of P4 and P7, for Reading, numbers of pupils with standard scores below 89 are broadly in line with the expectations of the test.
- 2.53 By the end of P4 and P7, for Mathematics, numbers of pupils with standard scores below 89 is higher than the expectations of the test.
- 2.54 Over a three-year period, by the end of S2, using progress measures, there has been a reduction in the number of pupils scoring less than 89 in Mathematics. By the end of S2, for Reading, the numbers of pupils scoring less than 89 has increased.

The key strategies to continue to improve attainment/improvements in performance include:

- Continue to support and challenge schools and establishments to develop rigorous approaches to self-evaluation focussing on raising attainment.
- Continue to deliver high quality CPD opportunities and develop resources for teachers to share standards to increase confidence and consistency of reporting on achieving Curriculum for Excellence levels.
- Continue to improve tracking and monitoring through more effective use of the management information system SEEMiS.
- Continue to implement the Integrated Literacy Strategy;
- Develop an integrated Mathematics/Numeracy Strategy focussing on improving attainment in numeracy.

Conclusion

- 2.55 Overall evaluation of attainment/improvements in performance in City of Edinburgh is **good**.

3. Recommendations

The Committee is requested to:

- 3.1 Note the levels and evaluations of attainment/improvements in performance presented in the report;
- 3.2 Note that the strategies deployed to raise attainment/improvements in performance continue to show success;
- 3.3 Agree to the priority areas identified to raise attainment/improvements in performance, and

- 3.4 Agree to receive further annual reports on attainment/improvements in performance.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
Council outcomes	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	1. SQA Attainment

The City of Edinburgh Council
SQA Attainment in publicly-funded Secondary Schools
Progress in the 7 National Priorities Targets 2007-2012
(2012 data are pre-appeal)

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		Target 1						Target 2						Target 3					
		% of the original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in both English and Mathematics						% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 3 or better						% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 4 or better					
School Name	FMR* 2012 (%)	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Balerno Community High School	4	99	98	96	95	95	96	97	96	94	93	94	94	89	88	84	82	86	87
Boroughmuir High School	4	93	94	96	96	95	98	93	93	95	95	94	94	86	86	90	90	91	91
Broughton High School	20	87	88	89	90	92	91	86	85	86	86	88	87	69	67	68	70	72	76
Castlebrae Community High School	54	76	78	82	89	90	89	68	70	76	83	86	81	36	39	41	43	46	48
Craigmount High School	8	96	96	96	96	97	97	95	95	95	95	96	96	87	90	89	88	88	88
Craigroyston Comm High School	41	55	66	80	83	82	82	69	73	79	81	77	72	43	49	55	54	49	42
Currie High School	8	98	98	96	96	96	97	98	97	96	96	95	96	90	90	88	92	90	91
Drummond Comm High School	27	83	80	77	82	84	92	84	83	80	81	81	85	59	59	63	65	67	69
Firrhill High School	8	96	96	96	95	96	95	94	93	93	92	93	94	87	85	85	83	85	87
Forrester High School	20	90	90	93	93	94	90	84	85	90	95	96	92	70	72	77	80	81	81
Gracemount High School	31	91	88	88	83	85	85	86	84	82	80	84	87	65	65	63	63	65	69
Holy Rood High School	20	88	92	90	91	91	91	84	86	86	86	88	87	68	69	69	70	74	75
James Gillespie's High School	11	94	96	95	96	96	97	94	96	96	97	97	97	89	91	91	93	94	95
Leith Academy	21	90	89	87	87	92	96	85	82	78	76	79	84	72	69	64	60	63	69
Liberton High School	22	85	84	86	91	91	93	78	78	81	88	91	92	64	62	63	67	73	76
Portobello High School	12	91	91	91	93	94	95	88	88	90	92	92	92	74	75	78	82	83	82
Queensferry High School	7	94	95	94	94	96	96	94	94	93	93	95	96	84	84	84	84	87	88
St Augustine's High School	19	95	97	100	98	97	95	93	94	97	97	96	93	79	82	88	88	87	83
St Thomas of Aquin's High School	10	96	95	95	95	96	96	95	95	96	95	95	94	86	86	87	86	88	88
The Royal High School	7	99	99	98	98	99	99	98	98	95	95	97	98	93	92	90	90	91	91
Trinity Academy	15	94	94	91	90	90	89	90	89	88	87	87	85	79	80	79	78	76	76
Tynecastle High School	29	84	85	87	87	89	92	84	86	87	86	87	90	68	68	70	69	72	74
Wester Hailes Education Centre	40	81	84	83	88	87	87	79	82	82	83	82	80	47	54	55	59	56	56
City of Edinburgh	15	91	91	92	92	93	94	89	89	89	90	91	91	76	77	77	78	79	81
SCOTLAND	15	92	92	92	93	93	94	91	91	91	91	92	92	78	79	78	79	79	81

*Free Meal Registration

The City of Edinburgh Council
SQA Attainment in publicly-funded Secondary Schools
Progress in the 7 National Priorities Targets 2007-2012
(2012 data are pre-appeal)

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		Target 4						Target 5						Target 6					
		% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 5 or better						% of the original S4 cohort who, by the end of S6, have attained 1 or more awards at SCQF level 6 or better						% of the original S4 cohort who, by the end of S6, have attained 3 or more awards at SCQF level 6 or better					
School Name	FMR* 2012 (%)	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2005-2007	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012
Balerno Community High School	4	71	66	60	56	63	67	66	62	57	53	59	62	53	49	46	43	48	48
Boroughmuir High School	4	70	71	73	71	73	75	65	65	67	66	68	71	54	54	56	56	58	60
Broughton High School	20	37	38	39	39	42	45	37	37	40	40	47	49	24	25	27	29	32	35
Castlebrae Community High School	54	12	14	16	16	15	11	12	12	14	14	13	9	6	7	8	6	7	4
Craigmount High School	8	58	61	61	62	63	63	51	56	57	57	57	57	39	43	43	45	45	47
Craigroyston Comm High School	41	10	8	11	11	12	10	10	9	13	14	14	12	2	2	4	3	4	3
Currie High School	8	62	63	63	66	67	70	55	55	56	60	62	64	42	41	43	48	51	51
Drummond Comm High School	27	26	29	33	35	38	40	26	30	32	34	35	37	16	18	21	22	21	23
Firrhill High School	8	62	63	66	64	66	67	57	58	59	58	62	64	44	43	45	46	50	53
Forrester High School	20	33	34	37	40	41	41	29	30	34	37	39	39	15	16	20	22	23	23
Gracemount High School	31	27	24	25	31	37	40	25	21	21	29	34	40	15	12	13	15	19	25
Holy Rood High School	20	40	39	39	41	44	47	36	34	36	40	42	45	25	23	25	29	29	31
James Gillespie's High School	11	69	71	71	76	78	79	70	70	70	76	79	81	53	54	55	60	61	64
Leith Academy	21	43	39	36	32	36	40	37	33	33	31	36	42	23	18	19	20	24	27
Liberton High School	22	30	28	29	33	37	40	25	24	23	26	30	37	13	13	13	16	18	20
Portobello High School	12	48	48	50	51	55	54	46	46	49	49	53	54	34	34	36	35	38	38
Queensferry High School	7	54	55	59	56	59	61	49	49	51	50	53	57	32	32	36	35	39	42
St Augustine's High School	19	42	44	47	53	52	56	44	44	45	50	51	54	30	29	31	34	35	35
St Thomas of Aquin's High School	10	62	60	61	65	72	74	65	62	59	59	66	71	46	45	44	49	55	59
The Royal High School	7	72	68	69	68	70	70	69	66	66	67	71	70	57	53	53	52	55	53
Trinity Academy	15	50	52	52	53	53	53	47	49	48	49	50	53	35	35	36	36	38	38
Tynecastle High School	29	33	32	35	35	39	42	30	29	33	33	35	35	16	14	14	16	19	20
Wester Hailes Education Centre	40	12	15	13	14	15	20	10	14	13	16	16	22	4	5	5	3	4	5
City of Edinburgh	15	48	48	49	50	53	55	44	45	46	47	50	53	32	32	33	35	37	39
SCOTLAND	15	47	48	48	49	50	53	43	43	43	45	47	49	30	30	30	31	33	35

*Free Meal Registration

The City of Edinburgh Council
SQA Attainment in publicly-funded Secondary Schools
Progress in the 7 National Priorities Targets 2007-2012
(2012 data are pre-appeal)

