

# Notice of meeting and agenda

## Education, Children and Families Committee

**10.00am, Tuesday, 21 May 2013**

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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Tel: 0131 529 4227/ 0131 529 4283

## **1. Order of business**

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- 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**

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- 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**

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- 3.1 If any

## **4. Minutes**

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- 4.1 Education, Children and Families Committee 5 March 2013 (circulated) – submitted for approval as a correct record

## **5. Key decisions forward plan**

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

## **6. Business bulletin**

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

## **7. Executive decisions**

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- 7.1 Inspection of Children's Services in Edinburgh – report by the Director of Children and Families (circulated)
- 7.2 Vision for Schools – report by the Director of Children and Families (circulated)
- 7.3 Review of Community Access to Schools – report by the Director of Children and Families (circulated)
- 7.4 Future of Castlebrae Community High School - report by the Director of Children and Families (circulated)  
(Councillors Bridgman, Burgess, Bill Cook, Orr, Perry, Rose & Walker invited for ward/catchment interest)
- 7.5 Report on the Implementation of Revised Secondary School Management Structures - report by the Director of Children and Families (circulated)
- 7.6 Early Years Strategy Progress Report - report by the Director of Children and Families (circulated)
- 7.7 Early Years Change Fund – Progress Report - report by the Director of Children and Families (circulated)

- 7.8 Co-operative Childcare and Education - report by the Director of Children and Families (circulated)
- 7.9 Parental Engagement - report by the Director of Children and Families (circulated)
- 7.10 Kirkliston Primary School – Proposed Extension - report by the Director of Children and Families (circulated)  
(Councillors Paterson, Shields and Work invited for ward interest)
- 7.11 Report on Commercial Access to Parents and Children in Schools - report by the Director of Children and Families (circulated)
- 7.12 Children and Families Service Plan 2013-16 - report by the Director of Children and Families (circulated)
- 7.13 School Session Dates for 2014/15 - report by the Director of Children and Families (circulated)
- 7.14 Achieving Excellence Performance Report to January 2013 – referral report from the Governance, Risk and Best Value Committee – report by the Head of Legal, Risk and Compliance (circulated).

## **8. Routine decisions**

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- 8.1 Capital Investment Programme 2013/14 - Children and Families Asset Management Works Budget Update – referral report from the Finance and Budget Committee – report by the Head of legal, risk and Compliance (circulated)
- 8.2 Engagement of Children, Young People and Parents/Carers in the Development of Services for Children and Families in Edinburgh – report by the Director of Children and Families (circulated)
- 8.3 Community Learning and Development Service – Development of Family Learning – report by the Director of Children and Families (circulated)
- 8.4 Appointments to Sub-Committees, etc – 2013/14 – report by the Director of Corporate Governance (circulated)
- 8.5 Carers' Champion – Progress Report – referral report from the Health, Wellbeing and Housing Committee – report by the Head of Legal, Risk and Compliance (circulated)

## **9. Motions**

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If any.

## **Carol Campbell**

Head of Legal, Risk and Compliance

## **Committee Members**

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

For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie and Craig Duncan, Lindsay Law and John Swinburne.

## **Information about the Education, Children and Families Committee**

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The Education, Children and Families Committee 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**

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If you have any questions about the agenda or meeting arrangements, please contact Morris Smith or Veronica MacMillan, Committee Services, City of Edinburgh Council, City Chambers, High Street, Edinburgh EH1 1YJ, Tel 0131 529 4227/ 0131 529 4283, e-mail [morris.smith@edinburgh.gov.uk](mailto:morris.smith@edinburgh.gov.uk) / [veronica.macmillan@edinburgh.gov.uk](mailto:veronica.macmillan@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](http://www.edinburgh.gov.uk/cpol).

# Item 4.1 - Minutes

## Education, Children and Families Committee

10.00 am, Tuesday, 5 March 2013

### Present

Councillors Godzik (Convener), Key (Vice-Convener), Aitken, Austin Hart, Brock, Child, Nick Cook, Corbett, Fullerton, Howat, Jackson, Keil, Lewis, Lunn, Main, McVey (substituting for Councillor Dixon), Redpath, Rust and Shields.

### Also present for Education items

Marie Allan, Rev Thomas Coupar, Allan Crosbie, Lindsay Law and John Swinburne.

### 1. Welcome by Convener

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The Convener welcomed new members of the Committee, Lindsay Law, Parent Representative and John Swinburne, Teacher Representative, to the meeting.

### 2 Deputation: James Gillespie's Primary School (JGPS) Council – Rising Rolls in the Primary Sector and Impact on James Gillespie's Primary School

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The Committee agreed to hear a deputation from John Beattie, Melany Jackson and Tully Treslove, James Gillespie's Primary School Parent Council, on rising rolls in the Primary School sector and the impact of temporary accommodation provision on learning and teaching in James Gillespie's Primary School.

The deputation outlined their main concerns and asked the Committee to consider the following requests:

#### 1. Communication

- To include James Gillespie's Primary School within the 'Strategic Management of School Places: P1 and S1 Intakes for August 2013' report (item 3 below), increasing the visibility of James Gillespie's Primary School's needs.
- To ensure that consultation and planning activities are conducted in a timely fashion so that a range of options for addressing the increase of pupil numbers can be considered before decisions are made, avoiding any sense of a *fait*

*accompli.* Support for regular meetings between City Council representatives and JGPS Council was sought to ensure this was achieved.

## **2. Short Term Solution**

- To conduct an impact assessment of the proposed introduction of additional classes to the school, to be completed by May 2013 with recommendations to be implemented by August 2013. The terms of reference of this assessment would include consideration of the JGPS open-plan environment, impact on General Purpose space, size of school hall and dining areas, playground space, education resources and the impact of composite classes. Consideration should also be given to multiple different P1 intake scenarios within these plans.
- To confirm the minimum standard for classroom accommodation, and the cost/benefit case for refurbishing or replacing the existing JGPS temporary classroom units.

## **3. Long Term Solution**

- To conduct an immediate study on the options and plans for establishing a new school within South Edinburgh, working in partnership with parents in affected schools.

### **Decision**

- 1) To note that the Convener had written to NHS Lothian to enquire about the release of NHS land in the south of the city.
- 2) To note that the Council had made the Scottish Government aware of the possible requirement for a new primary school in the south of the city.
- 3) To thank the deputation for their presentation and to invite them to remain for the Committee's consideration of the report by the Director of Children and Families at item 3 below.

(Reference – paper by James Gillespie's Primary School Council, tabled)

## **3 Strategic Management of School Places – P1 and S1 Intakes for August 2013**

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School placement and accommodation issues for the anticipated P1 and S1 intakes for August 2013 were presented, together with details of a series of strategies to manage intakes, including setting intake limits for some schools.

### **Motion**

- 1) To prioritise placing requests out of the following schools:-
  - East Craigs Primary School

- Liberton Primary School
- 2) To delegate authority to the Director of Children and Families to prioritise baptised Roman Catholics into the following schools:-
- Fox Covert RC Primary School
  - Holy Cross RC Primary School
  - St Catherine's RC Primary School
  - St Cuthbert's RC Primary School
  - St David's RC Primary School
  - St Francis' RC Primary School
  - St John's RC Primary School
  - St Mark's RC Primary School
  - St Mary's RC (Edinburgh) Primary School
  - St Mary's RC (Leith) Primary School
  - St Ninian's RC Primary School
  - St Peter's RC Primary School
  - St Thomas of Aquin's RC High School
- 3) To refer the Director's report to the first meeting of the Estate Strategy and Rising Rolls Working Group of the Policy Development and Review Sub-Committee, and ask that the Working Group meet at the earliest opportunity.
- 4) To note the recent decision of the Development Management Sub-Committee on the proposed extension of four primary schools.
- 5) To note the deputation from James Gillespie's Primary School Parent Council and the issues raised.
- 6) To note that Council officers would work closely with James Gillespie's Primary School to address these issues.
- 7) To note that the working Group on Estate Strategy and Rising Rolls would look specifically at rising rolls and school capacity in the south of the city.

- moved by Councillor Godzik, seconded by Councillor Key

## **Amendment**

- 1) To approve recommendations 3.1 and 3.2 in the Director's report.
- 2) To refer the Director's report to the first meeting of the Estate Strategy and Rising Rolls Working Group of the Policy Development and Review Sub-Committee, and ask that the Working Group meet at the earliest opportunity.
- 3) To note the recent Planning Committee's comments on proposed school extensions regarding daylight issues, temporary accommodation options and investigation of a more sensitive permanent means of extending Victoria Primary School. Therefore requests the Working Group to consider the suitability of the design of extension units and make recommendations for future years from 2014/15.

- moved by Councillor Main, seconded by Councillor Corbett

## **Voting**

For the motion – 20 votes

For the amendment – 3 votes

## **Decision**

To approve the motion by Councillor Godzik.

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

## **Declaration of Interest**

Councillor McVey declared a non-financial interest in the above item as a member of the Development Management Sub-Committee.

## **4. Minute**

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### **Decision**

To approve the minute of the Education, Children and Families Committee of 11 December 2012 as a correct record.

## **5. Education, Children and Families Committee Key Decisions Forward Plan – May-October 2013**

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The Education, Children and Families Committee Key Decisions Forward Plan for the period May-October 2013 was presented.

### **Decision**

To note the Key Decisions Forward Plan for May-October 2013.



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

## **6. Education, Children and Families Committee Business Bulletin**

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The Education, Children and Families Committee Business Bulletin for 5 March 2013 was presented.

### **Decision**

- 1) To note the Business Bulletin.
- 2) To request a further report on the school meals service, including information on what measures were being put in place to improve school meals uptake.

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

## **7. School Holiday Respite/Playschemes for Disabled Children and Young People**

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An update was provided on the current position within the respite playscheme service, together with details of the planned changes to the service for 2013/14 and 2014/15.

### **Decision**

- 1) To agree that all disabled children and young people be entitled to receive up to six weeks of service per year by 2014/15.
- 2) That children attending St Crispin's and Braidburn schools receive an entitlement of six weeks service from April 2013.
- 3) That, from August 2013, new pupils at Oaklands School receive a six week allocation to ensure equity with other children and families.
- 4) That Council officers begin preparations to undertake a tendering process in 2013/14 for respite playschemes to ensure compliance with new European Union legislation.
- 5) To request a further report following the implementation of the planned service changes.
- 6) To congratulate staff for the work done in this area.

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

## **8. Integrated Literacy Strategy 2012/13**

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Details were provided of progress with priorities in the Integrated Literacy Strategy 2012/13 action plan.

The Council was one of five local authorities invited by the Scottish Government to support improvements in literacy at a national level by becoming a literacy hub for other authorities. An inter-authority partnership with Mid, East and West Lothian and Scottish Borders Council had been established to take this forward.

## Decision

- 1) To note the continued progress with priorities within the Edinburgh Integrated Literacy Strategy Action Plan 2012/13.
- 2) To note where successful strategies were in place.
- 3) To thank all staff in all sectors involved in the continued successful implementation of the Integrated Literacy Strategy for their hard work and dedication.
- 4) To note the key findings in the recent Education Scotland document “Making the difference: the impact of staff qualifications on children’s learning in early years” and to recognise the implications of those findings for the effective delivery of Early Years programmes such as *Up, Up and Away* along with the positive impact of high quality local authority Continuing Professional Development (CPD).
- 5) To investigate and consider *The M Factor*, an inter-disciplinary learning project developed by Alan Wait, School Group Manager, Midlothian Council, with a view to considering the viability of a similar project in Edinburgh.
- 6) To note points 4 and 5 above, and instruct officers to investigate further and report back to Committee with recommendations in the next annual Integrated Literacy Strategy report.
- 7) To request a further report on literacy in nursery and early years establishments.

(References – minute of the Education, Children and Families Committee 8 March 2012 (item 7); report by the Director of Children and Families, submitted.)

## 9. Inspection of Children’s Services in Edinburgh

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Scottish Ministers had asked the Care Inspectorate to develop a new model for the scrutiny and improvement of services for children and young people.

Details were provided of an inspection carried out by the Care Inspectorate of services for children in Edinburgh between November 2012 and January 2013. The Care Inspectorate had chosen Edinburgh and Orkney as pilot sites and planned to inspect services across all 32 local authority areas by the end of March 2017.

## **Decision**

- 1) To note that a major inspection had been completed and that the findings would be presented in full to the Committee in May 2013.
- 2) To thank the officers for their hard work in preparing for the inspection.

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

## **10. Schools Energy Report**

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Details were provided of works that had been undertaken, together with further planned works, to improve the energy efficiency of the Council's school estate.

### **Decision**

- 1) To note the report.
- 2) That a further report be submitted to the Committee on progress made and future plans on energy management within schools through the Integrated Property and Facilities Management (iPFM) programme.
- 3) To request that the further report give a clear profile of current energy consumption and use: that clear targets are set and that an action plan is prepared showing how targets will be met.

(References – minute of the Education, Children and Families Committee 21 June 2011 (item 9); report by the Director of Services for Communities, submitted.)

## **11. Improving Positive Destinations**

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Details were given of progress towards improving school leaver destinations, based on the annual census carried out by Skills Development Scotland.

Positive destinations had steadily improved from 82.5% in 2009/10 to 88.3% in 2011/12.

The Committee viewed a short video presentation of a young person's experience of working as a modern apprentice under the Edinburgh Guarantee programme.

### **Decision**

- 1) To note the report and the improvement and trends in positive destinations.
- 2) To note the progress of strategies in school and post school.
- 3) To agree to receive a further report in June 2013 after the follow-up census which gives an indication of sustained destinations.

(References – minute of the Education, Children and Families Committee 9 October 2012 (item 4); report by the Director of Children and Families, submitted.)

## **12. Chair**

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Councillor Key (Vice-Convener) took the chair for items 13 and 14 below. Councillor Godzik resumed the Chair for the remaining items of business thereafter.

## **13. Children and Families Department – Revenue Budget Monitoring 2012-13 – Month 9 Position to 31 December 2012**

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The nine month revenue monitoring position to 31 December 2012 was presented for the Children and Families Department.

### **Decision**

To note the report and the projected balanced budget position for the Children and Families Department at month nine.

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

## **14. Achieving Excellence Performance Report to October 2012**

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The Corporate Policy and Strategy Committee had considered a report providing an update on performance against specific targets and outcomes across the Council's performance framework for the period to October 2012. The report was referred to the Education, Children and Families Committee for further scrutiny.

### **Decision**

To note the report.

(Reference – report by the Head of Legal, Risk and Compliance, submitted.)

## **15. Paolozzi Prize for Art**

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An update was provided on progress towards awarding the Paolozzi Prize for Art. The prize was for pupils studying art and design in the senior phase and was designed to acknowledge artistic ability and to celebrate achievement, inclusion, innovation and creativity.

An award ceremony would take place at the National Gallery of Scotland on the Mound on Tuesday 16 April 2013.

The overall prize winner would receive £500 with three category winners each receiving £250.

## **Decision**

- 1) To note progress to date.
- 2) To note that an update would be reported annually.
- 2) To note that Councillor Edie would be approached to take part in the judging panel.

(References – minute of the Education, Children and Families Committee 8 March 2012 (item 12); report by the Director of Children and Families, submitted.)

## **16. Children and Young People's Health and Wellbeing**

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Progress was detailed towards achieving the commitments within the Integrated Plan for Children and Young People and the Children and Families Service Plan to improve children and young people's health and wellbeing.

Priority actions had been developed to improve outcomes in the following key areas: emotional and mental health, sexual health, child healthy weight and drugs and alcohol misuse.

## **Decision**

- 1) To note the work to date to address the priority actions.
- 2) To note the Plan to address areas for improvement.

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

## **17. Sports and Outdoor Education Unit**

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An update was provided on the work of the Sports and Outdoor Education Unit. The unit consisted of sports coaches, outdoor instructors, swimming teachers, modern apprentices and other staff members who were involved in planning aspects of getting children and young people more active.

## **Decision**

- 1) To note the report and the impact on key Council outcomes.
- 2) To refer the report to the Community Access to Schools (CATS) Working Group and the Culture and Sport Committee for information.
- 3) To request a further report on the participation levels of girls in sport.
- 4) To note that a briefing would be arranged for Committee members on the activities of the Sports and Outdoor Education Unit, and would be followed by a visit to Lagganlia Outdoor Centre in June 2013.

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

## **18. Appointments to Working Groups**

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A vacancy had arisen for a teacher representative on the Consultative Committee for Parents and the Corporate Parenting Member/Officer Group.

### **Decision**

- 1) To appoint John Swinburne to the Consultative Committee for Parents.
- 2) To appoint Allan Crosbie to the Corporate Parenting Member/Officer Group.

(Reference – report by the Director of Corporate Governance, submitted.)

## **19. Social Work Complaints Review Committee**

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The recommendations of the Social Work Complaints Review Committee held on 23 January 2013 on a complaint against the Children and Families Department were detailed.

### **Decision**

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

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

## **20. Commercial Access to Parents and Children in Schools – Motion by Councillor Main**

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The following motion by Councillor Main, seconded by Councillor Corbett, was submitted in terms of Standing Order 16.1:

“This Committee notes that:

1. commercial companies offering curriculum subject tutoring have been invited into primary schools to do ‘taster sessions’ in curriculum time classes.
2. some commercial tutoring companies offer financial incentives to Parent Councils and schools to encourage access to children and parents and to encourage parents to buy products and services.
3. schoolbag letters home to parents can give the impression that companies are endorsed by the Council. Information from some companies gives the impression that they are approved providers of services.
4. parents have expressed concerns that the commercial companies are being allowed direct access to them and their children by Edinburgh schools.

Committee therefore requests that a report is prepared within one cycle setting out a clear policy for schools with regard to direct access to children and to providing information to parents on offers of commercial services, with the presumption that such service offers should be restricted.”

### **Decision**

To approve the motion by Councillor Main.

## Item 5.1

# Key decisions forward plan

## Education, Children and Families

[October – December 2013]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Parental Engagement Strategy Review	08/10/13	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 <a href="mailto:moyra.wilson@edinburgh.gov.uk">moyra.wilson@edinburgh.gov.uk</a>	P5  CO1 – C06
2	Getting It Right for Every Child	08/10/13	All	Director: Gillian Tee Lead officer: Lynne Porteous 0131 529 2423 <a href="mailto:lynne.porteous@edinburgh.gov.uk">lynne.porteous@edinburgh.gov.uk</a>	P1, P5
3	Performance Report Special Schools	08/10/13	All	Director: Gillian Tee Lead officer: Ellen Muir 0131 469 3960 <a href="mailto:ellen.muir@edinburgh.gov.uk">ellen.muir@edinburgh.gov.uk</a>	P1, P5
4	Self Evaluation Progress Report	08/10/13	All	Director: Gillian Tee Lead officer: Ros Sutherland 0131 469 3445 <a href="mailto:ros.sutherland@edinburgh.gov.uk">ros.sutherland@edinburgh.gov.uk</a>	P5



Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
5	Social Work Services for Children with Disabilities	08/10/13	All	Director: Gillian Tee Lead officer: Carol Chalmers 0131 469 3348 <a href="mailto:carol.chalmers@edinburgh.gov.uk">carol.chalmers@edinburgh.gov.uk</a>	P1
6	Annual Review of Service Strategy for Looked After and Accommodated Children and Young People	08/10/13	All	Director: Gillian Tee Lead officer: Scott Dunbar 0131 469 3123 <a href="mailto:scott.dunbar@edinburgh.gov.uk">scott.dunbar@edinburgh.gov.uk</a>	P1
7	Family and Community Support Services	08/10/13	All	Director: Gillian Tee Lead officer: Donny Scott 0131 469 3017 <a href="mailto:donny.scott@edinburgh.gov.uk">donny.scott@edinburgh.gov.uk</a>	P1
8	Children and Families Standards and Quality report	08/10/13	All	Director: Gillian Tee Lead officer: Karen Brannen 0131 469 3494 <a href="mailto:karen.brannen@edinburgh.gov.uk">karen.brannen@edinburgh.gov.uk</a>	P5
9	Positive Destinations	08/10/13	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	P5 CO2
10	Literacy in Nursery and Early Years Establishments	08/10/13	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
11	School Meals Service	08/10/13	All	Director: Gillian Tee Lead officer: Helen McGhee 0131 469 3052 <a href="mailto:helen.mcghee@edinburgh.gov.uk">helen.mcghee@edinburgh.gov.uk</a>	P3, CO4
12	Schools Energy Use	08/10/13	All	Director: Mark Turley Lead officer: Murdo MacLeod 0131 529 4296 <a href="mailto:Murdo.Macleod@edinburgh.gov.uk">Murdo.Macleod@edinburgh.gov.uk</a>	P3, P50
13	Report - Special Schools - Proposals for the Future Development of Panmure St Ann's	08/10/13	All	Director: Gillian Tee Lead officer: Ellen Muir 0131 469 3960 <a href="mailto:ellen.muir@edinburgh.gov.uk">ellen.muir@edinburgh.gov.uk</a>	
14	Corporate Parenting Action Plan	08/10/13	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 <a href="mailto:Alistair.Gaw@edinburgh.gov.uk">Alistair.Gaw@edinburgh.gov.uk</a>	
15	International Unit and Edinburgh Africa Trust - Annual Update	08/10/13	All	Director: Gillian Tee Lead officer: Claire Soper 0131 469 3230 <a href="mailto:Claire.Soper@edinburgh.gov.uk">Claire.Soper@edinburgh.gov.uk</a>	
16	Development of Riddle's Court	08/10/13	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 <a href="mailto:david.bruce2@edinburgh.gov.uk">david.bruce2@edinburgh.gov.uk</a>	CO19

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Educational Attainment/Improvements in Performance 2013	10/12/13	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	
2	Additional Support Needs Planning and Performance Update	10/12/13	All	Director: Gillian Tee Lead officer: Martin Vallely 0131 469 3019 <a href="mailto:Martin.Vallely@edinburgh.gov.uk">Martin.Vallely@edinburgh.gov.uk</a>	
3	Policy Development and Review Subcommittee	10/12/13	All	Director: Gillian Tee Lead officer: John Heywood 0131 529 3294 <a href="mailto:John.Heywood.2@edinburgh.gov.uk">John.Heywood.2@edinburgh.gov.uk</a>	

# Item 6.1 - Business bulletin

## Education, Children and Families Committee

**10am, Tuesday, 21 May 2013**

European Room, City Chambers, High Street, Edinburgh

# Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Paul Godzik</p> 	<p>Cllr Paul Godzik (Convener) Cllr Cathy Fullerton (Vice-Convener) Cllr Elaine Aitken Cllr Robert Aldridge Cllr Norma Austin Hart Cllr Deidre Brock Cllr Maureen Child Cllr Nick Cook Cllr Gavin Corbett Cllr Cammy Day Cllr Denis Dixon Cllr Sandy Howat Cllr Allan Jackson Cllr David Key Cllr Richard Lewis Cllr Alex Lunn Cllr Melanie Main Cllr Eric Milligan Cllr Vicki Redpath Cllr Jason Rust Cllr Andrew Burns (ex officio) Cllr Steve Cardownie (ex officio) For education items: Marie Allan (religious representative) Rev Thomas Coupar (religious representative) Allan Crosbie (teacher representative) Craig Duncan (religious representative) Lindsay Law (parent representative) John Swinburne (teacher representative)</p>	<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 Councillor Cathy Fullerton</p> 		

### [Edinburgh Learning Festival](#)

The Edinburgh Learning Festival took place on Friday 26 April at Hibs Stadium. The title of the event was 'Developing Future Leaders' and featured three keynote speakers: in the morning Graeme Logan (Assistant Director, Education Scotland), gave a presentation about 'Moving forward with teachers' professional development', and Steve Munby (Chief Executive of CfBT Education Trust) talked about 'Leadership for the future'. Dr. Margot Sunderland (Director of Education and Training at The Centre for Child Mental Health) gave the keynote address in the afternoon about 'Enabling troubled children and teenagers to thrive: The brain science, the psychology and practical interventions that work', which emphasised the importance of positive relationships for healthy child development. All of the presentations were challenging and thought-provoking. Musicians and singers from Broughton, James Gillespie's and Gracemount High Schools and from Tollcross Primary School and The East Craigs Community Choir (East Craigs Primary School and Community Learning and Development) performed for the delegates. There was also an 'Exhibition Village' showcasing a diverse range of work taking place in schools and learning centres across the city.

The conference was very well received by all who attended.

### [Aspiring Head Teachers achieve national standard](#)

Congratulations are in order for a number of colleagues who have successfully achieved the Standard for Headship, awarded by the General Teaching Council Scotland. The standard defines the leadership and management capabilities of head teachers. Five City of Edinburgh staff were awarded either the Scottish Qualification for

More information is available from Joyce Rochford on 469 3058 or [joyce.rochford@edinburgh.gov.uk](mailto:joyce.rochford@edinburgh.gov.uk)

More information is available from Caroline Bayne, Principal Officer: Teaching, on 469 3980 or [caroline.bayne@edinburgh.gov.uk](mailto:caroline.bayne@edinburgh.gov.uk)

Headship (SQH) or Flexible Route to Headship (FRH). The recipients were:

Pamela Tosh, Broughton High School (SQH)

Mike Irving, Craigmount High School (SQH)

Ian Porter, Firrhill High School (SQH)

Lewis Paterson, Trinity Academy (SQH)

Doreen MacKinnon, Currie High School (FRH)

### [Paolozzi Prize for Art](#)

Over 120 people gathered at the National Gallery on 16 April for the first [Paolozzi Prize for Art Award Ceremony](#). Organised by the Arts and Learning Team, 27 pupils were nominated from 13 high schools and Edinburgh Secure Services. Also in attendance were art teachers, families, friends and Yolanda Tartaglia, sister of Eduardo Paolozzi. The event was an outstanding success, and there were three category prizes and a prize for the overall winner. The categories were: Talent and Creativity; Overcoming Barriers; and New Directions. The work submitted was judged by a panel of art experts: Scottish artist Richard Demarco; Dundee academic Michael Spens, who commissioned the Paolozzi ceilings at Cleish Castle; Duncan Robertson, freelancer with the National Gallery's Education Team and who trained in Paolozzi's class in Munich; and Councillor Paul Edie, whose original idea it was to set up the prize. The overall winner was Lorna Searl, an S6 pupil from Boroughmuir High School. The Talent and Creativity prize went to Kit Andrew, S6 at St. Thomas of Aquin's High School. Overcoming Barriers was won by Siobhan Anderson, S5 at Edinburgh Secure Services, and Peyton Murdoch, S6 at James Gillespie's High School, took the New Directions prize. Congratulations to all who won and were commended, and to all who took part.

More information is available from Linda Lees, Arts and Learning Manager, on 469 3956 or [linda.lees@edinburgh.gov.uk](mailto:linda.lees@edinburgh.gov.uk)

## **Edinburgh Guarantee**

The [Edinburgh Guarantee](#) goes from strength to strength. Following its success at [the COSLA Excellence Awards 2013](#), it has now been commended by judges in the [MJ Local Government Achievement Awards 2013](#). It continues to make great progress with its efforts to help young people into jobs, training and further education. At the same time, Hollie Sword, a sixth year student at Tynecastle High School, has been named 2013 Career Academies UK winner of the Sir Win Bischoff Award (Scotland and Northern Ireland). This is an award which recognises the student who has 'travelled the furthest' in terms of personal development and commitment during the programme.

## **Physical Education in Schools**

The City of Edinburgh Council is committed to achieving by 2014 the target of 100% of its schools delivering two hours of quality PE in primary and two periods of PE in S1-S4. Good progress is being made and in the current academic year, 84% of primaries, 65% of secondaries and 80% of special schools are already meeting the target.

Work is also underway to support the development of the quality of PE. Two part-time PE Development Officers will focus on improving planning and professional development of PE Specialists and class teachers in primary schools, and developing cluster work in secondary schools. The cluster work is intended to share standards for the development of Curriculum for Excellence. Community Sports Hubs in Forrester/St. Augustine's, Broughton and Royal High School already use a cluster approach to PE, involving a number of partners. £200k of funding over two years from Education Scotland and Sportscotland is helping to support the development of PE.

More information is available from Karen Prophet, Senior Education Manager – Quality and Curriculum, on 469 3048 or [karen.prophet@edinburgh.gov.uk](mailto:karen.prophet@edinburgh.gov.uk)

More information is available from Robin Yellowlees, Sport and Outdoor Education Unit Manager, on 469 3953 or [robin.yellowlees@edinburgh.gov.uk](mailto:robin.yellowlees@edinburgh.gov.uk)



### [Primary school placing requests fall](#)

The number of requests for out-of-catchment primary school places has fallen compared to last year. 807 requests were received this year, compared to 1109 last year – a drop of 27%. This comes on the back of a campaign by Children and Families to encourage more parents to send their children to their local school. And it looks as though concerted efforts to encourage parents to learn more about their catchment school and the benefits of attending it are paying off. There is increased pressure of rising school rolls, meaning that 577 requests were refused of the 807 received (compared with 610 refusals out of 1109 last year). At the same time, the number of P1 registrations has increased from 4408 last year to 4538. The primary roll is expected to increase by a further 20% by 2019. All parents who made placement requests outside their local school have been informed of the decision.

### [A plan for people with autism who do not have a learning disability](#)

Autism is a lifelong developmental disorder from which people experience problems with: communication, understanding others and restrictive repetitive behaviour. The severity of the disorder varies; some people can live independently whilst others need specialist support.

The Government published [The Scottish Strategy for Autism in 2011](#). One of its indicators for best practice is the development of a local autism strategy for each area. From May to July, the Council and NHS Lothian will be consulting on a draft plan for services for people with autism in Edinburgh. [The plan](#) has been developed in partnership with people with autism, their carers, NHS Lothian and local service providers. It focuses on people with autism who do not have a learning disability, as there are significant gaps in provision and specific

More information is available from Fiona Yeats, Grants Awards and Placements Manager (Acting), on 469 3038 or [fiona.yeats@edinburgh.gov.uk](mailto:fiona.yeats@edinburgh.gov.uk)

[Towards an Edinburgh Autism Strategy – A Plan for People with Autism who do not have a Learning Disability](#) - Report to the Corporate Policy & Strategy Committee – 16 April 2013

needs for this group.

The draft plan outlines a range of proposals including the need to raise awareness across services including, for example, identifying 'autism champions', improving the care pathway for people with autism, improving housing services, increasing access to employment, and support for carers. The report attached gives more background detail and lists the recommendations.

### **Forthcoming activities:**

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The Policy Development and Review Sub-Committee will next meet on Wednesday 12 June 2013 at 2.30pm in the European Room. The next meeting of the Education, Children and Families Committee will be on Tuesday 8 October at 10.00am in the European Room.

A series of Children and Families briefings and visits for Elected Members were organised this term. There have been briefings on: Integrated Property and Facilities Management; School Admissions; Early Years; ICT and Teaching and Learning; and Healthy Children. Additionally, visits to PrePare, Edinburgh Families Project and Edinburgh Secure Services have taken place. More are planned for late May and June 2013. The briefings will be: Sport and Outdoor Learning (23 May) and Child Protection (26 June). A visit to Oxfams Young People's Centre is also arranged for 5 June. Places on these visits can be reserved via either John Heywood or Vivienne Shaw. A visit to Lagganlia Outdoor Centre was arranged for late June but had to be postponed following the announcement of the by election date in the Liberton/Gilmerton ward. This visit is being re-arranged. A series of further briefings and visits is arranged up to late December 2013, and dates for these will be available shortly. If there are areas of Children and Families' work about which you would like to be briefed but which are not covered by the programme, please let us know and we will try to arrange them.

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Inspection of Children's Services in Edinburgh

Item number	7.1
Report number	
Wards	All

### Links

Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO1 - CO6</a> , <a href="#">CO10 - CO15</a>
Single Outcome Agreement	<a href="#">SO2</a> , <a href="#">SO3</a> , <a href="#">SO4</a>

### Gillian Tee

Director of Children and Families

Contact: Alistair Gaw, Head of Support to Children and Young People

E-mail: [Alistair.Gaw@edinburgh.gov.uk](mailto:Alistair.Gaw@edinburgh.gov.uk) | Tel: 0131 469 3388

# Executive summary

## Inspection of Children's Services in Edinburgh

### Summary

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- 1 To advise Members of the outcome of a comprehensive inspection of services for children in Edinburgh. The inspection examined how well services in Edinburgh work together to improve outcomes for children, especially children in need.
- 2 The inspection was a multi-agency inspection on behalf of Scottish Ministers led by the Care Inspectorate. The Care Inspectorate plans to inspect services for children across all 32 local authority areas by the end of March 2017.
- 3 In addition to the Care Inspectorate the scrutiny bodies involved were Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland, Healthcare Improvement Scotland and Audit Scotland.
- 4 The inspection report was published on 29 April. The inspectors found that services are working well together and that they are having a positive impact on outcomes for children in Edinburgh.
- 5 The inspection found child protection services, the commitment of staff, engagement with children and families, partnership working and leadership to be particular strengths. The report provides a valuable agenda for continued improvement.

### Recommendations

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To recommend that the Education, Children and Families Committee:

- 1 Welcomes the findings of the inspection of children's services in Edinburgh;
- 2 Notes the commitment of the Children's Partnership to deliver continued improvements in services for children in need and to report progress to this Committee through the Policy Development and Review sub-committee on an annual basis.

### Measures of success

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The inspection was an evaluative inspection based on an established EFQM quality framework. The inspection report covers a wide range of quality indicators and presents evaluations on a six point scale.

## Financial impact

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No financial implications.

## Equalities impact

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There is no equalities impact as a result of this report.

## Sustainability impact

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There are no adverse environmental impacts arising from this report.

## Consultation and engagement

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The inspection activity included extensive engagement with staff and service users.

## Background reading / external references

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[‘Services for Children and Young People in the City of Edinburgh’](#) – Inspection Report. Care Inspectorate, April 2013

[Report to Education Children and Families Committee 5 March 2013](#)

[‘How well are we improving the lives of children, young people and families?’](#) A guide to evaluating services for children and young people using quality indicators. Care Inspectorate, October 2012

## Inspection of Children's Services in Edinburgh

### 1. Background

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1.1 Scottish Ministers asked the Care Inspectorate to develop a new model for the scrutiny of and improvement of services for children and young people designed around:

- Getting it right for every child (GIRFEC)
- a strong focus on children and young people
- joining up scrutiny.

The Care Inspectorate developed a model for inspecting services for children which aims to:

- improve outcomes for all children and young people;
- provide independent assurance about the effectiveness of services for children and particularly the most vulnerable children and young people, including child protection;
- build capacity for improvement.

1.2 The Care Inspectorate plans to inspect services for children across all 32 local authority areas by the end of March 2017.

1.3 The Care Inspectorate chose Edinburgh and Orkney as pilot sites. The reports were published on 29 April 2013.

### 2. Main report

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2.1 Inspection activity in Edinburgh began on 12 November 2012 and completed on 30 January 2013.

2.2 In addition to the Care Inspectorate, the scrutiny bodies involved were Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland, Healthcare Improvement Scotland and Audit Scotland. The team also included a young inspector.

2.3 The inspection team collected evidence by examining background information, reading 114 case files, holding focus groups and meetings and engaging with children, young people, parents and staff from all relevant agencies.

- 2.4 The inspection focussed on services for children in need including child protection, family support services, services for children with disabilities and children who are Looked After. They also scrutinized services for children affected by parental substance misuse and domestic abuse and examined the performance for services for young people with offending behaviour including those who presented a risk of harm to others.
- 2.5 The inspection reports on how well services work together to improve outcomes for children and young people. This included progress on child protection, implementation of Getting it Right for Every Child and the Corporate Parenting of Looked After Children.
- 2.6 The inspection found the following key strengths
- the high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families;
  - the actions taken to keep children and young people at risk of abuse and harm safe;
  - the very wide range of measures to consult and seek the views of children, young people, families and other stakeholders;
  - a strong culture and ethos of positive partnership working for the benefit of children, young people and families at all levels;
  - the visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention.
- 2.7. The report identifies four key areas for improvement for the Partnership.
- improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse;
  - improve planning to meet needs so that children and young people experience long-lasting improvements;
  - implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people; and,
  - continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable.
- 2.8 The areas for improvement identified in the report are consistent with the current priorities of the Council and the Children's Partnership – for example increasing support for vulnerable children to prevent the need for them to come into care, achieving earlier intervention and improving outcomes for children in need.
- 2.9 Improvement actions that result from the inspection will be built into the Partnership's improvement plans and progress will reported to the Policy Development and Review sub-committee of this committee. In addition, the Care Inspectorate plans to work with the Children's Partnership to develop new approaches to joint self-evaluation.

2.10. The report concludes that in the light of the inspection, inspectors are very confident that services will be able to achieve these improvements.

### 3. Recommendations

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To recommend that the Education, Children and Families Committee:

- 3.1 Welcomes the findings of the inspection of children's services in Edinburgh;
- 3.2 Notes the commitment of the Children's Partnership to deliver continued improvements in children's services and to report progress to this Committee through the Policy Development and Review sub-committee on an annual basis.

#### Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	P1 Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	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 CO10. Improved health and reduced inequalities CO11. Preventative and personalised support in place CO12. Edinburgh's carers are supported CO13. People are supported to live at home CO14. Communities have the capacity to help support people



	CO15. The public is protected
<b>Single Outcome Agreement</b>	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 SO4 Edinburgh's communities are safer and have improved physical and social fabric
<b>Appendices</b>	None

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Vision for Schools

Item number	7.2
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P1 - P7</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Vision for Schools

### Summary

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This report details the findings from the wider consultation about the vision for schools carried out between January and March 2013, and the consultation with members of the Education, Children and Families Policy Development and Review Sub Committee on 25 April 2013. It provides information about the background to the vision, the response to the consultation, and outlines the main findings, including areas of agreement and concern.

### Recommendations

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Committee is asked to:

1. Approve the vision;
2. Ask officers to report back in October 2013 with an implementation plan based on work in Appendix 2 and an analysis of current strengths and weaknesses.

### Measures of success

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The Vision for Schools is incorporated into the planning and practice of schools across the city.

### Financial impact

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There is no financial impact of this development.

### Equalities impact

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The findings and recommendations in this report should lead to greater equalities for children and young people attending, and staff working in, City of Edinburgh Schools by helping to identify where improvements can be made.

### Sustainability impact

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There are no adverse impacts arising from this report.

## **Consultation and engagement**

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Extensive consultation and engagement has been planned and taken place throughout the process of gathering the data for this report.

## **Background reading / external references**

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## Vision for Schools

### 1. Background

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1.1 On 9 October 2012, the Education, Children and Families Committee considered the draft Vision for Schools. Children and Families was commended on the work and asked to carry out wider consultation that was genuinely open-ended with parents, young people, teachers and other school/department staff, communities and elected members. This report presents the findings of this consultation to Committee.

### 2. Main report

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2.1 A wide range of partner organisations and community groups were invited to comment on the draft Vision. In total, about 80 responses were received: 30 of these were from school-based groups, 6 from staff groups or partner agencies; 44 were returned via an online survey, Survey Monkey.

2.2 Consultees were asked to respond to four questions:

- What do you like about the vision?
- Is there anything missing or that you would like to change?
- What do you think should be the priorities for schools in the next five year?
- How do we turn the vision into reality?

2.3 The responses ran to more than 100 pages of qualitative feedback covering a wide range of points. Of those who responded to the online survey, 74% agreed that 'the content of the vision is about right'; 26% disagreed. 61% agreed that 'the vision will help to make a positive difference'; 32% disagreed. The summary that follows summarises the key and recurring themes.

2.4 In addition, the meeting of the Education, Children and Families Policy Development and Review Sub Committee on 4 February 2013 listened to contributions from a range of speakers. They commented on the vision and set out their own priorities for schools in the coming five years. The speakers were from: Education Scotland; Educational Institute in Scotland; Scottish Centre for

Public Policy; and the Chairs of the Nursery, Primary and Special School Head Teacher Executives. Their points have been incorporated into the themes below.

2.5 Several main themes emerge from an analysis of the feedback. There was widespread agreement on a number of points:

- The **importance of early years and early intervention** – respondents welcomed the inclusion of a ‘Best start in life’ heading and the general focus on early intervention although some felt that this needed to be highlighted more.
- The need to **consolidate Curriculum for Excellence** was highlighted in several responses, particularly from staff groups. Some felt that it needed support and time to develop and evolve. Some called for an ‘initiative-freeze’ to allow CfE to be embedded.
- The need to **improve ICT** in schools emerged as a strong theme, with calls for equipment and systems to be invested in and kept up to date.
- The **importance of parental engagement** was emphasised in many responses, with the need to communicate effectively with and engage all parents – including those who aren’t currently reached - as partners in learning. Pupil engagement was also mentioned in several responses, as was the importance of engaging with staff.
- The **importance of community engagement** was another key theme. Several respondents welcomed the commitment to place schools at the heart of their communities, commenting on the need to ensure that lets were affordable for community groups, that schools themselves are welcoming, that adult education and youth work are supported, hosted or provided by schools, that after hours provision is extended and that schools are seen as hubs for partnership working.
- The need to include more on **partnership working** was highlighted in several responses. Partnership and multi-agency working needs to be seen not just as something that can support schools to achieve their objectives, but as a genuinely collective approach where all agencies work together in the interests of getting it right for every child.
- Several respondents highlighted the need to **focus on wider achievement** in schools, with calls for academic and vocational equality, a broad and general education, and the need to profile and recognise wider achievement.

2.6 There were also a number of areas of concern. These were:

- **Budget** – the concern that is expressed most often in relation to achieving the vision concerns the overall budget situation. Respondents wondered how the vision could be realised in the context of budget constraints. Some thought many of the ideas outlined would require new money and others feared cutbacks in other areas to achieve ideas set out in the vision.
- **How the vision will translate into practice** – many respondents welcomed the overall scope and direction of the vision but wondered about what effect it will have in practice. Many respondents mention the need for action plans and success criteria to show how the vision will be implemented and what success will look like.
- The idea of **rotating head teachers** so that they serve no longer than five to seven years generated a significant response. Whilst some respondents felt this was a good idea and worth exploring, more felt that it would be problematic, both in terms of practical implementation and in terms of the benefits that it might bring against the difficulties it might create in terms of continuity and in terms of parental involvement in selecting senior school staff. Others felt the opportunity (but not the requirement) should be extended to other school staff.
- Some welcomed the idea of increasing the use of **para professionals** although some expressed caution that this might lead to a ‘dumbing down’ of the educational experience for pupils with less well-qualified staff taking classes.
- The focus on the **lowest achieving 20%** of pupils was supported by some respondents but more were concerned that this should not be at the expense of other pupils and that the focus should be on supporting all pupils to achieve their potential. The needs of high achieving pupils should not be overlooked.
- Whilst the commitment to strengthen support for **pupils with additional support needs** was welcomed by many, there were some concerns again that this should not be at the expense of other pupils.

2.7 Additionally, a number of other points were raised that respondents considered should be included in the vision. These were:

- There was support for including a heading on **healthy children and young people**, including physical and mental health. Several

responses highlighted the importance of physical and sports education and outdoor learning in general.

- Many respondents emphasised the importance of developing **links with further and higher education institutions** and of developing better **links with employers, businesses and industry**.
- The need to **improve the school estate** was highlighted in several responses, with references to the current state of some buildings, overcrowding and the condition of playgrounds.
- Some respondents welcomed the idea of **improving initial training** for teachers so that failing students are not allowed to progress to probation. Others raised the need to address the issue of 'failing teachers'.

2.8 Finally, a number of comments were offered in relation to the presentation of the draft vision. These were:

- **Language issues** - The phrase 'para professional', as well as the inclusion of a number of other specialised terms such as Total Place and several acronyms and abbreviations was seen by many as unhelpful. There was a suggestion to include a glossary of terms.
- Some responses highlighted a **lack of consistency** in the document – some sections are high level, whereas some are much more detailed and specific. Some people felt that it was unclear who the intended audience was for the vision.
- Whilst many respondents welcomed the **overall tone, direction and approach** of the vision, some felt that it was vague and woolly. Some expressed the view that there was a lack of radical thinking.
- Some people felt that the vision is too wide-ranging with too many priorities.

2.9 The meeting of the Education, Children and Families Policy Development and Review Sub Committee on 25 April considered the findings outlined above and offered its own comments on the Vision document. Members were asked to consider the four consultation questions:

- 1 What do you like about the Vision?
2. Is there anything missing or that you would like to change?
- 3 What do you think should be the priorities for schools for the next five years?
- 4 How do we turn the Vision into reality?

The feedback from the three small groups that discussed the questions was:



Question 1:

- The Vision was welcomed as a template for future work of the Committee.
- The Vision was seen as a good communication tool between the Council and stakeholders.
- Whilst the Vision document is comprehensive, it perhaps required more detail in some areas.
- The rotation of head teachers and of other staff should be seen as a development opportunity rather than a mandatory requirement.

Question 2:

- A framework/action plan should be provided with key benchmarks backed up by various workstreams.
- A greater understanding of the work/roles of head teachers was required, and opportunities for exploring good practice should be explored.
- There should be a greater focus on the quality of teaching and learning outcomes for children.
- Greater emphasis should be placed on developing healthy young people through healthy eating and physical activity. A separate heading should be added to reflect this.
- The Department needs to consider how it gets the best teachers to where they are most needed, and how it makes some schools more attractive environments in which to learn.

Question 3

- Improvements to the school estate and ICT systems and equipment
- Greater equality and the closure of the gap between schools in poorer areas and those in other parts of the city.
- Improved focus on early years and parental engagement.
- Early intervention and support should continue throughout the entire school programme.
- Redressing the balance between paperwork and face-to-face teaching.
- Become a more attractive option than independent schools in Edinburgh.

Question 4

- Involve all stakeholders to take the Vision forward.
- Provide a more unified school management style
- Focus on the quality of teaching and learning
- The Council needs to be aspirational and set a clear picture for the future.
- Put more emphasis on qualitative measures.

The complete comments from each small group are contained in Appendix 4.

The plenary that followed the small group feedback asked the Sub Committee to consider the question: What are the key messages to contribute towards the Vision for schools?

The key points put forward were:

- Make sure that the focus is on the needs of children.
- Focus on the quality of teaching and learning in the classroom.
- Further highlight the key issue of healthy children.
- Provide a more unified school management style and ensure good staff morale.
- Clarify exactly what is meant by rotating head teachers and other staff.
- Promote a city-wide culture of learning.

2.10 As a next step, Children and Families will evaluate its progress towards delivering the vision, highlighting areas of current strength and weakness. Officers will produce an implementation plan based on the work in Appendix 2.

2.11 The vision has been revised in line with the points expressed in paragraphs 2.5 to 2.9. It will be shared with a range of key stakeholders, including the Consultative Committee with Parents, Staff and Trade Unions and an action plan that identifies what can be implemented quickly and what will require more time will be produced. The vision will also need to articulate with schools' own planning processes (School Quality Improvement Plans) and with the Children and Families Service Plan. It is recommended that this is taken forward by an officer working group, including representation from schools, and that the finalised action plan is agreed at the Education, Children and Families Executive Committee in October 2013.

### **3. Recommendations**

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Committee is asked to:

3.1 Approve the vision;

3.2 Ask officers to report back in October 2013 with an implementation plan based on work in Appendix 2 and an analysis of current strengths and weaknesses.

## Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	<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>
<b>Council outcomes</b>	<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>CO6. Our children's and young people's outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Vision for Schools Headline Statement</li><li>2. Vision for Schools in Edinburgh</li><li>3. Vision for Schools in Edinburgh Consultations – Summary of responses</li><li>4. Vision for Schools – Policy Development and Review Subcommittee – Small group feedback</li></ol>

## **Appendix 1**

### **CITY OF EDINBURGH COUNCIL**

#### **Vision for Schools in Edinburgh**

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

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

- Have the best start in life
- Be physically and emotionally healthy
- Be successful learners, confident individuals and responsible citizens making a positive contribution to their communities; and,
- Leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.

#### **Best Start in Life**

We are determined to ensure that all children have the best start in life. All children in Edinburgh will have access to high quality early years provision including early learning, affordable childcare and family support from the age of three (or from birth in the case of vulnerable children).

#### **Healthy Children**

Physical and emotional health are recognised as essential for enjoyable and successful lives. All our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.

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

Schools in Edinburgh already provide a high quality education for their pupils in which all children are encouraged to achieve their potential. Attainment at Highers and Advanced Highers is in the top quartile for Scotland. We will improve further from 'good' to 'excellent', and continue to value wider achievement as key to a fully rounded education. There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for all children and young people in Edinburgh.

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

We are determined to reduce inequalities and provide high quality, appropriate support for all children and young people who need extra help, as soon as it is needed and for as long as it is needed. We are determined to improve the attainment of the lowest achieving children in Edinburgh and ensure that the attainment gap between highest and lowest achieving pupils is narrowed.

### **Schools in Challenging Circumstances**

We will maximise our support for schools in challenging circumstances enabling them to develop innovative and creative multi-agency approaches towards improving outcomes.

### **School Leavers**

We will ensure that all of our young people receive an education that meets the future needs of our communities, society and economy and prepares them for work, leisure, family life and lifelong learning. We will continue to increase the number of school leavers in positive destination.

### **Schools at the Heart of their Communities**

Schools provide a focal point for community life. We will encourage local parents to choose to send their children to their local school. We will develop schools as a community resource for a range of valuable local services, including, where appropriate, childcare, adult learning, youth work, and sports and leisure activities.

### **Leadership**

We will ensure that all of our schools have strong and effective leaders who are improving outcomes for children and young people. We will strengthen our support for leadership at all levels through a comprehensive programme of leadership development and collaboration.

### **Professional Development**

Staff are valued as our most important resource, and investment in their development is a key priority. Opportunities for development will include sharing and experiencing good practice within Edinburgh and elsewhere.

### **Parental and Pupil Engagement**

Strong parental and pupil engagement in our education service is key to improving outcomes for children. Parents, pupils and communities will be fully involved in shaping and developing learning and decisions affecting the life of their school.

### **Resources**

The challenge is for the Council to make the best use of its resources to achieve its vision for schools. This will include ensuring that school buildings are fit for purpose, with ICT resources which meet the needs of all learners and users.

## Appendix 2

**CITY OF EDINBURGH COUNCIL****Vision for Schools in Edinburgh**

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

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

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

**Best Start in Life**

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

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

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

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

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

Schools in Edinburgh already provide a high quality education for their pupils. Educational attainment at Highers and Advanced Highers is in the top quartile for Scotland. This is an especially impressive achievement given the high level of pupils in the independent sector at secondary level. We are ambitious for our educational service and for our pupils. We are determined to improve further from 'good' to 'excellent'. We will also develop our focus on wider achievement in schools, ensuring that it has a much higher profile and that its hugely important contribution to young people's learning and development is recognized and acknowledged.

There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for children and young people in Scotland. We recognize that it needs time to become consolidated and we need to ensure consistent and effective implementation in a way that secures:

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

This will be achieved by:

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

## **Healthy Children**

Physical and emotional health are recognized as essential for enjoyable and successful lives. All of our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.

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

We will further develop this priority and continue to raise the attainment of the lowest achieving 20% of pupils and narrow the attainment gap between the highest and lowest achieving children. We recognise the important role of special schools. We also want to strengthen support for children with additional support needs, including those with emotional and behavioural needs, within mainstream schools. We want to reduce the need for children to be excluded from school and reduce the number of children who are absent from schools. We are determined to achieve this whilst ensuring that all children and young people are supported to achieve their potential.

This will be achieved by:

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



- strengthening support for looked after children;
- increasing support for vulnerable children, including help for families so that fewer need to go into care;
- strengthening engagement with and support for parents, especially those who are hardly reached e.g. home school link workers; and
- targeting resources to children and schools in areas of greatest need, including strengthening support for positive action schools.

### **Schools in Challenging Circumstances**

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

- targeting additional resources to those schools and communities;
- implementing a Total Place approach so that all partners work together more effectively to improve outcomes for children and young people;
- managing school catchment areas to secure, as far as possible, comprehensive schools
- trial all year provision in areas of the city e.g. through summer/holiday provision including community based activities;
- trialling all year provision in areas of the city and
- trialling family/ vertical groupings in schools as a method of supporting positive behaviour and learning.

### **School Leavers**

We are determined to ensure that all young people in Edinburgh leave school into positive and sustained destinations in education, employment or training. We need to do more to ensure that education meets society's future needs e.g. economic development, skills for lifelong learning, future patterns of employment, and skills required by employers. A high priority will be to develop stronger links with Further and Higher Education and with employers, business and industry.

This will be achieved by:

- ensuring effective partnership working, particularly in the senior phase, including engagement with further and higher education, community learning and development and employers;
- leadership and resources at a Government and Council level to ensure that school leavers are prioritised for opportunities in further and higher education, employment and training;
- closer links between employers, colleges, universities and schools;
- learning from examples of good practice e.g. Edinburgh Guarantee;
- employers encouraged to support school leavers through jobs, internships, apprenticeships, work experience, mentoring;
- ensuring support for 16+ learning choices are more embedded within schools and across partner organisations; and
- improved information for young people about the opportunities available and for employers about how they can help.

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

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

- develop all schools as community schools providing learning opportunities and

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

### **Leadership**

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

This will be achieved by:

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

### **Professional Development**

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

- rotation of head teachers and of other staff as a voluntary opportunity to experience practice in different settings ;

- increased opportunities for all staff to move between schools to support wider professional development;
- exploring greater use of external and non-teacher trained professionals alongside teachers bringing in a range of talent, skills and support;
- high quality professional development backed by research;
- improving initial training so failing students are not allowed to progress to probation, and implementing further measures to deal with 'failing' teachers;
- increased opportunities for learning between schools e.g. sharing good practice and developing innovative practice; and
- secondment of staff to work in each other's schools and at the centre.

### **Parental and Pupil Engagement**

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

This will be achieved by:

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

### **Resources**

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

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

Despite the rising primary roll and the pressure in some primary schools across the city, there are still almost 5,000 empty school places across the primary estate. We will draw up a long-term strategic plan to tackle both overcrowding and under use in schools. There is a need to promote "local schools for local pupils" so that increasingly parents want to send their child to their local school. Parental expectation needs to be managed as it is clear there will be fewer places in schools for non catchment children in future.

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

- ICT infrastructure which is secure and reliable
- more accessible VLE
- strategy in place for support for 1 to 1 technology

- arrangements for sharing best practice
- addressing issues regarding SEEMIS and GLOW
- development of a strategy for post 2016.

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

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

## Appendix 3

### Vision for Schools in Edinburgh Consultation Summary of Responses

#### Participation in the Consultation

Responses were received from:

- 10 Parent Councils
- 10 school staff groups
- 3 pupil/student councils
- 6 neighbourhood parent groups
- Consultative Committee with Parents
- Children and Families senior managers
- NHS Lothian
- Planning and Performance staff
- Adult Education Programme Team, Community Learning and Development
- Lothian Association of Youth Clubs

In addition, there were 44 responses to the online survey, with:

- 10 from individual members of staff
- 2 on behalf of partner agencies
- 1 on behalf of a community group
- 30 from individuals

The four key consultation questions were:

- What do you like about the vision?
- Is there anything missing or that you would like to change?
- What do you think should be the priorities for schools for the next five years?
- How do we turn the vision into reality?

In addition, respondents to the online survey were asked for their general reaction to the vision and to comment on the content under each of the vision's headings. They were asked if the heading itself should be included, whether they felt the ways in which this part of the vision will be achieved were appropriate and whether they would add or remove anything from this part of the vision. The response to these questions is summarised on page 3 of this document.

In total, the responses run to more than 100 pages of primarily qualitative feedback covering an extremely wide range of points. This short summary represents an initial attempt to identify key and recurring themes in the feedback. The full source documents are available to elected members on request.

#### Key themes

Several key themes emerge from an analysis of the feedback:

- **Budget** – the concern that is expressed most often in relation to achieving the vision concerns the overall budget situation. Respondents wondered how the vision could be realised in the context of budget constraints. Some thought many of the ideas outlined would require new money and others feared cutbacks in other areas to achieve ideas set out in the vision.

- **How the vision will translate into practice** – many respondents welcomed the overall scope and direction of the vision but wondered about what effect it will have in practice. Many respondents mention the need for action plans and success criteria to show how the vision will be implemented and what success will look like.
- The **importance of early years and early intervention** – respondents welcomed the inclusion of a ‘Best start in life’ heading and the general focus on early intervention although some felt that this needed to be highlighted more.
- The idea of **rotating head teachers** so that they serve no longer than five to seven years generated a significant response. Whilst some respondents felt this was a good idea and worth exploring, more felt that it would be problematic, both in terms of practical implementation and in terms of the benefits that it might bring against the difficulties it might create in terms of continuity and in terms of parental involvement in selecting senior school staff. Others felt the opportunity (but not the requirement) should be extended to other school staff.
- The **importance of parental engagement** was emphasised in many responses, with the need to communicate effectively with and engage all parents – including those who aren’t currently reached - as partners in learning. Pupil engagement was also mentioned in several responses, as was the importance of engaging with staff.
- The need to include more on **partnership working** was highlighted in several responses. Partnership and multi-agency working needs to be seen not just as something that can support schools to achieve their objectives, but as a genuinely collective approach where all agencies work together in the interests of getting it right for every child.
- The need to reference and express the vision for schools in the overall context of the **Children and Families and Children’s Partnership joint vision and strategic outcomes** was highlighted in some responses. Some felt that the vision needs to be wider than just schools and needs to embrace the range of children’s services and lifelong learning.
- The need to **consolidate Curriculum for Excellence** was highlighted in several responses, particularly from staff groups. Some felt that it needed support and time to develop and evolve and warned that this could be undermined by more initiatives. Some called for an ‘initiative-freeze’ to allow CfE to be embedded.
- Several respondents highlighted the need to **focus on wider achievement** in schools, with calls for academic and vocational equality, a broad and general education, and the need to profile and recognise wider achievement.
- The **importance of community engagement** was another key theme. Several respondents welcomed the commitment to place schools at the heart of their communities, commenting on the need to ensure that lets were affordable for community groups, that schools themselves are welcoming, that adult education and youth work are supported, hosted or provided by schools, that after hours provision is extended and that schools are seen as hubs for partnership working.
- The need to **improve ICT** in schools emerged as a strong theme, with calls for equipment and systems to be invested in and kept up to date.

- The focus on the **lowest achieving 20%** of pupils was supported by some respondents but more were concerned that this should not be at the expense of other pupils and that the focus should be on supporting all pupils to achieve their potential. The needs of high achieving pupils should not be overlooked.
- Whilst the commitment to strengthen support for **pupils with additional support needs** was welcomed by many, there were some concerns again that this should not be at the expense of other pupils.
- There was support for including a heading on **healthy children and young people**, including physical and mental health. Several responses highlighted the importance of physical and sports education and outdoor learning in general.
- Some welcomed the idea of increasing the use of **para professionals** although some expressed caution that this might lead to a ‘dumbing down’ of the educational experience for pupils with less well-qualified staff taking classes.
- Many respondents emphasised the importance of developing **links with further and higher education institutions** and of developing better **links with employers, businesses and industry**.
- The need to **improve the school estate** was highlighted in several responses, with references to the current state of some buildings, overcrowding and the condition of playgrounds.
- Some respondents welcomed the idea of **improving initial training** for teachers so that failing students are not allowed to progress to probation. Others raised the need to address the issue of ‘failing teachers’.

Finally there were some issues in relation to the presentation of the draft vision itself:

- **Language issues** - The phrase ‘para professional’, as well as the inclusion of a number of other specialised terms such as Total Place and several acronyms and abbreviations was seen by many as unhelpful. There was a suggestion to include a glossary of terms.
- Some responses highlighted a **lack of consistency** in the document – some sections are high level, whereas some are much more detailed and specific. Some people felt that it was unclear who the intended audience was for the vision.
- Whilst many respondents welcomed the **overall tone, direction and approach** of the vision, some felt that it was vague and woolly. Some expressed the view that there was a lack of visionary thinking.
- Some people felt that the vision is too wide-ranging with too many priorities.

