Notice of meeting and agenda

Education, Children and Families Committee

10.00am, Tuesday, 8 October 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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1. Order of business

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

2. Declaration of interests

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

3. Deputations

3.1 If any

4. Minutes

4.1 Education, Children and Families Committee 21 May 2013 (circulated) – submitted for approval as a correct record

5. Key decisions forward plan

5.1 Education, Children and Families Committee Key Decisions Forward Plan - December 2013 to March 2014 (circulated)

6. Business bulletin

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

7. Executive decisions

7.1 Vision for Schools – report by the Director of Children and Families (circulated)

7.2 Primary School Estate Rising Rolls – report by the Director of Children and Families (circulated)

7.3 Improving Support for Children and Young People in Need in Edinburgh – Consultation on a Proposal to Close Wellington Special School in Midlothian – report by the Director of Children and Families (circulated)

7.4 Parental Engagement - report by the Director of Children and Families (circulated)

7.5 Outdoor Play and Active Learning - report by the Director of Children and Families (circulated)

7.6 Co-operative Childcare and Education - report by the Director of Children and Families (circulated)

7.7 Integrated Literacy Strategy Early Years - report by the Director of Children and Families (circulated)

7.8 Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools - report by the Director of Children and Families (circulated)

7.9 Special Schools - Proposals for the Future Development of Panmure St Ann's - report by the Director of Children and Families (circulated)

7.10 Annual Review of Services for Children and Young People who are Looked After and Accommodated by the City of Edinburgh Council - report by the Director of Children and Families (circulated)

7.11 Social Work Services for Children with Disabilities – Annual Progress Report - report by the Director of Children and Families (circulated)

7.12 Improving Positive Destinations – Follow Up 2011/12 - report by the Director of Children and Families (circulated)

7.13 Schools Energy Report – report by the Director of Services for Communities (circulated)

7.14 Children and Families Standards and Quality report 2013 - report by the Director of Children and Families (circulated)

7.15 Children and Families Department Revenue Budget Monitoring 2013-14 - Month Two Position to 31 May 2013 – report by the Director of Children and Families (circulated)

8. Routine decisions

8.1 Response to Consultation – Amending the Schools (Consultation) (Scotland) Act 2010 – report by the Director of Children and Families (circulated)

8.2 Religious Observance in Non-Denominational Schools - referral report from the Petitions Committee - report by the Head of Legal, Risk and Compliance (circulated)

8.3 Summer Schools Maintenance Report - Update – referral report from the Governance, Risk and Best Value Committee - report by the Head of Legal, Risk and Compliance (circulated)

8.4 Looked After Children: Transformation Programme – referral report from the Governance Risk and Best Value Committee - report by the Head of Legal, Risk and Compliance (circulated)

8.5 Social Work Complaints Review Committee:

8.5.1 27 June 2013 – (a) report by the Chair of the Social Work Complaints Review Committee, and (b) report by the Chief Social Worker (both circulated)

8.5.2 7 August 2013 – report by the Chair of the Social Work Complaints Review Committee (circulated)

8.5.3 14 August 2013 – report by the Chair of the Social Work Complaints Review Committee (circulated)

9. Motions

9.1 2015 Examination Diet – Motion by Allan Crosbie

"The Committee notes that, for the 2015 examination diet, the Scottish Qualifications Authority will set examination papers for both the 'old' Highers and the New Qualification Highers, and instructs officers to investigate and report, at the meeting in December 2013 of the Education, Children and Families Committee, on:

1. concerns, if any, that different Secondary School subject departments may have regarding the implementation of the new Higher courses which are due to start in June 2014;

2. a full range of possible solutions to meet those concerns;

3. recommendations to ensure S5 and S6 pupils in Edinburgh have the best range of options across all subjects in session 2014-15."

9.2 Sciennes Primary School Playground – Motion by Councillor Burgess

"Committee;

Welcomes the work by Sciennes Primary Playground Group, including parents and teachers, to improve the school playground;

Notes that the existing playground provides 2.9 square metres for each child, compared to education guidelines recommending 7 square metres;

Notes that the Sciennes Playground Group have explored a range of options and have concluded that extending the playground into the roadway in front of the school is likely to be the most achievable option;

Notes that CEC Transport have advised: that in principle they could consider this use of the roadway subject to approval of a design, that traffic surveys would have to be undertaken and a Stopping Up or Redetermination Order for the road would need to be secured;

Therefore calls for a report on increasing the size of the school playground, and in particular using the road space in front of the school, and what steps would be necessary to achieve this."

(Note: Councillor Burgess is invited for the above motion)

9.3 Childrens Eye Tests – Motion by Councillor Main

"This committee notes that:

The Scottish Government's Working Group on Childrens' Services stated 'Vision is required to access information, to interact socially and to move around. Impaired vision in childhood can limit development in each of these areas, and can lead to long term educational and social disadvantage unless appropriate provisions are made from an early age.'

Children's eyes should be tested at various points in their development, including before they start school.

Although the NHS recommends that adults and children should have their eyes tested every 2 years, parents and carers are often unaware that their children should have full eye tests.

Children very often learn to compensate for and disguise sight problems from their peers and adults, which can make detection of easily corrected problems difficult.. Problems with sight are often not picked up until and unless a child becomes disruptive in class, and other agencies are involved.

The NHS 27 month check of all children, which included an eye test, was abolished in 2005 and a new test 30 Month child test was reinstated earlier in 2013 but does not include a full eye test.

Notes that Early Years Department and the NHS work together to ensure that preschool children across are invited for a test prior to starting school.

And agrees that a report be brought to the committee, within 2 cycles;

outlining the current situation for Edinburgh's school children, including when children have had and will receive eye tests and whether there are any children who have not had full eye tests prior to starting school

making recommendations necessary to ensure that parents are aware what eye tests a child should have and that they are free at the point of delivery and to ensure that all Edinburgh's children receive preschool and bi-annual eye tests."

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

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

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

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 / 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.

Item 4.1 - Minutes

Education, Children and Families Committee

10.00 am, Tuesday, 21 May 2013

Present

Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Brock, Burgess (substituting for Councillor Main), Child, Nick Cook, Chapman (substituting for Councillor Corbett), Day, Dixon, Howat, Jackson, Keil, Key, Lewis, Lunn, and Milligan.

Also present for Education items

Marie Allan, Allan Crosbie, Craig Duncan and Lindsay Law.

1. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 5 March 2013 as a correct record.

2. Education, Children and Families Committee Key Decisions Forward Plan – October-December 2013

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

Decision

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

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

3. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 21 May 2013 was presented.

Decision

To note the Business Bulletin.

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

4. Inspection of Children's Services in Edinburgh

Details were provided of the outcome of a comprehensive inspection of services for children in Edinburgh. The inspection was led by the Care Inspectorate and included representatives from Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland, Healthcare Improvement Scotland and Audit Scotland.

Decision

1) To welcome the findings of the inspection of children's services in Edinburgh.

2) To note the commitment of the Children's Partnership to deliver continued improvements in services for children in need and to report progress to the Education, Children and Families Committee through the Policy Development and Review Sub-Committee on an annual basis.

3) To congratulate all staff involved in the inspection process.

4) To note that the Care Inspectorate had highlighted child protection services, the commitment of staff, engagement with children and families, partnership working and leadership as particular strengths.

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

5. Vision for Schools

The main findings from the consultation on the Vision for Schools, including areas of agreement and concern, were presented.

Decision

1) To approve the vision.

2) To ask officers to report back in October 2013 with an implementation plan and an analysis of current strengths and weaknesses.

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

6. Review of Community Access to Schools (CATS)

An update was provided on the work of the Project Team established to undertake a review of community access to schools.

Decision

1) To note the contents of the Director's report.

2) To note that a detailed proposal on charging would be included in the next report.

3) To approve the continued development of IT systems to support CATS.

4) To approve the continued work on proposals for new financial arrangements to support CATS.

5) To approve the continued work on proposals for new management arrangements for CATS.

6) To note the continued work with partners to test out new collaborative practices across the city.

7) To approve the work on creating a communication plan.

8) To request a further progress report in December 2013.

9) To refer the report to the Culture and Sport Committee for information.

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

7. Future of Castlebrae Community High School

At its meeting on 14 March 2013, the Council had agreed, amongst other things, to:

1) Instruct 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 High School building as an annexe of Portobello High School until a new secondary school in Craigmillar was delivered.

2) Instruct 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 annexe.

Further discussions with elected members, community representatives and the Head Teacher had led to a consensus that there were no educational advantages to be gained from the establishment of an annexe, and that the focus should be on developing and implementing an improvement programme for the current Castlebrae Community High School.

Proposals were detailed for short term improvements in the performance of the High School and a process for the identification of longer term improvements by a Working Group reporting to the Education, Children & Families Committee.

Councillor Bridgman was heard as a local member.

Decision

1) To reject the option of establishing Castlebrae Community High School as an annexe of Portobello High School.

2) To 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 could 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;
- the 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.

3) To note that the EIS would be invited to participate in the proposed Working Group.

(References – Act of Council No 3 of 14 March 2013; report by the Director of Children and Families, submitted.)

8. Implementation of Revised Secondary School Management Structures

As previously requested by the Committee, an update was provided on the implementation of the revised secondary school management structures together with progress made in addressing the issues raised in the survey of teachers and a financial breakdown of the savings delivered.

Decision

1) To note the Director's report.

2) That 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) That 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 to the Committee before the end of December 2014.

(References – minute of the Education, Children and Families Committee of 11 December 2012 (item 6); report by the Director of Children and Families, submitted.)

9. Early Years Strategy Progress Report

The Early Years Strategy was launched in January 2010 and set out a vision and long term commitment to improve the life chances for children.

Details were provided of the key achievements in 2012/13 and the future challenges and priorities for the development of the service. Approval was also sought for the establishment of a new nursery in the grounds of Fox Covert Primary School.

Decision

1) To note the content of the Director's report and the priorities for the next stage of development within early years.

2) To approve the proposed establishment of a new nursery in the grounds of Fox Covert Primary School and to note that, on completion of the proposed feasibility study to inform the proposal, approval would be sought from Committee to the necessary statutory consultation process being undertaken.

3) To request a further report in six months time on progress with the priorities identified for the future development of the service.

4) To refer the report to the Early Years Working Group.

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

10. Early Years Change Fund – Progress Report

As previously requested by the Committee, an update was provided on progress with the Early Years Change Fund.

Decision

1) To note progress to date on each workstream detailed in the Director's report.

2) To request a further report on progress on Change Fund Objectives in May 2014.

(References – minute of the Education, Children and Families Committee of 21 June 2012 (item 6); report by the Director of Children and Families, submitted.)

11. Co-operative Childcare and Education

The Capital Coalition had pledged to establish city-wide childcare co-operatives for affordable childcare for working parents.

An update was provided on progress in developing co-operative childcare and co-operative education and learning in Edinburgh.

Decision

1) To note the progress to date.

2) To request a further progress report in October 2013.

3) To note the conference to be organised by the Lothian Association of Youth Clubs (LAYC), the workshop to be organised by Public Service Mutuals, and the half-day Co-operative Learning and Education Event.

(References – minute of the Education, Children and Families Committee of 9 October 2012 (item 12); report by the Director of Children and Families, submitted.)

12. Parental Engagement

An update was provided on progress being made towards the completion of the Parental Engagement Strategy and Action/Implementation Plan.

Decision

1) To note the content of the Director's report.

2) To request a final report in October 2013 including:

- Parental Engagement strategy document;
- Action/implementation plan.

3) To particularly note the increased parental participation as outlined in paragraph 2.8 to the Director's report.

4) To congratulate officers for their work so far in developing these new structures, and to also thank parents for their continued support and participation.

(References – minute of the Education, Children and Families Committee of 9 october 2012 (item 3); report by the Director of Children and Families, submitted.)

13. Kirkliston Primary School – Proposed Extension

The Committee had previously approved proposals to extend Kirkliston Primary School which would be funded by way of Section 75 developer contributions arising from a proposed housing development on the north side of the village.

Approval was now sought for the proposed extension to be progressed and for separate works to increase the capacity of Kirkliston Nursery from 50/50 to 70/70.

Decision

1) To approve the proposed extension to Kirkliston Primary School as detailed in the Director's 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.

2) To approve the proposed works to extend the capacity of Kirkliston Nursery as detailed in the Director's report with the estimated cost of £190,000 being funded from the Rising School Rolls capital budget.

(References – minute of the Education, Children & Families Committee of 8 September 2009 (item 14); report by the Director of Children and Families, submitted.)

14. Report on Commercial Access to Parents and Children in Schools

In response to a motion by Councillor Main, details were provided of how the Children and Families Department currently deals with requests made to centrally based officers from commercial companies and organisations and how they propose to support individual Head Teachers who receive similar requests.

Motion

To note the contents of the Director's report and approve the measures taken to control and restrict commercial access to parents and children in schools.

- moved by Councillor Godzik, seconded by Councillor Fullerton

Amendment

1) To note the contents of the Director's report and approve the measures taken to control and restrict commercial access to parents and children in schools.

2) That the Education, Children and Families Committee be provided with an annual update of companies that have been permitted commercial access to parents and children in schools.

- moved by Councillor Aldridge, seconded by Councillor Burgess

Voting

For the motion – 12 votes

For the amendment – 7 votes

Decision

To approve the motion by Councillor Godzik.

(References – minute of the Education, Children and Families Committee of 5 March 2013 (item 20); report by the Director of Children and Families, submitted.)

15. Children and Families Service Plan 2013-16

The Children and Families Service Plan 2013-16 was presented.

Decision

To note the Children and Families Service Plan 2013-16.

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

16. School Session Dates for 2014/15

Approval was sought for the school session dates for 2014/15.

Decision

1) To approve the Session Dates for 2014/15 as detailed in the Director's report.

2) To note that a further review of polling places was currently underway, and to ask the Director of Children and Families to collate and report any views received from the Consultative Committee with Parents (CCwP) directly into the consultation.

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

17. Achieving Excellence Performance Report to January 2013 - Referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had considered a report on performance against specified targets and outcomes across the Council's performance framework for the period to January 2013. The report was referred to the Education, Children and Families Committee for further scrutiny and, in particular, to scrutinise the Council's approach to school exclusions, including the legal position.

Decision

1) To note the report.

2) To refer the report to the Strengthening Support for Pupils with Behavioural Difficulties Working Group to look further at the Council's approach to school exclusions, including the legal position.

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

18. Capital Investment Programme 2013/14 – Children and Families Asset Management Works Budget Update - Referral from Finance and Budget Committee

The Finance and Budget Committee had considered a report on the Capital Investment Programme 2013/14 – Children and Families Asset Management Works. The report was referred to the Education, Children and Families Committee for noting.

Decision

To note the report.

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

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

An update was provided on the engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh.

Decision

1) To note the contents of the Director's report and the progress made in terms of engagement.

2) To agree to receive a further report on progress in engagement in May 2014.

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

20. Community Learning and Development Service – Development of Family Learning

The Sub-Committee on Standards for Children and Families (South) had asked that a report be submitted to the Education, Children and Families Committee on the possibilities for the development of the Family Learning, including details of the schools currently benefiting from the service.

An overview was provided of Family Learning provision in Edinburgh delivered by the Children and Families Department's Community Learning and Development (CLD) Service.

Decision

1) To note the contents of the Director's report and the consistently increasing trends in participation in, and demand for, Family Learning provision across the city by parents and carers.

2) To note the impact of Family Learning on children, young people and parents/carers.

3) To support the further development of family Learning provision in Edinburgh through the reallocation of the CLD budget, currently allocated to the Edinburgh College, from September 2013.

(Reference – minute of the Sub-Committee on Standards for Children and Families (South) of 1 October 2012 (item 3); report by the Director of Children and Families, submitted.)

21. Appointments to Sub-Committees, Etc

The Committee was invited to appoint the membership of its Sub-Committees and working Groups for 2013/14

Decision

1) To appoint the members of the Sub-Committees and Working Groups as detailed in the Appendix to this minute.

2) To note that the Committee Terms of Reference and Delegated Functions specifies that the membership of the Committee's Policy Development and Review Sub-Committee would be the same as the parent Committee, and that the Vice-Convener of the parent Committee would be the Convener of the Sub-Committee.

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

23. Carers' Champion – Progress Report – Referral from the Health, Wellbeing and Housing Committee

The Health, Wellbeing and Housing Committee had considered a report outlining the progress made by the new Carers' Champion, Councillor Work, since coming into the role in November 2012. The report was referred to the Education, Children and Families Committee for information.

Decision

To note the report.

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

Appendix

Sub-Committees on Standards for Children and Families

East – 5 Members – 2 Labour, 2 SNP and 1 Religious Representative	
Councillor Child (Convener) Councillor Bridgman Councillor Griffiths Councillor Tymkewycz	Rev Thomas Coupar (Religious Representative)
North - 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)
South – 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)
South West – 5 Members – 1 Labour, 1 SNP, 1 Conservative, 1 Green and 1 Religious Representative	
Councillor Aitken (Convener) Councillor Corbett Councillor Key Councillor Milligan	Craig Duncan (Religious Representative)
West – 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

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	
Councillor Godzik (Convener**)** Councillor Aldridge Councillor Corbett Councillor Dixon Councillor Fullerton	Councillor Redpath Councillor Rust John Swinburne (Teacher representative)
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	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Godzik	Councillor Howat Councillor Key Councillor Main Councillor Rust Councillor Shields Rev Thomas Coupar (Religious Rep) Allan Crosbie (Teacher Representative)
Edinburgh Youth Issues Forum – 7 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group.	
Councillor Day (Convener) Councillor Aldridge Councillor Nick Cook Councillor Godzik Councillor Fullerton	Councillor Main Councillor McVey

Working Groups – Policy Development and Review Sub-Committee

Improving Community Access to Schools – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Lewis (Convener) Councillor Aldridge Councillor Austin Hart Councillor Brock Councillor Corbett	Councillor Jackson Councillor Lunn John Swinburne (Teacher representative)
Strengthening Support for Pupils with Behavioural Difficulties - 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Nick Cook Councillor Aldridge Councillor Corbett Councillor Day Councillor Fullerton	Councillor Key Councillor Redpath Lindsay Law (Parent representative)
Estate Strategy and Rising Rolls – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Godzik (Convener) Councillor Aldridge Councillor Child Councillor Fullerton Councillor Howat	Councillor Main Councillor Rust Craig Duncan (Religious Representative)
Early Years – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Aitken Councillor Aldridge Councillor Dixon Councillor Godzik Councillor Keil	Councillor Key Councillor Main Councillor Milligan Allan Crosbie (Teacher representative)

Item 5.1

Key decisions forward plan

Education, Children and Families

[December 2013 – March 2014]

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 karen.prophet@edinburgh.gov.uk	P5 CO2
2	Additional Support Needs Planning and Performance Update	10/12/13	All	Director: Gillian Tee Lead officer: Martin Vallely 0131 469 3019 Martin.Vallely@edinburgh.gov.uk	P1 CO3
3	Policy Development and Review Subcommittee	10/12/13	All	Director: Gillian Tee Lead officer: John Heywood 0131 529 3294 John.Heywood.2@edinburgh.gov.uk	P1 – P7 CO1 – CO6
4	Review of Community Access to Schools	10/12/13	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P4 CO1 – CO6, CO10
5	Early Years Strategy Progress Report	10/12/13	All	Director: Gillian Tee Lead officer: Aileen McLean	P1, P6 CO1

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Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
				0131 469 3300 aileen.mclean@edinburgh.gov.uk	
6	Castlebrae Community High School	10/12/13	Wards 15,16,17	Director: Gillian Tee Lead officer:	P4, P5, P7 CO1 – CO6
7	Youth Participation	10/12/13	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5 CO2, CO5, CO6
8	Family and Community Support Services	10/12/13	All	Director: Gillian Tee Lead officer: Donny Scott 0131 469 3017 donny.scott@edinburgh.gov.uk	P1 CO1, CO3, CO5
9	Children and Families Estate - Assessment of Condition	10/12/13	All	Director: Gillian Tee/Mark Turley Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P3 CO19
10	Primary School Roll Projections	10/12/13	All	Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P2, P4 CO1,CO2
11	Schools Admissions	10/12/13	All	Director: Gillian Tee Lead officer : Mike Rosendale 0131 529 2218 mike.rosendale@edinburgh.gov.uk	P2, P4 CO1, CO2

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
12	Development of Riddle's Court	10/12/13	Ward 11, City Centre	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5, P40 CO19
13	School Meals Service	10/12/13	All	Director: Gillian Tee Lead officer: Helen McGhee 0131 469 3052 Helen.mcghee@edinburgh.gov.uk	P3 CO4
14	Affordable Childcare	10/12/13	All	Directors: Gillian Tee and Greg Ward (Acting) Lead officers: Aileen McLean 0131 469 3300 aileen.mclean@edinburgh.gov.uk Ken Shaw 0131 529 3476 Ken.shaw@edinburgh.gov.uk	P6 CO1, CO6
15	Playschemes for Children and Young People with a Disability	10/12/13	All	Director: Gillian Tee Lead officer: Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1 CO3
1	Strategic Management of School Places	04/03/14	All	Director: Gillian Tee Lead officer:	P2, P3, P4 CO1 – CO3

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
2	Literacy	04/03/14	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2, CO3
3	Improving Positive Destinations	04/03/14	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5, P7 CO2, CO3, CO9
4	Sports and Outdoor Education	04/03/14	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5 CO1 – CO4, CO10, CO20
5	Paolozzi Prize for Art	04/03/14	All	Director: Gillian Tee Lead officer: Linda Lees 0131 469 3956 linda.lees@edinburgh.gov.uk	P5 CO2
6	Performance Report Special Schools	04/03/14	All	Director: Gillian Tee Lead officer: Rosie Wilson 0131 469 3960 Rosie.wilson@edinburgh.gov.uk	P1, P5 CO1, CO2, CO3
7	Religious Observance in Non-Denominational Schools	04/03/14	All	Director: Gillian Tee Lead officer: Mike Rosendale 0131 529 2218 mike.rosendale@edinburgh.gov.uk	P5 CO2

6.1 Business bulletin

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

European Room, City Chambers, High Street, Edinburgh

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THE CITY OF EDINBURGH COUNCIL

Education, Children and Families Committee

Convener:	Members:	Contact:
Convener Councillor Paul Godzik Vice-Convener Councillor Cathy Fullerton 	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)	Morris.Smith Senior Committee Officer Tel: 529 4227 John Heywood Departmental Assistant to the Convener Tel: 529 3294

Recent news	Background
Customer Service Excellence Each of the Children and Families services which are accredited with Customer Service Excellence have successfully completed their annual reassessment. Each service has made significant improvements since they were initially awarded CSE last year. The services which underwent their first annual reassessment are: the Education Welfare Service; Family and Community Support, and Planning and Performance. Queensferry High School completed its second annual reassessment. Customer Service Excellence is the national standard for delivering excellent customer-focussed services with an emphasis on areas which research has identified as priorities for the public – delivery, timeliness, information, professionalism and staff attitude. The services have consulted widely with service users and partners, improved the information they provide, developed their partnership working and made progress in terms of how they monitor their own performance. Work is underway on the next phase of Customer Service Excellence in Children and Families with the St. Thomas of Aquin's cluster and Family Based Care – Permanence working toward CSE accreditation. A further school cluster is currently being identified.	More information is available in the Bright Futures blog post on Customer Service Excellence and from David Maguire on 529 2132 or david.maguire@edinburgh.gov.uk
Workforce Learning and Development The Workforce Learning and Development Team supports the learning and development of staff throughout Children and Families. The 2013 Workforce Learning and Development Annual Report gives us the opportunity to share information about how we've been supporting learning and development. The Annual Report is organised under the five headings of the People Plan:	More information is available in the Workforce Learning and Development Annual Report 2013 and from Gillian Hunt on 469 3072 or gillian.hunt@edinburgh.gov.uk

- Communication and Engagement
- Learning and Development
- Performance, Reward and Recognition
- Workforce Planning
- Leadership and Management

The comprehensive 53-page Annual Report notes the following interesting points:

- 18,491 attendances at courses
- Workforce Learning and Development pages on the Orb received 14,635 views
- There are insights into innovations such as Learning Rounds in schools, the Social Work Practice Panel (highly commended in the Children and Families Achievement Awards 2013) and the Convener's Annual Lecture with Sir Harry Burns.

Foster Care Recruitment Campaign

We're delighted to announce that our foster care recruitment campaign won a major UK award.

Foster Me Foster Us came out on top in the finals of the Association of Public Service Excellence Awards 2013.

The project, which won the 'Best Efficiency Initiative', has increased the number of approved foster carers in the city through an engaging recruitment campaign using a recognisable brand. In 2012/13 there was a 55% increase in new carers registering which saved the Council £800,000.

The APSE Awards recognize excellence in public sector service delivery in local authorities across the United Kingdom.

More information is available from Scott Dunbar on 469 3123 or Scott.dunbar@edinburgh.gov.uk

Getting it right for every child

The recent pilot Joint Inspection Of Children's Services in Edinburgh was very positive about Edinburgh's implementation of Getting it Right for Every Child. Inspectors noted that:

The Getting it Right approach is helping staff across a wide range of services to focus their

Care Inspectorate report on Services for children and young people in the City of Edinburgh

More information is available from Lynne Porteous on 529 2423 or Lynne.porteous@edinburgh.gov.uk

efforts on ensuring that children get the best start in life and improving their well-being. The majority of staff respondents in a survey of Named Persons agreed or strongly agreed that implementing the Getting it Right approach has improved the experiences of parents and families when they need extra help.

Extensive and effective multi-agency training is improving confidence and assisting staff to provide help and support quickly for children and to prevent difficulties escalating. Staff successfully identify warning signs that something may be getting in the way of a child's well-being and in most instances provide timely advice and guidance.

Managers are making sure that integrated working practices are supported by appropriate joint policy and protocols. A useful range of policies, procedures and guidance are under development to support the implementation of the Getting it Right approach across all relevant service areas. They are helpfully linked to the vision, values, aims and expected service standards. The clear and shared vision for children, young people and families is generating strong commitment to partnership working, improving lives and tackling inequalities. Strong leadership and direction for the Getting it Right approach is underpinning successful collaborative and integrated working.

Castleview Primary School in Craigmillar has received an outstanding report following its recent inspection. The school was judged to be 'excellent' for meeting learners needs and for the curriculum it offers. All the other aspects inspected were awarded 'very good'. The inspection praised the following key strengths:

- Outstanding leadership for learning and staff teamwork
- Children's motivation and engagement in learning
- Care and support for children

- Partnerships with other agencies to meet children's needs
- The quality of the curriculum and the opportunities that it gives children to achieve.

The full inspection report is available at:

http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CastleviewEdinburghCity.asp

Forthcoming activities:

10th October – official opening of the Seaview Respite Centre.

22nd October – Pentland View Close Support Unit visit.

7th November - Planning and Performance, Equalities, Staff Development and Emergency Planning briefing.

The purpose of this briefing is to outline some aspects of activity within Planning and Performance which contributes to:

i. Getting it Right for Every Child – and how we are improving processes to meet the needs of children and young people early enough and for long enough to improve their life chances.

ii. Strategic Planning – and how we ensure all stakeholders are engaged in our strategic planning and how we measure impact.

iii. Staff Development – and how we support staff in a wide range of settings to deliver services of the highest quality.

iv. Emergency Planning: How we cope with "snowdays."

The session will consist of four short presentations with ample opportunity for questions, discussion and ideas sharing with Lead Officers within Planning and Performance. It will be led by Andy Gray, Head of Planning and Performance.

14th November – Edinburgh Families Project visit.

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Vision for Schools

Item number	7.1
Report number	
Wards	All

Links

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

Gillian Tee

Director of Children and Families

Contact: John Heywood, Departmental Assistant to the Convener

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

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Executive summary

Vision for Schools

Summary

This report summarises the findings from the consultation about the Vision for Schools carried out between January and June 2013. It provides background to the vision, outlines the main findings, and, in Appendix 2, provides an action plan for taking the vision forward which also highlights the areas which are new or require further development and do not feature in current plans. Appendix 3 provides a short summary of parent and pupil views on the strengths and areas for improvement in schools.

Recommendations

Committee is asked to:

1. Note the contents of this report

2. Approve the Action Plan (Appendix 2)

3. Request a further report in March 2014

Measures of success

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

Financial impact

There is no financial impact of this development.

Equalities impact

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

There are no adverse impacts arising from this report.

Consultation and engagement

Extensive consultation and engagement has taken place throughout the process of gathering the data for this report. This has included schools, pupils, parents, Council officers and Elected Members.

Background reading / external references

Report

Vision for Schools

1. Background

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. A report presenting the findings of this consultation was considered at Committee in May 2013. A subsequent meeting of the Education, Children and Families Policy Development and Review Sub Committee in June 2013 investigated the current strengths and areas for development in education in Edinburgh.

2. Main report

2 The initial consultation on the draft Vision for Schools focussed on strengths, gaps, priorities and how to turn the vision into reality. Responses were received from parent councils and neighbourhood parent groups, school staff groups, pupil councils, partner agencies such as the NHS and voluntary sector organisations and more than 40 individuals. In addition, the established programme of parent/carer, secondary and primary pupil surveys with around 19,000 responses in total has provided a wealth of feedback on stakeholders' experience of school (see Appendix 3). The engagement process on our strengths and areas for improvement will continue through a variety of mechanisms and will be embedded into our ongoing engagement process. This will include parents through Neighbourhood Forums, the Consultative Committee with Parents and youth participation groups.

2.1 Following the wide-ranging consultation with partner organisations and community groups to elicit their views on the draft Vision, the Education, Children and Families Policy Development and Review Sub Committee met in June 2013 to enhance its understanding of the current strengths in education in Edinburgh, and share and explore further areas for development.

2.2 Working groups were asked to consider three questions:

- What are the current strengths of education in Edinburgh?
- What are the areas for development?

- How do we widen the consultation?

Appendix 1 includes a summary of the responses.

2.3 The responses to each of these questions were incorporated into the findings from the Vision for Schools consultation. What emerged reinforced a range of priorities for schools, many of which already feature in the Children and Families Service Plan, and which are being taken forward. It also highlighted a number of new areas of work requiring attention and which can add value to the work detailed in the Service Plan and School Improvement Plans. All of the points are detailed in paragraph 2.4 and organised under section headings.

2.4 **Vision for Schools: collated main points from consultation**

Best Start in Life

- Importance of Early Years and Early Intervention
- Improved focus on Early Years and parental engagement
- Early Intervention and support should continue throughout the entire school programme
- Meet the increased entitlement to 600 hours
- Further develop transition from nursery to primary
- Further develop affordable childcare

Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens

- Need to consolidate Curriculum for Excellence
- Recognise and profile wider achievement as part of a broad and general education
- Greater focus on the quality of teaching and learning
- Ensure that the needs of all pupils are met
- Develop a city-wide culture of learning
- Increase and develop contact time in classroom with non-teaching professionals

School Leavers

- Continue to develop the Edinburgh Guarantee and Activity Agreements

Healthy Children and Young People

- Further develop and strengthen sport, physical activity and outdoor learning provision
- Further develop support with Mental Health and Wellbeing

- Raise awareness of and educate about healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals

Schools at the Heart of their Communities

- Importance of community engagement
- Partnership and multi-agency working as a genuinely collective approach where all agencies work together in the interests of getting it right for every child
- Build stronger links with FE/HE, and employers, business and industry
- Develop more effective joined-up services (e.g. Total Neighbourhood)
- Reduce barriers to reaching the most vulnerable and hard-to-reach sectors of society
- Counter the view that only some schools provide a good education
- Understand and address the reasons why so many parents make out of catchment requests
- Encourage local children to attend local schools
- Highlight the role and impact of social mix on educational attainment
- Develop state schools as a more attractive option than the private sector

Improved Life Chances for Children in Need

- Focus on lowest achieving 20% but not at expense of other pupils
- Improve support for pupils with Additional Support Needs
- Greater emphasis on the needs/experiences of disabled pupils, with more joined-up services.
- Link between poverty and attainment has not improved
- Provide Early Intervention and support throughout entire school career

Schools in Challenging Circumstances

- Greater equality and closure of the gap between schools in poorer areas and those in other parts of the city
- Develop innovative and creative multi-agency approaches for improving outcomes
- Enable and encourage the best teachers to be deployed where they are most needed

Leadership

- Develop a greater understanding of the work/roles of head teachers, and investigate opportunities for exploring good practice

- Recognise that the leadership of head teachers is key to a school's effectiveness.
- Incentivize head teachers and teachers to work in schools in challenging circumstances
- Give greater responsibility to head teachers and strengthen accountability
- Provide a more unified school management style, and develop leadership at all levels

Professional Development

- Opportunities to 'rotate' head teachers and other staff should be available on a voluntary basis. Create more mentoring and shadowing opportunities
- Investigate the use of other professionals alongside teachers, e.g. community learning and development, active schools coordinators
- Improve initial training for teachers and ensure that failing students don't progress to probation
- Address the issue of 'failing' teachers
- Redress the balance between paperwork and face-to-face teaching
- Improve the morale of classroom teachers
- Achieve the correct skills mix in schools to meet the needs of all children/young people
- Develop closer working between primary/secondary sectors and secondary/FE/HE sectors

Parental and Pupil Engagement

- Parental and Pupil Engagement is seen as very important. In particular, it is important to work with the hard-to-reach and unengaged

Resources

- Improve the school estate
- Improve ICT systems and equipment

2.5 The Action Plan for the vision has been drawn up in accordance with the points identified in paragraph 2.4. It contains the points which are consistent with existing priorities and where details of these can be found (Capital Coalition Pledges 1-7, the Children and Families Service Plan and the Key Strategic Priorities for Schools Plan). Those points and themes emerging from the consultation which do not feature in current plans are listed at the end of each section and identified as 'Further development required'. Work is underway to further develop these with a view to incorporating them into the 2014-17 Children and Families Service Plan. A draft action plan arising from this development work will be presented to the Education, Children and Families Policy

Development and Review Sub-Committee in November 2013. A Working Group will direct and oversee its progress.

2.6 In addition, Children and Families will continue a programme of consultation and engagement with staff, parents, carers, children (including Looked After and Accommodated Children) and other important stakeholders, including, for example, employers, to enhance understanding of what they perceive to be the current strengths and areas for development of education in Edinburgh. This will continue until December 2013 and a further report on this will be brought to the Education, Children and Families Committee in March 2014.

3. Recommendations

Committee is asked to:

3.1 Note the contents of this report

3.2 Approve the Action Plan (Appendix 2)

3.3 Request a further report in March 2014

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care P2 Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations P3 Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools P4 Draw up a long-term strategic plan to tackle both over-crowding and under use in schools 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 P7 Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners,

	confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, 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
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Summary responses from Working Groups 2. Draft Action Plan 3. Feedback from surveys

Appendix 1

Feedback from the Education, Children and Families Policy Development and Review Sub Committee, June 2013

1. What are the current strengths of education in Edinburgh?

Leadership in schools.

The quality of staff in schools.

Richness of the curriculum.

Rights respecting schools programme which involves the wider community.

The Active Schools programme.

Parental interest in what is happening in schools is strong in many schools.

The availability of breakfast clubs and after school clubs in many schools.

The sharing of good practice amongst schools.

The transition (from nursery to primary, and primary school to secondary school).

The use of shared campuses (e.g. St Augustine's RC High/Forrester).

The increased use of early intervention.

The level of academic achievement (excellent when taking into account the percentage of those attending independent schools).

The quality of relationships with children and with families.

Working with all children to achieve their full potential.

The staff and the support in place for staff development.

The introduction of sports hubs.

The imaginative development of the curriculum away from traditional areas (e.g. vocational areas, eco-schools, global justice, fair trade).

Edinburgh's commitment to free music tuition.

Edinburgh's commitment to modern foreign language assistants.

Support for sports and the outdoors (e.g. – the Duke of Edinburgh's Award).

2. What are the areas for development?

More investment required in the school estate. Maintenance programmes should be proactive rather than reactive.

Improve ICT support.

Community access to schools should be increased.

Parental engagement levels in some schools.

The profile of parent forums should be raised.

Improving the outcomes for Looked After and Accommodated Children.

Meeting the increased entitlement to 600 hours of early years.

Reducing the number of deferred entries to primary schools.

Increasing early intervention – use partner agencies more.

Improved engagement with the library service.

Creating more effective joined–up services (e.g. total neighbourhood).

Reducing the barriers to reaching the most vulnerable and harder to reach sectors of society (e.g. language barriers).

Greater emphasis on the needs/experience of disabled pupils.

Healthy lifestyles including confidence in school meals/eating as a social activity.

Creating better links between local authority schools and the independent sector.

Could be better at promoting positive achievements of Edinburgh schools

Identify areas of excellence and keep developing them, such as literacy, Edinburgh Guarantee, growing confidence and new technologies.

Address staff morale issues – in terms of revised faculty structures and career progression.

Childcare affordability needed to be looked at – overall childcare costs were significantly higher than other authorities.

Continued focus on lowest achieving twenty percent of children and those from lowest Scottish Index of Multiple Deprivation.

A continued focus on delivering comprehensive education.

3. How do we widen the consultation?

Greater use of the Consultative Committee with Parents (CCwP).

Increased engagement with parents and parent forums.

Engage with parents who used the independent/private sector.

Engaging with pupils.

Engaging with external employers.

Consult neighbourhood partnerships.

Greater engagement with Black and Minority Ethnic groups/same cultural expectations.

Greater engagement with parents re health/diet/school meals.

Engagement with young people who had left school.

Young Carers

Appendix 2

Vision for Schools (Draft) Action Plan

Best Start	**Aileen Mclean**
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).	
Pledge 06: Establish city-wide co-operatives for affordable childcare for working parents	
Strategic Outcome 1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed	
Importance of Early Years and Early Intervention	Early Years Collaborative and Early Years Change Fund Progress report to Education, Children and Families Committee, 21 May 2013
Ensure early Intervention and support continues throughout the entire school programme	Early Years Collaborative and Early Years Change Fund Progress report to Education, Children and Families Committee, 21 May 2013
Meet the increased entitlement to 600 hours	Early Years Strategy Progress report to Education, Children and Families Committee, 21 May 2013
Further develop transition from nursery to primary	**Further development required**
Further develop affordable childcare	Affordable Childcare progress report to Education, Children and Families Committee, December 2013
Improve the focus on Early Years and parental engagement	**Further development required on parental engagement in Early Years specifically** Early Years Strategy Progress report to Education, Children and Families Committee, 21 May 2013 Parental Engagement Strategy Progress report to Education, Children and Families Committee, 21 May 2013

Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens	**Karen Prophet**
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.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Consolidate Curriculum for Excellence	Children and Families Service Plan, Strategic Outcome 2.1 'Children and young people have high quality learning experiences and their learning needs are met'
Recognise and profile wider achievement as part of a broad and general education	Children and Families Service Plan, Strategic Outcome 2.3 'Young people are confident individuals, effective contributors and responsible citizens
Place a greater focus on the quality of teaching and learning	Children and Families Service Plan, Strategic Outcome 2.1 'Children and young people have high quality learning experiences and their learning needs are met'
Strengthen support for children with additional support needs	**Further development required**
Develop a city-wide culture of learning	**Further development required**
Increase and develop contact time in classroom with non-teaching professionals	**Further development required**

School Leavers	Karen Prophet
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 destinations.	
Pledge 07: Further develop the Edinburgh Guarantee to improve work prospects for school leavers	
Strategic Outcome 6: Our children's and young people's outcomes are not undermined by poverty and inequality	
Continue to develop the Edinburgh Guarantee and Activity Agreements	The Edinburgh Guarantee The Edinburgh Guarantee Web Pages

Healthy Children and Young People	David Bruce
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.	
Strategic Outcome 4: Our children and young people are physically and emotionally healthy	
Further develop and strengthen sport, physical activity and outdoor learning provision	Sports and Outdoor Education Unit Report to Education, Children and Families Committee, 05 March 2013
Further develop support with Mental Health and Wellbeing	Children and Young People's Health and Wellbeing Report to Education, Children and Families Committee, 05 March 2013
Raise awareness of and educate about healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals	School Meals Report to Education, Children and Families Committee, December 2013

Schools at the Heart of their Communities	**David Bruce / Karen Prophet**
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.	
Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools	
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 7: Providing quality services and making best use of our resources**	
Improve the collective approach to partnership and multi-agency working so that all agencies work together in the interests of getting it right for every child	Children's Partnership Children's Partnership Web Pages
Build stronger links with FE/HE, and employers, business and industry	The Edinburgh Guarantee The Edinburgh Guarantee Web Pages
Develop more effective joined-up services (e.g.Total Neighbourhood)	Children's Partnership Children's Partnership Web Pages
Reduce barriers to reaching the most vulnerable and hard-to-reach sectors of society	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Improve the quality of education from "good" to "excellent"	Children and Families Service Plan, Strategic Outcome 2 'Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities'
Continue to improve community engagement	**Further development required**
Understand and address the reasons why so many parents make out of catchment requests. Encourage local children to attend local schools.	**Further development required**
Highlight the role and impact of social mix on educational attainment	**Further development required**

Improved Life Chances for Children in Need	**Alistair Gaw**
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.	
Pledge 01: Increase support for vulnerable children, including help for families so that fewer go into care	
Strategic Outcome 3: Our children and young people in need, or with a disability, have improved life chances	
Improve outcomes for the lowest achieving 20% of children	Children and Families Service Plan, Strategic Outcome 2 'Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities'
Improve support for pupils with Additional Support Needs	Children and Families Service Plan, Strategic Outcome 3 'Our children and young people in need, or with a disability, have improved life chances'
Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services	Children and Families Service Plan, Strategic Outcome 3 'Our children and young people in need, or with a disability, have improved life chances'
Improve the link between poverty and attainment	**Further development required**
Provide Early intervention and support throughout entire school career	**Further development required**

Schools in Challenging Circumstances	**Karen Prophet**
We will maximise our support for schools in challenging circumstances enabling them to develop innovative and creative multi-agency approaches towards improving outcomes.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
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 6: Our children's and young people's outcomes are not undermined by poverty and inequality**	
Improve equality and work to close the gap between children and schools in poorer areas and those in other parts of the city	Children and Families Service Plan, Strategic Outcome 6 'Our children's and young people's outcomes are not undermined by poverty and inequality'

Develop innovative and creative multi-agency approaches for improving outcomes	Children's Partnership Children's Partnership Web Pages
Enable and encourage the best teachers to be deployed where they are most needed	**Further development required**

Supporting and Ensuring Excellence	**Karen Prophet**
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.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Incentivize headteachers and teachers to work in schools in challenging circumstances	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Provide a more unified school management style, and develop leadership at all levels	Report on the implementation of revised secondary management structures Report to Education, Children and Families Committee, 21 May 2013
Strengthen support for school leadership at all levels	**Further development required**
Give greater responsibility to head teachers and strengthen accountability	**Further development required**

Professional Development	**Gillian Hunt**
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.	
Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum	
Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Improve initial training for teachers and ensure that students who don't meet standards don't progress to probation	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Ensure that all teachers are appropriately skilled	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Ensure that staff feel valued and motivated	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Achieve the correct skills mix in schools to meet the needs of all children/young people	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Develop closer links between primary/secondary sectors and secondary/FE/HE sectors	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Create opportunities to move head teachers and other staff between schools, on a voluntary basis, and create more mentoring and shadowing opportunities	**Further development required**
Reduce unnecessary paperwork and increase time for direct work with pupils	**Further development required**

Parental and Pupil Engagement	**David Maguire**
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.	
Strategic Outcome 7: Providing quality services and making best use of our resources	
Improve Parental and Pupil Engagement particularly with those who are hard to reach and unengaged	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'

Resources	**Billy MacIntyre**
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.	
Pledge 03: Rebuild Portobello High School and continue to progress on all other planned school developments, while providing adequate investment in the fabric of all schools **Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools**	
Strategic Outcome 7: Providing quality services and making best use of our resources	
Improve the school estate	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'
Improve ICT systems and equipment	Children and Families Service Plan, Strategic Outcome 7 'Providing quality services and making best use of our resources'

Measuring Progress

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO1-02	Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	91%	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.
SO1-03	Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	88%	90%	89%	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.
SO1-06	Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	475	475	475				
SO2-10	Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	63	71	N/A	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.
SO2-11	Average tariff score of highest performing 80% of S4 pupils in mainstream schools	219	219	N/A	219				Latest performance data relates to 2011/12 pre-appeal. 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 212.