		Target 7					
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 6 or better					
		School Name	FMR* 2012 (%)	2005- 2007	2006- 2008	2007- 2009	2008- 2010
Balerno Community High School	4	38	37	35	32	35	37
Boroughmuir High School	4	43	42	42	43	45	48
Broughton High School	20	15	17	17	20	22	23
Castlebrae Community High School	54	3	4	5	4	5	3
Craigmount High School	8	28	32	29	32	32	34
Craigroyston Comm High School	41	1	0	0	0	1	1
Currie High School	8	31	29	31	34	37	38
Drummond Comm High School	27	11	13	14	12	11	12
Firrhill High School	8	31	30	31	32	36	39
Forrester High School	20	8	9	12	12	14	14
Gracemount High School	31	9	7	8	10	12	15
Holy Rood High School	20	15	14	15	19	19	19
James Gillespie's High School	11	36	38	38	42	45	49
Leith Academy	21	13	9	10	13	15	17
Liberton High School	22	8	7	6	9	11	13
Portobello High School	12	22	21	22	22	24	24
Queensferry High School	7	19	19	23	23	27	29
St Augustine's High School	19	23	20	21	20	20	21
St Thomas of Aquin's High School	10	33	32	32	40	46	47
The Royal High School	7	41	37	37	36	38	38
Trinity Academy	15	24	24	24	23	25	27
Tynecastle High School	29	9	7	8	10	12	12
Wester Hailes Education Centre	40	2	2	2	0	0	1
City of Edinburgh	15	22	22	22	24	26	28
SCOTLAND	15	19	20	20	21	22	24

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council publicly-funded Secondary Schools 2008-2012

Appendix 1b

2012 attainment figures are pre-appeal

Attainment by the end of S4

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3 Access 3; S Grade at 5-6		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4				
School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Balerno Community High School	4	98	93	97	97	97	98	94	97	98	95	98	92	97	97	95
Boroughmuir High School	4	94	98	100	100	98	95	98	100	100	99	94	97	100	100	98
Broughton High School	20	91	87	90	88	91	91	92	88	95	94	89	87	88	87	90
Castlebrae Community High School	54	91	87	102	81	83	100	87	95	89	93	91	82	93	80	79
Craigmount High School	8	96	98	98	96	98	97	98	100	98	97	95	98	97	95	96
Craigroyston Community High School	41	83	77	89	95	99	87	80	90	96	95	82	73	83	91	93
Currie Community High School	8	98	95	97	95	97	97	95	96	96	97	97	95	96	95	97
Drummond Community High School	27	97	89	98	91	96	90	94	94	91	98	89	88	94	87	96
Firrhill High School	8	95	96	94	99	98	98	98	98	98	98	94	95	92	98	97
Forrester High School	20	95	96	95	100	98	89	95	92	101	98	86	92	88	97	96
Gracemount High School	31	94	94	88	91	99	73	89	91	88	95	72	88	87	87	94
Holy Rood RC High School	20	95	90	89	88	99	99	93	88	90	100	95	89	88	88	99
James Gillespie's High School	11	96	97	95	96	97	95	96	94	97	96	95	96	93	95	96
Leith Academy	21	91	96	98	98	96	92	96	98	96	96	89	94	97	94	92
Liberton High School	22	92	93	94	95	90	95	84	100	102	94	88	81	94	94	87
Portobello High School	12	94	95	96	97	98	97	95	98	99	100	94	93	95	97	97
Queensferry Community High School	7	98	99	101	99	101	95	100	93	99	101	95	98	93	98	101
St Augustine's High School	19	92	92	93	92	96	94	98	96	96	92	91	92	93	92	88
St Thomas Of Aquin's High School	10	93	95	93	97	99	96	95	98	98	102	92	95	93	97	99
The Royal High School	7	99	99	99	98	98	100	100	98	99	99	99	98	98	98	98
Trinity Academy	15	93	95	90	92	96	93	93	87	88	89	89	91	83	85	87
Tynecastle High School	29	89	91	97	91	93	88	91	97	97	89	86	90	95	91	83
Wester Hailes Education Centre	40	90	88	79	94	95	94	94	88	99	98	90	87	75	93	94
City of Edinburgh	15	94	94	95	95	97	94	95	95	96	97	92	92	93	94	94
Scotland	15	94	95	96	96	96	94	95	95	95	95	92	93	93	93	94

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council publicly-funded Secondary Schools 2008-2012

Appendix 1b

2012 attainment figures are pre-appeal

Attainment by the end of S4

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4				
School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Balerno Community High School	4	96	91	92	93	91	86	87	82	87	83	50	49	47	59	49
Boroughmuir High School	4	93	93	95	99	97	86	89	92	94	95	56	57	65	74	67
Broughton High School	20	83	83	86	84	86	68	66	71	69	69	29	27	26	28	29
Castlebrae Community High School	54	84	80	79	79	71	43	47	37	23	21	7	7	2	0	0
Craigmount High School	8	94	97	96	95	95	85	89	84	85	85	47	46	44	47	47
Craigroyston Community High School	41	77	65	72	79	89	41	37	35	45	49	3	1	3	7	11
Currie Community High School	8	94	93	97	95	96	90	85	87	89	90	51	51	47	43	49
Drummond Community High School	27	83	83	84	79	92	63	69	60	60	73	22	21	21	19	19
Firrhill High School	8	92	93	92	98	97	81	86	84	87	90	51	53	50	57	53
Forrester High School	20	93	92	91	99	95	76	80	83	86	78	31	29	29	34	25
Gracemount High School	31	80	90	88	88	97	63	66	66	63	52	25	29	28	17	20
Holy Rood RC High School	20	86	88	82	87	96	73	76	67	71	88	27	21	30	23	34
James Gillespie's High School	11	95	95	92	92	92	92	92	86	84	88	57	63	57	57	58
Leith Academy	21	77	79	88	92	92	59	56	67	72	70	23	19	16	27	27
Liberton High School	22	87	88	88	92	86	61	73	71	70	63	19	26	18	24	24
Portobello High School	12	91	91	94	95	94	77	78	75	75	81	34	41	40	38	32
Queensferry Community High School	7	94	98	95	98	96	82	89	88	88	87	31	43	46	49	49
St Augustine's High School	19	89	92	92	91	96	83	77	78	76	80	34	28	33	29	28
St Thomas Of Aquin's High School	10	92	94	93	95	98	84	89	86	87	95	56	51	57	50	62
The Royal High School	7	96	98	97	98	98	89	87	86	90	88	45	53	52	57	47
Trinity Academy	15	83	88	81	87	87	74	72	69	75	72	38	35	37	35	28
Tynecastle High School	29	83	87	92	88	92	64	67	62	68	65	17	23	21	31	18
Wester Hailes Education Centre	40	80	80	73	91	90	58	50	45	52	67	0	2	1	9	22
City of Edinburgh	15	89	90	90	92	93	76	77	76	77	79	36	38	38	39	39
Scotland	15	91	92	92	93	94	76	78	78	79	80	34	35	36	36	37

*Free Meal Registration

2012 attainment figures are pre-appeal

Attainment by the end of S5

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S5				
School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Balerno Community High School	4	95	98	94	98	98	94	98	96	97	98	93	98	93	97	97
Boroughmuir High School	4	98	95	98	102	100	97	95	98	101	100	94	94	97	101	100
Broughton High School	20	93	93	93	93	89	94	92	96	90	95	90	91	92	89	87
Castlebrae Community High School	54	95	88	87	102	81	94	97	87	95	89	92	88	82	93	80
Craigmount High School	8	99	97	99	99	97	99	98	99	100	98	97	95	98	98	96
Craigroyston Community High School	41	88	84	77	89	95	94	88	83	92	99	87	82	73	85	91
Currie Community High School	8	97	98	96	100	97	97	97	97	98	96	95	97	95	98	96
Drummond Community High School	27	87	97	91	99	94	73	93	94	95	94	68	92	88	94	91
Firrhill High School	8	94	96	97	95	101	96	99	100	100	99	94	95	96	93	99
Forrester High School	20	106	96	96	96	102	101	90	96	95	101	101	88	92	92	98
Gracemount High School	31	95	95	94	90	92	94	75	92	94	88	91	74	90	89	88
Holy Rood RC High School	20	92	95	90	90	90	91	99	95	90	93	87	95	89	88	89
James Gillespie's High School	11	96	98	101	98	98	91	97	98	96	98	91	97	98	95	96
Leith Academy	21	90	93	97	101	103	88	94	97	102	99	85	91	95	99	96
Liberton High School	22	92	94	94	96	99	92	96	88	102	103	89	88	85	96	95
Portobello High School	12	96	95	95	96	98	94	98	96	99	99	93	95	93	96	97
Queensferry Community High School	7	95	98	101	101	99	93	95	100	94	99	92	95	99	94	98
St Augustine's High School	19	102	96	96	96	94	104	97	101	98	97	99	93	95	94	93
St Thomas Of Aquin's High School	10	96	96	97	96	99	98	97	95	99	99	96	95	95	96	98
The Royal High School	7	95	99	100	100	99	98	100	103	98	100	95	99	100	98	99
Trinity Academy	15	91	93	97	92	94	92	94	95	87	88	86	89	93	84	86
Tynecastle High School	29	92	90	93	99	93	91	89	93	98	100	88	87	91	97	92
Wester Hailes Education Centre	40	85	90	88	82	98	90	94	96	89	102	84	90	87	78	96
City of Edinburgh	15	95	95	95	96	96	94	95	96	96	97	91	92	93	94	95
Scotland	15	95	95	95	96	96	94	95	96	96	96	92	93	94	94	94