#### **Response to the online survey quantitative questions:**

- 74% agreed that, ‘I think the content of the vision is about right’, while 26% disagreed

- 61% agreed that 'I think the vision will help to make a positive difference', while 32% disagreed.
- An average of 82% agreed that each heading should be included in the vision, with the highest score for Best Start in Life (88%) and the lowest for Leadership (76%)
- An average of 69% agreed that 'The ways in which this part of the vision will be achieved are appropriate' with the highest score again for Best Start in Life (77%) and the lowest for Leadership (63%)



## Appendix 4

### Education, Children & Families

#### Policy Development & Review Sub-Committee – April 2013

##### Vision for schools – small group feedback

QUESTION 1: What do you think about the vision?
<p>Group 1:</p> <ul style="list-style-type: none"><li>• Covers all areas in schools</li><li>• Prioritising within the vision</li><li>• Mechanism for 360° evaluation</li><li>• Visibility equality and head teachers</li><li>• No enforcement of rotation HT intended</li><li>• Opportunities for all staff to move around as part of professional development</li><li>• Change possibilities over 7 years</li></ul>
<p>Group 2:</p> <ul style="list-style-type: none"><li>• The fact we have a vision</li><li>• Leadership; Schools in Community; Parent engagement</li><li>• Provides a template that can inform the future work of the committee</li><li>• Key vision statement is correct</li><li>• Good communication tool for world outside Council</li></ul>
<p>Group 3:</p> <ul style="list-style-type: none"><li>• Comprehensive, but no catchment reorganisation detail</li><li>• Leadership – how much HTs are leaders/CPD</li><li>• More participatory schools (staff, parents)</li><li>• How to support more effectively</li><li>• Overall good</li><li>• Total place – multi-agency; parental involvement too</li><li>• Heart of communities</li><li>• Rotation of other staff seen as opportunity too – experience of other schools</li><li>• Incentivise teachers – hard places</li></ul>

**QUESTION 2: Is there anything missing from the vision or anything you would change?**

Group 1:

- Healthy Young People – New Heading
  - Healthy eating
  - Mental health
  - Physical activity
- Opportunities for further project (eg Suicide Awareness Project; Self Harming; Learning for Sustainability – Outdoor Learning; different types of IT Learning)
- How, where, when we teach children
- Look at best practice elsewhere
- Opportunities for system change in future
- The Education Campus
- Focus for different types of school
- Creativity to influence education
  - Across services
  - Curriculum timings, catchment changes
- Understand all schools in Edinburgh
- Enhance alumni

Group 2:

- How well does it articulate what schools will look like in 5/10 years time
- Has to develop over time
- Provides a framework
- Requires an action plan with key benchmarks
- How do we get the best teachers to where they are most needed? Can we make it easier for heads and teachers to move around?
- Management pool of HTs?

Group 3:

- More understanding of how HTs work – sharing good practice
- Too much paperwork (box ticking)
- More explicit about reducing bureaucracy
- Mix skills and experiences – older/younger staff
- Workforce development & HTs
- Shadowing opportunities – make more appealing; moving around is the norm
- Focus on outcomes for children – workforce second
- Misconception re social class and schools
- Sense of adventure in high schools supported by social mix
- Health and wellbeing needs to be included – health and safety for children as well teachers
- Huge impact of HTs
- Morale of classroom teacher key

### QUESTION 3: Priorities for 5 years?

#### Group 1:

- Lowest achieving 2%
- Early years strategy – appropriate staffing
- Parental engagement strategy

#### Group 2:

- Define what the pinnacle of a HTs career? Working in a high performing school or developing a school in more challenging circumstances?
- How do we make our schools a more attractive option for parents sending their children to private schools?
- Identify where there are mutual interest with the private sector
- Early intervention and support that continues with the child throughout its school career. More individual learning
- Should there be more diversity within the school sector?
- More focus on early years, and how care and learning go together
- Do we have the right skills mix in schools that meets needs of all children

#### Group 3:

- Template for HTs – agreed common way of working, consulting – built on best practice
- Redress balance between paperwork and face to face – more time teaching and meetings
- Currently individual department, school etc plan mountain of it
- ‘Bonfire of processes’
- Tinkering – equality has not changed
  - Schools in deprived areas
  - Correlation
  - Priority – narrowing the gap
- ESOL for older pupils (not just in early primary school)
- Countering view that only some schools give good education

### QUESTION 4: Turn vision into reality

#### Group 1:

- Basis for new service planning
- Operations plan – staff, children, parents, unions, elected members
- Creative indicators, measures
- Emphasis on qualitative

#### Group 2:

- The vision should inform a policy programme over the next 2 years
- A number of work streams should emerge from the priorities that can be developed
- The vision needs to be aspirational and set a picture of the future. Should be fixed but back up by work streams. The vision should describe what our schools will be like

#### Group 3:

- Into action
- Focus on 3 top things – equality, gap between deprived and better off ones
- More unified managements styles – morale/participation
- Review of processes
- Focus on quality of teaching & learning and don't direct away from

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Review of Community Access to Schools

Item number	7.3
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P4</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO4</a> , <a href="#">CO23</a> , <a href="#">CO24</a>
Single Outcome Agreement	<a href="#">SO4</a>

### Gillian Tee

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# Executive summary

## Community Access to Schools

### Summary

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This report provides an update on the work of the project team established to undertake a review of community access to schools (CATS). The report will provide information and proposals for consideration in the following areas.

- Online booking and payments
- Management arrangements
- Test areas/collaboration with Edinburgh Leisure
- Communication plan
- Finances

### Recommendations

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To recommend that the Education, Children and Families Committee:

1. Note the contents of this report.
2. Note that a detailed proposal on charging will be included in the next report.
3. Approve the continued development of IT systems to support CATS.
4. Approve the continued work on proposals for new financial arrangements to support CATS.
5. Approve the continued work on proposals for new management arrangements for CATS.
6. Note the continued work with partners to test out new collaborative practices across the city.
7. Approve the work on creating a communication plan.
8. Request a further progress report in Dec 2013.

### Measures of success

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There are a number of intended outcomes from the review of community access to Schools.

- Increased levels of Community Access to Schools
- Increased levels of collaboration with Edinburgh Leisure
- Efficiencies achieved
- New management arrangement proposals finalised
- Effective communication across all stakeholders
- Online booking and payment systems tested.

## **Financial impact**

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There is no financial impact in the current financial year. Associated savings of £300,000 have been approved for 2014-15.

## **Equalities impact**

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A full equalities and rights impact assessment (ERIA) will be undertaken.

## **Sustainability impact**

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There are no adverse impacts arising from this report.

## **Consultation and engagement**

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Consultation and engagement will continue with a wide range of partners including primary schools, secondary schools, nursery schools, special schools, Edinburgh Leisure, local communities and voluntary organisations.

## **Background reading / external references**

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## Community Access to Schools (CATS) Review

### 1. Background

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- 1.1 At the Education, Children and Families Committee held on 11<sup>th</sup> Dec 2012 approval was given to the CATS project team to undertake the tasks within the scope of the review and to present proposals for consideration at Committee in March 2013.

The tasks highlighted in that review were as follows,

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

- 1.2 A number of working groups have been established to support the key priorities of the Education, Children and Families Committee. One of those priority areas is CATS. A working group chaired by Councillor Lewis has been established and has met three times to challenge and support the work of the CATS Project Team. The CATS working group asked for the reporting timeline for the next CATS report to Education, Children and Families Committee to be extended until May 2013. This was to allow for more work to be undertaken and the working group to be able to function as intended.

- 1.3 The CATS Project Team has continued to meet on a regular basis and has reported to the CATS Working Group.

### 2. Main report

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- 2.1 The CATS Project Team has been guided by the working group and adjusted the key areas of its activity accordingly. There is agreement that the key areas of activity are the following,

- Prices/ Scheme of charges.
- Development of online booking and payment.
- Financial arrangement for schools.

- CATS management model.
- Collaboration with partners e.g. Edinburgh Leisure.
- Communication with stakeholders.

#### Prices/ Scheme of charges

2.2 A significant amount of work has been undertaken which has resulted in an increased understanding of the complexity of trying to set a 'one size fits all' set of charges for school sports facilities. The CATS Project Team recognise that the ambition to have consistency across our schools must take into account the significant variation in the quality of facilities and the socio-economic setting of our schools. Several of our High Schools have excellent sport facilities and as such can bear charges that are comparable with those of Edinburgh Leisure. However, a number of school sports facilities do not meet these standards and therefore an increase in charges could undermine the ambition to increase community access and usage. This matter requires further detailed consideration by the Project Team before recommendations are made.

#### IT Development

2.3 The CATS Project Team has continued to explore options that might lead to a city wide system for booking and payment of lets for schools. The Community Learning and Development Service will be testing a new system for booking and payment for adult education classes. The intention is to fully explore the capacity of that system to accommodate other function such as booking and payment for CATS. Members of The Working Party have now met with corporate colleagues to ensure that this IT development is aligned with other activity across the council. A small working group will be established to help take this forward.

#### Financial Management for Schools

2.4 Each Secondary School is responsible for achieving an income target generated from community lets/ access. The total income across the school estate for 2013/14 is expected to be £1.87m. We have eight designated Community High Schools who are in receipt of additional budget to support their community activity. The other 15 Secondary Schools get no additional financial support. However, this 'additionality' does not necessarily result in a higher level of community access in all those schools. The Cats Project Team has been exploring with head teachers possible alternatives to existing financial arrangements; one option is to remove income target responsibility to a central team in line with potential management changes referred to elsewhere in this report. The need to generate income will still exist but that could be achieved in a different CATS Management Model.

2.5 Community access to schools is currently managed quite differently across the school estate. Different arrangements are in place in the nursery, primary and special school sectors, than in our secondary schools. The situation is further complicated by community high schools operating in a way that is not replicated in the other secondary schools. Every Head Teacher should have the opportunity to access school facilities outwith the school day to support their



statutory obligations and wider aspirations for the school community. Any alternative management model for CATS will ensure that this access is protected.

Nursery, primary and special school Head Teachers are not charged with the responsibility of generating income and achieving an income target. Secondary Head Teachers' income targets vary from school to school and are set by Children and Families taking account of school roll, demography, historical levels of income, and the quality and range of facilities. All of the secondary schools work hard to achieve the income targets and create budget pressures elsewhere in the school budget if they are not achieved. The CATS Project Team has been provided with evidence that at times tensions have emerged over decisions about whether to approve a let because of the income over a let for a community group that would pay less, The CATS Project Team is working on proposals that will involve relocating the income generation responsibility from Head Teachers to the Community Learning and Development Service. To enable that service to take on this responsibility those additional resources which support Community Access to Schools in the eight Community High Schools would be removed and utilised to increase Community Access in all schools. There may be some merit in considering an area approach to managing CATS. We could reconfigure the resources available, achieve efficiencies and align that resource to the six areas established to take forward our ambitions for Getting It Right For Every Child. This would allow us to better connect our plans and to better engage with mechanisms such as Neighbourhood Partnerships to ensure that CATS was seen and understood to be an integral part of our cooperation with local communities to provide access to facilities that can contribute to strengthening those communities. Children and Families are committed to exploring these proposals with those most affected and will engage in a transparent process of organisational review.

#### Collaboration with Partners

- 2.6 One of the key features of the work of The CATS Review has been the very positive engagement with partner agencies. There have been significant contributions made by a number of services within the council but the contribution of Edinburgh Leisure has been extremely helpful and supportive.

Edinburgh Leisure have a number of shared ambitions with City of Edinburgh Council and their role in supporting the work of The CATS Project Team has been key in helping shape the way forward.

All the partners are committed to working effectively together to ensure that access to facilities in local communities is maximised and that by planning and working together we can do things differently to better meet the needs of local communities.

One of the practical tasks which was undertaken by The CATS Project Team was to create a map of facilities. This map highlights where schools, community centres and Edinburgh Leisure facilities are (Appendix 1). By creating this map

the project team were able to isolate areas in the city where 'tests' of better collaboration could be carried out. Those areas are:

- Gracemount (to be followed by Craigmoynton/North Edinburgh)
- Queensferry
- Currie/Balerno

Work has just been started in these areas and progress is being made. In the Gracemount area the secondary Head Teacher has worked with colleagues in Edinburgh Leisure, Sports and Outdoor Learning and CLD to identify a suitable joint approach to address the fact that the local leisure centre cannot meet demand at weekends yet the secondary school has not been open. We shall test the impact of opening the schools at the weekend. A similar approach has already been taken at The Royal High School as part of its designation as a school based Community Sports Hub. Local community sports clubs expressed the need for the school to be open more often at weekends and holidays. This is now happening and the early results are extremely encouraging.

In Queensferry H.S we have a unique set of management arrangements where Edinburgh Leisure manages the PE Block/ leisure facilities after 6pm and weekends. In partnership with Edinburgh Leisure we have agreed that a new model of management is required if that is to be sustainable. Children and Families are supportive of investing in the upgrade of these facilities as part of a new agreement with Edinburgh Leisure. Children and families and Edinburgh leisure will continue to explore a new set of management arrangements for the PE/Leisure Facilities in Queensferry HS. The intention is that these arrangements will protect pupil access and school use but also contribute to increasing community access. New agreements will be required in terms of the roles and responsibilities of the partners involved and the need to establish clarity over ongoing financial commitment. The intention will be to introduce a model of management which secures a sustainable agreement for both Edinburgh Leisure and Queensferry HS and a way of working which builds on the shared ambitions for improving services for the local community. Edinburgh Leisure has also agreed that a similar approach to that of Gracemount will be explored in Craigmoynton/North Edinburgh. The Currie/Balerno area has been identified as an area with a shortage of community facilities (well illustrated in the mapping exercise – see Appendix1) and initial efforts are being focused on the need to provide a 3G synthetic pitch suitable for both rugby and football.

## Communication with Stakeholders

- 2.7 The CATS Project Team acknowledges the need for an effective communication plan. Colleagues within Children and Families communication team are now active members of The CATS Project Team and work has begun on how best to ensure effective communication.

Stakeholders within the Council and partner agencies are aware of the direction of travel. Presentations have been made to a number of stakeholders e.g. Consultative Committee with Parents and the LNCT. The next phase of communication will focus on users.

### 3. Recommendations

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To recommend that the Education, Children and Families Committee:

- 3.1 Note the contents of this report.
- 3.2 Note that a detailed proposal on charging will be included in the next report.
- 3.3 Approve the continued development of IT systems to support CATS.
- 3.4 Approve the continued work on proposals for new financial arrangements to support CATS.
- 3.5 Approve the continued work on proposals for new management arrangements for CATS.
- 3.6 Approve the continued work with partners to test out new collaborative practices across the city.
- 3.7 Approve the work on creating a communication plan.
- 3.8 Request a further progress report in Dec 2013

### Gillian Tee

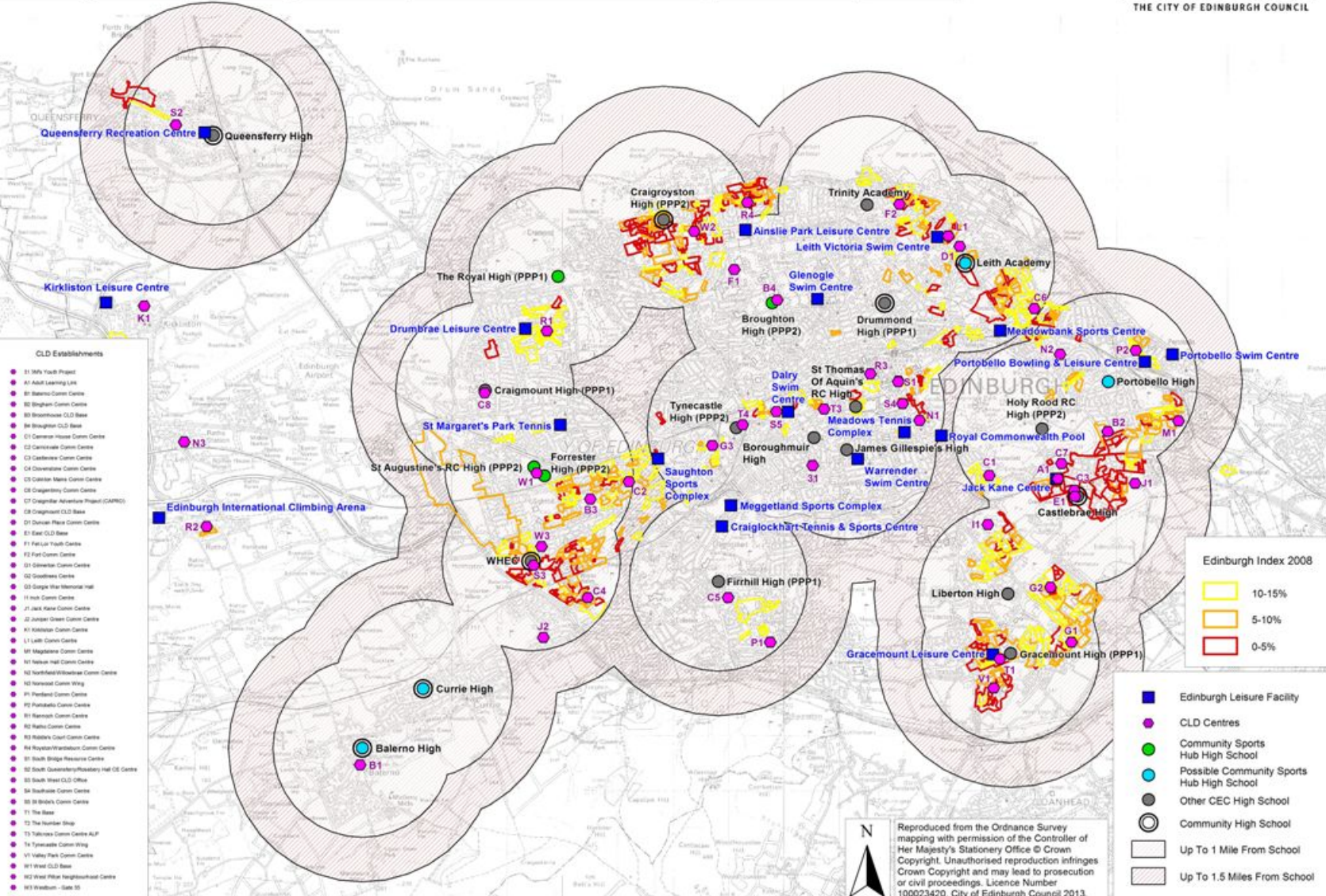
Director of Children and Families

### Links

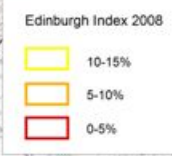
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<b>Coalition pledges</b>	P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
<b>Council outcomes</b>	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to 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 CO23. Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community CO24. The Council communicates effectively internally and externally and has an excellent reputation for customer care

<b>Single Outcome Agreement Appendices</b>	SO4. Edinburgh's communities are safer and have improved physical and social fabric 1. Facilities Map
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- CLD Establishments**
- S1 M6 Youth Project
  - A1 A&L Learning Link
  - B1 Balerno Comm Centre
  - B2 Bingham Comm Centre
  - B3 Broomhouse CLD Base
  - B4 Broughton CLD Base
  - B5 Broughton House Comm Centre
  - C1 Canonside Comm Centre
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- Edinburgh Leisure Facility
- CLD Centres
- Community Sports Hub High School
- Possible Community Sports Hub High School
- Other CEC High School
- Community High School
- Up To 1 Mile From School
- Up To 1.5 Miles From School

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# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Future of Castlebrae Community High School

<b>Item number</b>	7.4
<b>Report number</b>	
<b>Wards</b>	15 – Southside/Newington 16 – Liberton/Gilmerton 17 – Portobello/Craigmillar

### Links

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<b>Coalition pledges</b>	<a href="#">P4</a> , <a href="#">P5</a> , <a href="#">P7</a>
<b>Council outcomes</b>	<a href="#">CO1 – CO6</a>
<b>Single Outcome Agreement</b>	<a href="#">SO3</a>

**Gillian Tee**

Director of Children and Families

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# Executive summary

## Future of Castlebrae Community High School

### Summary

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The City of Edinburgh Council, at its meeting on 14 March 2013, considered a report on the “Outcome of Consultation Process for the Proposal to Close Castlebrae Community High School and associated catchment changes affecting Portobello High School and Liberton High School”. The Council approved the following motion:

- 1) To acknowledge the strong arguments presented in favour of, and against, closing Castlebrae Community High School; and the concerns expressed by the local community and the “Save the Brae” campaign.
- 2) To reject the officials’ recommendations in the report by the Director of Children and Families.
- 3) Council directs the Director of Children and Families to report to the Education, Children and Families Committee within three months with future options for Castlebrae Community High School including the potential to retain the Castlebrae Community High School as an Annex of Portobello High School until a new secondary school was delivered.
- 4) Council instructs officers to submit a report regarding the potential establishment of a Commission with appropriate external experts to look at viable options for the use of the proposed Annex.

### Recommendations

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Committee is asked to:

1. Reject the option of establishing Castlebrae Community High School as an annexe of Portobello High School .
2. Request the Director of Children and Families to proceed with short term improvement action including –
  - the consolidation of the Parent Council;
  - efforts to increase pupil enrolments for session 2013-14 in collaboration with the Parent Council;
  - support the current school cohort to ensure that curricular entitlements are met and that a range of personal and social development supports are in place;
  - a refresh of teaching and senior management staff;
  - consideration of the extension of current functions and the introduction of new activity to maximise the use of the school;

- consideration of how outcomes can be improved for this year's and next year's S1 pupils as they move through year stages, taking into account that numbers may not increase to any significant extent in 2013-14;
- establishment of a Working Group, including a panel of external experts, to advise the Council on options for the improvement of the school's performance in relation to attainment, achievement, attendance, positive destinations, and parental and community engagement, for implementation in session 2014-15 and beyond, taking into account the wider educational provision in the Craigmillar area, local regeneration activity and the commitment to a new school;
- identification of resource implications associated with the improvement programme.

### **Measures of success**

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- improved attainment, achievement, attendance and positive destinations for Castlebrae Community High School pupils;
- increased parental and community engagement;
- increased pupil numbers.

### **Financial impact**

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Resources required to implement short and longer term improvements will be contained within current budgets

### **Equalities impact**

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The recommendations in this report will have a positive impact on all aspects of equalities. The concerns raised in the Equalities and Rights Impact Assessment in relation to the the closure consultation focussed primarily on attendance and wider opportunities. These concerns are addressed by the proposed actions included in this report.

### **Sustainability impact**

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None

### **Consultation and engagement**

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Extensive consultation with all stakeholders is ongoing.

### **Background reading / external references**

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## Future of Castlebrae Community High School

### 1. Background

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- 1.1 The City of Edinburgh Council, at its meeting on 14 March 2013, considered a report on the “Outcome of Consultation Process for the Proposal to Close Castlebrae Community High School and associated catchment changes affecting Portobello High School and Liberton High School”. The Council approved the following motion:
- 1) To acknowledge the strong arguments presented in favour of, and against, closing Castlebrae Community High School; and the concerns expressed by the local community and the “Save the Brae” campaign.
  - 2) To reject the officials’ recommendations in the report by the Director of Children and Families.
  - 3) Council directs the Director of Children and Families to report to the Education, Children and Families Committee within three months with future options for Castlebrae Community High School including the potential to retain the Castlebrae Community High School as an Annex of Portobello High School until a new secondary school was delivered.
  - 4) Council instructs officers to submit a report regarding the potential establishment of a Commission with appropriate external experts to look at viable options for the use of the proposed Annex.
- 1.2 This report sets out short term proposals for improvements in the performance of Castlebrae Community High School following the Council decision not to close the school and a process for the identification of longer term improvements by a Working Group reporting to the Education, Children and Families Committee.

### 2. Main report

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- 2.1 The approved Council motion requests a report on future options for the school including the potential to retain it as an annexe of Portobello High School.
- 2.2 Castlebrae Community High School is currently a stand alone secondary school with its own designated catchment area. Changing the status of the school to become an annexe of Portobello High School would have a number of implications:
- By virtue of being transferred to Portobello High School, the delivery of the curriculum at Castlebrae Community High School would either be completely or partly discontinued constituting an effective closure of the school.

- Therefore a new full statutory consultation process would have to be undertaken. Any new proposals would take time to develop; the necessary approval to consult would then need to be sought before the consultation was undertaken in advance of reporting to Council for a decision. The earliest implementation date for any such proposal is likely to be August 2014.
- The establishment of Castlebrae Community High School as an annexe would add physical capacity to Portobello High School and the capacity of the school would need to be increased or, if not, would be very susceptible to challenges against refusal of non catchment placing requests. Increasing the intake would be likely to result in the full curriculum being unable to be delivered in the Portobello building and a significant level of relocation to the annexe.

2.3 Following further discussion with elected members, community representatives and the Head Teachers, there is consensus that there are no educational advantages to be gained from the establishment of an annexe and the consultation process required to do so would result in a further extended period of uncertainty regarding the future of the school. In order to have the best prospect of delivering successful improvements, the school and the wider community require certainty about the future of the school. It is therefore considered appropriate to discard the option of establishing the school building as an annexe of Portobello High School and focus instead on developing and implementing an improvement programme for the current Castlebrae Community High School.

2.4 The improvement programme requires to be considered in two phases. Immediate and short term action is required and is outlined below while longer term improvement measures will be developed by the Working Group proposed in the Council motion, with advice from external experts.

2.5 In the short term, for session 2013-14, immediate action should be undertaken as follows:

- Consolidate and strengthen the Parent Council in order to ensure that parents and the wider community are able to play a key role as partners in the improvement programme.
- In collaboration with the Parent Council, engage with parents of P7 parents in the catchment primary schools with a view to increasing the number of S1 enrolments for August 2013.
- Support the current school cohort to ensure that curricular entitlements are met and that a range of personal and social development supports are in place.
- Refresh the teaching staff and senior management in the school following individual career development discussions with all staff.
- Consider how the level of activity in the school could be increased by extending current functions such as vocational education and transferring other functions from elsewhere into the school, taking

account of the significant levels of community and regeneration activity in the area.

- Review the condition of the building and identify any works required to keep the school fully operational until a new school is built.
- Consider what resources, financial and otherwise, will be required to support short and longer term improvements for consideration by the Council, taking into account the current and projected financial environment.

2.6 In order to develop a longer term improvement plan, a Working Group, reporting to the Education, Children and Families Committee should be established. The Working Group would advise Committee on options for the improvement of the school's performance in relation to attainment, achievement, attendance, positive destinations, and parental and community engagement, taking into account the wider educational provision in the Craigmillar area, local regeneration activity and the commitment to a new secondary school.

2.7 The working group would have a core membership augmented by a panel of external experts to provide advice to the working group as required. Establishing the working group with a reporting line to the Education, Children and Families Committee would ensure proportionate elected member representation. External experts would be invited to contribute but would not be core members of the working group. A lead officer and supporting officers from Children and Families would be required and the working group would be serviced by Committee Services. Parent and Community representatives would be co-opted as core members of the working group. Proposed core membership:

- Chair – Councillor Fullerton;
- Elected members – 2 Labour members, 2 SNP members, and 1 each from the Conservative, Green and Liberal Democrat groups ;
- Officers – Gillian Tee, Director of Children and Families, Mike Rosendale, Head of Schools and Community Services, Karen Prophet, Senior Education Manager Quality and Curriculum, an Edinburgh secondary Head Teacher with appropriate experience;
- Community representatives – 3 representatives of the Parent Council and 2 representatives of the wider community;
- Castlebrae Community High School – Head Teacher ;
- Edinburgh College – Mandy Exley, Principal or her nominee;
- Total East Neighbourhood – officer to be nominated by Mark Turley, Director of Services for Communities.

2.8 Proposed membership of the expert panel: (proposed members have indicated an agreement in principle to participate subject to approval of Committee)

- Ross Martin, Centre for Scottish Public Policy
- Keir Bloomer, Education Consultant
- Alan Mclean, former Principal Psychologist, Glasgow City Council
- Dr Terry Wrigley, Visiting Professor, Leeds Metropolitan University

- Brian Macalinden, former Head Teacher of Castlemilk High School and member of the Cabinet Secretary's working group on attainment
- Lindsey Watt, Head Teacher of Castleview Primary School and member of the Cabinet Secretary's working group on attainment
- Dr Rowena Arshad, Head of Moray House School of Education or her nominee.

Education Scotland have agreed to provide input to the working group following completion of their scheduled follow through inspection Castlebrae Community High School at the end of May.

In addition to the expert panel membership detailed above, the Working Group may also want to invite evidence on the regeneration of the area from PARC.

The chair of the Working Group will have discretion to invite other external experts as agreed by the Working Group.

## 2.9 Proposed indicative timetable for the Working Group:

- Two initial meeting in June to consider officers' paper setting out current performance data, strengths, areas for improvement and to hear the views of staff, pupil representatives and local elected members and to agree key aspects of the improvement programme requiring advice from the expert panel;
- Meeting in late August with expert panel to hear and discuss their advice (The Chair of the working group may decide to have an additional meeting with the expert panel in light of the volume of evidence which may be presented);
- Meeting in October to agree improvement measures;
- Report to Education, Children and Families Committee on Working Group recommendations in December;
- Final meeting of Working Group in March 2014 to review progress of improvement programme;
- Report to Education, Children and Families Committee in June 2014 on implementation of improvement programme.

All working group meetings should be scheduled for at least a full morning or afternoon and should take place in Craigmillar if possible.

Local elected members would be updated on progress throughout the process by the Head of Schools and Community Services and the Chair of the Working Group.

### 3. Recommendations

---

Committee is asked to:

- 3.1 Reject the option of establishing Castlebrae Community High School as an annexe of Portobello High School .
- 3.2 Request the Director of Children and Families to proceed with short term improvement action including:
  - the consolidation of the Parent Council;
  - efforts to increase pupil enrolments for session 2013-14 in collaboration with the Parent Council;
  - support the current school cohort to ensure that curricular entitlements are met and that a range of personal and social developments are in place;
  - a refresh of teaching and senior management staff;
  - consideration of the extension of current functions and the introduction of new activity to maximise the use of the school;
  - consideration of how outcomes can be improved for this year's and next year's S1 pupils as they move through year stages, taking into account that numbers may not increase to any significant extent in 2013-14;
  - establishment of a Working Group, including a panel of external experts, to advise the Council on options for the improvement of the school's performance in relation to attainment, achievement, attendance, positive destinations, and parental and community engagement, for implementation in session 2014-15 and beyond, taking into account the wider educational provision in the Craigmillar area, local regeneration activity and the commitment to a new school;
  - identification of resource implications associated with the improvement programme.

**Gillian Tee**

Director of Children and Families

## Links

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<b>Coalition pledges</b>	<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>P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p>
<b>Council outcomes</b>	<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> <p>CO6. Our children and young people's outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<p>None</p>

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Report on the Implementation of Revised Secondary School Management Structures

Item number	7.5
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P5</a> , <a href="#">P26</a> , <a href="#">P30</a>
Council outcomes	<a href="#">CO2</a> , <a href="#">CO25</a> , <a href="#">CO26</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

Contact: John Hamilton, Seconded Head Teacher

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# Executive summary

## Report on the Implementation of Revised Secondary School Management Structures

### Summary

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This report provides information on the progress of motions agreed at the Education, Children and Families Committee on 11<sup>th</sup> December 2012 i.e.

- Address the issues raised in the surveys of teachers outlined in the Directors report and in the recent EIS paper
- Provide a full financial breakdown of savings delivered

### Recommendations

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1. The Education, Children and Families Committee notes this report
2. The Children and Families Department and Teacher Trade Unions continue their ongoing work to implement the agreed action points from the teacher surveys in session 2013/14
3. The Children and Families Department and Teacher Trade Unions review the long term impact of the revised secondary management changes on attainment and staff morale, and report back before the end of December 2014

### Measures of success

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The Revised Secondary School Management Structures have been fully implemented as of August 2012.

Projected budget savings have been and will be achieved on an annual basis.

A Review of Pupil Support in Secondary Schools has been carried out and a consistent approach implemented.



## Financial impact

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The revised Secondary Management Structures targeted annual savings of £2.4 million. The new staffing structures will achieve these savings targets in full after one off costs have been removed.

## Equalities impact

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There is no equality impact

## Sustainability impact

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Not applicable

## Consultation and engagement

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From December 2012 to April 2013:

- Ongoing consultation and joint working with Children and Families, HR and representatives from Teachers Trade Unions
- Ongoing consultation and discussion with Head Teachers
- HT Executive and Head Teacher meetings and additional meetings to discuss the outcome of Children & Families and EIS surveys including responses from additional neighbourhood meetings
- Attendance of the Director of Children and Families and Head of Schools and Community Services at Head Teacher meetings to discuss and progress the issues raised in Children and Families and EIS surveys.

## Background reading / external references

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Links to the EIS Surveys

<http://www.eis.org.uk/edinburgh/images/teachers%20survey.pdf>

<http://www.eis.org.uk/edinburgh/images/teacher%20response%20to%20question%202.pdf>

<http://www.eis.org.uk/edinburgh/images/teacher%20response%20to%20question%209.pdf>

<http://www.eis.org.uk/edinburgh/images/dept%20cl's%20survey.pdf>

<http://www.eis.org.uk/edinburgh/images/sfl%20and%20sfp%20leaders.pdf>

Children and Families survey summary

<http://www.edinburgh.gov.uk/downloads/download/2674/summary>

## Report on the Implementation of Revised Secondary School Management Structures

### 1. Background

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- 1.1 This report provides an update on the progress of addressing issues raised in the Children and Families and EIS surveys and a financial breakdown of the savings delivered as agreed at the Education, Children and Families Committee, 11 December 2012.

### 2. Main report

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- 2.1 In September/October 2012, the Children and Families and Teacher Trade Unions issued separate questionnaires to teaching staff to secure feedback on the implementation of Revised Secondary Management Structures. The EIS survey results were issued to members of the Education, Children and Families Committee prior to the meeting on 11 December and the Children and Families survey results were available (due to the size of the report) in hard copy at Waverley Court.
- 2.2 It was agreed to progress the issues raised in these surveys jointly by Children and Families and the Teacher Trade Unions at our ongoing joint meetings
- 2.3 The outcomes of the surveys were also issued to Secondary Head Teachers and their views were sought at an additional Head Teacher meeting held in March 2013 with a Teacher Trade Union representative as an observer.
- 2.4 The Director of Children and Families and Head of Schools and Community Services also attended a Head Teacher meeting in January 2013 to seek responses from Head Teachers to address the issues raised in the teacher surveys. This was extended to a series of questions to Head Teachers which were addressed at neighbourhood Head Teacher meetings.
- 2.5 At subsequent meetings from January to April 2013 with Teacher Trade Unions, HR and Children and Families staff, the following issues from the surveys were agreed for action in all 23 Secondary Schools:
- Subject specific training for Curricular Leaders to be provided for those CLs whose new remits include unfamiliar subjects. Providers

could be drawn from SQA personnel or others with relevant knowledge. This is to be initiated during 'exam leave' May 2013.

- All schools are required to undertake a review of their behaviour management policy to reflect the reduced number of Curricular Leaders and Depute Head Teachers. The Children and Families department will commit to support sharing examples of good practice e.g. Duty Head rotas and "on the floor support" arrangements. The Children and Families department will also support the provision of appropriate CPD opportunities e.g. restorative practice
- Head Teachers to review with Curriculum Leaders the allocation of adequate management time to reflect number of subjects, numbers of staff and pupils and geographical location of subjects within school building. This is to be completed by start of new timetables for session 2013/14
- Joint work streams organised through the LNCT will monitor and address the impact on attainment and workload resulting from the implementation of Curriculum for Excellence and the new National Qualifications

2.6 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. There are, however, a number of one off and other costs associated with the reduction in management resource.

These are detailed below, together with the funding treatment for each cost.

(i) **One off costs relating to the voluntary release of depute head teachers and principal teachers**

In August 2011, the 6 depute head teachers and 52 principal teachers were released under the Council's Voluntary Early Release (VERA) scheme. A further 29 PTs have been released in 2012/13. These costs were funded corporately under the VERA funding arrangements for approved savings.

(ii) **Transition costs**

The budget saving was approved from August 2011. However the detailed consultation and planning required as part of a phased implementation meant that the new management model was not fully in place until March 2012. The outcome of the separate review of guidance arrangements, resulted in further staffing realignments which were fully implemented by August 2012. Transition costs were incurred where acting up arrangements were needed in advance of the implementation of the new structure.

(iii) **Conservation costs**

These costs have occurred when principal teachers have been moved to a mainstream teaching post or a promoted post in the new structure on a lower salary scale following the restructure. The principal teachers (subject) are entitled to retain a conserved salary at the pre restructure level for a defined period of time. In accordance with teachers' terms and conditions this conserved salary will remain in place until either February 2015 or March 2016, dependent on the original date of appointment. The principal teachers of Guidance/Support for Learning are entitled to retain a conserved salary at the pre structure level until August 2015 or March 2016, dependent on the original date of appointment.

It should be noted that projected costs will reduce over time through natural turnover.

Due to the phased implementation of the secondary management restructuring and the combination of one off and recurring conservation costs, an overview of the financial outcome of the restructuring can best be presented by looking at the costs and savings over five years, i.e. up to the point that the conservation costs come to an end. This is shown in Table 1 below.

**Table 1**

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>TOTAL</b>
	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>	<b>£m</b>
<b>Savings</b>	<b>(1.492)</b>	<b>(2.400)</b>	<b>(2.400)</b>	<b>(2.400)</b>	<b>(2.400)</b>	<b>(11.092)</b>
<b>Costs</b>						
VERA payments	1.533	0.782	0	0	0	2.315
Transition	1.140	0.020	0	0	0	1.160
Conservation	0	0.767	0.635	0.635	0	2.037
<b>Total Costs</b>	<b>2.673</b>	<b>1.569</b>	<b>0.635</b>	<b>0.635</b>	<b>0</b>	<b>5.512</b>
<b>Net cost (saving)</b>	<b>1.181</b>	<b>(0.831)</b>	<b>(1.765)</b>	<b>(1.765)</b>	<b>(2.400)</b>	<b>(5.580)</b>

This shows that over the five year period the projected position is that net savings totalling £5.580 million will be delivered and that by 2015/16 all conservation costs will have ceased and the annual saving of £2.4m will be achieved in full.

### 3. Recommendations

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- 3.1 The Education Children and Families Committee notes this report.
- 3.2 The Children and Families Department and Teacher Trade Unions continue their ongoing work to implement the agreed action points from the teacher surveys in session 2013/14
- 3.3 The Children and Families Department and Teacher Trade Unions review the long term impact of the revised secondary management changes on attainment and staff morale, and report back before the end of December 2014

### Gillian Tee

Director of Children and Families

### 4. Links

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<b>Coalition pledges</b>	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P26. Establish a policy of no compulsory redundancies P30. Continue to maintain a sound financial position including long-term financial planning
<b>Council outcomes</b>	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO25. The Council has efficient and effective services that deliver on objectives CO26. The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	None

# Education Children and Families Committee

10am, Tuesday 21 May 2013

## Early Years Strategy Progress Report

Item number	7.6
Report number	
Wards	All

### Links

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Coalition pledges:	<a href="#">P1</a> , <a href="#">P6</a>
Council outcomes	<a href="#">CO1</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

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## Early Years Strategy Progress Report

### Summary

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The report summarises the key achievements in early years and highlights the priorities for the future challenges and priorities of the service.

Key Achievements include:

Improving the quality of early years services; focussed work on 0-3s developments; the introduction of new posts within nursery schools and classes; re-invested resources in areas of need; increased number of local authority nursery places; increased number of places for vulnerable twos; increased support for parents and improved outdoor learning experiences for children. Appendix 1 gives an overview of the impact these achievements have had on the lives of young children, their families and staff working in early years.

Future Challenges and Priorities include:

Continue to improve quality of early years services; agree way forward to implement the proposed increased entitlement to early learning and care; enhance and develop new services in identified areas; continue the phased introduction of new posts and titles and joint management arrangements within early year establishments.

### Recommendations

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It is recommended that the committee:

1. Notes the content of the report and priorities for the next stage of development within early years; and
2. Approves the proposed establishment of a new nursery in the grounds of Fox Covert Primary School and notes that, on completion of the proposed feasibility study to inform the proposal, approval will be sought from Committee to the necessary statutory consultation process being undertaken.

### Measures of success

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Overall progress is measured using a suite of indicators within the Children and Families Service Plan to ensure that our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

### Financial impact

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Detail of the additional funding requirements for the capital investment is contained in the main report. All other developments within early years will be funded through the revenue budget and the early years change fund.

## **Equalities impact**

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All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and their families. There are no negative impacts arising from this work.

## **Sustainability impact**

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There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. These matters will be considered as part of the planning, design development and implementation of each individual project involved in the development of the early years estate.

## **Consultation and engagement**

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The necessary consultation will be undertaken with all key stakeholders in the following areas of development within early years:

- Expansion to 600hrs of early learning and care
- The development of nursery provision at Wardie and Duddingston Primary Schools
- The potential development of an Early Years Centre at Fox Covert Primary School
- Early Years staffing review
- The development of childcare co-operatives
- The development of a new play strategy for Edinburgh.

## **Background reading / external references**

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- [Early Years collaborative](#)
- [National Parent Strategy](#)
- [Consultation on Children's Bill](#)
- [Report to Council on 2 May 2013 regarding New Capital Projects – Children and Families](#)



## Early Years Strategy Progress Report

### 1. Background

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- 1.1 The Early Years Strategy launched in January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.
- 1.2 The strategy has 4 aims:
- Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families
  - Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service
  - Aim 3: Universal Services have been developed in partnership to support all children and families
  - Aim 4: Learning through Play opportunities and active learning are developed as integral parts of the Early Years Service.
- 1.3 Substantial progress towards these long term aims has been made and this report summarises key achievements in 2012/13 and sets out priorities for 2013/14.

### 2. Main report

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#### National Context

- 2.1 In October 2012, the Scottish Government launched the Early Years Collaborative which aims to ' make Scotland the best place in the world to grow up in' and put the Early Years Framework into practical action by:
- Bringing community planning partners together to seek improvement in early years and share learning and success and challenges with each other.
  - Delivering tangible improvement in outcomes and reduce inequalities for Scotland's vulnerable children.
  - Put Scotland squarely on course to shifting the balance of public services towards early intervention and prevention by 2016.
  - Sustain this change to 2018 and beyond.
- 2.2 In Edinburgh, a multi agency Early Years Collaborative Team has been established and attended the learning sessions in January and May 2013. Small tests of change are currently being trialled.

- 2.3 In October 2012, the Scottish Government launched the National Parenting Strategy, stating that *“Valuing and supporting Scotland’s parents is one of the single biggest ways of giving the nation’s children the best start in life”*.
- 2.4 Following this launch, the Supporting Parents and Carers framework in Edinburgh is currently being revised and will support children from 0-18years. Children and Families will work to ensure that families receive the information, advice, encouragement, and practical support they need, when they need it, so they can raise their children with confidence and manage their successful transition into adulthood.
- 2.5 The Children’s Bill, to be published in September 2013, is expected to include:
- An intention to expand free nursery provision from 475 hours to 600 hours a year in September 2014 for all three and four-year-olds; a duty to consult on parental early learning and childcare needs with parents of children under school age every 2 years to identify what patterns of hours best suit parental early learning and childcare needs; and a requirement for local authorities to respond to those views through published local plans or strategies.
  - An entitlement for any 2 year old who is looked after to a minimum of 600 hours early learning and childcare.
- 2.6 In March 2013, a short life working group was set up to oversee the consultation process with parents and key stakeholders on the models of delivery for the increased entitlement to 600hrs of early learning.
- 2.7 The Scottish Governments Early Years and Early Intervention Change Fund has supported the development and strengthening of early years services especially for vulnerable children and their families.

### **Key Achievements in Early Years 2012/13**

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

#### Quality of Services

- 2.8 During 2012 – 2013 Education Scotland carried out inspections of 4 partner providers (1 not yet published) and 3 nursery classes (1 not yet published). This represents a significantly lower number than in previous years. As in the previous year all inspections were positive with no grades less than satisfactory.
- 2.9 Grades ranged from satisfactory to very good as follows:
- 21 grades – 7 satisfactory, 8 goods and 6 very goods.
  - Key strengths included children’s progress in literacy and numeracy, the very good leadership of the manager and caring and supportive staff.
  - Areas for development continue to focus on curriculum development and self evaluation where there are ‘increased expectations’.

- 2.10 Early years quality improvement officers provided support and challenge for 118 partner providers, 14 early years centres, and 13 nursery schools. The team of peripatetic teachers have provided additional support to 70% of partner provider nurseries.
- 2.11 As part of the support and challenge programme for 2012 – 2013 the year, the early years team visited all nursery classes to share and gather key information on current developments and initiatives within early years. The information gathered has helped inform the programme of support and challenge and leading the agenda for the next session.
- 2.12 The numeracy and maths planning and assessment tracker has been piloted in 30 establishments. Other centres have piloted formal assessments such as the Performance in Maths and 'Aspects'. A CD rom to share good practice and support early numeracy has been developed.
- 2.13 The Early Years Support Group continues to support literacy in positive action settings. Additional Cluster based training to support the development of children's early communication has been provided by the speech and language service. A book gifting service is in place for all 4 year olds and parent postcards have been developed to support this initiative.
- 2.14 Almost all early years establishments have received 'Up, Up and Away' training and an initial evaluation report by Queen Margaret University has show that using this resource has had a positive impact on children's development of foundation literacy skills. Further training for foster carers, support for learning teachers and P1 teachers will take place over the next two terms.
- 2.15 Thirty five establishments are piloting the Pre Five Literacy Assessment Tracker and the impact of this will be evaluated at transition to P1.
- 2.16 A new resource was recently launched and distributed at the annual Early Years Conference to support staff in planning effective and quality learning experiences around the Curriculum for Excellence Health and Wellbeing experiences and outcomes
- 2.17 Ongoing support has been given to improve the quality of experiences for 0-3year olds through the delivery of a comprehensive training programme for 0-3s practitioners, support visits and development of resource materials. In September 2012, Edinburgh held the first Pre- Birth to Three Conference attended by over 120 practitioners

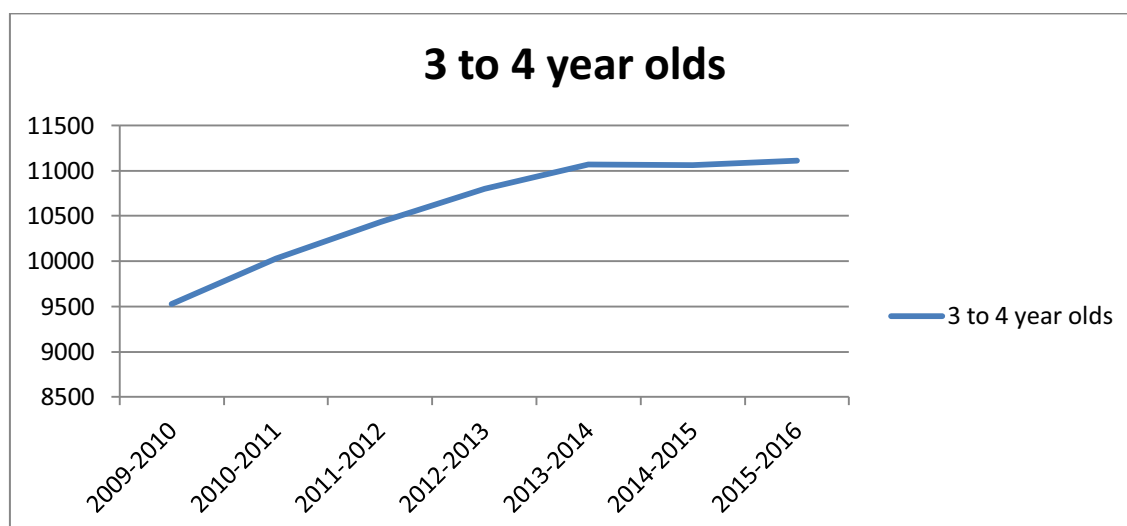
#### Successful Transitions

- 2.18 The curriculum for excellence early level spans nursery to end of Primary 1 and consequently there is a significant focus to ensure effective transition arrangements and continuity of learning experiences for children. Smaller class sizes in many schools support children's learning experiences in Primary 1. It is important that key features of active learning approaches evident within nursery are reflected in the day to day organisation in primary 1.

- 2.19 Two CPD opportunities for session 2013 - 2014 have been arranged to support continuity and progression into primary 1 for primary teachers and senior managers in primary schools
- 2.20 Arrangements for entry to primary school for August 2013 have been amended in line with other authorities and in response to parental requests. All children will now be admitted within the first week and attending from the beginning of the third week of term.
- 2.21 A series of roadshows for staff and parents highlighted issues and concerns around deferrals and delayed entry into primary one. Subsequently many parents have been reassured that schools are taking account of active learning approaches to ensure a smoother and seamless transition for children and parents between nursery and primary 1.
- 2.22 Additional resources were allocated to nursery classes this year to enable them to work with families to support the transitions of children into nursery and into P1. The impact of this work will be evaluated in summer 2013

#### Demographics

- 2.23 Over the past 5 years the number of pre-school aged children has continued to increase.



- 2.24 This year on year increase has resulted in increased demand for nursery places particularly in key areas of the city.
- 2.25 Wherever possible, the number of local authority nursery places has been increased to meet this demand. There are however restrictions in the capacity of some nursery buildings, limiting the option of increasing nursery places. Overall, the number of places has increased by approximately 10% over the past academic year

#### Estate Development

- 2.26 Our ambition is to ensure that each neighbourhood, community or cluster has access to integrated flexible early years services. In order to realise this vision resources are being re-aligned.

- 2.27 Work has been ongoing to increase capacity, improve the fabric of nursery buildings and develop early years centres. Early Years Centres can offer a wider range of support enabling children to experience education and childcare in a universal setting, meeting the demand for preschool education and enhance provision for vulnerable 2-3 year olds in identified areas of the city.
- 2.28 The Early Years Change Fund has supported the development of Fort and Craigentenny Early Years Centres
- 2.29 At Fort EYC the indoor learning environment has been significantly upgraded and has had a very positive impact on children's experiences. Fort Early Years centre now offers a wide range of services including pre-school education; affordable childcare; places for vulnerable 2s and family support.
- 2.30 Pilrig Child and Family Centre will be re-located in August 2013 following the development of the early years centre at Craigentenny Primary School. The Early Years Centre will offer support to children and families from 0-5year olds in a universal setting.
- 2.31 Funding from the Early Years Change Fund has also supported the development at the Royal Mile Primary School. A class for 2-3 year olds is being developed and preschool education extended.
- 2.32 On 2 May 2013, in considering areas for [priority new investment in the Children and Families Estate](#) Council approved the capital funding to deliver a new 40/40 nursery in the grounds of Wardie Primary School and the replacement of the existing nursery at Duddingston Primary School together with an increase in its capacity from 40/40 to 60/60.
- 2.33 The intended provision of a new nursery at Wardie Primary School would require a full statutory consultation process to be undertaken in accordance with the [Schools \(Consultation\) \(Scotland\) Act 2010](#) in advance of any project actually being progressed. A feasibility study will be progressed to inform the location and cost of the proposed new facility from a capital and revenue perspective. On completion of the feasibility study the necessary approval to undertake the statutory consultation process would then be sought from the Education, Children and Families Committee to whom, on completion, the outcome of the process would ultimately be taken for consideration and final decision
- 2.34 The development at Duddingston Primary School involves the replacement of an existing establishment, albeit with an increased capacity, therefore no statutory consultation process would require to be undertaken in advance of the project actually being progressed to delivery following completion of the necessary feasibility study.
- 2.35 An initial scoping exercise has been carried out to consider the possible location of an early years establishment in the west part of the city. This exercise concluded that increasing the capacity of the Council's nursery estate to address waiting lists in the west of the city could not be achieved through expansion of existing services and that a new nursery facility is required.

2.36 In order to minimise costs, a number of council owned sites were considered. The Fox Covert joint-campus site represented the only currently viable option for the location of a new nursery.

2.37 It is proposed that a new nursery is located in the grounds of Fox Covert Primary School here having a capacity for 40 morning and 40 afternoon places; this would be well positioned to relieve pressure in this area. There is an existing parent led partner provider playgroup currently located at Fox Covert Primary School which would be an integral part of this development. A full consultation with the school communities and the partner provider playgroup will be carried out in considering the best way to take forward the expanded Early Years services at the location.

2.38 The standard brief produced by Children and Families for a 40/40 nursery to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 258m<sup>2</sup> and an outdoor area of a minimum of external space of 372m<sup>2</sup>. In the absence of any recent cost information regarding a nursery of this size, a budgetary estimate of £774,000 has been identified by applying an assumed all-in rate of £3,000/m<sup>2</sup> to the internal space requirement. The budgetary estimate assumes there are no site acquisition costs and that the new building can be accommodated within the existing primary school grounds. The proposed nursery would be funded from existing sources as follows:

Early Years Contingency Funding in existing approved Capital Investment Programme	£243,000
Early Years Change Fund	£200,000
Balance funded from capital receipts generated from the closure of nursery schools which were ring-fenced for reinvestment in the early years estate	£331,000
Total	£774,000

2.39 Should the proposal be approved, a feasibility study will be commissioned to inform the location, design, costs and timescales for the project.

2.40 The intended provision of a new nursery at Fox Covert Primary School would require a full statutory consultation process to be undertaken in accordance with the [Schools \(Consultation\) \(Scotland\) Act 2010](#) in advance of any project actually being progressed. The feasibility study would inform the location and cost of the proposed new facility from a capital and revenue perspective. On completion of the feasibility study the necessary approval to undertake the statutory consultation process would then be sought from the Education, Children and Families Committee to whom, on completion, the outcome of the process would ultimately be taken for consideration and final decision.

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

Scottish Social Services Council (SSSC) registration

- Early Years staff both within the local authority and partner provider nurseries have continued to be supported to meet Scottish Social Services Council (SSSC) registration requirements: In total, 52 practitioners in partner provider and 20 in local authority practitioners are studying for a BA in Childhood Practice. Twenty of these BA students are studying a modular BA course run by Dundee University which is now being supported in Edinburgh.
- 2.41 The percentage of staff within partner provider nurseries meeting SSSC requirements has shown a slight decrease from 89% in 2011 to 82% in 2012 due to increase in staff turnover within partner provider nurseries.
- 2.42 Support staff within the local authority early years establishments are now being registered with the SSSC, all other local authority early years staff meet registration requirements.
- 2.43 A comprehensive CPD programme has supported early years staff throughout the year and in particular, a bespoke CPD programme for early years officers has been very positively evaluated
- 2.44 The third year of Froebel course at Edinburgh University has 18 students undertaking a wide range of development projects to impact on practice. Former students have formed a masterclass network based on practitioner enquiry. A fifth conference is planned for June 2013 with collaboration with parents to support children's development as the theme.

Early Years Staffing Review

- 2.45 The Early Years Staffing review has continued with changes to job titles and amended job description for early years staff. Staff have been consulted throughout this process and the staffing structures now provide greater flexibility for the service, enabling staff to move across the sector and have a clear career pathway.
- 2.46 Twenty four early years officers have been introduced into large nursery classes and joint management arrangements are in place in three early years establishments.
- 2.47 Child and Family Centres have been all been renamed as Early Years Centres with new signage. The staffing structures within the Early Years Centres have been re-aligned: early years practitioner posts have been introduced ; the job description and job titles of deputies/ senior nursery officers and senior early years worker have been revised and renamed as senior early years officer; the job title for all Early Years centres will become Head of Centre.

Aim 3: Universal Services have been developed in partnership to support all children and families

#### Support to Parents

- 2.48 The Supporting Parents Framework for Edinburgh sets out an ambition for families with young children (0-5s) in Edinburgh to have access to advice, information and support services as well as specific targeted programmes and interventions consistently available across the city. The Framework is currently being updated and will set out recommendations for the future development of work to support parents.
- 2.49 The universal Parents Early Education Partnership Programme (PEEP) has continued to be rolled out across the city. There are now approximately 50 groups running with 232 practitioners trained from a wide range of agencies. See Appendix 2 for Summary PEEP Report 2009-12.
- 2.50 More targeted support has continued to be provided services to vulnerable families with young children by the Early Years Centres and Sure Start Projects through home and centre based support, work in the community and the delivery of parenting programmes such as peep, incredible years and mellow parenting

#### Childcare

- 2.51 Children and Families commissions childcare organisations to deliver inclusive affordable childcare. Funding arrangements are to be reviewed to ensure coherence between the Childcare Strategy and the 'Improving Employability Strategy' led by City Development. Options to deliver sustainable targeted childcare support to families will be explored including the potential option to tender contracts in 2014/15.
- 2.52 The Capital Coalition has pledged to establish city wide childcare co-operatives for affordable childcare for working parents. Work has been undertaken to raise awareness of the Council's priority to develop Childcare Cooperatives in the City. Discussions have taken place with representative from childcare providers and attended by representatives from the Co-operative Enterprise Hub, along with officers from Children and Families and the Co-operative Development Unit.
- 2.53 A plan is being developed to support organisations that are currently interested in pursuing the co-operative model. Children and Families has established a Service Level Agreement with Lothian Association of Youth Clubs to provide support and advice to the Out of School Care sector to support organisations who may be interested in the co-operative model.

#### Vulnerable Twos

- 2.54 The Early Years Change Fund has supported the development of services for approximately 150 places for vulnerable two year olds including respite, play and stay activities and support to parents. These services have been developed in 6 areas of the city where there were limited services for under 3s. These developments are linked to local primary schools at Hillwood, Oxfangs, Broomhouse/ St Josephs, Sighthill, Leith/ Lorne and Balgreen Playgroup.



Aim 4: Learning through Play opportunities and active learning are developed as integral parts of the Early Years Service

- 2.55 Over the past year Play Development has been involved in the Play Talk Read programme in Edinburgh and the development of the Scottish Government's National Play Strategy, due to be launched this summer. Play staff have contributed to local and national conferences.
- 2.56 The promotion of active learning outdoors has been targeted through OPAL (Outdoor Play and Active Learning) training. Four play conferences and over 20 other CPD opportunities on play and active outdoor learning have been organised for staff working with nursery and early primary aged children, and over 700 have attended.
- 2.57 Over 250 staff have benefited from play for parenting training (including play@home and Pre-birth to 3).
- 2.58 All local authority nurseries were awarded OPAL grants to improve outdoor play and learning opportunities for children.
- 2.59 As fewer of the city's youngest children get regular access to natural outdoor play environments than in the past, recognition of the importance of promoting outdoor play to both parents and professionals has grown. In January 2013 an ambitious programme was launched to introduce 'natural' water play features to 40 Edinburgh Early Years settings, transforming grounds, bringing outdoor free-play alive, and giving children the opportunity for daily access to waterplay environments.
- 2.60 In addition, the Early Years Change Fund has been used to improve the learning environment outdoors at 2 early years centres. The outdoor environment at Granton and Fort early years centres now provides a stimulating and attractive environment for children to explore, be creative and take risks.
- 2.61 Work with Grounds for Learning has resulted in six Edinburgh primary schools being selected to receive grants and support worth a total of £150,000 to transform their school grounds for natural play and outdoor learning opportunities.
- 2.62 The annual Playday event in the Grassmarket highlights the value of free play opportunities and again attracted around 500 families.

#### **Priorities for 2013/14**

- 2.63 The Children's Bill to be published in September 2013 is expected to include an intention to expand free nursery provision from 475 hours to 600 hours a year in September 2014 for all three and four-year-olds and an entitlement for any 2 year old who is looked after to a minimum of 600 hours early learning and childcare
- 2.64 The consultation exercise, which began in April 2013, will be extended to gather the views of all key stakeholders including parents and carers, staff, partner

- provider nurseries, voluntary sector and trade unions. Currently, the level of funding allocated to local authorities for this increase is unknown and the feasibility of options will need to be taken into account before the optimum model of delivery can be agreed.
- 2.65 The City of Edinburgh will be working with the Scottish Book Trust in 2013/14 to roll out the Assertive Outreach Programme. The Assertive Outreach programme has been funded by Scottish Government to provide training to staff from local authorities, health boards, third sector organisations, as well as parent volunteers, to be able to take Bookbug Sessions into the homes of vulnerable families and expand Bookbug provision within the community.
- 2.66 As part of gathering information on the feasibility of delivering the extended hours, two nurseries are to extend their nursery provision into the summer holidays. These pilots will be evaluated and findings will help assess this model of delivering the increased entitlement.
- 2.67 The multi agency Early Years Collaborative Team will attend the third learning session in October 2013 and will work with 'home teams' to undertake small tests of change. The model which identifies changes for improvement is to 'think big, start small, and scale fast' This approach emphasises the importance of community engagement and will take a concerted and long term effort to deliver transformational change in early years from all community planning partners.
- 2.68 Work will continue to re-align resources and ensure that each neighbourhood will have access to integrated flexible early years services and increase the number of available nursery places, plans include:
- The development of Early Years Centres at Craigentiny and the potential development of an early years centre at Fox Covert Primary School
  - Increasing services for vulnerable 2 year olds in at the Royal Mile, Oxfangs, Broomhouse/ St Josephs, Hillwood, Sighthill, Balgreen, Leith Walk/ Lorne
  - Proposed development of two new nursery classes at Wardie and Duddingston Primary Schools
  - Proposed expansion of Kirkliston Nursery to 70:70.
- 2.69 The Staffing review will continue to incrementally introduce new roles including new leadership and management roles within early years settings to create a more flexible workforce which can meet the future needs of the service
- 2.70 Continue to support the development of co-operative childcare models
- 2.71 In partnership with local health visitors, support the introduction of the 27month assessment
- 2.72 Work will progress towards the aspiration for families with young children( 0-5s) in Edinburgh to have access to advice, information and support services as well as specific targeted programmes and interventions consistently available across the city

- 2.73 The introduction of a National Play Strategy is expected to influence the way that play is addressed, including a rights based approach. A working group has been convened to draft a new play strategy for the city in response.
- 2.74 In partnership with Grounds for Learning, support will be given to the transformational change to the school grounds of 6 primary schools for outdoor play and learning.

### 3. Recommendations

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It is recommended that the committee:

- 3.1 Notes the content of the report and priorities for the next stage of development within early years; and
- 3.2 Approves the proposed establishment of a new nursery in the grounds of Fox Covert Primary School and notes that, on completion of the proposed feasibility study to inform the proposal, approval will be sought from Committee to the necessary statutory consultation process being undertaken.

#### Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	P1. Increase support for vulnerable children, including help for families so that fewer go into care P6. Establish city-wide co-operatives for affordable childcare for working parents
<b>Council outcomes</b>	CO1. Our children have the best start in life, are able to make an sustain relationships and are ready to succeed
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1. Impact of Key Achievements 2. PEEP Summary Report 2009-12

## Appendix 1

### Aim 1

#### Quality of Services

Effective arrangements for assessing and tracking children's progress is a key characteristic of curriculum for excellence and the early years quality improvement officers are leading a pilot for Pre 5 literacy and numeracy assessment trackers. early evaluation of the impact on children's learning has been very positive.

Practitioner's evaluative comments:

"The literacy pilot has provided a focus on particular aspects of literacy and as a result has enabled us to be more creative in planning activities."

"It has helped to assess children's literacy skills and we are therefore able to more effectively identify next steps"

"It makes staff reflect on learning experiences within numeracy."

"Has enabled us to highlight gaps in development and provide information on focused areas for observation"

#### CPD

A comprehensive programme of CPD is offered to support staff to provide effective learning and childcare for all children and families.

There is a particular focus to ensure that all children have the best start in life and programmes such as PEEP , Up, Up and Away provide particular support for developing literacy skills in children who are most at risk of failure.

Practitioner's evaluative comments:

"It has allowed staff to gather evidence and meaningful observations of children's behaviour and needs and this has affected the strategies we then use."

"We use the literacy rich checklist in the nursery and it helps identify areas for development which we have included in the school improvement plan."

"The parent postcards and exemplars for staff guidance were extremely helpful for supporting parent with children's next steps."

Comments from practitioners on the impact of the Early Years Conference in February 2013

Dr Margot Sunderland gave the keynote 'Working with children with difficulties and challenging behaviour'. Her presentation was an excellent balance of brain research and practical examples of how to help children and their families. Previous conferences have convinced us of the need to support children under three with convincing arguments from

## Appendix 1

### Aim 1

neuroscience by Suzanne Zeedyk and John Carnochan. The messages this time were that we can continue to help children beyond three and that this time is a critical period for the development of the frontal lobe of the brain.

Margot Sunderland delivered an inspirational talk with very powerful messages. We as early years practitioners have a huge responsibility as brain sculptors to improve the learning outcomes and opportunities of all our children. We will certainly take back to our establishments the importance of amplifying the positive and moderating the negative.

WOW! 150 adults engaging in a dynamic and interactive learning experience. The creative use of familiar contexts to develop rhythm and rhyme was truly inspiring

Comments from practitioners on the impact of the Pre Birth to Three Conference in September 2013

What a great conference, well done

There was a really good balance of content in the programme. I thoroughly enjoyed the day and hope this becomes a regular feature of the CPD Like the early year's conference.

A very good fun day, I got lots of good ideas to take back. The trainers were all very inspiring thank you

I really enjoyed the speakers, workshops and chance to network - it would be good to have pre birth to three conference annually.

### Estate Development

#### New Early Years Centre; Case Study

Anna is the 4 ½ year old daughter of Sophia and Adam, a Polish family resident in Edinburgh with no extended family supports within the country.

Anna began attending the Early Years Centre in January 2012 9am-11.30am as her pre-school entitlement.

Nine months ago Adam requested additional hours for Anna to assist him in managing his shift work within Edinburgh's hospitality industry, and to give Sophia time to attend English classes in order to increase her chances of gaining paid, part time employment within the City.

Anna now attends 8.15am-3pm 2 days per week and her regular 9am-11.30 for the other three days.

Adam shared that this arrangement had been the "perfect" solution for his family. Both parents are able to use the additional time to support their work and learning commitments which will support positive long term outcomes for the family unit.

Adam feels supported by the Centre who he believes has a good understanding of the needs of his family and are willing to be flexible in order to meet these needs.

Adam is confident that Anna is very happy at the Centre where both her educational and care needs are being met by skilled and caring professional staff.

## Aim 2: - Workforce Development

<p><b>Community and Parents</b> Facilitating parent support groups along with other professionals to discuss challenging issues. E.g. behaviour, fussy eating and speech and language development.</p> <p>Supporting parents through the process of the Child's Planning meetings by providing 1-1 advice and preparation beforehand. Using GIRFEC materials to help parents understand implications for their child.</p> <p>Establishing regular meetings with other early years settings in our community e.g. NKS, Gingerbread ASC and local partnership nursery.</p>	<p><b>Working with other professionals</b> Have Lead Professional role in Child Planning meetings. Regularly liaise with other professionals to support needs of child and family.</p> <p>Preparing progress reports to share with other professionals e.g. Reports for LAAC reviews.</p> <p>Designated Member of Staff for child protection. Liaising with police, social work and health on child protection cases.</p> <p>Regular links with Named Person for children to keep them updated on any wellbeing concerns etc.</p>	<p><b>Quality</b> Hosted the last unannounced Care Inspectorate Inspection and gave the inspector a full account of the achievements and developments in the nursery. Outcome 4 Excellent Grades</p> <p>Building on reflective practice within the nursery and continually monitoring and reviewing practice to ensure issues are addressed promptly and areas for change are identified and improved efficiently and effectively.</p> <p>Ensuring effective management leadership in the nursery in the absence of the head teacher.</p>
<p><b>Impact on other staff</b> Providing strong leadership and support for staff.</p> <p>Modelling good practice.</p> <p>Demonstrating flexible approaches to supporting families.</p> <p>Promoting positive approaches to challenging situations.</p> <p>Holding PRD meetings with staff.</p>	<p>Impact of the Senior Early Years Officer role in Lochrin Nursery School</p>	<p><b>Support for Under 3's</b> Home visits to children on the waiting list. Early identification of children on waiting list with additional needs e.g. through liaison with the health visitor. Set up Stay and Play sessions at Grassmarket nursery.</p>
<p><b>Impact on children</b> Leading Technologies improvements in the nursery. Supporting staff in use of iPads to enhance learning across the curriculum.</p> <p>Piloting approaches to increasing consultation with children e.g. involving children in staff/parent consultations.</p>	<p><b>Impact on own Professional Development</b> Developed leadership and management skills More self aware and confident in SEYO role. Greater awareness of impact of local and national developments on day to day issues within the nursery.</p>	<p><b>Developing the outdoor areas</b> Leading the OPAL funding project and working with staff, parents and children. Developing partnership with outside contractors in our local community and building relationships that support nursery improvement e.g. Local building contractors who carried out preparatory work for our water play development. Using these partnerships to identify learning opportunities for the children.</p>

**Comment from practitioner studying BA Childhood Practice**

*At present I am enjoying my studies. Work-based learning is a major and central feature of this provision and this suits my learning style. This course has developed my work practice and has raised my awareness of a number of key areas, particularly the holistic view of children's development, learning and well-being.*

## Appendix 1

### Aim 3: - Support to Families

#### **Support for Vulnerable Two Year old Children and their Families**

##### **Newservice Nursery School**

Newservice Under 3s is a collaboration between a Nursery School, a local authority provision and a playgroup, a voluntary provision. It runs one afternoon per week for a small group of children and parents. It is staffed by the playgroup leader and an early years practitioner from the nursery. The nursery, playgroup and the link health visitor all identified families that they thought may benefit from a little extra support. Each week has a different theme for parents, a story, songs and a play experience for parent and child together. One family that has clearly benefited was a parent with a little boy and a new baby. Post natal depression and high levels of anxiety about leaving the house were preventing this parent from offering her child opportunities to socialise with other children. Her sister in law also had three young children under three. Both parents were invited to attend the group. Having someone she knew well, helped the mother to get in the door and once there she enjoyed it. During the sessions the early years practitioner made time to talk with her, gain her confidence and play with her son. In January her son started nursery with the early years practitioner as his link worker. The settling in process took into account the mother's need for company that she knew and her fear of small crowded spaces. The child made a very good transition into nursery and the mother is now able to bring him on her own and is confident to approach her link worker.

Head teacher: Newservice Nursery School

##### **Mainone Early Years Hub: Maintown Primary School and Onetown Primary School**

Mum is struggling to provide care for her two year old and his 3 year old sibling who attends the nursery class at Onetown Primary School. Nursery staff had concerns that Mum was often depressed, lacked confidence and was critical of her own role as a parent. Staff were also concerned about her relationship with her two year old. He had regular tantrums in public areas and this increased Mum's anxiety. Encouraged by staff, Mum attended a parenting course held in the school. Staff saw progress for the family as a result. Mum has learned successful strategies to support her child's behaviour and now engages more positively with him, she has had the opportunity to look at her own role as a parent and is more relaxed and confident in her parenting skills, she has also made friends therefore feels less isolated. The nursery staff are happy that with a little support things have improved significantly for the family. Staff are now in the process of setting up Happy Play Days (Care/Learning and respite) in the school. This little boy starts nursery after the Summer, but staff are very clear that had it been set up earlier it could have offered that extra support that just helps make that difference.

EYP: Onetown Primary School

##### **Good Days Primary School**

The PrePare Team referred Mum to Greenland Child and Family Centre when the baby was born two years ago. The baby is now two years old and is progressing well. Through the Child's Planning Meeting it was agreed that Play Away provision in Good

Days Primary School would offer the support required to help improve outcomes for the family. The family have now made the transition from the Child and Family Centre to Play Away and Mum is attending the weekly Incredible Years Programme to support her in her role as a parent. She is also joining in with the Stay and Play activities with her two year old and is thoroughly enjoying the new ideas for play activities at home. The little girl has happily settled into Happy Play Days and is growing in confidence. Mum is delighted to have had the opportunity to attend Play Away provision as it is within her local community, the activities are

## Appendix 1

### Aim 3: - Support to Families

helping her confidence and skills grow as a parent and her child has the opportunity to play with other children in a safe, secure environment.

EYP: Good Days Primary School

#### **Good Days Primary School**

The Smith family have been a concern for staff at Good Days Primary School. There are three children in the family, a two year old, two attending Good Days Primary and Mum is currently expecting her fourth child. There are issues of attendance and time keeping for the older children and the Health Visitor has involvement in supporting the two year old as Mum has learning difficulties and the home environment is chaotic. A place was offered in the Play Away Provision at Good Days Primary but as the family historically don't engage with support, the school staff and health visitors were concerned they wouldn't attend. With the support of staff and other parents attending Play Away sessions, Mum has been attending regularly with her two year old and enjoying the benefits on offer.

EPY: Good Days Primary School

#### **Comments from parents attending Sure Start Projects.**

*'The support I received has changed mine and my son's life. By helping me with getting a home of my home and helping me get out of an abusive relationship which has benefitted with my son's up bringing'*

*'I have always worked until I had my daughter when I had to go onto benefits. I felt alone and depressed. The staff at the project helped to build my confidence and self esteem which meant that with the help of the family support worker I joined a child care course and got a job as a youth worker. I could have not done it without her help'*

*'When I met the support worker I was at the end of my tether. My son has ADHD and his behaviour was uncontrollable. The support worker has given me and my son some valuable advice making his behaviour easier to understand- I don't know what I would have done without her support'.*

*'Being part of a group has helped me share my problems and also my confidence has come a long way, I feel really supported and have made new friends'*

*'Being able to discuss parenting issues with other young mums makes things easier to deal with as I feel that I am not alone'*

*I feel better about myself – I know I am a good parent now as I can meet my child's physical and emotional needs now'*

*'I am more aware of my child's needs and I have a better understanding of what is normal behaviour and what to expect'*



## Appendix 1

### Aim 4: - Waterplay

#### **City of Edinburgh Council Outdoor Play and Active Learning – Waterplay Project**

##### **OPAL Waterplay Objectives:**

- To enhance young children's experience of Outdoor Play and Active Learning
- To increase opportunities for contact with natural elements
- To improve the nursery playground
- To increase awareness of water, its properties and uses, conservation and recycling
- To engage with parents and the wider community

Water is one of the building blocks of life; a natural element with which children should have first hand contact to experience its forms and properties. Water's sensory and aesthetic qualities enhance children's learning experiences.

Early Years staff from 41 settings received training in waterplay principles and discussed sustainability and ecological issues. Nurseries were encouraged to harvest rain water for the project, and many have opted to use closed waterbutts for their supply. The water used by the pumps is in low quantities – the hand pump is fed from a container under a half-barrel which is filled by the children themselves (through a small hole in the top), transported by them from waterbutts or from the mains supply. Water does not run constantly, but is transported in child-led quantities to fill the reservoir under the half-barrel, then hand pumped by the children into a shallow rill or stream bed with puddle areas for sensory and environmental play. These channels end in a soak away area where the water enters the natural ground water system, or a drain as appropriate

Although the project was centrally funded and co-ordinated, building work was carried out by volunteers from staff, parents and the wider school community. All the participating nurseries were issued with Health & Safety information with the emphasis on the benefits of waterplay, but taking full consideration of hazard reduction. All settings involved in the waterplay project are encouraged to hold a waterplay event to raise money for Water Aid, and to help children to think about water supply and use at home and abroad.

*"Since the garden has been changed slightly, the children's play has changed dramatically. The children played on wheelies in the garden on the concrete. They now explore the garden finding shards of ice in tyres and love the sand pit. They are far more interested in exploring the garden than they used to be."* Granton C&FC

*"The outdoor play has become much more open-ended and encourages active learning, problem solving and creative thinking."* Canal View Nursery

*"The children have loved the opportunity to experience outdoor water play. The feature has opened up a whole range of new opportunities for the nursery garden - a place to find materials for bridges and dams or a simple fishing rod. It's been fantastic to watch them invent so many different ways to use it."* Gilmerton C&FC

*"I didn't want to come to help this morning but I'm so glad I did. It's the first time I've been to my son's nursery but I'll be back to help again."* Father

# PEEP Summary Report 2009- 2012



## Aims of Evaluation

- To analyse the trained staff citywide
- To identify the distribution of PEEP groups citywide
- To measure the impact of the programme for parents/carers, practitioners and children.
- To set recommendations for the future sustainability of the programme.

# PEEP in Edinburgh

## Background

Parents Early Education partnership (PEEP) is a universal early learning intervention which aims to support all parents and carers with children from birth to five years. PEEP contributes to encouraging children's development and learning through everyday experiences in a group or at home. The programme is free and open to everyone. The purpose of PEEP is to raise educational attainment, particularly in literacy and numeracy and to promote positive relationships between children and their parents and carers.

*"Fun, informal and learnt without knowing I'd learnt"*

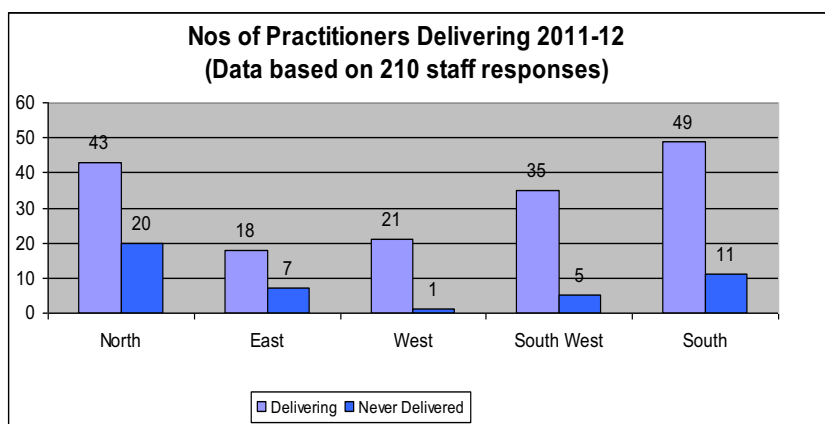
*Early Years Practitioner*

## Training

From 2009-2012 Edinburgh has supported the systematic delivery of the PEEP programme in all areas of the city. 212 Practitioners have been trained to date and come from a variety of professional backgrounds including: NHS, City of Edinburgh Children and Families staff, voluntary sector and parents who have participated in the PEEP programme with their own child. Each practitioner who participates in the training has the opportunity to become accredited through a City and Guilds level 3 qualifications, approx 25% of practitioners have completed portfolios to date.

*"I hope that more staff are given this training opportunity and that PEEP is delivered as regular practice"*

*Nursery Headteacher*



79% of trained staff have delivered a PEEP group in the past 12 months.

21% of staff trained have not delivered groups, although some reported using the PEEP principles within their current practice e.g. when doing a home visit, when facilitating stay and play sessions and in the playrooms.

*"Great course, lovely introduction to a lovely, flexible programme"*

*Voluntary organisation*

Barriers to delivery include being released from their current post to deliver, some staff have identified a lack of confidence to start a group and others have no PEEP practitioner to co-deliver the programme with.

The table below compares trained staff with children aged 0-5 in each neighbourhood. One neighbourhood highlighted for potential development is the West of the city where there are 24% of children aged 0-5 and 10% of trained staff. We do however have staff trained in most of our positive action areas of the city. Please see appendix 1 for information on distribution of trained staff.

Neighbourhood	% Trained Staff	% children aged 0-5
North	29%	33%
East	13%	9%
West	10%	24%
South West	20%	13%
South	29%	21%

*“Really makes you think about what can be provided for parents and children”*

*Family Learning*

Staff have commented on the programme through practitioner evaluations and said that their group work skills had improved; they had increased confidence when working with parents/carers. Practitioners have also experienced a more collaborative way of working and a shared vision through the use of the PEEP principles and the ORIM framework (Opportunities, Recognition, Interaction and Modelling).

When reporting on the impact of the programme all practitioners say they are working better with other agencies and almost all say they are now more reflective practitioners.

*“My child is more willing to sit down with me at home to do activities”*

*Parent*

### Recommendation 1

*To plan two further training courses in 2012 -13 and give priority to the West of the city where need has been identified.*

*To increase the number of practitioners completing City and Guilds qualification information support sessions will be held*

*Continue to provide operational support to practitioners provided centrally.*

*“We sing and read together more than we did before”*

*Parent*

## Groups and Service Delivery

In 2009, 6 PEEP groups were running in the North and East of the city increasing to 108 groups during 2012. There is currently city wide coverage of PEEP groups ranging from babies to four year olds and approx 1100 parents and carers have been supported this year. Groups have been running in a flexible way to reflect local need with some being open access to the community whilst others are closed to users of establishments. Please see appendix 2 for PEEP groups citywide

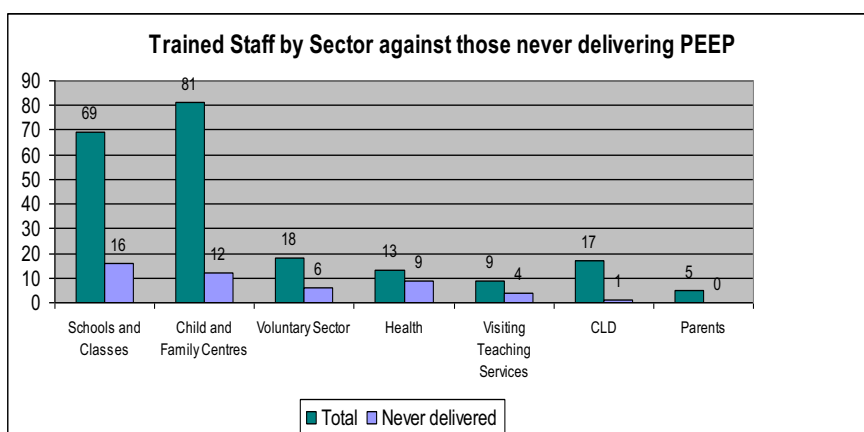
*“Great for me to meet other parents”*

*Parent*

Multi agency working has been successful and has helped to keep the programme sustainable. Staff who work in the voluntary sector and CLD have been able to work alongside practitioners in schools and classes to deliver a flexible service. Child and Family Centre staff are providing most of the groups for babies and ones, whilst schools and classes are using the programme mostly for the purposes of transition for twos, threes on waiting lists for a nursery place and for pre-school transition into primary school.

*“I now think more about what we do together”*

*Parent*



*“ Fab experience, loved every minute of it”*

*Parent*

Parent/carer evaluation returns report that they sing more with their child, read stories more, understand how to interact with their child and most have commented on the increased confidence of both them and their child.

*“You don’t need to buy loads of toys for your child”*

*Parent*

### Recommendation 2

*Increase operational support and information to practitioners to continue to develop PEEP within their establishment.*

*Continue to provide practitioner networking events to promote collaborative working and information sharing.*

## New Developments in 2012

### Liberton / Gilmerton Baby Pilot

The purpose of the Liberton / Gilmerton Baby PEEP Pilot was to provide opportunities for families with a new baby the opportunity to access and attend a PEEP group. During the course of the pilot, which ran from January - June 2012, the aspiration was to have 8 babies groups running in the four areas of the neighbourhood. 6 new baby groups were started and approx 60-70 families were reached.

Initial findings show that there was a slow uptake through health centres and some groups were either oversubscribed or reported low attendance. In addition the issue of limited availability of trained staff to facilitate the groups became apparent.

The aspiration is to increase groups to eight which will include a baby group and a ones group in each of the four areas. This will allow for babies to move onto an age appropriate group within walking distance of their home.

### Recommendation 3

*To build capacity and train new staff in the area who wish to deliver groups.*

*To further develop capacity to run groups*

*Build on partnerships through libraries and voluntary organisations*

*Offer PEEP taster sessions at baby clinics in the Liberton / Gilmerton area*

*"I enjoyed learning about child development when my baby was still so young"*

*Parent*

*"It was great being part of a supportive group who shared information and learned about what was available in our community such as the library, cooking groups, swimming and rhyme time."*

*Parent*

### Making the Most of Children's learning and Development Pilot

SVQ's for parents. 2 groups of parents in Clovenstone in the South West and The Haven in the North of the city were offered an opportunity to embark on an accredited introduction unit on child development. 15 parents in total completed the 20 week programme and have successfully completed their assessment. Parents completed evaluations and all enjoyed the group, found the course interesting and said their child enjoyed the group. When asked if they had learned more about child development all families said they had.

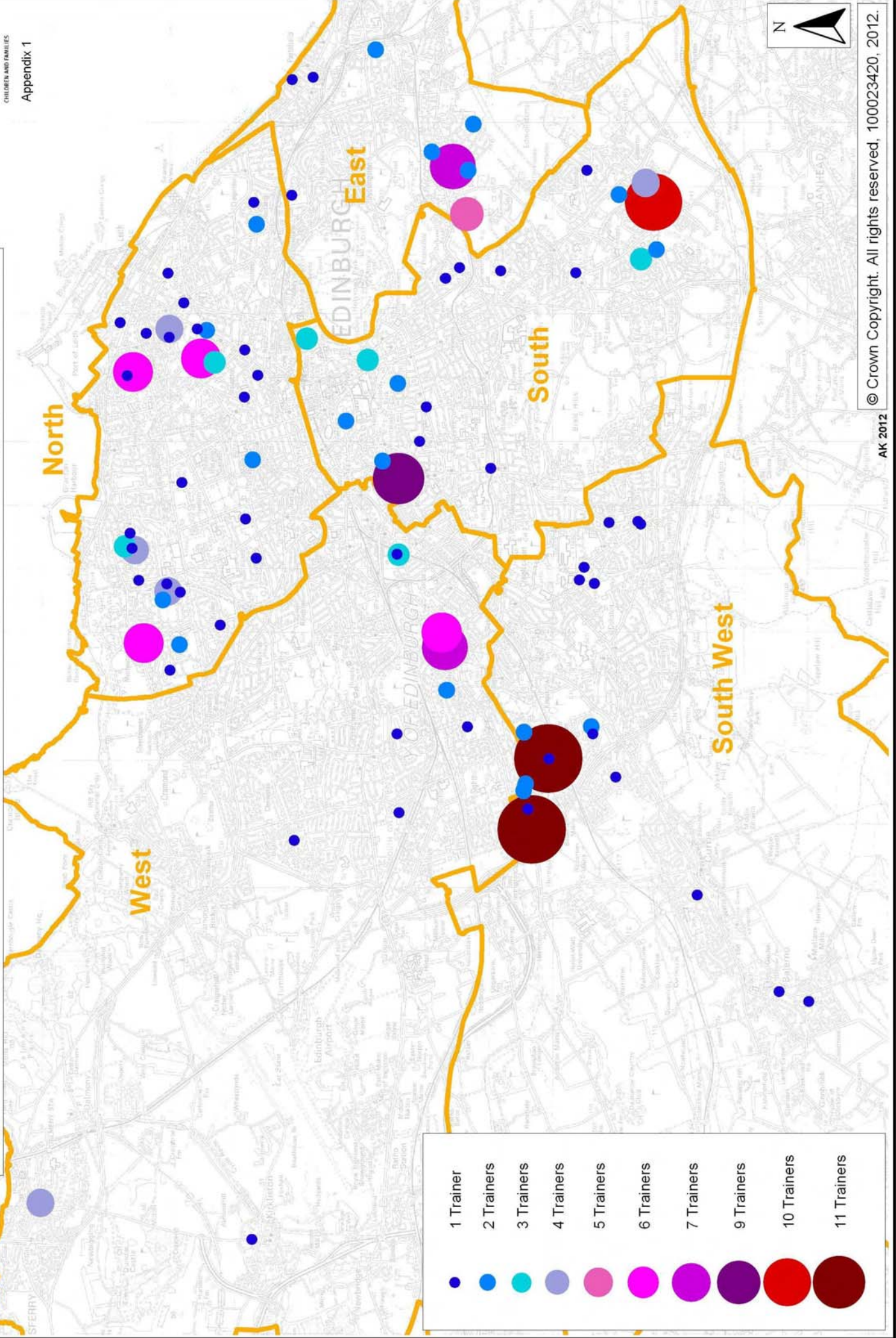
This has been a partnership between Early Years, CLD and the Workers Education Association. Having the availability of staff with a background in adult education and being PEEP trained has had a positive effect and given the pilot a good start.

#### **Recommendation 4**

*To provide operational and peer support to PEEP practitioners who wish to offer this programme in their existing PEEP groups*

*To increase additional training opportunities to up skill PEEP practitioners through additional training in partnership with the WEA (Workers Education Association).*

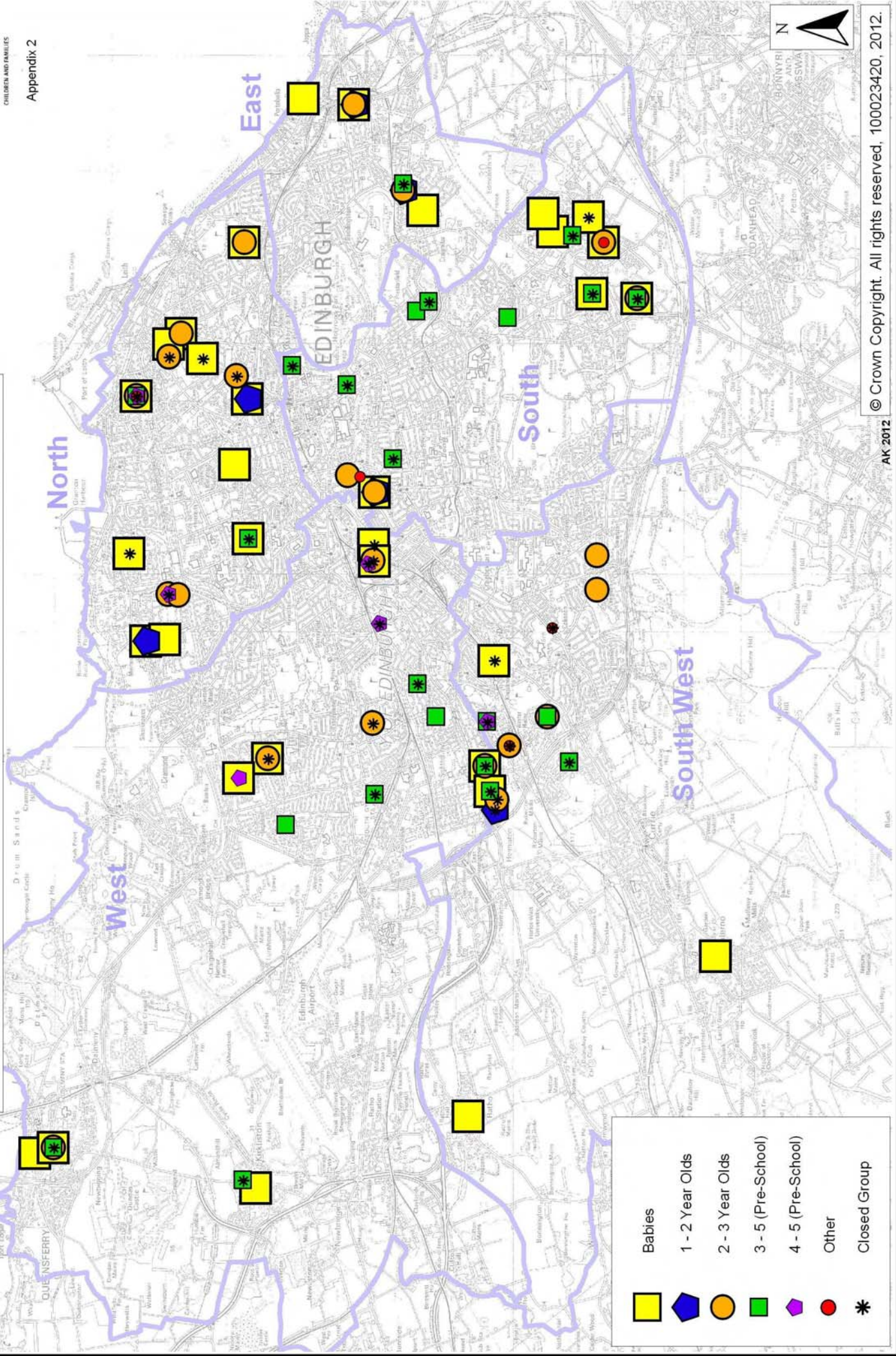
# Distribution Of Trained Staff In The City Of Edinburgh, July 2012







# PEEP Groups In The City Of Edinburgh, July 2012



# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Early Years Change Fund - Progress Report

Item number	7.7
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO1 - CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Early Years Change Fund - Progress Report

### Summary

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At the Education, Children and Families Committee on 21 June 2012 members received a report providing an overview of how Edinburgh will use the Early Years Change Fund to begin a transformational change programme to deliver effective early intervention and strengthened support to children and families in Edinburgh.

This report provides an update on early progress on work to deliver the change.

### Recommendations

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To recommend that the Education, Children and Families Committee:

1. Notes progress to date on each work stream detailed in the main report.
2. Requests a further report on progress on Change Fund Objectives in May 2014.

### Measures of success

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The report to the Committee on 21 June 2012 set out four main objectives, each with a set of actions, and described what success would look like. In addition the report stated that plans for preventative approaches should be sustainable through delivery of savings in residential, secure and fostering services. It was recognised that success across the work streams would require the long term shared commitment of the Children's Partnership and that measurable success may take some time to become evident.

Performance indicators are consistent with those in place to measure progress in the Single Outcome Agreement; Edinburgh's Integrated Plan for Children and Young People and the Children and Families Service Plan. Regular reporting of performance to the multi-agency Core Group is in place.

### Financial impact

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The Council's commitment to this fund is £8.6m over three years from 2012/13. For the same period the Scottish Government has allocated £190,000 each year to support the work of the Early Years Task Force Sub Group on Family Support and Family Centres and £117,000 each year for the provision of early learning and childcare for all looked after 2 year olds.

In addition to local authority and Scottish Government allocations, funding has been ring fenced by NHS Lothian to deliver the priorities of the Early Years and Early Intervention Change Fund.

### Equalities impact

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The implementation of the recommendations from the report will continue to advance equality of opportunity for vulnerable children and families.

## Sustainability impact

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There are no adverse environmental impacts arising from this report.

## Consultation and engagement

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The report on 21 June 2012 sets out the principle of seeking feedback on service development and delivery on an ongoing basis. Plans were developed at a major consultation event and thought the channels available to the Children's Partnership. The key aims of the Change Fund and its implementation in Edinburgh are communicated regularly through partnership forums and established networks.

Information about the use of the fund has been disseminated during the consultation on the Children and Families Commissioning Plan (and associated service specific plans).

Information and updates on the change fund will continue to be posted on the [Edinburgh Children's Partnership](#) website.

## Background reading / external references

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[Early Years and Early Intervention Change Fund](#), report to E,C&F Committee 21/6/12

[Family and Community Support Division - Update](#), report to E,C&F Committee 9/10/12

[Social Work Services for Children with Disabilities](#), report to E,C&F Committee 9/10/12

[Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by the City of Edinburgh Council](#), report to E,C&F Committee 9/10/12

[Re-location of Pilrig Child and Family Centre to Craigentenny Primary School](#), report to E,C&F Committee 9/10/12

[Getting it right for every child](#), report to E,C&F Committee on 9/10/12

[Edinburgh Children's Partnership's Integrated Plan for Children and Young People 2012-2015](#), report to E,C&F Committee 9/10/12

[The Early Years Taskforce-Shared Vision and Priorities](#), Scottish Government/COSLA/NHS

[Early Years Collaborative](#), Edinburgh Partnership website

[School Holiday Respite/Playschemes for Disabled Children and Young People](#), report to E,C&F Committee on 5/3/13

Early Years Strategy Progress Report, report to E,C&F Committee on 21/5/13

[Maternal Infant Nutrition Report](#), National Statistics Publication

[Evaluation of the Family Nurse Partnership Programme](#), Scottish Government

## Early Years Change Fund – Progress Report

### 1. Background

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- 1.1 A report to the Education, Children and Families committee on 21 June 2012 set out the background to the Early Years and Early Intervention Change Fund. The report set out the four objectives agreed for the Fund:
1. Strengthen universal ante natal and early years services especially for vulnerable\* children and families
  2. Reduce the need for children and young people to become Looked After
  3. Improve support for children and young people Looked After at home to reduce the need for children to be accommodated
  4. Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements.
- \* *Vulnerable* includes those children at risk, with a complex disability or with additional support needs.
- 1.2 Members approved the strategy and the investment to develop a range of services across the city to deliver consistent and appropriate services to children in need and their families to improve their outcomes and reduce the need for children to require higher levels of intervention or become Looked After.

### 2. Main report

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- 2.1 The Edinburgh Children's Partnership established a multi-agency Early Years and Early Intervention Core Group to provide leadership for the effective implementation of the Fund.
- 2.2 The Change Fund aims to address the continued increase in numbers of Looked After Children by investing in earlier intervention. This will change the balance of care by reducing the rate of increase in the number of Looked After Children overall LAC and increasing the numbers of children who can live at home with their parents, kinship carers, adopters.
- 2.3 By increasing the use of CEC foster carers and reducing the use of independent foster carers, residential and secure care, resources will be released to further invest in earlier intervention. A target has been set to increase CEC foster carer capacity by 25 placements a year for 5 years. This increase, along with a corresponding reduction in independent foster placements, could save the Council £2.5m a year by year 5
- 2.4 It is planned that by the end of year 3 of the fund all service improvements will be fully operational within a budget of £4.12M. Monitoring arrangements are in place to track achievement of targets against the work stream objectives.

- 2.5 All the Council's Children and Families commissioning plans support the objectives of the Change Fund. The plans are currently the subject of consultation and will be finalised this autumn.
- 2.6 Since the implementation of the fund good progress has been made within each of the four work streams.

**Strengthen universal ante natal and early years services especially for vulnerable children and families**

- 2.7 Key areas of the city have been identified where there are limited services for parents of children under 3. Services have been developed for 150 places for vulnerable two year olds including respite, play and stay activities and support to parents in universal settings.
- 2.8 Early Years' establishments have been identified to provide additional support for two year olds. A development worker is now also reviewing current arrangements for Looked After two year olds to make sure they all achieve their entitlement to care and learning due in 2014.
- 2.9 A development officer is in post to deliver our guarantee to offer access to parenting support for every parent with a child 0-3. The post holder has taken forward recommendations from our review of Parents as Early Educators Programme (PEEP). This work is influenced by a survey of parents who are 'hardly reached' carried out in April 2012. There are now around 50 PEEP groups running each term. Additional resources have been allocated to enable all nurseries to dedicate time to supporting parents. Additional training sessions were also delivered to staff.
- 2.10 Two nurseries will pilot a programme to deliver additional hours of early learning and child care during the summer holidays 2013. This will inform the roll out of increased nursery hours to all children in 2014.
- 2.11 Good progress has been made on the Refreshed Maternity Framework. This focuses on three key areas - workforce development, information & data and pathways of care. The key national health target states that at least 80% of pregnant women in each Scottish Index of Multiple Deprivation (SIMD) quintile will have antenatal care by the 12th week of gestation by March 2015. This is to ensure improvements in breast feeding rates and other important health outcomes. Performance across Edinburgh in January 2013 continues to be strong with almost 90% of women booked within 12 weeks. The main focus for the coming year will be to target those women not accessing ante-natal care by 12 weeks.
- 2.12 The Child Healthy Weight programme addresses prevention at a population level as well as providing treatment (Get Going weight management programme) for higher risk children and their families. A community and school-based approach was developed, with extensive consultation including parents/ carers and young people. Primary school (P1-7, whole school approach), secondary school programmes (S3 girls) and community-based programmes with parents/ carers

emerged from this work. The work in secondary schools and with parents/ carers was well received. A recent evaluation was positive with a measurable impact in intervention schools vs control schools in knowledge and attitudes for healthy eating and physical activity.

- 2.13 The Childsmile target is to achieve at least 60 per cent of 3 and 4 year old children in each SIMD quintile receiving at least two applications of fluoride varnish (FV) per year by March 2014. Recent data shows that in Edinburgh's most deprived quintile 41.5% of children age 3 and 4 had two or more FVAs. Although the results for the most deprived quintile are encouraging there is still progress to be made and this will be addressed in the forthcoming year.
- 2.14 Groundwork has been established to improve breastfeeding rates, particularly within areas of deprivation. This has included the recruitment of Breastfeeding Champions and the provision of Breastfeeding Clinics within maternity services. In line with the rest of Scotland, the percentage of mothers exclusively breastfeeding at first visit from their health visitor has reduced slightly, however the percentage of women breastfeeding, including mixed breast and formula fed, has increased over the past 10 years.
- 2.15 The Family Nurse Partnership (FNP) has had a significant impact. A second team will be in place by June 2013 and NHS Lothian are committed to expanding the service to enable all entitled first time 'teenage mums' to be offered the programme. FNP supports young mothers to:
- Develop skills as competent, confident parents
  - Engage in activities to support attachment 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.
- 2.16 Progress has been made by NHS Lothian to introduce a new 27-30 month health assessment. Although this places considerable additional demands on children's services it will provide considerable opportunities to improve outcomes for children. The work has involved
- ensuring that the workforce is well equipped to deliver the check
  - improving the collection of child health data, helping to establish the impact of the check and identify further improvements
  - improving information for parents and staff.



- 2.17 This work will support the reduction of health inequalities in early years and the national Early Years Collaborative. The main focus for service improvement during 2013/14 will be through the Early Years Collaborative.

**Reduce the need for children to become looked after**

- 2.18 Preventive work with a specific cohort of families in need is active at a neighbourhood level. Monitoring the interventions with this group is taking place to assess the impact of support on outcomes and to make sure that vulnerable families are identified quickly and a practical support plan is in place and monitored. The work includes children and families in the Total Craigroyston cohort of 20 children in need and a group of children aged 2 who are looked after at home.
- 2.19 To improve early intervention the Social Care Direct service has been enhanced to deal with child welfare concerns which would not meet the threshold for social work intervention. This allows relevant services to take account of child concerns which may not currently be known to them when supporting the child and family. This development is key to full implementation of GIRFEC - specifically the appropriate sharing of information regarding child concerns to improve early intervention.
- 2.20 To increase parental capacity and confidence a wide range of good quality, evidence based support is now available to parents and carers across the city. As a result of the Change Fund provision and uptake have increased significantly over the last 12 months. Guidance for all services on applying a comprehensive ('systemic') approach to family work is currently being produced and work is underway to inform parental entitlements and support pathways to improve access to services and ensure consistency across neighbourhoods.

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

- 2.21 An extensive national and international evidence base of what works in reducing the need to take children into care has been complemented by an analysis of 350 children who became looked after in Edinburgh in 2011. This has enabled lead professionals in Edinburgh to be better informed about the types of intervention that might have reduced the need for accommodation and informed the future direction of children's services. Key messages will continue to be disseminated and the outcomes will include the development of more systemic practice across children's social work services and other services, linked to critical reflection on practice.
- 2.22 The former Edinburgh Families Support Service has been enhanced to create a new family support service, Family Solutions, which will engage with around 400 families at an early stage to provide co-ordinated, practical intervention and support to reduce the levels of need and risk to children. The service will have one team in each of the six neighbourhoods providing the right help to children and families when they need it, 7 days a week.

- 2.23 A new Multisystemic Therapy (MST) team is being introduced. This is a successful well evidenced approach, proven to improve family relationships, improve the capacity of care-givers to meet the needs of troubled children and increase the likelihood of children remaining in their families and communities in the longer term. The MST team has just become active and plans to work with 80 families in their first year of operation. MST programmes in other authorities have demonstrated significant success in helping parents and carers to manage the factors influencing the behaviour of their children. .
- 2.24 The Family Group Decision Making team has been expanded to enable the service to work with more families to find solutions among wider family networks which can assist to meet need, decrease risk and keep children in their families and community. During 2013/14 the expanded team will work with 200 families involving around 400 children.

**Increase CEC foster placements and strengthen Kinship Care arrangements to achieve best value placements with best outcomes for children and young people**

- 2.25 Additional investment from the Change Fund to increase the capacity of Family Based Care has enabled the Foster Care Recruitment Team to increase the number of placements during past year.
- 2.26 Targeted campaigns will now focus on the recruitment of carers for children aged 5 and above, sibling groups, children with disabilities and carers offering permanent placements.
- 2.27 Change Fund resources have led to new marketing activities including rebranding of materials; local radio advertising; billboards across the City; taxi adverts; press adverts; posters and leaflets to libraries, local neighbourhoods and schools.
- 2.28 As a result of the enhanced recruitment campaign Family Based Care have seen a 6.25% increase in enquiries during 2012. Since the start of 2013 five new carers have been approved and the team are currently carrying out home studies for 20 prospective carers prior to approval by panel.
- 2.29 Targeted recruitment events and drop in sessions have increased from six in 2012 to eight for 2013 with an additional stand at the Mela Festival and two sessions targeted to BME recruitment at McDonald Road Library.
- 2.30 To increase support to Kinship Carers we have developed a new team to provide support and guidance. This will enable extended family members to care for children, avoiding the need for children to come into care.
- 2.31 We are establishing a dedicated permanent fostering team and post adoption support service. These developments provide necessary support for all kinship carers and adopters. This will improve outcomes for children by increasing the resilience of carers to maintain placements.
- 2.32 Two specialist social pedagogues (50% funded through the Change Fund) are now providing support and training to our foster carers who are caring for some

of Edinburgh's most complex, challenging and vulnerable young people. The approach combines academic knowledge, an understanding of emotions and hands-on practical action to herald a shift away from following procedures to supporting foster carers to help children build positive relationships that lead to stability, better outcomes and long-term well-being. By the end of May 2013, 40 Foster Carers and 8 staff will have completed 10 days training on the "Head, Hearts and Hands Programme". Awareness training has already been delivered to 120 professional staff with more sessions planned.

### **Further Developments**

- 2.33 The Scottish Government launched the Early Years Collaborative in October 2012. The ambition of the collaborative is to "make Scotland the best place in the world to grow up in" The objective of the Early Years Collaborative (EYC) is to accelerate the conversion of the high level principles set out in GIRFEC and the Early Years Framework into practical action. A multi-agency Early Years Collaborative Team has been established in Edinburgh and participants have committed to the learning sessions in January, May and October. The team members are participating across four workstreams and small tests of change are underway. The introduction and implementation of the 27-30 month child health review will feature across the workstreams.
- 2.34 A number of the ambitions within the EYC will compliment Edinburgh's approach to implementing the Early Years and Early Intervention Change Fund objectives, particularly in relation to work stream 1. Governance and reporting will be consistent with the Edinburgh Children's Partnership approach to the Change Fund.
- 2.35 In partnership with EVOG a Voluntary Sector Innovation Fund will be established in year 3. This will create an opportunity for organisations to work together across sectors and include their proposals for projects that will achieve the outcomes of the Change Fund.
- 2.36 The Children and Families Commissioning Plan will include commitments around priorities and service developments which will support the objectives and delivery of the Early Years and Early Intervention Change Fund. The Plan will reflect the Children's Services Delivery Model and a commitment to GIRFEC. Commissioning Approaches documents have recently been out for public consultation. Each of these Approaches will be further developed to form chapters in the 5 year Commissioning Plan to be produced by the end of 2013. The chapters in this plan will include:
- Alcohol and Drugs
  - Child Disability Plan
  - Children in Need and their Families
  - Early Years
  - Looked After and Accommodated & Through care & Aftercare
  - Youth Work
  - Young Carers

## Financial Implications

2.37 Funding allocated to the Early Years Change Fund from 1 April 2012. On behalf of the Children's Partnership the Early Years and Early Intervention Change Fund Core Group will jointly draw together a report on the local operation of the fund to date to be submitted to the Scottish Government Taskforce by 30 June 2013

2.38

City of Edinburgh	2012/13	2013/14	2014/15
Early Years and Early Intervention Fund	£1,630,000	£2,870,000	£4,138,000

2.39

Scottish Government	2012/13	2013/14	2014/15
Looked After 2 Year Olds	£117,000	£117,000	£117,000
Family Centres and Family Support	£190,000	£190,000	£191,000

2.40

Health	2012/13	2013/14	2014/15
<b>Ringfenced funding</b>			
Refreshed Maternity Framework	£137,151	TBC*	TBC*
Child Healthy Weight (part of the Effective Prevention bundle)	£135,660	£135,660	£0
Childsmile (part of the Dental Services bundle)	£837,420	£837,420	TBC
Maternal Infant Nutrition	£163,200	£163,200	£0
Family Nurse Partnership	£582,000	693,745**	TBC*
<b>Additional NHS investment (via NRAC)</b>			
27 – 30 month assessment	£82,620	£165,240	£165,240
Health Visitors Population	-	£138,210	£138,210
School Nursing	-	£42,840	£42,840
Speech and Language Therapy	-	£23,340	£23,340
Enteral Feeding for Children	-	£43,860	£43,860
<b>Total</b>	<b>£1,938,051</b>	<b>£2,243,515</b>	<b>£413,490</b>

\* Meetings being held with Scottish Government to confirm 2013/14 funding

\*\* Indicative allocation

## Conclusion

2.41 Under the oversight of the Children Partnership the initial year of the Early Years Change Fund has seen the development of a wide range of services by the City of Edinburgh Council, Lothian Health and Voluntary Sector partners. Further developments are to be implemented. The services now active should start to make an impact on our long term strategic objectives to improve outcomes though earlier intervention and shift the balance of care.

## 3. Recommendations

To recommend that the Education, Children and Families Committee:

3.1 Notes progress to date on each work stream detailed in the main report.

3.2 Requests a further report on progress on Change Fund Objectives in May 2014.

## Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	P1. Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	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
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	None

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Co-operative Childcare and Education

Item number	7.8
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P5</a> , <a href="#">P6</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Co-operative Childcare and Education

### Summary

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The purpose of this report is to update Committee on the progress that has been made in developing co-operative childcare and co-operative education and learning in Edinburgh. The Capital Coalition has pledged to establish city-wide childcare co-operatives for affordable childcare for working parents.

Children and Families has established a Service Level Agreement with Lothian Association of Youth Clubs to provide a range of support and advice to the Out of School Care sector, including identifying and helping those which wish to make the transition to co-operative status. A further option to be explored is to establish this overarching support structure as a co-operative. To date, five childcare providers have expressed an interest in the option to become co-operatives.

Additionally, Children and Families is successfully developing co-operative education and learning in the Broughton Cluster. The outcomes will be evaluated and shared across the school estate.

### Recommendations

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Committee is asked to:

1. Note progress to date;
2. Request a further progress report in October 2013;
3. Note the conference to be organised by LAYC and the workshop to be organised by Public Service Mutuels, and the half-day Co-operative Learning and Education event.

### Measures of success

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At least one provider of childcare is working as, or towards being, a co-operative by August 2013.

Childcare providers which wish to develop co-operative status and/or develop more co-operative working practices are supported and enabled to do so.

Parent-led Out of School Care is supported and enhanced throughout the city.

Co-operative education and learning is established as a valued way of working within schools.

### **Financial impact**

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The cost of the Service Level Agreement to support the Out of School Care sector is £23,000 per annum. This cost is budgeted for.

### **Equalities impact**

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All work within this area seeks to address inequalities in terms of impact on outcomes for children and their families. There are no negative impacts arising from this work.

### **Sustainability impact**

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There are no adverse impacts arising from this report.

### **Consultation and engagement**

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Extensive consultation has taken place and this will be ongoing throughout the development period.

### **Background reading / external references**

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## Co-operative Childcare and Education

### 1. Background

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- 1.1 The City of Edinburgh Council, as one of its Capital Coalition Pledges, will establish city-wide childcare co-operatives for affordable childcare for working parents. The aim is that, by August 2013, one provider of childcare in Edinburgh will be working as, or towards becoming, a co-operative. Thereafter, the intention is to develop a network of childcare provision operating on a co-operative basis across the city, including pre-school and after school/holiday clubs.
- 1.2 In addition, Children and Families is developing co-operative education and learning, with the support and advice of Co-operative Education Trust Scotland. It has chosen to pilot this development across the Broughton Cluster, involving Broughton High School and its feeder primary schools.

### 2. Main report

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#### Co-operative Childcare

- 2.1 Work to develop the Council's priority to establish Childcare Co-operatives in the city is well underway. There are two main strands of activity:
- 2.2 The first has been to identify and work with current childcare providers who are interested in developing co-operative status for their organisations. It is anticipated that the majority of those organisations who will benefit from becoming co-operatives are parent-led organisations, which often face the greatest challenges in terms of sustainability owing to regular turn-over of management committee members. However, all childcare providers who wish to pursue this option will be encouraged and supported to do so.
- 2.3 Meetings at the beginning of the year were attended by representatives from the Co-operative Enterprise Hub, Business Gateway and childcare providers to initiate this process. A survey carried out in partnership with Economic Development highlighted the challenges that some childcare organisations experience, including those related to sustaining parent-led management committees. Representatives from the Co-operative Enterprise Hub and Business Gateway provided information about the support and advice they can offer, with particular emphasis on the benefits of the co-operative model of delivery.

- 2.4 Oxfams After School Club and two parent-led out of school care providers expressed interest in developing, or investigating further, co-operative status for their organisations. In order to pursue and support this interest, the second strand of activity is to develop an overarching support mechanism or umbrella organisation for childcare providers who become, or wish to become, co-operatives. Recent research by Children and Families and Economic Development into Out of School Care Provision and Costs in Edinburgh identified the areas of support requested by Out of School Care Providers, two thirds of which in Edinburgh are parent-led providers. When asked to identify their main priority for the sector, 28% of respondents chose access to professional support for their parent-led committee as a main priority. In addition, 44% identified support with staff development and training, and 22% with finance and budgeting as key priorities.
- 2.5 In addition to Out of School Care clubs, providers in other childcare sectors have expressed an interest in exploring the option to become co-operatives. Nari Kallyan Shango (NKS), an organisation supporting South Asian women, is keen to look at a co-operative option for its childcare provision. Similarly, a community group in North Edinburgh is interested in developing a community crèche organised along co-operative lines. Both of these are being actively pursued.
- 2.6 The umbrella organisation will provide support and assistance designed to improve a number of areas for the Out of School Care sector. This function will be provided by Lothian Association of Youth Clubs (LAYC). A Service Level Agreement has been drawn up to provide additional support to community-based Out of School Care clubs in order to increase their sustainability, quality and mutual co-operation, and provide tailored support to those which desire to operate as co-operatives. It is intended that this will enhance: the relationship between community Out of School Care providers and The City of Edinburgh Council; the confidence of, and value in, community-based Out of School Care provision; staff skills, understanding and motivation; educational and social outcomes; and, the quality of activity and programmes. It will also seek to maintain the current number of community-based Out of School Care providers and create new provision where local conditions are favourable. This will involve exploring the options to identify where new capacity is required, and looking at how the Children and Families estate can be used more flexibly. Legal and professional support will be available for clubs wishing to adopt more favourable governance arrangements, and an extended programme of Out of School Care training will be developed. LAYC will also establish a pool of experienced Out of School Care managers who can provide dedicated support and input as required. Professional support with establishing and running a successful co-operative will also be provided, with specialists on hand to provide a range of advice and expertise.
- 2.7 LAYC will also organise and deliver a major Out of School Care conference to celebrate, promote and enhance the value of co-operative provision.

- 2.8 In addition to working with groups who have expressed an interest in becoming co-operatives, work will be ongoing to raise the profile of co-operatives and co-operative working, and identify further clubs or groups that could benefit. To this end, LAYC will begin a programme of engagement and support in May. Additionally, it will facilitate a forum of existing providers that enables them to come together to share practice and expertise
- 2.9 We are working with Public Service Mutuals to explore, with the Council and LAYC, options for the umbrella organisation to become a co-operative. This would create an Out of School Care Co-operative led by LAYC. Community-based parent-led childcare providers would be eligible to become members of the co-operative, which could offer a range of benefits and economies of scale. It would adhere to, and also promote, the principles of co-operatives amongst the childcare sector: voluntary and open membership; democratic member control; member economic participation; autonomy and independence; education, training and information; co-operation among co-operatives; and concern for community. A workshop, led by Public Service Mutuals, will be organised with LAYC, the Council and potential member groups and other key stakeholders to explore the purpose and principles of this organisation, and identify the next steps.
- 2.10 Moreover, Children and Families will investigate setting up a similar overarching support structure for the Playgroup sector. This sector faces many of the same issues faced by the Out of School Sector (sustainability, high turnover of staff, staff qualifications) and these could be addressed successfully through a more co-ordinated and co-operative approach. Children and Families will consult the sector to examine how this can be developed.
- 2.11 A Lead Officer from within Children and Families is identified to lead the development of the work with the Playgroup and Early Years childcare sectors, and to liaise with LAYC. A work plan is currently being finalised and this will detail agreed targets and timescales.
- 2.12 Work is being undertaken by Economic Development to look at affordability of childcare in Edinburgh. A review of childcare funding is underway. This will aim to ensure a consistent approach and accessibility for disadvantaged parents/carers to 'job focused childcare support'. It will also ensure subsidised childcare benefits those who have the greatest need in terms of household income and poverty. Additionally, it will demonstrate value for money, and align with the Early Years strategies in the development of affordable care for vulnerable families. A comprehensive report that connects the several strands of activity concerning childcare will be developed and presented to a future meeting of the Committee.

### **Co-operative Education and Learning**

- 2.13 The Broughton Cluster (Broughton High School and its feeder primary schools) was chosen as the pilot area for developing co-operative education and learning.

The cluster welcomed the opportunity and accepted the values and principles which underpin any co-operative organisation.

- 2.14 The current cluster progress to date has been on information-sharing and gaining a common understanding of co-operative education. The Co-operative Education Trust Scotland (CETS) has been working closely with the schools and gathering information. Schools have engaged well with CETS, which recognises that there is a great deal of good work going on in these schools and which require only a few further adjustments for their working practices to become fully co-operative. It is also the first time CETS has been involved in working with a cluster.
- 2.15 The overall outcome the cluster would like to achieve are: to develop co-operative approaches in partnership with CETS and the cluster in enhancing cluster values, ethos and transitions for children and young people.
- 2.16 The cluster has developed an action plan. This focuses on developing co-operative working to support school improvement planning, values training including the involvement of pupils, staff and parents, further CPD on working co-operatively, identifying a co-operative co-ordinator, and training on co-operative meetings. It will also cover transition for Nursery to P1, and P7 to Secondary using pupils' feedback on transition and involving them in planning transition activities. CETS will work with schools to further develop links to work co-operatively with the business community. Pupils in each school will be involved with CETS on developing shared values leading to the development of cluster values. Democracy Days will be developed in the cluster schools, there will be a calendar of transition events, and SQA accreditation for co-operative work will be introduced as appropriate.
- 2.17 A half day event with senior officials and elected members to look at opportunities and options for co-operative approaches in schools will be arranged based on the evaluation of the work developed in the Broughton cluster.

### **3. Recommendations**

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Committee is asked to:

- 3.1 Note progress to date;
- 3.2 Request a further progress report in October 2013;
- 3.3 Note the conference to be organised by LAYC and the workshop to be organised by Public Service Mutuals, and the half-day Co-operative Learning and Education event.

## Gillian Tee

Director of Children and Families

### Links

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<b>Coalition pledges</b>	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P6. Establish city-wide co-operatives for affordable childcare for working parents
<b>Council outcomes</b>	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 CO6. Our children's and young people's outcomes are not undermined by poverty and inequality
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	None

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Parental Engagement

Item number	7.9
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Parental Engagement

### Summary

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The purpose of this report is to provide an update on the progress being made towards the completion of the Parental Engagement Strategy and Action/Implementation Plan. It covers

- New arrangements for CCwP and Neighbourhood Groups
- Key areas of development in parental engagement
- Consultation with parents and school staff.

### Recommendations

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1. The Committee note the content of the report
2. The Committee request a final report in October 2013 including
  - Parental Engagement strategy document
  - Action /implementation plan.

### Measures of success

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Overall progress will be measured using a suite of indicators as follows.

- How good is our school 3?
- How good is our community learning and development 2
- How Good is Our School' (HGIOS) evaluation series guides: Partnerships with Parents' (2006),
- *Quality Management in Education 2* - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), HMIe 2006
- % parents expressing satisfaction with school
- % parents saying they are involved in child's education

## Financial impact

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All work identified in this area is delivered within existing budgets.

## Equalities impact

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All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and young people. There are no negative impacts arising from this work.

## Sustainability impact

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There are no adverse economic, social or environmental impacts resulting from these areas of activity.

## Consultation and engagement

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All areas of work highlighted in the report include significant elements of consultation and engagement with parents and with wider groups of stakeholders, appropriate to the content of the work. Parents are consulted through Neighbourhood Groups, Consultative Committee with Parents and working groups. A parent representative has also been elected to the Education Children and Families Committee.

## Background reading / external references

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[Parental Involvement Act 2006](#) Scottish Government

[National Parenting Strategy 2012](#) Scottish Government

[Parent Council Resource: A guide to gathering views and ensuring parents voices are heard in your school 2013](#) Scottish Government



## Name of report

### 1. Background

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- 1.1 In October 2012 a report and outline strategy for parental engagement was reviewed by the Education Children and Families Committee. It was agreed
- 1 To note the content of the report.
  - 2 To set up a new system for the Consultative Committee with Parents [CCwP] and introduce 5 Neighbourhood Groups and a city wide Special Schools Group to facilitate consultation and communication with parents.
  - 3 To create a parental engagement action and implementation plan with appropriate quality indicators and success criteria to sit alongside the Parental Engagement Strategy.

### 2. Main report

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- 2.1 A new system of 5 Neighbourhood Groups and one City Wide Special Schools Group has been set up comprising parent council chairs or their representatives and the Senior Education Manager: Inclusion, Pupil and Parent Support.
- 2.2 Each group has a similar agenda format comprising a) directors briefing, b) key priorities for education in Edinburgh and c) items raised by parents in the neighbourhood.
- 2.3 Two representatives [one primary and one secondary] for the CCwP were elected from the Neighbourhood Groups and City Wide Special Schools Group.
- 2.4 An agenda planning group is held prior to the CCwP with a parent representative from each neighbourhood group and city wide special schools group, the Director of Children and Families and Senior Education Manager: Inclusion, Pupil/Parent Support. This planning group has been successful in identifying the key priority areas for parental discussion.
- 2.5 The newly formatted CCwP has met on 3 occasions. In the first meeting one parent member was elected as the first parent representative to the Education Children and Families Committee and sub groups. To date discussions have centred round the following: Communication, Strategic Management of School

Places, Parental Engagement, and Community Access to Schools, new arrangements for Service Support Officers and Property issues. There are also standing items for neighbourhood issues, and reports from the National Parent Forum and Scottish Parent Teacher Council. Reports to Education Children and Families Committee are also discussed at CCwP.

2.6 The Neighbourhood Groups and City Wide Special Schools Group have now met on three occasions and have had wide ranging discussions including Vision for Schools, Parental Engagement, Strategic Management of Placements, Additional Support Needs, Parking at schools, school meals and use of social media.

2.7 A key aim of CCwP and Neighbourhood Groups is to respond to parent questions and suggestions in a 'You said, We did approach'. One suggestion was a request for information on schools where there are likely to be some non-catchment places available by August and those where all placing requests are likely to be refused. We published this for parents.

Each Director's briefing note also answers queries brought up by parents at previous meetings.

2.8 Representation of parents at Neighbourhood Groups and CCwP from November to March 2013 was 133. This compares to 38 at CCwP during session 2011 - 2012. From this it is evident that more parents are involved in discussions with Children and Families in this new system than in the previous years. Increased involvement in strategic decision making is therefore enhanced with more parents involved.