SO2-12	Percentage of half days attended by pupils in primary schools	94.5%	95.2%	N/A	94.9%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. 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.
SO2-13	Percentage of half days attended by pupils in secondary schools	91%	92.8%	N/A	91.2%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. 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.
SO2-24	Number of young people participating in Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional)	1,826	2,202	2,986	2,300				There are 2,986 active participants – 1,293 male and 1,693 female.
SO2-25	Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	385	617	619	590				Implementation of e-DofE has improved reporting mechanisms significantly. There were 287 Bronze, 109 Silver and 36 Gold. There were also 187 sectional awards.
SO4-03	Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	62%	69%	84%	92%				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%. A challenge remains to improve to the 100% target.
SO4-04	Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	61%	48%	65%	90%				There has been significant improvement in the percentage of secondary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 48%. 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.
SO6-01	Percentage of school leavers who go on to positive destinations	87.4%	88.3%	N/A	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%.
SO6-02	Percentage of school leavers who are in a follow-up positive destination	86.5%	89.8%	N/A	89.5%				The figure of 89.8% relates to leavers from session 2011/12 and shows an improvement on the same information for the previous two years when it was 83.1% and 86.5% respectively. The national average for 2011/12 was is 89.5%.
SO7-11	Percentage of parents/carers satisfied with their school	94%	N/A	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.
SO7-12	Percentage of primary school condition assessed at Level A or B	N/A	98%	91%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 82%.
SO7-13	Percentage of secondary school condition assessed at Level A or B	N/A	87%	91%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 83%.

SO7-14	Percentage of special school condition assessed at Level A or B	N/A	100%	93%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 72%.

Appendix 3

Feedback from surveys
The following feedback is taken from this year's school surveys. 3,983 parents/carers; 2,854 secondary school pupils; and 12,157 primary school pupils took part.

Parents/carers
Strengths
Parents/carers are very satisfied with schools, with over 90% agreeing that their child enjoys learning at school, their child feels safe at school and that the school helps their child to be more confident. Responses are positive across the sectors.

Areas for improvement
One of the main areas where there is less satisfaction is parental engagement and communication. About 20% disagreed that the school asks for their views and takes them into account. 18% said they didn't know if their views were taken into account. 24% of parents/carers did not think that the school has the resources it requires to deliver a high quality education to its pupils. 20% did not feel that their child benefits from school clubs and activities provided outside the classroom.

Secondary school pupils
Strengths
The majority of pupils responded positively to 20 of 22 survey statements.
Pupils agreed 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%)
- I am getting along well with my school work (87%)
- I get help when I need it (84%)

Areas for improvement
Over one third of pupils disagreed that staff talk to them regularly about how to improve their learning, or that they take part in out-of-class activities or school clubs. Over 40% of pupils did not feel that the pupil council is good at getting improvements made in the school (17% 'don't know'), that they have a say in making the way they learn in school better (12% 'don't know') or that school encourages them to make healthy food choices.

Primary school pupils
Primary schools undertake the Pupil Well-being Questionnaire which is designed to help gain a deeper understanding of the emotional health and well-being of pupils rather than to find out their views on strengths and areas for improvement. Nevertheless some of the results are relevant with pupils more likely to agree this year than last year that:

- I enjoy being in school (81%)
- Adults in our school set a good example (91%)
- I think my teacher cares about me (88%)
- My teacher talks with me about how I can make my work better (81%)

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Primary School Estate Rising Rolls

Item number	7.2
Report number	
Wards	All

Links

Coalition pledges	P04
Council outcomes	C01 and C02
Single Outcome Agreement	S03

Gillian Tee

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Executive summary

Primary School Estate Rising Rolls

Summary

Primary school rolls are projected to rise to a peak of nearly 31,000 pupils by 2019 which is an increase of 4,080 (15.2%) on the provisional September 2013 roll of 26,920. This report sets out the predicted impact on the primary school estate; considers historical patterns in school rolls and future primary school roll projections at a city-wide level and focuses on addressing the pressure which is expected to arise in August 2014 at some primary schools in meeting catchment demand, particularly at the P1 stage.

At the start of the 2013/14 school year in August 2013 there were approximately 5,000 spare places in the primary estate however these are not necessarily in the right locations of the city to address rising demand.

The Estate Strategy and Rising Rolls Working Group has considered accommodation pressures facing ten city primary schools in future years and explored a range of potential solutions. At its meeting on 25 June 2013 the Estate Strategy and Rising Rolls Working Group agreed a recommended approach at each of the 10 schools, with the proposed solution in some instances being to potentially build new accommodation for August 2014 to meet anticipated catchment demand should this prove to be required.

This report identifies the recommended approach to address the potential accommodation pressures for August 2014, and in some cases future years, at the 10 schools and, for those potentially requiring additional accommodation for August 2014, identifies the proposed method of delivering this in time for the 2014/15 start of session.

Recommendations

It is recommended that the Committee:

1. Notes the content of this report; and
2. Approves that new accommodation is provided at the following primary schools, subject to a final decision regarding the necessity for such provision, delegated to the Director of Children and Families, being taken in January 2014 (or earlier if appropriate) upon assessment of pupil registration figures:
    - Balgreen Primary School
    - Broughton Primary School
    - Craigour Park Primary School
    - Flora Stevenson's Primary School
    - Fox Covert Primary School
    - Liberton Primary School

- St David's RC Primary School
- Stockbridge Primary School
- Victoria Primary School

3. Delegates authority to the Director of Children and Families to:

   i. Agree, including where alternative options exist for the delivery of new accommodation (e.g. between new build or extension or where there are different phasing options), what the most appropriate solution would be taking into consideration factors such as cost, deliverability and impact on the school.

   ii. Approve the final costs of the preferred options whilst always ensuring that value for money is achieved.

Measures of success

Delivery of additional accommodation required at any primary school to meet catchment demand to a design specification which fully meets all educational related requirements. Delivery of the agreed projects on time, within budget and to the necessary quality.

Financial impact

There is provision of £14.902m within the Children and Families Capital Investment Programme to 2017/18 for the capital funding necessary to respond to the challenges arising from rising primary school rolls. The expenditure incurred in delivering the necessary new accommodation for August 2013 was £2.094m leaving a remaining balance of £12.808m which is available to meet the costs of delivering any new accommodation required for August 2014 or in future years.

Detailed information regarding capital and revenue costs is provided in the main report.

Equalities impact

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

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

Sustainability impact

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

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

Consultation and engagement

Following an initial assessment of all possible options to address accommodation pressures at each of the ten schools identified, discussions were undertaken with the schools concerned which informed the final recommendations which the Estate Strategy and Rising Rolls Working Group considered on 25 June 2013.

Initial meetings have either already been held, or are scheduled, with the Head Teacher and parent representatives of the nine schools for which immediate actions have been agreed regarding the delivery of new accommodation in the future. The purpose of the initial meetings is for the respective design team and staff from Children and Families to meet the schools and parent representatives on-site to discuss the detail of the options, and, where relevant, locations for any new accommodation and get initial feedback.

This is the start of an iterative design development process which will involve a far greater level of engagement with, and involvement of, the schools and parent representatives in agreeing final options and the associated design.

Background reading/external references

There was a previous report to the Education, Children and Families Committee regarding this matter on 9 October 2012.

Report

Primary School Estate Rising Rolls

1. Background

1.1 Primary school rolls are projected to rise to a peak of nearly 31,000 pupils by 2019 which is an increase of 4,080 (15.2%) on the provisional September 2013 roll of 26,920. This report sets out the predicted impact on the primary school estate; considers historical patterns in primary school rolls and future school roll projections at a city-wide level and focuses on addressing the pressure which is expected to arise in August 2014 at some primary schools in meeting catchment demand, particularly at the P1 stage.

1.2 At the start of the 2013/14 school year in August 2013 there were approximately 5,000 spare places in the primary estate however these are not necessarily in the right locations of the city to address rising demand and are principally in smaller classes in the upper stages of schools.

1.3 The Estate Strategy and Rising Rolls Working Group has considered accommodation pressures facing ten city primary schools in future years and explored a range of potential solutions. At its meeting on 25 June 2013 the Estate Strategy and Rising Rolls Working Group agreed a recommended approach at each of the ten schools, with the proposed solution in some instances being to potentially build new accommodation for August 2014 to meet anticipated catchment demand should this prove to be required.

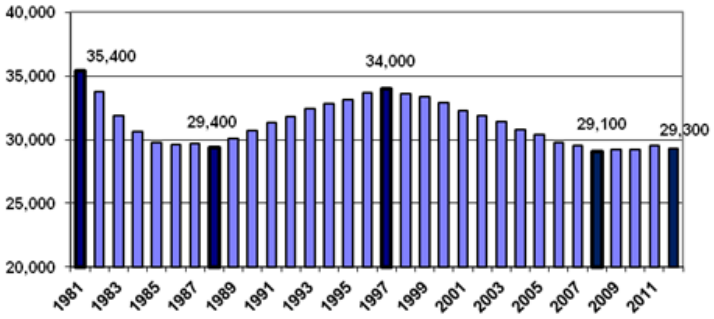
1.4 This report identifies the recommended approach to address the potential accommodation pressures for August 2014, and in some cases future years, at the ten schools and, for those potentially requiring additional accommodation for August 2014, identifies the proposed method of delivering this in time for the 2014/15 start of session.

2. Main report

Historical Trends – Primary School Age Population

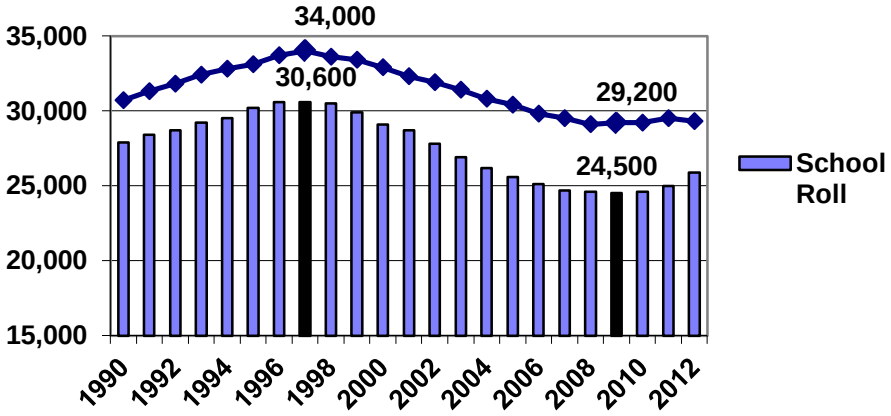
2.1 Since 1981 the primary school age population in Edinburgh has followed a wave pattern of peaks and troughs (see Figure 1). The pattern is broadly a 20 year cycle of falling and rising numbers of primary school children from some 29,000 to around 35,000. This pattern possibly dates back to the post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

Figure 1: Population Aged 5-11 in the City of Edinburgh (1981-2012)



2.2 There is a correlation between the population aged 5-11 and primary school rolls and Figure 2 shows this relationship over a 22 year period from 1990 to 2012. From a peak of 30,600 in 1998, pupil numbers fell to a low of 24,500 in 2009.

Figure 2: Population Aged 5-11 and Primary School Rolls 1990-2012



2.3 The gap between the population aged 5-11 years and the roll in the city primary schools is largely attributable to the independent sector in the city which provides education for around 4,000 primary school pupils of which 3,600 are estimated to come from the City of Edinburgh Council area. In 2012 the difference between the total school roll and the National Records for Scotland population estimates is approximately 3,400 which is broadly consistent with the number of pupils assumed to be at independent schools.

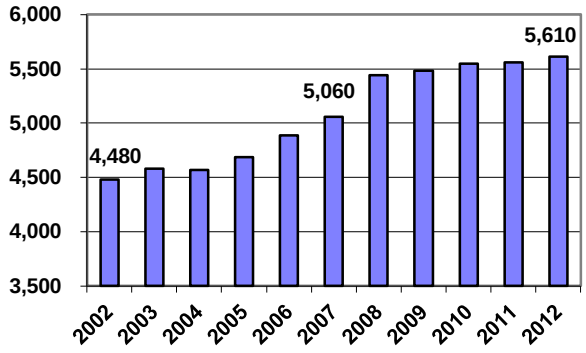
Projected Primary 1 Intakes

2.4 The population of the City of Edinburgh has risen over the last 10 years from under 450,000 to over 480,000 and is projected to rise to over 500,000 well before 2020. Inward migration is identified as the key factor driving the total population increase of Edinburgh. Births are the key component driving the numbers of primary and early years aged children although migration affects the primary school roll numbers in two ways through families with children moving into the city and migrants moving to Edinburgh that thereafter start families.

2.5 Births for 2011 and 2012 were the highest for 20 years (over 5,500 per annum) and will feed through to the primary schools in 2016 and 2017. Figure 3 shows a 25% increase in the number of births over the 10 years from 2002 to 2012. While the data suggests that births have peaked, and the lower first quarter

births for 2013, would tend to confirm this, numbers will remain high so, even with a gradual drop, this will still result in high primary school rolls in the period to 2020 and beyond.

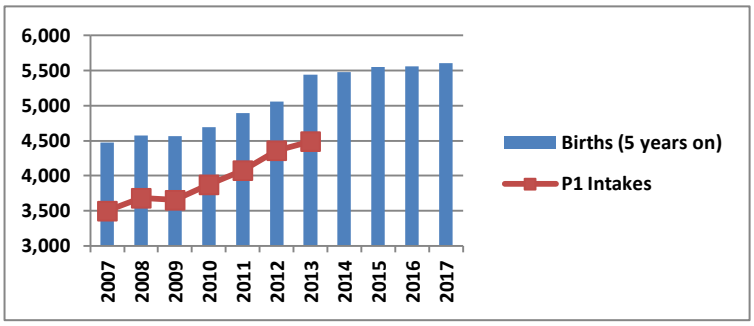
Figure 3: No of Births in the City of Edinburgh (2002-2012)



2.6 In April 2013 the primary school roll projections for the period to 2020 were updated based on full year birth data being available for 2012; revisions were also made to the methodology to fine tune the projections.

2.7 Based on an analysis of past P1 intakes, the relationship with births carried forward has tended to provide the best indicator for predicting P1 intakes. Figure 4 illustrates the births recorded in the city five years prior to the indicated P1 intake year. It shows the steep rise in the number of births over recent years, with a significant increase in the number of births five years prior to 2013. Thereafter, there is a more gradual increase with births beginning to plateau.

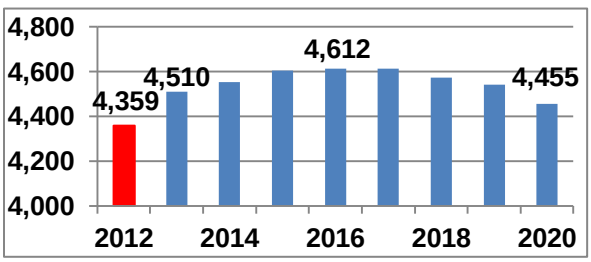
Figure 4: P1 Intakes and Births (carried forward 5 years)



Note: The P1 intake data for 2013 is provisional

2.8 Applied to birth based projections of P1 pupils it suggests, that, at a city-wide level, the significant increases recently seen in P1 intakes should also plateau over the next four years at around 4,500-4,600. This is illustrated in Figure 5.

Figure 5: Projected P1 Intake 2012-2020



Note: Actual P1 intake is shown for 2012

Projected Total Primary School Rolls

2.9 As primary school age groups move from Primary 1 through to Primary 7 there is an overall drop in the number of pupils. The data shows a current loss of 8% between P1 and P7 and this change has been applied as the P1 intakes are rolled forward year on year to create total primary school roll projections. It is assumed that this gradual loss is mostly a consequence of pupils moving to the independent sector. It is estimated that the number of pupils attending independent schools from the City of Edinburgh Council area at P1 stage is between 430 and 440 but this increases by P7 so that most pupils continuing on to secondary education in the independent sector are already attending private schools. This inevitably introduces spare capacity in the upper year stages which cannot be utilised. The greatest capacity is actually required at the early stages; however class size limits of 25 at P1 and 30 at P2 and P3 place further restrictions on the estate's capacity to accommodate pupils. The latest total primary school roll projections to 2020 are shown in Table 1.

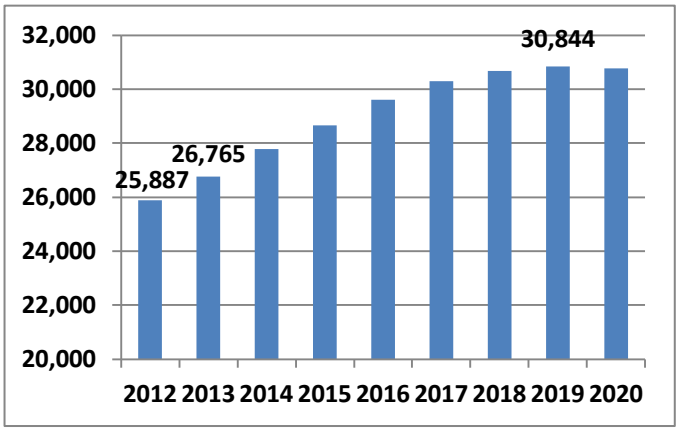
Table 1: Projected Primary School Rolls 2012-2020

Stage	2012*	2013	2014	2015	2016	2017	2018	2019	2020
P1	4,359	4,510	4,553	4,605	4,612	4,613	4,573	4,541	4,455
P2	4,102	4,307	4,456	4,499	4,549	4,557	4,557	4,518	4,486
P3	3,793	4,053	4,255	4,402	4,445	4,495	4,502	4,502	4,464
P4	3,492	3,747	4,004	4,204	4,350	4,391	4,441	4,448	4,448
P5	3,519	3,450	3,703	3,956	4,154	4,297	4,339	4,387	4,395
P6	3,287	3,477	3,409	3,658	3,909	4,104	4,246	4,287	4,335
P7	3,335	3,221	3,407	3,341	3,585	3,830	4,022	4,161	4,201
Total	**25,887**	**26,765**	**27,787**	**28,664**	**29,603**	**30,287**	**30,679**	**30,844**	**30,784**

*Actual start of session roll for 2012/13

2.10 School rolls are projected to rise to nearly 31,000 pupils by 2019, an increase of 5,000 (19%) on the 2012 roll; this change is illustrated in Figure 8 below. From a low of 24,500 in 2009, rolls are projected to have increased by 26% by 2019.

Figure 8: Projected Primary School Roll 2012-2020



Provisional Primary School Rolls at August 2013

2.11 The projections detailed above were undertaken in April 2013 when the projected primary school roll at the start of the 2013/14 year was 26,765. Provisional primary school rolls based on week 6 of the 2013/14 school year is shown in Appendix 3. This shows a provisional total roll of 26,920 which is marginally higher than had been forecast. Against total capacity of 31,857 this represents an occupancy rate of 84.5%; overall capacity in the primary school estate has increased by 882 as a result of the new Gaelic primary school being opened and additional accommodation being delivered at a number of schools. The overall increase in rolls from 2012/13 is 4%; a comparison by year stage is shown in Table 2 while Appendix 3 illustrates the changes in the total roll for each school.

Table 2: Provisional Primary School Roll 2013/14

	P1	P2	P3	P4	P5	P6	P7	Total
Provisional Roll 2013/14	4,535	4,355	4,081	3,779	3,455	3,482	3,233	26,920
Actual Roll 2012/13	4,359	4,102	3,793	3,492	3,519	3,287	3,335	25,887
Movement	176	253	288	287	(64)	195	(102)	1,033
Variance	+4.0%	+6.1%	+7.6%	+8.2%	-1.8%	+5.9%	-3.1%	+4.0%

Placing Requests

2.12 The city is characterised by high levels of placing requests with many pupils attending non-catchment schools which makes it difficult to forecast rolls for individual schools. At some schools, placing requests will fill any spare places that are available after catchment pupils have been accommodated. Other schools will lose a substantial element of their catchment population to schools elsewhere in the estate, with pupils moving in complex patterns across the city. In 2012, 24% of primary pupils did not attend their catchment primary school.

2.13 As catchment populations increase the success rate of placing requests into non-catchment schools decreases. Accordingly, the percentage of placing requests refused has increased from 18% in 2009 to 37% in 2013. This is indicative of greater pressure on catchment schools to accommodate increased numbers of P1 catchment pupils and a consequent reduction in the number of non-catchment places available. A concerted campaign by the Council to encourage parents to learn more about their catchment school and the benefits of their child attending it has helped reduce the percentage of registering pupils making a placing request in the first place. However, as school rolls increase it is likely that the percentage of placing requests refused will continue to rise.

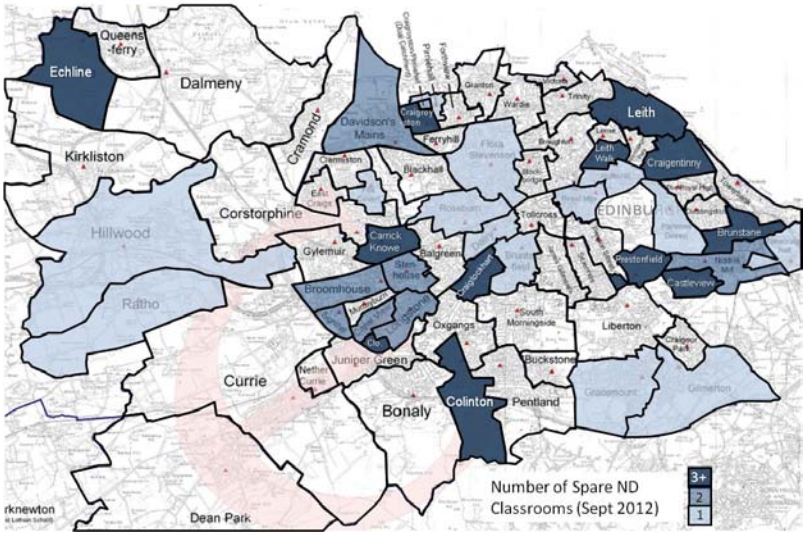
Spare Capacity within the Primary School Estate

2.14 Whilst there are, and continue to be, spare places in the primary school estate these are not necessarily in the right locations of the city to address rising demand. In April 2013, an exercise was undertaken to exemplify this based on the September 2012 census position at which point the primary school estate had a working capacity of 30,807 compared to a roll of 25,887 pupils leaving 4,920 spare places. City-wide, two-thirds of the spare places within existing

school organisations were in P4-P7 year groups with fewer spaces available in the lower year groups. This is a reflection of increasing intake sizes being experienced in recent years, and also a drop off to private sector in the upper years in some schools. For example, in schools such as South Morningside, over 90% of the spare places were in the upper year stages.

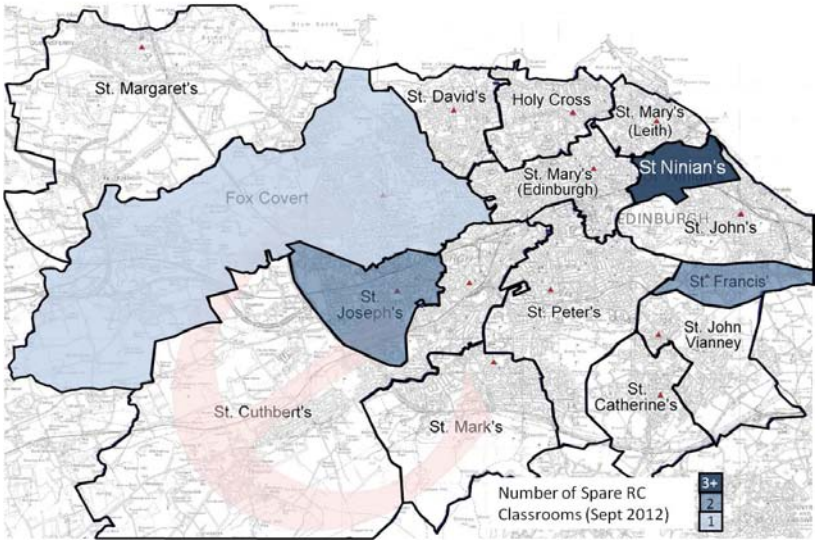
2.15 As at September 2012 the primary school estate had a total capacity of 1,094 classrooms with 1,004 occupied by class groups leaving spare capacity of 90 classrooms. Figure 9 shows the distribution of the spare classrooms in the non-denominational primary sector across the city. It illustrates that the majority of spare capacity was located in the west of the city in the areas around Calder Road and in the east of the city in the areas around Craigmillar, Niddrie and Bingham. It also illustrates that across the centre of the city, in an area running from Flora Stevenson and Broughton through to Pentland, Gracemount and Gilmerton, there were only seven spare classrooms.

Figure 9: Spare Classrooms in the Non-Denominational Primary Sector (September 2012)



2.16 A similar pattern of distribution of spare classroom capacity was evident in the Denominational primary sector as shown in Figure 10 below):

Figure 10: Spare Classrooms in the Denominational Primary Sector (September 2012)



Schools Facing Accommodation Pressures for August 2014

2.17 Earlier this year the Estate Strategy and Rising Rolls Working Group was established which comprises representatives from all Council political groups together with parents and a Religious Representative. The remit for the Group, which was approved at the first meeting on 8 May 2013, is included at Appendix 1. It was agreed that the initial focus of the Group would be on sufficiency and the effect of the rising rolls being experienced in the primary sector including:

1. Setting out the issues and challenges the Council faces over the coming years as a result of expected rising rolls; and
2. Agreeing the overall approach to how this will be managed going forward; any necessary policy changes and how any specific establishment issues which require to be progressed immediately are intended to be addressed.

2.18 The Estate Strategy and Rising Rolls Working Group has considered potential accommodation pressures facing 10 city primary schools in August 2014 or beyond; the schools in question are as follows:

- Balgreen Primary School
- Broughton Primary School
- Craigour Park Primary School
- Flora Stevenson's Primary School
- Fox Covert Primary School
- Liberton Primary School
- St David's RC Primary School
- St Marys (Leith) RC Primary School
- Stockbridge Primary School
- Victoria Primary School

2.19 Following an initial assessment of all possible options to deal with the possible accommodation pressures discussions were undertaken with each school. This informed the final recommendations which the Working Group considered on 25 June 2013. The Working Group considered all options however, in some instances some were discounted as they were impractical and/or unacceptable.

2.20 A number of issues emerged during consideration of the options with stakeholders that are generic to all schools which were as follows:

(i) New Build

The capacity for change in P1 registration numbers means that pinpointing when, and how much, accommodation will be required is often difficult. Accordingly, a phased approach will be taken to deliver any new accommodation which will allow continual assessment of catchment numbers coming through and whether further phases of new accommodation are necessary.

(ii) Statutory Consultation

Any option (such as catchment review) which would be reliant on statutory consultation under the Schools (Consultation) (Scotland) Act 2010 would put delivery for August 2014 at considerable risk. Any such consultation could only commence in autumn 2013 and, with around a six month timescale to conclude a consultation exercise, this would not see Committee taking a decision on the matter until well into 2014. Should any proposal subject to consultation prove unacceptable it would be almost impossible to deliver a new build solution as an alternative in time for August 2014. In future, earlier identification of those schools where there might be pressure in the next school year might allow any options which were dependent on statutory consultation to be considered where appropriate.

(iii) Relocate P7 Classes into the Secondary Sector

One possible solution which had been identified for consideration for several schools was to relocate P7 classes to secondary schools. This was discussed with the Department's Quality Improvement Officers (QIOs) and whilst benefits could be seen in the P7 pupils being timetabled within the high school curriculum, giving them access to specialist teachers normally unavailable to primary schools this approach could not be supported on an ad-hoc basis at individual schools.

QIOs advised that a good educational argument for such an approach may only be formed if the relocation of P7 classes to a secondary school were to be done on a city-wide cluster basis as part of a wider estate strategy. QIOs also advised that relocation of P7's to secondary schools could not be considered without significant research and advanced planning, including establishing a pilot scenario to assess the success of this as an approach. It would also require statutory consultation with all schools concerned. Accordingly, this could not be considered a solution to accommodation pressures in the short or medium term and would require a wholesale shift in the city's approach to education.

Further investigation is being undertaken by QIOs to identify if this approach is worthy of any further consideration even on a very specific basis.

2.21 The Working Group agreed an approach at each of the 10 schools, with the proposed solution in some instances being to potentially build new accommodation for August 2014 to meet anticipated catchment demand should this prove to be required. The agreed approach to address the potential accommodation pressures at each of the 10 schools is set out in Appendix 2 together with, for those potentially requiring the provision of new additional accommodation for August 2014, the proposed method of delivering this in time for the 2014/15 start of session.

Delivering the New Accommodation

2.22 New stand-alone accommodation was successfully delivered at Granton, Wardie and Trinity Primary Schools for August 2013. The new accommodation is of a very high quality and specification, is energy and carbon efficient (utilising air source for heating and cooling) and is spacious and light. The new facilities have been very well received at all schools by staff, pupils and parents.

2.23 It is proposed that the process which was successfully applied for August 2013 will be used for the delivery of new stand-alone accommodation in August 2014 which will potentially be required at Broughton, Craigour Park, Liberton, St David's RC and Victoria Primary Schools.

2.24 The new accommodation in August 2013 was delivered by hub South East Scotland Limited and, whilst the quality of the final solution was not in question, there were deficiencies in the design development and associated consultation and engagement process and improvements had to, and would, be made.

2.25 Two options for the delivery of the next phase of new build accommodation were considered being to either continue with hub South East Scotland Limited or adopt an approach which would involve in-house design development and an external procurement process through the Council's framework contract. It was concluded that the use of Hub South East Scotland Limited, as opposed to keeping the project in-house, was the preferred and recommended option. This process involves less risk in the timing of delivery as it does not involve the necessity for a protracted procurement process. However, the process still allowed for value for money to be achieved through external benchmarking. The process is now established and therefore should be more efficient as the scope of works is known and would be very similar to the existing projects delivered in August 2013; the onerous contract documentation required is also in place.

2.26 The intended use of hub South East Scotland Limited was, however, subject to their acceptance of a number of conditions the most important being:

- The use of a different design team, with a categorical assurance that the quality of the design team performance and the management of them would improve markedly including having far more effective client engagement, delivering on time and producing designs and visual images of an appropriate standard; and
- An early review of specification and cost with a view to pushing down the affordability cap rate from the previously agreed £2,200/m2.

2.27 The above approach was agreed by the Working Group on 25 June 2013 and the process to engage hub South East Scotland Limited has been progressed. A new design team, Scott Brownrigg, has been appointed and agreement reached with hub South East Scotland Limited on the financial parameters for the potential new accommodation; these are detailed below.

2.28 There are other schools where the delivery of new accommodation would potentially be delivered either in a different way, either through the refurbishment

and/or reconfiguration of existing accommodation, or over longer timescales. This applies to Balgreen, Flora Stevenson, Fox Covert and Stockbridge Primary Schools regarding which initial feasibility studies will be undertaken by the Council's own internal design team to inform options and next steps. These studies will clarify the potential costs and means of delivery.

2.29 The Council's own internal design team is also assessing the feasibility of extending Craigour Park and St David's RC Primary Schools as an alternative to stand-alone new build. These are PPP1 schools and, in each case, the existing school buildings were designed and constructed to facilitate future extension and expansion. Extending the existing buildings will, in all probability (in comparison with new build), be more disruptive to the ongoing operation of the school, take longer to deliver and could be more expensive. However, it was considered worthy of consideration therefore a twin-track approach will be implemented, at least in the first instance, with the options to either extend the existing building or deliver stand-alone new build accommodation both being assessed. These studies will clarify the potential costs and means of delivery.

Progress and Next Steps

2.30 The Children and Families Department has established an Investment Steering Group for the duration of the project to oversee the delivery of this additional accommodation. The project will operate on the project management principles of Prince 2 and will follow the same governance structure as all other Council major projects including the delivery of new schools.

2.31 Initial meetings have either already been held, or are scheduled, with the Head Teacher and parent representatives of the nine schools for which immediate actions have been agreed. The purpose of the initial meetings is for the respective design team and staff from Children and Families to meet the schools and parent representatives on-site to discuss the detail of the options, and locations for any new accommodation, and get initial feedback. The location of any new accommodation will be determined in part by the location of utilities and guidance from the Planning Division.

2.32 This is the start of an iterative design development process which will involve a far greater level of engagement with, and involvement of, the schools and parent representatives in agreeing a final option and the associated design. Following agreement of the location of the classrooms, in tandem with the design of the buildings, the next step will be the submission of planning applications which are anticipated by the end of October 2013. Where a number of phases are envisaged the application for planning consent would be for the full amount of accommodation that is required over the forthcoming years. These consents would then remain valid until such a time as the installation of any further additional accommodation was deemed necessary.

2.33 Where there are potential different options regarding the phasing of accommodation or, in the case of the two PPP1 schools, whether this is new build or an extension, final decisions will be required by the end of October 2013.

2.34 This approach also allows the Council to refine its projections of where the classrooms are needed once annual information on anticipated pupil numbers is available in January each year. A final decision regarding which schools require additional accommodation for August 2014 will be taken by 31 January 2014. This will mitigate the risk of any unnecessary expenditure by closely monitoring, and then responding to, each school's intake numbers and only delivering new accommodation if it is definitely required.

2.35 Should it be decided that additional accommodation is required this will then be delivered in the same way as in 2013 with on-site construction starting in March or April 2014. The main structure of the building would be constructed off-site in factory conditions and then constructed on-site in a relatively short time period to minimise disruption to the school.

Financial Implications

Funding in the Capital Investment Programme

2.36 There is provision of £14.902m within the Children and Families Capital Investment Programme to 2017/18 for the capital funding necessary to respond to the challenges arising from rising primary school rolls. The expenditure incurred in delivering the necessary new accommodation for August 2013 was £2.094m leaving a remaining balance of £12.828m which is available to meet the costs of delivering any new accommodation required in 2014 or future years.

Capital Costs of Stand-Alone New Build Accommodation

2.37 The cost of the new accommodation delivered by hub South East Scotland Limited was within the affordability cap parameters set at the outset of the project. The actual costs of delivering two, three and four class accommodation in 2013 have been used as the baseline to determine the affordability cap parameters for future accommodation of the same capacity. No five-class accommodation was delivered in August 2013 therefore a new cost has been agreed based on a briefed overall area of 482m2 and based on a two-storey solution. The following affordability caps have been agreed:

	2013 Actual Costs £	**2014 Capped Costs** £
Two-class accommodation (based on Granton)	510,453	487,641
Three-class accommodation (based on Wardie)	595,960	569,327
Four-class accommodation (based on Trinity)	792,487	757,072
Five-class accommodation (no comparator)	-	817,602

2.38 The above include construction costs and professional fees but exclude site surveys, planning and warrant fees, legal fees, internal Council project management fees and furniture, fittings and equipment. Where a comparator for 2013 exists the costs represent a reduction which, in real terms is higher once the potential impact of construction inflation is considered. Whilst these are

capped costs it has been agreed that they will be subject to adjustment in two ways:

(i) The scope and costings are based on the delivery of the accommodation at a particular school in August 2013. If there are any 'abnormal' costs associated with a particular site (e.g. enhanced building finishes at Victoria to satisfy planning requirements) the capped costs would be adjusted accordingly.

(ii) Hub South East Scotland has committed to working with the Council to achieve further efficiencies and cost savings in delivering the new accommodation whilst not compromising the quality and specification. Several opportunities have been identified for further exploration and any resulting savings would result in a reduction in the capped costs.

Should any of the options not be progressed to construction then the costs incurred would be restricted to any surveys undertaken and partial design fees to reflect the work undertaken to that point in accordance with the strategic services model available through Hub South East Scotland.

2.39 There are three primary schools (Liberton, Craigour Park and St David's) where the delivery of new accommodation is anticipated to be over a number of years and in phases with each future phase being subject to consideration of the necessity to deliver it. However, there may be advantages to delivering more accommodation in the first instance including cost efficiencies (compared to delivering in two phases) and minimising disruption to the school and loss of playground space. In each case, two scenarios are being considered and a decision will be taken by the end of October 2013 regarding the most appropriate course of action. This would be informed by the updated future roll projections which will be completed by then.

Capital Costs of Delivering New Accommodation in Other Ways

2.40 There are other schools where the delivery of new accommodation would potentially be delivered either in a different way, either through the refurbishment and/or reconfiguration of existing accommodation, or over longer timescales. This applies to Balgreen, Flora Stevenson, Fox Covert and Stockbridge Primary Schools regarding which initial feasibility studies will be undertaken by the Council's own internal design team to inform options and next steps. The Council's own team is also assessing the feasibility of extending Craigour Park and St David's RC Primary Schools as an alternative to stand-alone new build. The potential costs associated with each of these options cannot be determined at this point and will be assessed as part of the feasibility study for each school.

Revenue Costs

2.41 Providing additional accommodation will, in the majority of cases, result in an increase in the size of the establishment and, in turn, an increase in the associated revenue property costs e.g. rates, utilities and cleaning. All such costs will be funded from future revenue budgets as, and when, necessary.

Accommodation Pressures in Future Years

2.42 Committee should note that there will be an ongoing requirement for additional accommodation over the next five years.

2.43 An exercise is currently being progressed using the latest primary school roll data to update the individual school roll projections to determine in what schools accommodation pressures may arise in future years, and when this might materialise. The output of this exercise will be taken to the Working Group for consideration in November 2013, or earlier if possible.

3. Recommendations

3.1 It is recommended that the Committee:

1. Notes the content of this report;
2. Approves that new accommodation is provided at the following primary schools, subject to a final decision regarding the necessity for such provision, delegated to the Director of Children and Families, being taken in January 2014 (or earlier if appropriate) upon assessment of pupil registration figures:
    - Balgreen Primary School
    - Broughton Primary School
    - Craigour Park Primary School
    - Flora Stevenson's Primary School
    - Fox Covert Primary School
    - Liberton Primary School
    - St David's RC Primary School
    - Stockbridge Primary School
    - Victoria Primary School
3. Delegates authority to the Director of Children and Families to:
    i. Agree, including where alternative options exist for the delivery of new accommodation (e.g. between new build or extension or where there are different phasing options), what the most appropriate solution would be taking into consideration factors such as cost, deliverability and impact on the school.
    ii. Approve the final costs of the preferred options whilst always ensuring that value for money is achieved.

Gillian Tee
Director of Children and Families

Links

Coalition pledges	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 Estate Strategy and Rising Rolls Working Group - Remit 2 Addressing Potential Accommodation Pressures 3 Total Primary School Roll and P1 Intake 2013/14

APPENDIX 1

Estate Strategy and Rising Rolls Working Group - Remit

The Working Group is set up to consider strategic issues for the Children and Families estate. Focus will be on three key issues:

- Sufficiency
- Condition
- Suitability

The initial focus is on sufficiency and the effect of the rising rolls being experienced in the primary sector. The working group would initially focus on the following:

1. Setting out the issues and challenges the Council faces over the coming years as a result of expected rising rolls; and
2. Agreeing the overall approach to how this will be managed going forward; any necessary policy changes and how any specific establishment issues which require to be progressed immediately are intended to be addressed.

Further work will focus on the condition and suitability of the entire Children and Families estate, and will inform the update and development of the Children and Families Asset Management Plan and prioritisation of investment through the Asset Management works.

The Working Group will consider:

- relevant performance data
- best practice associated with the policy focus
- views of key stakeholders
- advice from external experts as appropriate

The Working Group will report back to the Education, Children and Families Committee.

APPENDIX 2

Addressing Potential Accommodation Pressures

The background information below is taken from the detailed paper considered by the Estate Strategy and Rising Rolls Working Group in June 2013. References are made to the expected position for August 2013 which was current at that time.

1 Balgreen Primary School

1.1 Background and Agreed Approach

1.1.1 If the P1 intake at Balgreen Primary School breaches 60 in any academic year, additional accommodation will be required the following year as all classrooms other than the P1 classroom are capped at a 30 pupil maximum. However, the number of catchment registrations for P1 in August 2013 has fallen from a high in the registration process of 71 to stand at 55. Accordingly, it is likely that Balgreen Primary School will not require additional accommodation in August 2014.

1.1.2 The lack of flexibility to accommodate a P1 intake of greater than 60 pupils and the fact that General Purpose space is very limited here means that it is likely that Balgreen Primary School will continue to appear as an accommodation issue in subsequent years.

1.1.3 At its meeting of 25 June 2013 the Working Group agreed:

- To note that additional accommodation was not expected to be required for August 2014;
- That plans to provide three additional spaces through the refurbishment of the existing temporary unit be developed to cover the eventuality that additional accommodation is required at the school in future years, this to be subject to the vacation of the temporary unit by Tynecastle Football Club; and
- To pursue the potential acquisition of space at the adjacent bowling green site which would increase the size of the school grounds and provide space for future expansion.

1.2 Delivery of New Accommodation

1.2.1 A feasibility study will be undertaken to consider how the existing temporary unit at Balgreen Primary School could be adapted and refurbished to provide two classrooms, one GP space and all necessary supporting facilities (e.g. toilets, cloak). In addition to considering the internal reconfiguration required, the study should also identify any works which are considered necessary to bring the condition of the temporary unit up to an acceptable standard.