*Free Meal Registration

2012 attainment figures are pre-appeal

Attainment by the end of S5

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S5				
		School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010
Balerno Community High School	4	91	96	92	93	93	81	86	88	84	87	52	61	73	64	70
Boroughmuir High School	4	95	93	93	96	100	92	86	91	94	95	71	68	71	80	84
Broughton High School	20	86	84	85	87	86	65	72	71	76	74	33	37	41	42	39
Castlebrae Community High School	54	89	81	80	79	79	40	43	53	44	39	16	7	7	5	12
Craigmount High School	8	96	95	98	97	95	87	85	90	86	87	59	59	63	61	62
Craigroyston Community High School	41	84	77	65	72	79	58	43	41	39	51	9	6	2	6	18
Currie Community High School	8	95	94	94	98	95	90	92	88	90	91	60	66	66	69	59
Drummond Community High School	27	71	84	84	84	83	57	68	71	63	65	27	35	35	34	37
Firrhill High School	8	91	92	94	93	99	83	83	87	87	90	62	61	69	64	68
Forrester High School	20	103	93	93	92	101	84	76	83	85	88	38	36	39	41	49
Gracemount High School	31	81	80	90	89	88	58	67	69	69	72	29	35	34	36	43
Holy Rood RC High School	20	87	87	88	84	89	70	73	77	72	76	40	42	39	42	43
James Gillespie's High School	11	94	97	98	95	92	90	94	97	91	86	69	78	79	74	68
Leith Academy	21	75	77	80	90	93	55	63	64	74	75	27	32	31	39	45
Liberton High School	22	86	87	88	90	93	66	63	80	76	75	28	32	38	36	37
Portobello High School	12	92	91	91	94	95	83	82	83	79	79	50	47	54	51	54
Queensferry Community High School	7	90	94	98	95	98	83	83	92	90	90	52	51	64	63	64
St Augustine's High School	19	97	90	92	93	91	89	84	78	80	78	42	51	41	55	47
St Thomas Of Aquin's High School	10	96	93	94	93	96	89	86	89	88	90	61	73	70	68	67
The Royal High School	7	92	97	98	97	98	88	90	90	88	92	70	63	66	67	70
Trinity Academy	15	87	83	89	82	87	73	76	76	74	80	48	49	49	51	47
Tynecastle High School	29	86	85	89	93	90	70	70	71	75	76	34	34	36	38	39
Wester Hailes Education Centre	40	82	81	80	75	91	54	60	51	55	62	7	13	10	12	15
City of Edinburgh	15	90	89	91	91	93	77	78	81	80	81	47	49	52	53	54
Scotland	15	91	91	92	93	93	78	79	80	81	82	45	47	49	51	52

*Free Meal Registration

2012 attainment figures are pre-appeal

Attainment by the end of S5

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5					%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5				
		School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010
Balerno Community High School	4	50	51	60	56	63	36	35	41	36	44	16	13	26	19	23
Boroughmuir High School	4	64	59	64	73	82	49	44	48	57	69	32	28	26	37	39
Broughton High School	20	36	34	44	44	39	19	24	18	26	22	9	10	7	9	12
Castlebrae Community High School	54	11	5	7	7	5	5	5	7	0	0	2	3	4	0	0
Craigmount High School	8	48	49	54	50	49	27	36	34	36	32	14	15	16	16	17
Craigroyston Community High School	41	10	7	2	8	18	1	0	0	1	2	0	0	0	0	0
Currie Community High School	8	54	56	58	56	53	38	35	38	38	35	18	17	19	16	18
Drummond Community High School	27	25	24	29	28	34	11	14	14	14	14	0	4	5	4	3
Firrhill High School	8	54	57	63	59	66	34	42	46	44	47	21	23	24	21	26
Forrester High School	20	33	27	36	34	42	18	15	19	16	19	6	6	9	5	5
Gracemount High School	31	22	30	29	39	41	14	12	13	19	7	7	6	4	11	3
Holy Rood RC High School	20	34	38	32	41	38	21	20	13	19	18	6	7	6	6	7
James Gillespie's High School	11	66	74	72	70	67	46	51	51	52	52	22	32	33	30	30
Leith Academy	21	21	31	30	40	43	12	17	13	16	24	5	7	4	8	7
Liberton High School	22	15	25	28	30	37	6	13	14	12	13	2	2	4	4	7
Portobello High School	12	44	44	50	48	49	24	25	31	24	28	8	11	12	10	12
Queensferry Community High School	7	46	42	56	58	53	27	22	36	36	28	16	10	15	18	13
St Augustine's High School	19	45	45	41	45	44	24	22	20	25	25	9	8	7	10	9
St Thomas Of Aquin's High School	10	53	63	66	61	63	39	51	45	44	50	22	27	21	28	35
The Royal High School	7	62	58	63	60	65	43	33	40	35	46	20	15	18	17	28
Trinity Academy	15	40	43	47	46	42	30	27	31	30	25	10	13	17	16	13
Tynecastle High School	29	25	22	29	27	30	9	10	9	9	11	1	1	1	3	5
Wester Hailes Education Centre	40	3	4	13	16	10	1	0	1	0	0	0	0	0	0	0
City of Edinburgh	15	41	42	47	48	49	26	27	29	29	30	12	13	14	14	16
Scotland	15	39	41	43	45	46	22	23	25	26	27	10	11	11	12	13

*Free Meal Registration

2012 attainment figures are pre-appeal

Attainment by the end of S6

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S6				
		School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010
Balerno Community High School	4	95	95	99	96	98	94	94	98	96	97	94	93	98	94	97
Boroughmuir High School	4	102	98	95	98	102	99	97	95	98	101	98	94	94	97	101
Broughton High School	20	89	95	95	97	95	91	96	93	98	93	87	92	91	92	91
Castlebrae Community High School	54	85	98	90	87	102	91	97	98	87	95	84	95	90	82	93
Craigmount High School	8	98	99	98	99	100	98	99	98	99	101	96	98	95	98	99
Craigroyston Community High School	41	92	88	86	80	89	97	95	91	86	92	90	88	84	76	85
Currie Community High School	8	99	98	98	96	100	97	97	97	97	99	97	95	97	95	98
Drummond Community High School	27	92	88	98	91	100	80	78	95	94	95	79	72	93	88	95
Firrhill High School	8	96	96	97	98	96	97	97	100	100	100	95	95	96	96	94
Forrester High School	20	95	106	96	96	96	92	101	90	97	95	92	101	88	92	92
Gracemount High School	31	89	95	95	94	91	89	95	75	92	97	84	91	74	90	91
Holy Rood RC High School	20	94	92	95	92	90	94	91	100	96	91	92	87	95	91	89
James Gillespie's High School	11	103	97	101	102	100	98	92	98	99	97	98	91	98	98	95
Leith Academy	21	88	93	94	99	102	87	90	95	100	102	85	87	91	98	99
Liberton High School	22	95	94	98	98	98	92	94	101	92	103	90	91	92	89	97
Portobello High School	12	96	96	96	95	97	91	94	98	96	99	90	93	95	93	96
Queensferry Community High School	7	95	96	99	101	102	95	94	96	101	95	93	93	96	99	94
St Augustine's High School	19	101	104	97	97	98	105	109	97	103	100	100	101	93	97	96
St Thomas Of Aquin's High School	10	94	97	97	98	96	99	98	97	96	99	94	96	95	96	96
The Royal High School	7	99	97	99	100	101	100	99	101	104	98	99	96	99	100	98
Trinity Academy	15	96	92	94	98	93	96	93	94	95	89	95	87	89	94	85
Tynecastle High School	29	91	92	90	95	101	94	92	89	95	101	87	88	87	92	98
Wester Hailes Education Centre	40	93	85	92	89	85	95	90	94	98	92	90	84	91	88	79
City of Edinburgh	15	95	95	96	96	97	94	95	96	97	97	92	92	93	94	94
Scotland	15	95	95	95	96	97	94	94	95	96	96	92	93	93	94	94

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council publicly-funded Secondary Schools 2008-2012