2.9 The inclusion of parents has continued in the six working groups set up to take forward the action/implementation plan for the parental engagement strategy. Each working group has representation and input from a lead officer, parents and school staff.

2.10 The key areas being developed are

- the strengthening of parent/ carer engagement in their child's learning
- the development of effective communication and consultation
- the development of effective partnership working and opportunities for and removal of barriers to engagement
- the linkage of parent and pupil voice
- the strengthening of parent councils involvement with school, community and department
- parenting support when required

- 2.11 Within some of the groups there are sub groups working on specific areas e.g. three parents are involved with officers in creating new parental engagement web pages which are user friendly and display the information which parents want to see.

The action/ implementation plan is in draft form at the moment with outcomes, tasks, success criteria, people involved and timescale. Performance indicators from the key performance documents related to this area will also be included in the final document.

- 2.12 Self evaluation is a key part of the work of parental engagement. Some schools have already used the draft action/ implementation plan as a self evaluation tool with respect to parental engagement and have sent this in as feedback to us.
- 2.13 Part of our action / implementation plan is the development of a self evaluation pack to be used by Parent Councils to support their work with the school. At least one other local authority has devised a similar pack and used it successfully with their parent councils.
- 2.14 Extensive consultation has been undertaken with a range of stakeholders including parents within individual parent councils, school staff and through neighbourhood groups. When the consultation exercise is completed after the CCwP on 14 May the feedback will be input into the draft action / implementation plans.
- 2.15 It is important to note that the work around parental engagement recognises, individual needs, an inclusive approach, specific interests, cultural background and gender.

### **3. Recommendations**

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- 3.1 The Committee note the content of the report.
- 3.2 The Committee request a final report in October 2013 including
- Parental Engagement strategy document
  - Action /implementation plan.

## **Gillian Tee**

Director of Children and Families

## Links

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<b>Coalition pledges</b>	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO1. Our children have the best start in life, are able to make and sustain relationships within our schools support and the new curriculum  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
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfill their potential.
<b>Appendices</b>	1. Neighbourhood Group Remit 2. CCwP Remit

## **City of Edinburgh Council**

### **Role, Remit Neighbourhood Groups, City Wide Special Schools Group**

Neighbourhood Groups and City Wide Special Schools Group aim to:

1. Strengthen engagement of parents in education in neighbourhoods and city wide special schools linking to parent councils
2. Increase parental satisfaction with education in Edinburgh.
3. Strengthen effective communication with parents. from neighbourhood groups, city wide special schools group which have a two way link to parent councils and CCwP

The Neighbourhood groups and City Wide Special Schools Group will do this by:

- Promoting the development and implementation of parental engagement in education.
- Supporting two way communication between parents, parent councils, neighbourhood groups, city wide special schools group , citywide CCwP and the parent representative on Education Children and Families Committee.
- Helping to identify and disseminate good practice in the neighbourhood or in city wide special schools
- Identifying areas of concern from parents for discussion and resolution.
- 

The Neighbourhood Groups and City Wide Special Schools Group are forums which will

- Provide discussion and consultation with parents on neighbourhood and citywide issues.
- Provide a parent perspective at local level.
- Identify common areas of discussion.
- Communicate with parent councils in their area.

## **Membership**

### **Neighbourhood Groups**

- 1 parent representative from each parent council in the neighbourhood
- Senior Education Manager: Inclusion, Pupil and Parent Support.

- Head Teacher representative nursery, primary and secondary schools.
- Minute taker

### **City Wide Special Schools Group**

- 1 parent representative from each parent council
- Head of Support for Children and Young People
- Service Manager Special Schools
- Senior Education Manager: Inclusion, Pupil and Parent Support.
- Head Teacher representative special schools
- Minute taker

### **Meetings**

Meetings will take place on a quarterly basis. Agendas and papers will be circulated one week in advance of the meeting.

### **CCwP**

Each of the 5 Neighbourhood Groups will appoint 2 representatives, one primary/nursery and one secondary to CCwP.

The city wide special schools group will appoint 2 representatives to the CCwP.

**Item no 7.1**

**City of Edinburgh Council**

**Role, Remit Consultative Committee with Parents (CCwP)**

CCwP aims to:

1. Strengthen engagement of parents in education in Edinburgh at individual class level, school and city wide level.
2. Increase parental satisfaction with education in Edinburgh.
3. Strengthen effective two way communication with parents.

The CCwP will do this by:

- Overseeing the development and implementation of a parental engagement in education.
- Supporting two way communication between parents, parent councils, neighbourhood parent groups, citywide CCwP and the parent representative on Education Children and Families Committee.
- Helping to identify and disseminate good practice in parental engagement.
- Identifying areas of concern from parents for discussion and resolution.
- Providing a parent perspective on education in Edinburgh.

The CCwP is a forum which will

- Provide discussion and consultation with parents on citywide and national issues.
- Provide a parent perspective at local and national level.
- Identify common areas of discussion.
- Provide a parent representative for Education Children and Families Committee.
- Ensure parent groups e.g. National Parent Forum and Scottish Parent Teacher Council are represented.
- Communicate with neighbourhood groups and the wider parent councils.

## **Membership**

- 2 parent representatives from each neighbourhood group (1 primary and 1 secondary representative).
- 2 parent representatives from city wide special schools group.
- One elected member from each political group.
- Parent member ASL Forum.
- Convenor of Education, Children and Families.
- Vice Convenor of Education, Children and Families.
- Director of Children and Families.
- Head of Service – Support for Children and Families.
- Senior Education Manager: Inclusion, Pupil and Parent Support.
- Service Manager Special Schools.
- Head Teacher representative special, nursery, primary and secondary schools.
- National Parent Forum representative.
- Scottish Parent Teacher Council representative.
- 1 representative from Education Union.

Parent members should nominate a deputy to stand in if they cannot attend.

SPTC and National Parent representatives have only observer rights.

A member will serve on the CCwP for a maximum of four years.

Election for parent representatives will take place at the neighbourhood groups or city wide special schools group.

## **Meetings**

Meetings will take place on a quarterly basis. Agendas and papers will be circulated one week in advance of the meeting.

## **Agenda Planning**

4 parents from CCwP will be part of an agenda planning group prior to each CCwP.



# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Kirkliston Primary School – Proposed Extension

Item number	7.10
Report number	
Wards	1

### Links

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Coalition pledges	<a href="#">P03</a> , <a href="#">P04</a>
Council outcomes	<a href="#">C01</a> and <a href="#">C02</a>
Single Outcome Agreement	<a href="#">S03</a> ,

### Gillian Tee

Director of Children and Families

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## Kirkliston Primary School – Proposed Extension

### Summary

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A consortium of developers is undertaking an extensive development of new housing at north Kirkliston. Planning permission was originally granted for 610 houses however this was subsequently revised to 674 houses of which 162 will be affordable housing.

In order to accommodate the increased pupil demand, in October 2007 the Education, Children and Families Committee approved that Kirkliston Primary School be extended on the basis that the full costs of doing so would be met by the respective housing developers by way of a Section 75 Agreement. This agreement makes provision for contributions of £4.9 million to be paid in four phases linked to the number of occupied dwellings.

In March 2009, the Education, Children and Families Committee considered an illustrative programme for delivering the extension based on the expected schedule of housing occupations which prevailed at that time which would have seen completion of the works in 2013/14. In the intervening period the rate of development in the area and house occupation has been monitored to determine the most appropriate point to initiate the project. The first instalment under the section 75 agreement was received during 2012 following the occupation of the first 120 residential units.

An updated feasibility study was commissioned led by the Architects, Smith Scott Mullan to inform the design for the proposed extension; the phasing of its construction and the costs. Future demand for places at the school is expected to increase beyond that arising from the North Kirkliston development due to the impact of the increasing birth rate which is anticipated in many parts of the city. The scope of this latest study also took into consideration the additional accommodation requirements which are anticipated to be required as a result.

The purpose of this report is to advise the outcome of the latest feasibility study, the results of which have been shared with the Kirkliston Primary School Parent Council, and to seek approval for the proposed extension to be progressed. The report also seeks approval for proposed works to the existing Kirkliston nursery to increase the capacity from 50/50 to 70/70.

## Recommendations

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It is recommended that the Committee:

1. approves the proposed extension to Kirkliston Primary School as detailed in this report with £4.9m of the estimated cost being funded directly by Section 75 developer contributions and the remaining £356,785 being funded from the Rising School Rolls capital budget; and
2. approves the proposed works to extend the capacity of Kirkliston Nursery as detailed in this report with the estimated cost of £190,000 being funded from the Rising School Rolls capital budget.

## Measures of success

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Delivery of the extension works to both the primary and nursery schools to a design specification which fully meets all educational and community related requirements. Delivery of the agreed projects on time, within budget and to the necessary quality.

## Financial impact

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### *Capital Costs*

The cost of the proposed option is estimated to be £5,256,785 of which of £4,900,000 relates to scope which would be funded from the Section 75 contributions. The remaining £356,785 relates to areas of project scope which require to be met directly by the Council and would be funded from the Rising School Rolls budget in the Children and Families Capital Investment Programme.

The cost of the separate works required to increase the capacity of Kirkliston Nursery from 50/50 to 70/70 is estimated to be £190,000 and would be funded from the Rising School Rolls budget in the Children and Families Capital Investment Programme.

### *Revenue Costs*

Increasing the area of the primary school will inevitably result in an increase in the associated revenue costs. The total devolved and non-devolved revenue budget in 2012/13 in respect of property costs for the primary school (rates, electricity, gas, water and cleaning) was £102,517. The existing area in the primary school, including the temporary units which would be replaced (an area of 352m<sup>2</sup>), is 2,337m<sup>2</sup>. Following completion of the entire extension project the area in the primary school would increase by 56% to 3,635m<sup>2</sup>. A similar proportionate increase in the annual property costs of an estimated £57,500 could be expected which will have to be funded from future revenue budgets as, and when, necessary.

The same principle will apply to the nursery school. By adding a small extension of approximately 35m<sup>2</sup>, using the average rate for the primary school of £44/m<sup>2</sup> an

increase in the annual property costs of approximately £1,540 could be expected which will have to be funded from future revenue budgets as, and when, necessary.

## **Equalities impact**

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There are no negative equality or human rights impacts arising from this report.

## **Sustainability impact**

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The proposed school extension will be built within the existing school grounds so the overall impact should be low. In progressing the detailed design full consideration will be given to the necessity to ensure that the new extension is as energy efficient as possible.

## **Consultation and engagement**

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Following extensive engagement with the school management the design team identified several design options which involved different configurations of new accommodation; in terms of the cost of delivery all were very similar. Consultation was then undertaken with pupils, staff and the Parent Council to obtain feedback on the options. This process resulted in a consensus on one option which it is now proposed be progressed to detailed design on the basis of which the recommendations within this report are based.

The proposals to modify the existing building to accommodate an increase in the capacity of the nursery from 50/50 to 70/70 were subject to consultation with representatives of the Kirkliston Community Centre Management Committee.

## **Background reading / external references**

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There have been three previous reports to the Education, Children and Families Committee regarding this matter on [30 October 2007](#), [17 March 2009](#) and [8 September 2009](#).

## Kirkliston Primary School – Proposed Extension

### 1. Background

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- 1.1 A consortium of developers is undertaking an extensive development of new housing at north Kirkliston. Planning permission was originally granted for 610 houses however this was subsequently revised to 674 houses of which 162 will be affordable housing.
- 1.2 In October 2007 the Education, Children and Families Committee approved the recommendation to extend the existing primary school rather than require a new school to be built to serve the new housing development on the basis that the full costs of the upgrade and extension project were met by the respective housing developers by way of a Section 75 Agreement.
- 1.3 In January 2008 a study was commissioned which confirmed the feasibility of extending the existing Kirkliston Primary School to either a 2-stream or 18 class primary school. It concluded that expansion of the existing school by means of retention of the existing building and extension on the site was feasible in terms of location, site extent, alterations to the existing building, geotechnical considerations, statutory considerations, etc.
- 1.4 A Section 75 Agreement was signed in 2008 which makes provision for developer contributions of £4.9 million towards extending Kirkliston Primary School. This is to be paid in four phases linked to residential unit occupations (excluding affordable housing) with each instalment payment being index linked to include any inflation uplift arising between the base date of June 2008 and the date of payment.
- 1.5 In March 2009, the Education, Children and Families Committee considered an illustrative programme for delivering the extension based on the expected schedule of housing occupations which prevailed at that time which would have seen completion of the works in 2013/14.
- 1.6 Due to the way in which the section 75 instalments are paid this illustrative programme would have necessitated significant revenue budget costs as a result of the requirement to fund, through prudential borrowing, the cost of the extension works up front in anticipation of later revenue streams from the

developers. The Committee requested that a risk mitigation strategy be developed to utilise the temporary units at the school in advance of building the extension and that they received an update report outlining progress before any commitment was given to start the design process.

- 1.7 Committee also requested that consideration be given to providing permanent accommodation for the school in the short term by utilising a separate Section 75 contribution of £175,000 which had already been received. Proposals to do this were developed and a small extension was approved by the Education, Children and Families Committee in September 2009.
- 1.8 In the intervening period the rate of development in the area and house occupation has been monitored to determine the most appropriate point to initiate the project. The first instalment under the section 75 agreement was received during 2012 following the occupation of the first 120 residential units.
- 1.9 An updated feasibility study was commissioned led by the Architects, Smith Scott Mullan to inform the design for the proposed extension; the phasing of its construction and the costs. Future demand for places at the school is expected to increase beyond that arising from the North Kirkliston development due to the impact of the increasing birth rate which is anticipated in many parts of the city. The scope of this latest study also took into consideration the additional accommodation requirements which are anticipated to be required as a result.
- 1.10 The purpose of this report is to advise the outcome of the latest feasibility study, the results of which have been shared with the Kirkliston Primary School Parent Council, and to seek approval for the proposed extension to be progressed. The report also seeks approval for proposed works to the existing Kirkliston nursery to increase the capacity from 50/50 to 70/70.

## **2. Main report**

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### **Parameters for the Feasibility Study**

- 2.1 There were a number of factors which had to be taken into consideration in determining the parameters for the feasibility study including the scope of the Section 75 agreement and when the stage payments were expected to be received and also the level of accommodation required at the school and when this would have to be delivered.

### **Section 75 Agreement**

- 2.2 The total funding receivable towards extending Kirkliston Primary School under the Section 75 agreement is £4.9 million.
- 2.3 Payments are on a phased basis and are linked to residential unit occupations. An assessment has been made of the projected housing developments and when the associated Section 75 payments are expected to be received. By the

end of April 2013 it is estimated that nearly 240 open market dwellings have been built. The trigger for the second payment is occupancy of 240 open market dwellings and, given the number of houses completed and under construction, this trigger should be reached later this year; the Kirkliston Consortium estimate payment being made in Q3 2013. The Kirkliston Consortium currently estimates that the third payment would be made in Q1 2015 with the fourth payment being in Q1 2017. The expected payments are summarised in the following table.

Payment	Trigger Point (Open Market Dwellings)	Payment Expected
£1,205,000	Occupation of the 120th Residential unit	Received 2012
£1,205,000	Occupation of the 240th Residential unit	Expected Q3 2013
£1,205,000	Occupation of the 360th Residential unit	Expected Q1 2015
£1,285,000	Occupation of the 450th Residential unit	Expected Q1 2017

- 2.4 Payments are index linked and should include any inflation uplift which would arise between the base date of June 2008 and the date of payment. However, the initial payment received in 2012 included no inflationary uplift as, at the relevant point, the BCIS Construction Tender Price Index was actually lower than at the base date of June 2008. This is a position which is currently expected to continue through to early 2017 which, if this remains the case, would mean that there would be no inflationary uplift in the overall Section 75 contributions receivable regardless of what the actual cost position might be at the date of construction. This is the assumption made in the financial assessment.
- 2.5 Regarding the Section 75 agreement itself this was recently reviewed by the project team to ensure that the anticipated scope of the project was compliant with the terms of this. It had been the understanding of the Children and Families Department that the Section 75 contribution would have covered the provision of seven teaching spaces (five additional classrooms and two general purpose rooms); additional gym and dining space and additional 20/20 capacity for nursery provision along with any necessary support space.
- 2.6 In the Section 75 Agreement itself, the Education Contribution is defined as being a contribution toward the provision of 'additional accommodation at Kirkliston Primary School'. However, the Decision Notice which was incorporated into the Section 75 agreement as a schedule confirms at Informative 3 that the following should be incorporated into the Section 75 agreement "the full costs of the upgrading of Kirkliston Primary School and an extension to the school to provide five additional classrooms and two general purpose rooms and a replacement for the present PE hall and dining area".
- 2.7 The absence in this description of any reference to additional 20/20 nursery provision is of particular relevance. The Children and Families Department was not involved in either the production or agreement of the decision notice and have been unable to establish why this was omitted; this was only identified as a

consequence of the recent review. This does introduce a significant risk that the developers could legitimately contest that, even were sufficient funding to be available to do so, the provision of additional nursery capacity was not a permissible cost which they should cover.

### **School Roll Projections**

- 2.8 An assessment was undertaken of the projected school roll based on the latest profile of housing occupations in the development together with the expected impact of rising rolls. The projected number of classes required in the school over the coming years is shown below.

<b>Year</b>	<b>Classes</b>
2012/13	15
2013/14	15
2014/15	15
2015/16	16
2016/17	16
2017/18	17
2018/19	18
2019/20	19
2020/21	19

- 2.9 The existing capacity of the school is 15 classes. This is currently projected to be sufficient to meet demand up to 2014/15 albeit it is acknowledged that part of this capacity is in the temporary units which will ultimately be replaced as part of the project, this being within the scope and intent of the Section 75 agreement.

### **Project Scope and Phasing**

- 2.10 The design team was asked to consider ways in which the following high-level scope could be delivered, informed by the terms of the Section 75 agreement and the identified requirement for further additional accommodation to meet the expected future catchment pupil demand:
- A new eight teaching space extension;
  - A new gym and dining space extension; and
  - The above to incorporate the eventual removal of all existing temporary units and the internal reconfiguration of the existing gym space to create two additional teaching spaces.
- 2.11 The scope would deliver the needs of the school and is compliant with the Section 75 agreement with the following exceptions:
- The cost of internal configuration of the existing gym space to create two additional teaching spaces which would have to be funded directly by the Council; and



- The delivery of an additional teaching space in the extension which would have to be funded directly by the Council if it was eventually required.
- 2.12 There was initial consideration of how additional nursery provision could be accommodated on the primary school site however, in light of the issue identified relating to the Section 75 agreement, this was de-scoped and has been considered separately as explained below.
- 2.13 The issue of how the development is phased relative to when the Section 75 funding is received has always been a challenge associated with this project. The issue is not just simply one of timing between the receipt of the staged Section 75 payments and when costs would have to be incurred but also if the staged payments would eventually be received at all. This is a risk which cannot be ignored and necessitates that the project will have to be delivered on a phased basis; it is simply not possible for the project to be delivered all in one go.
- 2.14 If there was a high level of certainty regarding both the timing and prospect of the phased receipts this is where borrowing could be used to progress parts of the project in advance of receiving funds from the developers however that is not, in itself, without its challenges. This would necessitate the use of prudential borrowing and require revenue funding to be found at a time when the Council is facing considerable financial budget challenges over the next few years.
- 2.15 The latest projections on when the Section 75 funding would be received together with what the capacity requirements are anticipated to be for the school over the coming years informed the timing of the construction process which is in three phases as follows:
1. Deliver new gym and dining space and reconfigure existing gym hall to create two new teaching spaces by no later than August 2015.
  2. Deliver five of the teaching spaces within the proposed extension by no later than August 2016.
  3. Deliver the remaining three teaching spaces within the proposed extension (if required) by August 2017.
- 2.16 The phasing strategy above involves retaining the existing temporary units until the conclusion of Phase 2 at which point they would be removed.

### **Feasibility Study Conclusions**

- 2.17 Following extensive engagement with the school management the design team identified several options involving different configurations of new accommodation; in terms of cost all were very similar. Consultation was then undertaken with pupils, staff and the Parent Council to obtain feedback on the options. This process resulted in a consensus on one option which it is proposed be progressed to detailed design as shown in Appendix 1.

- 2.18 The feasibility study also identified several areas which merit further consideration such as the external render, desirable improvements to the front entrance and also other aspects of the building such as existing heating systems which are either nearing, or are already past, the end of their useful life.
- 2.19 A full condition survey of the school has recently been completed which identified the necessity for capital investment in the school of £1.052m over the next five years. Whilst no funding is being sought within the project budget for any costs associated with these other areas they do require and merit further consideration which will be undertaken as part of the next stage of design development.
- 2.20 The necessity for any additional investment will be assessed in the context of the overall estate priorities and a judgment made regarding the cost effectiveness of doing wider works as part of this extension work (which would need to be funded from asset management works budgets) rather than doing this incrementally, particularly where this might compromise the final solution for the extension in areas such as the new heating system.

### Costs and Net Cash Flow

- 2.21 The cost of the proposed option including future construction inflation is estimated to be £5,256,785 of which of £4,900,000 relates to scope which would be funded from the Section 75 contributions. A detailed cost analysis is provided in Appendix 2. The remaining £356,785 relates to areas of project scope which are outwith the scope of the Section 75 agreement and require to be met directly by the Council being funded from the separate Rising School Rolls budget in the Children and Families Capital Investment Programme.
- 2.22 Following the construction phasing identified above and the assumed receipt dates for the Section 75 funding instalments; the profile of income and expenditure by financial year is estimated to be as follows:

Year	Phase 1 £'000	Phase 2 £'000	Phase 3 £'000	Spend £'000	Income £'000	In-Year Net £'000	Cumulative Net £'000	CEC Direct £'000
2012/13	-	-	-	-	1,205	1,205	1,205	-
2013/14	273	57	-	330	1,205	875	2,080	-
2014/15	1,409	-	-	1,409	-	(1,409)	671	12
2015/16	628	1,332	15	1,975	1,205	(770)	(99)	137
2016/17	-	333	437	770	1,285	515	416	104
2017/18	-	-	416	416		(416)	-	104
<b>Totals</b>	<b>2,310</b>	<b>1,722</b>	<b>868</b>	<b>4,900</b>	<b>4,900</b>			<b>357</b>

- 2.23 The above analysis shows a generally positive funding position in each year (i.e. cumulative income received is greater than the costs incurred) with the exception of 2015/16 when the reverse applies. Finance has confirmed that due to the

relatively small amount involved this would not require to be accommodated through prudential borrowing.

- 2.24 The option to deliver the project in fewer phases was assessed. If phases 1 and 2 were conflated into a single phase the construction period would be reduced from an estimated 20 months to 16 months which would mean a completion date for the final extension works of approximately December 2015. There would be an expected cost saving of £98,000 in cost inflation and contractor mobilisation costs however this would be reduced by additional costs of an estimated £50,000 relating to the change in approach including the creation of temporary accesses (see below). The net cost saving would therefore be £48,000.
- 2.25 If all three phases were conflated into a single phase the estimated completion date would be September 2016 rather than June 2017. However, by considering the project as one single phase and contract (rather than the two contracts which have been assumed for the existing phasing strategy) this would take the expected contract value over the OJEU threshold and necessitate a different, and longer, procurement process having to be undertaken from the outset. This would result in the start of the construction process being delayed by three months and mean that the objective of having what is currently described as Phase 1 being delivered by August 2014 would, in all probability, not be achievable. In financial terms, the projected net cost savings (net of additional costs) are estimated to be approximately £138,000.
- 2.26 The net cost savings in both scenarios above would be further reduced by the cost to the Council of having to borrow funding to finance the project in advance of the receipt of the Section 75 stage payments. From a financial perspective there also remains the risk of not receiving the funding at all.
- 2.27 However, the implications of a change in the phasing strategy would not be just financial. Whilst it would be physically possible to undertake construction to the north and south of the site at the same time there would significant adverse implications for the day to day operation of the school. Access to the temporary units would only be possible by creating a new access through one of the existing classrooms and a requirement to operate two site compounds concurrently would prevent any movement by pupils around the school externally.
- 2.28 In light of the foregoing reasons, both financial and operational, the proposed phasing strategy is considered to be the most appropriate in the circumstances.
- 2.29 The estimated project costs include an allowance of £40,000 for the provision of a grass pitch area including drainage. The cost of providing a 3G pitch (of an area of 2,000 m<sup>2</sup>) has been estimated to be £260,000 which includes an estimated £45,000 for the lighting and fencing which is ordinarily provided with these pitches. The School Parent Council has expressed a strong interest in seeking to identify separate funding to upgrade the pitch from grass to 3G. The

project team will work closely with the School Parent Council to ensure that if additional funding can be secured a 3G pitch would be installed.

### **Project Timescales**

- 2.30 The estimated timing for the various elements of the extension project is shown in the indicative programme in Appendix 3.

### **Nursery**

- 2.31 Although the potential to deliver additional 20/20 nursery capacity on the primary school site is not being progressed; the requirement to deliver additional nursery capacity in the village to meet the expected increase in demand has been considered. The original proposal of a 20/20 nursery on the primary school site was certainly not ideal as that would have resulted in a split nursery in the village and is not a particularly efficient solution either financially or operationally.
- 2.32 There is currently a 50/50 nursery in the village based in a building which also contains the community centre and an assessment was undertaken of ways in which the capacity there could be extended to 70/70. A way of achieving this through reconfiguration of the existing space and minor modifications has been identified which would be undertaken in two phases:
1. Increasing toilet provision and expanding the outdoor space including relocating the outdoor store. This would take the capacity up to 60/60 and be delivered by August 2013 at an estimated cost of £50,000.
  2. Build a small new extension containing staff room and separate store, create new toilet provision and re-furbish the former combined staffroom and store as a nursery class/playroom. This would take the capacity up to 70/70 and be delivered by August 2014 at an estimated cost of £140,000.
- 2.33 These costs would require to be met directly by the Council and would be funded from the separate Rising School Rolls budget in the Children and Families Capital Investment Programme.
- 2.34 The proposals have been subject to consultation with representatives of the Kirkliston Community Centre Management Committee who are supportive of the nursery and have advised on the best location for the extension, at the front of the building, which will link directly to the nursery accommodation and enhance the approach to the Centre. This option is preferred to providing a small extension, containing a staff room only, at the back of the building which would have been accessed via the Centre and impacted on the outdoor space used for a secure play area, a cafe and a garden area.

### 3. Recommendations

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3.1 It is recommended that the Committee:

1. approves the proposed extension to Kirkliston Primary School as detailed in this report with £4.9m of the estimated cost being funded directly by Section 75 developer contributions and the remaining £356,785 being funded from the Rising School Rolls capital budget; and
2. approves the proposed works to extend the capacity of Kirkliston Nursery as detailed in this report with the estimated cost of £190,000 being funded from the Rising School Rolls capital budget.

#### **Gillian Tee**

Director of Children and Families

#### **Links**

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##### **Coalition pledges**

P03 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools

P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools

##### **Council outcomes**

C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.

##### **Single Outcome Agreement**

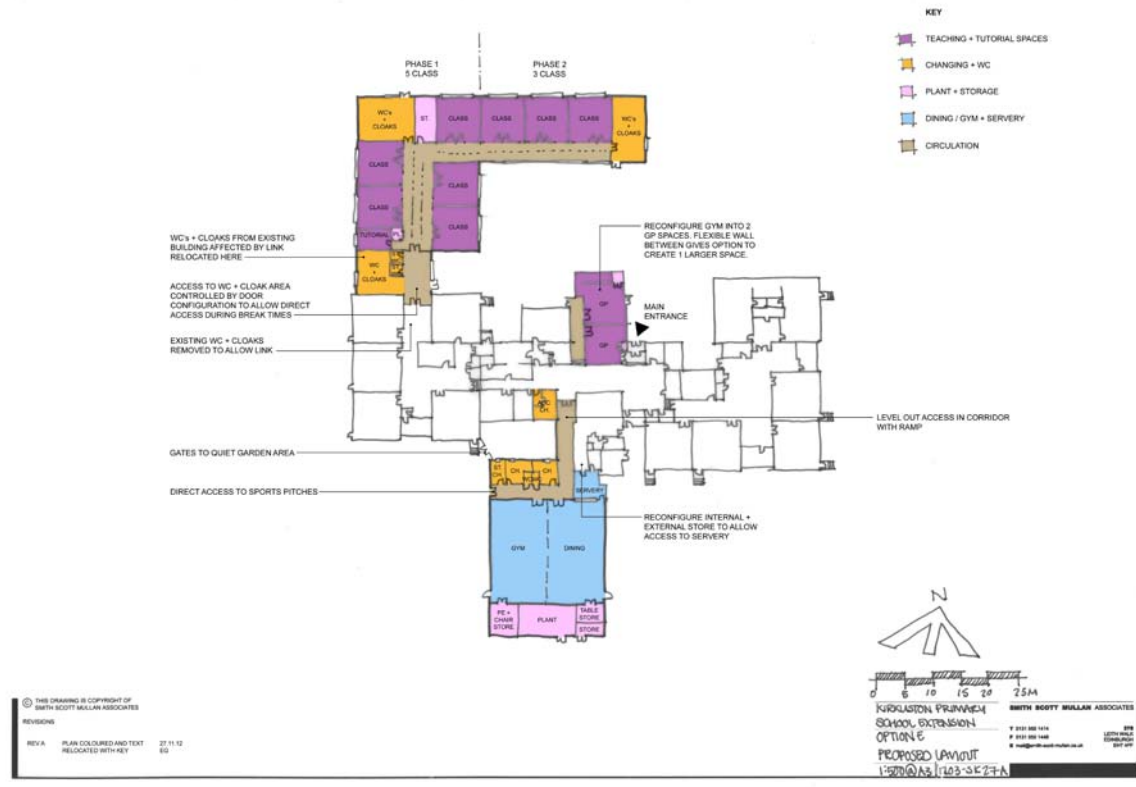
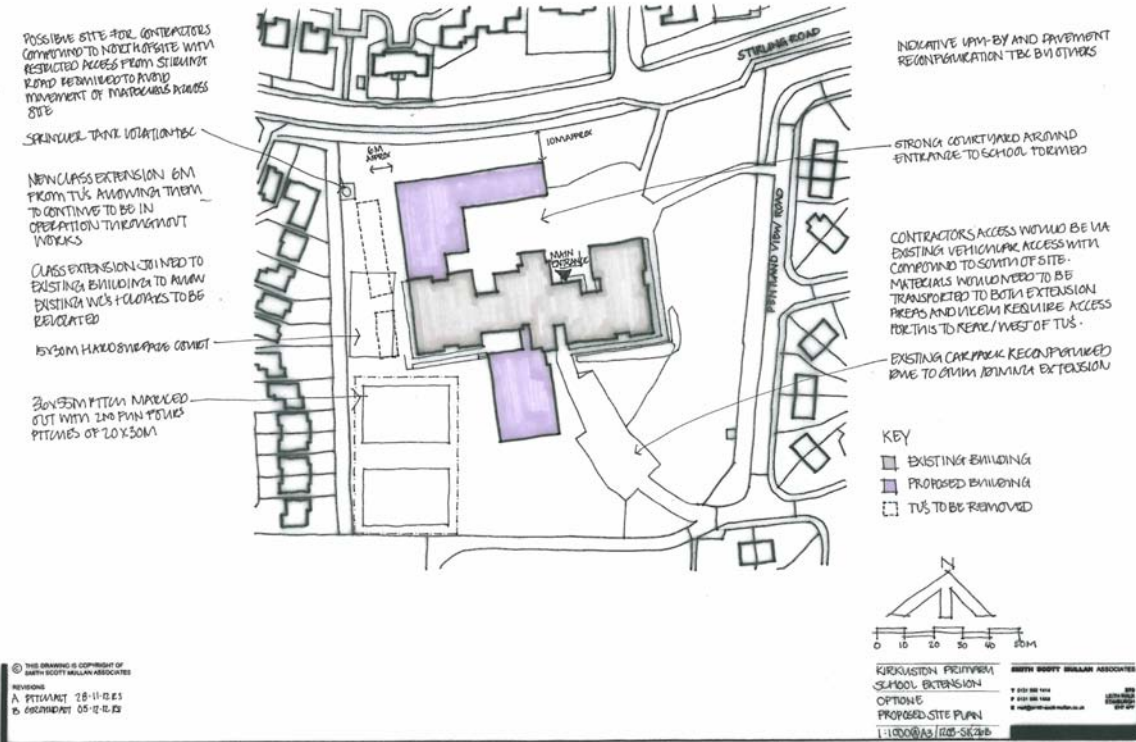
S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential

##### **Appendices**

- 1 Primary School Extension Design Proposals
- 2 Analysis of Primary School Extension Project Costs
- 3 Indicative Extension Project Programme

# APPENDIX 1

## PRIMARY SCHOOL EXTENSION DESIGN PROPOSALS



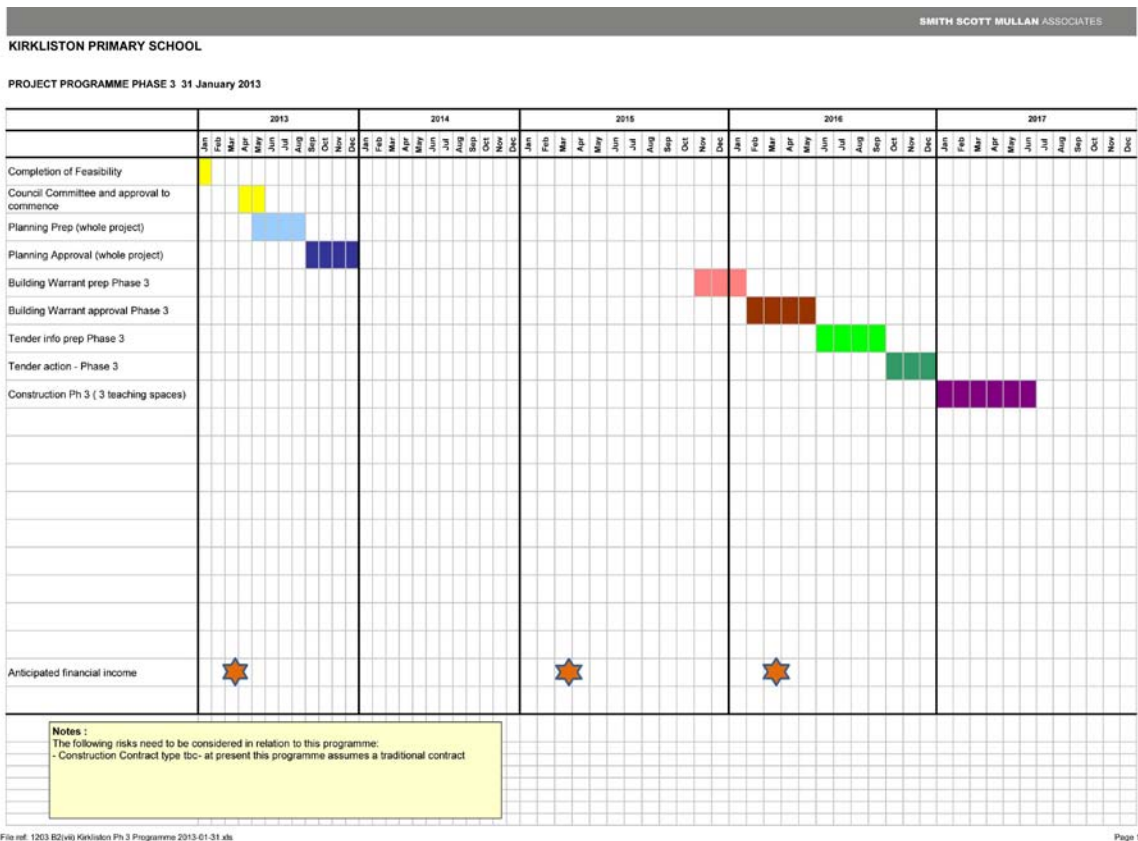
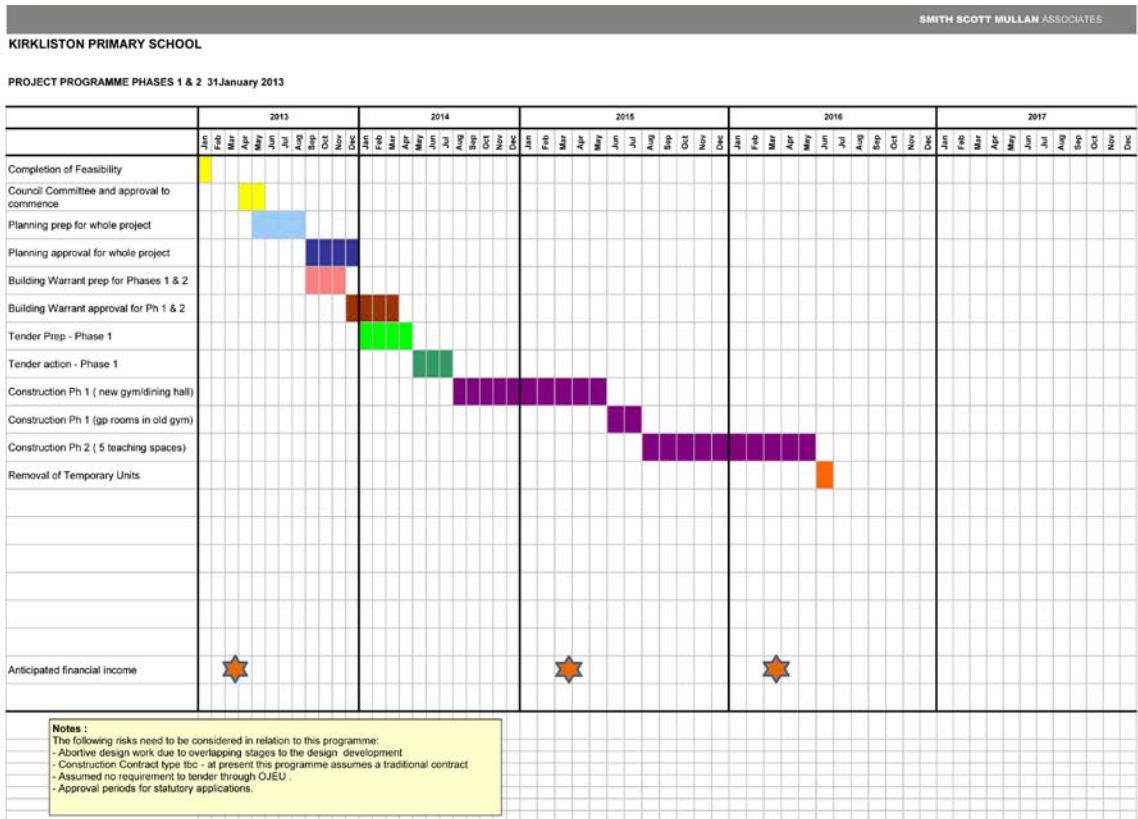
## APPENDIX 2

### ANALYSIS OF PRIMARY SCHOOL EXTENSION PROJECT COSTS

	<b>Total Cost</b>	<b>Funded by CEC</b>	<b>Funded by Section 75</b>
<b>Phase 1 - Gym/Dining</b>			
Construction Cost	1,973,615	125,000	1,848,615
Inflation	80,918	5,125	75,793
Professional Fees	289,567	11,013	278,554
Building warrant/planning fees	25,000	1,500	23,500
Client Contingency	90,301	7,132	83,169
<b>Sub-total Phase 1</b>	<b>2,459,401</b>	<b>149,770</b>	<b>2,309,631</b>
<b>Phase 2 - 5 Space Extension</b>			
Construction Cost	1,451,500	-	1,451,500
Inflation	113,217	-	113,217
Professional Fees	93,850	-	93,850
Client Contingency	63,510	-	63,510
<b>Sub-total Phase 2</b>	<b>1,722,077</b>	<b>-</b>	<b>1,722,077</b>
<b>Phase 3 - 3 Space Extension</b>			
Construction Cost	852,470	156,400	696,070
Inflation	124,461	22,834	101,627
Professional Fees	58,583	17,923	40,660
Client Contingency	39,793	9,858	29,935
<b>Sub-total Phase 3</b>	<b>1,075,307</b>	<b>207,015</b>	<b>868,292</b>
<b>Overall Total</b>	<b>5,256,785</b>	<b>356,785</b>	<b>4,900,000</b>

# APPENDIX 3

## INDICATIVE EXTENSION PROJECT PROGRAMME





# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Report on Commercial access to parents and children in schools

Item number	7.11
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

Gillian Tee

Director of Children and Families

Contact: David Wright, Senior Education Manager for Schools

E-mail: [david.wright@edinburgh.gov.uk](mailto:david.wright@edinburgh.gov.uk) | Tel: 0131 469 3413

# Executive Summary

## Report on Commercial access to parents and children in schools

### Summary

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The Education, Children and Families Committee, at its meeting on 5 March 2013, approved the following motion:

“This Committee notes that:

1. Commercial companies offering curriculum subject tutoring have been invited into primary school to do taster sessions in curriculum time classes.
2. Some commercial tutoring companies offer financial incentives to Parent Councils and schools to encourage access to children and parents and to encourage parents to buy products and services
3. Schoolbag letters home to parents can give the impression that companies are endorsed by the Council. Information from some companies gives the impression that they are approved providers of services
4. Parents have expressed concerns that the commercial companies are being allowed direct access to them and their children by Edinburgh schools.

Committee therefore requests that a report is prepared within one cycle setting out a clear policy for schools with regard to direct access to children and to providing information to parents on offers of commercial services, with the presumption that such service offers should be restricted.”

Several Head Teachers have confirmed that they would welcome support on dealing with requests from commercial companies for access to parents. This report describes how the Children and Families currently deals with requests which are made to centrally based officers from commercial companies and how we propose to support individual Head Teachers receiving similar requests.

### Recommendations

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1. The Education, Children and Families Committee notes the contents of this report and approves the measures taken to control and restrict commercial access to parents and children in schools.

## **Measures of success**

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All requests from Commercial Companies and Organisations to promote their products and services will be scrutinised in a consistent way.

Any successful requests will have to demonstrate clear educational benefits for children  
Heads of Establishment will be supported fully in dealing with requests.

## **Financial impact**

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There is no financial impact

## **Equalities impact**

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There is no Equalities impact

## **Sustainability impact**

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Not applicable

## **Consultation and engagement**

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Primary and secondary head teachers were consulted during the development of the guidance on Commercial access to parents and children in schools.

## **Background reading / external references**

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Appendix 1 – Guidance on engaging or promoting the services or products of Commercial Companies and Organisations.

## Report on Commercial access to parents and children in schools

### 1. Background

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- 1.1 This report describes how Children and Families currently deals with requests to centrally based officers from commercial companies and organisations who wish to gain access, through schools, to children and parents to promote their products and services and sets out clear guidance which has been provided to Heads of Establishment who are approached by such companies and organisations.

### 2. Main report

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- 2.1 A number and range of commercial companies and organisations contact Children and Families to promote their products and services. Some also contact educational establishments directly.
- 2.2 Approaches made directly to the Department are scrutinised by a Senior Manager to assess the potential educational benefits of such products and services. An appraisal of any financial benefit to the company is also undertaken as part of this process.
- 2.3 Only when there are clear and demonstrable educational benefits for children will information from companies and organisations be passed on to educational establishments for their consideration.
- 2.4 Companies and organisations can readily acquire addresses and e-mail contact details of educational establishments and make contact with them directly thus bypassing the central scrutiny process.
- 2.5 Clear guidance (Appendix 1) has been issued to all Heads of Establishment advising that any approach to engage with, or promote the services of, a commercial company or organisation should be directed to a Senior Manager in Children and Families for scrutiny.
- 2.6 Engagement of commercial companies and organisations who wish to gain access to parents and children will therefore be determined by the control measures in place. This will ensure that such service offers are restricted to those who can demonstrate clear educational benefit for children.

### 3. Recommendations

---

- 3.1 The Education, Children and Families Committee notes the contents of this report and approves the measures taken to control and restrict commercial access to parents and children in schools.

#### Gillian Tee

Director of Children and Families

#### Links

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<b>Coalition pledges</b>	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1. Guidance on engaging or promoting the services or products of Commercial Companies and Organisations.

## Appendix 1

To All Heads of Establishment

From David Wright (Senior Education Manager – Schools)

Re Guidance on engaging or promoting the services or products of Commercial Companies and Organisations

1. A number and range of Commercial Companies and Organisations contact the Children and Families Department and Educational Establishments directly to engage or promote their products and services.
2. Any approaches made to the Department are subjected to close scrutiny to determine the potential educational benefits for pupils. The possible financial benefit to the Company or Organisation is also evaluated as part of this process.
3. Only where there are clear and demonstrable educational benefits for pupils will details from these Companies or Organisations be sent out to Educational Establishments.
4. These details will be sent out to you from the Schools and Community Services mailbox for your consideration.
5. Should any Companies or Organisations contact you directly, you should not engage or promote their services. You should direct the enquiry to your Senior Education Manager or Service Manager who will scrutinise the request. You should inform the company or organisation that this is per standard protocol.
6. Your manager will deal with the request and notify you of the outcome of the scrutiny process.

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Children and Families Service Plan 2013-16

<b>Item number</b>	7.12
<b>Report number</b>	
<b>Wards</b>	All

### Links

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<b>Coalition pledges</b>	<a href="#">P1 - P6</a>
<b>Council outcomes</b>	<a href="#">CO1 – CO6</a>
<b>Single Outcome Agreement</b>	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Children and Families Service Plan 2013-16

### Summary

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To advise the Education, Children and Families Committee of the Children and Families Service Plan 2013-16.

The Children and Families Service Plan 2013-16 articulates:

- Our vision for children and young people in Edinburgh
- Our seven strategic outcomes – why they are important and how we will measure progress towards them
- Our seven priorities for action – based on regular monitoring of progress.

This plan aligns fully with the Edinburgh Partnership's Single Outcome Agreement, the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Coalition Agreement Pledges.

### Recommendations

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- 1 It is recommended the Education, Children and Families Committee notes The Children and Families Service Plan 2013-16

### Measures of success

---

The Children and Families Service Plan lays out in detail how progress will be measured. There is a full set of performance indicators showing current performance and targets for the next three years.

The Children and Families Standards and Quality Report annually details progress made towards each outcome and improvement priority.

### Financial impact

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No financial implications.



## Equalities impact

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No equalities implications arising directly from this report. The plan contains an indication of where there is an equalities element to each of the indicators.

## Sustainability impact

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There are no adverse environmental impacts arising from this report.

## Consultation and engagement

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Engagement has taken place with service managers across Children and Families.

## Background reading / external references

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## Links

---

<b>Coalition pledges</b>	<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>
<b>Council outcomes</b>	<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> <p>CO6. Our children and young people's outcomes are not undermined by poverty and inequality</p>

<b>Single Outcome Agreement Appendices</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential 1. Children and Families Service Plan 2013-16
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**Paul Godzik**  
Convener



**Gillian Tee**  
Director

## Foreword

Children and Families is committed to delivering the highest level of service for every child and family across Edinburgh. By adopting a co-operative approach, we will engage with children, young people and their parents, and ensure that we take into account their views in decisions that affect them.

Overall our aim will be to shift the balance of resources from high-end service provision to early intervention, providing the support to ensure that every child has the best start in life. We are also determined to look at innovative approaches, such as provision of childcare co-operatives.

The needs of children, young people and their families must be placed at the heart of our services. All children and young people should enjoy being young and be supported to fulfil their potential. At the core of our thinking is that all our work should be child-centred. This means that all services are fitted around the needs of children, young people and their families.

It is our firm belief that children and young people do best when:

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

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

At the same time, it is important to remain realistic about the inequalities that affect our children's life chances. Working with our partners in health, police, the voluntary sector and others is the best way to make a progressive impact on the big issues, such as the significant levels of poverty, inequality and high levels of drug and alcohol misuse in the city. Together with our partners we have made significant progress to improve services for children and young people.

This service plan details the ways in which all of our children can have the best start in life, be successful learners, confident individuals, effective contributors and responsible citizens. It also sets out ways to support and develop healthy lifestyles and reaffirms our commitment for all young people to leave school into positive destinations, and with the skills and motivation to become lifelong learning.

**Gillian Tee**  
Director of Children and Families

**Councillor Paul Godzik**  
Convener of Education, Children and Families

# Overview

## Introduction

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

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

## About Children and Families

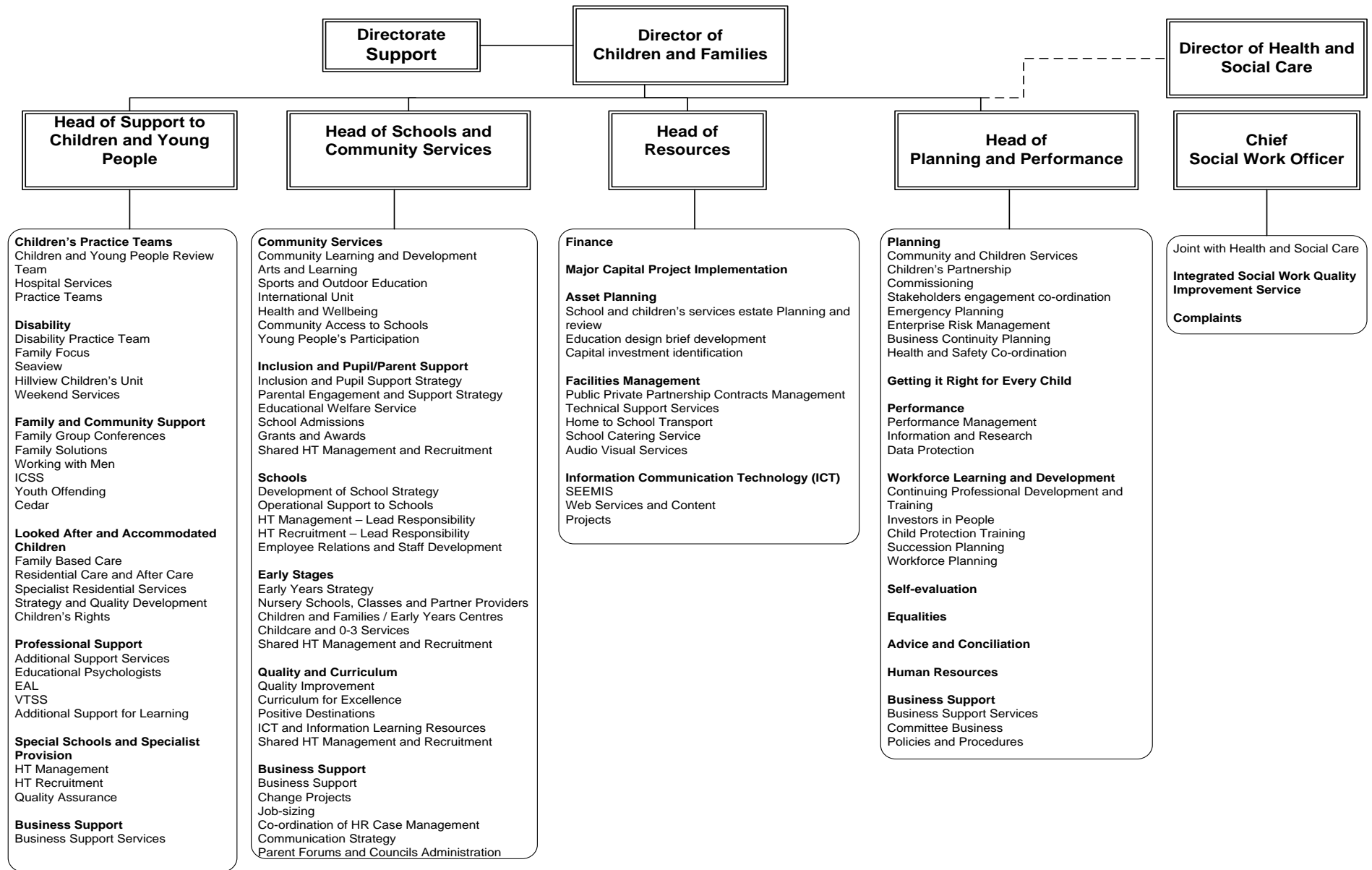
Children and Families provides a wide range of services for children, young people and families. They range from educational services (including schools, additional support for learning, sports and outdoor education, arts, music, global citizenship, health and wellbeing promotion) to children and young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

Children and Families includes:

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

The authority is also in partnership with around 120 providers per year who provide pre-school education and care to around 40% of Edinburgh's children aged 3-5 years.

The diagram on Page 4 sets out a summary of the services provided by Children and Families.



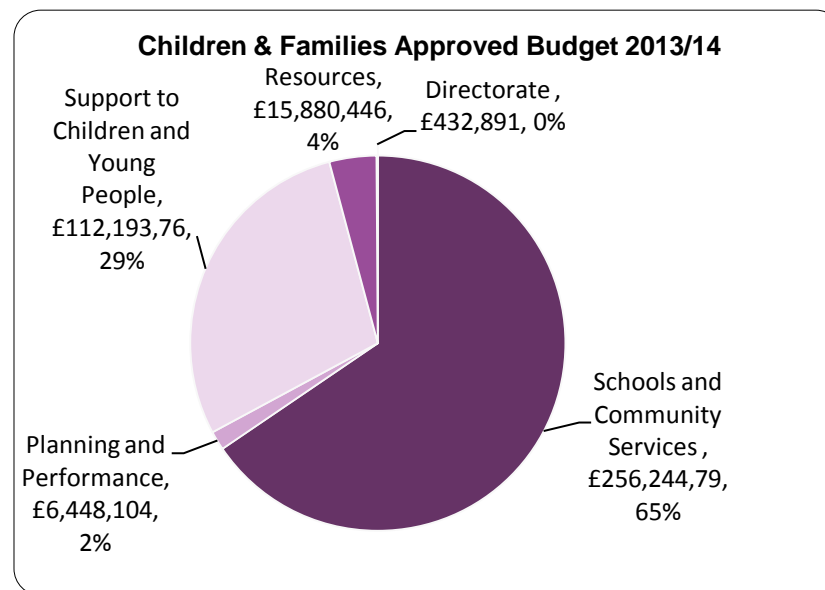
## Using our resources

We are committed to delivering the highest level of service for every child and across Edinburgh. We are working to redesign services and use our resources efficiently to improve outcomes for all of Edinburgh's children and young people. The services which we commission and deliver are essential to achieving this. This commitment reflects the Council's Coalition Pledges.

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

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

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



The following tables provide a summary of our equalities employment data, and staffing data, as at 31<sup>st</sup> March 2013

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4041	3459.90
Teaching staff	4899	3530.31

Equalities Employment data	Male Chief Officers	Female Chief Officers	Male at Grades GR10-12	Female at Grades GR10-12	BME	Disabled
Children and Families	80.00%	20.00%	43.75%	56.25%	1.83%	1.40%
Council	65.20%	34.80%	58.30%	41.70%	2.49%	1.62%

# Context for Delivering Services

## Population Demographics

The total population of Edinburgh has increased by 6% since 2001. Edinburgh's population growth was faster than the Scottish average (5%). It is anticipated that the school age population (5-16) in the city will rise by 26% between now and 2024 (65,200).

Changes to specific population groups within the city indicate where services will need to be focussed over the next few years.

From a low point in 2002 of 4,500, births have increased by 26% to 5,600 in 2012. This increase in birth rate will translate into additional demand for Early Years services.

**Figure 1: Projected 3+4 Year Olds in Edinburgh**

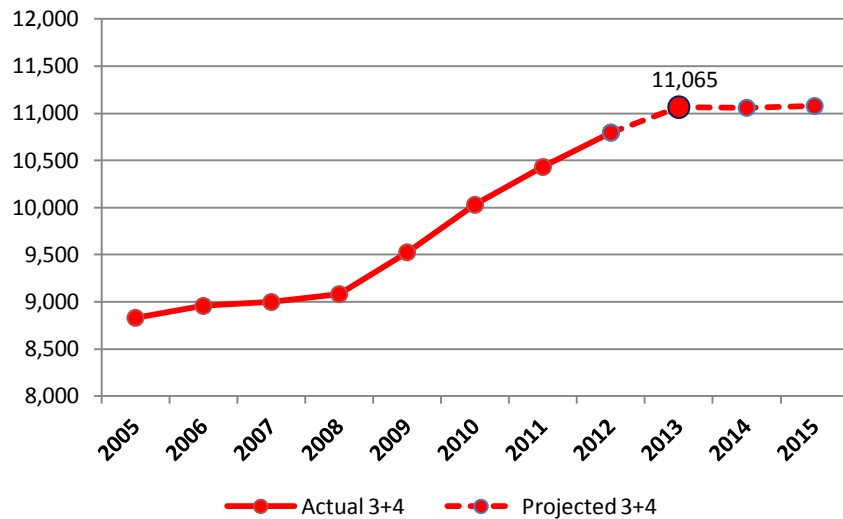


Figure 1 shows that the number of 3-4 year olds in the city is expected to increase by 22% to around 11,000 between 2008 and 2013. This will have implications for the primary school sector and place significant pressure on P1 places over the next few years.

Since 1997, there has been a 19% drop in the primary school roll population. This has already increased by 6% to 25,900 in 2012 and is further projected to rise to a high of 32,300 by 2024 as illustrated in Figure 2. This represents a 25% increase from the current 2012 roll.

**Figure 2: Actual and Projected Primary School Rolls and Capacity**

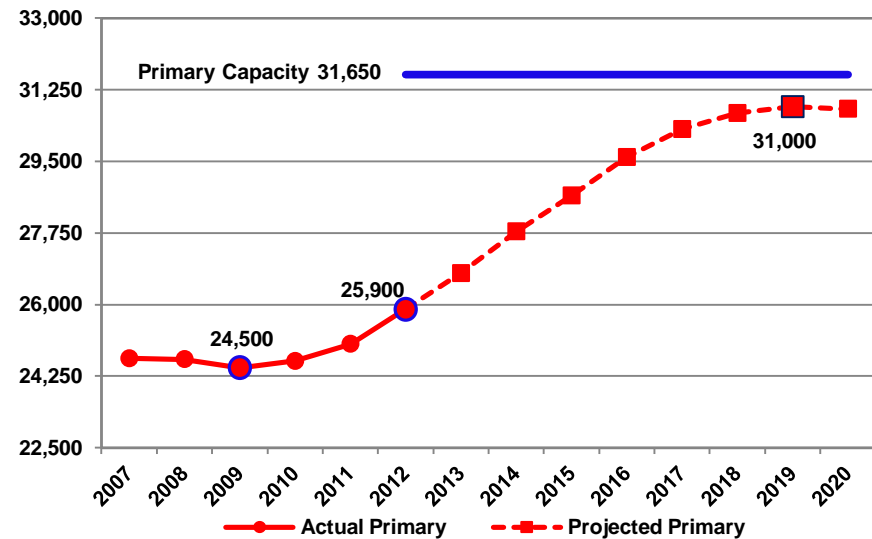
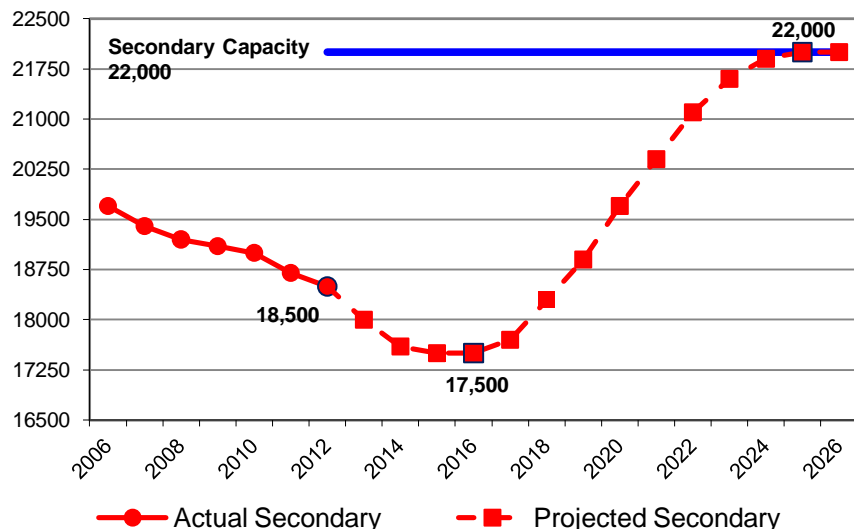


Figure 3 highlights a drop of almost 6% in the 12-17 population between 2006 (20,200) and 2012. This is projected to continue to fall by a further 5% until 2016 (17,500), before by 26% to a peak of almost 22,000 by 2025.

Population projections based on National Records of Scotland (NRS) - 2010 Based Population Projections. School roll data based on start of Session School Rolls (ScotXed Census from 2007). All population figures are rounded to the nearest 100.