2 Broughton Primary School

2.1 Background and Agreed Approach

2.1.1 In August 2013, Broughton Primary School will operate with 14 classes despite its official capacity being 13 classes. A 14 class school would normally be expected to have the equivalent of four full-size General Purpose (GP) spaces; however, GP space at Broughton will consist of a single full-size GP room and a room of 23m2. The large size of the classrooms does allow the school to conduct some GP activities within classrooms for which other schools would use GP space. However, registrations for August 2013 currently stand at 66. While the classrooms are physically large enough to accommodate this intake through team teaching, there will be no breakout space available to support this arrangement. Accordingly, it is anticipated that for 2014/15 the school would require at least an additional two class spaces to bring its official capacity to 14 classes (one class room and one GP space) with a requirement for a further two classroom spaces forecast by 2017/18.

2.1.2 At its meeting of 25 June 2013 the Working Group agreed to progress designs for the construction of new accommodation on the Broughton Primary School site in August 2014 with, ideally, a first phase of two teaching spaces and a potential second phase, totalling four teaching spaces if required by future catchment numbers. The design team was to consider options to identify whether a phased approach was possible for the site. The design team was also to consider the generous existing parking provision at the school and the extent to which this could mitigate any loss in playground space.

2.1.3 Progressing new build on the site on a phased basis would entail removing a significantly larger part of the playground space as it would have to be based on a single rather than double-storey structure. It was therefore subsequently determined that the designs should be based on the delivery of a four class, double-storey solution.

2.1.4 At its meeting of 25 June 2013 the Working Group had also agreed that the option of using 154 McDonald Road was not to be discounted at this stage and the position would be reviewed and a final way forward determined once the planning application for change of use for 154 McDonald Road is considered by the Planning Committee.

2.1.5 At its meeting on 18 September 2013 the Working Group received a further update regarding 154 McDonald Road as follows:

- The planning application for the proposed residential development at 154 McDonald Road has not yet been considered and a date for Committee to do so has not yet been determined.
- A high-level feasibility study had been undertaken regarding the potential use of part of the building at 154 McDonald Road (were that ever to prove to be an available option) to provide the required additional class spaces; indicative floor plans had been produced to illustrate how this could be achieved.

- Were 154 McDonald Road not to be sold, Children and Families would have to acquire the entire building and compensate the Council Capital Investment Programme for the lost receipt. The Council Estates team has advised that bringing the building back into limited partial school use would have an adverse impact on the saleability of the remainder of the building and it would be virtually impossible to achieve a sale of only part of the building.
- Children and Families has no potential alternative uses for the remainder of the building and it was considered highly unlikely that any other use could be established as the Council strategy is one of property rationalisation, not expansion.
- The total capital costs of converting a small part of 154 McDonald Road for school use, undertaking necessary repairs and compensating the Council Capital Investment Programme for the lost receipt were estimated to be £1.41m excluding future cost inflation which would apply between now and when any works were tendered. This is approximately double the cost of delivering a new stand-alone four class building. The option at 154 McDonald Road would also carry significantly higher ongoing revenue and maintenance costs associated with holding a largely vacant building.

2.1.6 In light of the above, the Working Group determined that the option of using 154 McDonald Road was now to be discounted entirely as this would not represent value for money and agreed that progressing new build accommodation on the site was the only viable option.

2.2 Delivery of New Accommodation

2.2.1 The project will be delivered through hub South East Scotland Limited and will follow the same process as was applied to the delivery of the new build accommodation in various primary schools for August 2013.

2.2.2 The project is to deliver new build stand-alone accommodation which incorporates four class bases and the necessary ancillary accommodation (toilets, storage, tutorial and circulation space) in a double-storey configuration.

2.2.3 Subject to any site specific constraints the accommodation should be based on the configuration, space standards and specification of the new build accommodation which was provided at Trinity Primary School in August 2013.

3 Craigour Park Primary School

3.1 Background and Agreed Approach

3.1.1 In August 2013 a P1 intake of 90 pupils will be necessary at Craigour Park Primary School to accommodate catchment demand. This is the equivalent of a three stream (21 class) intake. Craigour Park is currently a two stream (14 class) school. It is possible that the scale of the intake in 2013/14 is a one-off; however, the trend in the area is one of significant growth due to developments in the Moredun area and an increased catchment birth rate. In August 2013 the school will operate 16 classes at the expense of GP space. If intakes of greater

than 70 are sustained as the high birth rate suggests might be the case, it is estimated that 17 classes will be required by 2015/16.

3.1.2 The P1 intake of 90 P1 pupils in August 2013 necessitates the creation of two classes at the expense of General Purpose (GP) space and will cause long term accommodation issues. There is only one viable solution to this issue which is the construction of new accommodation on the Craigour Park Primary School site. Whether this level of P1 intake will be sustained remains to be seen however, on the basis that the school has effectively a three stream intake in 2013/14, it is expected that 3 additional teaching spaces will be required for August 2014/15.

3.1.3 Sustained P1 intakes of 90 pupils over a relatively short period would require expansion to 21 classes by 2017/18. However, the necessity for any further accommodation beyond this number will depend, in part, on whether neighbouring schools at Liberton and Gilmerton are extended in the long term, in which case placing requests between schools may once again become more of a feature. This could have the effect of reducing pressure on Craigour Park. Should extensions at Liberton and Gilmerton prove to be either unnecessary, or ineffective in terms of generating a flow of pupils between these schools, Craigour Park will need to be in a position to respond quickly to demand from its own catchment area. Accordingly, an expansion strategy is required that allows scope to review the impact of new accommodation at Craigour Park and at neighbouring schools and would provide the option to expand in phases.

3.1.4 At its meeting of 25 June 2013 the Working Group agreed to progress designs for the construction of new accommodation on the Craigour Park Primary School site in August 2014, providing a further three teaching spaces.

3.2 Delivery of New Accommodation

3.2.1 The existing school building was designed and constructed to facilitate future extension and expansion. However, extending the existing building will, in all probability (in comparison with new build), be more disruptive to the ongoing operation of the school, take longer to deliver and could be more expensive.

3.2.2 The primary determining factor is deliverability of the new accommodation which is considered to be necessary for August 2014 therefore a twin-track approach will be implemented, at least in the first instance, with the options to either extend the existing building or deliver stand-alone new build accommodation on the site both being assessed.

3.2.3 In each case two different phasing options will be considered; one which would see the new accommodation being constructed over two phases, the other over three. For stand-alone new build accommodation, progressing this on a phased basis would entail removing a significantly larger part of the play ground space as it would have to be based on a single, rather than double storey structure. For both options there would be cost efficiencies associated with constructing a full structure from the outset rather than delivering this over phases which we

need to understand and assess against the risk that the additional two classes would, ultimately, not be required.

3.2.4 The two phasing options to be considered are as follows:

Three Phase Option

Phase 1: (+ three spaces) delivered by August 2014. Essential; increasing the school capacity from 14 classes and four GP spaces to 17 classes and four GP spaces.

Phase 2: (+ two spaces) timescale for delivery to be determined. Subject to review; increasing the school capacity to 19 classes and four GP spaces.

Phase 3: (+ three spaces) timescale for delivery to be determined. Subject to review; increasing the school capacity to 21 classes and five GP spaces.

Two Phase Option

Phase 1: (+ five spaces) delivered by August 2014. Essential; increasing the school capacity from 14 classes and four GP spaces to 19 classes and four GP spaces.

Phase 2: (+ three spaces) timescale for delivery to be determined. Subject to review; increasing the school capacity to 21 classes and five GP spaces.

3.2.5 The optimum strategy may be a combination of the two different methods of delivery with, for example, perhaps stand-alone new build accommodation being necessary for August 2014 with any subsequent new accommodation being delivered through an extension to the existing building.

Extension of Existing Building

3.2.6 This will be considered initially through the Council Design Team which will assess design options to consider how up to eight additional class spaces could be constructed on the Craigour Park Primary School site in either two or three phases. In addition to considering design and location options it is critical that early consideration is given to the construction delivery timeframes which would apply to the delivery of the new accommodation, particularly that which would be required for August 2014. Early indications are that it would be a considerable challenge to have the design, planning and building control consents secured and the new accommodation actually constructed within this timeframe however this remains to be assessed in detail. This will necessitate extensive consultation with the PPP1 contract provider with whom the responsibility to deliver the new accommodation on this basis would possibly rest.

3.2.7 The Council Design Team will also produce cost estimates for both options to inform the change control process which might ultimately be followed with the PPP contract provider. Planning permission would require to be sought for all phases associated with the final option chosen to ensure that the overall proposition is future proofed should further phases ultimately require to be delivered. Consideration requires to be given to what party would be best placed to progress the necessary planning permission and/or building warrant.

3.2.8 The basic teaching space is a 60m2 room. Any additional toilet facilities to meet the necessary minimum standards will require to be incorporated together with space for additional coat pegs for each pupil.

Stand-alone New Build Accommodation

3.2.9 The project will be delivered through hub South East Scotland Limited and will follow the same process as was applied to the delivery of the new build accommodation in various primary schools for August 2013.

3.2.10 The project is to deliver new build stand-alone accommodation which would, ultimately, incorporate eight class spaces and the necessary ancillary accommodation (toilets, storage, tutorial and circulation space) in either two or three phases. Planning permission would require to be sought for all phases relating to the final option chosen.

3.2.11 In addition, early consideration will be given to the practicalities of how the new building(s) would be delivered; how the links into existing services would be dealt with (contractually and otherwise) and any amendments which would be required to the PPP1 contract. This should involve consideration of other factors such as what party would carry out ongoing repairs and maintenance and also the delivery of soft services such as cleaning and janitorial support which would, in all probability, most sensibly be undertaken through the PPP1 contract provider.

Three Phase option

3.2.13 Subject to any site specific constraints the accommodation for the option for delivery of the first two phases could be based on the configuration, space standards and specification of the new build accommodation which was provided at Wardie Primary School in August 2013, the designs for which also reflected the potential to expand capacity at a later date by adding a further two class bases and the necessary ancillary accommodation. However, the requirement to potentially add a third phase of a further three class spaces (and the necessary ancillary accommodation) necessitates detailed consideration regarding whether this would be either a further extension to the same building or a new building elsewhere on the site.

Two Phase Option

3.2.14 There was no new accommodation provided in the first phase of the rising rolls project which was based on a five class configuration within the same building. The closest in terms of configuration is the 2+2 model which was provided at Trinity Primary School. Subject to any site specific constraints the accommodation will be based on a defined accommodation schedule of 482m2. However, the requirement to potentially add a third phase of a further three class spaces (and the necessary ancillary accommodation) requires detailed consideration regarding whether this would be either a further extension to the same building or a new building elsewhere on the site. If a different overall configuration would be more efficient and effective (for example initially delivering a 3+3 building which would then be extendable to result in a 4+4) then this should be highlighted early in the design development process.

4 Flora Stevenson Primary School

4.1 Background and Agreed Approach

4.1.1 In August 2013 the anticipated P1 intake at Flora Stevenson Primary School is 81 in an 18 class organisation. The intake in August 2013 will represent the school's fourth 3 stream intake in the last five years. Until now the school has been able to maintain this due to smaller class sizes in P4-P7. However, within the school's current capacity, successive years of two P7 classes exiting to be replaced by three classes at P1 is unsustainable. Accordingly, a 19th class will be required in 2014/15 with a further class required in 2015/16.

4.1.2 At its meeting of 25 June 2013 the Working Group agreed:

- To sub-divide a large general purpose classroom to create a 19th classroom to address accommodation issues for August 2014;
- To commission a feasibility study to assess the potential for building new accommodation to provide three additional teaching spaces within the limitations of the existing site;
- To develop detailed options for catchment review for a potential future statutory consultation for consideration; and
- To continue to explore any feasible options for the relocation of the nursery.

4.1.3 During discussion, the issue of the possible use of the space occupied by the music school based at the School was explored and it was noted that, as the facility had been in place for three years in purpose built accommodation and was established, it would not be beneficial to relocate it.

4.2 Delivery of New Accommodation

4.2.1 A feasibility study will be undertaken to consider how three additional teaching spaces could be constructed on the Flora Stevenson Primary School site. The study will consider all available options including the reconfiguration of existing space; extension to the existing building and/or a separate new building (such as is already being provided at other Primary Schools in the city) however any proposed separate building should be for a minimum of two class spaces.

5 Fox Covert Primary School

5.1 Background and Agreed Approach

5.1.1 Fox Covert Primary School operates a seven class organisation and has capacity for 7 classes. The P1 intake in August 2013 will be approximately 40 pupils. Continuing growth in the birth rate and housing developments in the area suggests that higher P1 intakes could be sustained in future years. An eighth classroom is required for August 2014.

5.1.2 At its meeting of 25 June 2013 the Working Group agreed to reconfigure internal space by reconfiguring two large classrooms to provide three teaching spaces.

5.2 Delivery of New Accommodation

5.2.1 Classrooms in the school are consistently large. The proposed solution is that two large classrooms (each in excess of 90m2) would be sub-divided to form three class spaces. The resulting class spaces should all be of a standard class size of 60m2. The school management team has already identified what class spaces they wish to see reconfigured.

5.2.2 As these works are considered to be relatively straightforward no initial feasibility study is considered necessary. Once the approach has been agreed and the budget costs determined this would be approved and then delivered.

6 Liberton Primary School

6.1 Background and Agreed Approach

6.1.1 The P1 space at Liberton Primary School is large enough to accommodate up to 65 pupils, however all other year stages are capped to 60 because of small room sizes. Thus If the P1 intake at Liberton Primary School breaches 60, additional accommodation will be required the following year. The number of catchment registrations for P1 in August 2013 has fallen from 67 to now stand at 60. Accordingly, it is expected that Liberton Primary School will not require additional accommodation for August 2014. However, should the intake exceed 65 in 2014 additional accommodation would be required. The small room sizes at the school mean there is not as much flexibility to accommodate higher intakes than at other schools and this makes the school more prone to requiring new accommodation at some point.

6.1.2 At its meeting of 25 June 2013 the Working Group agreed:

- To note that additional accommodation was not expected to be required for August 2014; and
- To continue to develop plans for new build accommodation for a first phase of three teaching spaces and a second phase of two teaching spaces to cover the eventuality that additional accommodation is required in future years.

6.1.3 Progressing new build on the site on a phased basis would entail removing a significantly larger part of the playground space as it would have to be based on a single rather than double-storey structure. There are also expected to be cost efficiencies associated with constructing a full structure from the outset which we need to understand and assess against the risk that the additional two classes would, ultimately, not be required. It was therefore determined that consideration should be given to two different options:

1. The delivery of a three class space building with the scope to then extend this building at a later point to incorporate a further two class spaces (and any necessary ancillary accommodation). Should this be the preferred solution planning permission would require to be sought for both phases.
2. The delivery of a five class space building but not on a phased basis.

6.2 Delivery of New Accommodation

6.2.1 The project will be delivered through hub South East Scotland Limited and will follow the same process as was applied to the delivery of the new build accommodation in various primary schools for August 2013.

6.2.2 The project is to deliver new build stand-alone accommodation which ultimately incorporates five class spaces and the necessary ancillary accommodation (toilets, storage, tutorial and circulation space) in either a single-storey over two phases or a double-storey configuration in one phase.

Phased option

6.2.3 Subject to any site specific constraints the accommodation for the option for delivery over two phases should be based on the configuration, space standards and specification of the new build accommodation which was provided at Wardie Primary School in August 2013, the designs for which also reflected the potential to expand capacity at a later date by adding a further two class bases and the necessary ancillary accommodation.

Single Phase

6.2.4 There was no new accommodation provided in the first phase of the rising rolls project which was based on a five class configuration within the same building. The closest in terms of configuration is the 2+2 model which was provided at Trinity Primary School. Subject to any site specific constraints the accommodation should be based on a defined accommodation schedule of 482m2.

7 St David's RC Primary School

7.1 Background and Agreed Approach

7.1.1 St David's RC Primary School currently operates a nine class organisation and has capacity for nine classes. Regular intakes of greater than 33 cannot be sustained. However, in August 2013 the P1 intake will be 50 pupils despite prioritising baptised Roman Catholic pupils. This means that four stage groups out of the seven will exceed 33 pupils in 2013/14. Accordingly, in 2014/15 a 10th classroom will be required at St David's RC Primary School. A further two spaces would be required to raise the school's capacity to a more efficient 11 classes, which would allow a consistent intake of a class and a half each year.

7.1.2 However, if the August 2013 P1 intake of 50 pupils is sustained in subsequent years this represents a full double stream intake and a 14 class capacity would be necessary by 2016/17. Accordingly the option for a second phase of accommodation will be considered subject to an assessment of its necessity in January 2016.

7.1.3 At its meeting of 25 June 2013 the Working Group agreed to progress designs for the construction of three new teaching spaces on the St David's RC Primary School site in August 2014 (the option preferred by the Parent Council).

7.2 Delivery of New Accommodation

7.2.1 The existing school building was designed and constructed to facilitate future extension and expansion. However, extending the existing building will, in all probability (in comparison with new build), be more disruptive to the ongoing operation of the school, take longer to deliver and could be more expensive.

7.2.2 The primary determining factor is deliverability of the new accommodation which is considered to be necessary for August 2014 therefore a twin-track approach will be implemented, at least in the first instance, with the options to either extend the existing building or deliver stand-alone new build accommodation on the site both being assessed. In each case it will be necessary to assess design options to consider how up to eight additional class spaces could be constructed on the St David's RC Primary School site in two phases.

Phase 1: (+ three spaces) delivered by August 2014. Essential; increasing the school capacity from nine classes and two General Purpose (GP) spaces to 11 classes and three GP spaces.

Phase 2: (+ five spaces) timescale for delivery to be determined. Subject to review; increasing the school capacity to 14 classes and four GP spaces (taking into consideration the necessity to replace a class base which would be reconfigured to provide additional dining space).

7.2.3 The anticipated requirement for Phase 2 is for an additional four class spaces however this has been increased to five to take into consideration the necessity to increase the dining space by using one of the adjacent existing class bases which would then require to be replaced. The dining space available to the school is shared with Pirniehall Primary School which occupies the remainder of the building. This dining space is already under pressure and taking the capacity of St David's RC Primary School up to a full double-stream school would further exacerbate the issue. There is a class space adjacent to the dining area which could be converted into dining space but which would necessitate the replacement of this class space elsewhere in the building. The necessary internal reconfiguration works would be considered directly with the PPP1 contract provider at a future point should the necessity for a second phase of accommodation becomes clearer.

7.2.4 The optimum strategy may be a combination of the two different methods of delivery with, for example, perhaps stand-alone new build accommodation being necessary for August 2014 with any subsequent new accommodation being delivered through an extension to the existing building.

<u>Extension of Existing Building</u>

7.2.5 The project will be considered initially through the Council Design Team which will assess design options to consider how up to eight additional class spaces could be constructed on the St David's RC Primary School site in two phases. In addition to considering design and location options it is critical that early

consideration is given to the construction delivery timeframes which would apply to the delivery of the new accommodation, particularly that which would be required for August 2014. Early indications are that it would be a considerable challenge to have the design, planning and building control consents secured and the new accommodation actually constructed within this timeframe however this remains to be assessed in detail. This will necessitate extensive consultation with the PPP1 contract provider with whom the responsibility to deliver the new accommodation on this basis would possibly rest.

7.2.6 The Council Design Team will produce cost estimates for both phases to inform the change control process which might require to be followed with the PPP1 contract provider. Planning permission would require to be sought for both phases associated with the final option chosen to ensure that the overall proposition is future proofed should further phases ultimately require to be delivered. Consideration requires to be given to what party would be best placed to progress the necessary planning permission and/or building warrant.

7.2.7 The basic teaching space is a 60m2 room. Any additional toilet facilities to meet the necessary minimum standards will require to be incorporated together with space for additional coat pegs for each pupil.

Stand-alone New Build Accommodation

7.2.8 The project will be delivered through hub South East Scotland Limited and will follow the same process as was applied to the delivery of the new build accommodation in various primary schools for August 2013.

7.2.9 The project is to deliver new build stand-alone accommodation which would ultimately incorporate eight class spaces and the necessary ancillary accommodation (toilets, storage, tutorial and circulation space) in two phases. Planning permission would require to be sought for both phases.

7.2.10 In addition, early consideration will be given to the practicalities of how the new building(s) would be delivered; how the links into existing services would be dealt with (contractually and otherwise) and any amendments which would be required to the PPP1 contract. This will involve consideration of other factors such as what party would carry out ongoing repairs and maintenance and also the delivery of soft services such as cleaning and janitorial support which would, in all probability, most sensibly be undertaken through the PPP contract provider.

Phase 1

7.2.11 Subject to any site specific constraints the accommodation for the option for delivery of the first phase would be based on the configuration, space standards and specification of the new build accommodation which was provided at Wardie Primary School in August 2013. However, the requirement to potentially add a second phase of a further five class spaces (and the necessary ancillary accommodation) necessitates detailed consideration regarding whether this would be either a further extension to the same building or a further new building elsewhere on the site. If a different overall configuration would be more efficient and effective (for example initially delivering a 2+2 double storey building which

would then be extendable to result in a 4+4 then this should be highlighted early in the design development process).

7.2.12 Any double-storey building proposed to accommodate four class bases should be based on the configuration, space standards and specification of the new build accommodation which was provided at Trinity Primary School in August 2013. There was no new accommodation provided in the first phase of the rising rolls project which was based on a five class configuration within the same building. The closest in terms of configuration is the 2+2 model which was provided at Trinity Primary School. Subject to any site specific constraints the accommodation should be based on a defined accommodation schedule of 482m2.

8 St Mary's RC (Leith) Primary School

8.1 Background and Agreed Approach

8.1.1 St Mary's (Leith) RC Primary School currently operates an 11 class organisation and has capacity for 11 classes. In August 2013 the P1 intake at St Mary's (Leith) RC Primary School will be up to 55. This will require that a 12th class is created in what is currently GP space. Assuming consistent double stream intakes, the school may be maintained within 12 classes until the existing single stream P4 exits in 2016/17. Accordingly, in the short-term, provision of additional accommodation would seek to compensate for the loss of one GP space rather than creating additional class space.

8.1.2 At its meeting of 25 June 2013 the Working Group agreed to monitor the intakes and, in advance of August 2016 which is when it is forecast that new accommodation many be required, consider a catchment review compared with new build on the site of the temporary unit, currently occupied by the Lapidary Club, who understand why action is required and were willing to work with the authority on the matter.

9 Stockbridge Primary School

9.1 Background and Agreed Approach

9.1.1 In August 2013 the P1 intake at Stockbridge will be up to 46 pupils in a single classroom with a team teaching arrangement. The optimum P1 intake for a seven class capacity school is 30 pupils and the school does not have sufficient breakout space to support multiple large team teaching classes. Accordingly, an intake of more than 40 pupils cannot be sustained within the schools existing accommodation. An eighth classroom will be required in August 2014 with further classrooms required in subsequent years. An intake of more than 40 pupils would ordinarily require 11 classes (an extra four classes) and a further GP space.

9.1.2 At its meeting of 25 June 2013, the Estate Strategy and Rising Rolls Working Group agreed:

- To commission a full feasibility study to assess the potential for phased expansion of up to five teaching spaces within the limitations of the existing site.
- To investigate the possible use of the adjacent land currently occupied by garages for expansion.

9.2 Delivery of New Accommodation

9.2.1 A feasibility study will be undertaken to consider how five additional teaching spaces could be constructed on the Stockbridge Primary School site on a phased basis as follows:

Phase 1: (+ two spaces) delivered by August 2014. Essential; increasing the school capacity to nine classes.

Phase 2: (+ one space) delivered by August 2016. Subject to review; increasing the school capacity to 10 classes.

Phase 3: (+ two spaces) delivered by August 2018. Subject to review; increasing the school capacity to 11 classes.

9.2.2 Whilst the delivery of two additional teaching spaces by August 2014 is considered to be essential, the delivery of the subsequent two phases remains subject to further review and consideration.

9.2.3 Consideration will be given to the potential availability of any property adjacent to the primary school site which might be available to allow the existing site to be expanded. This assessment should include the likely costs of acquisition and any further costs associated with bringing this into use as part of the primary school site (e.g. demolition of existing buildings, creation of new boundary fencing). The assessment will also consider the likelihood of acquisition and indicative timescales.

9.2.4 The feasibility study will consider all available options including:

- the reconfiguration of existing space in the school and/or annexe;
- extension to the existing building and/or annexe; and/or
- a separate new building (such as is already being provided at other primary schools in the city). Any proposed separate building should be for a minimum of two class spaces.

9.2.5 Options should focus particularly on the opportunities afforded by the annexe building, the reconfiguration of which is the strongly favoured preference of the school's Parent Council. The feasibility study will also consider ways in which the annexe building could be physically linked to the main school building however any costs associated with any proposals should be separately identified as this is something which is, essentially, a variant and delivery or otherwise would be very dependent on cost.

10 Victoria Primary School

10.1 Background and Agreed Approach

10.1.1 Victoria was considered for additional accommodation of two classrooms and one general purpose space for August 2013. The planning application was not approved, and the P1 registration process showed that the current accommodation was sufficient to accommodate the 2013 intake. Accordingly the school was removed from the first phase of new accommodation that was delivered for August 2013. The school currently has 26 registered catchment children, and a further 10 placing requests have been granted as the school has capacity to take up to 38 P1 pupils this year. Long term, the roll is expected to increase as development at Leith Western Harbour is completed. Accordingly, the requirement for additional accommodation at Victoria remains.

10.1.2 At its meeting of 25 June 2013, the Working Group agreed to progress designs for the construction of 3 new teaching spaces on the Victoria Primary School site in August 2014.

10.2 Delivery of New Accommodation

10.2.1 The project will be delivered through hub South East Scotland Limited and will follow the same process as was applied to the delivery of the new build accommodation in various primary schools for August 2013.

10.2.2 The project is to deliver new build stand-alone accommodation which incorporates three class bases and the necessary ancillary accommodation (toilets, storage, tutorial and circulation space) in a single-storey configuration.

10.2.3 Subject to any site specific constraints the accommodation should be based on the configuration, space standards and specification of the new build accommodation which was provided at Wardie Primary School in August 2013. Although detailed plans for new build were produced during 2013 there were obviously significant issues associated with the proposals which resulted in planning permission being refused. It will be critical to have an early engagement with the Planning Department to understand what these issues were and how they can best be addressed.

APPENDIX 3

Total Primary School Roll and P1 Intake 2013/14

School Name	Total School Roll 2013/14*	Change on 2012/13		P1 Intake 2013/14*	Change on 2012/13		Previous P1 Intakes		
		Actual	%		Actual	%	2010/11	2011/12	2012/13
Abbeyhill Primary School	**163**	18	12.4%	**49**	19	63.3%	30	18	30
Balgreen Primary School	**356**	(11)	-3.0%	**59**	(1)	-1.7%	56	59	60
Blackhall Primary School	**448**	31	7.4%	**80**	20	33.3%	60	60	60
Bonaly Primary School	**396**	3	0.8%	**59**	1	1.7%	65	61	58
Broomhouse Primary School	**168**	17	11.3%	**34**	6	21.4%	33	23	28
Broughton Primary School	**382**	36	10.4%	**69**	10	16.9%	40	61	59
Brunstane Primary School	**186**	14	8.1%	**38**	5	15.2%	28	22	33
Bruntsfield Primary School	**522**	33	6.7%	**74**	(17)	-18.7%	60	76	91
Buckstone Primary School	**384**	(12)	-3.0%	**51**	(14)	-21.5%	65	50	65
Bun-sgoil Taobh na Pairce	**213**	213[1]	100.0%	**55**	55	100.0%	n/a	n/a	n/a
Canal View Primary School	**273**	46	20.3%	**58**	12	26.1%	40	48	46
Carrick Knowe Primary School	**394**	24	6.5%	**73**	18	32.7%	56	58	55
Castleview Primary School	**224**	20	9.8%	**40**	2	5.3%	27	37	38
Clermiston Primary School	**315**	9	2.9%	**58**	3	5.5%	38	71	55
Clovenstone Primary School	**189**	12	6.8%	**29**	1	3.6%	20	35	28
Colinton Primary School	**154**	(1)	-0.6%	**28**	(3)	-9.7%	21	30	31
Corstorphine Primary School	**474**	0	0.0%	**75**	(11)	-12.8%	60	70	86
Craigentinny Primary School	**187**	12	6.9%	**43**	(3)	-6.5%	29	16	46

School Name	Total School Roll 2013/14*	Change on 2012/13		P1 Intake 2013/14*	Change on 2012/13		Previous P1 Intakes		
Craiglockhart Primary School	**380**	27	7.6%	**60**	0	0.0%	56	60	60
Craigour Park Primary School	**391**	31	8.6%	**87**	27	45.0%	56	67	60
Craigroyston Primary School	**196**	8	4.3%	**36**	(7)	-16.3%	27	25	43
Cramond Primary School	**394**	(2)	-0.5%	**60**	0	0.0%	55	60	60
Currie Primary School	**374**	20	5.6%	**63**	6	10.5%	57	55	57
Dalmeny Primary School	**99**	(6)	-5.7%	**15**	(3)	-16.7%	13	21	18
Dalry Primary School	**279**	2	0.7%	**44**	3	7.3%	42	63	41
Davidson's Mains Primary School	**488**	19	4.1%	**85**	11	14.9%	72	60	74
Dean Park Primary School	**463**	2	0.4%	**62**	(6)	-8.8%	69	59	68
Duddingston Primary School	**377**	(6)	-1.6%	**51**	(7)	-12.1%	59	50	58
East Craigs Primary School	**373**	(1)	-0.3%	**60**	8	15.4%	46	59	52
Echline Primary School	**248**	2	0.8%	**37**	(5)	-11.9%	48	38	42
Ferryhill Primary School	**303**	22	7.8%	**56**	11	24.4%	40	39	45
Flora Stevenson Primary School	**501**	11	2.2%	**81**	7	9.5%	69	90	74
Forthview Primary School	**364**	8	2.2%	**57**	(1)	-1.7%	41	48	58
Fox Covert ND Primary School	**210**	9	4.5%	**39**	14	56.0%	26	25	25
Fox Covert RC Primary School	**173**	7	4.2%	**29**	1	3.6%	17	30	28
Gilmerton Primary School	**401**	34	9.3%	**85**	19	28.8%	54	50	66
Gracemount Primary School	**435**	16	3.8%	**79**	4	5.3%	59	65	75
Granton Primary School	**362**	18	5.2%	**72**	4	5.9%	55	59	68

School Name	Total School Roll 2013/14*	Change on 2012/13		P1 Intake 2013/14*	Change on 2012/13		Previous P1 Intakes		
Gylemuir Primary School	**449**	38	9.2%	**83**	12	16.9%	74	59	71
Hermitage Park Primary School	**351**	(11)	-3.0%	**55**	4	7.8%	51	55	51
Hillwood Primary School	**49**	(7)	-12.5%	**7**	(1)	-12.5%	10	8	8
Holy Cross RC Primary School	**282**	9	3.3%	**58**	0	0.0%	43	61	58
James Gillespie's Primary School	**419**	12	2.9%	**75**	15	25.0%	57	60	60
Juniper Green Primary School	**405**	4	1.0%	**60**	0	0.0%	60	50	60
Kirkliston Primary School	**361**	29	8.7%	**60**	2	3.4%	54	48	58
Leith Primary School	**277**	14	5.3%	**54**	(6)	-10.0%	35	50	60
Leith Walk Primary School	**218**	25	13.0%	**45**	9	25.0%	29	34	36
Liberton Primary School	**389**	(3)	-0.8%	**59**	(1)	-1.7%	65	60	60
Longstone Primary School	**247**	5	2.1%	**30**	(20)	-40.0%	36	43	50
Lorne Primary School	**242**	0	0.0%	**45**	15	50.0%	31	47	30
Murrayburn Primary School	**364**	(1)	-0.3%	**49**	(3)	-5.8%	50	58	52
Nether Currie Primary School	**159**	11	7.4%	**25**	10	66.7%	30	29	15
Newcraighall Primary School	**109**	(8)	-6.8%	**13**	(12)	-48.0%	17	13	25
Niddrie Mill Primary School	**270**	0	0.0%	**44**	0	0.0%	43	53	44
Oxgangs Primary School	**387**	25	6.9%	**65**	(3)	-4.4%	49	66	68
Parsons Green Primary School	**293**	13	4.6%	**51**	(7)	-12.1%	34	39	58
Pentland Primary School	**405**	27	7.1%	**65**	(8)	-11.0%	58	71	73
Pirniehall Primary School	**267**	22	9.0%	**46**	(3)	-6.1%	30	34	49

School Name	Total School Roll 2013/14*	Change on 2012/13		P1 Intake 2013/14*	Change on 2012/13		Previous P1 Intakes		
Preston Street Primary School	**272**	2	0.7%	**41**	2	5.1%	47	45	39
Prestonfield Primary School	**184**	12	7.0%	**36**	6	20.0%	25	26	30
Queensferry Primary School	**395**	25	6.8%	**60**	0	0.0%	55	52	60
Ratho Primary School	**135**	16	13.4%	**23**	0	0.0%	17	16	23
Roseburn Primary School	**233**	11	5.0%	**31**	(19)	-38.0%	38	31	50
Royal Mile Primary School	**127**	1	0.8%	**23**	1	4.5%	13	21	22
Sciennes Primary School	**638**	4	0.6%	**89**	(1)	-1.1%	90	90	90
Sighthill Primary School	**172**	(7)	-3.9%	**33**	(11)	-25.0%	32	26	44
South Morningside Primary School	**597**	18	3.1%	**88**	(1)	-1.1%	89	95	89
St Catherine's RC Primary School	**217**	13	6.4%	**35**	5	16.7%	35	29	30
St Cuthbert's RC Primary School	**181**	28	18.3%	**28**	4	16.7%	27	25	24
St David's RC Primary School	**260**	18	7.4%	**48**	15	45.5%	27	46	33
St Francis' RC Primary School	**202**	27	15.4%	**48**	8	20.0%	20	26	40
St John Vianney RC Primary School	**283**	15	5.6%	**48**	(5)	-9.4%	48	42	53
St John's RC Primary School	**381**	(2)	-0.5%	**50**	(1)	-2.0%	56	58	51
St Joseph's RC Primary School	**258**	28	12.2%	**48**	3	6.7%	45	37	45
St Margaret's RC Primary School	**105**	12	12.9%	**19**	5	35.7%	18	17	14
St Mark's RC Primary School	**157**	0	0.0%	**24**	(2)	-7.7%	30	34	26
St Mary's RC Primary School (Edin.)	**361**	(5)	-1.4%	**49**	(11)	-18.3%	60	60	60
St Mary's RC Primary School (Leith)	**296**	15	5.3%	**55**	10	22.2%	45	36	45

School Name	Total School Roll 2013/14*	Change on 2012/13		P1 Intake 2013/14*	Change on 2012/13		Previous P1 Intakes		
St Ninian's RC Primary School	**217**	(7)	-3.1%	**26**	(11)	-29.7%	34	42	37
St Peter's RC Primary School	**400**	(8)	-2.0%	**60**	(1)	-1.6%	60	61	61
Stenhouse Primary School	**295**	9	3.1%	**49**	(5)	-9.3%	42	45	54
Stockbridge Primary School	**210**	15	7.7%	**46**	13	39.4%	28	30	33
The Royal High Primary School	**338**	(6)	-1.7%	**49**	16	48.5%	58	48	33
Tollcross Primary School	**157**	(166)[1]	-51.3%	**25**	(39)	-60.9%	51	48	64
Towerbank Primary School	**578**	21	3.8%	**90**	1	1.1%	89	81	89
Trinity Primary School	**484**	19	4.1%	**79**	(1)	-1.3%	70	66	80
Victoria Primary School	**170**	18	11.8%	**36**	(2)	-5.3%	17	25	38
Wardie Primary School	**435**	18	4.3%	**80**	5	6.7%	61	61	75
Total	**26,920**	**1,033**	**4.0%**	**4,535**	**176**	**4.0%**	**3,872**	**4,075**	**4,359**

* Based on Week 6 of 2013/14 term SEEMIS data - may be subject to change at the time of the September 2013 census.

[1] Note: The Gaelic Unit at Tollcross Primary School relocated to the newly established Bun-sgoil Taobh na Pairce in August 2013.

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Wellington Special School in Midlothian.

Item number	7.3
Report number	
Wards	All

Links

Coalition pledges	P1, P4, P5, P7, P29
Council outcomes	CO2, CO3, CO5, CO6
Single Outcome Agreement	SO3

Gillian Tee

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Wellington Special School in Midlothian.

Summary

It is a Council priority to reduce the use of out of authority residential provision and to provide best value services in Edinburgh. Wellington Special School is a City of Edinburgh establishment located in Midlothian which provides services in a remote location at high cost to a small group of young people. This report recommends that the Council commences a consultation process on a proposal to close Wellington Special School and replace the services currently provided there with enhanced services in the city of Edinburgh.

Recommendations

To recommend that the Education, Children and Families Committee:

1. Approve that the statutory consultation is carried on the proposed closure of education services at Wellington Special School with a view to ending care and education services at Wellington by 30 June 2014 as set out in this report;
2. Delegate authority to the Director of Children and Families to develop a detailed consultation paper on the basis of the proposals outlined in this report;
3. Approve that the statutory consultation should commence in November 2013;
4. Note that it is the intention to return to a future meeting of the Full Council for a decision on the proposal;
5. Note that the proposal will require Scottish Ministers approval prior to implementation should the Council decide to proceed;
6. Note the intention to request consent from the Council to ring fence some or all of any capital receipts for future education and care provision within the city of Edinburgh.
7. Approve the proposals for the development of additional pupil support services in the city of Edinburgh.

Measures of success

The education and care needs of more children and young people are met within the city of Edinburgh. Educational outcomes for children with additional needs are improved.

Financial impact

The current annual cost of services at Wellington is £2.252m. At full capacity this would equate to a residential cost per place of £155,000 a year and education costs per day place of £30,000 a year. At current occupancy levels the cost per day school place is £65,000 a year per head and the cost of a residential placement is £190,000 per child.

It is proposed the Council re-invests significant resources in strengthening support for pupils with social emotional and behavioural difficulties in Edinburgh through:

- an additional 12 places at Gorgie Mills Special School - £500,000
- additional resources in mainstream secondary schools to meet the needs of pupils within the school - £600,000.

These proposals offer best use of resources through targeted reinvestment to improve services for children and young people in need whilst also achieving direct economies of approximately £1.126m a year.

Repairs and maintenance pressures at Wellington Special School of £1,235,892 over the next 5 years will be avoided.

Sustainability impact

There are positive impacts on the environment arising from this proposal. The reduction of significant daily transport demands to the school and the subsequent reduction in fuel consumption would have a beneficial environmental impact and the six buildings at Wellington will no longer require maintenance and heating.

Equalities impact

Wellington Special School provides care and education for young men. The impact on equalities will be positive as enhanced support alternatives will be available to both sexes. Young people will have their needs met locally within Edinburgh. If the recommendations are accepted a full equalities impact assessment will be undertaken.

Consultation and engagement

A consultation process which must be followed regarding the proposed closure of a special school, like other schools, is prescribed in the Schools (Consultation) (Scotland) Act 2010. A full consultation paper will be developed in advance of the consultation process based on the proposals set out in this report. The Committee is asked to delegate authority to the Director of Children and Families to develop this paper.

Background reading / external references

Wellington HMIe Inspection Report – August 2010

Wellington Care Inspectorate Report – June 2013

Curriculum for Excellence – the Senior Phase A Statement from the Curriculum for Excellence Management Board.

Report

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Wellington Special School in Midlothian.

1. Background

1.1 It is a priority for the Council to provide high quality care and learning for young people wherever possible in their own communities and within the city of Edinburgh. During the recent Inspection of Children's Services in Edinburgh the Care Inspectorate found that *"tackling inequalities and promoting inclusive services are clearly articulated as being central to achieving the vision for children".* Inspectors identified the "*strong commitment from leaders about improving the lives of looked after children and embedding the responsibilities of the corporate parent across the Council and its partners" as* key strengths.

1.2 Wellington is a special school which currently provides education to 23 boys, 6 of whom stay overnight at the school's residential unit. The school is located in Midlothian, to the south of Penicuik on the road to Peebles. It has its origins as a 19th century reformatory and was designated to Edinburgh at the time of local government reorganisation in 1996. It provides services to boys aged 13 to 16 who have social, emotional and behavioural support needs.

1.3 The service has the capacity to provide up to six residential placements, two respite placements and 42 day placements.

1.4 Due to declining demand the school is operating well below capacity. There are currently six young people in residential places and 17 in day placements.

1.5 The average attendance rate for session 2012/13 was 75.65%.

1.6 Neither the location of the school or the model of provision fit well with present day practice. Despite the best efforts of the staff the provision has become increasingly out of step with the Council's priorities for Looked After Children and the ethos of Getting it Right for Every Child.

2. Main report

2.1 The use of the services at Wellington has declined significantly in recent years as the Council is committed to providing care and education for Edinburgh's young people wherever possible in the city of Edinburgh.

2.2 The current annual costs of services at Wellington are £2.252m. At full capacity this would equate to a residential cost per place of £155,000 a year and education costs per day school place of £30,000 a year. At current occupancy

levels the cost per day school place is £65,000 a year per head and the cost of a residential placement is £190,000 per child. The running costs of the school are set out in Appendix One

2.3 The condition of the buildings, its under occupancy and the rural location result in significantly higher overheads than those of comparable provision within Edinburgh. For example the unit costs of day placements at Gorgie Mills and Panmure Special Schools are £20,000 per annum. The school roll is much smaller than other special schools in the authority and this compromises the breadth and quality of provision. The location of the school means transport costs are very high. The normal transport time is 40 minutes for each journey and delays and inclement weather have a negative impact on curriculum time and extra-curricular activity. In addition the distant location is not suited to supporting the delivery of practice to support children and young people within their families and communities.

2.4 There have been ongoing concerns about some aspects of the quality of education provided. For example the school was inspected by HMIe in 2010. The evaluations of the five quality indicators are shown below.

Improvements in Performance	Learners' experiences	Meeting learning needs	The curriculum	Improvement through self evaluation
3 - Satisfactory	3 - Satisfactory	3 - Satisfactory	4 – Good	2 – Weak

2.5 The most recent inspection report of the residential care component of Wellington was published in June 2013. The outcomes demonstrated that while the support provided by the staff was good the overall quality of services had still not achieved a sufficient standard. The four quality indicators inspected are shown below:

Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Leadership and Management
2 – Weak	3 – Adequate	4 - Good	2 – Weak

2.6 It is proposed that a decision is taken to consult on closing the services at Wellington and provide alternative services in Edinburgh. This would take effect on a planned and phased basis taking account of the leaving dates of the current pupils. Of the 23 young people currently at the school 16 are expected to leave between December 2013 and May 2014. It is therefore expected that up to 7 pupils will require an alternative education resource from August 2014. (Some of the 7 pupils may move to an alternative resource before then).