Appendix 1d

2012 attainment figures are pre-appeal

Attainment by the end of S6

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S6				
School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Balerno Community High School	4	91	91	96	94	93	80	82	86	91	84	51	54	62	75	64
Boroughmuir High School	4	94	97	93	93	97	88	95	86	91	94	69	75	70	73	82
Broughton High School	20	83	90	85	88	89	67	69	74	74	80	39	38	41	47	47
Castlebrae Community High School	54	76	92	83	80	79	42	43	45	53	46	14	21	16	7	9
Craigmount High School	8	95	96	95	98	97	92	88	85	91	86	64	61	60	66	63
Craigroyston Community High School	41	82	84	77	67	72	58	58	44	43	39	6	14	12	10	8
Currie Community High School	8	97	95	94	94	99	93	90	92	88	92	69	62	69	69	72
Drummond Community High School	27	84	74	85	84	86	64	61	69	71	65	36	33	38	43	40
Firrhill High School	8	92	92	93	95	94	82	83	84	88	88	64	64	63	71	66
Forrester High School	20	90	103	93	93	92	81	84	76	83	85	39	42	39	41	44
Gracemount High School	31	79	81	80	90	91	64	59	67	70	71	21	32	39	39	43
Holy Rood RC High School	20	86	87	87	90	86	68	71	73	79	75	36	42	48	44	48
James Gillespie's High School	11	99	94	98	98	95	93	90	96	97	91	76	71	81	81	76
Leith Academy	21	74	76	78	84	92	62	56	64	69	75	29	31	37	39	44
Liberton High School	22	84	88	92	93	90	64	67	68	85	77	29	33	37	41	45
Portobello High School	12	91	92	92	91	94	80	83	83	83	80	46	55	51	57	55
Queensferry Community High School	7	91	92	95	98	95	82	85	85	92	90	55	57	54	65	64
St Augustine's High School	19	97	101	92	94	93	86	93	86	81	81	51	50	56	50	61
St Thomas Of Aquin's High School	10	94	97	93	94	94	81	90	86	89	88	56	64	74	76	71
The Royal High School	7	97	92	97	100	97	91	89	90	93	89	64	72	67	72	70
Trinity Academy	15	90	88	83	90	83	82	74	76	77	75	53	53	53	53	53
Tynecastle High School	29	87	87	85	91	96	67	72	70	74	79	31	37	37	45	46
Wester Hailes Education Centre	40	86	82	81	83	75	61	55	60	54	55	14	8	20	17	23
City of Edinburgh	15	90	91	90	92	92	78	78	79	82	81	48	50	52	56	57
Scotland	15	91	91	91	92	93	79	78	79	81	82	48	48	50	53	55

*Free Meal Registration

2012 attainment figures are pre-appeal

Attainment by the end of S6

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S6					%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6				
School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Balerno Community High School	4	49	53	58	67	62	38	46	45	53	48	31	32	33	40	37
Boroughmuir High School	4	64	70	64	71	78	53	60	56	58	65	39	45	44	45	57
Broughton High School	20	37	44	39	57	53	25	30	32	35	39	16	20	23	22	26
Castlebrae Community High School	54	12	17	12	7	9	4	8	7	7	0	1	6	3	4	0
Craigmount High School	8	62	57	53	61	55	50	41	45	49	47	36	28	33	34	35
Craigroyston Community High School	41	8	17	16	8	11	2	5	3	5	1	0	1	0	1	1
Currie Community High School	8	59	58	63	63	65	44	50	52	52	51	30	35	36	40	38
Drummond Community High School	27	37	32	33	41	39	24	21	21	20	29	17	9	10	15	13
Firrhill High School	8	56	58	60	67	66	44	44	51	56	51	26	31	38	40	40
Forrester High School	20	35	39	36	42	39	20	23	22	26	22	12	16	10	17	15
Gracemount High School	31	18	28	39	35	45	10	17	18	22	34	7	13	10	13	22
Holy Rood RC High School	20	32	39	49	39	47	22	30	34	24	34	16	20	23	15	21
James Gillespie's High School	11	74	71	85	80	79	58	57	65	62	64	40	38	47	50	51
Leith Academy	21	25	32	35	41	49	15	20	27	24	31	7	12	20	14	18
Liberton High School	22	23	23	31	38	42	15	14	19	23	18	8	6	13	14	11
Portobello High School	12	44	54	50	57	55	31	37	35	42	36	20	22	23	27	22
Queensferry Community High School	7	47	52	49	60	62	31	38	34	48	47	21	27	21	34	34
St Augustine's High School	19	47	50	52	50	61	31	36	34	34	38	20	22	18	19	26
St Thomas Of Aquin's High School	10	53	56	68	75	69	42	45	60	62	57	30	37	53	49	41
The Royal High School	7	61	72	66	74	70	49	58	49	59	50	33	39	36	40	38
Trinity Academy	15	52	46	51	55	52	35	39	36	41	38	23	24	23	29	30
Tynecastle High School	29	33	35	31	41	36	11	18	17	24	19	5	13	12	11	12
Wester Hailes Education Centre	40	16	7	23	18	23	3	3	3	5	8	1	0	0	1	1
City of Edinburgh	15	44	48	50	55	55	32	35	37	40	40	21	24	26	28	29
Scotland	15	43	44	47	50	52	30	31	33	35	36	20	21	22	24	25

*Free Meal Registration

2012 attainment figures are pre-appeal

Attainment by the end of S6

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6				
School Name	FMR* 2012 (%)	2008	2009	2010	2011	2012
Balerno Community High School	4	14	14	18	24	19
Boroughmuir High School	4	27	34	29	26	37
Broughton High School	20	13	15	15	21	14
Castlebrae Community High School	54	3	3	2	0	0
Craigmount High School	8	27	23	25	25	25
Craigroyston Community High School	41	0	4	0	0	0
Currie Community High School	8	21	23	31	32	27
Drummond Community High School	27	10	6	8	8	6
Firrhill High School	8	16	25	25	33	25
Forrester High School	20	9	13	8	13	7
Gracemount High School	31	6	15	9	3	11
Holy Rood RC High School	20	11	15	15	13	13
James Gillespie's High School	11	26	24	36	33	35
Leith Academy	21	2	9	12	9	10
Liberton High School	22	4	3	4	7	9
Portobello High School	12	13	12	18	19	17
Queensferry Community High School	7	14	22	14	19	15
St Augustine's High School	19	13	16	8	11	16
St Thomas Of Aquin's High School	10	21	35	41	37	32
The Royal High School	7	26	32	28	35	28
Trinity Academy	15	15	17	17	24	25
Tynecastle High School	29	4	9	9	10	7
Wester Hailes Education Centre	40	1	0	0	2	4
City of Edinburgh	15	14	18	18	20	19
Scotland	15	13	14	15	16	16

*Free Meal Registration

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Youth work survey, report and interactive map

Item number	7.7
Report number	
Wards	ALL

Links

Coalition pledges	P12 , P32 , P33
Council outcomes	CO2 , CO4 , CO5 , CO6 , CO23
Single Outcome Agreement	SO3

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Executive summary

Youth work survey, report and interactive map

Summary

The recent survey, report and online map of youth work services in Edinburgh show that young people have access to a wide range of opportunities. The map is available at www.edinburgh.gov.uk/youthworkmap

Recommendations

It is recommended that the Committee:

1. Note the diversity of youth work provision across the city, in terms of location, activities, target groups and youth workers
2. Consider the application of the mapping process to other services across the city
3. Recognise the large amount of volunteer hours generated by youth work in the city at a value of at least £444,000 per annum
4. Work to ensure that youth work agencies, both in house and partners, have access to premises fit for purpose and that access is free or at minimum cost.

Measures of success

Overall the survey shows the healthy state of youth work in Edinburgh. The key positive features of the youth work report are:

- Over 8,500 young people aged 11-25 are involved in youth work across the city
- Over 1,100 volunteers are involved in delivering youth work.
- A quarter of the workforce are themselves under 25
- At least a quarter of Edinburgh 11-14 year olds are involved in youth work.
- A very diverse range of youth work provision across at least 265 youth work projects

Financial impact

The project has so far been completed within current CLD budgets and core services from key partner agencies such as LAYC. Future development of the interactive map could be achieved within the Council, but may require additional resources.

Equalities impact

The report contributes positively to the Council's duty to i) eliminate unlawful discrimination, ii) advance equality of opportunity, and iii) foster good relations.

- The project serves to discover existing strengths and weaknesses for equalities in youth work.
- One of the aims of the online map is to ensure that young people are made fully aware of youth work opportunities. Although this is achieved for most people the technology that supports the map means that it is not accessible for young people with visual impairments, those with low literacy or those who cannot read English. Two things have been done to counter this; 1. the map data is available in other formats, 2. Disability and Black and Minority Ethnic community groups have been made aware of the map and asked to support people using the map.
- The online map can be used by workers to discover projects locally and across the city. This will help to build partnerships between organisations.

The findings of the report demonstrate that there is a need to ensure consistency of reporting of equalities data as well as monitoring the actual impact on equalities groups. The next step will be a full Equality and Rights Impact Assessment (ERIA) for the youth work sector. This will be carried out before 31 March 2012

Sustainability impact

There are no adverse environmental impacts from the production of the report or map

The report and map are both available electronically, and there are no plans to print bulk copies. This saves both financially and environmentally.

Consultation and engagement

The youth work report and accompanying map have been produced in partnership with a range of internal and external partners. The Edinburgh Youth Work Consortium (EYWC) are the key agency that has facilitated the creation of the survey and gathering

of the data. All EYWC members are committed to youth work as defined by the Youthlink Scotland statement on the nature and purpose of youth work which has engagement with young people at its core. A key purpose of the report and map is to promote the community engagement that is taking place at Council and partner youth work projects.

Background reading / external references

Executive summary of the mapping report attached

Map of youth work services in the city – www.edinburgh.gov.uk/youthworkmap.

