

# 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.
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- 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

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Director of Children and Families

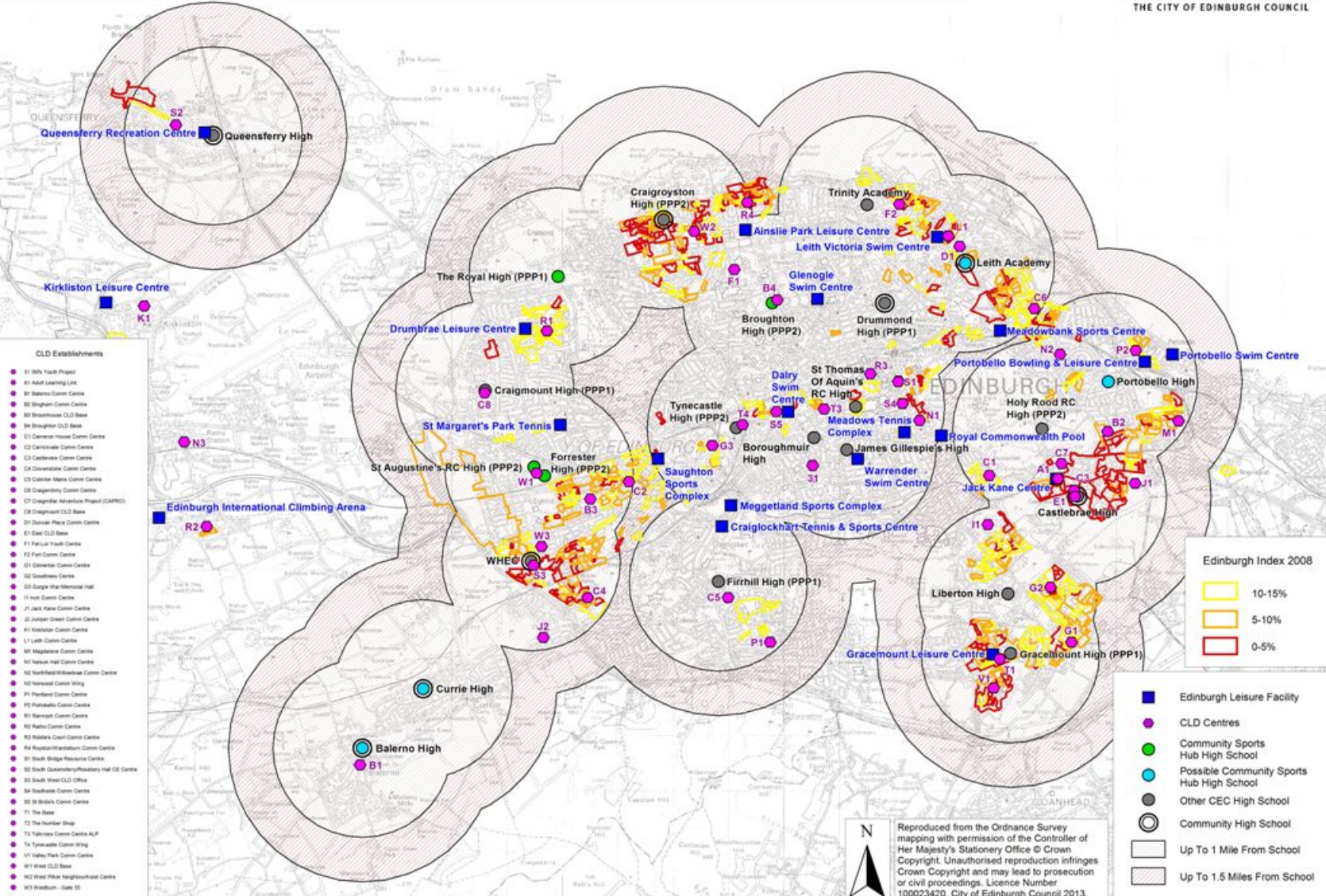
### Links

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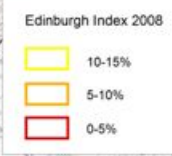
<b>Coalition pledges</b>	P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
<b>Council outcomes</b>	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful 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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