December 2013	12 pupils expected to leave	number left = 11
May 2014	4 pupils expected to leave	number left = 7

2.7 The movement of the staff group would be managed through natural turnover, transfer and redeployment to other Children and Families' residential and education services. The current staffing FTE's and number of staff is:

	FTE	Number of staff
Clerical staff	1.63	2
Catering/Domestic	9.68	10
Teachers	15.62	16
Care staff	22.44	24
TOTAL	**49.37**	**52**

Improving Support for Children and Young People in Edinburgh

Transition Arrangements

2.8 For the 7 young people directly affected the Council will ensure individual learning and care plans are in place that provide alternative high quality education and care options to meet their needs. The schools options for the seven pupils (4 of whom will be S5 and 3 of whom will be S4) are Gorgie Mills Special School (where an additional 12 places are planned), Panmure School, return to the young person's catchment secondary school with all necessary supports or, in cases of exceptional need, an alternative residential school placement.

2.9 The proposals are designed to ensure the new learning provision for young people is better than that currently available at Wellington. For example, pupils will have more class time, wider curricular access, a mixed gender environment and improved access to extracurricular activities.

Re - investment in Edinburgh

2.10 As part of the continuing development of an integrated model of support, the closure of Wellington will enable reinvestment to provide;

- 12 additional places in Gorgie Mills Special School.
- significant additional resources for mainstream secondary schools to strengthen support for children within those schools.

The small number of pupils who require residential provision will be accommodated within existing care provision in Edinburgh.

2.11 Options for further enhancing specialist provision at Gorgie Mills Special School include the development of services with partner providers. These could offer a combination of personal support, personalised approaches to learning, core skills and vocational options. The vocational component of such partnerships would enhance Corporate Parenting objectives and contribute to the capacity of the Edinburgh Guarantee to achieve positive employment outcomes for Looked After Young People.

2.12 The increase in special school provision in Edinburgh will be underpinned by the strengthening of support in mainstream schools and by earlier intervention in the community for children in need: For example;

- Curriculum for excellence enables more personalised and inclusive provision in schools, including provision with a wide range of partners to meet diverse needs within mainstream and specialist provision.
- The Children and Families integrated support framework brings together additional support for learning and support in the family and community. This enables young people's needs to be addressed effectively at an earlier stage to maintain school placements, provide progressive support for all levels of need and promote effective engagement of learners and their families.
- The Council has introduced new services to support families in their communities. Family Solutions, the Young People's Service, Multisystemic Therapy (MST) and the expansion of Family Group Conferencing are improving the capacity of families to address difficulties at an earlier stage and successfully care for their children and young people within their own communities.

2.13 The opportunity for reinvestment created by this proposal will also provide scope for further improvements to strengthen the capacity of schools to provide alternatives to exclusion. Officers are exploring additional options with Headteachers including the extension of activity agreements to younger pupils on a targeted basis and enhanced facilities within schools where there are larger populations of learners requiring additional behaviour support and flexible provision. This is consistent with models of support that have been developed across Scotland.

2.14 Pilot work in Edinburgh extending activity agreements to S4-5 pupils has proved successful in enabling secondary schools to support bespoke approaches for young people with support needs.

> *"Partnership working is the best way of delivering a senior phase that meets the needs of a diverse range of learners and Curriculum for Excellence places an even greater focus than before on joint planning and delivery..... schools are not solely responsible for all of the provision offered in the senior phase but that they have a key role in bringing together their partners to plan and deliver a coherent curriculum that offers opportunities for learners to develop their knowledge and skills across a range of different contexts and settings."*
>
> Curriculum for Excellence – the Senior Phase A Statement from the Curriculum for Excellence Management Board.

Consultation and Engagement

2.15 The consultation process for closing a special school is that which must be followed regarding the proposed closure of any school. It is prescribed in the Schools (Consultation) (Scotland) Act 2010. A full consultation paper will be available in advance of the consultation process based on the proposals set out

in this report. The Committee is asked to delegate authority to the Director of Children and Families to complete this paper.

2.16 The statutory consultees for the proposal include:

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

Comments are also welcome from any party who has an interest in the proposal.

2.17 It is proposed two public meetings are arranged during the consultation period to allow members of the public to express their views. One meeting will be held within Gorgie Mills Special School in the City of Edinburgh and another meeting will be held in Wellington Special School in Midlothian. Staff from the Council will be present at both meetings to outline the proposals, take questions and discuss details. Dates of these meetings will be published in the detailed consultation proposal paper and advertised both in Edinburgh and in the area local to Wellington.

2.18 The legislation requires a minimum six week consultation period of term time during which representations on the proposal can be made. It is proposed that consultation takes place from 4 November 2013 to 16 December 2013. During this period the public meetings will take place.

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

2.20 Education Scotland is required to prepare a report on the educational aspects of the relevant proposals and must submit this report to the Council. It is anticipated that their assessment would be undertaken during January 2014. The Council must then take account of this report in preparing the Consultation Report on the outcomes of the consultation.

2.21 This Consultation Report must be publicly available at least three weeks prior to its consideration by Council and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meetings along with the Council response to representations made. It is anticipated that the consultation report will be presented to a meeting of the Council on 13 March 2014 setting out final recommendations.

2.22 Should the Council approve the closure of Wellington Special School, then Scottish Ministers would have six weeks from the date of the Council decision to decide whether to call in the proposals for determination. Should Scottish Ministers decide not to call in the proposals, then the Council could enact the decision. Based on a Council decision being taken on 13 March 2014, the six week potential call in period would conclude on 24 April 2014 with a view to ending care and education services at Wellington by 30 June 2014.

2.23 Wellington Special School is technically classified as a "rural" school. Wellington has no link to a local catchment area and provides no placements for Midlothian Council. However, in relation to special consideration for rural schools under section 12 (3) of the Schools (Consultation) (Scotland) Act 2010, consideration on the potential impact on the local community will be assessed. During the consultation period consideration will also be given to future use of the building and potential impact for the local area.

Financial Impact

2.24 The closure of services at Wellington Special School would release up to £1.1m a year for re-investment in enhanced pupil supports in Edinburgh. It is proposed the Council re-invests significant resources in strengthening support for pupils with social emotional and behavioural difficulties in Edinburgh through:

- an additional 12 places at Gorgie Mills Special School - £500,000
- additional resources in mainstream secondary schools to meet the needs of pupils within the school - £600,000.

2.25 The net annual recurring revenue savings from closing Wellington Special School are estimated at approximately £1.126m a year. In addition to these direct savings further economies would be achieved in staff travel and pupil transport.

2.26 The transitional costs of closing Wellington Special School will be subject to further assessment within the consultation period. The school has minimal impact on the local environment and economy. For example, all supplies and services are provided and purchased by the city of Edinburgh Council. However, we plan to advise Midlothian Council and any relevant local stakeholders of the proposals at the earliest opportunity.

2.27 In arriving at the net savings, the following assumptions have been made;

If there is no potential alternative use for the buildings they would be demolished allowing property related costs such as rates and security to cease.

The existing site would become surplus and sold for a capital receipt. It is our intention to seek consent from full Council for the ring-fencing of some or all of the capital receipt to improve the quality of children's residential homes in Edinburgh.

It should be noted that, based on a condition survey in February 2013, an estimated repairs and maintenance pressure at Wellington Special School of £1,235,892 over the next 5 years will be avoided.

It is proposed that the displacement of staff can be managed through natural turnover and transfer/redeployment to other Children and Families' residential and educational services.

3. Recommendations

To recommend that the Education, Children and Families Committee:

1. Approve that the statutory consultation is carried on the proposed closure of education services at Wellington Special School with a view to ending care and education services at Wellington by 30 June 2014 as set out in this report;
2. Delegate authority to the Director of Children and Families to develop a detailed consultation paper on the basis of the proposals outlined in this report;
3. Approve that the statutory consultation should commence in November 2013;
4. Note that it is the intention to return to a future meeting of the Full Council for a decision on the proposal;
5. Note that the proposal will require Scottish Ministers approval prior to implementation should the Council decide to proceed;
6. Note the intention to request consent from the Council to ring fence some or all of any capital receipts for future education and care provision within the city of Edinburgh.
7. Approve the proposals for the development of additional pupil support services in the city of Edinburgh.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care P4 Draw up a long-term strategic plan to tackle both over-crowding and under use in schools P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P7 Further develop the Edinburgh Guarantee to improve work prospects for school leavers P29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work
Council outcomes	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 in need, or with a disability, have improved life chances

	CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Wellington School Revenue Budget 2013/14

Wellington School	
Breakdown of revenue budget 2013/14	
Description of expenditure	**Total £K**
Staffing	
Teachers	696
Residential care officers *	1,003
Cooks	24
Manual staff	100
Instructors	38
Drivers	37
Managerial and business support	120
Total Staffing	**2,018**
Non-staffing	
Premises	133
Transport	10
Food and drink, clothing, excursions	80
Care commission charges	4
Pocket money, birthday and Christmas payments	11
Income	-4
Total non-staffing	**234**
Total revenue budget 2013/14	**2,252**
* Residential care officers also support children in the classroom during the day	

Education, Children and Familes Committee

10am, Tuesday, 8 October 2013

Parental Engagement

Item number	7.4
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO1,CO2,CO3
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Parental Engagement

Summary

The purpose of this report is to provide an introduction to the Parental Engagement Strategy and Action Plan. It also provides an overview of the first year of work of the Neighbourhood and City Wide Special Schools parent groups and the revamped Consultative Committee with Parents.

Recommendations

1. The Committee note the content of the report

2. The Committee agree the Parental Engagement strategy document and implementation plan and request a progress report on implementation in October 2014.

Measures of success

Overall progress will be measured as follows:

- % parents saying they are satisfied with their school
- % parents who say they are involved in their child's education

The following Quality Improvement frameworks will be used:

- 'How Good is Our School 3'
- How good is our community learning and development 2'
- How Good is Our School (HGIOS) evaluation series guides: Partnership with Parents(2006)
- *'Quality Management in Education 2'* HMIe 2006
- 'Evaluation Children and Young Peoples' Services with Quality Indicators' (ECYP)

Financial impact

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

Equalities impact

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

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

Consultation and engagement

There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups, Consultative Committee with Parents and working groups. A parent representative was also elected to the Education Children and Families Committee and sub groups in January 2013.

Background reading / external references

- 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

Report

Parental Engagement

1. Background

1.1 A new system for the Consultative Committee with Parents [CCwP] and the introduction of 5 Neighbourhood Parent Groups and 1 city wide Special Schools Group to facilitate consultation and communication with parents was agreed in October 2012 and has now been in operation for a year.

1.2 During that time officers and parents have been creating a parental engagement action and implementation plan with appropriate quality indicators and success criteria to sit alongside the Parental Engagement Strategy.

2. Main report

2.1 The new system of Neighbourhood Parent Groups and a City Wide Special Schools Parent Group operated for the last year. The groups are made up of parent council chairs or their representatives and the Senior Education Manager: Inclusion, Pupil and Parent Support. Parents have generally fed back positively about the new arrangements.

2.2 There has been an increase in the number of parents attending and engaging with the Council to discuss educational issues. Parents have been actively involved in shaping Council policy and practice e.g. the Vision for Schools, the Parental Engagement Strategy, and school placement information.

2.3 Representation of parents at Neighbourhood Groups and CCwP during session 2012 -2013 was five times greater than attendance at CCwP during session 2011 -2012.

2.4 Parents feedback has informed forward agendas for the CCwP. Key themes from each group throughout the year were as follows

- Information technology
- Budget
- Rising rolls
- Pupil placements

- Literacy
- Parking at schools
- Schools used as elections
- Facilities management
- Literacy
- Community access to schools

2.5 A key aim of CCwP, Neighbourhood groups and City wide Special Schools group is to respond to parent questions and suggestions in a 'You said, we did approach'.

2.6 The inclusion of parents has been fundamental to the work of the six working groups set up to write the action plan for the parental engagement strategy. Each working group has representation and input from a lead officer, parents and school staff. Extensive consultation has been undertaken with a range of stakeholders including parents within individual parent councils, school staff and through neighbourhood groups.

2.7 The key areas of the strategy and action plan 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 development of parent and pupil voice
- the strengthening of parent councils and their involvement with school, community and department
- the assistance of parents through parenting support when required

2.8 The action/ implementation plan identifies outcomes, tasks, success criteria, people involved and timescale.

2.9 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

3.1 The Committee note the content of the report

3.2 The Committee agree the Parental Engagement strategy document and implementation plan and request a progress report on implementation in October 2014.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 Our children have the best start in life, are able to make and sustain relationships and are ready to succeed 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 in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3.Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	1. Parental Engagement and Support Strategy 2013-2017 2. Parental Engagement Strategy Action Plan/Implementation Timescale 2013-16

City of Edinburgh Council

Children and Families

Parental Engagement and Support Strategy 2013 - 2017

Working together to improve outcomes for children and young people.

Foreword

Parental Engagement is a key priority for Children and Families who are committed to supporting parents and carers in their task of raising children and involving them in their child's education. Supporting parents and carers is at the core of our approach to Getting it Right for Every Child.

We value the involvement of parents/carers in their children's learning, in engaging with schools and other services, and in learning and gaining confidence in their role as parents and carers. These commitments underpin the following key strategic outcomes:

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

Together with our key partners, we have agreed these strategic outcomes for all children's services. Early intervention is at the centre of these priorities. This means we will focus on identifying and addressing issues at an early stage and from an early age.

We are proud of the start we have made to engaging with parents and we want to ensure that families (including all those caring for children and young people) receive the information, advice, encouragement and practical support they need, when they need it, in order that they can raise their children with confidence and manage their successful transition into adulthood.

Gillian Tee
Director of Children and Families

Paul Godzik
Convener of Education

Background

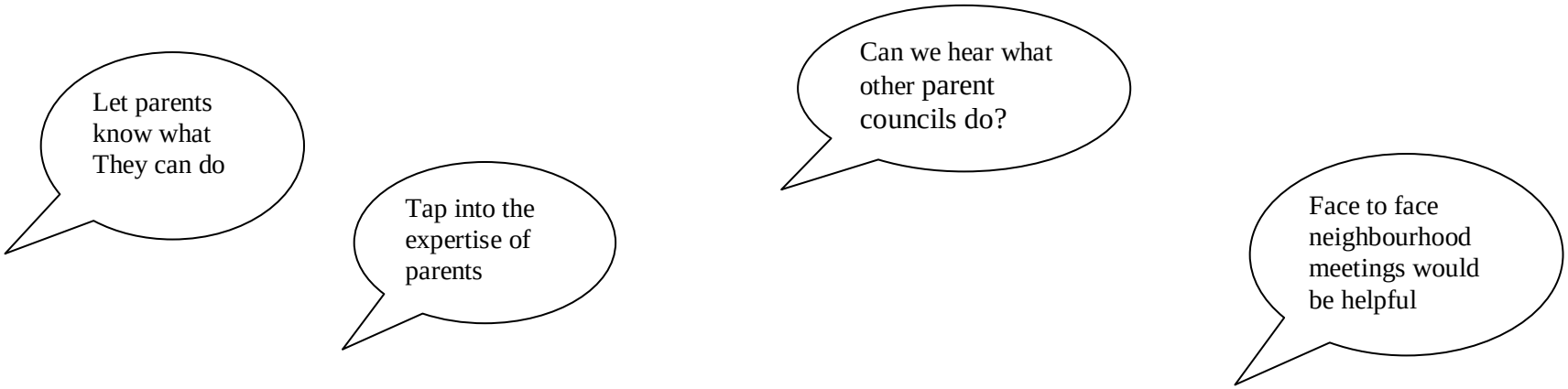
A meeting of the Consultative Committee with Parents in October 2010 tasked a working group with reviewing the existing strategy published in 2008, the progress made and creating a new strategy.

A working group was set up, chaired by the Senior Education Manager Inclusion, Pupil and Parent Support and consisting of central officers, head teachers and parents.

The initial meeting was held in Waverley Court and few parents attended. Therefore it was decided to take the working group out as a roadshow to schools and communities across the city. Roadshows took place on a monthly basis and culminated in a Parental Engagement seminar in November 2011. The roadshows involved parents, central officers, head teachers and community learning and development staff with Scottish Government and Education Scotland representatives joining us for the seminar.

The strategy is also based on a year of feedback from discussions in our new Neighbourhood and City Wide Special schools groups and a newly revamped Consultative Committee with Parents [CCwP].

Some comments from parents have been:



Parents and carers echoed the views of many education commentators in calling for a broad-based view of parental engagement. In particular, they see the need to support parental involvement in children's learning. At present, many Parent Councils are dominated by other issues such as property or finance, and our view of parental engagement is all too often limited to parental representation.

Context

The Scottish Schools (Parental Involvement Act) (2006) sets out the role of parents and carers in Scottish education, modernising and strengthening the framework that supports parental involvement in school education. The Act placed responsibility on local authorities to improve parental involvement in three ways - learning at home, home/school partnerships and parental representation.

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

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

Research found that

- *' parents need clear, specific and targeted information from schools.'*
- *' parents valued the school, consulting them and respecting the views they expressed.'*
- *'the impact of parental engagement programmes on children's literacy is greater than for any other curricular area.' Goodall et al (2011)*

Research has also shown that 'parental involvement in children's education from an early age is associated with educational achievement. In addition, it has been found that the more intensely parents are involved, the more beneficial the achievement effects.' [*Growing Up In Scotland Study May 2012*]

Getting it Right for Every Child is the national framework to help co-ordinate children and young people's services across Scotland. In Edinburgh, we have followed this by adopting the Getting it Right for Every Child in Edinburgh to give the right help to children, young people and families, when they need it from a joined-up multi-agency team. The engagement of parents and carers is central to this approach.

The Scottish Schools (Parental Involvement) Act 2006 modernises the framework for involving parents in their children's education and learning. The definition of 'parent' in the Act includes the role of the education authority as corporate parent in respect of looked-after children.'

Research from America on family, school and community partnerships is useful. The Epstein model shows the range of parental engagement activities that can help children's learning:

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

Children and Families is committed to improving outcomes for children and young people and, in respect of strengthening support to families, will work in partnership with other agencies including the NHS, voluntary sector, police and others.

This strategy will build on existing good practice and help embed parental engagement into the day-to-day work of services and organisations

Our Vision

We are fully committed to partnership working with parents and we will ensure all parents are:

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

We will take account of all emerging local and national developments to ensure a best value approach to our work.
We will also ensure quality is central to the delivery of all our objectives and that staff and parents are supported throughout.

Our Commitment is

- To work in partnership with parents and within and across agencies and with young people
- To facilitate layers of engagement to suit the preferences of all parents
- To consult with parents at all levels

Our Values are

- **An inclusive approach to all parental engagement**
- **Mutual respect** between schools, parents and communities
- **High expectations** engaging parents in pupils' learning and achievement
- **Trust** between parents, schools and Children and Families
- **Building** capacity and strengthening engagement at local level

We have identified 6 principal aims for the best outcomes for children, young people, families and communities

- To support all parents to engage in their child's learning
- To create an effective communications and consultation framework in parental engagement
- To build effective partnership working and creating opportunities for and removing barriers to engagement
- To develop pupil and parent voice
- To support parents and carers to be more confident in their ability to deal with the demands of being a parent and to be more knowledgeable about their children's development
- To support parent councils with training and development opportunities

Purpose

Our strategy will provide a framework for expanding and co-ordinating parental engagement opportunities and help to ensure the quality and equality of those opportunities in a consistent manner. Better co-ordination and partnership working will help make better use of existing resources and reduce duplication.

It will ensure we have the capacity and skills to support parental engagement, and that engagement is monitored and evaluated. It will also support the development of effective communication and reporting systems so that parents can see how their involvement is influencing service development. It builds on what parents told us during our roadshows and recognises that not all parents want to get involved at all levels and that there are layers of engagement. [Annex One]

We are committed to providing appropriate opportunities to involve all parents, whatever their ability, background or interest, to participate in the design, delivery and evaluation of the services and facilities that impact on their children.

We want all staff who work with children and young people to see the importance of engaging and working with parents and carers and to see this consistently evidenced in the activities they carry out.

Roles and Responsibilities

Director of Children and Families will

- provide advice and information to parents on national and local authority issues
- ensure that senior managers respond to issues raised by parents timeously and ensure that parental consultation is enacted at all levels
- ensure that Parent Councils are supports by providing advice and appropriate finance
- ensure continuous improvement in the implementation of parental engagement

Headteachers will

- ensure that all staff treat parents as partners in the education of their child
- ensure there is effective parental engagement and consultation on school policy and development
- ensure pupils are consulted on their views
- ensure parents have access to a specific named member of staff who has an overall view of their child's individual progress and can give information relevant to attainment , achievement and personal and social development

Parent Councils will

- promote effective dialogue between school staff and parent forum
- ensure effective consultation with parents at local level.

Parents will

- be given every opportunity to be involved in their child's education and learning

Implementation

The action plan sets out the main outcomes and tasks to ensure that parents and carers are supported in their role as parents, in their support for children's learning and in their engagement with schools and other services, as valued co-educators

All central, school based and community learning staff will take forward the Strategy for Parental Engagement. All parents will be encouraged to participate in a working together approach.

This strategy will build on existing good practice and help embed parental engagement into the day-to-day work of services and organisations.

Monitoring

Authority Level

Monitoring at authority level will be composed of a number of strands

- Regular meetings of neighbourhood groups comprising parents will enable operational issues to be monitored through discussion and feedback
- At the final CCwP meeting each year feedback will be sought on the progress of the action plan which identifies key performance indicators to measure progress against
- The above will form the basis of an annual report on the implementation of the Parental Engagement Strategy for Education Children and Families Committee
- There will be surveys of parents and carers annually on their views of their children's school experience. [Several thousand parents/carers complete the surveys and their views are reported on to individual schools and on an Edinburgh-wide basis. The surveys are an important tool in our overall engagement with parents and carers and inform policy.]
- The following audit tools will be used to measure effective progress

  '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' HMIe 2006

  'Evaluation Children and Young Peoples' Services with Quality Indicators [ECYP]'

  Numbers of parents attending Neighbourhood, City Wide Special schools group and CCwP meetings

Key indicators are identified in Annex Two.

Equalities

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

National Policies

U.N. Conventions on the Rights of the Child 1998

Children [Scotland] Act 1995

For Scotland's Children 2000

Standards in Scotland's Schools ACT 2000

Additional Support for learning [2004] Act amended 2010

A Curriculum for Excellence 2004

The Scottish Schools [Parental Involvement] Act 2006

How Good is Our Community Learning and Development 2006

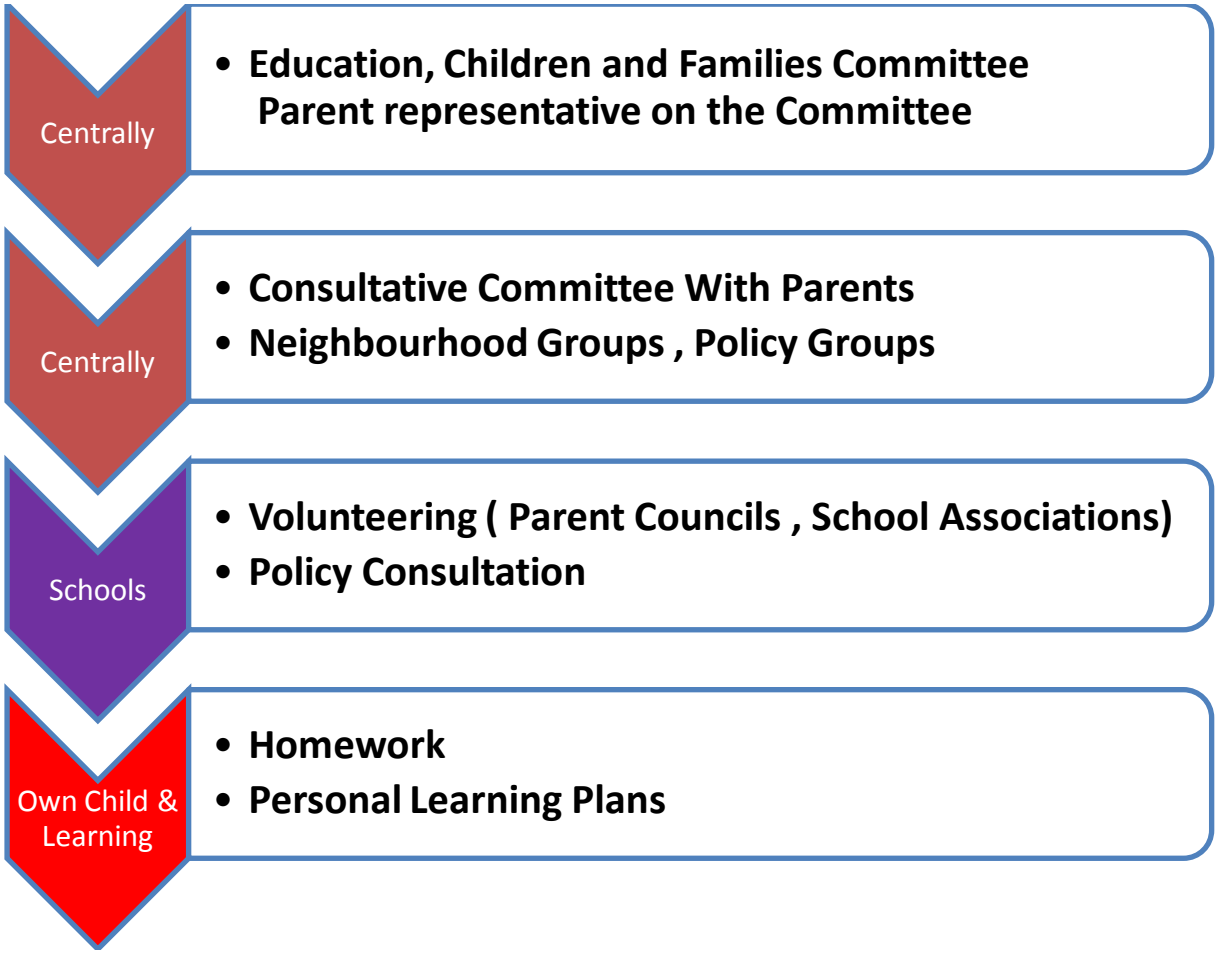
How good is Our School 3? 2006

Child at the Centre 2007

Getting It Right for Every Child 2008

Early Years Framework 2009

Layers of Engagement


Centrally
• Education, Children and Families Committee
Parent representative on the Committee
Centrally
• Consultative Committee With Parents
• Neighbourhood Groups , Policy Groups
Schools
• Volunteering (Parent Councils , School Associations)
• Policy Consultation
Own Child & Learning
• Homework
• Personal Learning Plans

QIs identified in Parental Engagement Strategy **Annex 2**

Quality Indicator	Theme	Key Features	Framework
2.2 The School/Centre's success in involving parents, carers and families.	The extent to which parents, carers and families are committed to, and actively involved in, the life of the school	This indicator relates to the involvement of parents, carers and families and their views on the quality of education their children receive.11 It focuses in particular on their current experiences.	Child at the Centre (CATC) How Good Is Our School (HGIOS)
2.2 Impact on Families	The extent to which family well-being is strengthened through Resilience, confident parenting, early intervention	This quality indicator relates to the impact of services on family well-being. It considers the extent to which families are resilient and can meet their own needs. It focuses on the confidence parents and carers have in their parenting. It is concerned with the impact of early intervention in strengthening families.	Evaluation Children and Young Peoples' Services with Quality Indicators (ECYP)
3.1 The Engagement of Staff in the Life and Work of the School/Centre	The extent to which staff are committed to, and actively involved in, the life of the school/centre	This indicator relates to the professional involvement and commitment of staff. It also focuses on the views of staff about their involvement in ensuring that learners receive a high-quality educational experience.	Child at the Centre (CATC) How Good Is Our School (HGIOS)

5.7 Partnership with Learners and Parents	Engaging parents in their children's learning and the life of the school • Consulting and communicating with learners and parents • Dialogue with learners and parents about the work of the school	This indicator relates to the school's partnerships with parents, carers and families how this impacts on learning and progress. It highlights the way that the school values all parents and their contribution to supporting learning as fundamental to a successful two-way partnership. It focuses on the school's work in promoting parental involvement in their children's learning, seeking and acting on parents' views and informing them about the school's work.	Child at the Centre (CATC) How Good Is Our School (HGIOS)
5.8 Care, welfare and development	Arrangements for ensuring care, welfare and child protection • Approaches to and provision for meeting the emotional, physical and social needs of children and young people • Curricular and vocational guidance	This indicator relates to the school's arrangements for meeting learners' emotional, physical, health and social needs. It is important that such arrangements apply at times of transition. It focuses on the school's procedures for ensuring that learners feel safe and well cared for and on planned approaches to promote their personal and social development. It highlights the need for advice which will enable learners to make informed choices within school and about their direction after leaving school.	Child at the Centre (CATC) How Good Is Our School (HGIOS)

5.9 Improvement through evaluation	• Commitment to self-evaluation • Management of self-evaluation	This indicator relates to the school's arrangements for improvement through self-evaluation and its commitment to this. It highlights the importance of gathering and responding to the views of all partners and stakeholders and involving them. It focuses on the extent to which a school knows itself well and improves the successes and achievements of learners, and the school community more widely.	Child at the Centre (CATC) How Good Is Our School (HGIOS)
6.2 Participation in Policy and Planning	• Active participation in policy and planning • Communication and consultation	This indicator relates to the involvement of all stakeholders (staff, learners, parents, members of the community and partner agencies) in policy development and planning and the work of the school more generally. It highlights the importance of keeping all stakeholders well informed about the school's work and development, and of consulting them on action for improvement.	Child at the Centre (CATC) How Good Is Our School (HGIOS)

8.1 Partnerships with the community, educational establishments, agencies and employers	• Clarity of purposes and aims • Working across agencies and disciplines • Staff roles in partnerships	This indicator relates to the effectiveness and impact of the school's partnership with the community, educational establishments, agencies, employers and others in supporting learners and targeting support to individuals. It focuses on the school's arrangements for consulting, communicating and working with others in supportive and effective ways. Key considerations include the extent to which the school works effectively in a range of multi-disciplinary partnerships and is committed to joint working in planning, delivering, and evaluating joint projects	Child at the Centre (CATC) How Good Is Our School (HGIOS)

Aim: Strengthen all parents and carers engagement in their child's learning				
Outcome	**Tasks**	**Success Criteria**	**Staff, Parents**	**Timescale**
A minimum of 75% of Early Years provision in Edinburgh will have Parents' Early Education Partnership (PEEP) groups	Train 70 members of staff to support PEEP groups	Up to 100 new PEEP groups will be operational *(QI 3.1 The Engagement of Staff, CATC)*	Amanda Godsell, Early Year's Team and parents	June 2015
	PEEP trained staff will work across establishments to increase access to and develop the quality of, existing PEEP groups	All Early Years provision have access to at least 1 member of staff trained to support PEEP groups *(QI 3.1 The Engagement of Staff, CATC)*	Amanda Godsell, Early Year's Team and parents	June 2015
	A pilot PEEP study will be carried out in Liberton and Gilmerton	The majority of parents/carers in the pilot schools with be positively engaged in their child's learning *(QI 5.7 Partnerships with parents and children, CATC)*	Amanda Godsell, Early Year's Team and parents	June 2013
Family learning is available in 90% of schools which meet the agreed criteria	Staff will work across a wide range of establishments delivering family literacy activities and will target the transition between nursery and primary 1	The impact of family learning on parents'/carers' literacy will increase parents/carers' ability to support and be engaged with their children's learning *(QI 5.7 Partnerships with parents and children, CATC, HGIOCLD)*	Maria Gray, CLD and parents	Ongoing June 2015
Communication with parents/carers is effective and parent/carers receive good quality, practical advice regarding their children's learning in school and good information at main transition points	Schools will ensure that all reports clearly identify strengths and learning needs	The majority of schools will have more than 85% of parents/carers satisfied with the quality of the advice in their child's reports *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Head Teachers Joyce Rochford	June 2014

	A range of school and cluster based parental involvement activities take place which inform parents/carers about important events concerning their child.	85% of parents/carers in the majority of schools report that they are confident that they know what the next step in the learning journey means for their child. *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Head Teachers, staff in schools, parents	February 2015
An increased number and wider range of parents/carers participate in school events and activities relating to their child's learning	Parents'/carers' events will be widely publicised and highlighted by schools to parents/carers, including those from harder to reach groups and those with English as an additional language	90% of parents/carers are more confident in supporting their children in meeting their learning targets *(QI 2.2 Success in involving parents, carers and families CATC/HGIOS)*	Head Teachers, Staff, EAL service	February 2014
An increased number and wider range of parents/carers are confident about how to raise concerns about their child's learning	Schools will provide information about the systems available, to parents/carers wishing to raise concerns. Schools will publicise contact information.	80% of parents/carers in the majority of schools will report that they are satisfied that they know who to contact to discuss concerns about their child's learning *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Head Teachers	June 2014
An increased number and wider range of parents/carers regularly have their views sought and taken into account	CEC will draw up a survey to regularly gather views from parent/carers on parental engagement in their school. The survey will be available in different languages.	80% of parents/carers in the majority of schools report that they are satisfied that their views on parental engagement are taken into account *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	D Maguire Parents	February 2014

Aim: Develop parent/carer and pupil voice				
Outcome	**Tasks**	**Success Criteria**	**Lead Officer**	**Timescale**
Parent/carer and pupil views are sought, heard and taken into account in all aspects of school life, including teaching and learning	We will involve parents/carers and pupils in annual school improvement planning (SQIPs). This will include feedback from the wider parent/carer and pupil communities (e.g. through annual surveys) and not just from parent and pupil councils	More parents/carers and pupils agree year on year that their views are sought and taken into account on relevant school matters (source: school surveys) *(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)*	All head teachers	Annually
	We will explore the benefits of and opportunities for facilitating interaction between parent and pupil councils. We will share examples of good practice from Edinburgh and elsewhere and, if appropriate, develop and deliver CPD opportunities for staff on linking pupil and parent voice	Once implemented, parent and pupil councils consider that they have opportunities to discuss and put forward joint views on school matters, including teaching and learning *(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)*	David Maguire; school staff; parents/carers and young people	Working group report completed by Dec 2014 Implemented from August 2015 onwards
	We will involve parents/carers and pupils in the design of any new or updated school handbooks.	Parents/carers and pupils involved in producing or updating handbooks agree that their views have been taken into account. Handbooks comply with legislation *(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)*	All headteachers SEM Inclusion, Pupil & Parent Support	Annual update of school handbook

Aim: Assist Parents and carers through parenting support when required				
Outcome	**Tasks**	**Success Criteria**	**Staff, Parents/Carers**	**Timescale**
An increased number and wider range of parent/carers have access to parenting support as required	Two new Development Officers for Parent and Carer support will be appointed to give one per neighbourhood.	Development Officers and schools have improved partnership working to ensure parents/carers have access to information and support. *(QI 2.2 Impact on Families Evaluating CYP Services with QIs)*	Pat Southall Coordinator Parent and Carer Support.(P&CS)	June 2013
	All schools will appoint a link member of staff as the contact person for Development Officers P&CS, with specific regard to Support to Parents/carers within their school.	There will be a clear, mutually agreed pathway for both Development officers and schools to develop information and support to parents/carers. *(QI 2.2 Impact on Families Evaluating CYP Services with QIs)*	Pat Southall - Development Officers P&CS.	100% of Secondary schools by June 2014. 50% of Primary schools by Dec 2014 and 100% by June 2015.
	The Development Officers will support schools to make parent support information available at transition stages: • Nursery to P.1 • P.7 to S.1	Parent /carers report increased access to information at key transition stages and feel more connected to the school. *(QI 5.8 Care, Welfare and Development CATC. HGIOS)*	Pat Southall – Parent and Carer support. Development Officers P&CS.	50% of. schools by Dec. 2014 100% of schools by June 2015
	Each Nursery class/school will engage in a range of activities to ensure that there is contact prior to children starting Nursery. These could include transition groups, home visits or child planning meetings, depending on the needs of individual children and families. This will be tested and evaluated with a group of Nurseries in the James Gillespie cluster.	Parents/carers, initially in test site, and subsequently in 60% of Nursery classes, report that both they and their child received the support they required during the transition into nursery. *(QI 5.8 Care, Welfare and Development CATC. HGIOS)*	Pat Southall – Coordinator P&CS Jane Ramage – Early Years Manager. Development Officers.	Test site – June 2014

Parents/carers of children and young people with significant social and emotional needs are involved in developing accessible information	The coordinator - Parent and Carer support will engage with the chair of the special school city wide parent group and with the Parents Forum for families of children affected by disability.	Parents/carers report that they have increased access to high quality, appropriate information *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Pat Southall liaising with Rosie Wilson	June 2015
Increase the knowledge of parent/carers of secondary school children's emotional and mental health risk, resilience factors and how these influence health outcomes.	Undertake a consultation with 100 parent/carers and young people about their needs. Design, pilot and deliver Raising Teenagers with Confidence training in secondary schools, informed by consultation, and the experiences of the 'Raising Children with Confidence' programme	The consultation results in a clear direction for universal parenting support for parents/carers of teenagers. The majority of parents/carers engaged in the programmes report that they are more knowledgeable and confident about young people's social and emotional health. *(QI 5.8 Care, Welfare and Development CATC. HGIOS)*	Pattie Santelices Ros Donaldson. (parent)	<u>Consultation</u> Oct 2013 <u>Programme</u> December 2014
Support parents/carers of early years /primary school children to promote positive mental health and well being in themselves and their children.	200 parents /carers supported through the 'Raising Children with Confidence' programme run in schools and community settings. A further 200 parents/Carers supported through the Raising Children with Confidence' programme run in schools and community settings.	The majority of parents/carers engaged in the programmes report that they are more knowledgeable and confident about children's social and emotional health. *(QI 5.8 Care, Welfare and Development CATC. HGIOS)*	Pattie Santelices Pat Southall	August 2013 August 2014

Aim: Develop effective partnership working and opportunities for, and the removal, of barriers to parental engagement				
Outcome	**Tasks**	**Success Criteria**	**Lead Officer**	**Timescale**
Schools and parent councils are supported to engage more effectively in the wider parent forum	Implement a short life working group to develop an "ideas" pack for schools to promote and support involvement .This will integrate with work at locality level to engage parents in the Getting It Right agenda and to develop and support their participation in planning for their children.	Online pack created and communication distributed *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Lynne Porteous	January 2014
	Encourage all establishments to have dedicated parent/carer notice board space in a prominent position within schools, making links to community activities as well as establishment based opportunities	50% of all establishments have created dedicated parent/carer information space *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Heads of Establishments	December 2013
	Establishments will identify regular opportunities for informal "open-house" activities (coffee mornings, fundraisers, subject specific drop-ins etc)	School and establishment timetables reflect regular engagement opportunities *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Heads of establishments and Development Officers (Parent and Carer support)	October 2013
	Improve use of schools and establishments as hubs to provide wider community information and opportunities for parental engagement and involvement	School use by parents/carers increases *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Nominated lead in school plus Development Officer (Parent and Carer) support	January 2015
	Work with community partners to promote in-school activities and disseminate information to parent/carers	Improved links between community organisations and local schools *(QI 8.1 Partnerships with the Community etc. CATC,HGIOS)*	Nominated lead plus Area Coordinators, Development Officers (Parent and Carer support)	January 2014

	Schools to identify examples of good practice and produce progress reports on specific initiatives to be shared with Parent Councils and in Neighbourhood and City Wide Special Schools group. Opportunities for inter school visits and presentations on good practice will be developed.	Parent Councils report wider knowledge *(QI 4.2 Successes in engaging the wider community CATC,HGIOS)*	Headteachers	August 2014

Aim: develop effective communication and consultation				
Outcome	**Tasks**	**Success Criteria**	**Lead Officer**	**Timescale**
More effective communication between schools and parents/carers	All schools will have an effective electronic method of communicating with parents/carers e.g. parent mail SEEMIS text messaging and a school website	Parents/carers report that they have increased electronic access to information. All schools will have their own website *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	All head teachers	June 2014
More effective communication and consultation between parents/carers and Children and Families	Neighbourhood groups will be established and will to meet four times per session An email network of neighbourhood group members will be established. The CCwP will be reformed as a strategy discussion forum A parent will be appointed to Education Children and Families Committee	Parent representatives agree that their views have been taken into account and they are actively influencing school and authority policy. A high level of attendance at group meetings is sustained. CCwP representatives agree that their views have an impact on Children and Families strategy. 100% attendance of parents/carers at CCwP meetings is achieved. Parent appointed and attends Committees *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Moyra Wilson Parent Council representatives Neighbourhood and City Wide Special schools group CCwP representatives	November 2012 January 2013 January 2013
Bright Futures Blog is used regularly by parents/carers to access information	Information on events, policy and strategy is updated on a regular basis	An increased percentage of parents/carers sign up to the Bright Futures Blog *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	James Coltham	December 2013

New Parental Engagement web site is used by parent/carers	Website will be created with a mix of administrative, policy and information to reflect the interest of parents information	The new site is accessed by 80% of parents *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	James Coltham, Tina Woolenough, Lorraine Spalding, Moyra Wilson	October 2013
An increased number and wider range of parents/carers are familiar with a range of organisations developed to support parents	Parent Council chairs will be supplied with a range of electronic links to parent support organisations, for circulation to parents/carers. The links will include: - National Parent Forum - SPTC - Education Scotland - Edinburgh network	Parent Councils, Neighbourhood Groups, and the CCwP report positively on increased electronic access to support organisations *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Moyra Wilson	October 2013
A Communication / Consultation Framework is produced and is operational	A working group is established to develop a communication/consultation framework A survey of parents and carers is undertaken to gauge the effectiveness of the framework.	The majority of parents report that they are satisfied with the improvements resulting from the implementation of the framework. *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Moyra Wilson Head teachers Parents Joyce Nisbet	December 2014
Non resident parents are kept informed of their child's education progress	Review and update existing policy The Communication Working group produce a user friendly leaflet for parents.	When surveyed, the almost all of non-resident parents report that they are confident that they have been kept informed of their child's educational progress. *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Moyra Wilson,	July 2013

Aim:	**To strengthen parent councils**	**and Forums.**		
Outcomes	**Tasks**	**Success Criteria**	**Lead Officer**	**Timescale**
Parent Councils will receive support to increase their effectiveness	We will improve information for parent councils using a variety of media • Phone apps • Twitter • Facebook • website	Parent Councils report that they are involved in their schools in a meaningful and mutually supportive manner. *(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)*	Moyra Wilson, Parent Representatives C+F Officers	December 2014
Training packages are in place to support Parent Councils	We will create online training in the following areas: • effective chairing • administration of Parent Councils • engaging the wider parent forum Good practice examples are shared with and across Parent Councils.	Engagement in online training increases by 70% in three years. Good Practice examples are regularly considered and these inform and impact on the work of all Parent Councils *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Moyra Wilson Parent Representatives C+F Officers Scottish Parent Teacher Council	June 2016
Parent Councils will have their own websites or page on school site	Guidance and templates will be created for Parent Council websites.	The number of Parent Councils with their own website increases by 30% year on year, over a three year period *(QI 6.2 Participation in Policy and Planning CATC, HGIOS, HGIOCLD)*	Parent Councils	December 2016
Parent Councils engage more effectively with the wider Parent Forum	Parent Council members will attend / speak at school meetings Parent Councils will create a Volunteer network of buddies	An Increased number of parents are involved in parent councils and the wider parent forum All schools have a Parent Council *(QI 5.7 Partnerships with parents and children, CATC/HGIOS)*	Parent Councils	2013 – 2016 2016

Parent Councils will review and evaluate their practice and impact	A self-evaluation toolkit for Parent Councils will be developed. The toolkit will be piloted by one Parent Council in each cluster, reviewed and updated. The toolkit will be rolled out to all Parent Councils	Parent Councils report that the self-evaluation toolkit has contributed to improvements in practice across the city *(QI 5.9 Improvement through Self-evaluation CATC, HGIOS)*	Ros Sutherland	December 2013 June 2014 September 2015

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Outdoor Play and Active Learning

Item number	7.5
Report number	
Wards	All

Links

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

Gillian Tee

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Outdoor Play and Active Learning

Summary

The report summarises the progress made in outdoor play and active learning.