Screenshot of the map attached

Believing in Young People - a framework for youth work in Edinburgh – available here: https://orb.edinburgh.gov.uk/downloads/file/3820/believing_in_young_people

Youth work survey, report and interactive map

1. Background

- 1.1 The Youth Work framework, Believing In Young People (BIYP) was commissioned by the City of Edinburgh Council. The framework was produced by the Edinburgh Youth Work Consortium (EYWC) and approved by Council in 2010.
- 1.2 The EYWC is a partnership between the City of Edinburgh Council and key organisations in other sectors, such as Lothian Association of Youth clubs (LAYC), national youth work projects, and Edinburgh Leisure
- 1.3 There are seven aims within BIYP:
 - A universal service for young people
 - Evaluating and promoting quality youth work
 - Supporting quality youth workers
 - Suitable venues and equipment
 - Cooperation and collaboration in service provision
 - Addressing inequalities
 - Resources and funding
- 1.4 The mapping survey aimed to touch on all seven of the aims and develop understanding of the provision of youth work in the city by gaining a baseline understanding of youth work in the city, regardless of who provides it.
- 1.5 There were two proposed products from the survey, a report on key features of youth work in the city and an interactive map of provision for use by young people, parents and workers.
- 1.6 The survey was carried out electronically in Summer 2011. It is important to note that the survey only includes youth work projects, as defined by the Youthlink Scotland statement on the Nature and Purpose of Youth Work. This means that projects such as youth sports teams are not included. The EYWC in no way wish

to devalue other services for young people, but wanted to know specifically about youth work services.

- 1.7 The survey, report and map were produced with no additional budget, utilising existing Council staff and goodwill from other agencies.

2. Main report

- 2.1 The purpose of this report is to summarise the results and findings of the recent report and interactive map of youth work services in Edinburgh. The survey not only includes comprehensive results from Council provision but also results from a wide range of partner agencies

- 2.2 Overall the survey shows the healthy state of youth work in Edinburgh

- 2.3 The key positive features of the youth work report are:

- Over 8,500 young people aged 11-25 are involved in youth work across the city
- Over 1,100 volunteers are involved in delivering youth work.
- A quarter of the workforce are themselves under 25
- At least a quarter of Edinburgh 11-14 year olds are involved in youth work.
- A very diverse range of youth work provision across at least 265 youth work projects

- 2.4 The key areas of development for the youth work sector include:

- Although provision is spread out across the city, some areas have higher concentrations of some type of projects than other areas. For example, the north of the city has more dedicated youth projects than other areas. However, it appears from the survey that greatest supply of youth work broadly aligns with the areas of multiple deprivation.
- The City of Edinburgh Council units and some partner agencies record gender, age and ethnicity information for participants. However, for other partners this information is incomplete, and very few agencies recorded data on sexual orientation. The informal nature of much youth work can mean that collecting equalities data is impractical, as young people 'drop in' to services. Even with better recording it is still likely that some equalities groups are under represented in youth work. It is positive that youth work staffing levels are closer to all of the Council's equalities targets than the Council as a whole.

- 2.5 The survey and report were unusual in their sector wide approach. Similar surveys have taken place, but they focus on one provider – such as uniformed groups. The reasoning was that young people do not really mind who provides their services as long as they meet their needs.
- 2.6 The report makes several recommendations for the Council, the EYWC and the wider youth work sector.
- 2.7 The map that has been produced appears to be unique in Scotland and the UK. Maps of community services have been produced in Edinburgh before, but this is the first time that the map is dedicated to youth work and is interactive to help people discover new services.
- 2.8 Although some youth work projects chose not to complete the original survey, the hope is that the online interactive map will encourage more services to come forward with information to make the map more and more complete.
- 2.9 Other services within the council have expressed an interest in using the map structure to map their own services. This was always an aim of the project and the EYWC are proud to lead the way in this. Future development of the map could be expanded to include many other service types. Any map development will include the ability to ‘pre search’ the map so a website will still show a youth work only, or indeed any other provision, map.
- 2.10 Resources are required to develop the map. CLD and the EYWC acknowledge the support from our mapping colleagues in the Services for Communities department. By using in house tools to produce the map CLD not only saved money but also ensured future compatibility with other Council mapping projects, notably school catchment areas. Currently the Total Craigroyston project is taking the next steps with the map structure. Although their focus will be geographically specific, any changes to the structure of the map will be available for the whole city. Though in house tools are used, there may still be budget requirements to take the project further.
- 2.11 The report and online map were launched and publicised in May 2012. A press release was issued through the normal Council channels and the report and map were promoted to all contacts within CLD and the Edinburgh Youth Work Consortium.
- 2.12 The survey records around 80% of all youth work in the city – 100% of Council youth work is recorded. Although there are known agencies missing, the range of ‘types’ of work is very broad so that the statistical findings can be seen as accurate. The report and accompanying map paint a true and up to date picture

of youth work in the city. The report and map are a demonstration of CLD and the Council's commitment to partnership.

- 2.13 The map and report represent a significant project from CLD and partner agencies. The processes and map are ready to be developed and added to within youth work but also in other areas of Council and partner provision.

3. Recommendations

It is recommended that the Committee:

- 3.1. Note the diversity of youth work provision across the city, in terms of location, activities, target groups and youth workers
- 3.2 Consider the application of the mapping process to other services across the city
- 3.3 Recognise the large amount of volunteer hours generated by youth work in the city at a value of at least £444,000 per annum
- 3.4 Work to ensure that youth work agencies, both in house and partners, have access to premises fit for purpose and that access is free or at minimum cost.

Gillian Tee

Director of Children and Families

Links

Coalition pledges

P12. Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes

P32. Develop and strengthen local community links with the police

P33. Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used

Council outcomes

CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

CO4. Our children and young people are physically and emotionally healthy

CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6. Our children and young people's outcomes are not undermined by poverty and inequality

Single Outcome Agreement

SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential

Appendices

1. Youth work mapping executive summary

2. Map of youth work services

Youth work in Edinburgh

A mapping of current provision

May 2012

Executive summary

Introduction

- 1 The Edinburgh Youth Work Consortium (EYWC) was established in 2006 in order to support and develop youth work in Edinburgh. It is a strategic partnership composed of all the key players – in both statutory and voluntary sectors - involved in the delivery and resourcing of youth work in the city.
- 2 Youth work is a specific approach to work with young people. The ‘Youth Link Scotland Statement on the Nature and Purpose of Youth Work’ is used to define youth work; In summary this states that the participation of young people must be voluntary, the work must be a partnership of learning between the worker and the young people and that the work should build from the place that young people are now. The statement also defines the age for youth work as 11-25 year olds. Work with children under 11 is purposely not included in this survey. The Edinburgh Youth Work Consortium’s aims are youth work and young people as defined in the Youth Link Statement, recognising the key transitions and development that happen during adolescence and young adulthood.
- 3 In 2009, the City of Edinburgh Council (CEC) commissioned EYWC to develop a framework for youth work in the city. The resulting document ‘Believing in young people’ (BIYP) was endorsed by the Council and launched in 2010.
- 4 In 2011 EYWC carried out a survey of youth work in Edinburgh in line with one of the key objectives of BIYP.

Headlines

- 5 The survey points to a large number of young people choosing youth work activities. Since the survey was not completed by all youth work agencies we know our figure of 8,500 young people involved is conservative. It is important to note that this figure does not include sports clubs or similar, as these are outside of the youth work definition.
- 6 The survey records over 1,100 volunteers as being involved in youth work. This represents huge value as well as being evidence of the appeal of the youth work approach to a wide range of people who want to share their skills and experience with young people.
- 7 Large numbers of 'young' workers are recorded. Under 25's make up a quarter of the youth work workforce. This points not only to the appeal of youth work to young people, even when they "grow out" of services, but also to the great employability, training and development opportunities offered through youth work.
- 8 At least a quarter of Edinburgh 11-14 year olds are involved in youth work.
- 9 A wide range of 'spaces' are used to deliver youth work. Young people can choose a range of places to undertake youth work activities, from parks and open spaces to formal offices and all points in between. This demonstrates that variety of youth work services, offering activities to suit all young people.

Methodology

- 10 The overall aim of the survey was to develop our understanding of youth work in the City; what work is happening, where it takes place, who attends and who delivers the work.
- 11 There were five specific objectives:
 - To highlight the diversity of youth work services in the City
 - To examine provision against the themes laid out in 'Believing in young people'
 - To identify gaps in provision
 - To uncover previously unknown youth work provision
 - To identify the scale and scope of youth work provision
- 12 An online survey was developed and the weblink circulated widely through the following networks:
 - Edinburgh Youth Work Consortium (including City of Edinburgh council)

- LAYC (formerly Lothian Association of Youth Clubs)
- The network of voluntary organisations working with children and families

- 13 Organisations were also encouraged to forward the survey link to others if they thought they had not already been included.
- 14 83 responses were received online and data was gathered by interview from four uniformed youth organisations (Scout Association, Girlguiding Edinburgh, Boys Brigade and Air Cadets).
- 15 From the outset, the Consortium acknowledged the ambitious nature of the survey, and that complete coverage was unlikely to be achieved. We estimate that we have captured the majority of youth work services in the City, and we welcome contact from any organisation that feels that they have been missed.