**Figure 3: Actual and Projected Secondary School Rolls and Capacity**



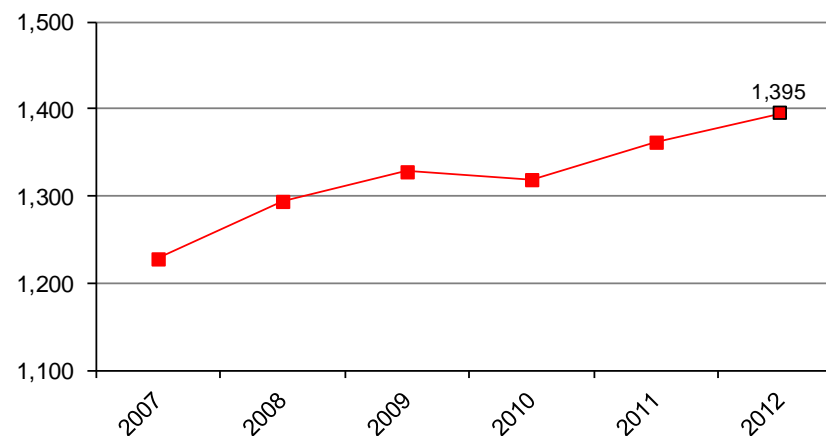
**Looked After Children (LAC)**

The number of children requiring to be looked after has shown a steady rise (see Figure 4) with a 14% increase between 2007 and 2012. The make up of this population over this period has changed significantly with 54% more children placed with foster carers and 18% less staying at home. Overall the proportion of all Looked After children that are placed away from home over this period has increased from 63% to 73%. The percentage of the 0-18 population that is LAC in Edinburgh is 1.6% which is in line with the national figure. The demand for foster care places continues to increase, as does demand for services for children with disabilities.

**Child Protection**

In the reporting year 2011/12 371 children were added to the Child Protection Register. The number of children on the Child Protection Register fluctuates with the annual reported figure ranging between 227 and 287 over the last five years. The rate per 1,000 population (aged 0-15) is 3.1 which is in line with the national figure.

**Figure 4: Number of Looked After Children**



**Additional Support for Learning (ASL)**

Since the introduction of the Additional Support for Learning Act there has been year on year increases in the numbers of learners being identified as having exceptional additional support needs and/or having complex needs. In addition these complex needs are increasingly met within the Authority's own schools and specialist services.

**English as an Additional Language (EAL)**

Over recent years there has been a significant increase in the number of bilingual and minority ethnic pupils attending the Authority's schools. In 2012, 18.2% of our pupils were from a Black and Minority Ethnic (BME) background. Meanwhile the number of children and young people requiring EAL support has more than doubled from 3.7% in 2005 to 8.6% in 2012. This has implications for Education and Social Work Services.

**Additional Support for Needs (ASN)**

The Scottish Households Survey (2009) suggests that 5% of 0-15 year olds have a disability or long term illness which limits their daily activity. The predicted mid year estimates for 2011 suggest there are 78,074, 0-16 year olds in Edinburgh. This would then mean that there are approximately

3,900, 0-16 year olds with a disability and or long term illness. There is a growing pressure from families who have children/young people with a diagnosis of autism on Edinburgh services. The national figure for children/young people with autism is one in every 100 in the population with half of these also having a learning disability.

Many children with profound and multiple disabilities now survive due to advances in medical intervention. This has become another growth area in relation to requests for support from families in Edinburgh. Families are expected to cope with various interventions day and night such as

catheterisation, administration of gastrostomy/peg feeding, administration of oxygen and complex manual handling. Families can struggle with the high care needs of their child with a disability alongside everyday family life. Many of the families involved are single parent with few family supports.

## Legislation, National and Local Strategies and Priorities

Children and Families is responsible for delivering a wide range of services for children, young people and their families. Some of the key examples of relevant legislation, local priorities and strategies and national guidance and priorities to the services we provide are shown below:

### Legislation

- Standards in Scotland's Schools etc. Act 2000
- Scottish Schools (Parental Involvement) Act 2006
- Schools (Consultation) (Scotland) Act 2010
- The Education (Scotland) Act 1980, as amended
- Additional Support for Learning Act 2005, as amended
- Children (Scotland) Act 1995
- Adoption and Children (Scotland) Act 2007
- Protection of Children (Scotland) Act 2003
- The Equalities Act 2010
- Data Protection Act 1998 and Freedom of Information (Scotland) Act 2002
- Local Government (Scotland) Act 1973
- Local Government (Scotland) Act 2003

### Local Priorities and Strategies

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

- Supporting Communities
- Community Engagement Implementation Plan
- Edinburgh Violence Reduction Programme 2008-13

### National Guidance and Priorities

- National Concordat
- Early Years Collaborative
- Early Years Framework
- Curriculum for Excellence
- More Choices, More Chances
- Getting it right for every child
- Better Health, Better Care
- National Guidance for Community Learning and Development

In the lifetime of this plan, we anticipate that the Children and Young People's Bill will proceed into law and if all goes to plan it will come into effect from August 2014. The Bill sets out important provision for:

- Children's Rights
- Getting it Right for Every Child
- Provision for Looked After Children and kinship

The Bill proposes significant extension of provision for early education and childcare for three year olds and some two year olds and for the extension of throughcare and aftercare for (formerly) Looked After Children up to the age of 25.

## Edinburgh's Community Plan

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

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

The four outcomes identified to achieve the vision are:

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

## Integrated Plan for Children and Young People

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

## City of Edinburgh Council's Strategic Plan

The City of Edinburgh Council has a vision that is fully aligned to the vision of the Edinburgh Partnership: 'Edinburgh is a thriving,

successful and sustainable capital city'. The Council's five strategic outcomes to achieve the vision are:

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

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

## Capital Coalition Agreement and Pledges

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

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

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

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

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

## Children and Families Service Planning

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

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

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

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

**Strategic Outcome 3** – Our children and young people in need, or with a disability, have improved life chances

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

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

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

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

## What Have We Achieved?

The recent joint inspection of children's services noted a number of key strengths:

- The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families
- The actions taken to keep children and young people at risk of abuse and harm safe
- The very wide range of measures to consult and seek the views of children, young, families and other stakeholders
- A strong culture and ethos of positive partnership working for the benefit of children, young people and families at all levels
- The visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention

Several key improvements have been noted through our regular performance monitoring during 2012/13. These include:

- All National Priority secondary school attainment measures have shown year on year improvement since
- Attendance at school has increased and exclusions from school have reduced
- Sustained improvement in the number of school leavers entering a positive destination
- Further reduction in the number of young people referred to Scottish Children's Reporter Administration on offence grounds
- More young people participating in and achieving Duke of Edinburgh awards

- Further progress towards achieving the target of 2 hours/periods of quality curriculum PE
- Reduced waiting lists in disability services
- Significant improvement for those who are in receipt of through care and aftercare services who have a pathway co-ordinators and a pathway plan in place
- Significant improvement in the percentage of reports being submitted to Scottish Children's Reporter Administration within timescale
- Improvement in outcomes for Looked After Children

## What Are Our Challenges?

In order to ensure we can continue to deliver services to our intended standards, there are a number of challenges that we must overcome:

- Significant demographic pressures caused by the projected changes in the population in the city - there is a projected increase in children reaching school age of 25% by 2024
- Significant financial pressures caused by the economic downturn across the country and the consequent reduction in budgets available for delivering services
- The deteriorating physical condition of some buildings over the whole of our estate
- Capacity issues in specific areas of the city caused by demographic changes and the physical condition of school buildings
- The move towards integrating services such as children's services and health

## What Are Our Priorities for Improvement?

The recent inspection of children's services highlighted the areas requiring improvement as:

- Improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse
- Improve planning to meet needs so that children and young people experience long-lasting improvements
- Implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people
- Continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable

We have identified the following seven areas as priorities for action through recent external inspection and through our regular performance monitoring. Work to achieve these improvements will take place alongside work to improve on all of our outcomes. The seven particular areas requiring a focus are:

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to improve and extend help and early support for children in need\*, and their families, so they get the help they need before difficulties get worse
- to improve the educational attainment of the lowest achieving pupils
- to improve life chances for Looked After Children
- to improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- to reduce the risk of children and young people causing harm to themselves and to others
- to increase the number of young people who enter and sustain positive destinations

\*Children in need includes those who suffer from neglect, domestic abuse, issues caused by parental substance misuse, young carers and those with Additional Support Needs or disability.

# Delivering Our Strategic Outcomes

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

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

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

In October 2012, the Scottish Government launched the Early Years Collaborative which aims to make Scotland the best place in the world to grow up in and to put the Early Years Framework into practical action. In Edinburgh, a multi-agency team has been established to continue to work in partnership towards meeting the stretch aims laid out by the Scottish Government. These aims are to reduce stillbirths and improve the performance in children reaching expected developmental milestones at the time of the child's 27-30 month check and the time the child starts school.

The Scottish Government's Early Years and Early Intervention Change Fund has supported the development and strengthening of early years services especially for vulnerable children and their families and the development of the early years estate. Our ambition is to ensure that each neighbourhood, community or cluster has access to integrated flexible early years services. In order to realise this ambition, resources are being re-aligned. Work has been ongoing to increase capacity, improve the fabric of nursery buildings and develop early years centres. Early Years Centres can offer a wider range of support enabling children to experience education and childcare in a universal setting, meeting the demand for pre-school education and enhancing provision for vulnerable 2-3 year olds in identified areas of the city.

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

We want to improve literacy attainment by delivering more opportunities for parents to take part in Family Learning, building their skills and confidence to support their child's learning.



**Priority for Improvement** – To improve support in early years so that all children reach appropriate developmental and social milestones.  
**Capital Coalition Pledge** – Establish city-wide childcare co-operatives for affordable childcare for working parents.  
**Capital Coalition Pledge** – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations.

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of pre-school settings achieving positive (satisfactory or better) Education Scotland inspection reports	87%	95%	96%	97%	Latest data taken from 93 Education Scotland inspections (28 April 2008-31 March 2012) of all local authority and partner provider pre-school settings. National performance is 92%.	Aileen Mclean
Percentage of Care Commission inspections with assessments of good or above	(2011/12) 89%	95%	96%	97%		Aileen Mclean
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	92%	-	-	Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1. <b>(EQ=)</b>	Aileen Mclean
Percentage of children entering mainstream P1 with a baseline literacy score level of 85 or more	89%	90%	-	-		
Percentage of partner provider pre-school establishments with access to qualified teacher	(2011/12) 38%	39%	40%	41%	46 out of 120 partner provider pre-school establishments have employed a qualified teacher.	Aileen Mclean
Number of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	850	1,000	1,350	1,500	Aim to increase to 1500 <b>(EQ=)</b>	Maria Gray
Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	475	600	600	There is a Scottish Government proposal for the number of hours of pre-school provision to be extended to 600 by 2015.	Aileen Mclean

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools	37.9%	50%	75%	100%	Current performance data taken from pupil census in September 2012. Some Positive Action schools are retaining more of their catchment pupils due to more parents being unsuccessful with placing requests as a result of rising rolls. This, along with the inability to legally restrict the classes to 18, has meant that some classes have fallen short of the target.	Ron Waddell
Percentage of P1 pupils in class sizes of 25 or fewer	97%	100%	100%	100%	Where lack of accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. Almost all P1 classes have pupil:teacher ratios of 25 or fewer.	Ron Waddell

Ref	Key Projects/ Initiatives/Approaches	Lead
1.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
1.2	Develop strategy to deliver childcare co-operatives.	Aileen Mclean
1.3	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
1.4	Deliver the Early Years Strategy and the Early Years Action Plan.	Aileen Mclean
1.5	Deliver the Early Years Change Fund Action Plan and Early Years Collaborative.	Alistair Gaw
1.6	Ensure early years services such as day care and children with disabilities services are integrated into the early years strategy development.	Aileen Mclean With SCYP managers
1.7	Develop measures to support progress on the Early Years Strategy, on age appropriate development for 0-5s and primary school. The interim use of the measures on baseline literacy and numeracy will further support development of ways to assess early years development and progress and readiness for school.	Aileen Mclean
1.8	Implement actions in the Early Literacy Strategy to support improvements in language and literacy in the early years targeting the lowest attaining 20%.	Martin Vallely
1.9	Implement the Additional Support for Learning Improvement Plan.	Martin Vallely
1.10	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work.	Maria Gray

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

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

The continued implementation of Curriculum for Excellence sees new qualifications introduced in May 2014 for S4 pupils. A new Senior Phase benchmarking tool is currently being developed by the Scottish Government which will provide advice on future measurements of improvement. This will be introduced in August 2015.

Measures of performance in attainment and achievement by the end of P1, P4, P7 and S3 will be based on pupils achieving the expected Curriculum for Excellence levels for their stage in Numeracy and Literacy English. These measures will be published in future reports.

Special Schools are fully embracing Curriculum for Excellence and track individual learners' progress through various means including setting and regular reviewing of targets within Individual Education Plans covering the key areas of Literacy, Numeracy and Health and Wellbeing. Children are experiencing challenge within the broad general curriculum to help equip them with skills for learning, life and where possible work.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community. We will implement the new policy guidance on Better Relationships, Better Learning, Better Behaviour to ensure that this environment is promoted effectively.

**Priority for Improvement** – To improve the educational attainment of the lowest achieving pupils.

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

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

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

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary schools achieving positive (satisfactory or better) inspection reports	89%	93%	94%		Data from Education Scotland inspections (28 April 2008 -31 March 2012) of primary schools.	Karen Prophet
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	83%	90%	91%		Data from Education Scotland inspections (28 April 2008 -31 March 2012) of secondary schools.	
Percentage of pupils achieving SCQF Level 3 in maths and English by end of S6	93.9%	94.9%	95.9%	Not applicable	Latest performance data is the 3-year post-appeal average (2010-12) of the % of the relevant mainstream S4 cohort. Target is to reach performance in the top quartile by 2014/15 based on 2010-12 data. Edinburgh was in the 3 <sup>rd</sup> quartile in 2010-12. National performance was 93.9%. <b>(EQ=)</b>	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 3 or above by end of S6	91.2%	93.3%	95.3%	Not applicable	See note above. Edinburgh was in the 4 <sup>th</sup> quartile nationally. National performance was 92.4%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 4 or above by end of S6	80.6%	82.8%	85.4%	Not applicable	See note above. Edinburgh was in the 3 <sup>rd</sup> quartile nationally. National performance was 80.6%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 5 or above by end of S6	55.2%	56.5%	57.8%	Not applicable	See note above. Edinburgh was in the 2 <sup>nd</sup> quartile nationally. National performance was 52.7%.	Karen Prophet
Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6	53.1%	54.1%	55.1%	Not applicable	See note above. Edinburgh was in the 2 <sup>nd</sup> quartile nationally. Target is to achieve continuous improvement. National performance was 49.3%.	Karen Prophet
Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6	39.3%	40.2%	41.2%	Not applicable	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement. National performance was 35.1%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6	27.8%	28.8%	29.8%	Not applicable	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement. National performance was 23.9%.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Attainment of children – those achieving 5+ awards at Level 5 by the end of S4 (Single Year) (Improvement Service Benchmarking indicator)	39%	40%	41%	42%	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme.	Karen Prophet
Attainment of children – percentage of those achieving 5+ awards at Level 6 by the end of S6 (Single Year) (Improvement Service Benchmarking indicator)	29%	30%	31%	32%		
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	71	73	75	77	Latest data relates to 2011/12 pre-appeal. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account. <b>(EQ=)</b>	Karen Prophet
Average tariff score of highest performing 80% of S4 pupils in mainstream schools	219	221	222	223	The aim is to narrow the gap between the highest and lowest achieving pupils whilst still improving attainment for all. <b>(EQ=)</b>	Karen Prophet

## Outcome SO2.2 – Promote Better Relationships, Better Learning, Better Behaviour

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of half days attended by pupils in primary schools	95.2%	95.3%	95.4%	95.5%	Latest data relates to performance over school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this is now published once every two years. Target of 95.5% would have seen performance in the top quartile nationally based on 2010/11 data. Targets may be revised once the next national data is published. The national average was 94.8% in 2010/11.	Moyra Wilson

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of half days attended by pupils in secondary schools	92.8%	Maintain at 92.8%	Maintain at 92.8%	92.9%	See note above. National performance was 91.1% in 2010/11. Performance of 92.8% would have seen Edinburgh in the top quartile nationally based on 2010/11 data. Cautious targets have been set to consolidate the significant improvement made in 2011/12.	Moyra Wilson
Percentage of half days attended by pupils in special schools	90.4%	90.6%	90.6%	90.6%	Latest performance data relates to school session 2011/12. National performance was 90.6% in 2010/11. Target is to reach, and then maintain, national performance based on 2010/11 data. Note that Special School provision in Edinburgh is not comparable with other local authorities.	Moyra Wilson Rosie Wilson
Exclusions per 1,000 pupils from primary schools	12	11	11	11	Data relates to school session 2011/12. No national data is available for 2011/12 as this is now published once every two years. Target is to reach, and then maintain, the national performance in 2010/11.	Moyra Wilson
Exclusions per 1,000 pupils from secondary schools	51	51	51	51	Data relates to school session 2011/12. No national data is available for 2011/12 as this is now published once every two years. Target is to maintain the current good performance. National performance in 2010/11 was 72.	

### Outcome SO2.3 - Young people are confident individuals, effective contributors and responsible citizens

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of schools (all local authority schools, independent and partner providers) participating in Eco-Schools award scheme	92%	93%	94%	95%	The programme continues to perform well and maintains steady progress with only a small number of council run Early Years Centres still to register and approximately 30 partner provider nurseries.	Lindsay Grant
Percentage of schools (all local authority schools, independent and partner providers) with at least one Eco-School award	79%	80%	81%	82%		

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of schools with Rights Respecting School Award (at all levels)	4 schools achieved	8 schools achieved	10 schools achieved	12 schools achieved	3 more schools booked in for assessment before end of this term. The programme itself is changing and this may affect our schools' participation <b>(EQ=)</b>	Claire Soper
Number of schools (all sectors) carrying out citizenship work with partners in developing countries	70	72	74	75	The arrangements for external funding are changing so this indicator may require redefinition. This indicator measures schools engaging in curricular partnerships. <b>(EQ=)</b>	Claire Soper
Number of schools with British Council International School Award (at all levels)	15 schools achieved	16 schools achieved	18 schools achieved	20 schools achieved		Claire Soper
Number of pupils in mainstream schools accessing free instrumental music tuition	4,710	4,750	4,850	4,950	Edinburgh currently offers free tuition in every school according to school roll. <b>(EQ)</b>	Linda Lees
Percentage of young people accessing instrumental music service who receive free school meals	6.4%	7.5%	9%	10%	<b>(EQ)</b>	Linda Lees
Number of young people participating in Duke of Edinburgh (Gold, Silver, Bronze and Sectional)	2,986	3,135	3,291	3,455	There were 1,293 male participants and 1,693 female participants.	Robin Yellowlees
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	432	457	522	574	Implementation of e-DofE (the electronic recording system) has improved reporting mechanisms significantly. 432 is the highest level of achievement to date and is split into 287 Bronze, 109 Silver and 36 Gold. In addition there were 187 sectional awards.	Robin Yellowlees
Percentage of young people from lowest achieving and priority groups participating and achieving awards in Duke of Edinburgh	17%	20%	21%	22%	72 in total; 52 Bronze and 20 Silver <b>(EQ)</b>	Robin Yellowlees
Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads	82%	85%	85%	85%		Robin Yellowlees

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of young people who take part in Open Youth Work provision	7,300	7,500	Maintain at 7,500	Maintain at 7,500	(EQ=)	Maria Gray
Number of young people who take part in Edinburgh Youth Gathering and Annual Conference	350	350	350	350		Maria Gray

Ref	Key Projects/ Initiatives/Approaches	Lead
2.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
2.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
2.3	Implement the Parental Engagement Strategy following extensive consultation.	Moyra Wilson
2.4	Implement the Additional Support for Learning Improvement Plan.	Martin Vallely
2.5	Further develop the new Neighbourhood Groups and build on the improvements to the Consultative Committee with Parents (CCwP)	Moyra Wilson
2.6	Implement the Strategy, Policy and Procedure for Better Relationships, Better Learning, Better Behaviour.	Moyra Wilson
2.7	Implement the Integrated Literacy Strategy.	Martin Vallely
2.8	Implement actions in the Integrated Literacy Strategy to support improvements in language and literacy in the early years targeting the lowest attaining pupils.	Martin Vallely
2.9	Ensure successful implementation of Curriculum for Excellence including ensuring appropriate curriculum structures and evaluation of progress against Curriculum for Excellence Levels; develop key measures and targets on literacy and numeracy.	Karen Prophet
2.10	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools.	Billy MacIntyre
2.11	Ensure support is targeted to under-performing schools and ensure robust self-evaluation processes inform school improvement.	Karen Prophet
2.12	Ensure schools make effective use of ICT to support active learning approaches.	Karen Prophet
2.13	Continue to work with schools to improve outcomes for lowest attaining young people, informed by measures such as average tariff score, including implementing the Integrated Literacy Strategy with a focus on Looked After Children.	Karen Prophet Martin Vallely
2.14	Review support to and arrangements for Looked After Children so that primary and secondary attainment improves.	Karen Prophet
2.15	Continue to monitor the achievements of different minority ethnic groups to identify and address any emerging concerns.	Diana Dodd
2.16	Analyse data at the local level to assess the effects of referrals to Special Schools on the catchment schools.	Rosie Wilson
2.17	Build on the improvements made in establishment of a performance framework for S4 pupils in special schools by collecting trend information and further developing targets.	Rosie Wilson



2.18	Increase the number of pupils engaging in choirs, bands and orchestras; reduce the drop out rate from instrumental music tuition P7-S2; establish baseline and increase number of pupils attaining awards in music at Higher and Advanced Higher who are taught by instrumental music instructors.	Linda Lees
2.19	Increase the number and range of opportunities for recognising, celebrating and showcasing young people's achievement through creative learning. Facilitate and deliver opportunities and CPD that increases creativity across learning and teaching within the context of Curriculum for Excellence (Creative Learning Action Plan).	Linda Lees
2.20	Ensure appropriate and accessible universal youth work (including the needs of Looked After Children) opportunities in Edinburgh through partnership working between the Council, voluntary sector and other providers. Implement the Believing in Young People Framework.	Maria Gray
2.21	Promote the 'pupil voice' in learning.	Karen Prophet
2.22	Promote the city-wide Edinburgh Youth Issues Forum and local youth participation encouraging young people's involvement in shaping and informing services; increase the number of young people from equalities groups involved in the Forum. Continue to maintain active youth participation in each of the 12 Neighbourhood Partnerships. Youth Issues Forum will support activity across the city including an annual conference and gatherings. In 2013/14 40 Peer participation mentors will be trained to support young people's participation.	Maria Gray
2.23	Continue to distribute Edinburgh Young Scot Youth Information Packs to all S1 aged pupils across Edinburgh.	Maria Gray
2.24	Deliver CLD contribution to Curriculum for Excellence, with a focus on experiences and outcomes relating to Health and Wellbeing and Literacy, 16+ and 'Getting it Right'; enhance collaboration and partnership working through collaborative work with schools and other partners at cluster level.	Maria Gray
2.25	Deliver the new Gaelic medium primary school (formerly Bonnington) by the start of the new session 2013.	Billy MacIntyre

### **SO3 - Our children have and young people in need, or with a disability, have improved life chances**

There are approximately 4,000 children in Edinburgh with significant Additional Support Needs arising from disability and/or social, emotional and behaviour support needs. We aim to improve access to all relevant services, ensuring that children with Additional Support Needs experience inclusive settings and supports, have good opportunities to socialise, receive education in an appropriate setting, access further and higher education opportunities and make positive life choices.

Our job is to provide the right services to help children to grow and develop and have their needs met. The children coming to the attention of practice teams range from children in need, through looked after at home and away from home, and Child Protection. A child is deemed to be “in need” if they require services to be put in place in order to attain a satisfactory state of health and development. The level of intervention we put in place should be proportionate to the level of need and risk. A number of factors can mean that levels of need and risk fluctuate over time, and our services need to be alert and responsive to this.

Through the Early Years Change fund, we have put in place a number of services whose aim is to support children and families so that needs are met and that risks do not escalate over time.

The Family Solutions team will put in place a small team in each neighbourhood which will work alongside the practice team to build strengths in families and communities to meet children’s needs. This will result in more children in need having direct service provision and our aim is that this prevents those children from needing higher levels of intervention. The project will also work with those looked after at home and we aim to build capacity in families so that those children have their needs met and do not need to be accommodated.

The Multi-Systemic Therapy (MST) team will work with teenagers where there is anti-social or offending behaviour which might create a risk of the child having to be accommodated. The evidenced outcomes of MST are that it improves relationships, decreases offending/anti-social behaviour and sustains the child living at home in the majority of these cases.

We are also putting in place a Kinship Support Team, in addition to having already commissioned a third sector organisation to set up a similar team. The aim of these teams is to support kinship carers of LAC so that we build capacity in the placement and the child does not have to be looked after elsewhere.

We will encourage and support communities that provide a caring environment for children and families and deliver integrated services that meet their needs in a holistic way. We will continue to develop and implement an integrated framework for assessment, planning and support. We will support schools to strengthen capacity for inclusion and partnership working.

We aim to reduce the numbers of children and young people who need to become looked after by engaging and supporting families earlier and more effectively when concerns are identified. We will help Looked After Children to remain within their own family networks by supporting kinship care placements where these are assessed as safe and able to meet the child’s needs. We will work to improve support for those who are looked after at home in order to reduce the need for children to be accommodated and therefore will be in a stronger position to invest more in early and effective identification and prevention work. We also aim to shift the balance of care by increasing the number of City of Edinburgh Council foster placements to improve outcomes for children and young people who need to be placed away from home and achieve best value.

**Priority for Improvement** – To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse.

**Priority for Improvement** – To improve life chances for Looked After Children

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

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of children who <u>need</u> to be looked after (rate per 1,000 0-18)	(July 2012) 15.5	Below national average			We aim to reduce the overall number of children who need to be looked after through early support for children and families (while still responding to need). The total number of Looked After Children as at end July 2012 was 1,395. <b>(EQ=)</b>	Alistair Gaw
Percentage of Looked After Children who are looked after at home	(end July 2012) 27%	35%	37%		As above.	Alistair Gaw
Percentage of the LAC population that is in kinship care	20.7%	21%	22%	23%		Scott Dunbar
The number of young people in secure accommodation	12	9	8	7		Scott Dunbar
Percentage of children placed with City of Edinburgh Council foster carers	(July 2012) 56%	65%	67%	70%	The ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. <b>(EQ=)</b>	Scott Dunbar
Number of children using family based day care services	141	150	Maintain at 150	Maintain at 150	Data is as at the end of March 2012. The aim is to improve the already good performance. This also contributes to SO1 and the Early Years Strategy. <b>(EQ=)</b>	Scott Dunbar

### Outcome SO3.2 - Looked After Children are cared for and supported

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of units/services achieving Care Commission inspection reports with average gradings of good or better	82%	90%	100%	100%	Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2012/13. <b>(EQ=)</b>	Scott Dunbar
Percentage of Permanence Registration Panels held within 12 weeks of decision of LAC Review to refer child for Permanence consideration	74%	90%	95%	100%	Local procedures set the requirement for this indicator underpinned by the need to ensure permanence planning is progressed without delay. 67 out of 91 were completed on time.	Scott Dunbar/ Andy Jeffries
Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales	77%	90%	95%	95%	The aim is to sustain the improvements already made in the performance for this indicator (81% in 2011/12, 62% in 2010/11). <b>(EQ=)</b>	Scott Dunbar
Percentage of formerly Looked After Children with pathway co-ordinators	(2011/12) 65%	68%	70%	73%	<b>(EQ=)</b>	Scott Dunbar
Percentage of formerly Looked After Children with pathway plans	(2011/12) 61%	68%	70%	73%	Targets relate directly to the targets for pathway co-ordinators. Every child with a co-ordinator should have a pathway plan in place. <b>(EQ=)</b>	Scott Dunbar
Percentage of those eligible receiving aftercare services	(2011/12) 84%	85%	Maintain at 85%	Maintain at 85%	Performance is higher than the national average of 66%. <b>(EQ=)</b>	Scott Dunbar

### Outcome SO3.3 - Looked After Children have improved outcomes

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of half days school attendance for Looked After Children	(2010/11) 88.7%	To be developed			Targets are under development and will be completed once fuller trend information is available. Latest performance data from the Scottish	Moyra Wilson

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Rate of exclusion for Looked After Children (per 1,000 population)	(2010/11) 332	To be developed			Government publication 'Educational Outcomes of Looked After Children' published in June 2012.	
Average tariff score for Looked After Children	(2010/11) 84	90	100	110	Latest performance data from the Scottish Government publication 'Educational Outcomes of Looked After Children' published in June 2012.	Karen Prophet
Percentage of Looked After Children entering a positive destination on leaving school	(2010/11 leavers) 63%	70%	75%	80%	See note above. Note that the definition of the indicator changed from the initial to the follow up survey.	Karen Prophet

#### Outcome SO3.4 - Children and young people with disabilities and their families are supported

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of children receiving a service funded by Disability Services (excluding those who attend Playschemes)	381	381	381	381	Target is to maintain at current levels. <b>(EQ)</b>	Carol Chalmers
Number of children attending Playschemes	400	400	400	400	Target is to maintain at current levels. <b>(EQ)</b>	Carol Chalmers
Number of residential respite nights given to families through the Respite Allocation Panel	5,214	5,214	5,214	5,214	Target is to maintain at current levels. <b>(EQ)</b>	Carol Chalmers
Percentage of overnight respite nights not in care home	(2011/12) 36%	40%	45%	Maintain at 45%	This indicator follows the definition of the former Audit Scotland Statutory Performance Indicator. <b>(EQ=)</b>	Carol Chalmers
Number of families who have received a service through the Barnardo's Intensive Behaviour Service	36	50	Maintain at 50	Maintain at 50		Carol Chalmers

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of Section 23s assessed within timescale	35%	40%	50%	60%	Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. <b>(EQ)</b>	Carol Chalmers
Number of families accessing direct payments (self-directed care)	28	33	38	43	Improved targets set on what has been achieved in 2012/13 <b>(EQ=)</b>	Carol Chalmers
Percentage of children who have a disability in mainstream secondary schools saying they enjoy learning in school	64%	70%	75%	80%	Data taken from the recent self-evaluation survey.	Karen Prophet

Ref	Key Projects/ Initiatives/Approaches	Lead
3.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
3.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
3.3	Deliver the Corporate Parenting Action Plan.	Alistair Gaw
3.4	Deliver the Early Years Change Fund Action Plan.	Alistair Gaw
3.5	Deliver the City of Edinburgh Council Adoption Plan.	Scott Dunbar
3.6	Deliver the Residential Asset Management Plan.	Scott Dunbar
3.7	Continue to improve the quality and choice of placement within CEC Foster Care	Scott Dunbar
3.8	Deliver Additional Support for Learning Improvement Plan.	Martin Vallely
3.9	Implement the Integrated Literacy Strategy for lowest attaining pupils.	Martin Vallely
3.10	Establish a framework of measures to support continuous improvement in the identification of need, timely and proportionate intervention and sustainable improvement in outcomes for children in need.	Martin Vallely
3.11	Engage all establishments and services in effective systematic practice that increases capacity across Council provision and reduces the overall percentage of learners with additional needs requiring out of authority residential placements.	Martin Vallely
3.12	Identify early indicators of need and enable learners to sustain effective engagement in inclusive school education within the city of Edinburgh. Determine targets for these indicators.	Martin Vallely
3.13	Continue to work with schools to improve outcomes for children with a disability.	Diana Dodd
3.14	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work.	Maria Gray

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

It is important that children and young people have opportunities, encouragement, support and guidance to maximise their chances to live longer and healthier lives, developing positive and sustaining relationships and enjoying good emotional health. We know that children learn better, achieve more and have better life chances when they are healthy and happy. The work we do is to provide settings, services and resources that help our children and young people make healthy lifestyle choices and lessen – or, if possible, remove – the negative impacts of obesity, unsafe sex, unintended pregnancy and substance use (both their own and that of their parents or carers).

Research has found that there are a number of key things that help support children’s social and emotional development. These include positive relationships and role models, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Children learn positive ways to look after their minds and bodies not just through teaching but through imitation and interaction with others. It is therefore also important to promote positive physical and emotional wellbeing in the adults that work and care for our children so they can be the positive role models that our children need.

**Priority for Improvement** – To improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk taking behaviours.

### Outcome SO4.1 - Children and young people are healthy

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of staffed Community Centres accredited as Health Promoting	80% Bronze, 20% Silver	100% Bronze, 80% Silver	100% Silver, 40% Gold	80% Gold	Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from ‘Health Promoting Establishments Framework’.	Maria Gray
Percentage of residential services accredited as Health Promoting	Tier 1 66%	Tier 1 100% Tier 2 50%	Tier 2 100%	Tier 3 100%	Remaining units have submitted a tier 1 portfolio for assessment; 40% have submitted Tier 2 portfolios for assessment. Tier 1 = Engaging, Tier 2 = Embedding, Tier 3 = Sustaining. Taken from ‘Health Promoting Units Guidance’.	Scott Dunbar
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	84%	100%	100%	100%	The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	65%	96%	96%	96%		

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	Secondary 89% Primary 71%	100%	100%	100%	Working group will be formed to consider creative use of facilities to support Special Schools to meet 2 hours of PE	Rosie Wilson Robin Yellowlees
Percentage of pupils participating in Active Schools activities – primary	(2011/12) 30%	35%	40%	45%	All schools offer an Active Schools programme. Improved reporting mechanism allows the recording of distinct participants and therefore prevents any double counting.	Robin Yellowlees
Percentage of pupils participating in Active Schools activities – secondary	(2011/12) 27%	30%	35%	40%		
Percentage of P7 pupils achieving swimming level C5	(2011/12) 74%	75%	tbc	tbc	Level C5 – confident swimmer. Later targets are dependent on Scottish Government top up funding.	Robin Yellowlees
Percentage of P6 pupils completing cycle training to Bikeability Level 2	Available June	50%	65%	80%		Robin Yellowlees
Number of young people participating in JASS (Junior Award Scheme Scotland)	4530	4983	5481	6029		Robin Yellowlees
Percentage of primary schools with breakfast clubs	34.5%	Maintain at 34.5%	Maintain at 34.5%	Maintain at 34.5%	30 Breakfast Clubs running in 87 Primary Schools. Breakfast clubs are currently provided in partnership with Aegon/Hearts FC and NHS and their provision is dependent on continued funding. The schools with high Free Meal Entitlement are prioritised. (EQ=)	Jane Ramage
Percentage P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%		Billy MacIntyre

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of Children and Families staff trained in Alcohol Brief Interventions (ABI) reporting use of ABIs in their work with young people	60%	70%	75%	80%		Michelle Rogers



Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Rate (per 1,000) of teenage pregnancies amongst under 16 year olds	8.3	7.4	7.4	7.4	The 2010/11 NHS Lothian target is 7.4 per 1,000. Data are reported as a three year rolling average. The figures for Edinburgh are higher than the national average which was 7.4 in 2008/10, a reduction from the previous period when it was 7.6.	David Bruce
Percentage of 13 year olds who are regular smokers	3%	-	1%		Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady from 2006 at 3%.	David Bruce
Percentage of 15 year olds who are regular smokers	13%	-	10%		See note above. Performance improved from 2006 when it was 14%.	
Percentage of 13 year olds drinking once a week or more	5%	-	4%		See note above. Performance improved from 2006 when it was 8%.	David Bruce
Percentage of 15 year olds drinking once a week or more	18%	-	15%		See note above. Performance improved from 2006 when it was 32%.	
Percentage of 13 year olds who have used or taken drugs in the previous month	3%	-	1%		See note above. Performance remained steady at 3%.	
Percentage of 15 year olds who have used or taken drugs in the previous month	11%	-	10%		See note above. Performance improved from 2006 when it was 15%.	

### Outcome SO4.3 - Children have increased resilience and wellbeing

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate	84%	86%	86%	88%	Response to statement 'I am more confident about being able to have a healthy sex life at a time that is appropriate' asked to evaluate the effectiveness of the training provided.	David Bruce
Percentage of S5 pupils feeling confident in their knowledge of alternatives to sexual intercourse	75%	77%	77%	77%	Response to statement 'the seminar has supported me to understand more about the alternatives to sexual intercourse' asked to evaluate the effectiveness of the training provided.	David Bruce

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary children who say they can usually work out a way to deal with a problem	77.9%	78%	80%		A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Patricia Santelices
Percentage of primary children who ask for help when they need it	87.5%	89%	90%			
Percentage of primary children who feel they have lots to be proud of	83.9%	84%	85%			

Ref	Key Projects/ Initiatives/Approaches	Lead
4.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
4.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
4.3	Implement the Risk-taking Behaviours Policy..	David Bruce
4.4	Work in partnership with NHS Lothian by contributing to actions to reduce childhood obesity as part of the Lothian Child Healthy Weight Strategy including promoting the 'Get Going' programme for specific children.	David Bruce
4.5	Develop health and wellbeing questionnaire for young people in secondary schools using learning and expertise from Growing Confidence and other national survey material (e.g. SALSUS).	David Bruce
4.6	Continue to deliver Edinburgh Alcohol and Drug Partnership Children and Families Action Plan in partnership with EADP, NHS Lothian, Police and voluntary sector. Implement recommendations of EADP needs assessment of Services for Children Affected by Parental Substance Misuse and commission or develop. Implement joint Children and Families/EADP Alcohol Drugs and Commission Plan.	David Bruce
4.7	Implement Care Pathway for children and young people who misuse drugs and alcohol: Recommendations and Action Plan for EADP (Barnardo's 2013)	David Bruce
4.8	Implement Curriculum for Excellence outcomes and experiences relating to substance misuse in schools. Identify workforce development needs in relation to substance misuse and provide training programmes as appropriate to address these.	David Bruce
4.9	Continue to build on Growing Confidence, mainstream core activity and develop secondary school approaches.	Patricia Santelices
4.10	Develop understanding of health and wellbeing across learning experiences and outcomes within Curriculum for Excellence for CLD.	Maria Gray

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

Our job is to provide the right services to help children to grow and develop and have their needs met. The children coming to the attention of practice teams range from children in need, through looked after at home and away from home, and Child Protection. A child is deemed to be “in need” if they require services to be put in place in order to attain a satisfactory state of health and development. The level of intervention we put in place should be proportionate to the level of need and risk. A number of factors can mean that levels of need and risk fluctuate over time, and our services need to be alert and responsive to this.

Through the Early Years Change fund, we have put in place a number of services whose aim is to support children and families so that needs are met and that risks do not escalate over time.

The Multi-Systemic Therapy (MST) team will work with teenagers where there is anti-social or offending behaviour which might create a risk of the child having to be accommodated. The evidenced outcomes of MST are that it improves relationships, decreases offending/anti-social behaviour and sustains the child living at home in the majority of these cases.

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

**Priority for Improvement** – To reduce the risk of children and young people causing harm to themselves and to others

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of children referred to Scottish Children’s Reporter Administration (SCRA) on offence grounds	(2011/12) 299	290	281	273		Donny Scott
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years	(2011/12) 68%	65%	62%	59%		Donny Scott

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of young people (age 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	35	34	33	32	With improved data sets we are now better able to count all individuals referred to the Reporter on offence grounds 2012/13 (age 12+) on 5+ occasions in a rolling 6 month period.	Donny Scott

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of initial visits made within 15 days of a new supervision requirement	(2011/12) 98%	100%	100%	100%	(EQ=)	Andy Jeffries
Percentage of reports (IARs and SBRs) including offence focussed reports submitted to SCRA within timescale	(2011/12) 77%	75%	75%	75%	75% is the national target. National figure for 2011/12 was 56%. (EQ=)	Andy Jeffries
Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years	(2012/13) 7%	-	-		The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis. (EQ=)	Andy Jeffries
Percentage of pupils who said their school was good or fairly good at dealing with bullying	75%	80%	85%	90%	(EQ=)	Diana Dodd
Percentage of secondary pupils who said that they have adults in schools they can speak to if they are upset or worried about something	77%	84%	86%	92%	Data from the school self-evaluation survey.	Karen Prophet
Percentage of primary pupils who said that they would talk to an adult if they were very worried	76%	83%	85%	91%	A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Karen Prophet
Percentage of secondary pupils who said they feel safe and cared for in school	75%	81%	88%	95%	A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary pupils who said they feel safe at school	88%	94%	95%	96%	A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Karen Prophet
Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	53	60	60	60	Figures are for between August 2011 and July 2012 (EQ=)	Donny Scott
Number of women partners of men associated with the WWM project receiving a service	49	45	45	45	Figures are for between August 2011 and July 2012 (EQ=)	Donny Scott

Ref	Key Projects/ Initiatives/Approaches	Lead
5.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
5.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
5.3	Develop systems for monitoring that children are identified as missing from education within 4 weeks.	Moyra Wilson
5.4	Further develop measures and systems to effectively assess the reduction of young people going on to the adult system and the reduction in repeated offending, and establish systematic data collection and collation methods.	Donny Scott
5.5	Support families, children and young people in keeping safe in the community through family group conferencing and a range of supports from low level to 24/7 – through services such as Intensive Family Support Services and Integrated Community Support Service.	Donny Scott
5.6	Ensure continuing provision for a range of programmes such as Respect, Keeping Myself Safe, tackling Homophobia in Schools, Living and Growing, and Wellbeing seminars to support healthy choices and behaviours and challenge bullying, prejudice and hate crime.	Diana Dodd Karen Prophet
5.7	Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice.	Diana Dodd
5.8	Develop outcome measures for support services to children and families which have been introduced through the Early Years Change Fund monitoring	Andy Jeffries

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

We know our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. We want to minimise potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population by building resilient communities and releasing the talents of people (particularly these of our young people) across Edinburgh.

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

The Edinburgh Guarantee continues to provide opportunities for those leaving school to move into positive destinations through training, activity agreements, further and higher education and employment. Close working with Economic Development ensures that the provision matches the profiles of young people about to leave school. Tracking of those young people who are not in a positive destination takes place by Skills Development Scotland in partnership with Children and Families and Economic Development. All schools now have robust procedures in place to monitor, track and support young people.

We want to help individuals and communities develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality; ensure that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions.

We see our Community Learning and Development (CLD) service working collaboratively through Edinburgh Community Learning and Development Partnership (ECLDP) to take forward the National Strategic Guidance.

**Priority for Improvement** – To increase the number of young people who enter and sustain positive destinations.

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

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

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### Outcome SO6.1 – Young People's educational outcomes are not undermined by poverty

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Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of pupils gaining 5+ SCQF awards at Level 5 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	14.5%	tbc	tbc	tbc	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	7.8%	tbc	tbc	tbc	See note above.	

### Outcome SO6.2 – School leavers enter positive, sustainable destinations

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of school leavers who go on to positive destinations	(2011/12 leavers) 88.3%	89.9%	89.9%	Exceed national average	Data is for leavers from 2011/12 school session from mainstream schools. The target is to reach the national average (89.9% for 2011/12 leavers) by 2013/14, then maintain and exceed that position. (EQ=)	Karen Prophet
Percentage of school leavers who are in a follow-up positive destination	(2010/11 leavers) 86.5%	87.2%	87.2%	Exceed national average	Data is from the followup survey, sourced in the March following leaving mainstream school. The target is to reach the national average (87.2% for 2010/11 leavers) by 2013/14, then maintain and exceed that position. (EQ)	Karen Prophet
Percentage of looked after children receiving after care service who are economically active	(2011/12) 30%	40%	45%	50%	National performance was 42%. (EQ=)	Scott Dunbar

### Outcome SO6.3 - Communities are strong and resilient where citizens are supported to make positive contributions

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Numbers of young people involved in 16+ non-formal learning	1,080	1,200	1,250	1,300	Includes school age and post school age participation towards employability, including PSD in CLD and partner provision.	Maria Gray

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Numbers of young people supported by CLD to engage in Activity Agreements	150	150	150	150	This represents the constant total of young people involved - as individuals move on, others join the programme.	Maria Gray
Percentage of adults achieving all or part of their agreed learning goals	90%	90%	90%	95%	The total number of adult literacy and numeracy learners in 2012-13 was 2,524.	Maria Gray
Number of non-English speaking people receiving English language tuition	1,044	1,050	1,050	1,050	Seek to maintain levels within current budget. <b>(EQ=)</b>	Maria Gray
Number of adults participating in learning opportunities per week	17,073	17,500	17,500	17,500	<b>(EQ=)</b>	Maria Gray

Ref	Key Projects/ Initiatives/Approaches	Lead
6.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
6.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
6.3	Deliver the Edinburgh Guarantee.	Karen Prophet
6.4	Implement actions which are identified through the ongoing monitoring and delivery of the Outcomes and Action Plans for Equalities, Diversity and Human Rights Scheme so that matters relating to homophobia, racism, disability and all forms of discrimination are appropriately addressed.	All relevant officers with responsibility for addressing identified issue(s)
6.5	CLD will work with partners to implement the National Strategic Guidance to build improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; stronger, more resilient, supportive, influential and inclusive communities.	Maria Gray
6.6	Develop outcome measures to monitor adult learners' achievement and accreditation.	Maria Gray
6.7	Deliver 16+ learning choices, and increase vocational curriculum accredited courses. Continue to work with those young people identified as at risk of entering a negative destination and provide the most appropriate support towards a positive destination, including Activity Agreements.	Karen Prophet



## S07 - Providing quality services and making best use of our resources

This strategic outcome, rather than focussing directly on outcomes for children and young people, aims to ensure that we make the best use of our resources in order to effectively support work towards outcomes.

Our aim is to ensure that we make the best use of our resources to effectively support all work to improve outcomes for children, young people and their families. We aim to provide services and physical accommodation which are high quality and delivered in an efficient and effective way supported by financial stability. We will do this with high levels of risk-awareness and business continuity at all levels of planning. Key to successfully achieving high quality service delivery is to ensure that staff are motivated, high performing and have the skills, experience and expertise to excel and to provide excellent customer service.

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

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

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	At month eight (the latest reported position), the projected outturn for the Children and Families department is a balanced position. The final outturn position will be reported to full Council in June.	Billy MacIntyre
Capital outturn as a % of the annual budget	100%	100%	100%	100%		

### Outcome SO7.2 – Children and Families provides services which are cost-effective

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Cost per primary school pupil	£4,202	tbc	tbc	tbc	Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.	Mike Rosendale
Cost per secondary school pupil	£6,442	tbc	tbc	tbc		
Cost per pre-school education registration	£2,574	tbc	tbc	tbc		

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
The gross cost of 'Children Looked After' in residential based services per child per week	£3,539	tbc	tbc	tbc	Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.	Alistair Gaw
The gross cost of 'Children Looked After' in a community setting per child per week	£256	tbc	tbc	tbc		

**Outcome SO7.3 – Children and Families deliver service priorities and improvements through a skilled, targeted and effective workforce and through effective planning and performance monitoring**

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of staff receiving Performance Review and Development	89%	100%	Maintain 100%	Maintain 100%	Data shows 89% of staff in grades 5-12 had PRDs completed to the required standard in 2011/12. These staff had a date recorded, competency level and objectives set.	Gillian Hunt
Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	(2011/12) 82%	85%	Maintain at 85%	Maintain at 85%	Staff turnover in partner provider pre-school establishments runs at around 15% therefore the target is to ensure 85% meet SSSC requirements. 100% of Local Authority staff are registered.	Aileen Mclean Gillian Hunt
Percentage of days lost due to staff sickness absence across Children and Families	3.71%	3.71%	3.71%	3.71%	The target is to maintain at the current low level.	Andy Gray
Percentage of days lost due to staff sickness absence for teaching staff	2.96%	2.96%	2.96%	2.96%	The target is to maintain at the current low level.	David Wright
Percentage of team plans in place across central services	100%	100%	100%	100%		Ros Sutherland
Percentage of parents/carers satisfied with their school	91%	95%	97%	100%	Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.	David Wright Karen Prophet Rosie Wilson

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

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary school condition assessed at Level A or B	(2012) 98%	98%	98%	98%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. National average was 81%.	Billy MacIntyre
Percentage of secondary school condition assessed at Level A or B	(2012) 87%	87%	91%	91%	See above note. National average was 84%. The targets are based on an assumption that the Portobello rebuild will be complete in January 2014 when performance should increase to 91%.	Billy MacIntyre
Percentage of special school condition assessed at Level A or B	(2012) 100%	100%	100%	100%	See above note. National average was 66%.	Billy MacIntyre
Percentage of primary schools with an occupancy rate of between 75% and 100%	61%	70%	78%	85%	Occupancy rates are based on a new capacity methodology.	Billy MacIntyre
Percentage of secondary schools with an occupancy rate of between 75% and 100%	61%	63%	64%	65%	Occupancy rates are based on a new capacity methodology.	Billy MacIntyre

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

7.8	Ensure clear line of connection ('golden thread') between national, strategic and local planning and local priorities. Extend programme of team plans and performance monitoring through the use of scorecards.	Nancy Henderson Karen Brannen
7.9	Continue to embed robust, outcome-focussed self-evaluation and team planning and ensure that clear plans are in place to address the identified areas for improvement; ensure that the process of self-evaluation continues to contribute to Children and Families' understanding of how we are performing against our strategic outcomes and improvement priorities; support and manage the Children and Families' engagement in Validated Self-Evaluation.	Ros Sutherland
7.10	Respond to inspection, regulation and review findings.	All managers of relevant services, schools and units
7.12	Progress improvement plans and approaches so that Children and Families achieves Customer Service Excellence.	David Maguire
7.13	Promote and undertake annual service user engagement survey programme, promote parental engagement in education and continue LAC service user group to inform service provision. Ensure feedback informs and drives service improvement.	David Maguire
7.14	Increase young people's volunteering hours in CLD. Source baseline and set targets.	Maria Gray
7.15	Monitor trends in the needs of children and young people and the associated development needs of our staff. Provide and monitor the impact of effective, well disseminated and evidenced CPD for all appropriate staff to enable additional support needs to be met throughout our services and partners.	Martin Vallely

# Delivering Continuous Improvement

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

## Performance

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

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

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

A focus on using performance information to inform team planning has ensured each service area considers aspects of performance on a regular basis although work remains to fully embed consistent processes across and throughout Children and Families. Performance information is used as a matter of course to inform areas for improvement identified within the Service Plan and the Integrated Plan for Children and Young People.

The Children and Families Standards and Quality Report details progress made towards the outcomes and priorities identified within the service plan.

## External Scrutiny and Audit

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

### External Scrutiny

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

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

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

### Inspections by Education Scotland

Education Scotland have published inspection reports from one secondary school and one Learning Community. Four inspections of partner provider nurseries have taken place. Two nursery classes

in primary schools and one special school with a nursery class have been inspected.

The Care Inspectorate has carried out inspections in sixteen early years establishments.

Analysis of recent inspection reports shows that, in almost all schools, the climate for learning is a major strength. A suitably broad range of well planned courses and programmes is provided for pupils in secondary schools and primary pupils experience a broad, balanced curriculum. In both primary and secondary there is an improving trend over the last four years in schools effectively meeting learning needs. All schools are engaged in developing the curriculum in line with *Curriculum for Excellence*. In most primary, secondary and special schools there was a need to further develop the impact of self-evaluation procedures.

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

Analysis of recent inspection reports shows that in the learning community inspected strengths include Family Learning programmes that are contributing positively to wellbeing and activity agreements that have positive impacts for young people. There is a need to set more challenging targets, integrate opportunities for accreditation and the ICT infrastructure across the learning community.

### **Education Scotland and Care Commission Integrated Inspections**

The Care Inspectorate, with Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland (HMICS), and Healthcare Improvement Scotland led a large-scale multi-agency inspection of Children's Services in Edinburgh. The pilot inspection examined how well public services in Edinburgh work together to improve

outcomes for children, especially children in need. Inspectors highlighted the high motivation and strong commitment of staff, the strong culture and ethos of positive partnership working, the actions taken to keep children and young people safe, the very wide range of consultation, seeking the views of children, young people and their families, the commitment to early intervention and the vision for children's services in Edinburgh as particular strengths. They identified the Getting it right approach as having a positive impact on the well-being of children and young people. Inspectors recognised that considerable improvements have been made in the quality of services to protect children.

Areas for improvement include the need to improve and extend help and support at an early stage for children, young people and families, to continue to reduce outcome gaps for children and young people whose life chances are at risk and to place a stronger focus on achieving speedier improvement for the most vulnerable.

Across the Edinburgh Partnership and the Edinburgh Children's Partnership there is a shared commitment to service improvement to ensure the best possible outcomes for children, young people and families. Inspectors are very confident that services will be able to make the necessary improvements in the light of the inspection findings. The full report is available at [www.sciswis.com](http://www.sciswis.com)

### **Audit Scotland**

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

### **Audit of Best Value and Community Planning 2013**

The Best Value 2 audit of the City of Edinburgh Council was carried out between October 2012 and March 2013. The audit looked at aspects of council performance including progress since the previous Best Value audit in 2007; the difference working with partners is having on services and outcomes, the effect of changes in political and managerial leadership and how the council is organised. The audit report takes account of the outcome of the Joint Inspection of services for children and young people, judging that performance in improving outcomes for children and young people is good. The report highlights that the council and its partners share a clear vision of what they want to achieve in Edinburgh, that they understand the local context and work well together to improve outcomes for local people and are making good progress with improving outcomes for people and communities. The report acknowledges that there is a strong level of self-awareness among councillors and senior officers of what the council needs to do to meet the challenges it faces. The full report is available at <http://www.audit-scotland.org.uk/>

### **Self-Evaluation for Improvement**

The focus of our self-evaluation activity is to plan for improvement in order to make a positive difference in the lives of the people engaged in our services. Outcome focused self-evaluation is increasingly well embedded across Children and Families. Centres, teams and schools are all involved in processes of self-evaluation and these continue to contribute to the Service's understanding of how it is performing against its strategic outcomes and its improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to, and informed by, the wide range of external scrutiny arrangements currently operating across the Service.

## Service user engagement

Children and Families is committed to the full engagement of children, families, partner organisations and communities in the development of our services. We are continually seeking and responding to feedback from children and young people, parents/carers and partner organisations to improve our services. In the recent joint inspection of children's services, our work in the area of participation was recognised as 'very good'.

Our annual pupil and parent/carer surveys across nursery, primary, secondary and special schools give us regular feedback on children, young people and families' experiences of school, on how well we are achieving our outcomes and on how we can make improvements. In 2012/2013, more than 3,900 parents/carers; 2,800 secondary aged pupils and 12,100 primary pupils took part in our school self-evaluation and pupil well-being surveys. These surveys are amongst the largest of their kind nationally and provide a wealth of information for individual schools and for the city as a whole.

Children, young people and families are encouraged to be involved in all individual planning and decision-making which affects them. A range of tools and techniques are used (and have been developed) to ensure that young people and families - including young children - have their say and their voices heard.

A number of ongoing groups and forums exist to make sure that young people, parents/carers and service users are involved collectively in policy, planning and service development, including pupil/student councils in schools, the Young People in Care Council, the Edinburgh Youth Issues Forum and local youth forums, and the Consultative Committee with Parents.

Services routinely consult with service users and partners in the development of services. In addition, over the past year, a range of consultations have taken place, for example on commissioning, on the draft vision for schools, on the Scottish Government's Children and Young People Bill; and on the proposed closure of Castlebrae Community High School.

As part of our work towards achieving Customer Service Excellence, we are becoming more systematic in seeking feedback from customers – internal and external; voluntary and 'involuntary' – and using it to plan service improvements. Several services have already achieved Customer Service Excellence including the Education Welfare Service, Family and Community Support, Planning and Performance and Queensferry High School. More services are currently working towards CSE.

We are committed to working with our partners in the Children's Partnership to develop a co-ordinated participation strategy to embed participation and feedback across the partnership.



# Further Information

## Risk Management

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

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

## Equalities, Diversity and Human Rights

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

## Equalities Relevance Checks and Impact Assessments

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

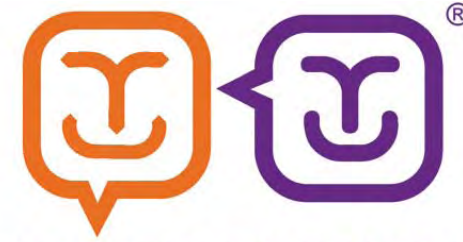
## Other Supporting Plans

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

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

Karen Brannen  
Performance Manager  
Children and Families  
City of Edinburgh Council  
4 East Market Street  
Edinburgh, EH8 8BG

Tel: 0131 469 3494  
e-mail [karen.brannen@edinburgh.gov.uk](mailto:karen.brannen@edinburgh.gov.uk)



**HAPPY TO TRANSLATE**

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# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## School Session Dates for 2014/15

Item number	7.13
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

Graham Douglas, Administrative Officer

E-mail: [graham.douglas@edinburgh.gov.uk](mailto:graham.douglas@edinburgh.gov.uk) | Tel: 0131 469 3131

# Executive summary

## School Session Dates 2014/15

### Summary

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The annual consultation took place on the proposed Session Dates for 2014/15 with the following interested bodies:

- Parent Council Chairs (consulting with parents)
- Head Teachers (consulting with staff)
- Local Negotiating Committee for Teachers (LNCT)
- Neighbourhood Meetings for Parent Councils

### Recommendations

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1. The Education, Children and Families Committee is asked to approve the Session Dates for 2014/15.

### Measures of success

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Not applicable.

### Financial impact

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There are no financial implications arising from this report.

### Equalities impact

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There is no direct equalities impact arising from this report.

### Sustainability impact

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There is no sustainability impact arising from this report

### Consultation and engagement

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Consultation took place, the number of responses as follows:

- |                              |   |
|------------------------------|---|
| • Parents                    | 1 |
| • School staff/Head Teachers | 4 |

- Parent Councils 11
- Local Negotiating Committee for Teachers (LNCT) 1

## **Background reading / external references**

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## School Session Dates 2014/15

### 1. Background

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- 1.1 This is an annual exercise, consulting with all interested bodies to determine School Session Dates for 2014/15.

### 2. Main report

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- 2.1 The annual consultation took place with the following:
- Parent Council Chairs (consulting with parents)
  - Head Teachers (consulting with all staff)
  - Local Negotiating Committee for Teachers (LNCT)
  - Neighbourhood Parent Council meetings.

#### Summary of responses

- 2.2 Seventeen responses to the consultation were received (11 Parent Councils; 4 school staff/Head Teachers; 1 parent; 1 LNCT)
- 2.3 The LNCT wanted the February holiday to be in the middle of term 2. This change was made prior to the remainder of the consultation.
- 2.4 Two responses were concerned that neighbouring authorities had a later start date – 18 August 2014. Three wanted a longer Summer holiday to allow pupils to enjoy the Festivals. Several respondents stated that the Autumn term is too long and that term commencing on 11 August 2014 prohibits families taking the first two weeks in August as a break.
- 2.5 Some other comments related to a later holiday in October, term to finish closer to Christmas Day, Easter holidays to be fixed as the first two weeks in April and Victoria Day not to be observed.
- 2.6 Regarding In-Service Days, some commented that they wished church halls or libraries to be used in place of schools to minimise disruption to pupils.

## **Break Down by Days**

2.7 The school session can be broken down by days of the week as follows:

Pupils (190 days), comprising: Monday 33, Tuesday: 39 Wednesday 40  
Thursday 39, Friday 39

Staff (195 days), comprising: Monday 36, Tuesday 40, Wednesday 40  
Thursday 40, Friday 39

## **In-Service Days on Polling Days**

2.8 A report on the Statutory Review of Polling Districts and Places was submitted to the City of Edinburgh Council on 18 November 2010.

2.9 One of the recommendations was to 'agree to the designation of a staff In-Service day in all City of Edinburgh primary schools on polling days for fixed term elections, where the dates are known well in advance, subject to further discussion with the Director of Children and Families'.

2.10 Whilst it is primary schools which are mainly used as polling stations, it was proposed that all schools (secondary, primary, special and nursery) would close to pupils but be used for staff In-Service training. For Session 2014/15, schools will be closed on 7 May 2015 for UK Parliamentary Elections

A further review of polling places is under way and will be reported to City of Edinburgh Council before the end of the year.

## **Transition Days**

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

2.12 The transition days for 2015 would therefore be Tuesday 16, Wednesday 17 and Thursday 18 June 2015.

## **Scottish Government Referendum on Independence from the UK (18 September 2014)**

2.13 Schools not used as Polling Stations will be open as normal on the 18 September 2014.



### 3. Recommendations

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- 3.1 The Education, Children and Families Committee is asked to approve the Session Dates for 2014/15.

#### **Gillian Tee**

Director of Children and Families

#### **Links**

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<b>Coalition pledges</b>	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1. Session Dates 2014/15

**DRAFT****School Session Dates 2014/15**

Staff resume		Monday	11 August *	2014
Staff only		Tuesday	12 August *	2014
Pupils return		Wednesday	13 August	2014
Autumn Holiday	Schools closed	Monday	15 September	2014
All resume		Tuesday	16 September	2014
Mid-term	All break	Friday	10 October	2014
	Staff resume	Monday	20 October*	2014
	Pupils resume	Tuesday	21 October	2014
Term ends		Friday	19 December	2014

Staff resume		Monday	5 January*	2015
Pupils resume		Tuesday	6 January	2015
Mid-term	All break	Friday	13 February	2015
	All resume	Monday	23 February	2015
Term ends		Thursday	2 April	2015
<i>The Easter break incorporates the following three holidays</i>				
Good Friday	Schools closed	Friday	3 April	2015
Easter Monday	Schools closed	Monday	6 April	2015
Spring Holiday	Schools Closed	Monday	20 April	2015
All Resume		Tuesday	21 April	2015
May Day	Schools closed	Monday	4 May	2015
All resume		Tuesday	5 May	2015
In Service Day	Closed for Pupils	Thursday	7 May*	2015
Victoria Day	Schools closed	Monday	18 May	2015
All resume		Tuesday	19 May	2015
Term ends		Friday	26 June	2015

\* Five In-Service days for all schools.