- The progress made to improve outdoor play and learning opportunities in Edinburgh schools through the Grounds for Learning's Playing Naturally in Schools Project. The report outlines the selection process, progress so far and next steps.
- Notes success in Legacy 2014 Active Places Funding.
- Considers the community use of school grounds for play out of school hours.
- Provides information on the OPAL Waterplay Project which has won a national play award.
- Considers the impact of design on school grounds.
- Summarises the progress made in Forest Education and Forest Schools.
- Proposes to draft a new Play Strategy for the City of Edinburgh in response to national and international guidance.

Recommendations

The Committee is asked to:

1. Note the progress made in developing school grounds for outdoor play and active learning.
2. Note the success of schools in attracting funding to improve their grounds for play.
3. Request a review of policy for the community use of school grounds for play outside teaching hours.
4. Note the success and national recognition of the OPAL Waterplay project in 40 Early Years settings.
5. Note a commitment to the inclusion of outdoor play and active learning through the design of school grounds when planning for new schools.
6. Note the expansion of Forest Education and Forest School provision in the city.
7. Note the appointment of a Play Champion and establishment of a Play Forum
8. Accept a report on a new City of Edinburgh Play Strategy in May 2014 in response to national and international guidance.

Measures of success

The success of the Playing Naturally in School's project will be measured by:

- Increased children's opportunities for regular outdoor free play and active learning
- The development of effective approaches to dealing with the various practical challenges and issues involved in providing play in schools
- Increased promotion of the benefits of play for child development to parent's and communities
- Positive evaluation of the end of project conference
- Increased natural play opportunities through playground improvements in other schools, both locally and nationally

Financial impact

There is a neutral financial impact on existing Council budgets. External funds have been made available for the project and individual schools involved will also make contributions by fund raising.

Equalities impact

The rights of the child will be enhanced by improving children's right to play (UNCRC article 31). Children's access to school ground play spaces, including children with disabilities, will be considered throughout planning and design process.

Sustainability impact

There is no adverse economic, social and environmental impact arising from this report.

Consultation and engagement

Parent Councils were consulted by schools during the pre-project information sharing and signed the application documents. School staff, parents and children will be consulted throughout the process.

Background reading / external references

Background information is available from:

1. Natural Play: An evaluation of Ground for Learning's project work with 8 primary schools in Central Scotland
2. Scottish Government, Play Strategy for Scotland: Our Vision
3. UN General Comment on Article 31

Report

Outdoor Play and Active Learning

1. Background

1.1 In February 2013 the UN adopted a General Comment on the UNCRC Article 31, the child's right to rest, play recreation, leisure and the arts to ensure the realisation of children's right to play.

1.2 The introduction of the National Play Strategy – Our Vision in June is expected to influence the way that play is addressed, including a rights based approach. The National Play Strategy Action Plan will be published in October 2013, and is expected to consider play in four domains: in the home; in schools and nurseries; in the community; and play promotion.

1.3 The Play Strategy Steering Group will bring a report to Committee in May 2014 with proposals for a new Play Strategy for the city of Edinburgh in response to the international and national guidance. It is expected that the work already undertaken will position Edinburgh to respond positively.

2. Main report

Playing Naturally in Schools Project

2.1 The charity Grounds for Learning has been awarded funding from the Scottish Government to help 30 schools nationally to develop exemplar natural play provision in their grounds. The main activity of the project is to support schools to develop their play spaces and their play practices.

2.2 Ten places were available across Scotland for work in the period October 2012 – June 2014. The City of Edinburgh Council was chosen to be a partner authority in October 2012 and five places were offered. A partnership agreement was signed by the Director of Children and Families in November 2012.

2.3 A total of 37 Edinburgh primary schools were proposed for selection by Play Development, Outdoor Learning, Quality Improvement, and Asset Planning officers. Schools were short-listed on a matrix of criteria which included Head Teacher commitment, a variety in the type and age of premises, and neighbourhood spread. Following an information event 28 Edinburgh schools were invited to submit an application to be co-signed by the Head Teacher and Parent Council.

2.4 Fourteen Edinburgh schools and their Parent Councils submitted applications and due to the high quality of the applications six schools were selected:

- Buckstone Primary School
- Carrick Knowe Primary School
- Castleview Primary School
- Granton Primary School
- Lorne Primary School
- Sighthill Primary School

Work to date

2.5 A project information meeting was held for cross departmental staff involved in school management, procurement, health and safety, grounds maintenance and insurance. A series of project planning meetings have been held with Head Teachers and project lead teachers.

2.6 Each of the six schools were supported to submit an application to the Legacy 2014 Active Places fund to double the value of their project, and concept designs were prepared based on this additional level of funding.

2.7 The first of three in-service day trainings on outdoor play for all six school's support staff members has been completed, with 50 support staff attending.

Next steps

2.8 Design plans will be signed off with Grounds for Learning by 10 October 2013.

2.9 Site works are scheduled to begin in November.

2.10 Training and support for all school staff from Grounds for Learning will continue until June 2014 with on-going support from the Early Years Play Development officers.

2.11 A conference to disseminate information and lessons learned will take place in June 2014.

Legacy 2014 Active Places Fund

2.12 It is known that eight schools made an application to the Legacy 2014 Active Places fund for improvements to their school grounds.

2.13 Buckstone Primary has been successful in its application to boost their Grounds for Learning Playing Naturally in Schools project fund, and has been awarded £22,038 Legacy Funding. One of the key factors in their Legacy Funding success was attributed to the level of access of the school grounds to the community for out of hours use..

2.14 Cramond Primary School Parent and Staff Association have been awarded £41,679 by the Legacy Fund for an interactive adventure landscape for children of all ages and abilities in the school grounds, which will be open to the wider community.

2.15 Bruntsfield Primary School Parents Council applied for Legacy funds to improve their grounds for natural play, and were also refused on the basis of availability for community use. They will continue to seek funding and are considering if it might be possible to make the school grounds more available for community use out of school hours.

2.16 The other five Playing Naturally schools were unsuccessful in achieving Legacy funds for their in Schools project in August, and were refused on the basis of the school grounds closures out of school hours. These schools will reassess the availability of their grounds for community use out of hours and will reapply in January 2014. If this second application is unsuccessful the concept plans will be readjusted to meet the original Grounds for Learning funding of £15,000.

School Grounds Out of School Hours Use for Play

2.17 School buildings and their grounds often represent the largest single asset for many local communities. At present there is no definitive policy for the use of school grounds for play out of teaching hours, and community use of school grounds is at the discretion of the head of establishment.

2.18 However, it is acknowledged that providing play opportunities within school grounds can be a challenge and some schools and some communities may encounter more challenges than others. Work is needed to address the barriers to increasing access to school grounds. The benefits of using school grounds for playing include:

- Increased pupil motivation and self-esteem
- Enhanced partnership working with the community
- Reduced pupil disaffection
- Improvements in child behaviour and social skills
- Improved local availability of play opportunities
- Better opportunities for children outside school hours
- Opportunities which prevent children and young people progressing to greater levels of risk

2.19 A previous survey of Edinburgh schools indicated that less than 17% had playgrounds open for play out of hours, and this information will be revisited as part of the review of the Play Strategy for the city of Edinburgh.

OPAL Waterplay Project

2.20 As fewer 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.

2.21 In January 2013 an ambitious programme was launched to make innovative use of limited budget, introducing ‘natural’ water play features in 40 Early Years settings for a total of £43,680. This has included training, materials and

resources, consultant support, tools, building materials and additional natural play resources.

2.22 Between February and April 2013 the project build-days created ‘dry river bed’, sand and other landscape features which presented opportunities for ‘natural’ outdoor play. The landscape features were planned by each setting’s own staff working closely with the children and other key holders, so the landscape is individual to each setting. The building work was undertaken by each setting’s community using staff, parents and community volunteers.

2.23 Water does not run constantly, but is transported to fill a closed reservoir, and hand pumped by the children into a shallow stream bed or rill with puddle areas for sensory and environmental play.

2.24 The waterplay project has acted as an inspiration for further extending active learning and natural free-play opportunities in many participating settings who have gone on to make further developments to their grounds, and acted as an exemplar to other settings not involved in the original project.

2.25 The OPAL Waterplay project won an Outstanding Contribution to Play Award for ‘The Best Play Initiative 2013’ at the national Nancy Ovens Trust Play Awards in September 2013.

School Ground Design

2.26 It is noted that there is a national movement towards providing natural, environmental play and active outdoor learning by design in school grounds, and Edinburgh schools are among the fore-front in providing exemplar projects based on remodelling of existing school grounds.

2.27 To improve outdoor play and active learning opportunities for future generations of children, consideration should be given to including design for play as part of the planning of all new school developments.

Forest Education and Forest Schools

2.28 Forest Education based techniques and activities are being used increasingly in Edinburgh schools in their own grounds for play and active learning.

2.29 There is increasing use of natural woodlands away from school grounds for Forest School activities, particularly in Early Years settings. Exemplars of this approach are the Cowgate Under 5s Centre ‘Stickland’ project, based in a yurt at Bonaly where children are regularly bussed to spend all day in the outdoors, and the Liberton Nursery Forest School Project where children walk to a local woodland on a weekly basis.

2.30 Advantages of Forest Schools include:

- Developing a love of being outdoors and the confidence to enjoy woodland and other natural areas responsibly
- Developing children’s environmental interest which can help prompt more outdoor physical activity

- Children's play becomes more active in the playground and at home, building dens, using ropes, planting trees etc
- Pupils often take parents and other family members back to the wood, or to other woods, outside school hours

2.31 A number of staff have gained Forest School Leader qualifications. CPD training is being made available to staff through trainings and conferences organised by Play Development and Sports and Outdoor Education staff, in addition to partnership work with external providers.

Edinburgh's Play Strategy

2.32 The Play Strategy Steering Group will bring a report to Committee in May 2014 with proposals for a new Play Strategy for the city of Edinburgh in response to the international and national guidance on play from the UNCRC and the Scottish Government. It is expected that the work already undertaken will position Edinburgh to respond positively. As a reflection of the priority given to the development of play opportunities for young children in Edinburgh it is proposed to appoint a Play Champion and establish a Play Forum to promote play opportunities and work towards a Festival of Play for Edinburgh.

Conclusions

2.33 The City of Edinburgh Council is committed to the importance of play.

2.34 The Playing Naturally in Schools Project will:

- Improve children's opportunities for outdoor play and active learning
- Improve whole school staff's knowledge of and support for children's play
- Promote the benefits of play for child development
- Act as exemplars for playground design for other schools locally and nationally

2.35 Supporting a policy for out of hours use of school grounds for play may be of benefit to Parent Councils and schools seeking funding to improve their grounds.

2.36 The OPAL Waterplay project has been recognised as an exemplar project nationally for improving outdoor play and active learning in early years settings.

2.37 Outdoor play and active learning can be enhanced in new schools where the design takes consideration of this at the planning stage.

2.38 The Forest School approach to play enhances children's learning, and further staff training opportunities are being provided.

2.39 The City of Edinburgh Play Strategy 2014 will be in a strong position to respond to national and international priorities for play.

3. Recommendations

The Committee is asked to:

3.1 Note the progress made in developing school grounds for outdoor play and active learning.

3.2 Note the success of schools in attracting funding to improve their grounds for play.

3.3 Request a review of policy for the community use of school grounds for play outside teaching hours.

3.4 Note the success and national recognition of the OPAL Waterplay project in 40 Early Years settings.

3.5 Note a commitment to the inclusion of outdoor play and active learning through the design of school grounds when planning for new schools.

3.6 Note the expansion of Forest Education and Forest School provision in the city.

3.7 Note the appointment of a Play Champion and establishment of a Play Forum

3.8 Accept a report on a new City of Edinburgh Play Strategy in May 2014 in response to national and international guidance.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO4 - Our children and young people are physically and emotionally healthy
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Playing Naturally in Schools – Project Overview for Edinburgh 2. Concept plans: a) Buckstone Primary School b) Carrick Knowe Primary School c) Castleview Primary School d) Granton Primary School e) Lorne Primary School f) Sighthill Primary School 3. List of OPAL Waterplay Project Establishments

Playing Naturally in Schools

Project Outline for Edinburgh: 28th August 2012

Background

The benefits of play for child development are well known and evidenced. They include improving physical activity and dexterity, developing social skills, stimulating creativity and imagination, supporting intellectual curiosity and self-led learning and helping to foster a love for the natural world and the outdoors. Schools that develop their outdoor play provision commonly report improvements in behaviour, classes that settle more quickly after break time, children who are happier and more content in school and CfE experiences and outcomes that happen at playtime without active teacher input.

Recognising this, the Scottish Government has made a strong policy commitment to play in recent years (including play in schools) through documents such as the Early Years Framework and Equally Well. Grounds for Learning has recently been awarded funding from the Scottish Government to help schools develop their play provision, building on best practice internationally and the success of a 2-year pilot project with 8 schools in Glasgow and North Lanarkshire.

In each year we plan to work with around 10 schools across 2 or 3 Local Authorities. This briefing gives an overview of the project and what would be required of participating Local Authorities and schools.

Project Summary

The goal of the project is to enable primary school children to benefit from regular outdoor free play in their schools.

The main objectives of the project are to:

- Demonstrate the significant benefits of outdoor play in schools for children, schools and communities across a range of different issues and school contexts.
- Develop and demonstrate effective approaches to dealing with the various practical challenges and issues involved in providing play in schools.

- Develop and demonstrate effective processes of changing both the quality of outdoor play spaces and the culture and practice of school communities.

The main activity of the project will be to support schools to develop their play spaces and their play practices. Our approach can be best understood by looking at case studies from some of the pilot schools here and a short film that tells the story of three of these schools here.

There are four main elements to this approach

- Creation of environments that offer non-prescriptive opportunities for play that is child led. These commonly involve mounds and dips, bespoke sand play areas, water, introducing large boulders and tree trunks, trees, shrubs, varying mowing regimes and creating intimate hiding spaces.
- Introducing loose materials to support play, such as branches, pebbles, straw bales, wooden discs and logs, tarpaulins, guttering and pipes.
- Providing extensive training and support to help teachers and playground supervisors develop appropriate skills and put in place proper management and risk benefit procedures.
- A participatory process that involves children, staff and parents in the design, creation and management of the new facilities.

Support to schools

Schools receive:

- Initial support to develop their thinking, enthusiasm, ideas and plans in a way that maximises the involvement of the whole school. This will involve running a number of workshops and planning meetings with pupils and teachers and will culminate in a succinct design brief.
- Support from an experienced play designer to turn this brief into an effective design
- £15,000 towards implementing the new design. Most of this will be spent on capital works, but around £2,000 will be spent on loose materials for play and appropriate storage.
- Project management of site works: drawing up tender documentation, tendering and awarding contracts and site supervision. The bulk of the works will be completed by contractors, but our hope is that in each school a small element of the work will be carried out by pupils, parents and teachers, with the support of an experienced professional (e.g. willow worker, countryside ranger, wood worker etc.)
- Support to plan and implement appropriate management and maintenance of the new facilities, including development of risk benefit assessments.
- Training for all or most of the teachers and non-teaching staff in how to supervise and support outdoor free play. These training sessions will largely be out doors, hands-on and involve children playing with a range of loose materials.

Project timing

The project would run for 4 terms in each school, with timing as follows

Project Phase	Timing
Discussions with potential Local Authorities	Sept - Oct
Deadline for Local Authority decision on participation	End Oct
Short list of schools identified by Local Authority	Mid Nov
Information session for short listed schools	End Nov
Closing date for school applications	End Dec
Schools selected	March
Planning workshops and development of brief	April - May
Design concept	Mid June
Designs approved by school and Local Authority	End of August
Tender process	Sept
Site works	Oct - Dec
Training and support for school and staff	Throughout project and up to end of June in year 2.

School selection

Criteria

We are looking to work with around 5 schools in Edinburgh. We will select schools on the extent to which they can meet the following criteria:

- Strong leadership and teacher commitment to outdoor play
- Strong parental support for outdoor play, and willingness to engage with the process – represented by a supporting statement from the school Parent Council in the application form.
- Access to the new facilities by the community out of school hours.
- Meeting at least one of the 'target school types' noted below
- Schools that have already begun to make progress with regular outdoor learning.
- Schools that can commit some of their own funding to the project.
- Schools must be able to commit to engaging fully with the project as outlined in the 'school requirements' section below.

Target school types

We want to select project schools that will demonstrate how play can contribute positively in a range of different ways. For example:

- special schools for children with various forms of physical, behavioural and learning issues
- large schools, small schools, urban schools, rural schools, new schools, PPP schools etc.
- joint campuses that host Roman Catholic and Non-denominational schools – where there is joint commitment to the project from both schools.

School requirements

Participating schools must recognize that the project will require significant time and focus and that it will require changes to school culture, policies and practices, some of which may be challenging. Schools will be required to engage with the project as follows:

- Nominate a lead teacher to be our main point of contact. We estimate that the teacher will require around 3 days of non class time per term to be able to do this effectively.
- Make time for meetings with the GfL project team and training sessions with staff (including playground supervisors). Most of the training sessions will take place in class time with pupils, but **we will need around half a day of INSETT time per term to work with all staff members**.
- Communicate closely with and seek the active involvement of parents.
- Gather some evaluation data – this will largely be collected at the start and towards the end of the project through parent, teacher, supervisor and pupil questionnaires and focus group discussions. GfL will provide the school with templates for collecting this data.
- Sign photo permissions forms to allow GfL to take and use film or photographs of the children in the playgrounds for use in our online and print materials.
- Take pictures of children playing in the new spaces and input into the production of a short case study to capture the main learning points from the project.
- Organise a local community celebration event in the final term for parents, local community members, councillors and neighbouring schools – to see, hear about and enjoy the new features.
- Invite the local press to this event and prepare a short press release (GfL will provide a template).
- Be willing for GfL to bring occasional visitors and groups to see the new features and to share their experiences with these visitors (obviously at a time that suits the school).
- The head teacher will be required to sign a short project agreement to signify their support for the project as outlined above.

School selection process

- Local Authority contacts will be asked to nominate around 10 schools that they think most closely meet the school selection criteria.
- GfL may add other schools to this shortlist, from our own experience or those of other knowledgeable contacts.
- Shortlisted schools will be invited to a twilight information and question & answer session for interested schools. This will give schools an opportunity to understand more about what the project involves as well as giving us give us opportunities to assess their suitability. Schools which do not attend this session are unlikely to be selected.
- Shortlisted schools will then be asked to complete a simple application form and asked to demonstrate how they meet the selection criteria. Parent Councils will be required to complete part of this form.
- GfL will make a final selection, in consultation with the Local Authority.

Partner Local Authorities

This project would lead to changes in practice for Local Authorities as well as for schools – most obviously in the areas of Health & Safety and Grounds Maintenance. This section sets out what would be required of Local Authority partners who wish to take part.

Local Authority Requirements

Local authorities would be required to:

- demonstrate a strong commitment to developing outdoor play provision in schools.
- nominate a lead officer who will be our main point of contact and who will take the lead on liaison with their colleagues (in school estates, education, play, health & safety land services etc.)
- provide up to date blank scale maps and service maps of the school sites free of charge.
- engage positively with GfL and the school to enable new approaches that will challenge existing council norms – such as the provision of sand, varied mowing regimes, loose materials, slopes and dips, the likelihood of mud and a risk-benefit approach that will create more adventurous and 'good risk' play opportunities.
- enable parents and local craftspeople to be involved in implementing elements of the practical work.
- exemplify us from requirements to follow council procurement procedures, including the requirement to work with a limited number of approved contractors.
- nominate a short list of schools that they believe meet the selection criteria.
- at the end of the project, organise and run a site tour to some of the projects for staff from other schools in the Local Authority (and if space, neighbouring authorities)

- use the project schools as local exemplars to stimulate and encourage similar developments elsewhere, including in new school building projects.
- provide ongoing support to project schools beyond GfL's involvement over 4 terms, for example through their play or outdoor learning staff.
- sign a short project agreement (at Education Director level) to signify their agreement to support the project as outlined above.
- We are also keen to explore whether partner local authorities may be able to leverage some additional funding into this project to allow us to work with a couple of additional schools.

Other Local Partners

GfL support to schools will be limited to 4 terms only. The process of effective change is a much longer journey. We are therefore keen to explore how local organisations, particularly those with expertise in playwork or outdoor learning, can provide ongoing support to schools beyond our involvement. Our hope would be to identify these potential partners at the start of the project so that they can build a relationship with the schools and explore how best they might provide ongoing support.

Next Steps

We are currently in discussion with a number of Local Authorities about participation in the project from March / April 2013.

We plan to have a detailed discussion with each of these Local Authorities in September 2012. These discussions will require the input of a senior officer from education, together staff involved in supporting play in the authority. It would also be helpful if we could involve any obvious partner organisations in these initial discussions.

Buckstone Primary School

School Grounds Project

KEY:

- Play sand
- Raised bunded walkway/edge
- Timber stumps
- Boulders
- Long grass cut once per year
- New trees

Features:

1. Willow tunnel entrance/planters
2. New paving
3. Existing storage refurbished including Japanese temple sliding doors
4. Timber deck
5. Sleeper balance bridges
6. Giant timber sea chest/kiste
7. Water rill from new outside tap
8. Mound over tunnel entrance to sand
9. Refurbished bark pathway
10. Large scale rope monkey climb
11. Giant split level nets
12. Planters/seats
13. Seating/balance feature and stumps
14. Trim trail refurbishment/boulders and routes

Client:	Buckstone Primary School
Drawing:	Concept Design
Date:	13.06..13
Design by:	Judi Legg

PLAYLINK

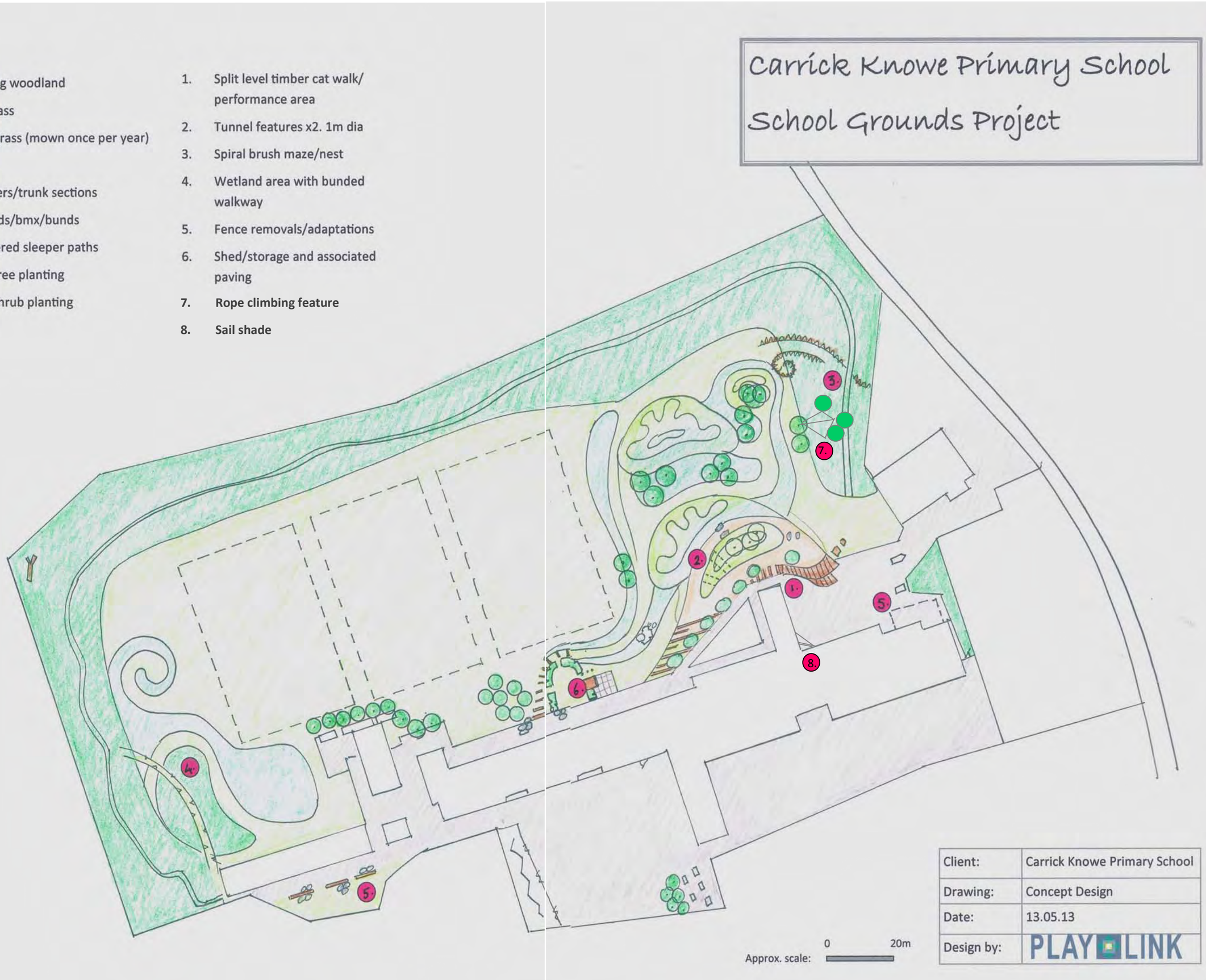
Carrick Knowe Primary School

School Grounds Project

KEY:

- Existing woodland
- Cut grass
- Long grass (mown once per year)
- Sand
- Boulders/trunk sections
- Mounds/bmx/bunds
- Staggered sleeper paths
- New tree planting
- New shrub planting

1. Split level timber cat walk/ performance area
2. Tunnel features x2. 1m dia
3. Spiral brush maze/nest
4. Wetland area with bunded walkway
5. Fence removals/adaptations
6. Shed/storage and associated paving
7. **Rope climbing feature**
8. **Sail shade**

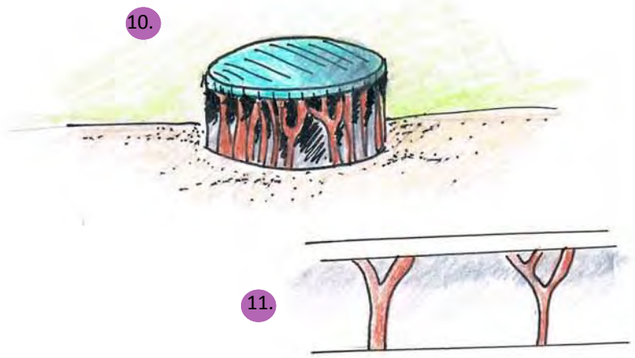


Approx. scale: 0 20m

Client:	Carrick Knowe Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	PLAYLINK

Castleview Primary School Grounds Project

- Grass slope
- Mown grass
- Long grass cut once a year
- Play sand
- Existing trees
- New trees
- Hedge/shrubs
- Boulders
- Tree stump seats
- Existing fence removed
- Self binding gravel path



KEY:

1. Brushwood maze/boundary to wood-land
2. Totem circle/den frame
3. Terraced route/grass path
4. Eden project style kitchen garden
5. Climbing tree
6. Pizza oven
7. Storage unit
8. Canopy lean to
9. Stepping log spiral
10. Timber cave structure
11. Covered shelter features

Client:	Carrick Knowe Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	Judi Legg

PLAYLINK

SCALE:

0 20m

Granton Primary School Grounds Project

School building

KEY:

1. Terraced eating
2. Den/pier/posts/pulleys
3. Tunnel entrance
4. Tarpaulin/posts/lean to
5. Shed storage for loose materials
6. Relocated stage
7. **Water basins**
8. **Existing boat with new working sails**

Nursery space

Client:	Carrick Knowe Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	Judi Legg

PLAYLINK

Lorne Primary School

School Grounds Project

Client:	Lorne Primary School
Drawing:	Concept Design
Date:	13.06..13
Design by:	Judi Legg

PLAY LINK

Features:

1. Split level tree house
2. Willow archway
3. Relocated wigwam and water lock gates
4. Timber tunnel/souterrain
5. Cobble sett rill and paddle pool
6. Boulder mountain with tunnel net-work
7. Existing storage for loose materials
8. Arched river crossings
9. Cone pool
10. Split level seating/stage
11. Large net hammock with i.a.s sur-facing
12. Washing lines and pulley systems
13. Planted archway
14. New shutters to create storage in existing canopy area for loose ma-terials
15. Planted jungle maze with boulders and paved path network
16. Brush hurdle as ball catch/corridor
17. New sports markings
18. New access through existing stor-age area creating access to all grounds

KEY:

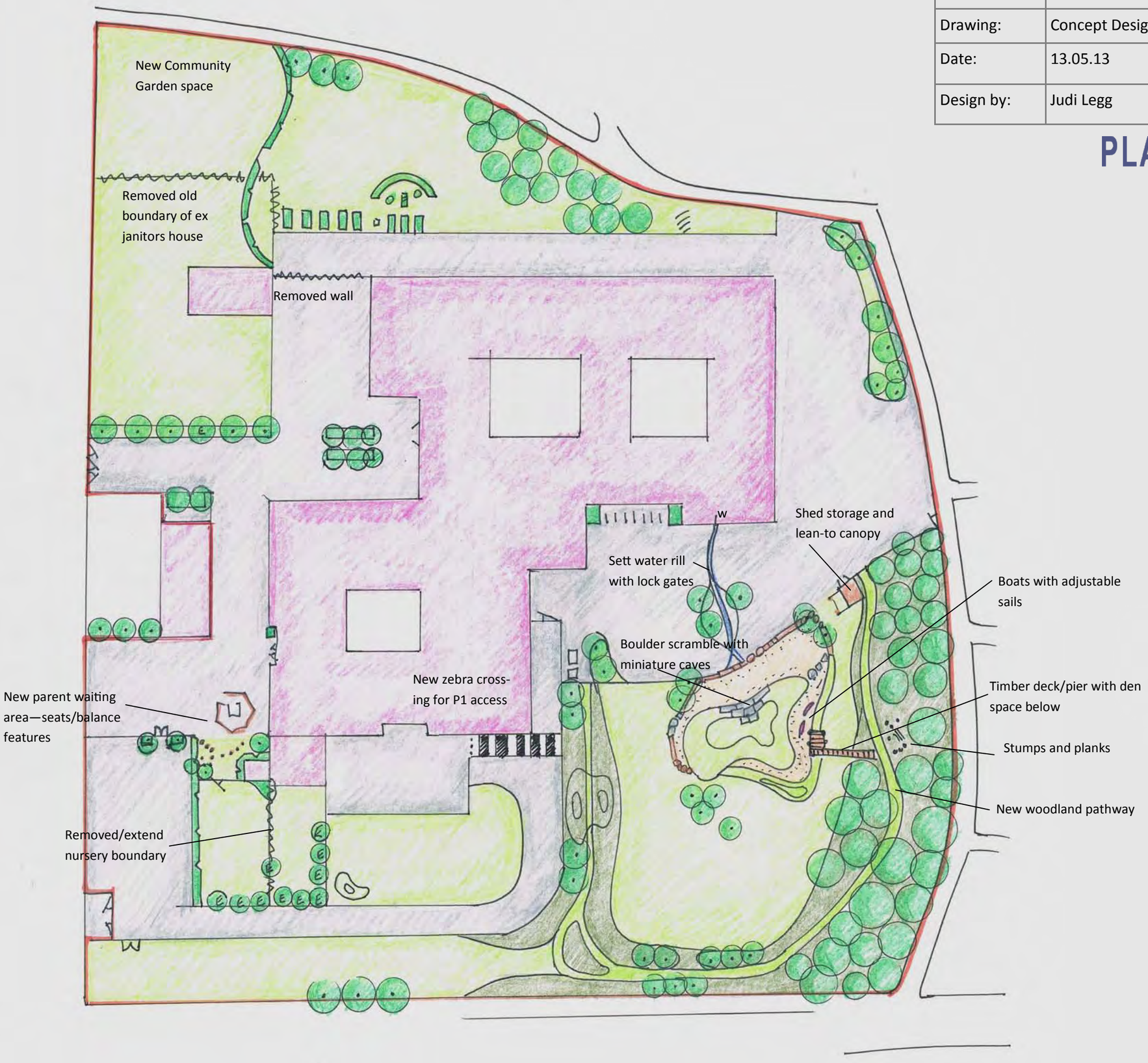
- Play sand
- Shrub planting
- Tree stumps
- Boulders
- School buildings
- New trees

Client:	Sighthill Primary School
Drawing:	Concept Design
Date:	13.05.13
Design by:	Judi Legg

PLAYLINK

KEY:

- Play sand
- Planters, hedging and shrubs
- Mounds
- Grass cut once per year
- New trees
- School boundary



Appendix 3

Edinburgh's OPAL Waterplay Project

Staff and parents involved in the project were from:

(With Consultant Support)	*(With Build-day Training)*
Clovenstone PS Nursery	Bonaly PS Nursery
Craiglockhart PS Nursery	Cameronhouse Nursery School
Craigourpark PS Nursery	Corstorphine PS Nursery
Dalmeny PS Nursery	Cowgate Under-5s Centre
Flora Stevenson PS Nursery	Craigroyston PS Nursery
Gracemount PS	Duddingston PS Nursery
Gylemuir Nursery	Fort Early Years Centre
Hope Cottage Nursery School	Gilmerton Early Years Centre
Leith PS Nursery	Granton Early Years Centre
Liberton PS Nursery	Granton PS Nursery
Lochrin PS Nursery	Greendykes Early Years Centre
Longstone PS	Hailesland Early Years Centre
Moffat EYC	Liberton Nursery
Newcraighall PS Nursery	Queensferry Early Years Centre
Sighthill PS Nursery	St Ninian's PS Nursery
St Catherine's Nursery	Stanwell Nursery School
St Davids PS Nursery	Stockbridge Nursery
St John's PS Nursery	Tollcross Gaelic Nursery
St Joseph's PS Nursery	Tynecastle Nursery School
St Mark's PS Nursery	Viewforth Early Years Centre

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Co-operative Childcare and Education

Item number	7.6
Report number	
Wards	All

Links

Coalition pledges	P5, P6
Council outcomes	CO1, CO2, CO6
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Co-operative Childcare and Education

Summary

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 develop 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 (LAYC) to provide a range of support and advice to the Out of School Care sector, including identifying and helping those who wish to make the transition to co-operative status.

LAYC has established a partnership with a representative from Morton Fraser legal services, and the Co-operative Enterprise Hub (CEH) to provide guidance to After School Care (ASC) clubs with regard to any change in governance to that of a co-operative or a Scottish Incorporated Organisation (SCIO). An SCIO is a new legal form that has been purpose built for the charity sector in Scotland. It provides limited liability and separate legal identity to organisations that are or wish to become charities.

As a consequence of this work, one ASC club is moving forward with CEH in order that a decision might be made as to whether it would be appropriate to change their governance to become a co-operative. Another two clubs are taking forward their interest to strengthening the legal protection to their committees by becoming SCIOs.

Work is being undertaken to develop co-operative approaches between clubs to strengthen their mutual support and enhance the sector. LAYC are supporting clubs by exploring the creation of a 'co-operative charter' to develop the co-operative principles that might be adopted by participating clubs, and formalise these arrangements.

A Steering Group is being formed, chaired by the Head of Schools and Community Services, to monitor and support activity around the development of co-operative childcare, taking cognisance of the wider commitment to develop affordable childcare within the city.

Council officers are developing a plan to consult with members of the Playgroup sector in order to establish how best to support them using more co-ordinated and co-operative approaches. It will be possible to take the learning from the initiatives being developed within the Out of School Care sector, although account will need to be taken of the particular environment of the playgroup sector.

The development of a co-operative approach to delivering a Community Crèche in North Edinburgh is underway. The consortium is awaiting a decision regarding their funding application to the Big Lottery in order to take this work forward.

Additionally, Children and Families is successfully developing co-operative education and learning in the Broughton Cluster. So far, this work has resulted in a range of activities for pupils and staff across the cluster, that reflect the development of co-operative values, principles and operational practices. Representatives from the cluster have also participated in the International Association for the Study of Co-operation in Education in July, using the learning in further CPD and planning events in the cluster.

Recommendations

Committee is asked to:

1. Note that one After School Care club has made formal application to the Co-operative Enterprise Hub, to take the next step to become a co-operative.
2. Note that there is significant scope to develop formal co-operative support and practices amongst clubs;
3. Note the formation of the steering group to monitor the development of childcare co-operatives and associated activity to support the out of school and playgroup sectors;
4. Note the conference to be organised by Lothian Association of Youth Clubs, and the Co-operative Learning and Education event.

Measures of success

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

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

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

There are no adverse impacts arising from this report.

Consultation and engagement

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

Background reading / external references

Report

Co-operative Childcare and Education

1. Background

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 Ferryhill, Flora Stevenson, Granton and Stockbridge primary schools.

2. Main report

Childcare Co-operatives

2.1 Work to develop the Council's priority to establish Childcare Co-operatives in the city is well underway. The strands of activity are:

- Providing support to out of school care providers to develop co-operative status for their organisation should they wish, and to develop a structure of support to the sector, using co-operative principles.
- The development of an overarching steering group to monitor the development of childcare co-operatives, and the support available to them.
- The development of a support structure for preschool playgroups, and, in so doing, ensure that they have available to them the necessary information in order to decide whether becoming co-operatives will be of benefit to them.

Out of School Care

2.2 In May it was reported that Lothian Association of Youth Clubs (LAYC) had been commissioned to provide support to community based After School Care (ASC) 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.

2.3 Since then, LAYC has developed its capacity to provide expertise and legal support to clubs who expressed a wish to change governance to that of a Scottish Incorporated Organisation (SCIO) and/ or operate as a co-operative. This support is provided directly by LAYC, along with Morton Fraser legal services, and the Co-operative Enterprise Hub. This support is available free of charge. ASC groups are being offered the chance to express interest and move forward on a stage by stage basis.

2.4 LAYC has had discussions with 6 clubs to explore the implications of making such changes, highlighting the potential benefits to the organisations and service users, as well as discovering the challenges for which it will be necessary to find solutions in order to move forward.

2.5 The possible benefits identified by groups include the explicit expression of ethos and work of each organisation, and its relationship with the community. A further advantage is related to increased staff engagement, and potential to improve staff benefits and retention. As well as direct communication with the 6 clubs that presented themselves as being interested, LAYC has also produced guidance and information that has been made more widely available across the sector.

2.6 A challenge identified as changing the legal status of an organisation to a SCIO or co-operative is the impact that this will have on the organisation's registration with Care Inspectorate. The ASC would need to close and deregister, and then register with Care Inspectorate as a new organisation. The consequence of this is that any history of inspections and therefore formal record of quality is lost. Organisations expressed concern about the impact on their reputation. LAYC is currently pursuing this issue with the Care Inspectorate.

2.7 Currently, there is one ASC club that is continuing to express interest in becoming a co-operative. The club has formally applied to the Co-operative Enterprise Hub (CEH) to embark on the process. CEH will assess the current situation of the club in order to confirm whether it is 'fit' to move forward to the next stage of the process. If the club still wishes to continue, LAYC and the representative from Morton Fraser will provide the necessary guidance and support. LAYC are also supporting 2 clubs to becoming SCIOS, in order to provide greater legal protection to their committee. As part of this process, a constitution that will enshrine those principles that are consistent with co-operative organisations is being designed and will be presented to the clubs for their consideration.

2.8 The remainder of ASC clubs that are already SCIOs, that have been directly involved in discussions, have concluded that moving to co-operative status for their individual organisations would not, at this stage provide any further benefit to them. However, there is great interest in developing strategies for developing mutual co-operation and collaboration between clubs. This includes the development of a co-operative charter, making use of a small grants scheme, and the development of a Managers Mentoring Service.

2.9 Work is underway to explore the creation of a ‘co-operative charter’ that parent led ASC clubs could access and adopt which would enshrine co-operative principles and practices into their operational procedures. The development of a charter is being progressed by LAYC and the Co-operative Enterprise Hub and will be presented back to the group of clubs that have been engaged in the discussions to date.

2.10 A small grants scheme to encourage and support co-operation and collaboration between parent led ASC clubs has been established by LAYC and its first grant has been awarded. The scheme is able to provide up to £400 per after school club for joint work with at least one other parent led ASC club.

2.11 The Managers Mentoring Service will provide tailored support to those managers of parent led ASC clubs who request additional support from an experienced manager. Information about this initiative and invitations to sign up as a mentor is currently being circulated within the parent led sector. It is anticipated that this will go live once mentors have been selected and provided with induction training.

2.12 In order to develop better understanding of community based parent led ASC clubs, LAYC and Council Officers have been working together to undertake a mapping exercise of provision across the City. It is envisaged that this may also assist in highlighting where additional capacity is required. LAYC are also meeting with colleagues from the CPD team in Children and Families to explore how existing training opportunities and resources might better meet the needs of ASC clubs.