Conclusions

The importance of the research

- 16 This report provides for the first time an important set of baseline data about youth work in Edinburgh. It is far from comprehensive, but offers nonetheless valuable insights into the scale and scope of youth work in the city. It represents a significant tool to inform both the supporting of current services, and the planning of future ones.

Youth work provision

- 17 Youth work provision in Edinburgh is both diverse in nature and geographically widespread throughout the city. It is delivered by a wide range of organisations in both the statutory and voluntary sectors. Youth work takes place in a wide variety of spaces, from dedicated centres to outdoor spaces. Opportunities are available throughout the week, with a slight increase on Friday evenings, mainly as a result of the high level of uniformed provision at this time. There are a small number of full time youth work projects delivering activity across the whole week. Although spread out, there are gaps in the provision of this type of project, notably in the east of the City. However, other types of provision are available in this area.
- 18 Some established youth work projects are missing from the data, and so the numbers of workers and young people involved should be seen as conservative estimates.

Engaging Young People

- 19 Significant numbers of young people choose one or more youth work opportunities during their spare time. This is particularly true for 11-14 year olds, where a quarter of all young people take part. Although participation in youth work drops dramatically after age 16, over a quarter of youth work staff are under 25, and therefore 'young people' under our definition.
- 20 Most young people have access to some form of youth work in their area, although some areas are better served than others. There would be little value in dismantling successful services in order to try to replicate them in another area. However, the map of service provision could be a useful tool when planning future services. It is recognised that success is not simply a case of services being available. Trust, local knowledge and organisational history also play a major part in gaining a community's confidence to work appropriately with its young people.
- 21 There are, however, young people who are not involved in youth work. Engagement with these young people could help to identify why they do not attend, and if they have needs that are not being met. It may be that better advertising or re-design of existing services is needed. At the same time, we acknowledge that sometimes what young people want is 'a place to hang out'. Youth work by its definition (in the Youthlink Scotland statement) includes purposeful intervention by youth workers, and so for some young people, youth work may not what they are looking for.

Support for youth work

- 22 Volunteers deliver a large proportion of youth work opportunities, particularly through the uniformed youth organisations. Overall, volunteers represent over two thirds of the whole youth work workforce.
- 23 With a function which encompasses direct delivery of youth work services, funding partner organisations, and facilitating partnerships, the City of Edinburgh Council has a fundamental role in supporting youth work in the city. This is a cause for celebration. This report provides evidence of the value that youth work can generate from comparatively small investment, without which the youth work sector would struggle. As noted above, youth work does not always require a dedicated space to take place. However, having access to community spaces, especially local authority buildings, is a key means of support for youth work.

Equalities

- 24 Data on equalities in youth work, both for young people and staff, is not complete. In general, apart from gender and age, youth work agencies appear not to accurately record equalities data.
- 25 This is an area where increased knowledge and engagement is needed. Specific work is required in each equality strand in order to develop a better understanding of the needs of young people in these groups. Young people from existing equalities groups could be involved (both those who attend youth work and those who do not) in helping to think this through. Involving those agencies who work specifically with young people from equalities groups would be useful to build trust and gain credibility. Work on how best to record current involvement in youth work also needs to be carefully considered.

Youth Work Training

- 26 Youth workers are trained in the delivery of their work. However, there is no indication as to whether this is specific to their organisation or more general youth work training.
- 27 The youth work training pathway for the sector in Edinburgh is now in place and this should actively support the sector to improve the quality of youth work provision. There would be value in looking at all of the various induction and training programmes for youth workers from different agencies in order to better coordinate training for youth work staff and volunteers. 'Mapping' courses against the accredited pathway will help both agencies and staff plan their training and development opportunities and minimise duplication.

Recommendations

For The City of Edinburgh Council

28 Profile of youth work

We would encourage the City of Edinburgh Council to use this report and the accompanying map to showcase the value of youth work, in particular the important role played by open access provision.

29 Youth work space

Support is needed to ensure that spaces to deliver youth work are available at appropriate times, are suitable for the type of work taking place and are affordable -

especially to volunteer-led groups. Greater affordable access to school buildings is needed.

30 Future commissioning of youth work

This report should inform discussions about the future commissioning and procurement of youth work services for the city.

For the Edinburgh Youth Work Consortium

31 Engaging young people

Attempts should be made to gain the views of young people not currently engaged in youth work in order to inform future youth work development.

32 Youth work data collection

Consideration should be given to undertaking a similar survey on a regular basis, in order to ensure that accurate and up-to-date data on youth work is available for planning purposes.

33 Youth work map

A public facing youth work map should be made available to promote youth work opportunities to young people and youth workers.

For the youth work sector

34 Equalities

Specific work should take place with young people and youth workers in order to have a better understanding of the needs of young people in these groups.

35 Universal Access

Consideration should be given to ensuring equality of access to youth work opportunities for young people across the city.

36 Youth Work Training

A training needs assessment of youth workers should be considered, in order to ensure that future training programmes are informed by the expressed needs of youth workers.

Youth work in Edinburgh

Youth projects map

This map shows youth work opportunities from agencies across the City. If you are delivering a youth work project that does not feature on the map, you can get in touch with us to get your project included by emailing Community.LearningandDevelopment@edinburgh.gov.uk.

Please note that this map does not currently work with Internet Explorer. Please try an alternative browser whilst we work to resolve this issue.

How to use the map

1. By default, all projects are shown
2. You can browse by area using the zoom function and clicking and dragging the map
3. You can open the search panes and deselect themes and activities that are not relevant to you
4. Click 'reload' the map once you have selected your chosen themes
5. Click a map dot to bring up their contact details

Community learning and development

1.2, Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

Tel: 0131 469 3250

Email: Community.LearningandDevelopment@edinburgh.gov.uk

Edinburgh Youth Projects

The screenshot displays a web-based map interface for 'Edinburgh Youth Projects'. On the left, there is a sidebar with several sections: 'Welcome', 'Aims of youth projects' (with a list of checkboxes for various project types), 'Activities', 'Opening times', 'Open or restricted', and 'Area served'. The main map area shows a detailed view of Edinburgh, with numerous colored dots (orange, green, red) scattered across the city, representing the locations of youth projects. The map includes labels for various areas like Cramond, Granton, Trinity, Leith, Portobello, Duddingston, Craigmillar, Morningside, Craiglockhart, Hermiston, Juniper Green, Colinton, Liberton, Gilmerton, Currie, and Broomo. Major roads like A90, A902, A720, and A8 are also visible. The 'FIRTH OF FORTH' is labeled at the top. The ESRI logo is in the bottom right corner of the map area.

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Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Children and Families Department Revenue Budget Monitoring 2012-13 – Month Six Position to 30 September 2012

Item number	7.8
Report number	
Wards	All

Links

Coalition pledges	P30
Council outcomes	CO1-CO6 , CO25
Single Outcome Agreement	SO3

Alastair Maclean

Director of Corporate Governance

Gillian Tee

Director of Children and Families

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Executive summary

Children and Families Department Revenue Budget Monitoring 2012-13 – Month Six Position to 30 September 2012

Summary

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

Recommendations

To recommend that the Education, Children and Families Committee:

1. notes the contents of this report and the projected balanced budget position for Children and Families Department at month six.

Measures of success

The measure of success will be the achievement of a balanced, or better, budget position for the Children and Families Department revenue budget for 2012-13.

Financial impact

There are no direct financial implications arising from this report.

Equalities impact

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

There are no equalities implications arising from this report.

Sustainability impact

There are no adverse environmental impacts arising from this report.

Consultation and engagement

As is the norm, there has been no external consultation and engagement in producing this report.

Background reading / external references

A divisional budget analysis, including projected out-turn for the 2012-13 year, is provided in Appendix 1.

Children and Families Department Revenue Budget Monitoring 2012-13 - Month Six position to 30 September 2012

1. Background

- 1.1 At month six, the Children and Families Department is projecting a balanced budget position for 2012-13.
- 1.2 In arriving at the month six position a number of budget pressures have been identified. However these are fully offset by savings from a programme of planned and implemented management action.

2. Main report

2012-13 Revenue Budget

- 2.1 The total revised net budget for Children and Families Department is £391.4m. This includes budget virements totalling £0.8m which have been processed during the first six months of 2012-13.

2012-13 Month Six Revenue Monitoring

- 2.2 A divisional budget analysis, including projected out-turn, is provided at Appendix 1.

- 2.3 Key pressures managed by the department include:

- Fostering, adoption and kinship placements - £1.7m

A current pressure of £1.4m relates to the full year impact of higher than budgeted growth levels in placements in 2011-12. A further £0.3m is projected as a contingency for further growth during the remainder of 2012/13.