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

	Pupils	Staff
Term 1	86	89
Term 2	58	59
Term 3	46	47
<b>Total</b>	<b>190</b>	<b>195</b>

P7/S1 Transition Days – Tuesday 16 June, Wednesday 17 June and Thursday 18 June 2015.  
 Certain schools will be closed on Thursday 18 September for the Scottish Independence Referendum.  
 In-Service Day Thursday 7 May 2015 coincides with date for General Election.

The start date for session 2015/2016 for pupils has been provisionally identified as Wednesday 19 August 2015.

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Achieving Excellence Performance Report – referral from the Governance, Risk and Best Value Committee

Item number	7.14
Report number	
Wards	ALL

### Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report

### Carol Campbell

Head of Legal, Risk and Compliance

Contact: Gavin King, Committee Manager

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Contact: Ross Murray, Committee Services

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# Terms of Referral

## Achieving Excellence Performance Report to January 2013

### Terms of referral

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The Governance, Risk and Best Value Committee on 25 April 2013 considered a report on performance against specified targets and outcomes across the Council's Performance Framework for the period to January 2013.

The Governance, Risk and Best Value Committee agreed:

- 1) To note performance and agree actions for improvement for the period to January 2013
- 2) To refer the report to all Executive Committees or Sub-Committees for further scrutiny
- 3) In particular to invite the Executive Committees to scrutinise the following performance areas:
  - Education Children and Families - the Council's approach to school exclusions, including the legal position;
  - Transport and Environment - To request a further explanation on trends in waste to landfill and recycling indicators. Both indicators show worsening trends and performance below target;
  - Culture and Sport -To review targets for attendances at pools, leisure facilities, museums and galleries to ensure they remain challenging and robust.

### For decision/action

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1. The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for further scrutiny or detailed information.

### Background reading / external references

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Governance, Risk and Best Value Committee 25 April 2013

## Links

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<b>Coalition pledges</b>	See attached report
<b>Council outcomes</b>	See attached report
<b>Single Outcome Agreement</b>	See attached report
<b>Appendices</b>	Report by the Director of Corporate Governance

# Governance, Risk and Best Value Committee

10 am, Thursday 25 April 2013

## Achieving Excellence Performance Report to January 2013

Item number	
Report number	
Wards	All

### Links

Coalition pledges	All
Council outcomes	All
Single Outcome Agreement	All

### Alastair D Maclean

Director of Corporate Governance

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# Executive summary

## Achieving Excellence Performance Report to January 2013

### Summary

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This report provides an update on performance against specified targets and outcomes across the Council's Performance Framework for the period to January 2013.

It provides an overview displayed through a Corporate Dashboard with further explanations of performance and actions.

This report also provides an in-depth analysis of performance against strategic outcomes under one of the five theme areas outlined in the Council's Performance Framework. Reports against strategic outcomes in other theme areas will be provided to committee on a rolling basis.

### Recommendations

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It is recommended that the Governance, Risk and Best Value Committee:

1. Note performance and agree actions for improvement for the period to January 2013.
2. Refer this report to all Executive Committees or Sub-Committees for further scrutiny.

### Measures of success

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This report provides detail on performance against specified targets across the Council's Performance Framework.

### Financial impact

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The financial impact is set out within the Council's Performance Framework.

## **Equalities impact**

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Reducing poverty, inequality and deprivation is integrated within the Council's Performance Framework.

## **Sustainability impact**

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The sustainability impact is set out within the Council's Performance Framework.

## **Consultation and engagement**

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Priorities and outcomes have been developed in consultation with stakeholders.

## **Background reading / external references**

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The [Council's Performance Framework](#) approved by Council on 25 October 2012.



## Achieving Excellence Performance Report January 2013

### 1. Background

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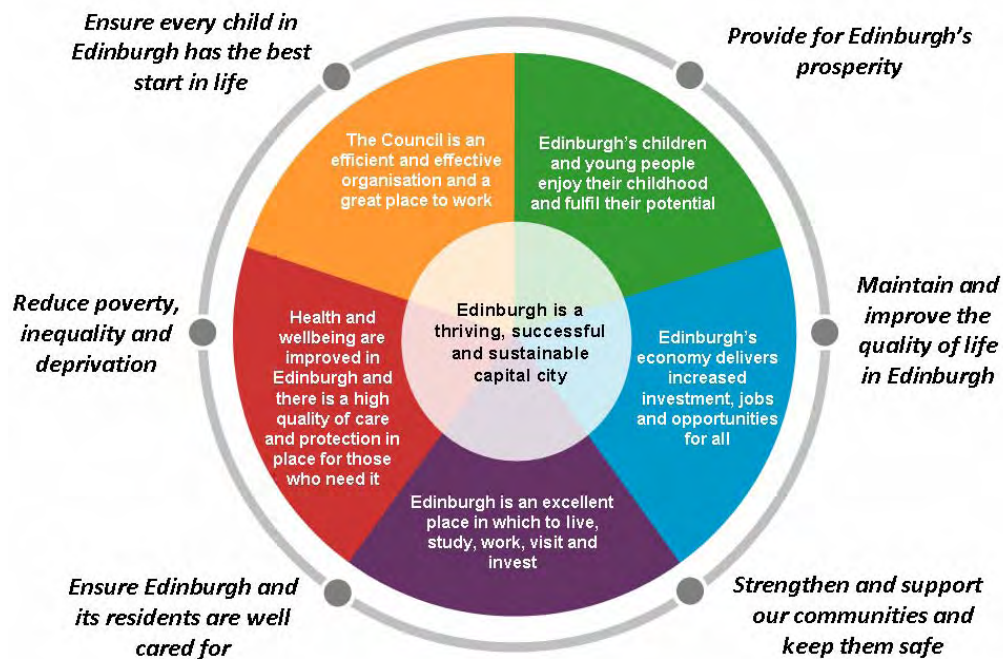
- 1.1 This report provides an update on performance against specified targets and outcomes across the Council's Performance Framework for the period to January 2013.

### 2. Main report





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- 2.1 The Council's Performance Framework is set out in the diagram below and takes account of the Council's vision, five themes containing the strategic outcomes and the Capital Coalition pledges.




**Council's Performance Framework**





## Corporate Dashboard

- 2.2 The Corporate Dashboard in [Appendix 1](#) provides an overview of performance in meeting Council outcomes to January 2013. Further detailed information by indicator is provided in [Appendix 2](#).
- 2.3 A total of 62 indicators are reported across all Outcomes and the current position for each outcome is as follows:
-  met or exceeded target for 27 indicators
  -  missed target but within acceptable tolerance for 18 indicators
  -  missed, or is forecasting to miss, target for 13 indicators
  -  data only for 4 indicators
- 2.4 To support scrutiny of performance, each Director has provided a note on each theme within the framework. These notes summarise performance and are used to facilitate discussions and scrutiny. Further details on these notes and commentary on specific issues of performance are provided in [Appendix 2](#).
- 2.5 The following is a high-level analysis of performance across each theme in the framework:




### Edinburgh's children and young people enjoy their childhood and fulfil their potential:

-  6 indicators have met or exceeded target including indicators relating to literacy, attainment, attendance and exclusions.
-  5 indicators show performance as below target, but within tolerance, including indicators relating to school leaver destinations, physical education, responses to bullying and satisfaction with schools. As the data in Appendix 1 shows, all but one of these indicators shows an improvement in trend performance over recent time periods.
-  4 indicators show performance as below target over the most recent time period. These include indicators relating to primary school exclusions, placements with Council foster carers and teenage pregnancy rates. Further comments on performance in these areas are provided in Directors notes provided in [Appendix 1](#).



### **Edinburgh's economy delivers increased investment, jobs and opportunities for all:**

-  2 indicators under this theme have met or exceeded target for the most recent period. This includes indicators relating to supporting investment in development and regeneration and helping people into work and learning.
-  1 indicator in this theme shows performance below target over the most recent time period. This relates to the indicator on supporting the creation and safeguarding of jobs. Comments on performance against this indicator are provided in the Directors notes shown in [Appendix 1](#).


### **Edinburgh is an excellent place in which to live, study, work, visit and invest:**

-  8 indicators which have met or exceeded target. These include indicators relating to the provision of good quality, affordable housing; the creation of a safe city and communities; the promotion of well informed, engaged communities; the protection of Edinburgh as an attractive, well maintained city and a safe place to live.
-  4 indicators show performance as below target, but within tolerance levels. These include indicators on rent lost on empty homes, refuse collection, recycling and street cleanliness. Comments on this performance are provided in the Directors notes.
-  2 indicators in this theme shows performance below target over the most recent time period. These relate to indicators on landfill waste and letting empty homes. The notes in [Appendix 2](#) show provide a discussion of performance and actions planned in each of these areas.




### **Health and Wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it:**

-  3 indicators have met or exceeded target. These indicators related to supporting Edinburgh's carers and increasing the proportion of older people with high levels of need supported at home.
-  3 indicators show performance as below target but within tolerances. These include indicators relating to the reduction of hours of care required following reablement, timely support

to people with addictions, and satisfaction with adult care services. It should be noted that performance on providing timely support to people with addictions has improved in recent months and is expected to be on target by the end of the year.

-  1 indicator shows performance below target for the period. This relates to late discharge from hospital. The notes in [Appendix 2](#) provide a discussion of performance against this indicator.

### **The Council is an efficient and effective organisation and a great place to work:**

-  8 indicators have met or exceeded target. These indicators relate to outcomes including ensuring Edinburgh continues to be a leading cultural city, ensuring the Council has an excellent reputation for customer service and ensuring the Council has efficient and effective services that deliver on our objectives.
-  6 indicators show performance as below target but within tolerances. These include indicators relating to sickness absence, Council tax collection rates, financial efficiency, and management of major projects.
-  5 indicators show performance below target for the period examined here. These include indicators relating to freedom of information response rates, attendances at Edinburgh Leisure indoor facilities and time taken to process new benefit claims or changes of circumstances. Notes on performance against all of these indicators are included in [Appendix 2](#).

### **Strategic Outcomes in Focus**

- 2.6 In addition to the Corporate Dashboard which tracks key indicators, performance against outcomes is integrated into the Council's Performance Framework.
- 2.7 As set out in the Strategy Maps in [Appendix 4](#), performance indicators are aligned to key objectives, outcomes, strategies and risks. There are 26 Strategic Outcomes and these will be reported to Committee on a rolling basis.
- 2.8 For this committee, the focus of reporting in [Appendix 3](#) outlines performance against strategic outcomes under the theme of 'Health and Wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it'.

Framework Theme	Strategic Outcome
<p><a href="#">Health and wellbeing are improved in Edinburgh and there is a high quality of care and protection in place for those who need it</a></p>	<p>SO10 - Improved health and reduced health inequalities.</p> <p>SO11 - Preventative and personalised support is in place.</p> <p>SO12 - Edinburgh's carers are supported.</p> <p>SO13 - People are supported to live at home.</p> <p>SO14 - Communities have the capacity to help support people</p> <p>SO15 – Public are protected.</p>

### Strategy Maps

- 2.9 As reported in the Council's Performance Framework report in October, the Council has reviewed its performance framework through strategy mapping to ensure that performance measures are delivering on objectives and longer-term outcomes. The latest Strategy Maps are included in [Appendix 4](#).
- 2.10 The maps are currently under review to ensure that they remain relevant and robust. This review is aligned to the financial year and will be updated by end of April 2013 in consultation with stakeholders. Any changes to the strategy maps will be discussed with Elected Members and reflected in the quarterly performance reports.

### IBM Cognos Business Analytics System

- 2.11 A Corporate Dashboard is being developed using the Cognos business analytics system. This system will provide online access to performance, management information and business analysis for senior officers and elected members.
- 2.12 The dashboard will provide information centred on four themes: Finances, People, Customers, and Outcomes. This approach will replace all paper-based performance reports for CMT and Elected Members in due course. The Cognos system is expandable and further metrics and analytics will be added in the future.

### 3. Recommendations

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- 3.1 It is recommended that the Governance, Risk and Best Value Committee:
- 3.1.1 Note performance and agree actions for improvement for the period to January 2013.
  - 3.1.3 Refer this report to all Executive Committees or Sub-Committees for further scrutiny.

#### **Alastair D Maclean**

Director of Corporate Governance

### Links

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**Coalition pledges** All

**Council outcomes** All

**Single Outcome Agreement** All

#### **Appendices**

The links below can be used to navigate through this report:

[Appendix 1: Corporate Dashboard](#)

[Appendix 2: Corporate Dashboard Indicator Detail](#)

[Appendix 3: Strategic Outcomes](#)

[Appendix 4: Strategy Maps](#)

# Appendix 1: Corporate Dashboard

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

Director's notes:

The latest information on destinations of school leavers shows a further improvement on last year's ten-year high to 88.3%. Although this is still short of the national figure of 89.9%, it does demonstrate continued improvement due to the priority given to this area. Further analysis of the figures shows that the number of young people in the 'Unemployed and seeking employment' category has again shown improvement. It has decreased from 538 in 2009/10, to 394 in 2010/11. The number decreased again by 60 young people to 334 in 2011/12. Previously described work continues on all the areas requiring improvement.

### Outcome Progress

	2009/10	2010/11	2011/12	Target	Status	Trend
<a href="#">Children's literacy at P1</a>	89%	88%	90%	90%		
<a href="#">Attainment at the end of S6</a>	50.2%	52.9%	55.1%	51%		
<a href="#">S4 pupil attainment (Lowest 20%)</a>	56	62	N/A	57		
<a href="#">School leavers' destinations</a>	82.5%	87.4%	88.3%	89.9%		
<a href="#">Primary school attendance</a>	94.8%	94.5%	95.2%	95%		
<a href="#">Secondary school attendance</a>	91.1%	91%	92.7%	91.2%		
<a href="#">Primary school exclusions</a>	11	13	N/A	11		
<a href="#">Secondary school exclusions</a>	69	55	N/A	69		
<a href="#">Children who need to be looked after</a>	1,297	1,342	1,398	N/A		
<a href="#">Placements with Council foster carers</a>	65%	60%	57%	63%		
<a href="#">PE in primary schools</a>	22.4%	62%	80%	85%		
<a href="#">PE in secondary schools</a>	21.7%	43%	70%	80%		
<a href="#">Teenage pregnancies</a>	8.1	8.3	N/A	7.4		

<a href="#">Response to bullying at S2</a>	N/A	67%	73%	75%		
<a href="#">Satisfaction with schools</a>	N/A	94%	91%	93%		
	Nov-12	Dec-12	Jan-13	Target	Status	Trend
<a href="#">Children looked after at home</a>	27%	27%	27%	N/A		

### Edinburgh's economy delivers increased investment, jobs and opportunities for all

Director's notes:

The jobs indicator is below target for the period April 2012 - December 2012. This underperformance is due *to a dip* in the number of jobs supported by the Council's Business Gateway service during quarter 4 of 2012. There is always a seasonal fluctuation at this time however the transition in service delivery in October 2012, when the service transferred from Edinburgh Chamber of Commerce to the Council, has also affected delivery. There are already signs that the service has recovered well (there are improvements in leading indicators including call centre contacts and workshop attendances) and the service expects to see positive impact in quarter 1 of 2013.

#### Outcome Progress

	Apr-Jun 2012	Jul-Sep 2012	Oct-Dec 12	Target	Status	Trend
<a href="#">Support the creation and safeguarding of jobs</a>	193	364	449	500		
<a href="#">Support investment in development and regeneration</a>	£68M	£73M	£77M	£50M		
<a href="#">Support the movement of unemployed people into work or learning</a>	490	1,036	1,610	1,500		



## Edinburgh is an excellent place in which to live, study, work, visit and invest

Director's notes:

### Waste Services

The percentage of waste being recycled in 2012/2013 is on target to exceed the previous year by over 3.4% and increase from 33.5% to 36.9%. This will equate to the largest recorded percentage ever recycled in a financial year. Furthermore, Landfill for 2012/2013 is expected to reduce by around 9,000 tonnes on 2011/2012 when 147,669 tonnes were landfilled. In January 2013 we sent 12 007 tonnes to landfill compared to 12 955 in January 2012. Notably, this is the lowest level ever recorded. Additionally, with the implementation of the council's policy on excess waste and ongoing progress with the outputs generated via the Waste Services Improvement programme further substantial reductions in unnecessary landfill are expected in the coming months.

### Street Cleansing

Edinburgh has twice achieved the street cleaning performance target of 72 within the current reporting year, demonstrating an improved performance against the previous year.























In addition, there has been a steady increase in the number of streets meeting the acceptable standard of cleanliness. The 95% clean target was met 3 out of 4 times in 2012. Previous to this, the target has only been met once (September 2010) since 2008.

### Housing and Regeneration

Letting Empty Homes - CEC's performance in relation to empty homes is strong in comparison to other local authorities. Edinburgh ranks 5th in Scotland in terms of re-let times for empty homes. For a two week period in January, there were difficulties in securing sub-contractors. This resulted in a short term drop in performance, but this has been resolved and performance will improve over the next few weeks.

Rent lost on empty homes - Edinburgh was the second best performer when compared to other Scottish Local Authorities in 2011/12. Rent loss for 2012/13 is £408,221 against rental income of £73.5 million.

### Outcome Progress

	Nov-12	Dec-12	Jan-13	Target	Status	Trend
<a href="#">Cost of refuse collection</a>	£75.25	£74.50	£73.19	£70.33		
<a href="#">Recycling</a>	38.71%	38.21%	36.89%	38%		
<a href="#">Waste Landfilled (projection)</a>	134,183	134,221	137,952	131,222		
<a href="#">Response to noise complaints</a>	100%	100%	100%	99%		
<a href="#">Tenants' satisfaction with repairs</a>	95%	96%	96%	96%		
<a href="#">Letting empty homes</a>	22	20	27	22		
<a href="#">Rent lost on empty homes</a>	0.56%	0.55%	0.56%	0.4%		
<a href="#">Advice that avoids homelessness</a>	51%	51%	60%	55%		
<a href="#">Visits to libraries</a>	264,072	212,158	256,263	236,712		
<a href="#">Planning applications in 2 months</a>	91.6%	89.5%	90%	90%		
<a href="#">Completed criminal justice orders</a>	66.1	71.1%	71.1%	65%		

	Apr-June 12	July-Sept 12	Oct-Dec 12	Target	Status	Trend
<a href="#">Cleanliness of streets (CIMS)</a>	72	72	69	72		
<a href="#">Re-offending: sexual or violent crimes</a>	1	1	0	0		
	2010	2011	2012	Target	Status	Trend
<a href="#">Satisfaction with the Neighbourhood as a place to live</a>	89%	90%	94%	86%		

**Health and Wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it**

Director's notes:

1. Delayed discharge - performance improved in January with eight people, half the number as at the December census, waiting for six weeks or longer. We have delivered an average of 102 care packages each week to support people leaving hospital, exceeding our weekly target by an average of 30 at a time of increased demand following Christmas.
2. Direct payments - the number of people receiving direct payments rose by 15 in January, five more than the monthly target.
3. Balance of Care - the Balance of Care figure rose last month by 0.3% to 31.6%. This is the highest the figure has ever been.

**Outcome Progress**

	Nov-12	Dec-12	Jan-13	Target	Status	Trend
<a href="#">Respite nights in care homes (18+)</a>	1,403	1,310	n/a	1,305		
<a href="#">Late discharge from hospital</a>	14	16	8	0		
<a href="#">Reduction in care by reablement</a>	37%	36.2%	35.9%	40%		
<a href="#">Direct payments</a>	753	756	771	766		
<a href="#">Substance misuse: timely treatment</a>	86%	81%	84%	88%		
<a href="#">Balance of care for older people</a>	31.3%	31.3%	31.6%	31.1%		
<a href="#">Satisfaction with Adult Care Services</a>	77%	76.4%	78.2%	80%		

## The Council is an efficient and effective organisation and a great place to work

Director's notes:

The indicators have been refreshed and a further review is currently underway for 2013/14 to ensure the information remains relevant and outcome-focused. Further work is underway to develop targets where appropriate.

### Areas showing good performance

Target is exceeded for attendances at pools with the Royal Commonwealth Pool doing particularly well with 63,000 visits per month.





















Performance in the Customer Hub for resolving enquiries continues to be above target.















### Areas for improvement

Both benefits indicators are not meeting targets. Increased resources have been authorised from December and improvement will follow with the aim of achieving the target of 24 days during the first quarter of this year and to hit the annual target of 10 days for the 2012/13 outturn performance respectively.

Target not met for attendance at indoor facilities operated by Edinburgh Leisure although the shortfall on target was less than in the preceding two months. Fitness had a strong performance in January and it is anticipated that this will continue in the remaining two months of the year and help boost overall performance. FOI performance continues to improve, despite the high volume of requests. It is expected that this trend will continue with revised management arrangements now in place. While requests relating to Property Conservation continue to have a detrimental effect, additional resources within this service area have helped to reduce enquiry back-logs.

### Outcome Progress

	Nov-12	Dec-12	Jan-13	Target	Status	Trend
<a href="#">Sickness absence (Council)</a>	4.4	4.4	4.5	4		
<a href="#">Staff numbers (FTE)</a>	15,023	15,004	15,108	N/A		
<a href="#">Staff turnover rate</a>	8%	8.24%	8.11%	N/A		
<a href="#">Number of attendances per 1,000 population for all pools operated by Edinburgh Leisure</a>	716	N/A	630	585		
<a href="#">Number of attendances per 1,000 population for all indoor facilities operated by Edinburgh Leisure</a>	625	N/A	540	579		
<a href="#">Museum and Galleries total annual attendances (fin year)</a>	643,424	677,548	707,835	542,682		
<a href="#">Customer satisfaction across all channels (sample)</a>	90.22%	90.53	87.33%	90%		
<a href="#">Customer Hub Enquiries resolved at first point of contact</a>	82.97%	80.48%	84.44%	80%		
<a href="#">Number of face to face transactions through Customer Hub</a>	9,948	7,959	8,954	10,500		
<a href="#">Number of digital transactions</a>	7,281	6,850	8,521	6,500		






<a href="#">(email/web) through Customer Hub</a>						
<a href="#">% of major projects over £5M being managed outwith CPO (but with CPO engagement)</a>	36%	36%	52%	80%		
<a href="#">FOI response</a>	77%	87%	86%	100%		
	Nov-12	Dec-12	Jan-13	Target	Status	Trend
<a href="#">Proportion of Council Tax Collected</a>	70.2%	78.8%	87.4%	87.6%		
<a href="#">Proportion of Business Rates (NDR) Collected</a>	70.7%	78.4%	86.5%	84.6%		
<a href="#">Progress against LTFP to deliver revenue savings, 2012/13 (Council-wide) (£M)</a>	23,6M	23,6M	23,6M	26,7M		
<a href="#">Accounts Receivable – Average debtor days</a>	92	95	98	77		
<a href="#">Aged Debtors – Value of debt more than 90 days old (annual indicator)</a>	£14.69 M	£13.99M	£17.15M	£15.03M		
<a href="#">Days to process New Benefit Claims</a>	34.74	34.18	35.87	24		
	2009	2010	2011	Target	Status	Trend
<a href="#">% customers who are satisfied that it is easy to find information they want from the Council (EPS)</a>	67%	68%	84%	60%		
<a href="#">% customers who are satisfied that the Council keeps them informed about the services it provides (EPS)</a>	58%	61%	71%	60%		
<a href="#">Satisfaction with Management of the City</a>	57%	46%	72%	N/A		











# Appendix 2: Corporate Dashboard Indicator Detail


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

Director's notes:

The latest information on destinations of school leavers shows a further improvement on last year's ten-year high to 88.3%. Although this is still short of the national figure of 89.9%, it does demonstrate continued improvement due to the priority given to this area. Further analysis of the figures shows that the number of young people in the 'Unemployed and seeking employment' category has again shown improvement. It has decreased from 538 in 2009/10, to 394 in 2010/11. The number decreased again by 60 young people to 334 in 2011/12. Previously described work continues on all the areas requiring improvement.

Indicator	2009/10	2010/11	2011/12	Target	Status	Latest Note
Children's literacy at P1	89%	88%	90%	90%		Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1.
Attainment - 5+ awards at Level 5 or above	50.2%	52.9%	55.1%	51%		This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 5 or above by the end of S6. Performance in this indicator is better than both the national average of 52.6% and the comparator authorities' average of 51.7%.
Average tariff score of lowest attaining 20%	56	63	71	64		Latest performance data relates to 2011/12 pre-appeal and shows significant improvement. Targets are based on forward projection of past 5 years' performance. No national data as yet available for 2011/12. National performance in 2010/11 was 64.
Initial destination of school leavers	82.5%	87.4%	88.3%	89.9%		The figure of 88.3% relates to leavers from session 2011/12 and shows a further improvement of 0.9% on the previous figure which represented a 10-year high in performance. The current target is to equal the national average which for 2011/12 is 89.9%.
Primary school attendance	94.8%	94.5%	95.2%	94.9%		The figure of 95.2% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this will now be published once every two years. The national average was 94.8% in 2010/11.




Indicator	2009/10	2010/11	2011/12	Target	Status	Latest Note
Secondary school attendance	91.1%	91%	92.7%	91.2%		The figure of 92.7% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this will now be published once every two years. The national average was 91.1% in 2010/11.
Primary school exclusions	11	13	N/A	11		Latest performance data relates to school session 2010/11. Edinburgh was in the 3 <sup>rd</sup> quartile nationally. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data. National performance was 11.
Secondary school exclusions	69	55	N/A	69		Latest performance data relates to school session 2010/11. Edinburgh was in the 2 <sup>nd</sup> quartile nationally. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data. National performance was 72.
Children who need to be looked after (rate per 1,000 0-18)	15.4	15.1	15.4	14.6		We aim to reduce the overall number of children who need to be looked after through early support for children and families (while still responding to need). The total number of Looked After Children as at end of July 2011 was 1,359. The national rate was 14.6 and the HMIE comparator authority rate was 18.2.
Placements with Council foster carers	65%	60%	57%	63%		57% is the figure as at the end of March 2012. Ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places.
PE in primary schools	22.4%	62%	80%	85%		There has been significant improvement in the percentage of primary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 22.4%. A challenge remains to improve to the 100% target by 2014.
PE in secondary schools	21.7%	43%	70%	80%		There has been significant improvement in the percentage of secondary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 21.7%. Note that the target has been revised to 2 periods rather than 2 hours of PE to accommodate timetabling in secondary schools. A challenge remains to improve to the 100% target by 2014.
Teenage pregnancies among under 16 year olds	8.8	8.1	8.3	7.4		The 2010/11 NHS Lothian target is 7.4 per 1000 (ISD release 28 June 2009). Data are reported as a three year rolling average with a decrease from 173 to 160 from 2005/07 to 2008/10 in Edinburgh. These figures are higher than the national average which was 7.4 in 2008/10, a reduction from the previous period when it was 7.6.
School's response to bullying at S2	N/A	67%	73%	75%		Tentative, challenging targets have been set, aiming eventually to reach 100% by 2014/15.
Satisfaction with schools	N/A	94%	91%	93%		Data is taken from the survey of parents and carers from the question 'Overall, I am happy with the school'. The data shows high levels of satisfaction with the challenging target of reaching 100% by 2015.

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Children looked after at home	27%	27%	28%	27%	27%	27%	27%	27%			

## 2. Edinburgh's economy delivers increased investment, jobs and opportunities for all

Director's notes:

The jobs indicator is below target for the period April 2012 - December 2012. This underperformance is due *to a* dip in the number of jobs supported by the Council's Business Gateway service during quarter 4 of 2012. There is always a seasonal fluctuation at this time however the transition in service delivery in October 2012, when the service transferred from Edinburgh Chamber of Commerce to the Council, has also affected delivery. There are already signs that the service has recovered well (there are improvements in leading indicators including call centre contacts and workshop attendances) and the service expects to see positive impact in quarter 1 of 2013.

Indicator	Apr-Jun 12	Jul-Sep 12	Oct-Dec 12	Target	Status	Latest Note
Support the creation and safeguarding of jobs	193	364	449	500		The jobs indicator is below target for the period April 2012 - December 2012. This underperformance is due <i>to a</i> dip in the number of jobs created by the Council's Business Gateway service during quarter 4 of 2012. There is always a seasonal fluctuation at this time however the transition in service delivery in October 2012, when the service transferred from Edinburgh Chamber of Commerce to the Council, has also affected delivery. There are already signs that the service has recovered well (there are improvements in leading indicators including call centre contacts and workshop attendances) and the service expects to see positive impact in quarter 1 of 2013.
Support investment in development and regeneration	£68M	£73M	£77M	£50M		The target here is based on a three year period. While performance this quarter is ahead of target, we will continue to monitor performance against target over the next two quarters and review the target at that time.
Support the movement of unemployed people into work or learning	490	1,036	1,610	1,500		The target here is based on a three year period. While performance this quarter is ahead of target, we will continue to monitor performance against target over the next two quarters and review the target at that time.

### 3. Edinburgh is an excellent place to live, study, work, visit and invest

Director's notes:

#### Waste Services

The percentage of waste being recycled in 2012/2013 is on target to exceed the previous year by over 3.4% and increase from 33.5% to 36.9%. This will equate to the largest recorded percentage ever recycled in a financial year. Furthermore, Landfill for 2012/2013 is expected to reduce by around 9,000 tonnes on 2011/2012 when 147,669 tonnes were landfilled. In January 2013 we sent 12 007 tonnes to landfill compared to 12 955 in January 2012. Notably, this is the lowest level ever recorded. Additionally, with the implementation of the council's policy on excess waste and ongoing progress with the outputs generated via the Waste Services Improvement programme further substantial reductions in unnecessary landfill are expected in the coming months.



#### Street Cleansing

Edinburgh has twice achieved the street cleaning performance target of 72 within the current reporting year, demonstrating an improved performance against the previous year. In addition, there has been a steady increase in the number of streets meeting the acceptable standard of cleanliness. The 95% clean target was met 3 out of 4 times in 2012. Previous to this, the target has only been met once (September 2010) since 2008.










#### Housing and Regeneration



Letting Empty Homes - CEC's performance in relation to empty homes is strong in comparison to other local authorities. Edinburgh ranks 5th in Scotland in terms of re-let times for empty homes. For a two week period in January, there were difficulties in securing sub-contractors. This resulted in a short term drop in performance, but this has been resolved and performance will improve over the next few weeks.

Rent lost on empty homes - Edinburgh was the second best performer when compared to other Scottish Local Authorities in 2011/12. Rent loss for 2012/13 is £408,221 against rental income of £73.5 million.

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Cost of refuse collection	£70.65	£70.69	£71.36	£72.07	£73.58	£75.25	£74.50	£73.19	£70.33		The main reason for the decrease is a reduction in Food Waste costs (marketing and bin liners) owing to the delay in the food waste roll-out to high density areas.
% of household waste collected by the authority during the year that was recycled or composted (Projected)	41.11%	41.67%	40.6%	40.83%	39.53%	38.71%	38.21%	37.48%	38%		The percentage of waste being recycled in 2012/2013 looks set to exceed the previous year by over 3.4% and increase from 33.5% to 36.9%. This will be by far and away the largest percentage recycled in a financial year ever recorded.  This figure though is still lower than hoped for and one reason for this is the impact of managed weekly collections not yet reaching it's full potential but the enforcement of the excess waste policy will help address this issue. Plans are in place to increase participation in recycling schemes through communications and promotional campaigns and the high density roll out of food waste collections will be completed in the next month.



Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Waste Landfilled (projected)	106,430	107,604	110,160	107,562	109,791	134,183	134,221	137,953	131,222		January saw a higher than expected landfill tonnage which can, in part, be attributed to additional (unscheduled) collections carried out at the beginning of January as a result of the festive collection arrangements. Despite this landfill for 2012/2013 is expected to reduce by around 9,000 tonnes on 2011/2012 when 147,669 tonnes were landfilled and is by far the lowest level ever recorded and the implementation of the councils policy on excess waste should now help reduce unnecessary landfill further. The current projection for 2012/13 landfill is 137,953 tonnes compared with a budgeted figures of 131,222 tonnes.
Response to noise complaints	99%	98%	99%	99%	100%	100%	100%	100%	99%		338/339
Tenants' satisfaction with repairs	96%	98%	93%	100%	96%	95%	96%	96%	96%		
Letting empty homes	20	21	24	22	22	22	20	27	22		For a two week period in January, there were difficulties in securing sub-contractors to carry out repairs. This resulted in a short term drop in performance, but this has been resolved and performance will improve over the next few weeks.
Rent lost on empty homes	0.56%	0.55%	0.56%	0.57%	0.56%	0.56%	0.55%	0.56%	0.4%		Over target for 2012/13 which in monetary terms is currently £120,620. Our empty homes rent loss is £408,221 against a year to date debit of £73.5 million.
% of housing advice cases which do not go on to present as homeless	52%	53%	56%	53%	52%	51%	51%	60%	55%		
Visits to libraries	253,559	265,081	284,967	256,789	263,901	264,072	212,158	256,263	236,712		
Householder Planning applications in 2 months	90.7%	91.8%	89.1%	91.4%	90.8%	91.6%	89.5%	90.0%	90.0%		
Completed criminal justice orders	77.5%	71.4%	75.4%	74.7%	67.1%	66.1%	71.1%	71.1%	65%		Performance stayed the same in January and remained above target.






Indicator	Q4 11/12	Q1 12/13	Q2 12/13	Q3 12/13	Target	Status	Latest Note
Cleanliness of streets (CIMS)	71	72	72	69	72		Figures relate to performance for December 2012 (3rd Quarter 2012/13). Sub zero temperatures in the days prior to and during the cleanliness survey restricted the use of water-based mechanical street cleaning vehicles. This along with the deployment of cleaning staff on gritting duties have impacted on the ability to maintain cleanliness standards at the time of this survey.
Re-offending: sexual or violent crimes	1	1	1	0	0		This shows performance for the quarter ending December 2012. The next update will be for the quarter ending March 2013.



Indicator	2009	2010	2011	2012	Target	Status	Latest Note
Satisfaction with the Neighbourhood as a place to live	92%	89%	90%	94%	86%		Satisfaction with how the Council is managing the city and providing value for money has increased by nearly a third in the last year. Notably, residents are also happier with how the Council is managing their money with satisfaction levels increasing by 21 per cent. Conversely, there was a 10 per cent dip in satisfaction with the Waste Collection Service possibly reflecting on the scale of major change being effected throughout this area. Satisfaction with Recycling services are 5% up on the previous year (2011 79%, 2012 84%). This is a full 10% higher than in 2008.

## 4. Health and wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it

Director's notes:

1. Delayed discharge - performance improved in January with eight people, half the number as at the December census, waiting for six weeks or longer. We have delivered an average of 102 care packages each week to support people leaving hospital, exceeding our weekly target by an average of 30 at a time of increased demand following Christmas.
2. Direct payments - the number of people receiving direct payments rose by 15 in January, five more than the monthly target.
3. Balance of Care - the Balance of Care figure rose last month by 0.3% to 31.6%. This is the highest the figure has ever been.

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Respite nights in care homes (18+)	1,571	1,696	1,743	1,604	1,461	1,403	1,310	n/a	1,305		There is lower demand for respite at Christmas. This is reflected in both lower usage and a reduced target. January data will be available at the end of February.
Late discharge from hospital	2	10	16	20	21	14	16	8	0		The number of patients delayed for more than six weeks halved last month. Efforts are ongoing to address the current level of delay, including regular teleconferencing between NHS and council colleagues. Work is ongoing to secure additional packages of care to enable people to move out of hospital.
Reduction in care by reablement	36%	30.4%	43.2%	39.2%	39.5%	37%	36.2%	35.9%	40%		Performance on this indicator is variable, depending on the level of need among the cohort of people who have completed reablement in the period i.e. the number of hours of support needed at the start. The reduction in care hours needed is similar to that achieved in December and is below target, however, the average hours required after reablement for the cohort was 8.6% lower than in December.
Direct payments	680	711	734	741	745	753	756	771	766		The number of people receiving direct payments rose by 15 in January.
Proportion of cases meeting the three week target timescale from referral to start of treatment for drugs and alcohol	78%	79%	81%	85%	83%	86%	81%	84%	90%		The percentage of people starting a service within three weeks rose by 3% in Jan. Jan also saw an increase in the number of people starting a service with 280 people starting a service compared with 217 in December. Demand for services usually increases

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
											following the Christmas and New Year.
Balance of Care: Proportion of older people receiving an intensive service who are at home at end of period	30.1%	30.5%	30.3%	30.4%	31.4%	31.3%	31.3%	31.6%	31.1%		The balance of care rose by 0.3% in January to 31.6%. This is a draft figure based on the number of patients in in-patient complex care beds remaining the same as in December. The figure will be updated when the number of patients is confirmed.
Satisfaction with Adult Care Services	80%	79%	79%	79%	78%	77%	76.4%	78.2	80%		Satisfaction improved slightly last month, but areas for improvement include informing people about changes to their service and of who to contact to discuss any issues with their service.

## 5. The Council is an efficient and effective organisation

Director's notes:

The indicators have been refreshed and a further review is currently underway for 2013/14 to ensure the information remains relevant and outcome-focused. Further work is underway to develop targets where appropriate.

### Areas showing good performance



Target is exceeded for attendances at pools with the Royal Commonwealth Pool doing particularly well with 63,000 visits per month.

Performance in the Customer Hub for resolving enquiries continues to be above target.






### Areas for improvement

Both benefits indicators are not meeting targets. Increased resources have been authorised from December and improvement will follow with the aim of achieving the target of 24 days during the first quarter of this year and to hit the annual target of 10 days for the 2012/13 outturn performance respectively.



Target not met for attendance at indoor facilities operated by Edinburgh Leisure although the shortfall on target was less than in the preceding two months. Fitness had a strong performance in January and it is anticipated that this will continue in the remaining two months of the year and help boost overall performance. FOI performance continues to improve, despite the high volume of requests. It is expected that this trend will continue with revised management arrangements now in place. While requests relating to Property Conservation continue to have a detrimental effect, additional resources within this service area have helped to reduce enquiry back-logs.


Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Sickness absence	4.6	4.6	4.5	4.5	4.5	4.4	4.4	4.5	4.0		
Staff numbers (FTE)	14918	14900	15010	14949	14992	15023	15004	15108	N/A		

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Staff turnover rate	N/A	N/A	N/A	7.84%	7.94%	8%	8.24%		N/A		
Edinburgh Leisure: Number of attendances per 1,000 population for all pools operated by Edinburgh Leisure	N/A	643	N/A	726	N/A	716	N/A	630	585		Target exceeded. Admissions to pools were 7% above target. The Royal Commonwealth Pool continues to perform well with an average of 63,000 visits per month.
Edinburgh Leisure: Number of attendances per 1,000 population for all indoor facilities operated by Edinburgh Leisure	N/A	562	N/A	577	N/A	625	N/A	540	579		Target not met although the shortfall on target was less than in the preceding two months. Fitness had a strong performance in January. It is anticipated that this will continue in the remaining two months of the year and help boost overall performance for this indicator.
Museum and Galleries total annual attendances (fin year)	N/A	N/A	N/A	509,592	584,187	643,424	677,548	707,835	542,682		The annual target has now been passed and visitor figures have increased for the fourth consecutive year.
Customer satisfaction across all channels (sample)	N/A	N/A	N/A	89.1%	90.21%	90.22%	90.53%	87.33%	90%		Customer satisfaction levels are slightly below target for January but yearly totals continue above target. The weather may be a contributing factor to the drop in satisfaction levels and the situation is being closely monitored.
Customer Hub Enquiries resolved at first point of contact	N/A	N/A	N/A	79%	80.6%	82.97%	80.48%	84.44%	80%		
Number of face to face transactions through Hub	N/A	N/A	N/A	7,587	10,453	9,948	7,959	8,954	10,500		
Number of digital transactions (email/web) through Hub	N/A	N/A	N/A	7,256	8,197	7,281	6,850	8,521	6,500		Increase due to new 'Missed Bin' Jadu forms.
% of major projects over £5M being managed outwith CPO (but with CPO engagement)	N/A	N/A	N/A	36%	36%	36%	36%	52%	80%		Currently, there are 23 Major projects identified and the CPO is interfacing with all of these projects. 12 out of 23 have strong CPO engagement. Further projects to be added from Change Plan. Target will be reviewed once full list is agreed.

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
FOI response	83%	77%	72%	83%	70%	77%	87%	86%	100%		Despite a 73% increase on the number of requests received compared to the previous month, performance has remained consistent.  While requests relating to Property Conservation continue to have a detrimental effect on overall performance figures, enquiry back-logs are reducing and service performance has improved in this area.
Proportion of Council Tax Collected	27.24%	35.8%	44.3%	52.7%	61.4%	70.2%	78.8%	87.4%	87.6%		Year to date performance is 87.4%. 87.6% target is based on corresponding rate for last year.
Proportion of Business Rates (NDR) Collected	15.89%	24.87%	35.24%	47.39%	59.28%	70.7%	78.4%	86.5%	84.6%		86.5% is the year to date performance. Ahead of target (84.6%) based on previous year's collection rate for the same period.
Progress against LTFP to deliver revenue savings, 2012/13 (Council-wide) (£m)	N/A	N/A	N/A	N/A	23.6	23.6	23.6	23.6	26.7		The month nine revenue monitoring report considered by the Finance and Budget Committee on 17th Jan points to the projected delivery of 88.5% of approved 12/13 budget savings. The balance will be delivered through a range of substitute measures as part of projecting an overall balanced position for the Council as a whole.
Accounts Receivable – Average debtor days	N/A	N/A	N/A	N/A	92	92	95	98	77		The major reason for the relatively high figure of 98 days is due to the large amount of outstanding Statutory Repairs bills which is due to fraud within this area of the Council. Excluding Statutory Repairs invoices the average debtors days ratio is 66 days against a target of 55 days. There were 68,262 invoices raised and fully paid between 01/02/2012 and 31/01/2013. The average time taken to pay was 35 days. We are waiting for BT to advise whether it is possible to get data for the number of days taken to fully pay invoices that were paid during the previous calendar month. We will report using this information in future if it can be obtained. The Accounts Receivable system, PPSL, is old and we are restricted by the information that it can provide us with. Investigations are under way to look at purchasing an alternative system.

Indicator	Jun 12	July 12	Aug 12	Sep 12	Oct 12	Nov 12	Dec 12	Jan 13	Target	Status	Latest Note
Aged Debtors – Value of debt more than 90 days old (annual indicator)	N/A	N/A	N/A	£14.81 M	£14.38 M	£14.69M	£13.99M	£17.15 M	£15.03M		The Accounts Receivable debt over 90 days (64.36% of all outstanding debt) is £17.15 million. This is made up of 8.33m for Statutory Repairs and £8.82m for non Statutory Repairs.
Days to process New Benefit Claims	29.89	32.06	32.74	34.24	35.4	34.74	34.18	35.87	24		The time to process new Benefit Claims was 35.87 days against a target of 24 days, based on the 3 DWP reporting periods from 13/10/12 to 19/01/13. The cumulative year to date performance is 33.53 days. The year end outturn for 2011/12 was an average of 36.23 days against a target of 29 days. The GB average performance for 2011/12 was 24 days. Recent performance has been badly affected by staff holidays and IT system downtime. Increased resources have been authorised and improvement will follow with the aim of achieving the target of 24 days during the first quarter of next year.
Days to process Benefit Change of Circumstances	8.53	12.12	13	13.39	13.32	13.16	13.49	14.92	10		The time to process Benefit Change of Circumstances was 14.92 days against a target of 10 days, based on the 3 DWP reporting periods from 13/10/12 to 19/01/13. The cumulative year to date performance is 11.92 days. The year end outturn for 2011/12 was an average of 14.84 days against a target of 10 days. The GB average for 2011/12 was 9 days. Recent performance has been badly affected by staff holidays and IT system downtime. Increased resources have been authorised in order to get us back on track to hit the annual target of 10 days for the 2012/13 outturn performance. The combined Right Time Indicator (RTI) is 18.78 days against a target of 13 days. The GB RTI average for 2011/12 was 12 days.

Indicator	2009	2010	2011	2012	Target	Status	Latest Note
% customers who are satisfied that it is easy to find information they want from the Council (EPS)	59%	67%	61%	84%	60%		
% customers who are satisfied that the Council keeps them informed about the services it provides (EPS)	58%	58%	62%	71%	60%		

Indicator	2009	2010	2011	2012	Target	Status	Latest Note
Satisfaction with Management of the City	35%	57%	46%	72%	N/A		

[Back to corporate dashboard](#)



# Appendix 3: Strategic Outcomes

## Pledge Area

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Health and Wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it

## Strategic Outcome(s)

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- Improved health and reduced inequalities
- Preventative and personalised support is in place
- Edinburgh's carers are supported
- People are supported to live at home
- Communities have the capacity to help and support people
- The public are protected

## Objective(s)

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- Improve health and wellbeing
- Reduce poverty and inequalities
- Develop preventative services
- Develop effective personalised services
- Improve support for carers
- Help people improve and maintain their independence
- Develop community capacity to provide support
- Support, develop and make the best use of our staff
- Improve the quality of services
- Improve public protection

## Summary

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This report details progress towards meeting the outcomes as set out in the Council's performance framework. It focuses on progress to date on each of the strategic outcomes, highlighting areas where good progress has been made and those where further development is needed. An overview of activity and performance over the last 18 months is available in Health and Social Care's Monthly Activity Reports.

Further data tracking performance against outcomes discussed here are provided in the [corporate dashboard](#) provided in the main body of this report, and in the report on progress against [Single Outcome Agreement](#) indicators presented to the Edinburgh Partnership Board in March 2013.

## Background

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Health and Social Care's Performance Improvement Meeting considers performance against objectives on a monthly basis, using both routine reports and scrutiny of selected topics. A Strategic Work Plan for 2013-14 is currently in draft form, reflecting the Edinburgh Health and Social Care Partnership structure. As part of the development of the work plan, the objectives underpinning the pledge area: "health and wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it" have been revised to ensure that they reflect the priorities of the new partnership.

## Linkages

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Activity in this area contributes towards the Edinburgh Partnership objective to ensure that "Health and wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it", and to the Capital Coalition Pledges "Ensure Edinburgh and its residents are well cared for", "maintain and improve the quality of life in Edinburgh" and "Reduce poverty, inequality and deprivation".

## How are we doing and what else do we need to do?

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### **Strategic Outcome 10 – Improved health and reduced inequalities**

Health inequalities present a sizeable and complex problem in the city and across Scotland. Overall, there has been progress towards achieving health improvements in recent years, but national factors have tended to increase the inequality between communities and significant challenges remain.

A strategic partnership approach to reducing unequal health outcomes is agreed and city partners provide joint funding for preventive programmes targeted to complement other joint effort in the city. There is evidence that economic strength in the city and local actions have reduced concentrations of income deprivation, poor health and overall multiple deprivation, although significant levels of inequality remain.

There are significant additional risks from continuing poor economic performance, and particularly the effects of welfare reform in reducing the income and housing stability of groups at high risk of health inequality.

### **Strategic Outcome 11 – Preventative and personalised support is in place**

Overall good progress has been made towards achieving this outcome.

The number of people receiving a direct payment continues to increase steadily.

A prevention strategy is being developed jointly with NHS Lothian which will detail existing provision, strategic objectives, anticipated future demands and identify the actions to be taken to further develop preventative approaches in relation to health and social care.

New approaches are being developed to assessment, care management and service provision to embed a person centred and outcome focused approach.

Finally, a market shaping strategy is being developed which will provide the basis for the Council to fulfil the duty, placed upon it by the Self Directed Support Act 2013, to facilitate a diverse market providing real choice to people in need of social care support as to how their care and support needs are met.

### **Strategic Outcome 12 – Edinburgh’s carers are supported**

Overall good progress has been made towards achieving this outcome with some areas for improvement remaining.

Particular areas of good or improved performance include a steady increase in the number of carers assessments completed; an increase in the amount of respite provision in Edinburgh over the last few years; and the implementation of two carers initiatives: carers emergency cards – the number issued has been increasing steadily; and carer support payments – well received by carers and carer organisations since the launch in November 2012.

Areas for further development include: further increasing the volume of respite provided to carers, developing more flexible and innovative short breaks, improving the level of recording of informal carers to support service planning and the development of a new carers assessment tool that is more outcomes focussed.

### **Strategic Outcome 13 – People are supported to live at home**

Overall good progress has been made towards achieving this outcome with some areas for improvement remaining.

Particular areas of good or improved performance include: the continued gradual shift in the balance of care for older people with high levels of need from hospital and care homes to care at home.

Areas for further development include: ongoing work to ensure that people are not delayed in hospital while the next stage of their care is arranged;

implementation of step up/down resources; increases in intermediate care and rehabilitation and the ongoing development of preventative supports.

### **Strategic Outcome 14 – Communities have the capacity to help and support people**

Progress is being made towards achieving this outcome.

A range of initiatives are in place to develop and consolidate community capacity. These include: the Edinburgh Compact's draft volunteering strategy 'Inspiring Edinburgh's Volunteers – Building on Success 2012-2017' and action plan; exploration of opportunities for the development of co-operative approaches through the personalisation programme, including active discussions with a care at home co-operative with a view to them locating in Edinburgh by the end of 2013; and finally, the development of community capacity in partnership with EVOC and Scottish Care to support people at home and in care homes.

### **Strategic Outcome 15 – The public are protected**

Overall good progress has been made towards achieving this outcome.

Child protection services have been on a journey of improvement over recent years. The most recent joint inspection of children's services, due to report in April 2013, found that child protection services were now a key strength in Edinburgh.

Indicators in relation to successfully completed criminal justice orders and reoffending among people who were subject to MAPPA risk management have achieved or narrowly missed their targets over the last 18 months; timescales for case conferences in relation to adult protection concerns have been achieved in the majority of cases.

Work is underway to consolidate the governance and community planning arrangements for all elements of public protection, including offender management, drugs and alcohol, domestic violence and adult and child protection.

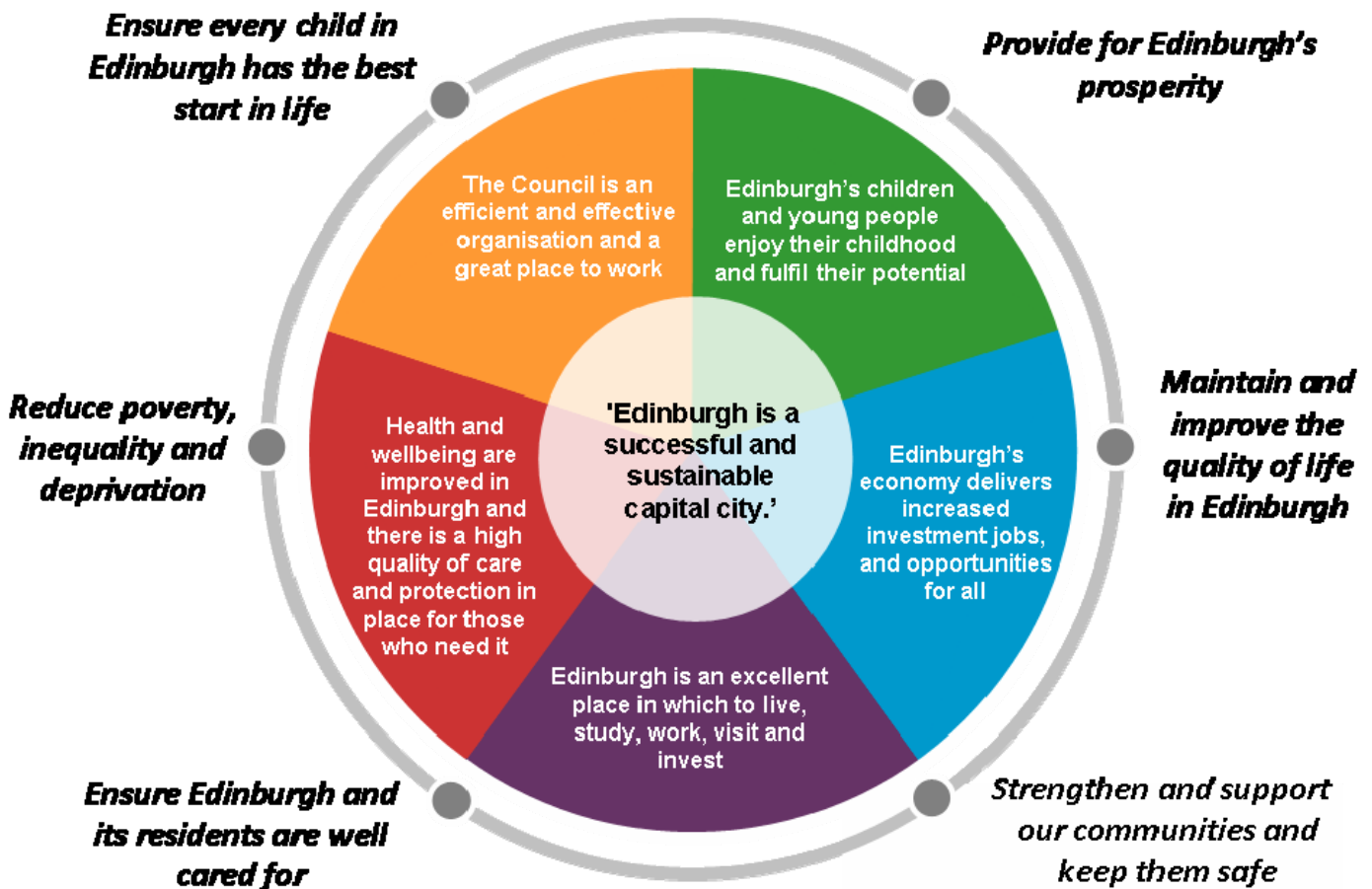
### **Further Information**

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1. [Single Outcome Agreement 6 month progress report, April to September 2012.](#)

# Appendix 4: Strategy Maps

## Capital Coalition Pledge Areas



## Vision Statements and Strategic Outcomes

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

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

### Edinburgh's economy delivers increased investment, jobs and opportunities for all

7. Edinburgh draws new investment in development and regeneration.
8. Edinburgh's economy creates and sustains jobs opportunities.
9. Edinburgh residents are able to access job opportunities.

### Health and Wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it

10. Improved health and reduced health inequalities.
11. Preventative and personalised support is in place.
12. Edinburgh's carers are supported.
13. People are supported to live at home.
14. Communities have the capacity to help support people.
15. The public are protected.

### Edinburgh is an excellent place to live, study, work, visit and invest

16. People live in a good quality home that is affordable and meets their needs in a well-managed Neighbourhood.
17. Edinburgh's streets and open spaces are clean and free of litter and graffiti.
18. We reduce the local environmental impact of our consumption and production.
19. Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards in the maintenance of infrastructure and public realm.
20. Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and future of citizens.
21. Residents, visitors and businesses feel that Edinburgh is a safe city.
22. Edinburgh has a transport system that improves connectivity and is green, healthy and accessible.
23. Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community.

### The City of Edinburgh Council is an efficient and effective organisation and a great place to work

24. The Council communicates effectively internally and externally and has an excellent reputation for customer care.
25. The Council has efficient and effective services that deliver on objectives.
26. The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives.
27. The Council supports, invests in and develops our people.