2.13 It has been agreed that LAYC will organise and deliver an Out of School Care conference in order to celebrate the sector, and also celebrate, promote and enhance the value of co- operative provision. To that end, LAYC has established a conference planning group comprising of a lead member of staff from LAYC and representatives of ASC club managers. It is anticipated that this conference will take place in late February 2014, and that it is viewed as a positive opportunity to engage with Head Teachers of primary schools to demonstrate the educational benefits and contribution to the Curriculum for Excellence that ASC clubs can make.

Co-operative Childcare Steering Group

2.14 A steering group is being formed to monitor and support the activity around the development of co-operative childcare. The group will be chaired by Mike Rosendale, Head of Schools and Community Services, with representatives from Children and Families, Economic Development, After School Care club providers, LAYC, Co-operative Enterprise Hub, Asset Planning and Primary School Head Teachers. While the remit of the group will be to monitor and support the activity around the development of co-operatives and co-operative approaches, it will also take cognisance of the wider agenda being addressed by the current review of childcare funding and commitment to develop affordable childcare within the city. The work of this group will also take account of the

contribution that might be made by Public Service Mutuals with whom council officers met in July.

Pre School Activities

2.15 It was reported to Committee on 21 May that Nari Kallyan Shango (NKS), an organisation supporting South Asian women, had expressed an interest in considering a co-operative option for its childcare provision. Subsequent to further discussions, NKS concluded that it is not their intention to pursue a formal move to a co-operative structure. NKS advised that they consider their governance arrangements and operating practices largely follow co-operative principles. In addition they requested that they be kept advised of future developments regarding the Capital Coalition Agenda as it progresses.

2.16 The development of a co-operative approach to delivering a Community Crèche in North Edinburgh is underway. The crèche will support families who need short term, affordable, unplanned or emergency childcare, and will be provided within the Pilton Community Health Project that has purpose built registered premises that can provide for children aged from 6 weeks up to 12 years. A consortium of existing organisations has been supported to submit an application to the Investing in Ideas Fund at the Big Lottery and a decision has yet to be made. If successful, it will allow the opportunity to assess the demand for and sustainability of providing short term, unplanned or emergency childcare/crèche services locally. The full operating costs will be collated and analysed to ensure that a mechanism for full cost recovery is developed to secure the long term viability and sustainability of the service. It is planned that this project will operate with principles of mutual co-operation and collaboration, supporting the employment of local people. It will encourage and develop co-operative working practices within the community crèche to combine the interests of employees, families and children.

2.17 Council officers are developing a plan to consult with members of the Playgroup sector in order to establish how best to support them using more co-ordinated and co-operative approaches. They have consulted and met with senior officers from SPPA in order to identify the location of 40 playgroups in the city and to confirm the issues that the umbrella organisation have identified for the sector as well identify the support currently available to groups affiliated to this organisation. The issues facing playgroups identified by SPPA include those related to governance, finance, sustainability and staff retention. These issues mirror those experienced by the Out of School Care sector, and while it will be possible to learn from the initiatives being developed for that sector it will also be necessary to take account of the issues that are particular to the playgroups e.g. a quicker turnaround of committee members due to the age group of children attending playgroups.

Co-operative Education and Learning

2.18 It was reported to committee in May that the Broughton Cluster had been chosen as the pilot area for developing co-operative education and learning. The Co-operative Education Trust Scotland (CETS) had worked closely with

cluster schools to develop an action plan which included transition activities between nursery and P1, and P7 to S1 that demonstrated co-operative principles, values and practices, democracy days, and the introduction of SQA accreditation for co-operative work as appropriate.

2.19 Since then, a school link person from Broughton High School has been appointed to oversee developments in co-operative working and lead the plan in close partnership with CETS. The link person, along with the newly appointed DHT from Flora Stevenson PS has attended the International Association for the Study of Co-operation in Education held in Scarborough in July. CETS presented at this conference, and the two representatives from the cluster contributed to this session. The understanding gained at this event helped to inform the whole cluster CPD session on 12 August held at Broughton High School.

2.20 This CPD session gave all staff the opportunity to develop and share their thinking around co-operative values and principles and identify where these currently exist within their schools. This will be collated to determine the next steps for the cluster. CETS has also provided the Co-opoly game, a resource to be used to help pupils develop their understanding of co-operative principles, values and practice.

2.21 It is intended that a half day event with senior officials and elected members to look at opportunities and option for co-operative approaches in schools will be arranged based on the evaluation of the work developed in the Broughton cluster.

3. Recommendations

Committee is asked to:

3.1 Note that one After School Care club has made formal application to the Co-operative Enterprise Hub, to take the next step to become a co-operative;

3.2 Note that there is significant scope to develop formal co-operative support and practices amongst clubs;

3.3 Note the formation of the steering group to monitor the development of childcare co-operatives and associated activity to support the out of school and playgroup sectors;

3.4 Note the conference to be organised by Lothian Association of Youth Clubs; and the Co-operative Learning and Education event.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum. P6. Establish city-wide co-operatives for affordable childcare for working parents
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Integrated Literacy Strategy Early Years

Item number	7.7
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO1 - CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Integrated Literacy Strategy Early Years

Summary

This report outlines strategies and progress with priorities in Early Years within the Integrated Literacy Strategy Action Plan 2012/13. The Strategy ranges from Early Years literacy to Adult Literacies. It reflects the vision and principles of the Scottish Government's National Literacy Action Plan. It aims to improve educational outcomes for all learners, in particular the most disadvantaged children and young people, through a focus on early literacy skills. Improving outcomes for the lowest attaining children and young people (the lowest achieving 20%) is also priority.

The Strategy provides targeted interventions to meet the needs of learners who require additional opportunities and support to address a range of barriers to success in early literacy. It also includes wider literacy developments for all learners within Curriculum for Excellence (CfE). It is founded on a partnership approach and delivered by a number of interdisciplinary teams from the Education, Children and Families department and other partners such as Edinburgh City Libraries, NHS Lothian, universities, Book Trust Scotland.

In recognition of its leading work in literacy, in 2012 City of Edinburgh Council (CEC) 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 Councils has been established to take this forward. The purpose is to improve literacy outcomes for young people through co-operation and development at strategic and operational levels. This partnership is supported by Scottish Government funding.

Recommendations

To recommend that the Education, Children and Families Committee:

1. Notes the continued progress with Early Years priorities within the Edinburgh Integrated Literacy Strategy action plan 2012-13.

Measures of success

This report is based on:

- Evaluations of work streams within the Integrated Literacy Strategy

- Reports to the Education, Children and Families Literacy Strategy Board and to the Scottish Government

Financial impact

There are no financial implications contained in this report.

Equalities impact

There are considered to be no infringements of the rights of the child in the strategies employed to improve literacy. In schools, those most at risk of not securing positive literacy outcomes are identified at an early stage and support put in place. For Looked after Children and those in Positive Action areas, targeted intervention is aligned with the Integrated Literacy Strategy.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

A wide range of partners contribute to our strategies and outcomes for improving literacy.

Background reading / external references

The Integrated Literacy Strategy Action Plan 2012/13

The National Literacy Action Plan

Literacy Report to Education Children and Families Committee March 2012

Attainment Report to Education Children and Families Committee December 2012

Report

Integrated Literacy Strategy Early Years

1. Background

This report provides members of the Education, Children and Families Committee with an overview of progress with Early Years priorities in the Integrated Literacy Strategy 2012/13 action plan and includes:

- Early Years Literacy
- An update on progress with inter-authority literacy
- Feedback from the supported self evaluation of literacy carried out with inspectors from Education Scotland from February to June 2012.

2. Main report

2.1 The Early Years Literacy Support Group was established in 2011 and is part of the Integrated Literacy Strategy. The Group's aim is to address the National and Local Authority priority to raise achievement for the 20% of children most at risk of failing in literacy. Over the past three years the group has therefore ensured that a targeted programme of interventions and support has been put in place in positive action settings in the city. This has included additional training for practitioners, sharing of information about effective resources, encouragement to try new interventions and support in evaluating the impact of these effectively. This work has taken place alongside the implementation of the CIRCLE Up, Up and Away, Building Foundations for Literacy in the Early Years resource. This resource has been developed in collaboration between the City of Edinburgh Council, Queen Margaret University and NHS Lothian. It gives practitioners an effective tool kit to identify risk and resilience factors in children and then plan a targeted programme of support for them. It helps practitioners to consider a range of factors that will impact on a child's literacy development including environment, routine, motivation and the skills they have developed so far. It also includes ideas for involving parents and carers directly in the developed programmes. Almost all early years settings in the city have received training in the use of this resource and given a copy of it. Day and foster carers have also been trained and given copies to use. Evaluation of Up, Up and Away shows that its implementation has the following impacts:

- Earlier identification of factors which place children at greater literacy risk. Some children who did not have a planning framework in place were identified as being at medium to high risk and received targeted intervention to support literacy at an earlier stage.

- In a pilot study there were statistically significant positive and measured changes for the children involved.

- It has been rated very positively by staff and carers involved in the pilot and in longer term evaluation of the role out of the resource.

- Using the resource led to increased knowledge and confidence in staff and carers related to building literacy foundations. In the pilot 81% would definitely recommend it to a colleague.

- Staff and carers were more aware of the importance of a literacy rich environment and found it useful and positive to reflect on the strengths and areas for improvement in their setting.

- Staff and carers changed their practice when supporting foundations to literacy. 80% reported that they had started to use new literacy ideas.

- Participants reported that they changed the way they involve families who may find it hard to engage in existing opportunities to support their children. 73% changed the way they share ideas with parents/ carers.

- It adds new information in relation to steps that staff and carers can take to build foundations to literacy. It acts as a central source of shared information for both novice and very experienced practitioners.

- The resource encourages settings to take a preventative approach to literacy failure.

- The Early Years Literacy Support Group are currently undertaking an audit across 12 Early Years Centres to identify the number of children working with Up Up and Away, to monitor the engagement of parents and to assess outcomes and impact for children's literacy development.

- From 2011 there has been a small positive shift in children's scores and achievement in baseline assessment in positive action schools; whilst levels across the city have been maintained.

  (see Appendix 1 P1 baseline literacy 2010- 2013)

All early years establishments in positive action areas have been given further guidance on identifying children at risk of literacy failure and pathways to support this. Appendix 2 Pathway for meeting literacy needs in early years. Appendix 3 Research Evidence

2.2 A sub group of the Early Years Literacy Support Group was established to develop and pilot an effective system to assess, plan and track children's progress in literacy in pre-five establishments. Membership of the group comprised Educational Psychologist, Speech and Language Therapist, (SALT) Neighbourhood Support Officer, English as an Additional Language (EAL) Principal Teacher, Peripatetic Teacher, Head of Early Years Centre and Early Years Quality Improvement Officer (QIO) to ensure a breadth of expertise and experience contributed to the development of the tool. Over 30 establishments piloted the Pre five Assessment and Planning Tracker and individual support was provided by the team to each centre. This joint working had a positive impact on the implementation of the tool and further consultation took place at feedback events. These focussed on the positive impact for children's early literacy and the engagement of parents.

The Assessment and Planning tracker has been sent to every early years establishment and will provide important information for Primary one teachers and enable them to take account of children's strengths and areas for development in early literacy at transition.

The aim of the group has been to raise children's achievements in literacy by providing an effective system to assess and track children's progress and to plan for challenge and depth in learning experiences. Work will continue to evaluate the impact and outcomes for children.

Positive feedback about the effectiveness of the tool has been gathered from staff and from Education Scotland.

"The planner has supported staff to ensure they are offering a full range of literacy experiences to children…."

"It has helped to assess children's literacy skills"

"Children are more aware of their learning and their next steps and of staff expectations"

"There has been a significant focus on planning literacy experiences based on the skills from the planner. This has ensured a literacy focus across all areas of the nursery. Where gaps in skills have been highlighted for particular children, planning has occurred with reference to the planner to address these."

"It has provided parents with an awareness of the breadth of the curriculum and how they can support the development of literacy at home"

" Parents have been commenting more regularly on their child's learning"

Education Scotland 1.1 Improvement in Performance

"children's progress in early literacy and language is tracked and assessed using individual booklets (Pre five Literacy Assessment and Planning Tracker). Within these booklets the children also assess their progress in the experiences and outcomes. Their progress is extremely well documented by a robust tracking procedure"

Moffat Early Years Centre Education Scotland report June 2012.

Views of parents were gathered and they commented positively on joint working with staff to support development of children's literacy skills at nursery and in the home.

"I think it is a good tool, helping to quickly identify areas needing work especially for moving into Primary one.

"The traffic light symbols are easy to understand."

"It was very useful to see the list of literacy skills that we are aiming for from the outset and to see how your child is progressing on these."

"I remember wanting more information like this when my first child was in pre school so it is genuinely helpful." Appendix 4 the Pre five Literacy Assessment and Planning Tracker

2.3 Literacy Rich Environment Toolkits for indoors and outdoors have been produced and are being used effectively across all early years settings to improve provision and resources and to support the development of skills in literacy. The tools emphasise the importance of using materials and interactions which facilitate literacy opportunities in the area of language (talking, listening, vocabulary) pre writing skills (drawing, creative use of materials, writing) and emergent reading skills (use of books and stories, ideas, sounds, letter and words) across the nursery. The toolkits will be shared with primary one staff to further support rich, active literacy experiences across learning. Appendix 5 Literacy Rich Environment Toolkits Indoors and Outdoors

2.4 The Early Years Literacy Support Group has also been working with early years settings in identifying and supporting younger children who are at risk of experiencing literacy difficulties in the future. As part of this work there was an identified need for developing staff's skills and knowledge in the area of supporting children's early communication skills. The Early Communication Project funded by the City of Edinburgh Council had developed a suitable training package which was already in place, but which had not yet been delivered on a cluster basis. Three Speech and Language Therapists were involved in delivering the training with the support materials being produced by

two Speech and Language Therapy assistants. Educational Psychologists, Support Co-ordinators, Peripatetic Teachers, EAL and Visiting Teaching and Support Service (VTSS) became involved in supporting the training during the session 2012/13. 149 staff were trained in total. Cluster training dates were arranged so that practitioners could share practice and support each other.

The impact of the training is being measured through a follow up questionnaire and this includes staff's confidence regarding supporting children's communication and their confidence in making an appropriate referral to SALT. Further training dates for staff in positive action areas have been planned and a survey monkey will be used to evaluate the positive impact of the communication strategies within the programme.

2.5 Children in Positive Action Establishments and appropriate special schools are supported to have access to books through a targeted, sustainable book gifting initiative (Reading Rainbows) for four year olds. The scheme has been developed in partnership with Children and Families Department, Information and Learning Resources, Community Learning and Development (CLD), Family Learning, Psychological Services, Edinburgh City Libraries and targeted establishments. Funding was provided by Edinburgh City Libraries and from the Early Years Team in Children and Families Department. Parent postcards were developed by an Educational Psychologist in conjunction with Early Years staff and these were included in the Rainbow Gifting pack. The aim of the postcards was to offer parents and carers written suggestions related to the 2 storybooks, namely what parents could be doing at home with their child to support learning and literacy development.

In order to evaluate the use and effectiveness of the parent postcards, all families who received the *Rainbow Book Gifting Pack* were asked to complete a Partnership Service Questionnaire, which included specific questions about the use and effectiveness of the postcards. In addition, a small number of parental focus groups were held across the City in May 13and June 13. These groups were facilitated by an Educational Psychologist and various CLD Family Workers.

Findings from the returns of the questionnaire indicated that of the 56% of the parents and carers who had used the postcards, 85% had found them helpful. Qualitative written information provided by parents indicated that overall the postcards had offered helpful ideas. As one parent noted,

' We enjoyed talking about feelings as suggested (in the postcard), *pulling silly faces and photographing them'.*

Results from the parental focus groups indicated that overall, the parent postcards were seen as a helpful tool. A significant group of parents reported that they had actively tried the suggestions out and found them helpful. Overall

the consensus among parents interviewed was that postcards were a helpful resource for parents.

A Partnership Service questionnaire was designed collaboratively and sent to all participating Early Years Centres in June to share with parents. There were 61 returned questionnaires and as 1062 packs were gifted across the city, this was a 6% parental return. From the returns, 67% felt more confident about reading stories with their child, and 82% felt more confident in getting involved in their child's learning. The project has been submitted for the Children and Families Award, and a full report is being drafted for Children and Families and Services for Communities Senior Management Teams.

For 2013-14, it is planned to extend the book gifting to four year olds in Early Years Centres, gypsy traveller children, and vulnerable families.

2.6 A city wide Parents Early Education Partnership (PEEP) programme has been developed for parents using existing resources. PEEP works with parents and children from birth to support learning about communication, literacy and numeracy. Practitioners from a variety of early years settings continue to be trained and evaluation of the impact of the programme is under way. To further support parental engagement with reading, over 200 professionals in Edinburgh been trained in the play@home parenting programme since 2010. Play@home is a parenting programme which aims to strengthen family bonds, develop parenting skills and encourage physical activity through the medium of play. There are currently three specific play@home groups running at North Edinburgh Arts Centre, Moffat Early Years Campus and The Prentice Centre.

CLD with the support of the Workers' Educational Association piloted the delivery of PEEP-related Scottish Qualifications Authority units resulting in 11 parents receiving accreditation.

The evaluation of the impact of PEEP is being recognised nationally.

2.7 Speech and Language Therapists have produced an intervention to develop children's knowledge and use of 'higher level' vocabulary and this has been piloted in one primary school. The approach selects and explicitly teaches words in a systematic way that can be easily incorporated into nursery planning and activity. The approach explicitly teaches 60 target words derived from 15 age appropriate and attractive stories. A range of materials has been created for staff to carry out a weekly programme of vocabulary work in the pre-school year. Resources include parent postcards, picture resources and planning materials. A manual to explain the approach and accompany the materials will be available by early autumn 2013

In 2012 an evaluation of parents' comments from semi structured interviews was very positive. Parents reported that their children used more mature vocabulary as a result of the work done in nursery and that it encouraged development of talking at home. They enjoyed using the postcard activities at home.

The impact of the intervention on the children's oral language in comparison to an approximately similar group from a school nursery with a similar level of free school meals entitlement and to an approximately similar group from a school nursery with a much lower level of free school meals entitlement is currently being evaluated. A report on the findings will be produced in the autumn term.

This approach appears suitable for the majority of the children in their pre-school year. An alternative approach is being developed to support language enrichment for the children in their ante pre-school year and those who have much more limited expressive language. Materials are being developed with a focus on building the language linked to nursery routines.

The approach in nursery is part of a larger intervention in which focused intervention for vocabulary development for children in positive action areas is defined and delivered to all stages in Primary school. Data from an evaluation which includes teacher and learner interviews and measures of vocabulary knowledge and use in comparison to 'control' children are currently being analysed.

2.8 Talk for Life is a training programme to support approaches to teaching talk in the early years and has been developed by a Literacy Development Officer, Educational Psychologist, English as an Additional Language Principal Teacher, SALT and a Nursery Head Teacher. A series of training events has been well attended by Early Years staff and attendees will be asked to evaluate positive impact on their practice. A support pack for Talk for Life will be posted on GLOW.

2.9 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 Book Bug sessions into the homes of vulnerable families and expand Book Bug provision within the community. Four training sessions will be provided for professionals who already work with families in the home. The first Steering Group Meeting was held on 22 August and further information will follow.

2.10 A Visual Labelling Pilot Project is currently being carried out in the North area of Edinburgh. The aim is to trial the use of a standardised visual labelling system within early years settings to embed inclusive practice and support communication.

Phase one of the Pilot took place between February 2013 and September 2013

The Pilot phase trialled the implementation of a standardised visual labelling system in three early year's settings.

Each setting received a training session and then trialled a visual labelling package. An evaluation looked at the knowledge, understanding and confidence of staff and the impact on children.

A report will be completed by September 2013.

Phase 2 of the Visual Support Project commenced in June 2013

Additional Project funding was granted by NHS Education for Scotland to extend the work. The funding has allowed partnership working with NHS Lothian and the City of Edinburgh Council. This joint venture will allow further roll out and trial.

Resources and an accredited training package will be developed and delivered to six settings (pre-school and primary).

2.11 The Early Years Collaborative is now the main focus for development in early years both nationally and locally. The overarching aim of the collaborative is to make Scotland the best place to grow up in. Three inter-agency workstreams are working collaboratively to implement small tests of change which will be evaluated with a view to further development. Current tests of change include encouraging parents to read to and recite nursery rhymes with their child at home. Both these interventions have been shown to support children's literacy development in the longer term.

2.12 Beat This is a creative approach to developing literacy in the early years through rhythm and rhyme. The resource was developed collaboratively and was an Arts and Learning Youth Music Initiative project funded by Creative Scotland This resource is designed to support the development of literacy skills through musical activities. The resource comprises a series of very practical activity plans all based on rhymes and stories. The activities are fun and motivating for children and aim to develop skills in alliteration, assonance, onomatopoeia. Beat This can be personalised and adapted by practitioners encouraging a more creative approach to supporting literacy in the early years. Every early years establishment will receive the resource and training to support the implementation of Beat This will take place during the session 2013/14.

2.13 A Journey to Success Joint Development Practice Group has been established to develop literacy within the Early Level of the curriculum and to extend knowledge of Literacy Experiences and Outcomes within the Curriculum for Excellence. Good practice will be shared within the network and at the annual Success in the City roadshow.

2.14 Community learning and development family learning workers work with parents and families in targeted early years establishments .Family learning works through delivering events and intensive projects promoting literacy across learning .Family learning aims to have an impact on children’s literacy attainment

and also to engage parents in their own learning to create a sustainable learning culture within the family.

Key projects have included

- 'Lighthouse Keeper's Lunch' in which workers designing activities around the story to create an interactive literacy resource pack
- The Magic Carpet, an activity designed with the Royal Scottish Museum, parents and schools to involve families who had not been previously engaged in learning
- 'My Child' in which parents in Pilton follow a structured course on child development. The aim of the group is to work with parents to ensure that children can reach their full potential . Recent research highlighted very strong group cohesion which has resulted in improved social capital within the group
- Scrapbook Project in Fort Early Years Centre is a structured learning opportunity which explores numeracy and literacy experiences and outcomes. The project culminates in the production of family scrapbook or photo album which encourages the sharing of family experiences at home contributing to the nurturing of cultural capital within the family

2.15 Talking Time is a well established early years programme created by the SALT team from NHS Lothian. The resource supports the Early Years Integrated Literacy Strategy to optimise opportunities for emergent literacy through early intervention. This programme is jointly supported and funded by NHS Lothian and the City of Edinburgh Council and has been developed in collaboration with early years staff to include Talking Time 1, Talking Time 2 and Early Talking Time.

The majority of local authority nurseries and early years centres have been trained in Talking Time and the training programme will be further rolled out across the city. Each Talking Time programme consists of flexible topic led session plans aimed at building the foundations of language skills. These include listening and attention, turn taking, peer awareness, developing vocabulary and understanding and promoting confidence with spoken language skills.

Early years staff are provided with written session outlines to follow and materials to use. Resources include picture materials, audio and visual supports and parent information postcards. The staff are trained to understand the aims of the programme and how to present the activities The first group session is demonstrated by a speech and language therapist. The early years establishment then takes ownership and delivery of the programme.

After the programme has been rolled out in the early years setting SALT will visit for ongoing support and evaluation purposes.

2.16 The EAL Early Years team supports early literacy development in Bilingual and Minority Ethnic (BME) children through work at three levels: city-wide strategic, developing capacity in Early Years settings and support for individual learners and their families. EAL involvement in the Early Years Literacy Support Group and related working groups has resulted in considerations for BME learners being incorporated into initiatives such as Literacy Rich Edinburgh, Up Up & Away, Pre five Literacy Assessment and Planning Tracker, Visual Labelling and Talk for Life. At establishment level, the EAL Early Years team has developed mainstream staff confidence to support BME learners' literacy through, supported self-evaluation and planning for improvement, training and the use of the EAL Profile of Competence. Literacy skills of individual BME learners' have been developed through direct classroom support, events to increase BME parental involvement in learning, supporting assessment and contributing to Child's Planning Meetings. The EAL Enhanced Enrolment (Early Years) which draws from the Up Up and Away document has been finalised and is now in use, supporting the early identification of children who may have support needs in addition to emerging bilingualism.

Inter-authority Literacy Hub

2.17 Since Edinburgh was identified in 2012 as one of the five national Literacy Hub authorities, we have led work on a Scottish Government funded inter-authority project with East Lothian, West Lothian, Midlothian and Scottish Borders Councils. The project is designed to share and develop best practice in engaging the hardest to reach young people and families with reading, with particular focus on the Early Years and post-16 Literacies. A steering group and an operational group made up of a wide range of representative stakeholders from across the partnership have met regularly since October 2012 and work to deliver inter-authority action plan priorities.

2.18 Objectives include: a sharing of the Edinburgh Integrated Literacy Strategy approach with partner authorities to promote the development of a Literacy Strategy in their own authority and a conference and showcase event for literacy leaders in August 2013. This will highlight best practice from across Hub authorities on engaging hard to reach groups with reading. There will be a series of keynote deliveries and interactive workshops. A collated, electronically-available, inter-authority directory of literacy best practice will be made available.

Supported Self Evaluation in Literacy

2.19 Two inspectors from Education Scotland worked with the City of Edinburgh Council lead officers for literacy and other literacy practitioners to support our own self- evaluation of the impact of identified priorities within the Integrated Literacy Strategy and operational practices.

2.20 Strengths identified by Education Scotland included:

- Strong commitment from a range of staff to improving self-evaluation in literacy
- Growing awareness in looking at impact on learners
- Willingness to reflect and review progress as the supported self evaluation process evolves
- Staff keen to reflect on their practice and open to new ideas and approaches to improve outcomes for children and young people.

2.21 Aspects for development:

- Develop approaches to strengthening coherence between early years and primary one with reference to assessment, planning and monitoring across the early level.

2.22 The work plan for the early years workstream within The Integrated Literacy Strategy reflects the strengths outlined within this report and aspects for development.

3. Recommendations

To recommend that the Education, Children and Families Committee:

3.1 Notes the continued progress with Early Years priorities within the Edinburgh Integrated Literacy Strategy action plan 2012-13.

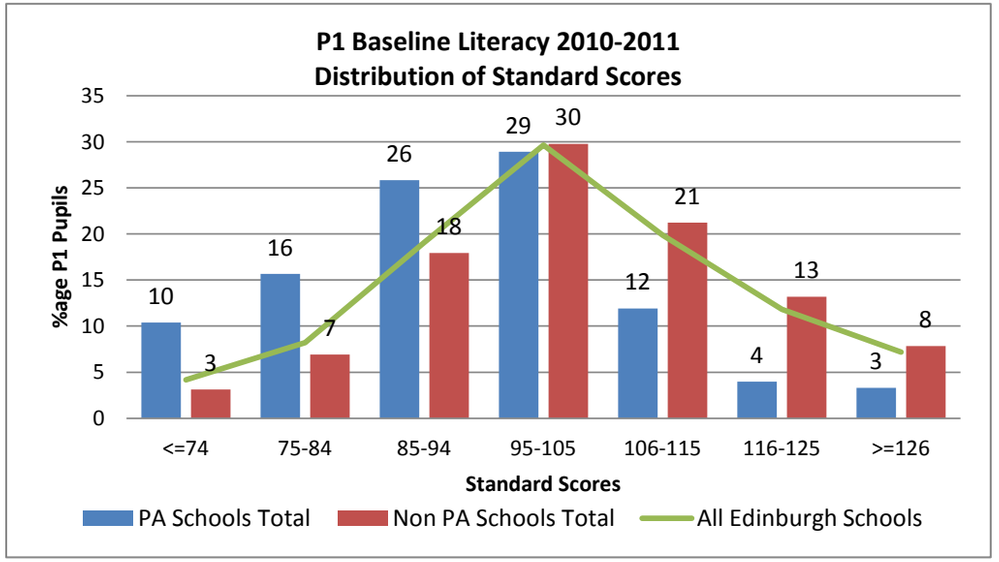
Gillian Tee

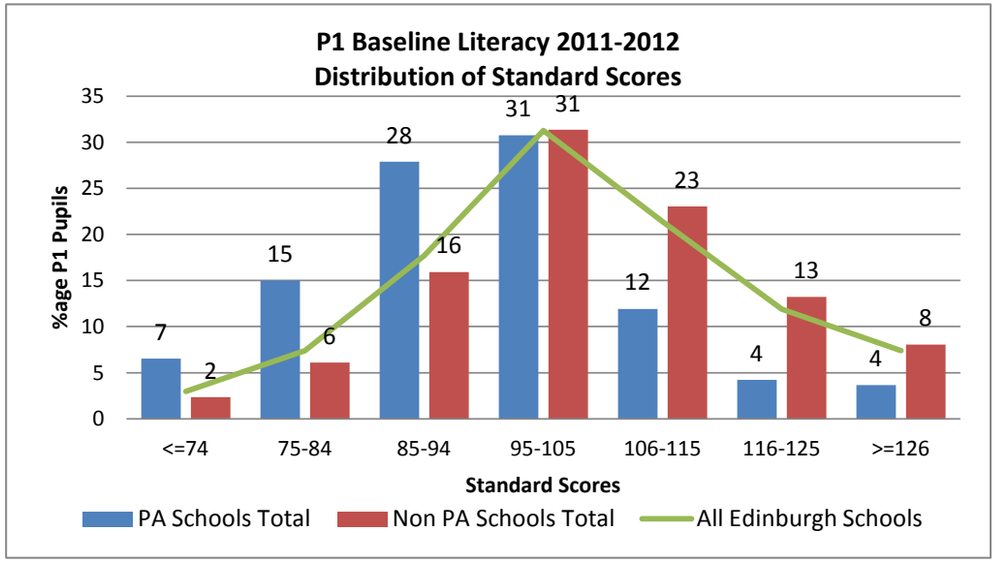
Director Children and Families

Links

Coalition pledges	P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 Our children and young people 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
Single Outcome Agreement	SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1 Primary One Baseline Literacy 2010 – 2013 Appendix 2 Pathway for meeting literacy needs in early years Appendix 3 Research Evidence Appendix 4 Pre five Literacy Assessment and Planning Tracker Appendix 5 Literacy Rich Environment Toolkits indoors and outdoors

Appendix 1


P1 Baseline Literacy 2010-2011
Distribution of Standard Scores
%age P1 Pupils
35
30
25
20
15
10
5
0
10
3
16
7
26
18
29
30
12
21
4
13
3
8
<=74
75-84
85-94
95-105
106-115
116-125
>=126
Standard Scores
PA Schools Total
Non PA Schools Total
All Edinburgh Schools


P1 Baseline Literacy 2011-2012
Distribution of Standard Scores
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75-84
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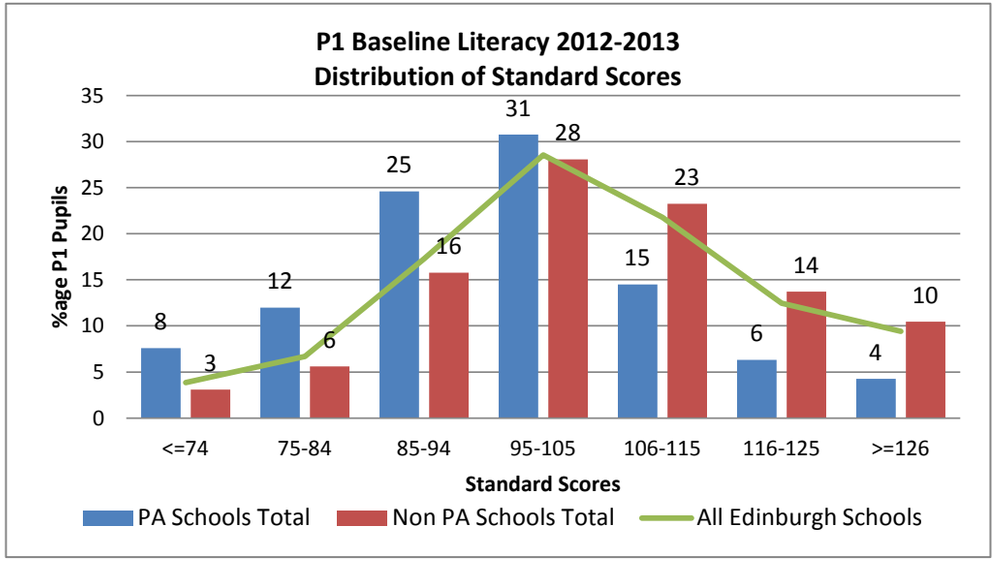
106-115
116-125
>=126
Standard Scores
PA Schools Total
Non PA Schools Total
All Edinburgh Schools


P1 Baseline Literacy 2012-2013
Distribution of Standard Scores
%age P1 Pupils
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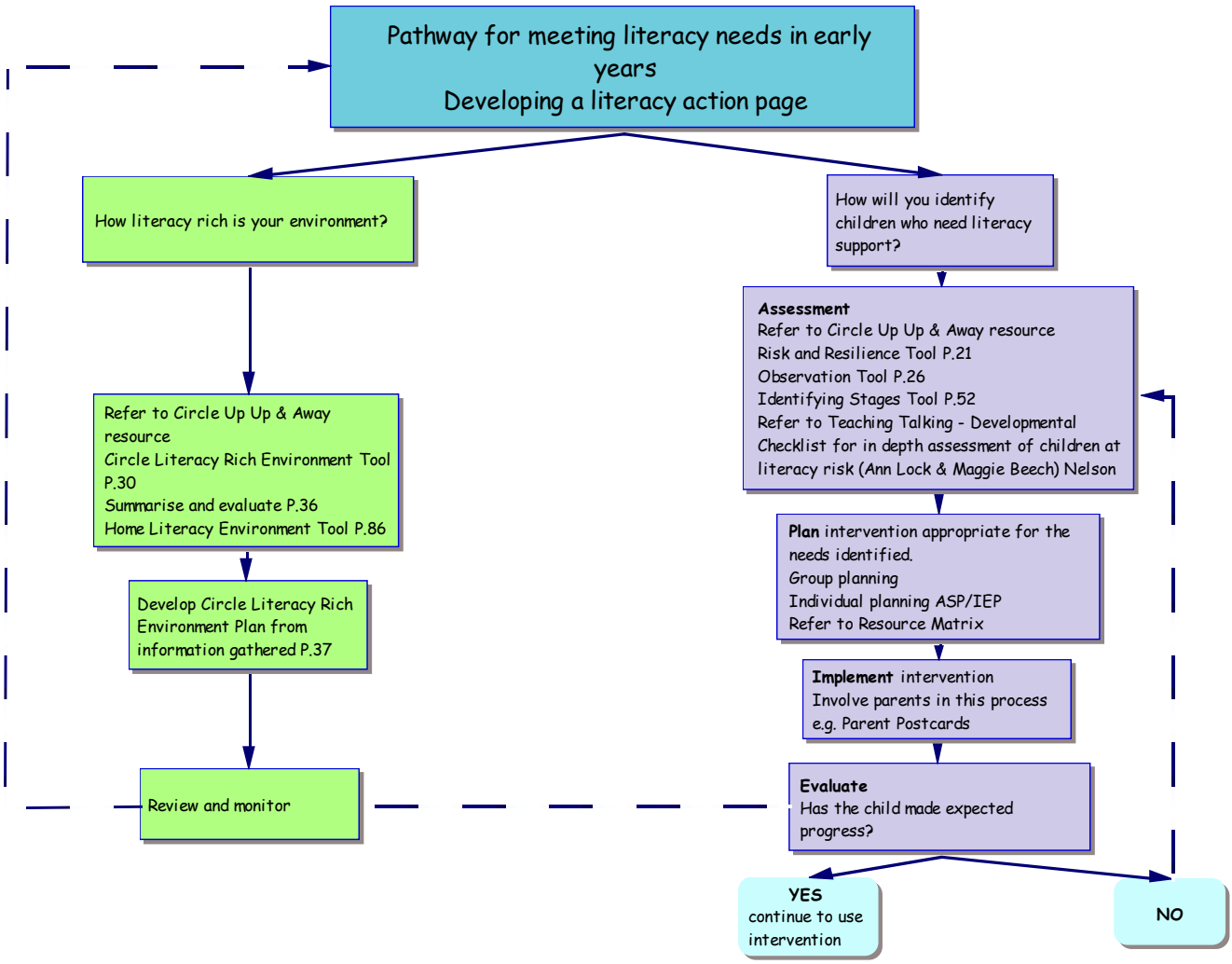
<=74
75-84
85-94
95-105
106-115
116-125
>=126
Standard Scores
PA Schools Total
Non PA Schools Total
All Edinburgh Schools

Appendix 2

City of Edinburgh
Integrated Literacy Strategy in Early Years



Appendix 3

Research Evidence

Research evidence suggests that there are clear links between social and economic disadvantage, poor early language skills and later literacy difficulties in children **(**Hart & Risley, 1995; Nation & Snowling, 2004; Rose, 2006; Schoon et al., 2010; Roulston et al., 2011). Good early language skills are a key foundation to building children's later literacy development. Early development of these skills starts at home; positive parent-child interactions, a nurturing environment and clear routines, boundaries and rich experiences build a child's early language and social development. Research in the neurosciences now shows that the first three years of a child's life are key to early brain development and have a lasting impact on their future development. Research also suggests that it is better to aim to prevent literacy difficulties with effective early intervention rather than having to remediate literacy difficulties later on in a child's life (Justice et al., 2003). In addressing this in Edinburgh we have aimed to take a two fold approach. Firstly there are a range of universal programmes in place which aim to support all children's early literacy development (book start programme, rhyme time in nurseries, PEEP). These programmes aim to meet the needs of most children and work in partnership with parents to support their child. For those children who we know will be at greater risk due to their life circumstances or additional needs we have also developed some more targeted interventions. These aim to identify those children at risk of later difficulty at an early stage and offer targeted support. Early years staff take a lead role in the identification process but then also aim to work very much in partnership with parents and carers to deliver this support. This report will describe the range of work that Edinburgh is doing in this area.

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THE CITY OF EDINBURGH COUNCIL

Appendix 4

Pre 5 Literacy Assessment and Planning Tracker

Name: _____

Date of birth: _____

Pre-school Setting: _____

Start Date: _____

Pattern of Attendance: _____

Main language spoken at home: _____

If child has English as an Additional Language (EAL), length of exposure to English: _____

Future School: _____

Overall Literacy Level at transition to Primary 1	Developing
	Consolidating
Date:	
	Secure

Context

Education Scotland (Advice Note 2013-2014) have placed a greater emphasis on planning for progression and expect establishments/you to have a clear strategy for the development and assessment of children's literacy skills to ensure smooth progression and achievement. This tool will enable you to do this. The skills are based on the progression pathways but in some cases these have been adapted to give clear measurable statements. This should enable you to make clear informed

decisions about children's progression.

Part 1: Guidelines for completing this tool

1) This tool should be completed by staff over the course of a child's time in their pre 5 setting.

2) Information should be gathered over time generally through observation, although sometimes staff may need to set up a specific small group or individual activity to fully assess a child's progress. Points where they may need to do this are indicated in brackets after the relevant statement; DW=Direct Work, SGW=Small Group Work.

3) An overview of the child's progress in each area should be given in the 'date' boxes. Staff should ensure that the boxes in all areas are completed prior to the child moving to primary one.

4) It is important to involve parents in this process and share the information with them. The document could form the basis for discussion at parent consultations. Boxes for parental comments are included at the end.

5) Staff should be mindful of a child's additional support needs when completing the tool and ensure they fully capture the skills a child shows. Any activities to measure a child's skills should be adapted in line with their particular needs e.g. allowing a child to indicate a response by pointing or gesture if their language skills are delayed.

6) If a child has English as an Additional Language it is important to reflect this by completing the questions on the front sheet and in their final term of nursery indicating their skills in their home language (the home language box should be used to do this) as well as English. Where interpretation is required, settings can use the CEC Interpreting and Translation Service (ITS@edinburgh.gov.uk) or Bilingual Support Assistants if possible.

7) A key for indicating a child's progress within the skill should be used as follows:

Level of Skill	**Coding**
Has engaged in some experience of the skill	1 or red
Skill is shown sometimes but is not consistent yet	2 or amber
Skill is shown regularly and spontaneously	3 or green

Part 2: Next steps and using this tool in your practice

1) Staff should use the information collected using this tool to plan next steps in a child's learning and to monitor their progress on an ongoing basis. The tool should also be used to plan focussed learning experiences based on the experiences and outcomes to provide progression, depth and challenge.

2) By completing the tool on several occasions staff should be able to gain a picture of the child's progress over time.

3) If a child is showing early development in a lot of areas, is not making progress over time or staff have other concerns about their development they should use the Up, Up and Away resource to plan further adjustments and strategies to support their learning.

4) Depending on areas and level of need staff could also consider involving relevant support services such as Speech and Language Therapy Service, Visiting Teacher Support Service, English as an Additional Language Service, Support Co-ordinator, Educational Psychology Service.

5) The tool could be included in the PLP as a summary of progress and achievement and to identify next steps in learning. The tool should be used to support transition.

6) The tool should be used alongside the environmental rich toolkits indoors and outdoors.

Listening and Talking

Enjoyment and choice

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

Experiences and 0utcomes	Skill	Date Code	Date Code	Date Code	Home language last term
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn	In play and games I can recognise initial sounds and find other words beginning with the same sound.				
	I can use alliteration and make up silly phrases (smelly socks, big bananas).				
	I can clap or tap the correct the number of syllables in my own name. (DW)				
I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.	I often choose stories/ texts to look at within the nursery environment (book corner, interest table, home corner).				
	I can explain why I like or dislike a text. (DW/SGW)				
	I can talk about real and imaginary experiences.				
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.	I can sit and listen to stage appropriate stories.				
	I can name key characters in a story.				
	I can talk about what happens in a story/ text and retell it using props. (DW/SGW)				

Tools for listening and talking

To help me when interacting or presenting within and beyond my place of learning

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	I can take turns in conversations appropriately and confidently.				
	I can listen and make relevant contributions in conversations.				

Finding and using information

When listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
I listen or watch for useful or interesting information and I use this to make choices or learn new things	I am a good listener and can talk about what I have heard and learned. (DW/SGW)				
	I can listen to information and use it to make choices and learn new things.				

Understanding, analysing and evaluating

Investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

Experiences and outcomes	**Skill**	**Date**	**Date**	**Date**	**Home language last term**
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know	I can distinguish between a story book, poetry/rhyme book and information book.				
	I can offer a relevant comment about a text.				
	I can ask appropriate questions about a text. (DW/SGW)				
	When listening to a text I can link what I am hearing to what I already know.				