- Educational support in other local authorities - £0.5m

This pressure relates to payments to other local authorities for foster children in the City of Edinburgh Council's care who have foster placements outwith the city and who have additional educational support needs.

- Review of janitorial support in schools - £0.8m

The delivery of this approved saving has been delayed pending the finalisation of the integrated property and facilities management internal improvement plan.

Management Action

- 2.4 The programme of management action reflects a combination of savings from staff turnover and vacancy control, income generation and maintaining a number of projected budget under spends across the service. The department also received an additional allocation of funding from the Scottish Government relating to residual sums from the teachers' induction scheme.
- 2.5 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 are targeted to help reduce pressure on the fostering budget.

Savings Approved per Act of Council

- 2.6 Savings totalling £7.8m were approved as part of the 2012-13 revenue budget.
- 2.7 The 2012-13 savings programme is closely monitored and is largely on track to be delivered. Management action has been put in place to address any budget pressures that have emerged during the year to ensure the delivery of a balanced budget position.

3. Recommendations

To recommend that the Education, Children and Families Committee:

- 3.1 notes the contents of this report and the projected balanced budget position for Children and Families Department at month six.

Alastair Maclean

Director of Corporate Governance

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P30. Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO25. The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Children and Families Department Revenue Budget 2012-13 Projected Out-turn by Division

Appendix 1

Children and Families Department Revenue Budget 2012-13

Projected Out-turn by Division

Division	Revised Budget 2012-13	Projected Out-turn 2012-13	Projected Variance 2012-13
	£m	£m	£m
Resources	16.5	16.5	0.0
Planning and Performance	5.8	5.8	0.0
Schools and Community Services:			
- Schools	225.2	225.2	0.0
- Other	37.9	37.9	0.0
Support to Children and Young People	105.6	105.6	0.0
Directorate	0.4	0.4	0.0
Total for Department	391.4	391.4	0.0

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Policy Development and Review Sub- Committee: Work Programme and Proposed Arrangements for Meetings

Item number	7.9
Report number	
Wards	All

Links

Coalition pledges	P1 to P7 inclusive
Council outcomes	CO1 to CO6 inclusive
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: John Heywood, Departmental Adviser to the Convener

E-mail: john.heywood.2@edinburgh.gov.uk | Tel: 0131 529 3294

Executive summary

Policy Development and Review Sub-Committee: Work Programme and Proposed Arrangements for Meetings

Summary

The purpose of this report is to inform Committee of the Work Programme to be taken forward by the Policy Development and Review Sub-Committee in 2013 and the proposed arrangements for the meetings.

Recommendations

To recommend that the Education, Children and Families Committee:

1. Approves that the items set out in Appendix 1 are included in the Work Programme
2. Agrees the format for conducting the meetings and the setting up of Working Groups
3. Agrees that the composition of each of the four Working Groups should be 2 Labour, 2 SNP, 1 Conservative, 1 Green and 1 Liberal Democrat together with 1 religious, teacher or parent representative. Substitutes will be permitted from the same political group or added members category, and the Committee will decide how to fill any vacancies
4. Asks the Head of Legal, Risk and Compliance to seek nominations for the vacancies on the Working Groups
5. Notes that the Working Group for Estate Strategy and Rising Rolls will replace the Forum on Children and Families Estate Evaluation set up at Committee on 21 June 2012
6. Agrees that recommendations from the Policy Development Sub-Committee are referred to the Education, Children and Families Committee for approval
7. Refers the Work Programme to the Policy Development and Review Sub-Committee
8. Refers the report to the Corporate Policy and Strategy Committee.

Measures of success

Each item on the Work Programme has, or will have, a measure of success that indicates how its achievement will be recognised. The measure for success of the arrangements for the meetings is that it enables the successful completion of each item on the Work Programme. The work of the Sub-Committee will help to support the achievement of Children and Families' strategic outcomes and the Capital Coalition Pledges.

Financial impact

There will be no financial impact

Equalities impact

There are no adverse impacts arising from this report. This will continue to be assessed as the different strands of the Work Programme progress.

Sustainability impact

There is no sustainability impact

Consultation and engagement

Three of the items in the Work Programme (Vision for Schools; Improving Community Access to Schools; Estate Strategy and Rising Rolls) were referred to the Sub-Committee by the Education, Children and Families Committee. The Working Groups will ensure consultation and engagement with a range of stakeholders.

Background reading / external references

A summary of the Work Programme is provided in Appendix 1

Policy Development and Review Sub-Committee: Work Programme and Proposed Arrangements for Meetings

1. Background

- 1.1 In accordance with the new Governance arrangements for the City of Edinburgh Council, each Executive Committee will have a Policy Development and Review Sub-Committee. The purpose of this Sub-Committee will be to develop and agree new policies in line with the capital coalition pledges and council outcomes, and review the effectiveness of policy implementation in accordance with the agreed strategic policy direction. The Sub-Committee is intended to support enhanced public, community and stakeholder engagement in policy development and design, ensuring that a range of views can be considered.

2. Main report

- 2.1 The Policy Development and Review Sub-Committee will agree and establish an annual forward plan. This will provide the focus for developing new policy and reviewing and scrutinising existing policy, which will be achieved through:
- Cross party engagement
 - Engagement with stakeholders
 - Opportunities for visits to review practice
 - Opportunities to seek expert views
- 2.2 The agenda for each Policy Development and Review Sub-Committee will be divided into two sections:
- Policy Development
 - Review and/or scrutiny
- 2.3 The agenda in the first meeting will be:
- Vision for Schools (Policy Development)
 - Establishing Short Life Working Groups
 - Educational Attainment (Policy Review and Scrutiny)

- 2.4 It is proposed to establish Short Life Working Groups to consider policy development in specific priority areas. The purpose of the Working Groups would be to assist the Sub-Committee in its task of developing policy, on a cross party basis, with input from stakeholders and external experts.

Initially, with officer support, the working groups would focus on:

- Improving Community Access to Schools – David Bruce, Senior Education Manager – Community Services
- Strengthening support for pupils with behavioural difficulties – Mike Rosendale, Head of Schools and Community Services and Alistair Gaw, Head of Support to Children and Young People
- Estate strategy and rising rolls (for implementation in 2014 onwards) – Lindsay Glasgow, Service Manager – Asset Planning
- Early Years – Aileen McLean, Senior Education Manager – Early Stages

Each Working Group would consider:

- relevant performance data
- best practice associated with the policy focus (including a programme of visits),
- views of key stakeholders
- advice from external experts

- 2.5 Working groups would report back to the Sub Committee and/or the Education, Children and Families Committee, usually within one cycle. For example, the work of the group on Community Access to Schools would inform a report to Education, Children and Families Committee in March; the group looking at support for pupils with behavioural difficulties would report back to the Sub-Committee in April.
- 2.6 Membership of working groups would be drawn from the Sub-Committee membership, with the power to co-opt stakeholders or other experts. Each Working Group (assuming that no more than 4 would operate at any time) could have 6 or 7 members (plus co-options) with a member of the Sub-Committee being appointed to the chair at the first meeting of the Working Group (or by the Sub Committee when the working group is established).
- 2.7 In addition to the named support officers, the working groups could take evidence, or seek views, from any other council officers as appropriate.

3. Recommendations

To recommend that the Education, Children and Families Committee:

- 3.1 Approves that the items set out in Appendix 1 are included in the Work Programme
- 3.2 Agrees the format for conducting the meetings and the setting up of Working Groups

- 3.3 Agrees that the composition of each of the four Working Groups should be 2 Labour, 2 SNP, 1 Conservative, 1 Green and 1 Liberal Democrat together with 1 religious, teacher or parent representative. Substitutes will be permitted from the same political group or added members category, and the Committee will decide how to fill any vacancies
- 3.4 Asks the Head of Legal, Risk and Compliance to seek nominations for the vacancies on the Working Groups
- 3.5 Notes that the Working Group for Estate Strategy and Rising Rolls will replace the Forum on Children and Families Estate Evaluation set up at Committee on 21 June 2012
- 3.6 Agrees that recommendations from the Policy Development Sub-Committee are referred to the Education, Children and Families Committee for approval
- 3.7 Refers the Work Programme to the Policy Development and Review Sub-Committee
- 3.8 Refers the report to the Corporate Policy and Strategy Committee.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2. Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3. Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6. Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p>
Council outcomes	<p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3. Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4. Our children and young people are physically and emotionally healthy</p> <p>CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p>

Single Outcome Agreement Appendices

CO6. Our children's and young people's outcomes are not undermined by poverty and inequality

SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential

1. Work programme outline

Work programme outline

Policy Development and Review Committee

From February 2013

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
Vision for Schools		Pledges 1 – 6 Policy Development	Gillian Tee	Draft vision produced in consultation with head teachers. Wider consultation will take place with a range of stakeholders and interested parties	School staff, parents, pupils, elected members, community groups with an interest in schools and education.	PDR Sub-Committee Feb 2013. E, C & F Committee March 2013.	4 February 2013	5 March 2013
Improving Community Access to Schools		Policy Review Pledge 04	David Bruce	Committee Report approved 9.10.12. Short Life Working Group will take forward key tasks.	Schools, community users, Edinburgh Leisure	E, C & F Committees Dec 2012 and March 2013.	4 February 2013	Report to E, C & F Committee, 5 March 2013. Implementation in August 2013.