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

WHO? STAKE HOLDERS AREA

**Customers / Service users**  
Eg pupils, parents/carers, families, staff

**Partners**  
Eg NHS, Police, voluntary sector

**Delivery partners**  
Eg voluntary organisations, commissioned services, NHS, Police

STRATEGIC OUTCOMES

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

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

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

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

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

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

WHAT? PRIORITIES

Improve support in early years so that children reach appropriate developmental and social milestones (SO1)

Improve the educational attainment of the lowest achieving pupils (SO2)

Improve life chances for Looked After Children including increasing the focus on Corporate Parenting (SO3)

Improve early support for children with Additional Support Needs (ASN) (SO3)

Improve early support for families so that fewer children need to be looked after, with particular focus on addressing the impact of drug and alcohol misuse (SO3)

Improve health outcomes for children, including healthy weight, sexual health, emotional health and wellbeing and drug and alcohol misuse (SO4)

Increase the number of young people who enter and sustain positive destinations (SO6)

HOW? STRATEGIES

## Key Strategies / Plans / Drivers

Children and Families Asset Management Plan

Integrated Literacy Strategy

The Edinburgh Guarantee

Early Years Change Fund

Corporate Parenting Action Plan

Children and Families Capital Investment Programme

Single Outcome Agreement

Integrated Plan for Children and Young People

Early Years Strategy

Parental Engagement Strategy

Supporting Communities

Joint Health Improvement Plan

Commissioning Strategies and Plans

Getting It Right for Every Child

Curriculum for Excellence

DO. PERFORMANCE INDICATORS

### SO1.1 Children's early years development, learning and care are improved

- \* Pre-school setting inspection reports
- \* P1 entry baseline literacy and numeracy scores
- \* Access to qualified teacher in pre-school settings
- \* Parent / carer participation in learning
- \* Pre-school hours provided by Council
- \* Reduce P1-P3 class sizes P2

### SO2.1 Children and young people have high quality learning experiences and their learning needs are met P5

- \* School inspection reports
- \* Exam results SOA
- \* Average tariff scores
- \* Parents and carers satisfaction
- \* School condition P3
- \* School occupancy P4

### SO2.2 Young people are confident individuals, effective contributors & responsible citizens

- \* School attendance
- \* School exclusions
- \* School participation / awards for environment, respect and citizenship
- \* Individual DoE awards
- \* Free music tuition
- \* Selections for regional or national sport squads
- \* Open youth work
- \* Youth Parliament elections turnout

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

- \* Children who need to be looked after SOA
- \* Children who are looked after at home SOA
- \* Children who are looked after and accommodated SOA
- \* Children using family-based day care service P6

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

- \* Initial visits within 15 days of supervision requirement
- \* Reports submitted to SCRA within timescale
- \* Initial child protection case conferences taking place within timescale
- \* Child protection re-registrations

### SO3.3 Looked after children cared for & supported P1

- \* Care commission inspection reports
- \* Emergency foster placements available
- \* Adoptions of looked after children
- \* Reviews within time
- \* Children placed in CEC foster care
- \* Children with pathway co-ordinators / plans
- \* Aftercare service given to those eligible

### SO3.4 Looked after children have improved outcomes

- \* Looked after children's school attendance
- \* Looked after children's exclusion rate SOA
- \* Looked after children's average tariff score SOA
- \* Looked after children going to positive destinations after school SOA

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

- \* Assessed children receiving SCYP-funded service
- \* Section 23s assessed
- \* Overnight respite nights not in care home
- \* Children in day care
- \* Families accessing direct payment
- \* Occupational therapist provision

### SO4.1 Children and young people are healthy

- \* Health promoting community centres / residential services
- \* Quality PE curriculum delivery
- \* Active schools participation
- \* P7s achieving level C5 swimming
- \* Eligible primary school breakfast club provision
- \* P1-P3 receiving nutritious free meals
- \* % satisfied with sport and leisure EPS activities for children and young people (tbc)

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

- \* Use of Alcohol Brief Interventions
- \* 15 boys and girls regular smokers SOA
- \* 13-15 year olds drinking 1+ times a week SOA
- \* 13-15 year olds who have used drugs in the previous month SOA

### SO4.3 Children have increased resilience and wellbeing

- \* S5 confident about having healthy sex life at appropriate time
- \* Primary children say they can usually deal with a problem
- \* Primary children who ask for help when they need it
- \* Primary children who feel they have lots to be proud of

### SO5.1 There is a reduction in the number of young people who offend

- \* Children referred to SCRA on offence grounds
- \* Young people exiting Youth Offending system not re-entering this or Criminal Justice Service within two years
- \* Number of young people (12+) receiving 5+ referrals on offence grounds to SCRA in previous 6 months

### SO5.2 Children are safe from harm and fear of harm

- \* S2 pupils feel school deals well with bullying
- \* Pupils feel safe in school
- \* Pupils who feel able to speak to an adult if there are worried or upset about something
- \* Working With Men domestic abuse programme participation

### SO6.1 School leavers enter positive, sustainable destinations P7 & P29

- \* School leavers who go on to positive destinations SOA
- \* School leavers in positive follow-up destination SOA
- \* Economically active looked after children receiving after care service

### SO6.2 Communities are strong and resilient, citizens are supported to make positive changes

- \* Young people in 16+ non-formal learning
- \* Young people CLD supported to engage in Activity Agreements
- \* Adults achieving their learning goals
- \* Non-English speakers receiving tuition
- \* Adult learning opportunities available

RISKS

Failure to provide effective protection and care to vulnerable children and young people

Demographic pressures on school rolls, early years programmes and vulnerable groups of children and young people

Failure to provide quality learning and care environments

Failure to deliver best value and use of our resources as budgets reduce

Failure to retain right level of staff resource with the right skills

# Edinburgh's economy delivers increased investment, jobs and opportunities for all

**Internal:** Managers, staff and Elected Members

**External:** public, business community, partner agencies, government and outside bodies

**Edinburgh draws new investment in development and regeneration**

**Edinburgh's economy creates and sustains jobs opportunities**

**Edinburgh residents are able to access job opportunities**

Invest in the city's development and regeneration

Support inward investment

Support businesses

Help unemployed people into work or learning

City of Edinburgh Council  
Economic Strategy 2012-17

Economic Development  
Service Operational Plan  
2012-15

## Support new physical investment in Edinburgh

### Key performance indicators

\* Total value of physical investment supported by Economic Development Service (EDS)

Target: support £200m of physical investment (net) over the period 2012-15

Comprised of:

### Invest in the city's development and regeneration

Capital projects (1.1)

\* No. physical development projects supported by the EDS **P15, P17**

\* Value of physical development projects supported by the EDS **P15, P17**

### Associated activities and outcomes

Priority investment zones (1.2)

City management & town centre development (1.3)  
Review delivery mechanisms (1.4)

\* Analysis of delivery against key outcomes outlined in EDS operational plan 2012-15

## Support the creation and safeguarding of jobs in Edinburgh

### Key performance indicators

\* Total number of jobs created or safeguarded through EDS activities **SOA**

Target: support the creation and safeguarding of 2,000 jobs (net) over the period 2012-15

Comprised of:

### Invest in the city's development and regeneration

Capital projects (1.1)

\* No. construction jobs created through supported development and regeneration projects **SOA**

### Support Businesses

Business support (3.2)

\* No. jobs created/safeguarded through supporting business activities **SOA P16**

Support new investment by Edinburgh businesses (3.6)

\* No. jobs created/safeguarded through East of Scotland Investment Fund loans approved **SOA P16**

Support Inward Investment

Attract new investment (2.1)

\* No. jobs created/safeguarded through inward investment support activities **SOA P15**

### Associated activities and outcomes

### Support Businesses

A single access point to the Council (3.1)

Business Support (3.2)

Encourage innovation (3.3)

Support key sectors (3.4)

Enhance and support local supply chains (3.5)

Support new investment by Edinburgh businesses (3.6)

&

### Support inward investment

Attract new investment (2.1)

Support new investors (2.2)

Improve the city's competitiveness (2.3)

\* Analysis of delivery against key outcomes outlined in EDS operational plan 2012-15

### Citizen Perceptions

\* % feel that personal financial situation has got better / worse over last 12 months **EPS**

\* % confident about current and future job / career prospects in Edinburgh **EPS**

## Help unemployed people into work and learning

### Key performance indicators

\* No. employability service clients supported into work or learning **SOA**

Target: support the movement into work or learning of 6,000 people over the period 2012-15

Comprised of:

### Help unemployed people into work or learning

Early intervention on unemployment (4.3)

&

Providing employability support for regeneration areas and vulnerable individuals (4.5)

\* No. employability service clients supported into work or learning **SOA**

Helping school leavers and young people (14-19yrs) make the transition into work (4.4)

\* No. young people supported into work or learning **SOA P7, P29**

### Support Businesses

Business support (3.2)

\* No. unemployed clients supported into self employment **SOA P16**

### Associated activities and outcomes

### Help unemployed people into work or learning

Coordination of employability services (4.1)

&

Supporting those in low paid and insecure employment (4.4)

\* Analysis of delivery against key outcomes outlined in EDS operational plan 2012-15

### Citizen Perceptions

\* % feel qualified for the work they currently do **EPS**

Failure to deliver a whole council approach to economic development

Changing budget priorities and impact on ability to meet delivery expectation

Ineffective external partner relationship management impacts on services and financial returns

Failure to maintain strong reputation of the service

Growth and development of the city is affected by external economic circumstances



PLEDGE AREA

# Health and Wellbeing are improved in Edinburgh and there is a high quality of care and protection for those who need it

WHO? STAKE-HOLDERS

**Internal:** Elected members, managers, staff, trade unions

**External:** service users, carers and citizens; NHS; third sector; private and voluntary sector care providers; community groups, neighbourhood partnerships; police, Scottish Prison Service and courts; Scottish Government, Cosla, ADSW, Inspectorates; DWP; other local authorities

STRATEGIC OUTCOMES

<b>1</b> Improved health and reduced health inequalities (=EQ)	<b>2</b> Preventative and personalised support is in place	<b>3</b> Edinburgh's carers are supported	<b>4</b> People are supported to live at home	<b>5</b> Communities have the capacity to help support people	<b>6</b> The Public are protected
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WHAT? OBJECTIVES

<b>A</b> Improve Health and Wellbeing (1)	<b>B</b> Reduce Poverty and inequalities (1)	<b>C</b> Develop preventative services (2)	<b>D</b> Develop effective personalised services (2)	<b>E</b> Improve support for carers (2,3,4,5)	<b>F</b> Help people improve and maintain their independence (2, 3, 4, 5)	<b>G</b> Develop community capacity to provide support (5)	<b>H</b> Support, develop and make the best use of our staff (1,2,3,4,5,6)	<b>I</b> Improve the quality of services (2, 3,4,6)	<b>J</b> Improve public protection (1, 2, 4, 5, 6)
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HOW? STRATEGIES

Health (NHS) and Social Care (LA) Integration (A-J)	Personalisation Strategy (D)	Prevention Strategy (C)	"Towards 2012" (Carers Strategy) (E)	Health Inequality Framework (D)	Anti-Poverty Strategy (B)	Commissioning Strategies & Plans (A-J)	Workforce Development Strategy (H,I)	Adult, Child & Public Protection Strategies (J)
Reshaping Care for Older People (A, C-I)	Disability Strategies (A, C-I)	"A Sense of Belonging" (Mental Health) (A, C-I)	"Choose Life" (suicide prevention) (A, C-I)	Addictions Strategies (A, C-I)	"Live well in Later Life" (A, C-G)	Homelessness Strategy (B,F)	Human Rights and Equalities Strategy (B,G,I)	Reducing re-offending strategy (C,J)

DO. PERFORMANCE INDICATORS (\* measures under development)

<p><b>Improve health for all (A)</b> * Life expectancy at birth <b>SOA</b> * Gap in life expectancy <b>SOA</b> * Premature mortality rates <b>SOA</b> * Uptake rates of health eating* * Uptake of leisure &amp; fitness* <b>P42 &amp; P43</b></p> <p><b>Improved health for young people (A, B)</b> * % of school children who are obese * % of school children who smoke, drink &amp; take drugs * Uptake of healthy school meals * P1-P3 receiving nutritious free meals</p> <p><b>Improved mental health and wellbeing (A, E, F)</b> * Suicide rates * Mental wellbeing scores*</p> <p><b>Improved health for people with learning disabilities (A, E, F)</b> * People supported with health &amp; wellbeing* * People supported with sexual health &amp; awareness*</p> <p><b>Improved health for people with physical disabilities (A,E,F)</b> * People with strokes or MS provided with rehabilitation* * People helped to return to work*</p> <p><b>Improved health for people with addictions and blood borne viruses and improved outcomes for their children (A,E,F)</b> * People supported to prevent or reduce dependency* <b>SOA</b> * Access times to addictions treatment * People supported to prevent transmission of infection* * People provided with detox and rehabilitation services* <b>P12</b> * People supported beyond addiction*</p>	<p><b>Reducing inequalities Reducing health inequalities (B)</b> * Gap in life expectancy between areas <b>SOA</b> <b>Reducing poverty (B)</b> * People given employability advice* * People given uptake &amp; money advice* * People given fuel poverty action or advice* * People given emergency payments*</p> <p><b>Develop preventative services and personalised support (C,D)</b> * Social Care Personalisation Programme – project monitoring * People receiving reablement and rehabilitation * Levels of Self-Directed Support uptake <b>SPI</b> * Support to people with lower level needs* * People assessed by homelessness teams* * People provided with advice*</p>	<p><b>Edinburgh's Carers are supported (E)</b> * Volume of respite provided <b>SPI SOA</b> * People given outcome focused carers' assessments * Carers provided with direct payments to meet their own needs* <b>P38</b> * Uptake of online volunteering service* <b>P39</b> * Carers with emergency alternative arrangements in place to cover their unavailability*</p>	<p><b>Improved Health (NHS) and Social Care (LA) Integration (All)</b> * Delayed discharge counts F, H <b>SOA</b> * Balance of care for older people F, H * Emergency bed use <b>SOA</b> * Waiting list measures <b>Supporting older people to live at home (F,H) SOA</b> * Impact measures of reablement * Measures of domiciliary care flexibility <b>SPI</b> * Reduced isolation *</p> <p><b>Supporting people with disabilities to live at home (F,H)</b> * No. people provided with rehabilitation * No. people supported to leave school* * No. people supported to improve independence* * No. people supported to take up with employment*</p> <p><b>Support for people with mental health problems (F,H)</b> * People supported by Intensive Home Treatment Teams* * Access time to Child and Adolescent MH services*</p> <p><b>Supporting people with addictions and blood borne viruses to live at home (F,H)</b> * People in supported tenancies*</p>	<p><b>Increased community capacity (D,G)</b> * Change Fund initiatives to support older people – project monitoring * Profiles of Neighbourhood Partnership activity* * Profiles of Community Council activity* * No. volunteers recruitment or supported*</p> <p><b>Improving Quality of Care (I) P37</b> * Service user feedback * Care provider performance statistics * Single and en-suite care home provision <b>SPI</b> * Care staff qualification levels <b>SPI</b> * Monitoring of improvement plans following Inspection * Overview of engagement with stakeholders in service planning and improvement</p> <p><b>Sound Resource Management (All)</b> * Budget planning for demography * Monthly budget monitoring of spend and service volumes Addressing the impact of Welfare Reform * Staff recruitment, training and retention policy</p>	<p><b>Improve public protection arrangements (E,H,I)</b> * Assessing and managing risks to adults and children * Staff training and qualification profiles * Protection –related inspection results * Time taken to support and protect children in need * Time to adult and child protection case conferences * Reoffending rates * Managing high risk offenders (MAPPA) * Criminal justice orders successfully completed * No. high risk offenders supported in residential facilities * % agree the Council provides protection and support for vulnerable people <b>EPS</b></p>
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RISKS

Insufficient financial and human resources to meet health and social care needs to an acceptable standard (1-6)	Impact of Welfare Reform increases poverty and demand and reduces charging income (1-6)	Personalisation/ Self Directed Support reduces stability of internal and purchased care markets (1-6)	Budget reduction controls and efficiency programme fail to deliver balanced budget (1-6)	Major incidents cause disruption to services (1-6)	Re-offending by dangerous offenders (1-6)
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# Edinburgh is an excellent place to live, study, work, visit and invest (Part A)

PLEDGE AREA

WHO: STAKE HOLDERS

STRATEGIC OUTCOME

**Internal:** Elected Members, Neighbourhoods and Neighbourhood Partnerships  
**External:** Residents, Landlords, Visitors, Scottish Government, Customers, Funders, Suppliers, Partners, Developers, Investors, Agents, Community groups, Amenity organisations and government agencies

<p><b>Well-housed</b></p> <p>People live in a good quality home that is affordable and meets their needs in a well-managed Neighbourhood</p>	<p><b>Clean</b></p> <p>Edinburgh's streets and open spaces are clean and free of litter and graffiti</p>	<p><b>Green</b></p> <p>We reduce the local environmental impact of our consumption and production.</p>	<p><b>Attractive Places and Well maintained</b></p> <p>Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards in the maintenance of infrastructure and public realm</p>	<p><b>Culture, sport and major events</b></p> <p>Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and future of citizens</p>
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WHAT: OBJECTIVES

<p>People live in a home that they can afford</p>	<p>We will engage, educate and encourage people to take responsibility for helping keep Edinburgh a clean and green city.</p>	<p>We will only send waste to landfill that cannot be prevented, reused, recycled or recovered for energy</p>	<p>Protect and enhance the Built and Natural Environment</p>	<p>Manage a major investment programme to deliver good quality, well maintained roads and pavements</p>	<p>Effectively support and manage festivals and major events</p>
<p>People live in a warm, safe home in a well-managed Neighbourhood</p>	<p>We will achieve high standards of maintenance and cleanliness in our open spaces</p>	<p>Contribute fully to CO2 greenhouse gas, air quality and safety targets</p>	<p>We will manage our green spaces in a way that creates diverse and attractive landscapes that people will visit, use and enjoy</p>	<p>Promote high quality and sustainable design and healthy living and working environments</p>	<p>Maintain and increase participation in sport and physical activity</p>
<p>People can move home if they need to</p>		<p>We will meet the demand for allotments and community food growing</p>		<p>Deliver a proactive planning and place making service</p>	<p>Protect and develop collections, historic buildings and monuments of cultural and heritage value</p>

HOW: STRATEGIES

City Housing Strategy	Edinburgh Waste and Recycling Strategy	Parks and Gardens Strategy	Strategic and Local Development Plans	Lighting Strategy	Open Space Strategy	Thundering Hooves Action Plan
Tenant Participation Strategy	imProve it Air Quality Action Plans	Sustainable Edinburgh Strategy 2020	Built & Natural Heritage Strategy		Road Asset Management Plan	Events Strategy A range of cultural and sport strategies

DO: PERFORMANCE INDICATORS

<p><b>People live in a home they can afford:</b></p> <ul style="list-style-type: none"> <li>Increase in Income collection as a % of the gross rent due</li> <li>Increase in number of affordable homes approved &amp; homes completed <b>P8 SOA</b></li> <li>Reduction in % of households in Edinburgh who are fuel poor</li> <li>Letting times <b>SPI</b></li> <li>Rent lost on empty homes <b>SPI</b></li> <li>Current rent arrears as a % of the net amount due <b>SPI</b></li> </ul> <p><b>People live in a warm safe home in a well managed neighbourhood:</b></p> <ul style="list-style-type: none"> <li>% of homes meeting the SHQS <b>SPI SOA</b></li> <li>Reduction in % of disrepair/serious disrepair in private homes</li> <li>% of tenants satisfied with repairs to their home <b>SPI</b></li> <li>% housing repairs completed on target <b>SPI</b></li> </ul> <p><b>People can move home if they need to:</b></p> <ul style="list-style-type: none"> <li>Increase in % of all homeless assessment cases housed by Private Rented Sector</li> <li>% of advice cases that do not go to present as homeless <b>SPI</b></li> <li>Reduction in average amount of time in temporary accommodation</li> <li>Increase in % of households who are assessed as homeless who are in priority need</li> <li>% cases reassessed within 12 months of completion of duty in permanent accommodation <b>SPI</b></li> <li>% of homeless people provided with permanent accommodation <b>SPI</b></li> </ul>	<p><b>Clean:</b></p> <ul style="list-style-type: none"> <li>Tonnes to landfill <b>P49</b></li> <li>household waste recycled and composted <b>P52 SPI</b></li> <li>EPS Customer satisfaction</li> <li>Delivery of Waste strategy milestones</li> <li>Delivery of imProve it and programme milestones</li> <li>net cost of refuse collection per premise <b>SPI</b></li> <li>net cost of refuse disposal per premise <b>SPI</b></li> <li>CIMS/LEAMS <b>P44 SPI</b></li> <li>Street cleansing complaints – dog fouling, graffiti, fly tipping and weed growth</li> <li>EPS Customer satisfaction</li> <li>Community clean-ups</li> </ul> <p><b>Green:</b></p> <p><b>Meeting environment and safety targets:</b></p> <ul style="list-style-type: none"> <li>Greenhouse gas emissions from transport</li> <li>Nitrogen dioxide concentrations</li> <li>% agree the Council cares about the environment. <b>EPS</b></li> <li>Reduction Co2 emissions in council properties <b>P51</b></li> </ul> <ul style="list-style-type: none"> <li>Green Flag Award <b>P48</b></li> <li>Park Quality Assessments</li> <li>Landscape Quality Standards</li> <li>Number of Friends of Parks Groups,</li> <li>Number of events held in Greenspaces</li> <li>Number of community garden schemes</li> <li>Allotment Plot Total &amp; waiting list</li> <li>Customer satisfaction <b>EPS</b></li> <li>Delivery of ImProve it programme milestones</li> </ul>	<p><b>Attractive Places:</b></p> <ul style="list-style-type: none"> <li>Planning performance framework             <ul style="list-style-type: none"> <li>Planning applications processing <b>SPI</b></li> <li>Environmental Quality Assessments</li> <li>Development plan milestones</li> <li>Successful appeals as a % of planning applications <b>SPI</b></li> </ul> </li> <li>Building Standards balanced scorecard</li> <li>Value of development</li> <li>Number of listed building requiring investment</li> <li>% of development on brownfield sites</li> <li>Improved customer satisfaction</li> </ul> <ul style="list-style-type: none"> <li>Green Flag Award <b>P48</b></li> <li>Park Quality Assessments</li> <li>Landscape Quality Standards</li> <li>Number of Friends of Parks Groups</li> <li>Number of events held in Greenspaces</li> </ul> <p><b>Well-maintained</b></p> <ul style="list-style-type: none"> <li>% road network in need of maintenance (RCI) <b>SPI</b></li> <li>% of street light repairs within 7 days</li> <li>Average time to repair traffic signal fault</li> <li>% of bridges in need of maintenance</li> <li>% of road defects repaired within 3 working days</li> </ul>	<ul style="list-style-type: none"> <li>Achieve 80% of targets within Culture and Sport business plans</li> <li>Attract one major new event to the city per year</li> <li>Maintain or increase the numbers of those attending existing core events</li> <li>Number of attendances and attendances per 1000 population for all pools and indoor facilities operated by Edinburgh Leisure <b>SPI</b></li> <li>Visits to museums and galleries (per 1000 population) <b>SPI</b></li> <li>Attendance at council-funded festivals (ticketed and unticketed) and theatres (Festival City Theatres Trust, Traverse, Lyceum)</li> <li>Attendances to Usher Hall ,Church Hill Theatre and Assembly Rooms</li> <li>Council-funded theatres and Usher Hall online ticket sales as a percentage of total sales</li> <li>Increase page views for Assembly Rooms, Usher Hall and Museums and Galleries websites</li> <li>Maintain or increase the level of National standard or VisitScotland grading or external accreditation for key cultural venues. <b>P31</b></li> <li>% satisfied with access to sport and leisure facilities in Edinburgh (tbc) <b>EPS</b></li> <li>% believe that Festivals make Edinburgh better <b>EPS</b></li> <li>% who personally benefit from Edinburgh's festivals <b>EPS</b></li> </ul>
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RISKS

Recession and welfare reform increases homelessness	Falls in property values impact on money available for Regeneration Investment Programme	Failure to meet recycling and landfill targets	Loss of Campus Building premises may result in loss of staff time/services	Project governance (poor cost control, contract management etc) may impact on the capital and change programmes of the Council.	Lack of investment in infrastructure hinders development
	Severe winter weather results in services being compromised	Failure to achieve behavioural change impacting on the ability to keep the City clean and green	Changes in waste volumes and composition	Recession holds back investment in the City and its built heritage	

# Edinburgh is an excellent place to live, study, work, visit and invest (Part B)

PLEDGE AREA

WHO? STAKE HOLDERS

STRATEGIC OUTCOME

WHAT? OBJECTIVES

HOW? STRATEGIES

DO. PERFORMANCE INDICATORS

RISKS

**Internal:** Elected Members, Neighbourhoods and Neighbourhood Partnerships  
**External:** Residents, Landlords, Visitors, Scottish Government, Customers, Funders, Suppliers, Partners

**Safe**  
 Residents, visitors and businesses feel that Edinburgh is a safe city

**Moving efficiently**  
 Edinburgh has a transport system that improves connectivity and is green, healthy and accessible

**Well engaged and well informed**  
 Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community

Create safer city and communities by appropriate regulation and education and by promoting and encouraging acceptable behaviours

Reduce crime and antisocial behaviour

Improve public protection

Improve community perceptions of safety and security

Manage city travel to increase travel by bike, foot and public transport and reduce car use

Ensure reliable inclusive access, especially to the City Centre, and improve public realm

Develop integrated services as one stop neighbourhood places for engagement, employability, leisure and learning.

Continue to develop the Neighbourhood Partnership approach to improve local services, performance and outcomes.

Provide a dynamic 21st Century Library Service that is high quality, continually improving, efficient and responsive to local people's needs and aspirations.

Community Policing Model Policy

Anti Social Behaviour Strategy

Violence Reduction Programme

Food Health & Safety Plan

Hate Crime Strategy

Joint Health Protection Plan

Road Safety Action Plan

Transport 2030 Vision

Public Realm Strategy

Active Travel Action Plan

Local Transport Strategy

Local Community Plans

Next Generation Library and Information Services Strategy

**Safe:**

- Number of ASB complaints per 10k population **SOA**
- % of ASB complaints resolved
- Number of repeat ASB complaints
- Satisfaction with how ASB complaints dealt with
- Number of Group 1-5 crimes
- % of residents perception of feeling safe after dark **EPS SOA**
- Domestic Noise complaints: average time (hours) between the time of the complaint and attendance on site **SPI**
- Trading Standards: % of consumer complaints completed within 14 days **SPI**
- Trading Standards: % of business advice requests completed within 14 days **SPI**
- Number of food safety hygiene inspections completed on time
- Preparation of food premises in A, B and C inspection categories
- Number of public health complaints by priority
- Number of pest control complaints by priority
- Water testing programme completed on time
- Health & Safety inspections of commercial properties completed on time

*Note*  
 Outcome indicators for Licensing, Food, Health and Safety, public health, pest control & H&S tbc. Green flag indicators for cemeteries tbc.

**Road Safety:**

- Road traffic casualties **P46**
- Pedestrian and cyclist casualty rates
- Killed and seriously injured **SOA**
- % of cyclists who feel safe using roads **EPS**

**Manage City Travel:**

- Proportion of all journeys and of journey to work / education made on foot / by bus / car / cycle etc.
- Overall motor traffic levels – million vehicle kilometres

**Ensuring access and improving public realm:**

- Journey time variability - car and public transport
- Working age population within 30mins of city centre by public transport
- City centre pedestrian activity
- Satisfaction with public transport **EPS**
- Access to services without a car
- Disabled people - unmet travel demand
- Access for disabled passengers (David Lyon to confirm – Fleet)

**Libraries:**

- Number of library transactions **P35**
- Number of visits (per 1000 population)
- Number of e-resource use and transactions **SPI**
- Under 16s attending library events
- PC usage
- Membership figures
- Satisfaction with libraries **EPS**

**Neighbourhood Partnerships:**

- Impact and delivery of outcomes in Local Community Plans (x12)

**Community Engagement:**

- Community engagement as measured by the VOICE tool **(tbc)**
- Measurement of progress against the National Standards for Community Engagement **(tbc)**
- Impact of targeted engagement; consultation, events, focus groups **(tbc)**

**Community Councils:**

- Engagement measures **(tbc)**
- Funding **(tbc)**

**Neighbourhoods:**

- satisfaction with neighbourhoods (x12) as a place to live **EPS SOA**
- satisfaction with management of neighbourhoods (x12) **EPS**
- satisfaction with being able to have a say on local services (x12) **EPS SOA**
- satisfaction that different backgrounds can get on well together (x12) **EPS SOA**

National reform of Police and Fire Service may distract from local priorities.

Welfare Reform & ongoing economic slowdown impacts on ASB & Crime levels

Economic slowdown impacts on H&S in businesses increasing higher risk establishments

Unfavourable investment decisions by third parties, increases in need for bus service or other support

Lack of infrastructure investment leads to deterioration of roads, bridges etc

Reputational damage and financial loss.

Welfare reform has a major impact on citizens and services

# The City of Edinburgh Council is an efficient and effective organisation and a great place to work

WHO? STAKE-HOLDERS  
 STRATEGIC OUTCOMES  
 WHAT? OBJECTIVES  
 HOW? STRATEGIES

**Internal:** Managers, staff and Elected Members

**External:** public, partners, government and outside bodies

The Council communicates effectively internally and externally and has an excellent reputation for customer care.

The Council has efficient and effective services that deliver on objectives.

The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives.

The Council supports, invests in and develops our people.

Achieve transformational change and improve the Council's reputation

Provide excellent, efficient and accessible customer services that deliver on continuous improvement and our statutory duties

Lead and support the internal governance of the council to achieve best practice.

Support our people to do their jobs well

Engages well with partners and stakeholders to deliver on shared outcomes for communities

Support political management to deliver effective decision making that is transparent, accountable and based on consensus

## Overarching business plan in development

Reputation / Comms. Strategy	Achieving Excellence 2012 -17	Customer Access Strategy	Governance Review	ICT Strategy	Long term financial plan	Corporate Projects / Change Programme	Single Outcome Agreement	OD Strategy People Plan	Corporate Asset Management Plan	IPFM Change Programme	Tenant Participation Strategy	Framework to Advance & Rights 12/17
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DO. PERFORMANCE INDICATORS (tbc measures under development)

### Achieve transformational change and improve the Council's reputation

**Change Programme and Key Projects**

- \* Projects completed within time, budget
- \* ROI of Transformational Projects per relevant FTE
- \* PROSCI staff trained

**Self-Evaluation**

- \* Impact analysis of improvements from self evaluation (statutory and non-statutory)

**EFQM Business Excellence**

- \* Track progress to Gold 5\* Stars

**Staff Perceptions**

- \* % feel reasons for change are well communicated
- \* % feel involved in decision making
- \* % understand the need for change
- \* % support the need for change
- \* % change is well managed

**Citizen Perceptions**

- \* % satisfaction with value for money **EPS**
- \* % satisfaction with city management **EPS**
- \* % feel the Council is easy to contact **EPS**

**Reputation Tracker**

- \* Reputation tracker survey (tbc)
- \* Social media analytics (tbc)

**Journalist Perceptions Survey (tbc)**

- \* Responses meet journalist needs
- \* Media tracking and analysis

**Local, National & International Awards**

- \* Applications submitted
- \* Awards long / short-listed / won

**Communications**

- \* Analysis of campaign / project impact
- \* Spokesperson interviews

**Ability to deliver and innovate**

- \* Impact made through access to EU funding

### Provide excellent, efficient and accessible customer services that deliver on continuous improvement and our statutory duties

**Customer Experience**

- \* Analysis, trends of complaints / compliments
- \* Complaints to Ombudsman / upheld
- \* Satisfaction with complaint handling
- \* Customer Care Standards
- \* Satisfaction with key services (**all maps**)
- \* Achievement of Customer Excellence accreditation / # of partials and best practise

**Contact Centre**

- \* Calls answered in 30 seconds / drop rate
- \* First time resolution
- \* Ratio of complaints vs tasks
- \* Cost per transaction

**Information Compliance**

- \* Responded to within statutory timescales
- \* Internal review appeals (upheld / partial release / full release)
- \* Appeals to the Scottish Information Commissioner (upheld / partial release / full release)

**Records & Archives**

- \* Records Centre performance

**Records Management**

- \* Audit of services evaluating statutory elements of RMP

**Legal Services**

- \* Critical deadlines are met
- \* Fee earner utilisation (80% target)

**Customer Research**

- \* Impact analysis of consultation / research

**Risk & Audit**

- \* Service risk self-assessments completed

**Well Maintained Properties**

- \* Total running costs of Council buildings
- \* % of accommodation that is in a satisfactory condition **SPI**

**Property Rationalisation**

- \* Reduction in floor area
- \* Generate Capital receipts
- \* Increased rental income
- \* Decrease level of backlog maintenance

### Lead and support the internal governance of the council to achieve best practice

**Performance & Planning**

- \* Outcomes on track / achieved
- \* % of reports on time (include error rate)

**ICT**

- \* Availability of critical systems
- \* ICT projects within time, budget
- \* ICT procurements compliant with strategy

**Finance P30**

- \* Actual revenue spend as a % of budget
- \* Comparison of actual Outturn against Forecast for Revenue and Capital
- \* Insurance: Net Cost / Cost per £k value insured for property and motor insurance
- \* Treasury maximise funding a) Cash fund performance compared to benchmark and b) the reduction of the Loans Fund Pool Rate compared to other LAs.
- \* Final Accounts which are submitted on time, compliant with ACOP, unqualified and with high standard of feedback received from external audit on working papers
- \* Support service costs as a % of spending
- \* % spend with contracted suppliers
- \* % of procurement spend in local EH
- \* Procurement savings achieved
- \* Benchmark cost per £M for the accounting function

**Corporate and Transactional Services**

- \* Debt recovery % / time
- \* New benefits claims processed within 29 days
- \* % of business rates collection
- \* % Council Tax collection rate **SPI**
- \* cost of collecting Council Tax per dwelling **SPI**
- \* gross admin per benefit case **SPI**
- \* Invoices paid within 30 days **SPI**

**Business Continuity**

- \* Maintain accreditation to British Standard for business continuity (BS25999)
- \* Maintain ISO9001 accreditation for emergency planning function
- \* Chief Officer Training (100% target)

**Audit**

- \* Achievement of Audit Plan ISO 9000/2008 standards met (100% target)

### Support our people to do their jobs well

**Staff Engagement**

- \* % Staff survey response rate
- \* % skills needed to do job effectively
- \* % have clear work objectives
- \* % L&D activities help to develop career
- \* % feel treated fairly at work
- \* Programme of Talkabouts, Away Days, etc
- \* Staff recognition / award scheme

**Managing Attendance**

- \* Sickness absence rate **SPI**
- \* Sickness absence triggers

**People Planning & Development**

- \* People Plan tracked corporately
- \* PRD completion
- \* Average PRD score
- \* Impact of training spend on performance
- \* Recruitment timescales
- \* Satisfaction with learning and development
- \* No. staff registered with the Scottish Social Services Council
- \* No. staff meet qualification requirements of registration per year

**Investors in People**

- \* IIP actions delivered / Impact Analysis

**Human Resources**

- \* FTE / staff numbers
- \* Staff turnover rate
- \* VERA / redundancy **P26**
- \* Disciplinary actions taken
- \* Grievances lodged / dealt with effectively
- \* Recruitment numbers / costs **P25**
- \* recruitment within timescales
- \* Accidents reported to Health and Safety Executive

**Equalities**

- \* % of the highest paid 2% and 5% of earners that are women **SPI**
- \* % key services with ERIA
- \* Equality outcomes on track / achieved
- \* & of employment diversity targets met
- \* equal pay monitoring

### Support political management to deliver effective decision making that is transparent, accountable and based on consensus

**Governance**

- \* Deliver web-casting e-petitions and e-voting
- \* Progress review of governance arrangements (six-monthly)
- \* % of agendas issued within 3 working days
- \* % of action sheets issued within 1 working day
- \* Impact analysis of actions

**Support to Elected Members**

- \* Satisfaction with Elected Member support

**Coalition Pledges**

- \* Performance reported on time with 6 monthly and annual reporting
- \* Capital Coalition Pledges on track / achieved

RISK

Risk management and business continuity					
* Compliance with legislation * Protecting public interest * Risk analysis of business * Avoidance of liability					
Reputational and financial impact of post-ABM, property conservation, trams	Lack of progress on workforce planning and management	ICT problems impact customer service / delivery of essential services	Welfare reform has a major impact on citizens and services	Information security breaches lead to loss of confidential data	Industrial relations negatively impacted, hard to retain key staff

# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Capital Investment Programme 2013/14 – Children and Families Asset Management Works Budget Update – referral from Finance and Budget Committee

Item number	8.1
Report number	
Wards	All

### Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report

### Carol Campbell

Head of Legal, Risk and Compliance

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# Terms of Referral

## Capital Investment Programme 2013/14 – Children and Families Asset Management Works Budget Update

### Terms of referral

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The Finance and Budget Committee on 21 March 2013 approved an update report on the Capital Investment Programme 2013/14 - Children and Families Asset Management Works Budget.

The Finance and Budget Committee agreed:

- 1) To approve the Children and Families Asset Management Works Budget 2013/14 and refer to Council and the Education, Children and Families Committee on 2 May 2013, and 21 May 2013 respectively, for noting.
- 2) To approve delegated authority to the Director of Services for Communities in consultation with the Director of Children and Families and the Convener of the Education, Children and Families Committee to allow alteration of the elemental budget allocations within the overall budget, according to prioritised need and especially to ensure health and safety, political and service requirements were met within the programme.

### For decision/action

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The Finance and Budget Committee has referred the attached report to the Education, Children and Families Committee for noting.

### Background reading / external references

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Finance and Budget Committee 21 March 2013.

### Links

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<b>Coalition pledges</b>	See attached report
<b>Council outcomes</b>	See attached report
<b>Single Outcome Agreement</b>	See attached report
<b>Appendices</b>	Report by the Director of Services for Communities

# Finance and Budget Committee

10.00a.m., Thursday, 21 March 2013

## Capital Investment Programme 2013/14 – Children and Families asset management works budget update

Item number

Report number

Wards

All

### Links

Coalition pledges

[P30](#)

Council outcomes

[C018](#), [C019](#) and [C025](#)

Single Outcome  
Agreement

[SO3](#) and [SO4](#)

**Mark Turley**

Director of Services for Communities

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# Executive summary

## Capital Investment Programme 2013/14 – Children and Families Asset Management Works budget update

### Summary

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The Children and Families asset management works budget detailed in this report reflects current and future priorities within the Children and Families estate. This differs to the budget previously approved as it is based on the most up to date priorities following review and analysis of recent condition information. It should be noted that the budget detailed is based on current priorities but to the extent that current commitments in relation to projects already on site are honoured first.

The 2013/14 planned programme of works will be carried out over the whole financial year, as normal, both in term time and during school holidays, to achieve completion of all budgeted works by financial year end.

An additional £10.5m budget has been allocated to Children and Families to fund project work which falls outside the scope of this report. A further report with a proposed allocation of this funding will be put forward to Finance and Budget committee at a future date.

### Recommendations

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The Finance and Budget Committee is requested to:

1. Approve the Children and Families Asset Management Works budget 2013/14 and refer to Council and the Education, Children and Families Committee on 2 May 2013, and 21 May 2013 respectively, for noting; and
2. Approve delegated authority to the Director of Services for Communities in consultation with the Director of Children and Families and the convener of Education, Children and Families committee to allow alteration of the elemental budget allocations within the overall budget, according to prioritised need and especially to ensure Health and Safety, political and service requirements are met within the programme.



## Measures of success

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- Improved standard of school buildings; and
- The Council sets a capital budget which adheres to the key objectives of the Prudential Code. These are to ensure, within a clear framework, the capital plans of the Council are affordable, prudent and sustainable.

## Financial impact

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The revenue funding required to support the borrowing costs associated with the five-year capital programme is included in the long-term financial plan.

## Equalities impact

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The Council's capital expenditure contributes to the delivery of the public sector equality duty to advance equality of opportunity and foster good relations e.g. enhancement works related to the Disability Discrimination Act and works on Children and Family establishments.

## Sustainability impact

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There are positive impacts on carbon, adaptation to climate change and sustainable development arising directly from this report, in terms of the changes brought about in these buildings as a result of this investment and the way it is implemented.

## Consultation and engagement

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Consultation on the budget will be undertaken as part of the budget and project management process.

## Background reading / external references

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[Capital Investment Programme 2013/14 to 2017/18](#) (report to F+B committee 17/01/2013)

## Capital Investment Programme 2013/14 – Children and Families asset management works budget update

### 1. Background

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- 1.1 This report provides Members with an update on the Children and Families asset management works budget.
- 1.2 At the time of rolling forward the capital programme, the Children and Families asset management works budget was showing as unallocated. This was due to the timing of a review of the asset estate requirements carried out by the Director of Services for Communities in conjunction with the Director of Children and Families.
- 1.3 This review has now been concluded and this report updates Members on the outcome.

### 2. Main report

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- 2.1 Details of the Children and Families asset management works budget 2013/14 can be seen in appendix 1.
- 2.2 The budget detailed in appendix 1 reflects current priorities within Children and Families estate. This differs to the budget previously approved because it is based on the most up to date priorities following review and analysis of recent condition surveys. It should be noted that the budget detailed in appendix 1 is based on current priorities but to the extent that current commitments in relation to projects already on site are honoured first.
- 2.3 The 2013/14 budget includes a contingency of £546,000 to address further essential priorities established from the most recent survey results, available in the first quarter of the new financial year. It should be noted that the programme of works has been planned in a manner that should the contingency not be required, proposed projects from 2014/15 will be accelerated into 2013/14 to ensure that the value of the contingency is spent, avoiding slippage in the year.
- 2.4 While committee are not being asked to approve 2014/15 expenditure, some projects are part of a wider Health and Safety legislative works programme such

as essential fabric upgrades and mechanical and electrical installations, which bridge two years from 2013/14 to 2014/15. These are either to be part-delivered in 2013/14 with ongoing work into 2014/15 to minimise disruption in Children and Families properties; or work designed in 2013/14, for planned delivery in 2014/15. A separate report will be presented to committee to seek approval for future years programme budget.

- 2.5 The 2013/14 planned programme of works will be carried out throughout the financial year, both in term time and during school holidays, with the aim of achieving completed budgeted works by the financial year end.
- 2.6 Robust Prince 2 Governance and Programme Management structures are intrinsic in the new management arrangements in Services for Communities, to drive and deliver these programmes.
- 2.7 Contracts for framework consultants and contractors procured by Corporate Governance are also secured for the delivery of current and future works.
- 2.8 The annual programmes are essential investment in the building elements of the properties across the estate and in schools particularly, allocated according to greatest need; and to address the Children and Families significant backlog of investment required to meet legislative, condition and energy standards, the subject of a future report, once the new surveys are analysed for the whole estate.
- 2.9 The works include:
  - External stonework-upgrading to prevent water ingress and falling masonry;
  - New roof-coverings with increased insulation;
  - Replacement of failing boiler plant and controls to deliver required comfort levels and reduce energy costs; and
  - Electrical rewiring of properties to avoid electrical shock and improve fire safety.
- 2.10 Due to the complexity and sequential actions required for these works, many of which are carried out simultaneously, under the CDM regulations, and because of the limited six-week summer vacation period and/or Easter, February and October breaks which are insufficient for many of these projects, it is necessary to do works during term time . This will be done working with the Children and Families establishment managers to minimise the impact on teaching and learning, care, and lifelong learning, as required.
- 2.11 An additional £10.5m budget has been allocated to Children and Families to fund project work which falls outside the scope of this report. A further report

with a proposed allocation of this funding will be put forward to Finance and Budget committee at a future date.

### 3. Recommendations

---

3. The Finance and Budget Committee is requested to:
- 3.1 Approve the Children and Families Asset Management Works budget 2013/14 and refer to Council and the Education, Children and Families Committee on 2 May 2013, and 21 May 2013 respectively, for noting; and
  - 3.2 Approve delegated authority to the Director of Services for Communities in consultation with the Director of Children and Families and the convener of Education, Children and Families committee to allow alteration of the elemental budget allocations within the overall budget, according to prioritised need and especially to ensure Health and Safety, political and service requirements are met within the programme.

### Links

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<b>Coalition pledges</b>	P30 - Continue to maintain a sound financial position including long-term financial planning
<b>Council outcomes</b>	CO18 - Green - We reduce the local environmental impact of our consumption and production CO19 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standard and maintenance of infrastructure and public realm CO25 - The Council has efficient and effective services that deliver on objectives
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 -Edinburgh's communities are safer and have improved physical and social fabric
<b>Appendices</b>	Appendix 1 – Children and Families asset management works budget 2013 – 2018 Appendix 2 – Asset Management Programme 2013/14 – Children and Families

## Appendix 1

**SERVICES FOR COMMUNITIES - ASSET  
MANAGEMENT WORKS**

	<b>Realigned Budget 2013-14</b>
	£000
<b>Children and Families</b>	
Roof and rainwater goods	175
M&E plant upgrading & works	840
Stonework / masonry upgrades	178
Environmental improvement / DDA	52
Fabric enhancement	659
Fire safety works	1,732
Water quality upgrading	400
Integration works	45
Security & environmental enhancements	27
Portobello High School essential works	1,500
Upgrade works High School	310
Upgrade works Primary Schools	338
Upgrade works Special Education Establishments	30
Upgrade Works Early Years	272
Contingency	546
<b>Total for Children and Families</b>	<b>7,104</b>

**List of Asset Management Proposed Works - Children and Families 2013/14**

<b>Property</b>	<b>Project Description</b>	
<b>Benmore Outdoor Centre</b>	Windows / ventilation /showers	Condition upgrade and service requirements
<b>Bingham Community Centre</b>	New road to serve community centre and	Part of Seaview Project.
<b>Carrickvale PS</b>	New water tank access	Access and protection compliance with H&S regulations
<b>Corstorphine PS</b>	New toilets	Work aligned with existing extension programme
	Nursery Building Fabric Upgrade	Upgrading condition of dining facilities for nursery accommodation
	Rewiring Phase 1	Work will be added to existing extension contract
<b>Cramond PS</b>	Toilet Upgrades	General hygiene upgrade to toilet facilities
<b>Currie High School</b>	Windows and Screens	Tender for 13-14 work accepted. Work during Easter 2013
	Upgrade CDT Mechanical Extract	H&S works to upgrade CDT extraction systems
<b>Currie PS</b>	Domestic water services upgrade	Works required to comply with H&S legislation
<b>Dalry PS</b>	Entrance security upgrade	General upgrade of reception security
	Stonework	On site. Project from 2012/13 to 2013/4
<b>Ferryhill PS</b>	Toilet Upgrades	General hygiene upgrade to toilet facilities
<b>Hermitage Park PS</b>	Toilet Upgrades	General hygiene upgrade to toilet facilities
<b>James Gillespies PS</b>	Building fabric upgrade to existing TU accommodation	Condition of TU accommodation is poor
<b>Kaimes SS</b>	Roofs and Rainwater Goods	Retention monies from 12/13 project
<b>Kirkliston PS</b>	Integration works	DDA works for child with special needs
<b>Lagganlia Outdoor Centre</b>	Windows/roof project preparation for 2014/15	Enabling works for main project, planned to ensure continuation of service
<b>Leith Academy</b>	Upgrade Pool Filters	Existing pool filters replacement

Property	Project Description	
Leith Walk PS	Managed asbestos removal	To be done in holiday periods agreed with the school.
Liberton HS	Building fabric upgrade	Prioritised works to building fabric
Moffat Nursery	Building fabric upgrade	General upgrade to nursery as part of the Early Years property upgrade programme
Oaklands SS	Boiler upgrade	Basis of a claim to original contractor to recover costs
Pentland Community Centre	Building fabric upgrade	Match funding lost without this fabric upgrade of building
Pilrig Park SS	Building fabric upgrading	Design proposed for 13/14 for future works
Portobello High School	Building fabric upgrading	New essential maintenance works due to delays in construction of new school.
Prestonfield PS	New roofing & dormers	Refurbishment and renewal of roof and dormer windows due to deterioration. Design 13/14 for future planning of work
	New playground surface	Essential playground resurfacing required
Queensferry HS	Continued phase of flat roof repairs to whole school	Pool roof and rooflights & flat roofing
Queensferry PS	Queensferry PS Annexe Boilers	with new wet system. Installation of new boilers and gas services. Preparatory work for new plant room in 12/13
Roseburn PS	Stonework/Masonry-work	Continued phase of stone repairs from 12/13
Sciennes PS	Window replacement	Phase 1 of window replacement due to deterioration of existing timber sash and case windows
	Lighting Upgrades - Pool	Replacement lighting due to corrosive atmosphere in pool hall - not uncommon in confined pool halls
Sighthill PS	Integration works	DDA works for child with special needs
South Morningside PS	Stonework/Masonry-work	Essential repairs of existing stonework
	Building fabric TU upgrade	TU no. 5 in need of building fabric improvement
	New Electrical Supply	Increase electricity supply capacity to meet increased demand
St John Vianney PS	Roof and rainwater gutters	Renewal of roof and rainwater goods due to deterioration
St Marks PS	Nursery Outdoor Awning	Outdoor learning and teaching
St Ninians PS	Toilet Upgrades	General hygiene upgrade to toilet facilities
Stenhouse C&FC	Upgrading of security at entrances	Upgrade to entrance areas

<b>Property</b>	<b>Project Description</b>	
<b>Tollcross PS</b>	M&E upgrade (incorporating boiler, pipework, insulation and rewiring)	Phase 1 complete 12/13. Ongoing electrical works and replacement of highly inefficient single pipe heating system.
<b>Towerbank PS</b>	Heating pipework	Work to be done and required as part of the new extension contract
<b>Trinity Academy</b>	Timber cladding to Gym/ High Rise windows	Essential repairs to timber cladding and high level windows at the gym block.
<b>Victoria PS</b>	Security upgrade	Upgrade entrance security at reception
<b>Wester Hailes Education Centre</b>	Replace Temporary Boiler	Temporary boiler was installed 12/13. New boiler design completed. Work to progress during term time as this is confined to plant room, and will not disturb operation of school.
	Window Replacement Programme	Phase 4 of essential repairs to upgrade windows. Existing metal framed windows require upgrading. This will also allow the introduction of double glazing to improve energy efficiency
<b>Estate wide</b>	Balance of Fire Upgrade	Further fire upgrade works required to meet the Fire Scotland Act
<b>Estate wide</b>	Estate wide thermostatic mixing valves	Ongoing upgrade of thermostatic mixing valves required under H&S in all hot and cold water systems across the estate. Priorities identified through legionella risk assessment reports and requirements to comply with L8 Regulations for Control of Legionella Bacteria
<b>Estate wide</b>	Lead Pipe Replacement Programme	H&S Legislation changes for the replacement of existing lead piping and tanks
<b>Estate wide</b>	Water Tank replacement & legionella improvements	Ongoing upgrade of water tanks and hot and cold water systems across estate. Priorities identified through Legionella Risk Assessment reports for Control of Legionella Bacteria.



# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Engagement of children, young people and parents/carers in the development of services for children and families in Edinburgh

Item number	8.2
Report number	
Wards	All

### Links

Coalition pledges	<a href="#">P1</a> , <a href="#">P3</a> , <a href="#">P5</a> , <a href="#">P7</a> , <a href="#">P33</a> , <a href="#">P36</a>
Council outcomes	<a href="#">CO1-CO6</a> , <a href="#">CO23- CO26</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Engagement of children, young people and parents/carers in the development of services for children and families in Edinburgh

### Summary

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The purpose of this report is to provide an update on the engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh. The report provides information on school self-evaluation surveys, Customer Service Excellence, and a wide range of engagement activities and consultations across the service area. Detailed information on participation which was prepared for the Children's Services Inspection is included as an appendix.

### Recommendations

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The Education, Children and Families Committee is requested to:

1. Note the contents of this report and the progress made in terms of engagement
2. Agree to receive a further report on progress in engagement in May 2014.

### Measures of success

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This report is partly based on:

- Feedback from children and young people and parents/carers in the annual school surveys and from Edinburgh residents in the Edinburgh People's Survey
- Information prepared for the Children's Services Inspection. The inspectors have assessed our participation and engagement as 'very good'.
- Assessment feedback in relation to Customer Service Excellence.

### Financial impact

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There are no financial implications in this report.

## Equalities impact

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Equalities is fully embedded in our approach to engagement:

- The rights of all children and young people are at the centre of youth participation in terms of involving young people in decision-making at school, community and citywide levels and Edinburgh's Members of the Scottish Youth Parliament are able to engage at a national level through the Scottish Youth Parliament
- Survey results are analysed by gender, disability and race. Plans are in place to gather evidence of other equalities protected characteristics in order to meet equalities legal duties. Any significant differences are reported to the Senior Management Team and to appropriate services
- Efforts are made to ensure that 'hardly reached' groups are included in engagement activities (two of our services were recognised for best practice in this area by our Customer Service Excellence assessor).
- We consider therefore that the impact of our engagement activities is positive.

## Sustainability impact

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There are no adverse impacts arising from this report.

## Consultation and engagement

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This report is specifically about Children and Families approach to consultation and engagement.

## Background reading / external references

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['Engagement of children, young people and parents/carers in the development of services for children and families in Edinburgh'](#), Education, Children and Families Committee 8 March 2012.

## Engagement of children, young people and parents/carers in the development of services for children and families in Edinburgh

### 1. Background

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- 1.1 This report provides members of the Education, Children and Families Committee with an overview and summary of a wide range of service user engagement activities across Children and Families.
- 1.2 The committee has asked to receive an annual update on engagement. This report includes:
- A brief summary of the annual school self-evaluation surveys, including numbers taking part and findings
  - An update on Customer Service Excellence
  - Information on a range of activities and consultations across the service area
  - A detailed position statement on participation as prepared for the Children's Services Inspection at the end of 2012 (see appendix 1).

### 2. Main report

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- 2.1 The annual pupil and parent/carer self-evaluation surveys across nursery, primary, secondary and special schools closed on Friday 8 February. In total, 3,983 parents/carers; 2,854 secondary school pupils and 12,157 primary pupils completed the surveys. This represents a rise of 62% in the number of parents/carers responding compared with the 2011 survey; a drop of 14% in the number of secondary-aged pupils compared with 2012 and rise of 8% in the number of primary pupils completing the Growing Confidence Pupil Well-being Questionnaire compared with 2012.

2.2 Parents/carers remain overwhelmingly positive about their child's experience, with almost all agreeing that:

- My child enjoys learning at school: 96%
- My child feels safe at school: 94%
- The school helps my child to be more confident: 92%
- My child is treated fairly at school: 92%
- Overall I am happy with the school: 91%

The figures for these responses are largely the same as in 2011, with a slight improvement in the response for 'my child enjoys learning at school'.

2.3 Secondary aged pupils are positive about their experience, with almost all agreeing that:

- Staff expect me to take responsibility for my own work in class: 93%
- I expect to be able to get a job, college, training or university place when I leave school: 92%

And most agreeing that:

- I am getting along well with my school work: 87%
- I get help when I need it: 84%.

These responses are slightly up on last year (although the statement on expectations on leaving school is new).

2.4 A full analysis of all of the surveys is being shared with schools and across Children and Families. Each school has received a report on the feedback from its pupils and parents/carers. The findings of the parent/carer survey will also inform the development of the Parental Engagement Strategy.

2.5 Data from the Edinburgh People's Survey shows a high and improving level of satisfaction with nursery (from 81% in 2011 to 86% in 2012), primary (from 84% to 89%) and secondary (from 77% to 87%) schools on the part of Edinburgh residents.

### **Customer Service Excellence (CSE)**

2.6 CSE is the national standard for delivering excellent customer-focused services. As part of the Achieving Excellence programme, the Council is committed to achieving CSE across service areas. The first phase of CSE in Children and Families has been successfully completed with the Education

Welfare Service, Family and Community Support, and Planning and Performance achieving CSE accreditation and Queensferry High School successfully completing its annual re-accreditation.

- 2.7 Family and Community Support and the Education Welfare Service (EWS) achieved two areas of compliance plus – ‘viewed as exceptional or an exemplar for others’ – for staff understanding of customer needs, ensuring that all customers are treated fairly and for the efforts made to identify and work with hardly reached and disadvantaged groups. The EWS was nominated for the staff awards last year for its work in relation to CSE.
- 2.8 Each of the services involved are now using adapted versions of the Customer Satisfaction Measurement Tool to consult systematically with customers and partners, and identify areas for improvement.
- 2.9 The CSE assessor has indicated that given the size of the school sector, it may be practical to approach CSE in schools through two school clusters initially and then rolling out learning to other schools. St. Thomas of Aquin’s school cluster has begun working towards CSE.
- 2.10 Support to Children and Young People has agreed on a CSE programme for its services, with Family Based Care (Permanence) identified as the next service to go forward for CSE.

### **Children’s Services Inspection Position Statement on Participation**

- 2.11 A position statement on the participation of children, young people and other stakeholders in policy, planning and service development was prepared for the Children’s Services Inspection in November 2012 (see appendix 1). The position statement covers the progress that has been made in terms of participation and indicates where we need to make improvements.
- 2.12 Although the scope of the paper is partnership-wide, it includes an assessment of progress in relation to the following areas which Children and Families leads on:
- School anti-bullying surveys
  - Involvement in individual planning and decision-making
  - Family Group Decision-Making
  - Engaging with very young children through Talking Mats and Emotions Talk

- Youth participation – Edinburgh Youth Issues Forum, Scottish Youth Parliament, Student Councils
- Young People in Care Council
- Family Based Care Participation Strategy
- Engagement of children with disabilities and their families
- Hospital and Outreach Service
- English as an Additional Language Service
- Parent/Carer Support Framework
- Total Craigroyston
- Commissioning consultation
- Advocacy and engagement for children involved in the child protection process.

2.13 The participation statement also indicates where we need to make improvements across the partnership (see page 3 of the Appendix). The most significant of these is to:

‘Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback’.

2.14 Improvement actions arising from the forthcoming Children’s Services Inspection report will be fed into the appropriate planning processes. In their feedback, the inspectors have recognised participation as a key strength in Edinburgh, describing our work in this area as ‘very good’.

### **Youth Participation**

2.15 The 2013 Scottish Youth Parliament election took place from 1 -14 March 2013. 16 candidates stood across the city. Voting took place in four of the six constituencies at 35 centres, including schools, community centres and libraries. A total of 4,772 young people voted in the four constituencies.

2.16 The Edinburgh Youth Issues Forum (EYIF) has held themed events over the past year on: Local Youth Forums; Safety and a planning event to discuss future themes. In addition, an event was held on youth participation for new S1 pupils across the city and there was a creative conversation event on the future of youth participation. The EYIF discussed the Children and Young People Bill and

submitted feedback to the Scottish Government. In all, around 250 young people have taken part in EYIF meetings and events.

- 2.17 After a review of the Edinburgh Youth Issues Forum and young people's participation in Edinburgh, a new strategy for young people's participation has been created (see appendix 2). Changes to previous participation activities will include the development of a participation mentors' programme (with 24 young people participating), biannual EYIF gatherings, action research groups, Conversations for Action meetings and an annual youth participation conference.

### **Consultations**

- 2.18 The following consultations have been carried out over the past year or are currently underway:

- Castlebrae closure proposal pupil consultation – a range of methods (focus groups, workshops, online surveys) used to engage with pupils at Castlebrae and potentially affected primary and secondary schools. More than 1100 pupils took part overall.
- Commissioning approaches – wide range of methods: marketplace/open space event (with 60 providers/managers taking part), use of boardmaker and pictorial aids (engaging with 150 children), focus groups (30 parents), online surveys (about 100 responses) and multi-agency checkpoint group to engage with children and young people, parents/carers, partner agencies and staff.
- Children and Young People Bill consultation – response to Scottish Government consultation produced after engagement with staff teams across Children and Families.
- Schools Vision consultation – schools led locally on consulting with parents/carers and children and young people; the central part of the consultation included engagement with partner agencies, community groups, further and higher education and business community. More than 80 responses were received from parents/carers groups, pupils, school-based staff, partner agencies, community groups and individuals.



- Early Years 600 hours consultation – planned engagement with a range of stakeholders re implementation of Scottish Government proposals to increase hours of nursery provision from 475 to 600 hours. Ten focus groups will take place across the city. The results will inform the development of a questionnaire for parents/carers and other stakeholders.

### **Areas for development/improvement**

#### 2.19 Areas for development/improvement

- Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback
- Achieve Customer Service Excellence for two school clusters and Family Based Care (Permanence)
- Identify teams/services to go forward for CSE phase 3
- Agree a way forward in relation to school self-evaluation surveys taking into account possible developments such as the inclusion of health and wellbeing questions in the secondary age pupil survey and the possibility of alternating the Pupil Wellbeing Questionnaire with a more customer feedback oriented survey
- Develop and deliver CPD opportunities on engagement approaches.

### **3. Recommendations**

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The Education, Children and Families Committee is requested to:

- 3.1 Note the contents of this report and the progress made in terms of engagement
- 3.2 Agree to receive a further report on progress in engagement in May 2014.

**Gillian Tee**

Director of Children and Families

<b>Coalition pledges</b>	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</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>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>P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p> <p>P33. Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</p> <p>P36. Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</p>
<b>Council outcomes</b>	<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> <p>CO6. Our children and young people’s outcomes are not undermined by poverty and inequality</p> <p>CO23. Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p> <p>CO24. The Council communicates effectively internally and externally and has an excellent reputation for customer care</p> <p>CO25. The Council has efficient and effective services that deliver on objectives</p> <p>CO26. The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives</p>
<b>Single Outcome Agreement</b>	<p>SO3. Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices:</b>	<ol style="list-style-type: none"><li>1. The Participation of Children, Young People and Other Stakeholders in Policy, Planning and Service Development</li><li>2. A new framework for Young People’s Participation in Edinburgh</li></ol>

## Appendix 1 - The Participation of Children, Young People and Other Stakeholders in Policy, Planning and Service Development

### 1. What progress have we made?

The Edinburgh Partnership is committed to a Co-operative approach to policy and service development. Edinburgh's integrated children's services plan was developed with the involvement of more than 1000 young people and emphasises our commitment to a strategic approach to the full engagement of children and their families in the development of services. We are continually seeking and responding to feedback from young people and their parents to improve our services.

Our [annual pupil and parents surveys](#) across nursery, primary, secondary and special schools give us regular feedback about children and families experiences of school and about how well we are achieving our outcomes. Individual reports are sent to schools and citywide findings support improvement. For example, we identified ways to improve parental engagement for our [Parental Engagement Strategy](#). Schools' **anti-bullying surveys** are completed by P6/7 and S2 pupils across Edinburgh. Schools receive feedback about their individual results and produce action plans to respond to the issues identified. Feedback informs our strategy for addressing bullying including staff training and targeted approaches e.g. it has informed specific work with children with disabilities and commissioning work from Stonewall. The % of pupils saying their school is good at dealing with bullying has improved from 67% to 73%. Our **Growing Confidence Well-being Questionnaire** was completed by over 11,000 primary school pupils. Headteachers have reported that the questionnaires have helped schools shape priorities and make changes to how, for example, they manage challenging behaviour.

Children, young people and families are encouraged to be involved in all **individual planning and decision making which affects them**. For example, children and families are encouraged to contribute through the use of the My World triangle, Talking Mats, Emotion Talks and other tools. **Children who are looked after** are supported to complete 'Have Your Say' forms. Children's Rights Officers and Who Cares Project Workers support looked after children to participate in meetings and advocate on their behalf. Reviewing Officers monitor the effectiveness of these arrangements. **The Family Group Decision Making** [*video to follow*] service brings family members together to make a family plan for the care of a child or young person. The family has a central place in finding positive solutions for the child. The service has recently produced a DVD which explains what is on offer and the voice of family members is included on the DVD alongside that of staff.

We are engaging increasingly successfully with **very young children**. Staff have played a leading role in the development of Talking Mats [[video 1](#); *video 2 to follow*] which enable children as young as two to participate in planning and evaluation in early years settings. Training has been delivered to social workers and early intervention workers, based on a GIRFEC resource, which represents the My World

Triangle in symbols. Emotions Talk has been developed to support children's engagement and is used in a range of special and mainstream school settings. The Talking Mats resource was presented at the national GIRFEC conference and will be rolled out across Scotland

Children and families are routinely involved in policy, planning and service development. **Student councils** operate in most schools and pupils run an annual conference addressing issues of common concern and sharing good practice **see programme and materials**. Parents are engaged on a citywide basis through Parent Councils and the Consultative Committee with Parents. **12 local youth forums** engage young people in local services and a city-wide Edinburgh Youth Issues

Forum [*video to follow*] engages young people with elected members and partner agencies to inform the development of city wide services. NHS Lothian consulted with the Edinburgh Youth Issues Forum on a Strategy for Young People's Health and Wellbeing [[Edinburgh Youth Issues Forum report](#)]. Council officers have engaged young people to inform city development and transport plans. The Youth Issues Forum event on '[Job Opportunities and Employability](#)' informed the Edinburgh Guarantee and won the Director's award for Outstanding Achievement in 2011 [[Children and Families achievement awards booklet; information on the City of Edinburgh Council website](#)]. Consultation events are followed-up using a '[You said, we did](#)' matrix so that feedback from young people and resulting actions are clear.

**The Young People In Care Council** was established to ensure looked after children could influence service developments. It has had real impact, for example in shaping our Corporate Parenting Action Plan, influencing policy and participating in staff interviews. **Young People in residential services** are consulted to improve residential care eg Secure Services have developed the 'Count Me In' strategy to offer young people and parents greater influence. This approach has been rolled out across other residential units eg Northfield YPC was graded "excellent" for their participation programme. Our **Family Based Care** Participation Strategy includes Foster Carer Support Groups which provide comment on service development. New groups for children of foster carers and single adopters have been developed. Disruption Review Meetings help us learn lessons from placement breakdowns. Foster carers and adopters participate in review meetings and express their views. Their contribution to self evaluation was reflected in the Care Inspectorate inspection. A leaflet for **young carers** called 'Who Cares?' has been developed by the Community Health Partnership in partnership with Edinburgh Young Carers Project and sent to all pupils. The leaflet encourages young people to identify themselves as carers and gives useful resources for further support. Young people from local schools attended a well evaluated launch event. Young carers are consulted by providers about the activities they would like to see in place. A consultation was held with Broomhouse young carers in 2011 and findings were disseminated through Children in Scotland.