Creating texts

Applying the elements other use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

Experiences and Outcome	**Skill**	**Date**	**Date**	**Date**	**Home language last term**
Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.	I can talk about experiences/events. (DW/SGW)				
	I can share news and other information.				
	I can observe an activity and recount some details about it.				
	I can share some of my experiences or feelings. (DW/SGW)				
I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.	I can explore events and characters through discussion, props and role play.				
	I can answer who, what, where and why questions when exploring texts.				
	I can make up my own story and can share these with others in imaginative ways.				
As I listen and take part in conversations & discussions, I discover new words & phrases which I use to help me express my ideas, thoughts & feelings	I can participate in conversations and discussion with others (floor books, circle time, talking tubs, play contexts) and learn new words and phrases.				
	I can use new vocabulary appropriately.				

Reading

Enjoyment and Choice

Within a motivating and challenging environment developing an awareness of the relevance of texts within my life

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.	I can recite 3 nursery rhymes. (DW)				
	I can give the last rhyming word when the adult says the rest of the rhyme. (DW)				
	I can say if two objects/picture cards share the same rhyme when an adult shows them to me. (DW)				
I enjoy exploring and choosing stories and other texts to watch, read of listen to and can share my likes and dislikes.	I often choose books to look at in nursery. I can predict what might happen next in a story.				
	I can indicate at group story time if I've enjoyed a story.				
	I can tell an adult or peer what I did and didn't like about a story. (DW)				
	I can say what might happen next in a story. (DW)				
	I can show that I know familiar or repetitive parts of a story or rhyme by filling in the missing part when the adult pauses in reading it. (DW)				

Tools for reading

To help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning

Experiences and Outcomes	Skill	Date	Date	Date	Home language last term
I explore sounds, letters and words discovering how they work together, and I can use what I learn to help me as I read and write	I can recognise some signs and words in and around nursery or the local environment and tell an adult what they mean. (DW)				
	DW: I know what sound my name and other favourite things begin with.				
	I can show an adult or a peer the back and front of a book, where the words and pictures are, where you begin reading from with a line of text. (DW/SGW)				
	When I'm shown three picture cards beginning with different letters I can choose the right one to go with a sound that an adult gives me. (DW)				

Finding and using information

When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
I use signs, books or other texts to find useful or interesting information and I use this to plan make choices or learn new things	I can show another person the title, page, cover, words and pictures in the book by pointing and correctly naming them. (SGW)				
	I can look at and talk about information from a book, computer or other source. (SGW)				
	I can tell someone else what I've learnt and can remember after doing this kind of activity. (DW)				
	I can find my own name label and also those for one or two other children in nursery.				

Understanding, analysing and evaluating

Investigating and / or appreciating fiction and non-fiction texts with increasingly complex idea, structures and specialist vocabulary for different purposes

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know	I can ask different questions about a book that I've shared with an adult. (DW)				
	At story times I can ask questions about a story we've listened to.				
	When an adult pauses in reading a story I can say what I think will happen next. (DW)				
	When I have listened to a story I can comment about how it fits with my own experience (e.g. getting lost, first experience of something).				
	When we come across a new word in a story I can have a go at working it out from the pictures or text.				
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways	I can use props or pictures to help in retelling the main parts of a story				
	I can take on the role of a character in a story.				
	I can say what I think about different texts in small group discussions. (SGW)				

Writing

Tools for writing

Using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.	I can make marks using paint, chalk pencils , pens, crayons and inks computers.				
	I can make my name/words with magnetic letters. (DW/SGW)				
	I can draw a story and share it with others or ask an adult to write my story beside my picture.				
	I can write some letters by myself .				

Organising and using information

Considering texts to help create short and extended texts for different purposes

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.	I can make marks to convey messages or information during play (menu at café, list for shopping).				
	I can make stories using puppets, in home corner, small world play or when dressing up and share thoughts, ideas and feelings.				
	I can draw or create my stories and share them orally with my friends and adults in the nursery.				

Creating texts

Applying the elements other use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary

Experiences and outcomes	Skill	Date	Date	Date	Home language last term
I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.	I can draw or create a story and ask my teacher to write my ideas for me.				
	I like to draw my favourite characters and events from stories I have heard.				
	I often choose to write and draw using paint, chalk, pencils and pens in a variety of play contexts.				
	I can draw a picture of myself or of my family.				
	I can write my name on my pictures or work.				
	I can write some of my letters. (DW/SGW)				

Parents Comments about progress and next steps

Parents Comments about progress and next steps	Date

Parents Comments about progress and next steps	Date

Parents Comments about progress and next steps	Date

Guidance notes on assessing and teaching early literacy skills

Rhyme

- Teach traditional nursery rhymes.
- Ask the children to act out the rhymes, illustrate them and use puppets to enact them.
- Ask children to recite rhymes in groups and as individuals.
- Make audio-tapes of the children reciting rhymes.
- Provide tapes for children to follow nursery rhymes in books and big books.
- Recite rhymes but miss out the rhyming word and ask the children to supply it.
- Play spot the deliberate mistake by putting in non-rhyming words, for examples 'Humpty Dumpty sat on the fence'
- Make classroom displays of nursery rhymes. These can be related to project and topic work. Write the words in large letters.
- Make class books of favourite rhymes.
- Teach playground and skipping rhymes and games.
- Teach traditional question and answer rhyming games.
- Play dancing and chasing games with changes of direction when rhyming words are chanted.
- Teach number rhymes
- Make up your own variations, for example, Two, Four, Six, Eight, these are the things I really hate ….'.
- Make number rhyme books, friezes and displays.
- Recite, invent and act out count down rhymes, for example, 'Ten green bottles standing on the wall, one fell down and knocked out Paul'.
- Invent new words for songs and rhymes.
- Compare traditional rhymes with children's favourite modern songs
- Make up raps.
- Invent limericks.
- Teach simple rhyming slang.
- Invent families of invented animals and monsters with rhyming names.
- Play a rhyming version of 'I-spy'.
- Play with rhyming riddles, for example, a pet that rhymes with 'fat'.
- Play rhyming snap and rhyming lotto with pictures.
- Play odd one out games with pictures or objects – one of which does not rhyme.
- Play Kim's Game with rhyming objects or toys or pictures.
- Ask the children for words that rhyme with their names, or their friends' name.
- Make feely bags and ask children to find rhyming pairs of objects.
- Have a rhyming display with objects and pictures which all rhyme.

Alliteration

- Have a display of alliterative objects and pictures.
- Teach and make up tongue twisters, for example, 'The ragged rascal ran round the rugged rock'.
- Make up a class alliterative book based on children's names, for example, 'Wayne wears wellies'.
- Have a letter/sound of the week and ask children to bring in objects and pictures starting with the chosen letter.
- Ask children to describe themselves alliteratively – 'big Barry', silly Simon', etc.
- Share alliterative counting with children and make up your own – 'two terrible tigers'.
- Invent alliterative descriptions – 'big bears', wet windows', 'happy hairdressers'.
- Make alliterative alphabet books using names, 'Awful Alex', 'Boring Brian', or animals, 'Active Ants', 'Brave Bears'.
- Make up alliterative advertising slogans like, 'Buster's Bread is best'.
- Play listing games, for example, Grandmother Went to Market, with alliterative words.
- Play snap and lotto with alliterative pictures.
- Play odd one out with picture cards – two with alliterative names and one without.

- Make feely bags with objects starting with particular sounds. Ask the children to identify the objects by touch.
- Sort objects into categories according to the initial sounds.
- Look for as many things as possible in a picture or book which start with the same sound.
- Play 'I-spy'.
- Play Kim's Game with alliterative objects.

Rhyme, Alliteration and Learning Letters

- Play snap, lotto and so on using written words.
- Use a big book of rhymes to help children discover that rhyming words have the same group of letters at the end.
- Children can make an alphabet scrapbook and choose pictures to illustrate each letter.
- Children listen to stories from books and pick out the words that start with a particular sound.
- Have a letter of the week table where children put objects or pictures which start with a particular letter.
- Write rimes and onsets on different cards. Ask children to see how many words they can make using different onsets with the same rime.
- Make onset and rime word wheels.
- Encourage children to trace words and to write letters and words in wet sand.
- Play magnetic fishing using rime and onset cards.
- Sing the Alphabet Song and alphabet jingles.
- Display alphabet friezes, commercially produced or made by children or parents.
- Encourage children to play with alphabet tiles and mats. These can be used for simple matching, spelling out words and names and even hop-scotch type spelling games.
- Stack trays in alphabetic order.
- Play alphabet bingo.
- Make sure that nursery and early years classrooms have plenty of alphabet books, jigsaws and games.
- Use computer keyboards and alphabet and rhyme-related software.
- Make posters with a collection of pictures representing a particular letter, for example boy, bus, bat, ball, bag for b.
- Make personal alphabet dictionaries.
- Make a wall hanging with alphabetically labelled pockets. The children can collect pictures of things beginning with each letter and put them in the pockets. At later stages this can be used as a key words dictionary

Pre-school children can learn that:

- print has a purpose
- print holds a message
- print is different from other patterns in the environment
- print has a range of uses
- print is powerful
- everyone, including children, can use print for their own ends
- the words we say are mapped onto print
- print tells the story the pictures merely help
- print is made up of letters
- print has a particular directionality
- print has a particular visual appearance
- spaces separate words
- words like, page, letter, word, read and write are part of the technical vocabulary associated with literacy

Moira Leslie – Developing Literacy in the Early Years

Appendix 5
Building Foundations for Literacy in the Early Years

CIRCLE Nursery Literacy Rich Environment Tool

Literacy Rich Environments

A child's literacy experience can be enriched by the people and the physical environment around him/her. A literacy rich environment emphasises the importance of using materials and interactions which facilitate literacy opportunities. in the areas of language (talking, listening, vocabulary); pre-writing skills (drawing, creative use of materials, writing); and emergent reading skills (use of books and stories, ideas, sounds, letters and words).

Using the Tool

- The CIRCLE Literacy Rich Environment Checklist can be used to help you consider strategies that are in place and possible areas for development.
- The tool can be completed either by one person or by a team.
- Environments can be individualised for each child. You are not expected to identify all of these areas as being in place in every setting.
- Support should incorporate independent and directed experiences.
- We recommend that up to three areas for development are chosen and a plan is made for when and how to put new approaches into place.
- Use symbols to represent your judgement about how well you fulfil each item in the tool.

Key - **Fill in the relevant shape**	
In place and working well	
Partially in place	
An area for development	

Early Years Setting	**Signed**	**Date**

A. Selection of "books" and stories

Do the books match the interests of the children?			
Do the children have favourite stories, which they are allowed to read often?			
Are more than 15 books available to children (not just in a book corner)?			
Are the books circulated every 4 weeks?			
Are there 3 or more books related to the current theme in nursery for each child's level?			
Are some of the same books at home and in the early years setting?			
Are there story manipulatives available (felt board and characters/ puppets/ props/ symbols)?			
Are there new books available as well as some old favourites?			
Are books sent home for bilingual children, before or after reading them in the early years setting?			
Does the range of books available suit the needs of all stages of learners in your setting?			
eg Board books, picture and photo books, lift the flap books, noisy books, rhyming and alliteration books, books related to themes, story books, repetitive books, alphabet and counting books, catalogues, brochures, comics, home made books, fiction and non-fiction books, poetry, books about different cultures, TV related books, cookery books, home-made recipe books, phone books, large books			

CIRCLE Nursery Literacy Rich Environment Tool

B Environmental print

Are there signs / labels with pictures around the room in the early years setting? (eg labelling areas – story corner/water …)?			
Are signs and labels visually clear and in a large size of print or handwriting?			
Is there a variety of writing on display? (e.g. hand written, printed, other languages, Braille, child's writing/drawing)			
Is print representative of multicultural groups present? (e.g. boxes in junk corner, boxes with script other than English)?			
Is children's artwork/writing displayed?			
Is there an attractive alphabet frieze visible at child height?			
Are written rules with meaningful pictures visible? (e.g. 3 people at the brick corner, 10 minutes each on the computer, no hitting, don't touch this cupboard)?			
Is written descriptive language visible (e.g. of child's picture; or a written description about a photo of an event)			
Are tools for reading and writing available for use in play and routines?			
Is there a calendar and timetable that children can engage with daily?			
Are there paintings/posters on the walls with favourite story characters/a favourite story tree?			

C. Arrangement: display, location, book area

Is there a dedicated book area/corner?			
Is the book area inviting, with a range of colours and sizes of books, and space for sitting?			
Are books displayed prominently in the classroom? (and if related to current topics, beside other props, e.g. book about an enormous turnip placed beside Harvest vegetables)?			
Are literacy topics that are addressed in the early years setting then put up on the walls (eg rhyming verses/songs)?			
Are there examples of print in the environment placed at children's eye height?			
eg Menus at snack time with words and pictures, phone book in the house corner, maps and simple visual directions; signing in register, recording snacks, feeding pets; recording the weather; input into personal learning plan folder or all about me book or making own books.			

Key - **Fill in the relevant shape**	
In place and working well	
Partially in place	
An area for development	

CIRCLE Literacy Rich Environment Tool

Key - **Fill in the relevant shape**	
In place and working well	
Partially in place	
An area for development	

D. Encouraging writing

Is there a variety of materials available for writing and drawing?			
eg Whiteboard, chalk board, paint, magnetic letters, crayons, pens, pencils grips, adapted scissors, card, coloured paper, lined paper, white paper, computer.			
Are tools fit for purpose (eg are they safe, are pencils sharpened, is playdough fresh)?			
Do adults scribe children's ideas and stories for them?			
Are children involved in making written props (eg shopping lists)?			
Are there examples of writing in scripts relevant to the children?			
Is at least one area set up to be used for drawing and writing?			
Is writing and drawing encouraged across learning (eg tools to make menus in the house corner, brushes with water outside)?			
Are there materials for children to make their own books?			
Can children play with the alphabet (eg hiding letters in sand/jelly; letter cookie cutters or stamps, puzzles):			

D. Encouraging writing (contd)

Is there a place where children know they can find their name to copy or to stick on a picture they have created?			
Are children encouraged to read/write and communicate with others for a purpose?			
Is there a multi-sensory approach to learning to write?			
Eg writing in sand, using stencils or rubber stamps, encouraging pincer grip through playing with pegs, opportunity for sensory play with playdough, shaving foam, gluck, typewriter			

E. Planning and Reflection

Is there a system for recording books that have been read and enjoyed?			
Is there a system for recording best ways to engage each child in literacy activities?			
Is use of the book corner monitored and evaluated?			
Do you audit which children engage with the book corner independently and who only do so in adult organised activities?			
Are literacy targets (for each child with an identified literacy need) displayed and accessible to all in the room?			
Are literacy targets shared with parents?			
Do staff carefully observe children and record their responses to literacy activities?			
Is story time planned in advance and books selected with clear aim?			

CIRCLE Literacy Rich Environment Tool

Key - **Fill in the relevant shape**	
In place and working well	
Partially in place	
An area for development	

F. Adult support to participate in literacy

Do adults talk about the letter sounds as well as letter names?			
Do adults tell/make up stories about their own life experiences?			
Do adults refer to concepts of print (eg pointing out the right way up to hold the book, the author, title, start, end etc)?			
Do adults use language levels suited to the children and model good language use?			
When adults tell stories, are all of the children enjoying and engaged in the story?			
Can all of the children see the book easily (eg is story time tiered, some on chairs, on cushions and some on the floor)?			
Is there more than one story group, to accommodate different needs?			
Do you invite specialist storytellers or take children to story telling sessions in the library?			
Do you invite parents/older children regularly to do dual language storytelling to all children?			
Are children encouraged to take an active role in story group time in a group setting?			
Eg choosing books, commenting, asking and answering questions, holding up props, all joining in repeated line, covering parts of the book and asking questions, letting children fill in gaps.			

G. Frequency of literacy experience

Are children invited to share books/stories several times daily?			
Are there opportunities for 1:1 and small group stories, song and rhyme times as well as whole group activities?			
Are there lots of opportunities to hear, sing and discuss rhymes in relevant other languages?			
Can children always put their name on things they make? (eg writing/making a mark/sticking on a printed name/putting in a tray with their name on)?			
Do children have opportunities to see their name in English, and their home language (eg daily on coat peg)?			
Do words have a relevant photo or picture beside them?			
Are story and writing sacks used between home and nursery?			
Do parents understand how to use story/writing sacks in English and in their home language?			
Are there spontaneous opportunities to enjoy jingles, word, play, jokes and singing rhymes?			
Do staff read and refer to the print which is displayed?			
On outings do adults point out environmental print?			
Are adults available in the book corner outwith formal story time activities for 1:1 stories?			
Are children taken on visits to the library?			

CIRCLE Literacy Rich Environment Tool

Key - **Fill in the relevant shape**	
In place and working well	
Partially in place	
An area for development	

H. Listening and Talking

Are children encouraged to talk and share experiences?			
Do staff use children's own experiences and interests to promote communication, conversation and expression?			
Do staff listen attentively to children to extend their learning and encourage children to participate in dialogue?			
Do children have opportunities to listen and talk as individuals, in small groups, big groups and play contexts?			
Are children encouraged to explore events and characters in stories and other texts and to share their learning imaginatively?			
Are children encouraged to talk about their likes and dislikes relating to stories and other text?			

I. Phonological Awareness

Do staff promote opportunities for children to enjoy the rhyming components of songs and rhymes?			
Are children given opportunities to listen and respond to the sounds and rhythms of words through clapping and music games?			
Are children given opportunities to use sounds and letters of the alphabet (eg My name begins with…: I spy with my little eye…)?			
Are children encouraged to explore and play with patterns and sounds of language?			
Eg clapping games, jingles, alliterative rhymes and stories, rhyming snap, tongue twisters			

CIRCLE Literacy Rich Environment Tool

Scoring and interpreting results

- First, complete the tool and decide which aspects of the environment are

Key - **Fill in the relevant shape**	
In place and working well	
Partially in place	
An area for development	

- Then transfer your judgements onto the summary sheet. Shade the star, tick or cross for each item. From this you see the result summary and you may see that a particular area would benefit from development. The judgements can then be interpreted to indicate particular strengths and areas for development.

Making a Plan

- The summary can be used to make a plan.
- The Plan can then be used to summarise discussion within your team about steps to be taken in the coming weeks and months.
- Think about things people want to change and how much work will be involved in the change.
- Try to set achievable and realistic goals
- Consider the potential barriers and how you might address them.
- Don't change too much at once – you may choose one big thing like revamping the whole story corner or setting up and making story sacks.
- Alternatively, it may make more sense for your setting to select a few smaller things which are changed easily.
- Change can always be challenging and it will be important to build in strategies for maintaining and building on positive changes. For example, write down, How will all staff know about the plan? How will you all be reminded to work on the plan? How will you know when the change is in place and if it's working? How will you celebrate your success?
- Identify who in your setting will make changes and who you may need to enlist for support from partner agencies, for training, resources or information.
- Identify a time to review progress

CIRCLE Literacy Rich Environment Summary

		☆	✓	+
Selection of Books and Stories	Books match children's interests			
	Favourite stories read often			
	More than 15 books available			
	Books circulated			
	Books related to themes			
	Same books at home			
	Story manipulatives available			
	New books available			
	Books home for bilingual children			
	Books at all stages			
Environmental Print	Signs and labels with pictures			
	Signs and labels large and clear			
	Variety of writing displayed			
	Print is culturally representative			
	Work is displayed			
	Alphabet frieze visible			
	Rules have meaningful pictures			
	Descriptive language visible			
	Reading/writing tools available			
	Daily calendar/timetable			
	Favourite story characters/tree			
Arrangement, display, location, book area	Dedicated book area			
	Inviting space			
	Books displayed prominently			
	Literacy topics on wall			
	Environmental print positioning			
Encouraging Writing	Variety of materials available			
	Tools fit for purpose			
	Adults scribe			
	Written props			
	Scripts relevant			
	Area set for drawing and writing			
	Writing and drawing encouraged			
	Materials to make own books			
	Alphabet play			
	Name available to copy/stick			
	Read/write with purpose			
	Multi sensory approach			
Planning and Reflection	Recording system for books			
	Recording systems for engagement			
	Monitoring and evaluation			
	Audit			
	Literacy targets displayed			

		☆	✓	+
Planning and Reflection (contd)	Targets shared with parents			
	Observations			
	Planning with clear aim			
Adult support to participate in literacy	Letter sounds/letter name			
	Tell/make up stories			
	Refer to concepts in print			
	Vary language level and model			
	Enjoyment and engagement	`		
	Children can see book			
	More than one story group			
	Storytellers/library sessions			
	Dual language storytelling			
	Active role for children in groups			
Frequency of Literacy Experiences	Sharing books during day one to one and group opportunities			
	Hear/sing and discuss rhymes			
	Placing name on work belongings			
	See name			
	Relevant photo or picture			
	Writing / story sacks			
	Home language story sacks			
	Spontaneous opportunities			
	Read and refer to print			
	Point out environmental print			
	Staff available outwith story time			
	Library visits			
Listening and talking	Talk and share experiences			
	Use of child's interests/experiences			
	Staff use attentive listening			
	Listen/talk as individuals			
	Explore events and characters			
	Explore likes/dislikes of story			
Phonological awareness	Rhyming opportunities			
	Listening/response opportunities			
	Sounds letters of the alphabet			
	Explore/play with patterns/sound			

Early years setting:

Date:

Signed:

CIRCLE Literacy Rich Environment Summary

<table>
<tr><td colspan="2">You could make a plan, below by writing down which areas to target based on the summary</td></tr>
<tr><td>Date:
Environment considered:
Date for review:</td><td>Areas to Target</td></tr>
<tr><td rowspan="3">Write down aspects of the literacy environment that are in place and work well</td><td></td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td rowspan="3">Write down aspects of the literacy environment that could be better</td><td></td></tr>
<tr><td></td></tr>
<tr><td></td></tr>
<tr><td rowspan="3">Select one thing you would like to change and write down the steps that are needed to make progress; who will</td><td>Thing to change</td></tr>
<tr><td>Who will be involved</td></tr>
<tr><td>Resources / training needed</td></tr>
<tr><td colspan="2">What we will do to create successful change</td></tr>
</table>

Education, Children and Families Committee

10am, Tuesday, 8 October, 2013

Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools

Item number	7.8
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1 – CO6,
Single Outcome Agreement	SO3,

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools

Summary

This report

- Identifies local and national measures to reduce bullying and prejudice in schools
- provides an updated policy and procedures for approval.

Recommendations

1. To note the contents of the report.
2. To approve the revised policy and procedures and note these will be revised in line with the policy hierarchy agreed by Corporate Policy and Strategy Committee on 3 September 2013.
3. To request a further report in April 2015 in line with Council-wide Equalities reporting.

Measures of success

The percentage of children and young people who say their school is good or very good at dealing with bullying.

Ranking in the Stonewall Equalities Index.

Reported incidence and resolution of bullying by the Advice and Conciliation Service.

Financial impact

There are no financial impacts.

Equalities impact

This report outlines preventative and protective measures to create safer environments for children and young people. These measures also assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on these duties are therefore very positive in respect of all protected characteristics that apply to schools. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the

right to health, right to an education that encourages respect and the right to be treated with dignity.

Sustainability impact

There are only positive social impacts from the measures outlined in the report and no negative environmental or economic impacts.

Consultation and engagement

The information contained within the report is based on evidence provided by focus groups, in-school pupil surveys and from other information provided by schools and on school visits. The contents of the report have been considered by the Children and Families Equalities Monitoring and Implementation Group whose membership includes two voluntary organisations (Edinburgh and Lothian Regional Equality Council and Kindred).

Background reading / external references

Report

Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools

1. Background

1.1 Children and Families recognises that bullying, prejudice and discrimination can have a significant impact on childhood and in later life. It should never go unchallenged and our policies and procedures reflect this.

1.2 At its meeting on 7 September, 2010 the Committee approved the proposed Policy and Procedures to Prevent and Respond to Bullying and Prejudice amongst Children and Young People and agreed to their dissemination which took place in October 2010.

1.3 A progress report was provided in January 2012.

1.4 This report outlines further work to reduce bullying and discrimination in schools and some minor changes to the policy and procedures for approval.

2. Main report

Policy and Procedures Developments

2.1 The 2010 policy and procedures were considered excellent and rated as amongst the best four in Scotland by the Coalition for Racial Equality and Rights. The policy and associated procedures also contributed to a high ranking in Stonewall's Equality Index.

2.2 The policy has now been adopted by nursery schools and classes and by special schools. Mainstream primary and secondary schools have produced their own bespoke policies and procedures, based on the council policy and guidance.

2.3 The revised policy and procedures are contained in Appendix 1 and 2. Minor changes are needed to bring the policy into line with the Equalities Act which came into force in 2011. All the relevant protected characteristics have been specified and the section on cyber-bullying has been strengthened. The definition of bullying has been reinforced in line with national policy.

Defining Bullying

2.4 Bullying by its nature requires a broad definition. Our policy defines bullying as follows:

Bullying is an abuse of power that is defined by its effects. People who are bullied are seriously upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. This has been made more explicit in the reviewed policy and procedures.

- *"It feels horrible. It makes you doubt yourself" (P7 child)*
- *"Even nice people do it sometimes" (S2 child)*
- *"I think people do it to weaker people because they think it's good to have power over them" (P7 child)*
- *I think that people do it because they are scared or are having a tough time at home. (P7 child)*
- *"A joke can turn into something you never expected" (P7 child)*

National Initiatives

2.5 Respectme continues to be a key partner, delivering free anti-bullying and cyber-bullying awareness training to individuals and schools. Their new Anti-Bullying Award is widely promoted in schools and Edinburgh provided one third of all entries.

2.6 In spring 2013, the Scottish Government produced its first guidance to support schools to embed equality and diversity within the Curriculum for Excellence (Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland). This was based on visits to schools including some Edinburgh schools. It has been promoted to all schools, including a checklist that will help schools to self-evaluate and plan for improvements.

2.7 The Scottish Government has funded ENABLE to develop a campaign to tackle the bullying of children and adults with learning disabilities. Children and Families staff took part in an information exchange to help inform the campaign for schools and will be involved in piloting school resources as these become available during 2013-14.

2.8 The Scottish Government has also funded Mentors in Violence Prevention (MVP) which challenges and changes attitudes to violence against women and girls. The City of Edinburgh Council and Inverclyde Council are the two Scottish local authorities to pilot this evidence-based programme to reduce violence. Portobello High School is one of the first Scottish schools to undertake the programme which began in the spring of 2012. The whole school community has been involved with 30 staff trained (15 school staff and 15 community workers).

35 students from S5 and S6 have completed the journey to become effective mentors who have now delivered six sessions to all S1 classes, with staff support where needed. These sessions address a range of bullying and violent behaviours including rumour-spreading, insulting, texting and sexting. There is anecdotal evidence of a marked change in attitudes. The potential to expand the MVP programme to all CEC secondary schools is currently being explored.

"Some of the resources they use, like videos are really memorable and powerful. They've changed our minds and we are more aware of our own personal safety. We know now that some behaviour of boys is not acceptable and we are able to get this across to the first years. This is the best thing about it" (S6 pupils, Portobello High School)

Council-wide Activities

2.9 All schools continue to record incidents of bullying and discrimination and to monitor them on an annual basis. Similar to incidents of hate crime that are reported to and by the police, it is believed that any increase in recorded incidents in schools are more likely than anything else to mean that children feel more confident in how their school deals with bullying (see 2.10 below) and therefore in speaking to an adult in the school.

2.10 Information gathered from pupils in our schools enabled Children and Families to set a baseline measure in 2010 that 67% of pupils said that their school was good or fairly good at dealing with bullying. In 2012 this increased to 75% of pupils. A target of 90% is in the Children and Families Service Plan.

2.11 Schools are provided with anti-bullying and equalities resources and advice. Good practice is gathered and shared through the Council website and via an Equalities Coordinator in every school. Some examples of good practice are provided at 2.15 and 2.27 to 2.32.

"This school is as sharp as a pencil at dealing with bullying and stamps on it like a cigarette" (Secondary pupil)

2.12 Personal and Social Education for Global Citizenship programmes have been developed by the English as an Additional Language (EAL) Service. There are programmes for P6/7, S1/S2 and S5 with another planned for P1/2. The programmes include lesson units which introduce the concepts of diversity, inclusion and anti-racism in the wider general context of equality. The EAL Service offers a broad range of continuing professional development opportunities for teaching and support staff.

2.13 The Children and Families Equalities Monitoring and Implementation Group (EMIG) continues to meet quarterly and is well attended by a cross-section of senior managers as well as two voluntary organisations.

2.14 Children and Families is represented on the Council-wide Hate Crime Strategic Group and contributes to strategic developments, especially regarding young people's involvement in harassment and hate crime in communities. This is mostly carried out in practice by School Link Liaison Officers from Police Scotland working closely with guidance staff and delivering sessions to whole year groups.

2.15 The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils. 32 Edinburgh Primary Schools are registered on the UNICEF Rights Respecting Schools Award Programme supported by the International Unit. To date, five primary schools have achieved level 1 accreditation (Preston Street, Castleview, Buckstone, Carrick Knowe and Redhall) and two schools have achieved the top level 2 (Dean Park and Juniper Green).

2.16 Professional development of staff embraces anti-bullying, fostering good relationships and equality. Tackling bullying is included in Child Protection Training which is mandatory for all staff and includes online safety. The Child Exploitation and Online Protection Centre (CEOP) provides resources and support to deliver training to schools and parents which is delivered in partnership with Police Scotland and Children and Families' staff. Specific workshops are offered to all schools delivering parents' events.

2.17 Resources on Cyber bullying were circulated to schools in January 2013 as part of Safer Internet Day 2013 with printed promotional materials to use in school and links to web resources including our own Intranet and Internet. The Digital Learning Team has compiled a selection of suggested age appropriate curriculum resources for 3-18 to support schools in the delivery of quality Digital Safety education. The resources are linked to Curriculum for Excellence Experiences and Outcomes.

2.18 The Growing Confidence Programme has extended to five mainstream secondary schools in 2013-14. This has real potential to make an impact on bullying, through the training provided to support the importance of promoting positive mental health & emotional wellbeing for pupils, staff and families.

2.19 The Advice and Conciliation Service and the Principal Officer Equalities provide advice for early resolution to the concerns of parents and carers in respect of bullying. The Early Resolution of 64 reported incidents of bullying represented 20% of issues raised with the Advice and Conciliation Service. This was a decrease in number from 70 on the previous year. The number of Stage 1 formal complaints investigated by the Advice and Conciliation Manager also decreased in relation to bullying from 8 to 5 during the year. At the same time,

the Advice and Conciliation Officer reported a reduction in the number of advice inquiries related to bullying from 39 to 29 last year.

Partnership and Engagement Activities

New and ongoing initiatives are sought and supported, where feasible. Examples of these are:-

2.20 Show Racism the Red Card has worked in partnership with the Council in 37 Edinburgh primary schools over the past two years, running very effective educational workshops and fun fitness sessions with ex-professional footballers. It is planned to extend this work to Secondary Schools during 2013-14.

2.21 The Anne Frank Trust received Big Lottery funding to work in 10 Edinburgh secondary schools during 2012-13. Their exhibition which covers hate crime from the Holocaust to 21st century Scotland was shown in every school. Coaching was provided to S2 children to act as guides for the whole school and also to run workshops in cluster primary schools. The programme has been evaluated by staff and pupils as highly successful on every measure. It was built on partnership work with Community Learning and Development (CLD) during 2011-12 in four West Edinburgh schools ("Speak Up – Speak Out") which won the Children and Families Achievement Award for Successful Learning.

2.22 LGBT Youth Scotland receive council funding to deliver workshops in schools and youth work settings as well as provide a youth service for young people who are lesbian, gay, bisexual or transgender.

2.23 Other work on tackling homophobia outlined in the last report has developed to include more staff training and five schools became individual Stonewall Schools Champions. Edinburgh participated for the third year in the Stonewall Equality Index which is a self-evaluation tool that is also used to rank local authorities. Our work has been nationally recognised to improve from 17th to 11th to 7th over three years and that we are the first Scottish local authority to reach the 'top ten'. We have also become Stonewall Education Champions as a local authority.

2.24 Zero Tolerance is a charity working to tackle the causes of men's violence against women. During 2013, they launched a guide for childcare professionals to challenge gender stereotyping in the early years. This was highlighted in the programme of Edinburgh's annual Early Years' Conference in February where Zero Tolerance ran workshops on the guide, which has been sent to every nursery in Edinburgh.

2.25 During 2013, council staff supported the Crown and Procurator Fiscal Office to run a public speaking competition on the subject of "Diversity". Teams in ten secondary schools took part and it is planned to run again in 2014.

2.26 Edinburgh Youth Issues Forum Action Research Group on Bullying is the first of a small number of Action Research Groups investigating issues raised by young

people. Nine young people aged 12 – 17 met four times with CLD staff over the summer and interviewed key members of Children and Families staff and carried out a survey amongst their peers. They have made a short DVD which will be shown to Education, Children and Families Committee in December.

School Strategies and Good Practice

There are many examples of good practice in tackling bullying across Edinburgh schools. Examples of good practice include

2.27 Gylemuir Primary School is very highly rated by its pupils on how they deal with bullying. The Deputy Head teacher accounts for this by recognising that bullying exists everywhere and encourages openness in talking about it. The school ethos is to help pupils to stand up to it and to talk to somebody. The children know that their concerns are dealt with in confidence and many of them have experienced restorative approaches to share feelings and to make amends in any situation of conflict.

2.28 In the Craigroyston area, schools, CLD staff and parents are working together to produce parent friendly school leaflets to be launched during anti-bully week in November. At the same time, the local Youth Forum is working with P5, 6 and 7 classes in local schools to produce the second edition of 'The Matter' which will look at how children would like to be supported around bullying and will highlight recommendations. This too will be launched at a community event in Craigroyston High School during anti-bullying week.

2.29 Boroughmuir High School has in place an Equalities Group of staff and pupils who meet to discuss how they address issues in the school. They reviewed their arrangements for young people to raise issues with staff and as a result, the school set up the “Boroughmuir Bully Line” with a mobile phone, costing £20 which encourages pupils to text any concerns. It has been very successful.

2.30 The pupils of Currie Community High School (CCHS) and Woodlands School share a campus where bullying of pupils at the special school by pupils at the high school used to take place. It was swiftly recognised and firmly responded to by senior staff in both schools. At least 8 visits were made by Woodlands students to CCHS. As a direct consequence of this robust work, relations between pupils at both schools are now positive and there has been no further bullying. Woodlands senior pupils were Highly Commended in the Children and Families Achievement Awards for their Fashion Show business initiative that was developed along with pupils from CCHS.

2.31 Kirkliston Primary School addressed bullying in school as part of their Rights Respecting Schools’ agenda. They ran weekly assemblies on different topics every week up to Anti-Bullying Week in November 2012. As a result, children across the school have a better understanding of what is and isn’t bullying and undertook initiatives to develop confidence and resilience.

2.32 Queensferry High School gave a very high profile to the production of the new school policy and procedures. A presentation, which can be found on the school website, was given to a whole school assembly. As a result, pupils rating in school surveys of how well the school deals with bullying rose from 66% to 87% of pupils who said it was good or very good. Queensferry High School has also obtained Customer Service Excellence for the past two years and is now entering its third year.

"I feel it is a lot better now and we deal with bullying in any form, not just racism. We deal with it when someone is seen as different based on their sexual preference, gender et cetera. Children would say 'this is gay'. I think things have changed and prejudice has changed and it is now is easier to talk about things like homophobia than it would have been in the past and people are more prepared to deal with it. Even small children start with it - not wanting to hold hands with a boy..." (P6 Teacher following staff training provided by EAL Service)

"*I hope that one day the world will be perfect; no racism, no animal testing, everyone equal, no war but just peace and with everyone having manners out in the street" (Pupil at St Mary's RC (Edin) Primary School writing on the topic of hope for the* future)

Further Work

2.33 During 2013 – 14, we plan to work with ENABLE (the charity run with and for young people and adults with learning disabilities) to improve understanding of disabilities, including learning disabilities and to support the development of curricular resources that tackle the bullying of people with disabilities.

2.34 For Internet Safety Day on 11th February a major Internet Safety event will be held for staff in liaison with Police Scotland.

2.35 During 2014, the findings of the Action Research work (2.26 above) will be shared with a focus group of school staff and key findings agreed and disseminated to all schools.

2.36 A review will take place to ensure that new learning, resources and good practice are widely available and disseminated where necessary. This will include newsletters, use of social media mechanisms as well as Continuing Professional Development.

3. Recommendations

3.1 To note the contents of this report

3.2 To approve the revised policy and procedures and note these will be revised in line with the policy hierarchy agreed by Corporate Policy and Strategy Committee on 3 September 2013.

3.3 To request a further report in April 2015 in line with Council-wide Equalities reporting.

Gillian Tee

Director of Children and Families

Links

Coalition pledges:	P1. Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes:	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 in need, 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
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Revised Policy to Prevent and Respond to Bullying and Prejudice 2. Revised Procedures to Prevent and Respond to Bullying and Prejudice

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Policy to Prevent and Respond to Bullying and Prejudice

amongst Children and Young People using Children and Families Services

Management Information		
Lead Officer	**Name:**	**Diana Dodd**
	Designation:	**Principal Officer Equalities**
	Tel:	**0131 469 3370**
Lead Service Area	**Planning and Performance**	
Last Review Date	**29 August 2013**	
Implementation Date	**1 November 2013**	
Review Date	**31 October 2017**	
Date Agreed	**To be confirmed**	
Agreed by	**Education, Children and Families Committee**	
Has Screening for Equality Impact been undertaken for this policy	This policy directly assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on the equalities duty are therefore very positive. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the right to health, right to an education that encourages respect and the right to be treated with dignity.	
Has Implementation and Monitoring been considered for this policy	Yes *(please specify)* Contained within accompanying Procedures Date	
If appropriate has Health and Safety section had oversight of this policy	Yes checklist completed	

Definition: Policy – A course of action or set of standards adopted by the City of Edinburgh Council.

This document may be out of date if printed, the latest version is available on the Council Intranet.

1. PURPOSE

The policy exists to protect all children and young people (in services supported by Children and Families) from all forms of bullying by other children and young people. This includes prejudice-based bullying and cyber-bullying and aims to prevent such behaviours and attitudes from developing.

2. SCOPE

The policy covers children and young people in all City of Edinburgh Council Children and Families services. Additionally, wherever relevant and possible, the policy extends to protection and prevention out with establishments, especially relating to cyber-bullying and early intervention to reduce hate crimes.

3. DEFINITIONS

Bullying is an abuse of power that is defined by its effects. People who are bullied are seriously upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

Bullying behaviour is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.

Person being bullied/picked on/isolated is used as an alternative to 'victim' for the same reason. Alternatively, "person on the receiving end of bullying behaviour" is also useful.

Cyberbullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Prejudice and discrimination

People with particular characteristics are protected from discrimination by the Equalities Act 2010. Seven of these apply to schools and two others to all other public services. They are

- Age (not schools)
- Disability
- Gender Reassignment (people at any stage in the process of gender change)
- Marriage or Civil Partnership (not schools)
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The legislation and this policy requires that allegations be treated seriously from the outset, investigated, recorded and if substantiated, dealt with according to the accompanying Procedures.

Parents/Carers are defined as

A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Sec 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements
- All councillors have a responsibility for the wellbeing of children in the council's care

4. POLICY STATEMENT

It is the expectation of Children and Families that all staff, parents and carers will work to prevent and reduce bullying and prejudice among children and young people.

Discrimination on ground of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity race, religion or belief, sex, sexual orientation, are of equal concern and are all clearly distinguishable.

Bullying and discriminatory behaviours are not tolerated in any Children and Families establishment.

Areas of activity in which this policy can be implemented are

- Sustaining an ethos of inclusive services
- Positive relationship building
- Modelling of appropriate behaviour by adults
- Supporting and delivering the four capacities of Curriculum for Excellence
- Out of school activities
- Events, assemblies, speakers, surveys, drama, newsletters, meetings
- Staff training
- Partnership working

5. RESPONSIBILITIES - tackling bullying and prejudice is the responsibility of all staff and partners in Children and Families

Children and Families' Performance and Planning section is responsible for

- developing, maintaining and monitoring this policy and accompanying procedures
- supporting establishments to communicate the policy to staff, children, young people, parents and carers
- consulting with stakeholders on the policy
- supporting establishments to examine the overall extent of bullying and prejudice and sharing good practice
- reporting to the Executive of the Council as required
- providing staff development activities as required

- providing advice and conciliation services
- working with other Council agencies and partners to prevent and reduce bullying, discrimination and hate crime

Heads of Establishments are responsible for

- Ensuring that all staff are aware of this policy and accompanying procedures
- Dealing appropriately and effectively with all allegations brought to their attention
- Following the Department's procedures including recording of incidents
- Ensuring that their establishment policy corresponds with this policy
- Ensuring all staff have access to appropriate learning and development including induction training
- Making efforts to ensure that children and young people feel safe in reporting to named members of staff and are assured that any allegations will be investigated and action taken, where appropriate.
- Encouraging all children, parents, carers and staff to express their concerns and views
- Referring to the Child Protection Procedures and/or Police where necessary
- Examining the possible extent of bullying in their school or centre

In addition, Head Teachers are responsible for

- Communicating the policy to staff, children, young people, parents and carers
- Identifying a dedicated member of senior staff as the Equalities Coordinator
- Collecting information from children and young people about their experiences and views and showing relevant action as a result
- Embedding and evidencing regular and frequent proactive work through the improvement plan and/or the curriculum
- Supporting all staff in following this policy and procedures
- Liaising with parents and voluntary organisations as appropriate

All other Children and Families staff are responsible for

- Promoting positive attitudes and good relations
- Dealing appropriately and effectively with all allegations
- Supporting their head of establishment in undertaking initiatives and gathering information
- Being aware of this policy and following the accompanying procedures
- Seeking learning and development opportunities
- Supporting students to understand the differences between bullying and other challenging behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.

Children and Young People are responsible for

DRAFT

- Promoting positive attitudes and good relations and challenging all forms of prejudice
- Telling someone if they have any worries about bullying
- Keeping themselves safe, with support from adults
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf
- Challenging bullying and prejudicial behaviour in others, if safe to do so
- Questioning and learning the differences between bullying and other challenging behaviours

Parents and Carers are responsible for

- Safeguarding and promoting their child(ren)'s health, development and welfare
- The safety of their child/children on the way to and from school
- Maintaining communication with a relevant member of staff
- Working in partnership with staff to maintain the rules, regulations or disciplinary requirements of the establishment
- Discussing the issues with their child(ren) according to their age and maturity and t aking account of their views.