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
Strengthening Support for Pupils with Behavioural Difficulties		Pledge 01 Policy Review	Mike Rosendale/Alistair Gaw		School and C&F central staff, pupils, parents		4 February 2013	
Estate Strategy and Rising Rolls (2014 onwards)		Pledge 04 Policy Review	Lindsay Glasgow	Short Life Working Group has met three times and reported to E, C & F Committee. Five primary schools identified as priorities: Balgreen, Granton, Trinity, Victoria, Wardie.	School and C&F central staff, parents, pupils, elected members	PDR Sub Committee Feb 2013 and April 2013	4 February 2013	
Early Years		Pledge 01, 06 Policy Review	Aileen McLean	Launched at E, C & F Committee in January 2010. Progress of Early Years Strategy reported in June 2011 and 2012 to same	Nursery Schools, Early Years Centres, Childcare Providers and C&F central staff, children, parents, elected members	PDR Sub-Committee Feb 2013	4 February 2013	

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
				Committee. Further progress report expected in June 2013				
Educational Attainment		Pledge 05 Policy Scrutiny	Karen Prophet	A report will be presented at the E, C & F Committee on 11 December 2012.	School and C&F central staff, pupils, parents, elected members	PDR Sub-Committee 2013	4 February 2013	

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Primary School Deferrals

Item number	8.1
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO1
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

Primary School Deferrals – Update

Summary

The purpose of this report is to provide an up-date to the Education Children and Family Committee on deferring children's entry into P1 and is a follow up from the report presented to Education, Children and Families Committee in November 2011 entitled "Getting the Best Start to Positive Destinations."

This report should be taken in the context of this previous report which gives an historical perspective on the authority's work in this area.

Recommendations

The committee is recommended to:

1. Commend the research and implementation programme.

Measures of success

The work with parents and staff to discuss the implications of deferred entry has:

- Ensured that we are making more appropriate use of deferrals
- Ensured that the figures for Edinburgh are more in line with figures across Scotland
- Ensured that there is effective transition from nursery to Primary 1
- Enabled us to redirect existing resources to priority needs and support effective transitions

Financial impact

This initiative has enabled us to make more efficient use of resources by

- Ensuring that appropriate use of deferred entry to primary 1 is in place across the authority
- Enabling us to make use of existing resources more efficiently at a time when there is an increase in the pre- school population

Equalities impact

There are considered to be no infringement to the rights of the child with this initiative. Where the benefits of another year in nursery have been fully identified by staff and discussed with parents, funding for an additional year in nursery will still be available. Children who are five between the January and March in the year following their entry to primary one have an automatic right to funding for another year in nursery if requested.

The initiative has promoted the benefits of identifying early any concerns about a child's progress and supporting transition to primary 1.

The initiative reduces the risk of young people reaching statutory school leaving age before completing their education

By ensuring that we are selective in our use of deferrals we are able to ensure that, at a time of increasing demand on pre school places, more children can receive their entitlement to pre school education.

Sustainability impact

There are no adverse economic, social and environmental impacts from this report.

Consultation and engagement

Throughout 2011 and 2012 roadshows have taken place across the city to explore the topic of deferred entry. These have been well attended by staff and parents. Evaluation data from parents attending the roadshows suggests that they welcomed the opportunity to discuss the issue with council staff. The roadshows for 2012 have just been completed and evaluations will be analysed to plan future delivery.

Briefings on the research have also been given to head teachers and the managers of partner provider nurseries.

A small case study took place this year to follow up children where their parents had applied for funding for another year in nursery and this had been turned down.

Background reading / external references

["Getting the Best Start Towards Positive Destinations" Education, Children and Families Report, 15 November 2011 Item 11](#)

Primary School Deferrals - Update

1. Background

- 1.1 If a child is not yet aged 5 at the start of a school session their parent has a right to delay their entry into primary school until the following session after they have turned 5. If a child's birthday is between the start of January and the end of February the council automatically funds the child's additional year in nursery (automatic deferral). If a child's birthday is between mid August (the start of the school session) and the end of December the funding for an additional year in nursery is provided at the discretion of the council (discretionary deferral). If an application for discretionary deferral is turned down by the council the parent still has an option to fund the child's additional year in nursery themselves.
- 1.2 From 2005/6 to 2009/10 Edinburgh had the highest number of children in receipt of a deferred entry to primary 1. This figure was 3 times higher than figures for authorities of a similar size and the figure was rising.
- 1.3 In 2009 a working group was formed to review the research on this issue, the procedures and information materials available for parents and staff.

2. Main report

- 2.1 Following a series of roadshows in 2010-2011 in the 5 neighbourhood areas to share the research on deferred entry, and a revision to the procedure for application, there was a 37% reduction in applications for discretionary deferrals. In 2011-12 there was a further 20% reduction in applications following further road shows and sharing of information
- 2.2 The reduction in the number of deferrals in the last 2 years has enabled us to meet an increasing demand for pre school places across the city and began to release resources to enable more development and support work to take place. For example, larger nursery classes have been allocated an additional resource to support work with parents and transitions.
- 2.3 Psychological Services undertook research to follow up children where an application for funding for an additional year in nursery had been unsuccessful. This was a small scale study to find out how they had managed the transition to P1. On settling in to P1, most of the children were reported to be doing well academically and socially and not requiring any additional support. One third of the parents reported that moving to P1 was the correct decision in hindsight for their child. The remainder were as yet undecided. Where the transition was

carefully supported by nursery and P1 staff, this was appreciated by parents and we have fed this back to staff.

- 2.4 New guidance on supporting effective transition in early years has been produced and shared with all relevant settings and at key events such as the early years conference. The guidance is in line with the Curriculum for Excellence and the early level.
- 2.5 At recent briefings, schools, nurseries and parents are being encouraged to adopt an “interactionist” approach when looking at the issue of “readiness” for school. In this approach everyone should identify where a child is in their learning and make adjustments to support them in taking next steps. This is also in keeping with current research and the principles of Curriculum for Excellence.

3. Recommendations

The committee is recommended to:

- 3.1 Commend the research and implementation programme.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
Single Outcome Agreement	SO3: Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Children's Hearing (Scotland) Act – Administrative Agreement

Item number	8.2
Report number	
Wards	None

Links

Coalition pledges	P01 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	Ensuring every child in Edinburgh has the best start in life
Single Outcome Agreement	Edinburgh's children and young people enjoy their childhood and fulfil their potential

Alastair D Maclean

Director of Corporate Governance

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Executive summary

Children's Hearing (Scotland) Act – Support Arrangements

Summary

The Committee previously agreed the establishment of a single Area Support Team to oversee the administration of the Children's Panel in Edinburgh. This approach had the support of all key stakeholders.

To formalise the new arrangements, the Scottish Government asked all Scottish local authorities to confirm the level of staffing and other support to be provided to the new system. Detailed discussion on the support to be provided to the new arrangements by the Council has taken place with the Scottish Government, the CPAC Co-chairs, and the Panel chair.

The administrative Agreement has now been concluded, and has been welcomed by both CPAC and Panel. The Agreement, which is for a 3-year period commencing 24 June 2013, is in accord with the over-arching principles agreed by the Committee. The level of staff support to be committed can be met from existing budgetary provision.

Recommendations

The Education, Children and Families Committee is invited to note that Agreement has now been reached with the Scottish Government on the support arrangements for the Children's Panel in Edinburgh.

Measures of success

Not applicable.

Financial impact

Not applicable.

Equalities impact

Not applicable.

Sustainability impact

Not applicable.

Consultation and engagement

Not applicable.

Background reading / external references

Minutes of Education, Children and Families Committee of 15 November 2011 and 21 June 2011

[Item 16 - Children's Hearings \(Scotland\) Act 2011 - Update \(Reports, PDF, 115.53 KB\)](#)

[Item 10 - Children's Hearings \(Scotland\) Act 2011 \(Reports, PDF, 31.9 KB\)](#)

Education, Children and Families Committee

10am, Tuesday, 11 December 2012

Appointments to Working Groups

Item number	8.3
Report number	
Wards	None

Links

Coalition pledges	-
Council outcomes	-
Single Outcome Agreement	-

Alastair D Maclean

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Executive summary

Appointments to Working Groups

Summary

A vacancy has arisen in the membership of the following Working Groups due to the resignation of Councillor Rose:

Consultative Committee with Parents

Forum on Children and Families Estate Evaluation

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

Recommendations

The Education, Children and Families Committee is requested to appoint a Conservative Group member to replace Councillor Rose on the above Working Groups.

Measures of success

Not applicable.

Financial impact

Not applicable.

Equalities impact

Not applicable.

Sustainability impact

Not applicable.

Consultation and engagement

Not applicable.

Background reading / external references

Not applicable.