A Parents Forum for **children with disabilities** addresses issues raised by families and engages them in the future direction of services [minutes [24/01/12](#); [02/05/12](#); [28/08/12](#)]. A service providers group comprising the voluntary sector, private sector and in-house services is working together to identify service gaps and address them. Children with disabilities, who use playschemes and residential respite, and their parents and siblings were invited to feedback their experiences using the tools offered by 'Boardmaker' or via a conventional questionnaire. This has provided powerful feedback about the experiences of children with disabilities and their families and improvements are being made as a result e.g. expansion of holiday play schemes. The Hospital and Outreach Service has developed an "app" with children in hospital to provide information re Frequently Asked Questions and children's concerns. New case management arrangements for children with additional support needs have involved parents via Kindred and reflect their suggestions. The English as an Additional Language service supports the involvement of bilingual families. The Psychology Service has championed parent and child involvement in planning Emotion Talks used to support child involvement

NHS Lothian works collaboratively with partners to engage and listen to families, carers, children and parents in relation to **health services** e.g. shared work with Young Carers, Family Nurse Partnership (FNP) review, Family Council, Allied Health Professional membership on parent led bodies, and Individual and Collective Advocacy Services for Child and Adolescent Mental Health Services. FNP parents helped create information leaflets [[leaflet 1](#); [leaflet 2](#)], recruit Family Nurses and Supervisors and provided feedback to individual Family Nurses. Parents are involved in meetings with the Scottish Government and have contributed to the National Parenting Strategy. Young people are consulted annually in Healthy Respect accredited drop-in services (this has resulted in improved drop-ins) [[annual survey report](#); [2012 feedback poster](#)], in the development of the Healthy Respect website and in relation to products e.g. redesigning postal testing kits and in providing more focused and relevant information. Young people in North East Edinburgh informed the Child Healthy Weight Programme and a high school programme, 'Health 4 U'. Parents across diverse populations contributed to the NHS Maternity Strategy and influenced the review of community midwifery services. The Maternity Quality Improvement Team has lay members including mothers. This group scrutinises audit and has developed a post natal questionnaire, analysed results and developed an action plan to improve patient experience.

Participation of children, young people and their families is part of wider **patient public involvement work**. Children and families were involved in the Re-provision Project Team, and Family Council. Other examples exist of children being asked to respond to the National Parenting Strategy, and clients becoming best buddy volunteers for future clients. RHSC offer a drop in centre where patients, carers and families can access peer and professional support.

Our new **Parent/Carer Support** Framework was informed by a [survey of views](#) of 217 parents and carers, including 84 parents identified as “hardly reached”. The starting point for the **Total Craigroyston** project was to engage children, young people, families and the local community to listen to their concerns, aspirations and solutions for their local area. This has had a major impact on the Road Map which has been developed as a result. Community feedback has been published in newspaper format in the area.

Our **Commissioning approach** to children’s services has systematically involved service users, partner agencies, and funded providers. For example we have made extensive use of surveys and questionnaires, inclusion of children with disabilities through the use of Boardmaker and pictorial aids and we have established a multi-agency checkpoint group [[Checkpoint group remit](#); minutes [28/06/12](#); [16/08/12](#)].

An independent advocacy worker has been appointed through Barnardos Scotland for children and young people involved in the child protection process. Multi-agency case file audits have specifically examined how we engage with children and families in line with the Quality Indicators and this will help inform our revised Child Protection Improvement Plan. As part of our Public Awareness campaign, the Youth Participation Communications Group reviewed some of our Child Protection materials and gave constructive feedback. Work is now underway with school-aged children and young people to develop new materials. A multi-agency working group is determining how best we improve the impact of Children and Young people on decisions about their lives. Staff focus groups and literature reviews have taken place. This work has been supported by the Head of Participation with the Scottish Commissioner for Children and Young People. We are now moving to engage directly with Children and Young People in this work. Through creative means, involving a commissioned community artist, to elicit the views of children and young people.

10,228 Edinburgh young people voted in the most recent Scottish Youth Parliament (SYP) elections and our MSYPs fully engage in the Scottish Youth Parliament. **The Edinburgh campaign won**

**‘Best use of Social Media’ award for public sector agencies at ["Some Comms" Awards 2011](#).**

Four services (Family and Community Support, the Education Welfare Service, Planning and Performance, and Queensferry High School) have achieved [Customer Service Excellence](#) accreditation. This has involved a systematic and comprehensive approach to engagement with children, families and other stakeholders. The aim is for all services to learn from this good practice and work towards accreditation.

## 2. What improvements do we need to make?

- Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback
- Ensure service developments and improvement always evidence feedback from children and young people, parents/carers and other stakeholders eg the 'You said, we did' approach
- Develop use of social media tools for participation and engagement
- Extend the use of Talking Mats and Emotions Talk
- Strengthen links between the Edinburgh Youth Issues Forum and Local Youth Forums to include hard to reach groups more effectively and make meetings more engaging and inclusive.
- Implement the new Parental Engagement in Education Strategy 2013 – 16
- Involve young people in improving Looked After Review materials to enable them to have more control over the agenda, venue and how they express their views.
- Continue to build linkages between Family Nurse Partnerships and universal services as it expands
- Further develop advocacy for children and young people in child protection
- Improve accessibility of Healthy Respect services on the basis of the Rapid Impact
- Assessment on the Review of Young People's services in Lothian
- Increase the number of services which are accredited with Customer Service Excellence

## **Appendix 2**

### **A new framework for Young People's Participation in Edinburgh:**

#### ***'Campaigning; learning skills; showcasing action'***

#### **Proposed Work Plan (2013/14)**

This action plan has been developed based on a consultation held on Dec 19 2012 with young people from across the city regarding youth participation and ongoing discussions with relevant professionals

#### **Aims:**

- To improve the capacity of young people to meaningfully participate in youth participation events and meetings
- To facilitate young people's meaningful participation in partnership working and decision-making,
  - leading to:
    - improvements in services for young people
    - learning and development for the young people involved

#### **Outcomes:**

- An increase in the number of young people involved in the broad range of participation opportunities in Edinburgh
- An increase in the diversity of young people involved in participation (measured in terms of age, postcode, ethnicity etc)
- An increase in young people's feeling that they have made positive changes to their community
- An increase in young people's assessment of their own skills to affect change

#### **Impacts:**

As a result of their involvement young people will:

- Take actions on local issues and make changes in their communities.
- Have their voices heard by adult decision-makers.
- Link in with other groups and forums to affect change.
- Have fun and personally develop.
- Do more than just talk about problems but actually co-create the solutions with relevant adults.



## The work plan

The programme is a cyclical program throughout the year, with several levels and timings of possible engagement for young people and adult supporters.

### 1. 'EYIF Gatherings'

- Fun, informal gatherings of young people
- All young people involved in participation activities across the city invited to get involved (I.e. those known to both Council and partner services)
- Two per year (early February and early September)
- Identify and discuss key issues for young people in Edinburgh local, citywide and national
- Two priority themes identified by popular vote leading to;
- Two action research groups developed supported by Participation Mentors and local CLD workers
- Reporting back from previous action research groups
- New participation mentors identified for the next round of training being at the event is not the only way to become involved, but it is a good chance to 'sell' the training
- Chaired by EYIF convenor

### 2. 'EYIF Action Research Groups' (short term working groups – either city wide or local)

- The task of these groups will be for interested young people to participate in an action research project relating to specific issue relevant to them (identified at the gathering) e.g. transport, safety etc
- Young people will research the identified issue – its impact on young people and potential actions required
- Action Research groups will meet over a three month period with Authentic dialogue meeting occurring within five months of EYIF gathering
- The Action research is supported by the Participation Mentors, the young people's participation team and external partners if required (for example a disability organisation if the topic is disability)
- Key service partners identified and an '**authentic dialogue**' event organised

### **3. EYIF Formal meeting (Conversation for Action)**

- Chaired by EYIF convenor who will invite relevant elected members, lead officers and partners relevant to the issues to attend meeting. Depending on the topic this could include Council officers, voluntary sector and private sector representatives with an interest in the topic.
- Young people from Action research group will present their work to the meeting and then all will have a solution focused discussion about the actions required about the issue
- Tasks are identified for action
- **'You said we did'** reporting on actions and decisions. This is a time for officers and elected members to present a genuine and transparent response to issues raised previously. Where a change recommended by young people cannot be made, a clear and concise explanation of the reasons is also available.
- Actions reported back to relevant council committees, partner agencies and elected members

### **4. Participation Mentors** – an ongoing capacity building and peer education program for young people across Edinburgh

A training program will be developed and implemented which will include:

- Learning political and decision making structures
- Young people's rights
- Resources available for campaigning and support regarding issues
- Skills e.g: how to facilitate a meeting, write on flip chart, write up notes
- How to organise and program events and sessions
- Mentoring skills
- Young people invited to become a Participation Mentor , initially from: SYP, Youth Forums, student council and existing EYIF members
- Recognition of participation via an award scheme (Saltire Award, DofE, youth achievement Awards)
- Eventual aim (within 6-12 months) for Participation Mentors to organise and facilitate annual EYIF conference and 'gatherings'.

### **5. Annual Young People's Participation Conference**

One day event where the work young people, lead officers partner agencies and elected hear about the actions taken regarding issues identified throughout the year. Facilitated and organised by young people. Opportunity for youth participation to be evaluated and areas for improvement required.

## Strength and challenges of the new model

Strengths	Challenges
<ul style="list-style-type: none"> <li>➤ Ticks the boxes in regard to what young people wanted from current EYIF, local forums , student council and MSYP</li> <li>➤ Strengthens city wide and local links</li> <li>➤ Meaningful , authentic participation</li> <li>➤ Builds on existing good practice</li> <li>➤ Efficient use of resources</li> <li>➤ Model based on knowledge about what works re. effective youth participation influencing decision makers and policy</li> <li>➤ Reflects the importance placed, in Edinburgh, on young people's involvement in decision making</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requires real commitment and partnership working by local workers</li> <li>➤ Reliant on local workers to deliver at a time when they are stretched</li> </ul>

**Typical annual cycle for young people’s participation:**

	<b>Campaigning</b>	<b>Learning</b>	<b>Showcasing young people’s participation</b>
<b>Early Feb</b>	EYIF Gathering	Young people invited to get involved in Participation Mentors Program	
<b>Feb – May</b>	Action Research Groups x2 (or more)  Support from local workers and young mentors’	Training Mentors	Planning for conference and next gathering begins with Young Mentors
<b>May / June</b>	Authentic Dialogue events chaired by EYIF convenor		
<b>Summer Holidays</b>		Training continues	
<b>Early September</b>	EYIF Gathering	Young people invited to get involved in Participation Mentors Program	Call for people who want to show case work
<b>Sept-Nov</b>	Action Research Groups	Training Mentors	
<b>Late November</b>	Authentic dialogue events		
<b>Early Dec</b>			Young People’s Participation Conference

**Additional information:**

**Informal discussion and ‘fast response’**

Although the above structure offers real progression and development opportunities, it is by its nature, slow to react in some cases.

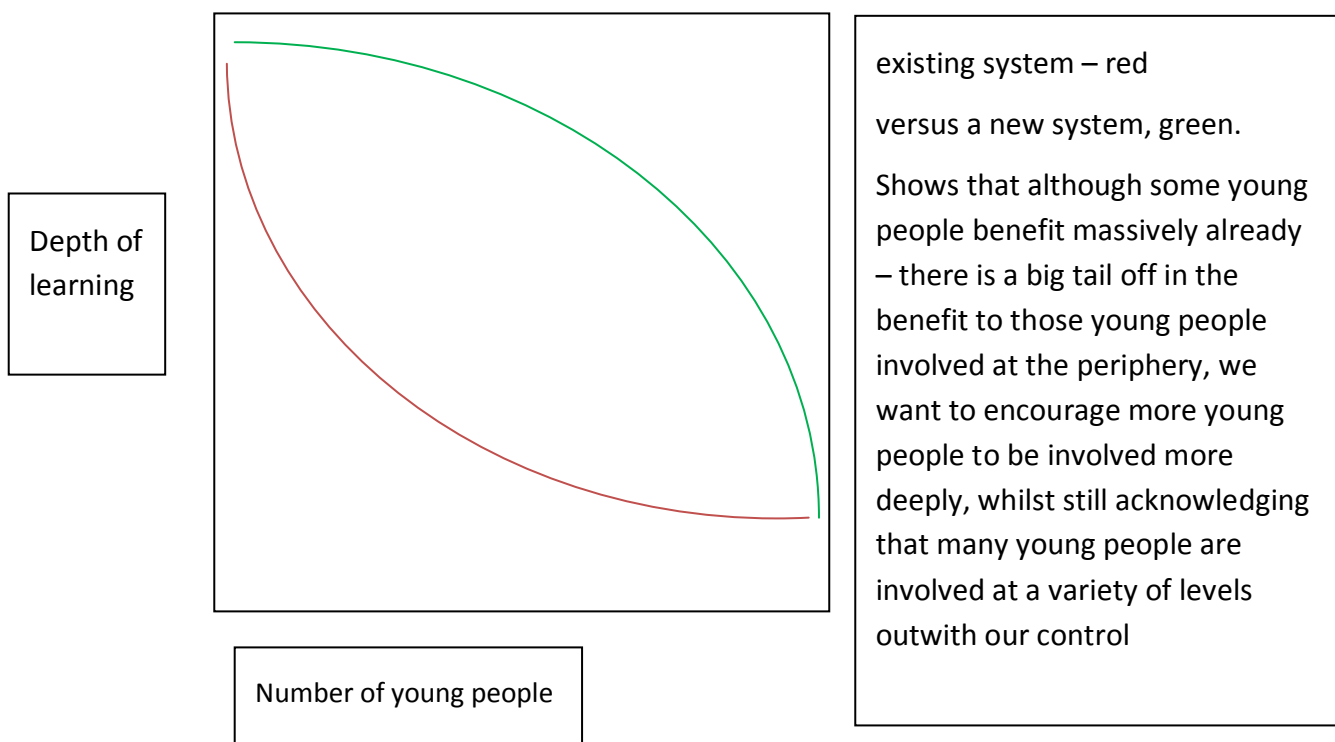
By encouraging young people to communicate between meetings online we can help them develop and articulate opinions and also challenge some of the issues whereby people with ‘public speaking’ confidence can be the only ones that can get their voice heard.

This would be facilitated through the use of social media and other online tools.

All young people involved in participation would be invited to be part of this, but those on the participation mentors training would be particularly encouraged as part of their development.

An active group of this type would also enable young people to react more quickly to issues if necessary and not miss out on important opportunities to respond simply because they hadn’t had a meeting. Examples might include negative news stories, quick national or local consultations.

**A visual analysis of why we want this to happen** more young people benefitting in a deeper way.



# Education Children and Families Committee

10am, Tuesday, 21 May 2013

## Community Learning and Development Service- Development of Family Learning

Item number	8.3
Report number	
Wards	All

### Links

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Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

### Gillian Tee

Director of Children and Families

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# Executive summary

## Community Learning and Development Service– Development of Family Learning

### Summary

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This report provides members of the Education Children and Families Committee with an overview of Family Learning delivered by the Children and Families Department's Community Learning and Development (CLD) service.

A departmental review of Family Learning in Edinburgh, undertaken by the Children and Families Quality Improvement team in April 2012, was reported to the Education Children and Families Committee, Sub-Committee on Standards for Children and Families (South) on 1 October 2012. Subsequently the Convenor of the sub-committee requested a further report be made to the Education, Children and Families Committee in 2013; *'on the possibilities for development of the service, the report to include details of the schools currently benefitting from the service.'*

### Recommendations

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To recommend that the Education Children and Families Committee:

1. Note the contents of this report and the consistently increasing trends in participation in, and demand for, Family Learning provision across the city by parents and carers.
2. Note the impact of Family Learning on children, young people and parents/carers.
3. Support the further development of Family Learning provision in Edinburgh through the reallocation of CLD budget, currently allocated to the Edinburgh College, from September 2013.

### Measures of success

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Participation by parents and carers in Family Learning provision has increased consistently since 2009:

- 2009/10 – 481 participants
- 2010/11 – 750 participants
- 2011/12 – 848 participants (exceeding departmental target of 800)
- 2012/13 – It is estimated that 890 parents/carers will have participated in Family Learning provision over this period

Family Learning workers now engage with 48 nurseries, early years centres, primary schools and children and family centres (See Appendix 1: Family Learning Establishments 2012/13).

Two Family Learning initiatives received Highly Commended awards at the 2012 Children and Families Achievement Awards.

- Family Learning Dad's Group, Pirniehall Primary School; and
- 'The Magic Carpet' developed by Family Learning in South Edinburgh in partnership with the National Museum of Scotland

In addition, 'The Lighthouse Keeper' joint transition collegiate project, developed by Family Learning with early years, primary schools and the library service in East Edinburgh, won the 'Making a Difference' Achievement Award and subsequently won a bronze award at the 2013 national COSLA Excellence Awards in the 'Achieving Better Outcomes' category.

Proposed developments in Family Learning provision will lead to increased numbers of opportunities and programmes available, which in turn will result in increased numbers of parents and carers participating in Family Learning provision.

Revised targets for parent/carer participation in Family Learning are:

Year	2013/14	2014/15	2015/16
Number of Participants	<b>1000</b>	<b>1350</b>	<b>1500</b>

Increased staffing will also result in Family Learning workers engaging with greater numbers of schools, early years centres and other establishments.

## **Financial impact**

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Current cost of delivering Family Learning and proposed additional salary and operational costs:



Current staffing costs	Amount	Proposed Developments	Amount
6 FTE posts (including on-costs)	£240K	3 additional 0.5 fte posts (North, East & West neighbourhoods) @ £20K each	£60K
1 sessional worker post (West) – 300 hours per annum	£4.5K	Dedicated support budget for CLD work with families	£13K
<b>Total</b>	<b>£244.5K</b>	Saving made from no longer allocating 300 hrs from West CLD sessional budget	<b>-£4.5K</b>
		<b>Total</b>	<b>£68.5K</b>

Proposed developments in Family Learning would incur an additional £68,500 per annum, bringing the revised annual cost to **£313,000**.

It is proposed that the additional costs are funded by the reprioritisation of CLD budget currently allocated to Edinburgh College for literacy support. Changes to college admissions and higher entrance requirements have now changed the profile of students entering further education. The Scottish Government's strategic guidance for Community Learning and Development (June 2012), prioritises the delivery of '.....family learning, and other early intervention work with children, young people and families' as a key factor that contributes to improving outcomes for learners in our communities.

### Equalities impact

A full Equalities and Rights Impact Assessment (ERIA) has been undertaken. Work undertaken by Family Learning addresses inequalities and achieves positive outcomes for parents, carers and their children. There are no negative impacts arising from this work.

### Sustainability impact

There are no adverse impacts arising from this report

### Consultation and engagement

A wide range of partners contribute to the development and implementation of projects and initiatives that engage parents and carers in Family Learning. These include:

- Primary Schools
- Nursery schools
- Child and Family centres
- Voluntary sector organisations

- Library service; and
- N.H.S. Lothian

## **Background reading / external references**

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[Scottish Government, Strategic Guidance for Community Planning Partnerships: Community Learning and Development, June 2012](#)

[Scottish Government, Guidance on the Scottish Schools \(Parental Involvement\) Act 2006](#)

[City of Edinburgh Council, Schools and Community Services, Departmental Review Report, Family Learning, August 2012](#)

[The Impact of Learning as a Family](#): a model for the 21<sup>st</sup> Century, The Inquiry into the future of Lifelong Learning, sector paper no.9 Family Learning, National Institute of Adult Continuing Education (NIACE)

Mackenzie. J. 'Family Learning: Engaging with Parents' Dunedin Academic Press 2009

Desforges. C. 'Review of Best Practice in Parental Engagement' Research report 156 DfE 2010156 DfE 2010

['Reaching Out – Think Family,](#)' Cabinet Office Social Exclusion Taskforce, June 2007

[Scottish Government, Family Literacies](#): Learning in Scotland, January 2010

[Scottish Government – Early Years Collaborative](#)

## Community Learning and Development – Family Learning

### 1. Background

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- 1.1 This report provides members of the Education Children and Families Committee with an overview of Family Learning delivered through the Community Learning and Development (CLD) service.
- 1.2 A departmental review of Family Learning in Edinburgh was undertaken by the Children and Families Quality Improvement team in April 2012 and reported to the Education Children and Families Committee, Sub-Committee on Standards for Children and Families (South) on 1 October 2012.
- 1.3 The Convenor of the sub-committee requested a further report be made to the Education, Children and Families Committee in 2013; *‘on the possibilities for development of the service, the report to include details of the schools currently benefitting from the service.’*

The report includes:

- Family Learning in Context
- Family Learning provision in Edinburgh
- Development of Family Learning Provision
- How can this be achieved?

### 2. Main report

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#### Family Learning in Context

- 2.1 *‘Parents, carers and families are by far the most important influences on children’s lives. Parents who take on a supportive role in their children’s learning make a difference in improving achievement and behaviour’ (Scottish Government, Guidance on the Scottish Schools (Parental Involvement) Act 2006)*

An extensive range of national and international research continues to highlight the positive impact engagement by parents and carers has upon their children’s learning both in the early years and into their teens. *‘.....research suggests that at primary level, differences in parental involvement in learning can have a very significant impact on attainment. The impact remains very strong into adolescence.’(‘Reaching Out-Think Family’ Cabinet Office, Social Exclusion Taskforce 2007)*

Unfortunately, many adults experience considerable difficulties with their literacy, or because of other personal or cultural barriers, are unable to support or

engage effectively in their child's learning. However, *'Supporting children's development is one of the major motivators that leads to adults improving their own skills'* (National Institute of Adult Continuing Education (NIACE) led independent inquiry into Family Learning, August 2012).

Family Learning provision in Edinburgh is underpinned by adult learning principles and a range of methods are employed to develop parents and carers' literacy to ensure they have the confidence to effectively support their children's learning. For many parents and carers in Edinburgh, improvements in their own learning has resulted in their progression into further learning, training or vocational opportunities. (See Appendix 2, Departmental Review of Family Learning, August 2012)

## **Family Learning Provision in Edinburgh**

2.2 Family Learning in Edinburgh is delivered by the Community Learning and Development (CLD) service. There are seven Family Learning workers (6FTE) working across four out of five CLD neighbourhood areas (See Appendix 3 – Family Learning Worker deployment). Each worker engages with parents and carers in primary schools, nurseries and other establishments; including Child and Family centres and early years centres (refer to Appendix 1 Family Learning Establishments 2012/13).

Initially establishments met the criteria for Family Learning input based on levels of free school meal entitlement and children's literacy attainment levels. Provision has been extended to include further establishments requiring Family Learning support identified by other Children and Families staff, including; Educational Psychologists and Early Years managers.

A range of methods are used by workers to engage parents and carers in literacy based learning and other activities and opportunities that respond to their needs and develop their confidence and skills to support their children in their learning.

In addition, all Family Learning workers undertake two core areas of work; transition programmes from nursery to primary school and the Scottish Book Trust (SBT) book gifting programme 'Bookbug.'

Family Learning workers also contribute to the delivery of programmes for parents with colleagues from early years including: Parents Early Education Partnership (PEEP) and Raising Children With Confidence (RCWC)

Levels of demand for Family Learning provision and capacity of staff has resulted in work with parents and carers, whose children are aged 3 to 6 years, being prioritised.

## Development of Family Learning Provision

2.3 Departmental data shows consistently increasing trends in participation by parents and carers in Family Learning provision since 2009. However, significant changes in demography within many communities across the city have resulted in Family Learning staff identifying gaps in provision that require to be addressed. These include improving the sustainability and impact of Family Learning by increasing capacity to:

- Ensure Family Learning provision is available to an increased number of parents and carers and will respond to needs identified in a greater number of establishments
- Improve targeting and increase engagement with communities of interest and equalities groups that will include;
  - Black and Minority Ethnic parents, carers and families
  - Parents and carers whose first language is not English.
  - Parents and carers of looked after children
- Build the capacity of other staff to use Family Learning methods by delivering Continuing Professional Development (CPD) programmes for school staff and other partners to increase their engagement with parents and carers
- Engage with more parents and carers to support their children's learning where children are above or below the current age range of 3-6 years
- Strengthen partnership arrangements with schools, early years centres and community based organisations to ensure more parents and carers are aware of and benefit from participation in Family Learning provision
- Make an effective contribution to the achievement of outcomes within Edinburgh that contribute to the Scottish Government's 'Early Years Collaborative' launched in January 2013. In particular to '*..ensure that 90% of all children within each Community Planning Partnership have reached all of the expected developmental milestones at the time the child starts primary school, by end-2017.*' (Scottish Government website 'Early Years Collaborative')

### How can this be achieved?

2.4 Resourcing required to achieve the identified developments in Family Learning provision are:

- Deployment of an additional 3 x 0.5 FTE posts to meet increasing demand and increased levels of need. One 0.5 FTE post will be allocated to each of the following CLD neighbourhoods where level of need is now greatest; East, West and North, ensuring dedicated

Family Learning provision in all CLD neighbourhood areas and resulting in the following citywide Family Learning staffing:

CLD Neighbourhood	North	South	South West	East	West
Total proposed FL staffing	2	1.5	2	1.5	0.5

- An operational budget to support increasing demand for work with parents, including Family Learning, in each CLD area. This will increase resourcing available to support developments in these areas of work including; crèche provision, sessional staff support and development of materials and resources to support participants learning.

It is anticipated that the total annual cost of developing Family Learning as detailed in this report is £68,500 per annum.

Community Learning and Development management have negotiated and agreed with Edinburgh College reprioritisation of their annual budget allocations supported by the Edinburgh Literacies Partnership, to further develop Family Learning provision within CLD neighbourhood areas.

### 3. Recommendations

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To recommend that the Education Children and Families Committee:

- 3.1 Note the contents of this report and the consistently increasing trends in participation in, and demand for, Family Learning provision across the city by parents and carers.
- 3.2 Note the impact of Family Learning on children, young people and parents/carers.
- 3.3 Support the further development of Family Learning provision in Edinburgh through the reallocation of CLD budget, currently allocated to the Edinburgh College, from September 2013.

**Gillian Tee**

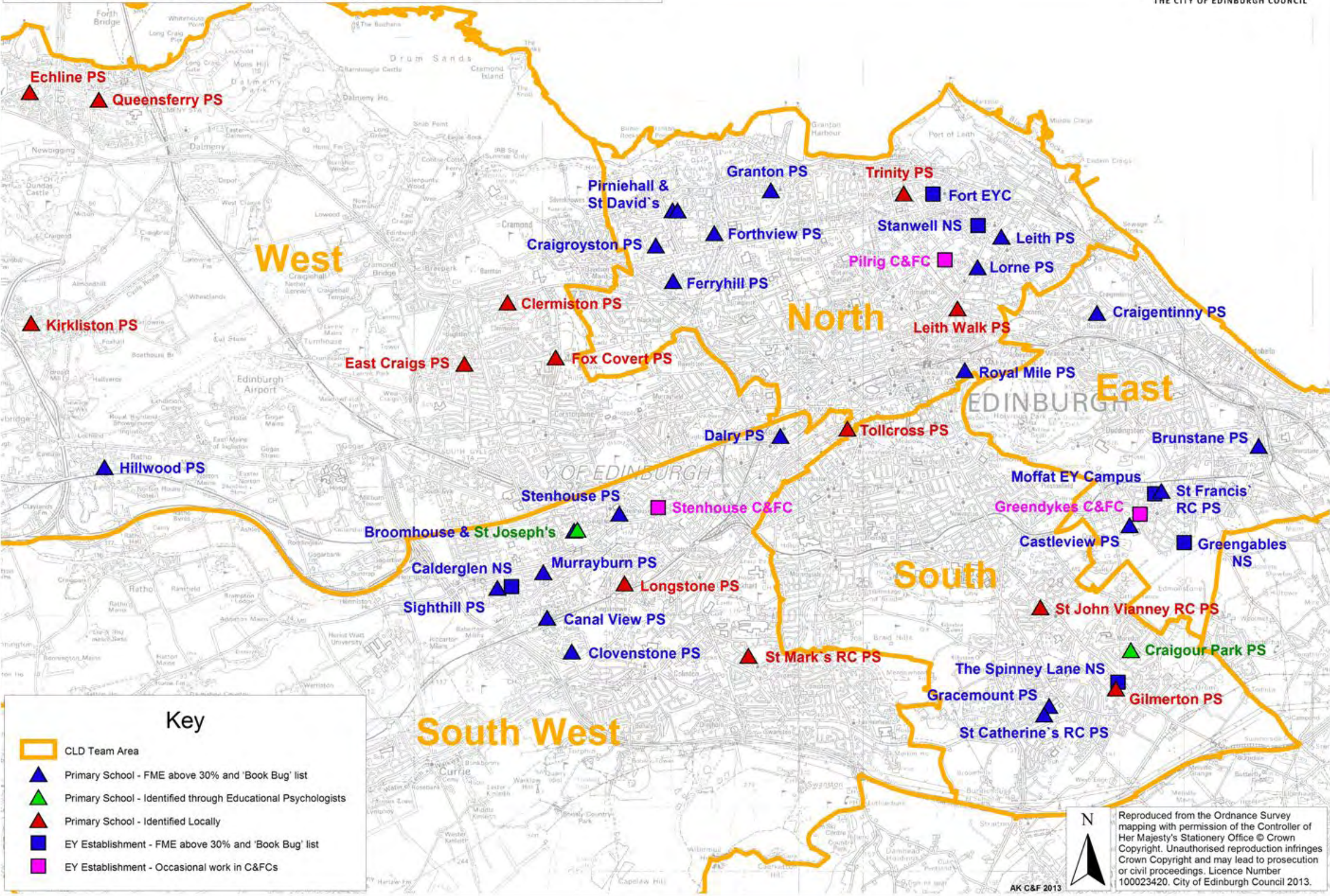
Director of Children and Families

## Links







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<b>Coalition pledges</b>	P1. Increase support for vulnerable children, including help for families so that fewer go into care.
<b>Council outcomes</b>	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. CO6. Our children and young people's outcomes are not undermined by poverty and inequality.
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential.
<b>Appendices</b>	Appendix 1. Family Learning Establishments 2012/13 Appendix 2. Schools and Community Services Departmental Review report 'Family Learning' August 2012 Appendix 3. Family Learning Worker deployment

# Appendix 1 - Family Learning Establishments 2012/13



## Key

-  CLD Team Area
-  Primary School - FME above 30% and 'Book Bug' list
-  Primary School - Identified through Educational Psychologists
-  Primary School - Identified Locally
-  EY Establishment - FME above 30% and 'Book Bug' list
-  EY Establishment - Occasional work in C&FCs

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QUALITY & CURRICULUM

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# Departmental Review

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## Family Learning

August 2012

• EDINBURGH •  
THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

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## Departmental Review Family Learning

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### **The service in context**

Family Learning (FL) in Edinburgh is delivered by the Community Learning and Development (CLD) service by five full-time and two part-time members of staff. FL originated from the 'Connect' programme, a pilot family literacies programme established in North Edinburgh in 1992 by the authority's former Adult Basic Education (ABE) service. Family Literacies engaged with parents to improve their skills and confidence in literacy and subsequently aimed to improve parents' support of their children's learning.

By 2000 departmental restructuring resulted in Family Literacies becoming Family Learning (FL) located within the CLD service. One FL post was assigned to each of the five community based adult learning teams. The work of these staff was supported and co-ordinated by a centrally based CLD worker who met regularly with FL workers (FLWs) as a group.

A steering group of departmental managers, staff, headteachers and parents was established to develop a family learning strategy for the city. FLWs engaged with parents of children aged 3 to 6 years in 20 designated nurseries and primary schools, defined by the highest levels of free school meals and low literacy attainment levels.

Further restructuring of CLD in 2008 removed the central co-ordination of FL. Workers continued in their role as members of CLD neighbourhood teams, line managed by a senior CLD worker (SCLDW).

FLWs continue to use adult education approaches and a wide variety of methods and activities to engage parents in a range of active learning programmes to support and develop their role and skills as the primary educators of their children.

In addition to the range of work undertaken with parents, all FLWs undertook two core areas of work; transition programmes from nursery to primary school and the Scottish Book Trust (SBT) book gifting programme, 'Bookbug' that gifted books to children from birth to age five. Parents were encouraged and supported by FLWs to engage in structured sessions that incorporated literacy based activities with their children.

*(NB. The word 'parents' in this report is used to collectively represent parents and carers)*

## **Review remit**

The remit for the review was agreed with CLD managers and FLWs were informed of the review process at a meeting with the review co-ordinator.

FLWs undertook a self-evaluation prior to the commencement of the review in line with departmental review procedures. Quality Indicators from *'How Good is Our Community Learning and Development 2?'* were used as the basis of the review focussing on the themes of:

- 1.1 Improvements in Performance
- 2.1 Impact on Participants
- 5.1 Opportunities for People in the Community
- 5.10 Improving Services
- 8.1 Partnership Working

Education Scotland's, formerly Her Majesty's Inspectorate of Education (HMIE), six point evaluative scale was used.

## **Review procedures**

FLWs provided background information and materials to the review team. This included: examples of work, reports and evaluations, photographs and DVDs that illustrated their work with parents and children.

The review team also observed a range of activities and groups, interviewed FLWs, representatives from partner organisations, parents and carers. A questionnaire was developed and distributed by FLWs to 70 parents and 45 were returned. Almost all were very positive about FL activities and opportunities and the impact of these. See Appendix 1.

## **Findings of the review**

### **1 Improvements in performance**

Improvements in performance was good.

As members of CLD teams almost all FL staff systematically used the CLD service planning and evaluation system to review and evaluate their work. This included collating participant evaluations and recording of participation data. Performance targets for FL engagement with parents had been established and detailed in the Children and Families department service plan. The CLD service plan 'Supporting Communities' detailed service outcomes for Family Learning and local outcomes were further detailed in CLD team improvement plans. In 2011, city-wide, the target for parent participation in FL provision was set at 800. This had been exceeded with performance data for 2011/2012 detailed in Supporting Communities indicating 848 parents participating in FL. Monitoring at departmental level clearly indicated an increasing trend in participation in FL provision over the previous two years from 481 participants in 2009/2010 to 750 in 2010/2011.

However, FL provision was not consistently reflected in all CLD team improvement plans which required to be addressed.

## **2 Impact on participants**

Impact on participants was very good.

Parents benefited from a range of very good quality learning opportunities. Almost all who contributed to the review intimated that engagement in FL activities had developed a greater understanding of their child's early education and school based learning. Parents had developed skills which helped them support their children with homework or engage in other learning related activities with their children at home. Increased confidence in their own literacy and numeracy skills also resulted in some parents volunteering in their child's school. Others had progressed into further opportunities that included: additional learning, community involvement, volunteering, training and employment. Many acknowledged these achievements as hugely important personal transformations.

Engagement with FL had, for many parents, been a major contributing factor in overcoming issues of isolation and had considerably increased their confidence, self-esteem and well-being.

Pre-transition and transition programmes from home to nursery and nursery to primary school were developed and led by FLWs in partnership with targeted nurseries and schools. The incorporation of SBT 'Bookbug' into pre-transition sessions supported parents to engage in activities that could be replicated at home and encouraged their child's emergent literacy skills using the gifted books.

Transition programmes supported and encouraged parents to engage in structured literacy based activity sessions with their children. Sessions included singing, storytelling and craft based activities and introduced parents to FL and informed them of further activities and groups available to them once their child had started school. Children and parents were also introduced to the school environment and interacted with other class members and parents. Parents also engaged in informal dialogue with school staff, which for some reduced anxieties about their children moving to primary school. Some schools also noted that transition work helped some children settle more easily into primary one.

FLWs were valued and highlighted by many parents as important sources of information and support. Parents were regularly signposted to further learning and other opportunities within CLD or beyond, which assisted their progression and further skill development. Some parents were also helped by FLWs to address issues that impacted on their everyday lives. Representatives from other services and organisations were also invited to input at FL sessions and give information and advice to parents that contributed to their continued development and progression.

Innovation and creativity underpinned much of the work of FL, reflected in a range of initiatives that included:

- 'The Magic Carpet' developed in partnership with the National Museum of Scotland (NMS) to promote the museum as a family resource and engage parents and children in educational activities;
- the 'Lighthouse Keepers Lunch' project in East Edinburgh engaged parents from pre-school and Primary 1 in practising skills at home with their children, through a range of creative challenges using a DVD and literacy treasure box; and
- the development of a research project with a nursery and primary school in North Edinburgh. This aims to identify the impact engagement with parents as learners will have on their children's attainment over a three year period.

### **3 Opportunities for people in the community**

Opportunities for people in the community was very good.

Sessions and activities observed during the review were well planned and parents were able to clearly relate their learning to previous sessions. Parent's views and ideas were regularly sought and provision was often developed in response to their expressed needs.

Some activities reflected curricular topics being taught in participants' children's classes. Small groups of parents would regularly engage in the classroom in specific activities with children, school staff and their FLW. Activities explored a range of learning and topics including: storytelling, numeracy and healthier eating options. These sessions were very popular and both children and parents looked forward to and enjoyed them.

Each FLW produced good quality materials to promote opportunities available to parents. School, nursery and centre staff sometimes promoted FL opportunities to parents or identified those who would benefit from participation in FL provision. FLWs regularly promoted activities directly to parents in the playground when children were being taken to nursery or school.

Where resources allowed, crèches would be provided to support parent's participation in FL activities. Some parents and carers highlighted lack of crèche provision as a barrier to further participation in FL provision.

Speakers of other languages were also supported to access FL provision through the development of groups for minority ethnic parents or provision of interpreters. Limited resources meant this provision was not consistently available. The English as an Additional Language (EAL) service was also used effectively in some areas to give additional support to some parents although this was also limited and resource dependant.

FL provision continued to be delivered during school holiday periods to ensure contact was maintained with parents and that they had opportunities to engage in structured activities and visits with their children.

School closures and mergers or notable increases in minority ethnic populations in some communities had impacted considerably on demographics within some schools. However, schools and nurseries entitlement to FL support was not systematically reviewed or updated. The findings of an educational psychology service survey had resulted in minor changes in establishments qualifying for FL support in 2010.

National initiatives aimed at increasing work with parents, informed by research that demonstrated the positive impact of parental support to the development of children's language and literacy skills were reflected in a range of departmental policies and strategies including; Supporting Parent's and Carers Framework, Early Years Strategy and the Literacies Strategy.

Some policies were implemented through the delivery of a range of parenting programmes by staff from across the department including Parents Early Education Partnership (PEEP) and Raising Children with Confidence (RCWC). Some FLWs also delivered these programmes and the work of FL clearly contributed to departmental priorities and strategies yet no reference was made to FL within relevant policy or strategy documents.

#### **4 Improving services**

Improving services was good.

FL provision was effectively planned by workers in conjunction with some headteachers. A variety of methods were used to gather feedback from participants which was regularly used to inform future developments and changes in the content of learning programmes to better suit participants needs.

FLWs used a range of methods to evaluate provision and gain participants views including questionnaires, 'post-it' evaluations or verbal feedback recorded by the FLW at the end of sessions. At service level, FL was also incorporated into the CLD service planning and evaluation process with work being highlighted in annual reviews of the work of CLD teams and impact reports which were distributed to a range of stakeholders.

A separate plan had been developed in 2011 for FL and other work undertaken by CLD with parents. This had not been evaluated and further work was required to identify the effectiveness of having this additional plan or whether inclusion of these areas of work in CLD team plans was sufficient.

FLWs did not meet regularly as practitioners and would benefit from more structured opportunities to reflect on practice, network and share and address issues arising from their work.

FL engaged in various collaborative initiatives and the quality of their input was highlighted in evaluation reports, for example, Bookbug book gifting, local Literacy Trust events and Bite-Size healthy family lifestyle programmes. Reports and other materials were made available to a range of stakeholders including: colleagues, parents and external funders.

Some stakeholders' awareness, particularly those who also engaged with parents, of the role and work of FL workers was inconsistent. The range and complimentary nature of services engaging with parents would benefit from greater clarification by key stakeholders.

## **5 Partnership working**

Partnership working was very good.

FLWs worked effectively with a range of partners to develop and enhance opportunities available for parents, carers and their children. In addition to schools and nurseries, FL partners included colleagues from CLD teams, Child and Family Centres, the National Health Service (NHS), voluntary sector organisations, the library service and NMS.

The work of FL was highly regarded by many partners who also acknowledged that work with FL resulted in parental and family engagement with their provision or service that may otherwise not have happened. For example, the library service intimated in more than one area that children's engagement in book related initiatives supported by FLWs and schools had considerably increased numbers of children and parents joining the local library. Partnerships also resulted in parents and carers having opportunities to participate in activities or visit places of interest that they may not have otherwise been able to and could return to with their families. This included museums, local community facilities, botanic gardens and parks.

Some partners intimated that some FLWs would regularly go beyond their remit to support parents to access other services or provision that assisted them to address issues or concerns that were impacting upon other aspects of their lives. This included housing and health services.

Some schools and nurseries also intimated that the knowledge and experience of FLWs enabled resources, services and opportunities to be accessed that they did not know of or have the capacity to access. FLWs therefore brought added value to the experiences of many parents and their children.

Partnerships with some schools could be improved. The development of formal agreements between FL and targeted schools and nurseries should be implemented to consolidate the work of FL. Joint evaluation with schools and nurseries should also be developed.



## **Summary**

### ***Commendable features***

- The commitment of FLWs and the range of high quality opportunities available that impact positively on many parents and children.
- The expertise of FLWs in working with adults and the impact this had upon individuals and families was recognised by many partners.
- The knowledge of FLWs of other services and opportunities that supported the progression of many parents into further learning, volunteering and vocational opportunities.
- FLWs had developed a range of partnerships that lead to effective joint working and had improved links between some schools and parents.

### ***Areas for development by the service***

- Family Learning provision requires to be consistently reflected in all CLD team improvement plans.
- Clear, accessible information that defines the role and work of FL requires to be developed and available to all existing, and potential, partners and stakeholders.
- Structured opportunities for FLWs to meet, reflect on practice, share and address issues arising from their work should be implemented.

### ***Areas for development by the authority***

- A systematic approach to monitoring school eligibility for FL provision requires to be developed and implemented to ensure effective targeting of resources.
- The contribution of FL to the achievement of departmental priorities requires to be reflected in relevant strategy and policy documents.

- A partnership agreement that outlines FL input into targeted schools, nurseries and centres should be developed, agreed and implemented by service managers and include joint evaluation of FL provision.

Mike Fraser

Principal Officer: Service Inspection and Review

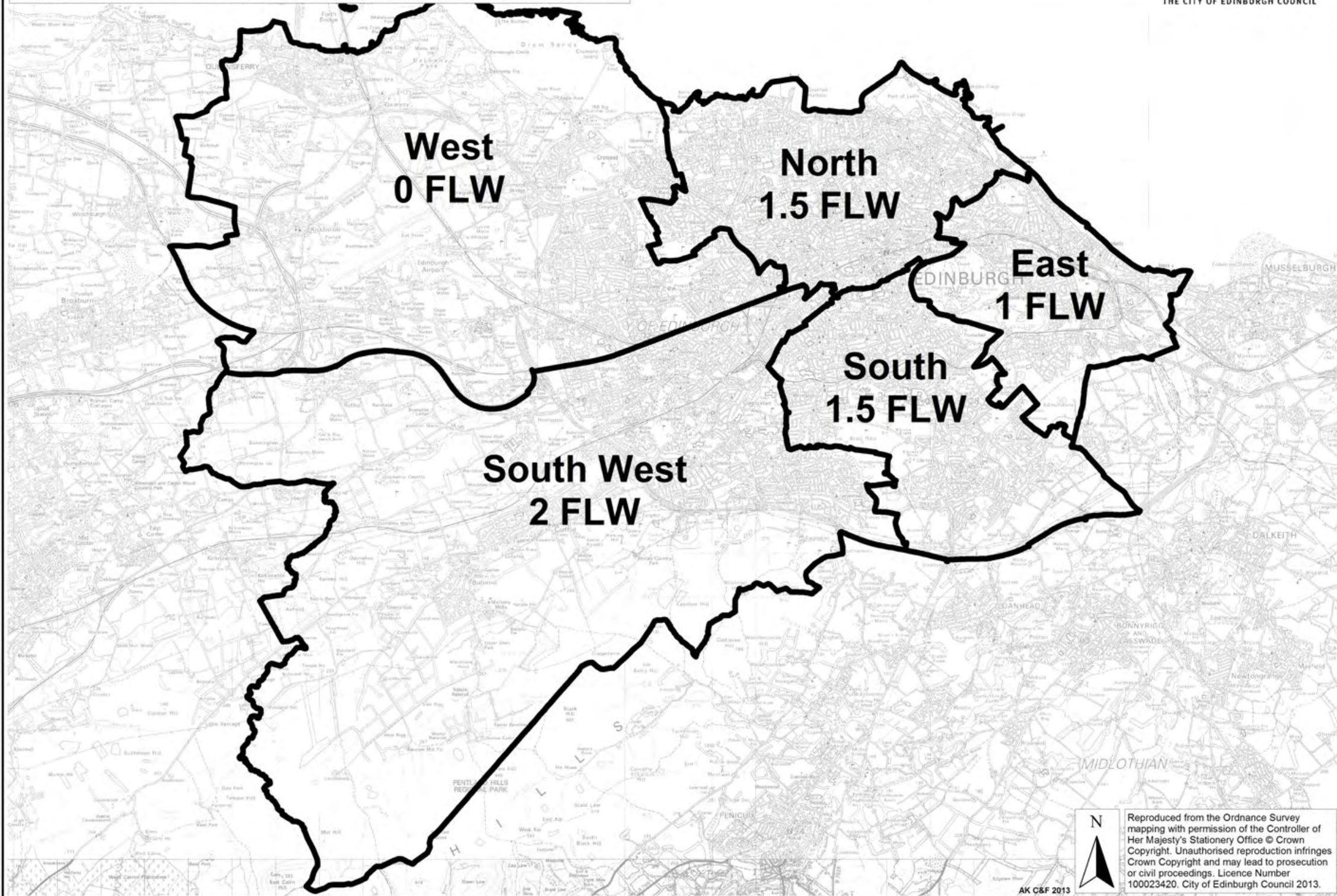
August 2012

**City of Edinburgh Council  
Children and Families Department  
Departmental Review: Family Learning**

## QUESTIONNAIRE SUMMARY

Please tick the box that best describes your or your child's experience of Family Learning

<b>Please tick the box that best describes your experience</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
I am aware of what Family Learning is and what it is aiming to achieve	25	19			
I know who to contact if I require information about any aspect of Family Learning	26	18			
I have found it easy to access information about what activities/opportunities Family Learning offer	20	24			
Family Learning has enabled me to take part in activities I have not previously undertaken	31	12	1		
Opportunities available through Family Learning have helped me to support my child's learning	33	11			
I now take part in other activities as a result of my participation in Family Learning (e.g. education, volunteering)	26	12	4		3
Participation in Family Learning activities has helped me e.g. increased my confidence or develop new skills	33	10	1		1
Family Learning workers are responsive and helpful	39	5			
Family Learning activities are well run and organised	30	13			
Family Learning staff are keen to hear my views about the activities they offer	37	6			
I am confident that if I raise a concern something will be done about it	33	8			2



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# Education, Children and Families Committee

10am, Tuesday, 21 May 2013

## Appointments to Sub-Committees, etc – 2013/14

Item number	8.4
Report number	
Wards	None

### Links

Coalition pledges	-
Council outcomes	-
Single Outcome Agreement	-

### Alastair D Maclean

Director of Corporate Governance

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# Executive summary

## Appointments to Sub-Committees, etc – 2013/14

### Summary

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The Education, Children and Families Committee is invited to re-appoint the membership of its Sub-Committees etc for 2013/14. The current membership is detailed in the appendix to this report.

### Recommendations

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It is recommended that the Committee:

1. appoints the membership of its Sub-Committees etc for 2013/14.
2. notes that the Committee Terms of Reference and Delegated Functions specifies that the membership of the Committee's Policy Development and Review Sub-Committee will be the same as the parent Committee, and that the Vice-Convenor of the parent Committee will be the Convenor of the Sub-Committee.

### Measures of success

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Not applicable.

### Financial impact

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Not applicable.

### Equalities impact

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Not applicable.

### Sustainability impact

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Not applicable.

### Consultation and engagement

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Not applicable.

**Background reading / external references**

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[Committee Terms of Reference and Delegated Functions](#)

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

<b>East</b> – 5 Members – 2 Labour, 2 SNP and 1 Religious Representative	
Councillor Child (Convener) Councillor Bridgman Councillor Griffiths Councillor Tymkewycz	Rev Thomas Coupar (Religious Representative)
<b>North</b> - 6 Members – 2 Labour, 1 SNP, 1 Conservative, 1 Green, and 1 Religious Representative	
Councillor Brock (Convener) Councillor Bagshaw Councillor Gardner Councillor Jackson	Councillor Redpath Marie Allan (Religious Representative)
<b>South</b> – 6 Members – 2 Labour, 1 SNP, 1 Conservative, 1 Green and 1 Religious Representative	
Councillor Godzik (Convener) Councillor Bill Cook Councillor Howat Councillor Main	Councillor Rose Marie Allan (Religious Representative)
<b>South West</b> – 5 Members – 1 Labour, 1 SNP, 1 Conservative, 1 Green and 1 Religious Representative	
Councillor Aitken (Convener) Councillor Corbett Councillor Dixon Councillor Milligan	Craig Duncan (Religious Representative)
<b>West</b> – 5 Members – 1 Labour, 1 SNP, 1 Conservative, 1 SLD and 1 Religious Representative	
Councillor Ross (Convener) Councillor Keil Councillor Paterson Councillor Shields	Craig Duncan (Religious Representative)



## Working Groups etc

<p><b>Consultative Committee with Parents – 8 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group and 1 Teacher Representative</b></p>	
<p>Councillor Godzik (Convener) Councillor Corbett Councillor Dixon Councillor Fullerton</p>	<p>Councillor Redpath Councillor Rust Councillor Shields John Swinburne (Teacher representative)</p>
<p><b>Joint Officer/Member Group on Corporate Parenting of Looked After Children – 14 members - Convener and Vice-Convener of Education, Children and Families Committee and two members from each political group, 1 Religious Representative and 1 Teacher Representative</b></p>	
<p>Councillor Fullerton (Convener) Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Edie Councillor Godzik</p>	<p>Councillor Howat Councillor Key Councillor Main Councillor Rust Councillor Shields Rev Thomas Coupar (Religious Rep) Allan Crosbie (Teacher Representative)</p>
<p><b>Edinburgh Youth Issues Forum – 7 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group.</b></p>	
<p>Councillor Day (Convener) Councillor Nick Cook Councillor Godzik Councillor Fullerton</p>	<p>Councillor Main Councillor McVey Councillor Shields</p>

## Working Groups – Policy Development and Review Sub-Committee

<b>Improving Community Access to Schools</b> – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Lewis (Convener) Councillor Austin Hart Councillor Brock Councillor Corbett	Councillor Jackson Councillor Lunn Councillor Shields John Swinburne (Teacher representative)
<b>Strengthening Support for Pupils with Behavioural Difficulties</b> - 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Nick Cook Councillor Corbett Councillor Day Councillor Fullerton	Councillor Key Councillor Redpath Councillor Shields Lindsay Law (Parent representative)
<b>Estate Strategy and Rising Rolls</b> – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Godzik (Convener) Councillor Child Councillor Fullerton Councillor Howat	Councillor Main Councillor Rust Councillor Shields Craig Duncan (Religious Representative)
<b>Early Years</b> – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Aitken Councillor Dixon Councillor Godzik Councillor Keil	Councillor Key Councillor Main Councillor Shields Allan Crosbie (Teacher representative)

# Education, Children and Families Committee

10.00 am, Tuesday, 21 May 2013

## Carers' Champion: Progress Report - referral from Health, Wellbeing and Housing Committee

Item number	8.5
Report number	
Wards	City wide

### Links

Coalition pledges	<a href="#">P39</a>
Council outcomes	<a href="#">CO12</a>
Single Outcome Agreement	<a href="#">SO2</a>

### Carol Campbell

Head of Legal, Risk and Compliance

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Contact: Blair Ritchie, Assistant Committee Officer

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# Terms of Referral

## Carers' Champion: Progress Report

### Terms of referral

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The Health, Wellbeing and Housing Committee on 23 April 2013 considered a report outlining the progress made by the new Carers' Champion, Councillor Work, since coming into the role in November 2012.

The Health, Wellbeing and Housing Committee agreed:

- 1) To note the various approaches taken by the Carers' Champion and the progress made to date in this role.
- 2) To refer a copy of the report to the Education, Children and Families Committee for information.
- 3) To agree that regular update reports be submitted to the Committee.

### For decision/action

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The Health, Wellbeing and Housing Committee has referred the attached report to the Education, Children and Families Committee for information.

### Background reading / external references

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Health, Wellbeing and Housing Committee 23 April 2013

## Links

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<b>Coalition pledges</b>	P39. Establish a Care Champion to represent carers.
<b>Council outcomes</b>	CO12. Edinburgh's carers and supported.
<b>Single Outcome Agreement</b>	S02. Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
<b>Appendices</b>	<a href="#"><u>Report by the Director of Health and Social Care</u></a>

# Health, Wellbeing and Housing Committee

10am, Tuesday, 23 April 2013

## Carers' Champion - Progress Report

Item number

Report number

Wards      All

### Links

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Coalition pledges	<a href="#">P39</a>
Council outcomes	<a href="#">CO12</a>
Single Outcome Agreement	<a href="#">SO2</a>

### Peter Gabbitas

Director of Health and Social Care

Contact: Gordon Dodds, Planning and Commissioning Officer (Carers)

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## Carers' Champion progress report

### Summary

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The purpose of this report is to outline the progress made by the new Carers' Champion, Councillor Work, since coming into this role in November 2012. The development of a Carers' Champion was a pledge made by the Council in August 2012 as part of the 53 Capital Coalition pledges. Since coming into the new role of Carers' Champion, Councillor Work has:

- attended three carers' events across the city in November for carers to participate in the consultation of the Review of Towards 2012;
- visited the carer organisation, Edinburgh Young Carers' Project and sourced a DVD, 'Brave' for a young carers' group;
- held a meeting with The Action Group's Advice Team and explored the potential of a future event with the Carers' Champion and all third sector agencies who work alongside carers;
- met individual carers about issues they wished to raise;
- held meetings in December 2012 and January 2013 with carers organisations and projects to discuss the new draft role and remit and seek their views;
- met with the Chief Executive of ECAS and Edinburgh Partnership Equalities Lead officer to discuss the role of the Carers' Champion;
- attended regular meetings at Queensferry Church Community Care, a meeting with Lifecare and an event at Care for Carers;
- attended a Dementia event in November 2012;
- agreed to attend a meeting on 10 April 2013 with carer's organisations and projects to plan for a Carer Recognition Event to be held during Carers' Week in June 2013.

## Recommendations

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It is recommended that the Health, Wellbeing and Housing Committee:

1. notes the various approaches taken by the Carers' Champion and the progress made to date in this role.
2. refers a copy of this report to the Education, Children and Families Committee for information.

## Measures of success

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- An agreed remit of the Carers' Champion role will be put in place and shared with stakeholders on the Council's website.
- Carers will value the role of the Carers' Champion and this will be evidenced through positive feedback.
- A Carer Recognition Event will be held during Carers' Week in June 2013.
- The number of organisations and individual carers who are able to meet with the Carers' Champion.

## Financial impact

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There are no direct financial impacts arising from this report

## Equalities impact

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There are no negative equality and rights impacts arising from this report. The role of the new Carers' Champion, Councillor Work will assist the Council in its general duty under the Equality Act 2010.

## Sustainability impact

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There are no sustainability implications arising from this report.

## Consultation and engagement

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There is no requirement for consultation and engagement from this report.



## Background reading / external references

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There are various key documents including the following:

- (1) Towards 2012, Joint Carers' Strategic Action Plan for Edinburgh (2007-2012)  
[https://orb.edinburgh.gov.uk/downloads/file/4020/towards\\_2012\\_an\\_action\\_plan\\_for\\_carers\\_2007-2012](https://orb.edinburgh.gov.uk/downloads/file/4020/towards_2012_an_action_plan_for_carers_2007-2012)
- (2) Caring Together, National Carers' Strategy for Scotland (2010-2015)  
<http://www.scotland.gov.uk/Publications/2010/07/23153304/0>
- (3) "Getting it Right for Young Carers", The Young Carers Strategy for Scotland (2010 – 2015) <http://www.scotland.gov.uk/Resource/Doc/319441/0102105.pdf>

## Carers' Champion progress report

### 1. Background

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- 1.1 The provision of support to unpaid carers is a key local and national priority. There are estimated to be over 650,000 unpaid carers in Scotland<sup>1</sup>. This is 1 in 8 of the Scottish population who are involved in providing care and support to a family member, friend or neighbour to enable that person to continue to live in their own community. In Edinburgh, based on the 2001 Census, it is estimated there are 38,876 carers of whom around 6,400 are older carers and 775 young carers. The 2011 Census is due to be published later this year and will provide new updated information on unpaid carers in Edinburgh.
- 1.2 As demographic and social trends in Scotland project increasingly greater future demand for caring for another person, more recognition and value is placed on the growing contribution and number of unpaid carers. They provide essential quality and skilled care and should be seen as equal partners in the provision of care.
- 1.3 Within the Capital Coalition pledges, a key pledge was the appointment of a Carers' Champion for Edinburgh.
- 1.4 A carer is generally defined as a person of any age who provides unpaid help and support to a relative, friend or neighbour who cannot manage to live independently without the carers help due to frailty, illness, disability or addiction.

### 2. Main report

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- 2.1 The role of the Carers' Champion is new to the City of Edinburgh Council. It is envisaged that this role will be an ambassador for carers in the city, both for young carers and adult carers.
- 2.2 The Carers' Champion will be in ideal position to raise awareness of carers' issues across the city and listen to the voice of carers about what they feel would provide better outcomes to their lives and the person that they care for.

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<sup>1</sup> Scottish Household Survey 2007/08

2.3 The agreed Carers' Champion remit (see Appendix 1) includes the following:

- To promote carers' rights;
- To engage with carers organisations and groups representing both adult and young carers to gain an understanding of the key issues facing carers;
- To report back to Council and senior officers on these views, making recommendations as appropriate;
- To work in partnership with the Convenor of Health, Wellbeing and Housing Committee, the Convener of Education, Children and Families Committee, and the Convener of the Communities and Neighbourhoods Committee on media issues relating to carers and to raise the profile of the role of all carers (including young carers);
- To ensure national and local policy objectives and strategic priorities for carer support are embedded across all departments in the Council and NHS Lothian;
- To support the development and implementation of Edinburgh's new joint Carers' Strategy through liaison with relevant strategic planning groups;
- To actively contribute within the integration of Health and Social Care so that strategic planning and commissioning for carer support services is strengthened;
- To establish carer surgeries across the city to hear the views of carers.

2.4 In addition, the Carers' Champion will be able to provide leadership, representation and influence on future carer policy in the city.

### 3. Recommendations

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3.1 It is recommended that the Health, Wellbeing and Housing Committee:

1. notes the various approaches taken by the Carers Champion and the progress made to date in this role.
2. refers a copy of this report to the Education, Children and Families Committee for information.

#### **Peter Gabbittas**

Director of Health and Social Care

## Links

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<b>Coalition pledges</b>	P39 - Establish a Care Champion to represent carers
<b>Council outcomes</b>	CO12- Edinburgh's carers are supported
<b>Single Outcome Agreement</b>	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
<b>Appendices</b>	Final Remit of the Carers' Champion (v3.0)

## Appendix 1: Final Remit of the Carers' Champion (v3.0)

The Carers' Champion will be in ideal position to raise awareness of carers' issues across the city and listen to the voice of carers about what they feel would provide better outcomes to their lives and the person that they care for.

It is therefore proposed that the Carers' Champion remit will include the following:

- To promote carers' rights;
- To engage with carers organisations and groups representing both adult and young carers to gain an understanding of the key issues facing carers;
- To report back to Council and senior officers on these views, making recommendations as appropriate;
- To work in partnership with the Convenor of Health, Wellbeing and Housing Committee, the Convener of Education, Children and Families Committee, and the Convener of Communities and Neighbourhoods Committee on media issues relating to carers and to raise the profile of the role of all carers (including young carers);
- To contribute to any special projects in support of the joint Carers' Strategy;
- To sit on the Strategic Planning Group for Carers meetings;
- Attend Edinburgh Carer Network meetings;
- To ensure national and local policy objectives and strategic priorities for carer support are embedded across all departments in the Council and NHS Lothian;
- To support the development and implementation of Edinburgh's new joint Carers' Strategy through liaison with relevant strategic planning groups;
- To actively contribute within the integration of Health and Social Care so that strategic planning and commissioning for carer support services is strengthened;
- To ensure a process of 'carer-proofing' and 'carer impact assessment' in policy development across all Council departments, in partnership with the Convenor of Health, Wellbeing and Housing Committee, the Convener of Education, Children and Families Committee and the Convener of Communities and Neighbourhoods Committee;
- Through working in partnership with the Council's and NHS Lothian communication services, ensure that the profile of adult and young carers in the city is raised and carer services and support feature regularly in the Council, NHS Lothian and independent media;
- To establish carer surgeries across the city to hear the views of carers.