6. LEGISLATIVE CONTEXT

UN Convention on the Rights of the Child
Offences Aggravated by Prejudice Act 2010
Schools (Consultation) (Scotland) Act 2010
Equality Act 2010
Additional Support for Learning Act

7. ASSOCIATED DOCUMENTS

City of Edinburgh Council's Framework to Advance Equality and Rights
Take Control against Hate Crime Strategy 2012 - 2017
Getting It Right For Every Child (GIRFEC) in Edinburgh
Child Protection Procedures
Sexual Health and Relationships Policy
Children and Families Departmental Supplement to Health and Safety Policy
CEC Fair Treatment at Work Policy (for issues relating to allegations against staff)
Advice, Complaints and Conciliation Procedure
Alternatives to Exclusions/Exclusions

DRAFT

Main contributors to the 2010 'Anti-Bullying' Policy and Procedure Writing Group on which this policy is based

Focus Groups of Young People

Broughton High School pupils focus group
Currie Community High School Support for Pupils staff group
Drummond Community High School pupil groups
Feedback from consultations by LGBT Youth Scotland
Firrhill and Currie S5 and S6 students
Gracemount Primary School P6 and P7 Saudi pupils
Edinburgh Development Group
Edinburgh Young Carers Focus Group
Wester Hailes Education Centre S1 class
Youngedinburgh Communications Group

Members of the Working Group

HT Dalry Primary School
DHT Murrayburn Primary
DHT, English as an Additional Language Service
DHT Broughton High School
Principal Teacher Guidance, Drummond CHS
Senior Community Learning and Development Worker
Advice and Conciliation Manager
Childline representative
Principal Officer, Youngedinburgh
Team Leader, Social Work Services Practice Team.
Educational Psychologist
Neighbourhood Manager
Principal Officer, Equalities
Equalities Officer

In addition to the above, Scotland's Anti-Bullying Service **Respect*me*** worked closely with the Children and Families Department in helping to shape the final policy and procedures and has supported its implementation by delivering free training programmes to staff.

DRAFT

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Procedure Title – **Procedures to Prevent and Respond to Bullying and Prejudice** amongst Children and Young People using Children and Families Services

Management Information		
Lead Officer	**Name:**	**Diana Dodd**
	Designation:	**Principal Officer Equalities**
	Tel:	**0131 469 3370**
Lead Service Area	**Planning and Performance**	
Last Review Date	**29 August 2013**	
Implementation Date	**1 November 2013**	
Review Date	**31 October 2017**	
Date Agreed	**7**	
Agreed by	**Education, Children and Families Committee**	
Has Screening for Equality Impact been undertaken for this procedure	This policy directly assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on the equalities duty are therefore very positive. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the right to health, right to an education that encourages respect and the right to be treated with dignity.	
Has Implementation and Monitoring been considered for this procedure	Yes: contained within the Procedures	
If appropriate has Health and Safety section had oversight of this procedure **Name of Health and Safety contact**	Not required	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

This document may be out of date if printed, the latest version is available on the Council Intranet.

1. PURPOSE

The procedures exist to ensure that managers and staff have detailed guidance to implement consistently the Children and Families' Policy to Prevent and Respond to Bullying and Prejudice amongst children and young people. This provides evidence that schools, social work centres and the Council are meeting the moral and legal duties to protect all children from bullying and unlawful discrimination on any grounds, including grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

2. SCOPE

The procedures apply primarily to managers, including Head Teachers, Guidance Teachers, Social Work Managers and Senior Community Learning and Development Managers in relation to youth work.

3. DEFINITIONS

Bullying is an abuse of power that is defined by its effects. People who are bullied are upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

Bullying behaviour is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.

Person being bullied/picked on/isolated is used as an alternative to 'victim' for the same reason. Alternatively, "person on the receiving end of bullying behaviour" is also useful.

Cyberbullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Prejudice and Discrimination

People with particular characteristics are protected from discrimination by the Equalities Act 2010. Seven of these apply to schools and two others to all other public services. They are

- Age (not schools)
- Disability
- Gender Reassignment (people at any stage in the process of gender change)
- Marriage or Civil Partnership (not schools)
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Parents/Carers are defined as

A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Sec 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements
- All councillors have a responsibility for the wellbeing of children in the council's care

4. ACTIONS

4.1. Prevention Strategies

- **Promoting positive relationships** amongst children, young people, staff and the local community, **welcoming diversity** and the **ethos** of the establishment, are all keys to preventing bullying and discrimination
- Reminding children and young people at least twice a year about how the establishment deals with bullying, including cyberbullying
- Building resilience and empathy through curricular programmes like Creating Confident Kids
- Consistent and firm handling of challenging behaviour through restorative practices
- Providing frequent reminders to staff, children, young people and parents/carers of the establishment's anti-bullying and equal-opportunities policy which has been developed with children, young people and parents/carers
- Using the advice of Education Scotland's 2013 publication "Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland.
- Public, accessible welcoming messages throughout the establishment in a range of languages
- Staff development opportunities on policy development, empathy and resilience
- Frequent opportunities for children and young people to discuss issues
- Use of evaluation tools which measure ethos, relationships and confidence in schools and residential units, such as pupil well-being questionnaires and surveys
- Raising awareness of developing issues, e.g. hate crime, cyber-bullying
- Involvement of other agencies and partners in health, police and the voluntary sector
- Diversity and anti-bullying days, weeks, assemblies and publications
- Positive audits of race equality, inclusion and achievement of bilingual and minority ethnic pupils (supported by English as an Additional Language Service)
- Promotion of training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills

- Working towards award programmes, e.g. UN Rights Respecting Schools Award, Diana Award

4.2 Protective Strategies

- Buddy systems, especially at transition
- Nurture and friendship groups
- Use of curricular materials such as 'Seasons for Growth', 'Cool in School', 'Keeping Myself Safe'
- Children's Rights Officers in Residential Units
- Peer mentoring and mediation
- Counselling
- Playground supervision
- Reviewing arrangements for young people to raise issues confidently with staff
- Involvement of other agencies and partners in health, police and voluntary sector
- Highlighting the roles and responsibilities of children as bystanders
- Involvement of educational psychologists
- Confidential 'Comments Box' or 'Listening Post' in neutral and confidential place

4.3 Reactive measures

A child may not be engaging consciously in bullying behaviour, but its impact is still felt and must be taken seriously. However the level of awareness of a child who is bullying will be a significant factor in how it is dealt with.

- De-escalation strategies
- Involvement of parent/carer where appropriate
- Restorative practices, including acknowledging grievances
- Physical separation of person/people bullying, where necessary and possible
- Support base, safe room where feasible
- Helping children to recognise that their actions have consequences
- Sanctions, including loss of privileges
- Assessment of additional support needs for person being bullied or person bullying.
- Referral to specific support service, such as Educational Psychologist, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service
- Involvement of police if incident relates to hate crime or harassment
- Multi-agency team approach using GIRFEC principles
- In the most extreme cases, Child Protection procedures will need to be considered

- Exclusion from school should only be used as a last resort. Staff will be aware of legal and policy guidance regarding exclusion and equalities groups.

4.4. Recording incidents

- All substantiated incidents (including single incidents) should be recorded, and if appropriate, the establishment's own recording procedure can be used initially. Subsequently the Recording Form provided should be used.
- Establishments may want to refer to the flowchart provided with these procedures for dealing with all incidents of bullying and prejudice
- If there is any dispute or remaining doubt (on the part of staff, parents or children) about whether the incident has been completely substantiated, the incident and the doubts should be recorded using the Recording Form provided.

4.5 Gathering and analysing information

- Information from the Pupil Well Being Questionnaire in primary schools and when available in secondary schools is examined by individual schools and Children and Families Managers
- Information from benchmarks created by HMIe is examined and compared with local information
- Children and Families provide schools with a survey tool.. This can be shared with groups of older pupils and the pupil council to help to explore any issues
- Surveys of young people in residential units on their experiences of bullying are carried out and examined by the Council's Children's Rights Officers and reported to the Equalities Monitoring and Implementation Group (EMIG)
- Information from self-evaluation surveys of pupils, staff and parents is examined by Children and Families Managers
- Information from focus groups is used by schools and by Children and Families to inform schools. This includes targeted groups such as bilingual/minority ethnic children (assisted by EAL Service), young carers, student councils, young people who are gay or lesbian (supported by LGBT Youth) Gypsy Travellers (assisted by Hospital and Outreach Teaching Team) and young people with disabilities.

4.6 Monitoring

- Establishments monitor their incident returns and survey results at least once a year
- Children and Families gather, collate and make annual reports on the returns from establishments to EMIG
- EMIG discusses bullying and prejudice as a standing item at quarterly meetings
- The Senior Management Team receives an annual report

5. CYBERBULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

Bullying also occurs outside school premises and via mobile phone and social networking sites. Where a pupil or parent reports bullying off school premises, schools will:

- Talk to pupils about how to avoid or handle bullying outside of school
- Talk to the Head Teacher if another school's pupils are allegedly bullying
- Consider additional support, police involvement and Child Protection procedures
- Talk to the transport company about bullying on buses

6. RESPONSIBILITIES

The Principal Officer Equalities has the responsibility for the maintenance of these procedures. Responsibilities of other members of staff are outlined in the policy.

7. POLICY BASE

These procedures have been developed to implement the Policy to Prevent and Respond to Bullying and Prejudice amongst Children and Young People using Children and Families Department Services.

8. ASSOCIATED DOCUMENTS

Recording Form for all incidents of bullying/prejudice/discrimination (for CEC Staff only)

Procedure Flowchart for dealing with incidents of bullying/prejudice/discrimination (for CEC Staff only)
http://www.educationscotland.gov.uk/Images?Promoting _DE080313_tcm4-747988.pdf

9. RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

Record Title	Location	Responsible Officer	Minimum Retention Period
Recording form for all incidents of bullying/ prejudice/discrimination	Waverley Court, Business Centre 1.4	Principal Officer Equalities	5 years

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Report – Special Schools – Proposal for the Future Development of Panmure St Ann's

Item number	7.9
Report number	
Wards	All

Links

Coalition pledges	P1, P5
Council outcomes	CO2, CO3
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

Report – Special Schools – Proposals for the Future Development of Panmure St Ann's

Summary

At the Education, Children and Families Committee in January 2013, members received a report providing an overview of the proposed future developments of Panmure St Ann's.

This report provides an update on progress with these developments and offers an indication of next steps.

Recommendations

To recommend that the Education, Children and Families Committee notes progress to date on the transition of the Panmure St Ann's Service into a school offering young people full curricular entitlement.

Measures of success

The report to the Committee in January 2013 set out 3 main objectives:

1. Development of a shared vision of future provision
2. Development of agreed referrals system, capacity and full time provision
3. Development of the curriculum

Success in relation to these objectives is evaluated in line with the principles of Curriculum for Excellence, and takes account of the latest advice from Education Scotland about national expectations in inspections.

Financial impact

The school budget has now been established. The school now has an allocated devolved school management (DSM) budget of £1.084m. Minor upgrades to building and school equipment will be funded through the DSM budget.

Additional funding continues to be sought in innovative ways. Successful grants to date include:

- £40k lottery grant to fund singing and music provision and source equipment and some instruments
- £10k Build a Box grant to develop an enterprise project enabling youngsters to set up their own company
- £2k to develop outdoor education

Equalities impact

The implementation of the recommendations from the report will continue to advance equality of opportunity for young people experiencing significant social, behavioural and educational difficulties and their families.

Sustainability impact

No adverse environmental impacts arising from the developments outlined in this report have been identified to date. Ongoing communication with the local community will continue to allow for further monitoring in this area. In addition, young people from Panmure St Ann's are supporting their local community to keep it clean, by, for example, participating in litter picking days.

Consultation and engagement

The following consultation and engagement activities have been carried out to support the transition of Panmure St Ann's into a full time special school provision. This has included consultation with:

- Panmure St Ann's Management Team
- the whole staff team
- all young people in the school
- the Pupil Council
- the parents
- the wider community
- other schools meeting the needs of young people with social, behavioural and educational difficulties
- Education Scotland

Background reading / external references

Special Schools: Proposals for the Future Development of Panmure St Ann's, Education,Children and Families Report 9 October 2012

Development of Proposed Model for Panmure St Ann's Current Position and Next Steps January 2013

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

1. Background

1.1 Panmure St Ann's is a significant provider of school education for young people who have been referred with significant social, emotional and behavioural needs. Following a decision of the Education, Children and Families Committee in January 2013, Panmure St Ann's became a school offering full time places for up to 54 young people from August 2013 allowing them access to their full curricular entitlement.

2. Main report

Development of a shared vision of future provision:

2.1 The school has developed a shared vision of future provision with support from officers in Children and Families and Education Scotland. This has involved a transformational change process using the 'three horizons' framework. The school has undertaken various self-evaluation activities and has developed a clear and robust Improvement Plan for session 2013/14 to help them realise their vision.

Development of agreed referrals, capacity and full time provision:

2.2 The referral process has now been simplified to allow a single, streamlined referral system through the Case Management Review Group (CMRG) which allows all avenues of support to be explored for the young person and ensure an appropriate school placement.

The school has a maximum capacity of 54 places. The maximum class size is twelve. There are currently six classes, two classes for twelve girls in S3 and S4, one class for twelve boys in S3, one class for twelve S4 (mixed) and two S5 classes for up to eighteen young people (again mixed sex). At this early stage in the school session the school is already approaching capacity and it is expected that this will be reached within the next few weeks as young people make the transition from existing provision to that newly available at Panmure St Ann's.

Panmure St Ann's is now able to offer full-time places for learners from S2-6. Currently, learners continue to access either mainstream or Gorgie Mills provision for S1 in the first instance. The school now has a Scottish Executive Education Department (SEED) number, which means it is able to present young people for national exams and awards across a range of subjects and curricular areas. There are positive early signs of improved attendance for many learners.

The school works closely with partner services and family support teams to support young people to ensure effective transitions into Panmure St Ann's.

Development of the curriculum

2.3 Alongside the provision of full time places the school has created a curriculum map which allows for personalisation and choice. Classes have been restructured and a range of motivating and relevant learning experiences are now offered in the afternoons. These learning experiences are tailored to reflect the interests of young people attending the school.

The school will build on recent work to offer an increased range of courses, alongside opportunities to help young people develop skills for lifelong learning and work. Partnerships developed by Panmure St Ann's with other schools will also help ensure young people have access to a broad general education and a senior phase. The school is developing strong links with local services and businesses. Where appropriate, young people will be supported to reintegrate into mainstream for S5/6 and into employment and further education.

The further development of the curriculum is reflected in the key priorities of the school's Improvement Plan.

3. Recommendations

3.1 To recommend that the Education, Children and Families Committee notes progress to date on the transition of the Panmure St Ann's Service into a school offering young people full curricular entitlement.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Annual Review of Services for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

Item number	7.10
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1-CO6
Single Outcome Agreement	SO2, SO3

Gillian Tee

Director of Children and Families

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Executive summary

Annual Review of Services for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

Summary

This report provides an overview of service provision for children looked after and accommodated by the City of Edinburgh Council and details the range of associated service area improvement plans.

Recommendations

To recommend that the Education, Children and Families Committee:

1 Note the positive progress made on services for looked after and accommodated children.

2 Note the service strategy and improvement plans for looked after and accommodated children and young people.

Measures of success

Success measures are set out in the Service Area Improvement Plans appended to this report.

Financial impact

The financial implications of the service area improvement plans are currently met by existing revenue budgets or from the Early Years Change Fund. It is the intention of the strategy and plan that costs will be reduced significantly from those that will occur if the plan is not put in place.

Equalities impact

The contents of this report contribute to the Equality Act 2010 public sector equality duty by advancing equality of opportunity and fostering good relations and a f ull Equalities Impact Analysis was not required.

Sustainability impact

There is no significant environmental impact.

Consultation and engagement

There is regular and extensive consultation and engagement activity with children and young people who are Looked After. This area of practice was identified by the Care Inspectorate as very good in the recent Children's Inspection.

Background reading / external references

Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by CEC – Report to Education, Children and Families Committee 8 October 2013

Inspection of Children's Services in Edinburgh - Report to Education, Children and Families Committee 21 May 2013

Early Years and Early Intervention Change Fund – Report to Education, Children and Families Committee 21 June 2012

Corporate Parenting Action Plan – Report to Education, Children and Families Committee 8 March 2012

Council Budget Strategy – The Importance of Infrastructure – Report to Policy Development and Review Sub-Committee of the Finance and Budget Committee, 18 December 2012

Report

Annual Review of Service Strategy for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

1. Background

1.1 The service area improvement plans are designed to ensure high quality services and support for looked after and accommodated children and young people during the financial year 2013/14 and beyond.

1.2 The improvement plans for the following services are provided as appendices to this report:

- Residential Care
- Residential Care: Care Inspectorate Gradings
- Throughcare and Aftercare
- Family Based Care Fostering
- Family Based Care Permanence
- Children's Rights Office

2. Main report

Strategic Direction

2.1 The primary strategic objective in 2013/14 continues to be to shift the balance of resources for Looked After and Accommodated Children (LAAC) from relatively high cost, out of authority provision to high quality local services and to deliver consistent early and intensive intervention approaches so that fewer children and young people need to be accommodated and looked after and, where they do, to make sure they are accommodated within the city boundaries.

Inspection of Children's Services in Edinburgh

2.2 Feedback from the recent inspection of children's services in Edinburgh was very encouraging. The inspectors found that services are working well together and having a positive impact on out comes for children in Edinburgh. The inspectors commented:

> *"The well-being of children and young people who are unable to remain within the care of their parents is supported in high quality foster placements and kinship care placements which are meeting their holistic needs. Children and young people are benefiting from stable and*

nurturing placements and very positive relationships. Children and young people are helped to maintain progress in their overall well-being when plans are made for them to return home."

2.3 Child protection services, the commitment of staff, engagement with children and families, partnership working and leadership were highlighted as particular strengths. The Care Inspectorate published their report on 29 April 2013.

Early Years and Early Intervention Change Fund Improvements

2.4 The Early Years and Early Intervention Change Fund has provided the opportunity to effect a transformational change programme to deliver effective early intervention and strengthen support to children and families in Edinburgh.

2.5 The change programme is consistent with the priorities of the Single Outcome Agreement, Integrated Plan for Children and Young People and the Children and Families Service Plan.

2.6 A proportion of the Early Years and Early Intervention Change Fund has been utilised within the Family Based Care service area to:

- Increase the number of City of Edinburgh Council foster carers
- Establish a Kinship Carer Support Team.

These measures if successful will release resources for further early intervention initiatives.

2.7 Increasing the number of City of Edinburgh Council foster carers will provide more family-based care opportunities for children who cannot live with their own family. R ecruiting more Council foster carers rather than purchasing foster carers on the open market provides best value and releases substantial resources that can be used to provide more family-support services.

2.8 By providing focused support for kinship carers it is anticipated that more new placements can be es tablished and ex isting kinship placements can be sustained to ensure more children live within their family networks when their own parents are not able to care for them.

2.9 The progress of these initiatives is incorporated in the Family Based Care services updates and associated appendices sections of this report.

Corporate Parenting Action Plan

2.10 The Corporate Parenting Action Plan was approved by the Committee in March 2012. The plan has 38 actions points under six key themes – Leadership; Health and Wellbeing; Education; Employment and T raining; Support and Protection; and Accommodation.

2.11 The Corporate Parenting Member/Officer Group plays a key role in development, scrutiny and delivery of the plan. Since the launch work has progressed positively. Successes include:

- High level buy-in across the council and partner agencies
- Increased resources to improve outcomes e.g. Housing services investment
- A Looked After and Active Coordinator appointed to Edinburgh Leisure

- Free access to Edinburgh Leisure facilities for looked after children and their carers
- Health Promoting Units programme expanded
- Case management arrangements to improve the coordination of support
- Attendance tracking and new Child's Plans in place
- Ring fenced training opportunities and apprenticeship opportunities through Edinburgh Guarantee
- A long term programme of planned rebuild and refurbishments
- Housing Policy amended to recognise fostering as a factor in determining house size to increase choice in fostering placements within Edinburgh.

2.12 Findings from the recent inspection of children's services in Edinburgh concluded:

> *"There is a strong commitment from leaders to improving the lives of looked after children and embedding the responsibilities of the corporate parent across the Council and its partners. A very comprehensive Corporate Parenting Action Plan is monitored by a recently revitalised Leadership Group and there are some tangible results for children and young people who are or have been looked after."*

2.13 A number of consultation and engagement events are planned to refresh our Corporate Parenting Action Plan to be delivered in 2014/15.

Residential Care

2.14 The City of Edinburgh Council provides a range of residential care provision:

- Five Young Peoples Centres in Drylaw, Oxgangs, Moredun, Northfield and Greendykes - offer a total of 38 placements.
- Two Close Support Units in Southhouse and Pentland View, each offer five placements for young people with exceptional support needs who may require long term residential care.
- The Edinburgh Families Project, located in Ferniehill, provides outreach support and respite care for approximately 90 families per annum.
- Edinburgh Secure Services provides 12 secure and ten close support placements.
- Wellington School has the capacity to offer six residential placements and two respite places.
- The Council commissions 9 placements from the Dean and Cauvin Trust for young people over the age of 15½.

2.15 On 31 July 2013 there were 85 children and young people placed in residential care, mostly within existing Children and Families resources, there were ten young people in secure accommodation and a further five young people in specialist residential provision.

2.16 A database to record the additional language skills of current staff has been made available to those parts of the service who respond to new referrals. Some of these new referrals may involve individuals or families for whom English is not

their first language. The database lists staff with skills in a broad range of languages. Their experience in the service and their linguistic skills are called on as required.

2.17 A report to the Policy Development and Review Sub-Committee of the Finance and Budget Committee in December 2012 made recommendations for improvements in the residential estate.

2.18 Work on creating an Asset Management Plan for the residential estate is underway. As Corporate Parents, this authority has a responsibility to provide a quality living environment for children and young people in need of residential care. This plan will result in incremental rebuild and refurbishment of residential care accommodation.

2.19 There is a need for investment in the residential buildings. Plans are well advanced for the rebuild of one YPC and it is hoped to roll out this programme as and when capital investment is available.

2.20 All units are inspected on a regular basis by the Care Inspectorate and the percentage of units receiving gradings of 'good' or 'very good' was 82% in 2012. The Care Inspectorate reports consistently raise concerns about the quality of environment. Gradings on this theme are lower than in other areas of inspection and in comparison to units which have been refurbished. Services at Edinburgh Secure Services, Pentland View, Oxgangs, Drylaw, Greendykes and Southhouse currently hold a grade of 'very good' for at least one Quality Theme.

2.21 55% of residential care units hold an average grade of 'very good' or above which is on the rise and of note Northfield YPC achieved a grade of 'excellent' in 4 of the 8 themed quality statements inspected on.

2.22 The drive to improve health outcomes for young people who are accommodated remains a priority. The Council works in partnership with NHS LAC Nursing team and with Edinburgh Connect to deliver best practice in health promotion and the coordination and sharing of information.

2.23 Our residential care homes continue to gain accreditation as Health Promoting Units. 100% have achieved a level one award. It is anticipated that 75% will submit portfolios for level two awards by March 2014.

2.24 Education of LAC remains a priority with most age appropriate young people gaining standard grades. While Edinburgh is above the Scottish average and year on year this is an improving statistic there is much more progress needed in this area.

2.25 A model of exit interviews for children and young people leaving residential care or foster care placements is being developed. This form of service user involvement is focused on ensuring learning is derived from placements experiences to contribute to service improvement.

2.26 In most units there is a very good participation strategy in place where the views of young people and their parents are sought regularly. The information gathered

informs development planning. Training of staff and carers contributes to this objective. There has been dedicated staff training on health related issues.

2.27 Staff in Residential Care and Family Based Care have benefited from a specialist training programme called 'An Introduction to Dyadic Developmental Psychotherapy'. This helps those attending to develop a shared understanding of the connections between a child's early years experience and their behaviour. To date over 150 staff members have been trained in this technique, increasing capacity to work with challenging behaviours.

2.28 Edinburgh Families Project is a local authority resource providing planned outreach support and short stay respite to children, young people and their families. It is a city wide preventative service that works within the family home, and, if needed, offers short term breaks with the aim of reducing difficulties and increasing family resilience. Packages of support are tailored to meet the needs of different families.

2.29 Currently Edinburgh Families Project are working with 41 young people and their families and can offer respite care for up to 5 young people every night of the year.

2.30 Edinburgh Families Project is inspected on a regular basis by the Care Inspectorate. At the last, unannounced, inspection Edinburgh Family Partnership achieved 'very good' and 'good' grades.

Special Residential Care

2.31 Edinburgh Secure Service provides high levels of care to individual young people whose behaviours make them a significant risk to themselves or others. We work with a variety of young people; some who have experienced many forms of traumatic abuse including physical, emotional and sexual; some who may engage in self-harming behaviours; some who use drugs and alcohol in a destructive and chaotic manner; and some who have behaved in an extremely aggressive manner in the community or in previous placements.

2.32 Over 80% of young people in secure services are placed through the Children's Hearings, the remainder are placed on remand.

2.33 The Edinburgh Secure Service provides both secure and close support residential placements and Throughcare and Aftercare support for young people.

2.34 During 2012/13 Edinburgh Secure Service worked with 28 young people within the secure provision and 18 young people within the close support provision. Many of the young people in the close support provision will have been in secure accommodation and close support is a 'step down' to returning home or to a community based open placement.

2.35 Edinburgh Secure Service Throughcare and Aftercare provision provides two residential placements and a respite placement. It maintains involvement with all young people who are 16 years+, supporting their transition into the community.

2.36 Edinburgh Secure Service has met the demand for almost all secure placements and remand placements of Edinburgh young people. Edinburgh Secure

Service's reputation as a secure provision of choice for a number of local authorities has enabled the service to provide an average of two placements to young people from other local authorities at any time.

2.37 Occupancy of the secure provision in 2012/13 has remained high at 96.6%.

2.38 In October 2012, the secure provision was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'good' in the Quality of Care and Support and 'good' in Quality of Management and Leadership. 'Very good' in the Quality of Staffing, and in Quality of Environment.

2.39 In October 2012 the close support and throughcare and aftercare provision was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'very good' in the Quality of Care and Support, Quality of Staffing and Quality of Management and Leadership. It was graded as 'good' in Quality of Environment.

2.40 The Inspections of both provisions specifically noted the quality and skill of staff and leadership within the service, excellence in the engagement of service users and promotion of attachment, the promotion of young people's health and wellbeing. A number of requirements and recommendations have been made and are included in appendix 1.

2.41 Wellington School, south of Penicuik, Midlothian provides residential and day placements for boys aged 13 to 16 with social, emotional and behavioural difficulties. There are currently six young people in residential places and 17 in day placements. The school is inspected on a regular basis by the Care Inspectorate and there have been ongoing concerns about quality of care and education indicators. The most recent inspection report of the residential care component of Wellington School was published in June 2013. As part of an ongoing review of the residential estate a report to Education, Children and Families Committee on 8 October 2013 will recommend ending referrals to residential placements and the re-provisioning of the education service in Edinburgh.

Throughcare and Aftercare

2.42 Throughcare and Aftercare services are provided by a number of teams and agencies. The Throughcare and Aftercare team at 329 High Street, the Alison Unit team at Edinburgh Secure Service, Barnardos 16+ service and Dean & Cauvin Aftercare service. All young people who are eligible for a service can access the duty service provided at 329 High Street.

2.43 The Council has a duty to provide certain Throughcare and Aftercare services, including Pathways assessments, planning and reviews, to eligible young people up until their 19th birthday, and powers to assist them up to their 21st birthday (or beyond, if they are in continuous full time further or higher education or training). Pending changes in legislation may mean that the client population will increase by nearly 100% over the coming years as duties and powers may be extended up to a young person's 25th birthday. At present it is unclear where the cut off will be in relation of powers and duties linked to the age of young people.

2.44 The Corporate Parenting Review resulting in the Corporate Parenting Action Plan has led to improved corporate parenting across the Council and Partner agencies. For example much work is being undertaken to improve access to appropriate accommodation.

2.45 The Throughcare and Aftercare Review identified the need for additional capacity to provide services for vulnerable care leavers. Over the past year two Mental Health Practitioners, 1 Housing Development Officer and 1 part-time Literacy and Numeracy Worker have been appointed. Additional needs in relation to debt counselling and Welfare rights have been identified.

2.46 Much work has been done over the last two years to evidence the improvement of Pathway planning for care leavers. In 2010/2011 9% had a Pathway Plan. Currently the figure for 2012/2013 is 64%. The target is to reach 75% by the end of the reporting year 2014. (This is an ambitious target as the plan requires full agreement and engagement from the young person).

2.47 As at 8 August 2013, the overall number of young people eligible for Throughcare and Aftercare was 703. This is a sizeable number of young people, however many will not need to access the TCAC service or only need to be attended through the existing duty system. 414 Young People are currently receiving a Service; either as an allocated case or by accessing duty services.

2.48 The overall number of cases allocated a Pathway Co-ordinator across all the city's Throughcare and Aftercare services is 228. The team also offers a duty service to a number of young people from other local authorities who are eligible for TCAC and are currently residing in Edinburgh. This number is variable, currently the number is 23.

2.49 A weekly 'Drop In' option is available to any young person eligible for Throughcare and Aftercare Service. This is staffed by Throughcare and Aftercare workers from TCAC team, Alison Unit team, our Throughcare and Aftercare Nurse Practitioner, with input from Skills Development Scotland, Passport, Housing Options Team, Venture Trust, Networks Throughcare and a number of other agencies. The 'Drop In' has recently been extended offering focussed activities including preparation and development of independence skills, linking in to community based resources (including libraries, museums and leisure facilities), money management, interview and presentation skills.

2.50 There are also some commissioned services for care leavers with accommodation needs. The monthly Housing and Accommodation Panel meets to provide accommodation for Looked After Children or previously Looked After Children. Demand is high, outstripping the current availability of accommodation. In 2012 there were 93 new referrals for accommodation adding to the 41 open cases at the beginning of the year. The Panel placed 80 young people in a positive destination (73% of all referrals closed in 2012). Work is continuing to increase capacity, for example Link Living is offering additional accommodation for care leavers.

Family Based Care Fostering

2.51 The Foster Care Team, Recruitment Team and Family Support Team are now co-located in Westfield House. By April 2014 the Permanence Team, Specialist Fostering Team and the Disability Team will also move to Westfield. The co-location is welcomed by staff. It will improve operations and deliver efficiencies.

2.52 CEC carers currently provide placements for 340 children and young people, ranging in age from infants to 21years.

2.53 The Council is part of the Scottish Government National Fostering Contract. Independent providers are used to meet the demand for Foster Placements that cannot be meet from Foster Carers recruited by this authority. This is at considerable extra cost – at least £20,000 per placement per year.

2.54 Currently 266 foster placements across 13 Independent providers are purchased in this way.

2.55 Carer Recruitment therefore continues to be a major priority. Efforts are made to ensure recruitment materials and content deliver the necessary interest. The Recruitment Team won the Smarter Working Team in the Staff Awards for Excellence 2012.

2.56 In 2012/2013, 621 enquiries were received from prospective carers .During that period six carer preparation groups were run from which 24 new carers were approved. A further 22 assessments are ongoing. In the same period nine carers chose to retire from being Foster Carers or stopped being a carer for family reasons.

2.57 Recruitment of carers for children with a disability is an increasing priority. The provision of respite care allows children with disabilities who otherwise may be in hospital or in residential care to remain within their families and communities. To this end, three new carers have been approved, four are undergoing assessment and three families are going forward to preparation groups.

2.58 The Family Support Team provides Day Care and Respite placements. Three new respite carers have been approved this year with a further five in assessment. These services are used to support families, often Kinship carers, by providing local, day-time care or weekend respite on a monthly, or twice monthly basis. This low level of intervention can often sustain a child at home with their family, assisting them through a crisis, without the need for the child to be accommodated on a full-time basis.

2.59 A Family Based Care Participation Strategy has been developed and circulated to all City of Edinburgh Council carers, with the aim of increasing the participation of carers, their families and accommodated young people in shaping the service. There are a number of opportunities for carers and young people to become involved in the service. These range from assisting with recruitment to reviewing care standards.

2.60 As part of the Fostering Network 'Head, Heart and Hands' project, two Social Pedagogues are working within the Specialist Fostering Team. This work increases the confidence of carers and gives them the "tools" to sustain placements for some of our most challenging and complex children and young people. The pedagogues have reached over 110 professionals through day taster sessions, with 40 carers undertaking a full ten day training course and 50 carers and Social Workers completing a two day course. The feedback from carers and professionals is very positive. The pedagogues link locally with their Residential Services colleagues in the Edinburgh Momentum and with their Head, Heart and Hands colleagues in other demonstration sites across the U.K. This is a very exciting development, the evaluation of which will be published at the end of the three year project.

2.61 In June 2012, the Fostering Service was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'very good' across the three quality statements inspected. There were no statutory requirements actions placed on the service. The Inspection specifically noted the quality of staffing within the service, the engagement of service users and promotion of attachment within every aspect of the service. A follow up inspection is scheduled for October 2013.

Family Based Care Permanence

2.62 The Family Based Care Permanence Team has responsibility for recruiting, training and supporting adopters and permanent foster carers in addition to tracking and finding families for all children who are registered as being in need of permanent care through adoption or permanent fostering. The Permanence Team also provides support to adopters and permanent foster carers following the placement of a child.

2.63 During 2012/13, the Council's Permanence Panels' registered fifty nine children for permanence with the legal route of adoption through a Permanence Order with Authority to Adopt (POAA), five children for permanence with the legal route of adoption through Direct Petition and sixty two children for permanent foster care with the legal route of a Permanence Order (PO).

2.64 During the same time period forty one children were placed with prospective adopters. Of this number fourteen were under twelve months old at point of placement. A further nine were aged between twelve to eighteen months when placed. Forty eight children were actually matched into placements during this period, however, in seven of these cases children were unable to move during 2012/13 due to legal delays in Court.

2.65 In total 42 children ceased to be looked after by the Council as a result of being legally adopted in 2012/13.

2.66 Twenty new sets of adoptive parents were approved during 2012/13. In addition these numbers were augmented through Service Level Agreements with Scottish Adoption and the St Andrew's Children's Society who provide an

additional sixteen sets of adoptive parents plus spot purchases of placements for children who cannot be placed through these resources.

2.67 To meet the demand for adoptive placements the Permanence Team increased the number of preparation courses from three to four during 2012/13. Currently, demand is high from prospective adopters and preparation courses are filled several months in advance. The level of interest in adoption has to date negated the need for significant additional recruitment activity.

2.68 The Council has duties to provide post-adoption support. The Permanence Team supports ninety one adopters who have been recruited since the inception of the team in 2007. A general level of support is provided to all Council adopters in the form of regular newsletters, training opportunities and group support such as the Growing with Confidence programme and the Single Adopters Group. A range of services to support people affected by adoption are also commissioned from Scottish Adoption, including information exchanges between adopters and birth parents, supervised contact and counselling for mothers who are considering relinquishing their babies and for adults affected by adoption.

2.69 In June 2012, Permanence Team was subject to a statutory inspection by the Care Inspectorate. The service was graded as 'very good' across all indicators inspected. There were no statutory requirements actions placed on the service. The Inspection specifically noted the quality of staffing within the service, the engagement of service users and promotion of attachment within every aspect of the service. A follow up inspection is scheduled for October 2013.

Family Based Care Kinship Support

2.70 Through the Early Years and Early Intervention Change Fund, resources have been made available to establish a Kinship Support Team. The remit of this Team is to both offer direct support to kinship carers and to coordinate support provided through commissioned and partner agencies.

2.71 Similar to the model of adoption support, the Kinship Support Team will engage with all kinship carers on a generic level through newsletters, training sessions and an advice line. A secondary level including direct work will be time limited and focused on addressing particular difficulties kinship carers are experiencing. Direct work with families commenced in August 2013.

2.72 The Kinship Support Team is not subject to inspection by the Care Inspectorate.

Children's Rights Office

2.73 The primary function of the Children's Rights Office is to advocate on behalf of looked after and accommodated children to resolve any complaints or concerns they may have regarding their care or service they receive.

2.74 The Senior Children's Rights Officer and the Children's Rights Officer undertake regular scheduled visits to the Council's residential units as well as residential establishments outwith Edinburgh where the Council has placed children. This includes visiting each child placed in secure accommodation within 7 days of

admission. In addition they support individual looked after and accommodated children in foster care and residential care. The Children's Rights Officer (Disability) undertakes scheduled visits to children with a disability placed in residential establishments. Additionally, the Children's Rights Officer (Disability) responds to direct referrals from children with disabilities residing in foster and residential care placements.

2.75 During 2012/13, the Children's Rights Office provided advocacy support for an average of 15 children per month at formal meetings such as Looked After Children Reviews and Children's Hearings. For 58% of these children the focus of the support was through representation at statutory meetings such as Children's Hearings and Looked After Children reviews. Support to prepare for these statutory meetings accounted for a further 26% of children referred.

2.76 The Children's Rights Officers work in collaboration with Who Cares? Scotland's project worker to ensure looked after and accommodated children and young people receive a consistent quality of advocacy support. Quarterly reports detailing service delivery and salient issues of concern are provided by the Children's Rights Office and the Who Cares? Scotland project worker are provided to senior managers in the Children and Families Department as well as the multi-agency Looked After Children Strategy Group. To ensure children's rights are paramount in service delivery managers from both services meet regularly with the Head of Support to Children and Young People.

2.77 The Children's Rights Office is not individually inspected by the Care Inspectorate.

2.78 A review of services providing advocacy to children which is due for completion in October 2013 will include the Children's Rights Office service.

3. Recommendations

To recommend that the Education, Children and Families Committee:

3.1 Note the positive progress made on services for looked after and accommodated children.

3.2 Note the service strategy and improvement plans for looked after and accommodated children and young people.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	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 in need, 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
Single Outcome Agreement	SO2. Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Residential Care 2 Residential Care: Recent Care Inspectorate Gradings 3 Throughcare and Aftercare 4 Family Based Care Fostering and Day Care 5 Family Based Care Permanence 6 Children's Rights Office

Appendix 1

Residential Care Service Improvement Plan 2013/14 (including Secure Services, Edinburgh Families Project and Wellington School)

No	Action	Lead Officer	Completion/ Review Date
1.	As a way of improving access to educational resources for our young people, a series of meetings will be set up with colleagues from HOTS, and Gorgie Mills/Panmure St. Ann's to explore common themes and look at possible solutions to barriers to learning.	Unit Manager, Southhouse Close Support Unit	December 2013
2.	In order to demonstrate the effectiveness of the development of an Attachment Informed Framework, we will identify a way in which to evaluate the impact that this approach has had on our services and the outcomes for young people.	Team Manager –Specialist Residential Care	April 2014
3.	As part of our commitment to increasing the theory base for our work, we will scope out a plan to offer the 'Introduction to Dyadic Development Approach' for every residential worker alongside organising Social Pedagogy Taster sessions for all staff.	Team Manager – Development Officer for Residential Care	April 2014
4.	To establish a crisis resource as part of the overall provision offered to vulnerable young people by EFP	Team Manager –Residential Care Throughcare and Aftercare	August 2014
5.	Reduction of crisis admissions to residential care.	Service Manager – Services for Looked After and Accommodated Children	August 2104
6.	As a critical element of the developmental opportunities provided to our staff, we will set up a system whereby staff will spend time in other residential services to widen their understanding of the richness of practice across our sector.	Team Manager –Specialist Residential Care	May 2014
7.	Having previously identified ways in which to improve our recruitment centre model, we will complete the review and implement a revised process.	Team Manager –Specialist Residential Care	June 2014
8.	We will meet with our colleagues in Family Based Care and with Foster Carers to explore how to develop links so that we can maximise opportunities for joint training events and look at ways to provide additional supports, when requested to carers with teenage placements.	Unit Managers from Guthrie unit and Edinburgh Families Project	June 2014
9.	Prepare a paper focusing on work-related opportunities for our young people in the latter stages of school/college which will include a specific reference to opportunities within the Council.	Team Manager –Specialist Residential Care	January 2014
10.	To finalise the plans for the build of a new residential service and consider a strategy to meet future building demands.	Team Manager –Residential Care Throughcare and Aftercare	June 2014
11.	In conjunction with our intention to gather information on trends and influences affecting use of our sector, we will identify the key research and theory necessary to inform analysis of the needs of our young people and how residential care can best meet these needs.	Unit Managers of Guthrie Unit and Oxgangs YPC	April 2014
12.	We will conduct a survey of our young people in order to elicit their views on their	Unit Manager of Northfield	June 2014

No	Action	Lead Officer	Completion/ Review Date
	experiences of being looked after within our services with a particular emphasis on issues of attachment and health and well-being.	YPC, Pentland View Close Support Unit and Edinburgh Families Project	
13.	With regard health improvement for LAC young people all units to achieve Tier 2 status and commence working towards Tier 3 status	Team Manager – Development Officer for Residential Care	31/08/13
14.	To review and update Policies and Procedures directly related to Residential care	Team Manager – Development Officer for Residential Care	31/07/13

Appendix 2

Residential Care: Latest/Last Care Inspectorate Gradings

Unit	Date report published	Quality Statement – Latest Grades			
		1. Quality of Care and Support	2. Quality of Environment	3. Quality of Staffing	4. Quality of Management & Leadership
Drylaw	10/06/2013	4	5	5	4
EFP	15/01/2013	5	5	5	5
Greendykes	15/03/2013	4	4	4	4
Moredun	18/03/2013	3	3	3	3
Northfield	17/07/2013	5	5	5	5
Oxgangs	18/03/2013	5	4	4	4
ESS Secure	07/11/2012	4	5	5	4
ESS Open	07/11/2012	4	5	5	5
Wellington	11/06/2013	2	3	4	2
Southhouse Close Support	23/04/2013	5	5	5	5
Pentland View Close Support	16/04/2013	5	5	5	4

1 – Unsatisfactory
2 – Weak
3 – Adequate
4 – Good
5 – Very Good
6 – Excellent

Appendix 3

Throughcare Aftercare Service Improvement Plan 2013/14

No	Action	Lead Officer	Completion/ Review Date
1.	To review and enhance the Participation Strategy.	Manager – throughcare and Aftercare	March 2014
2.	To plan and prepare for bidding to the Life Changes Trust to become a demonstrator site	Team Manager – Residential Care Throughcare and Aftercare	April 2014
3.	Increase care Leavers Pathway plans to 75% by July 2014.	Team Manager – Residential Care Throughcare and Aftercare	July 2014
4.	Relocation of LAC nurse to Chalmers Street so that she will be held more accountable for their work roles and responsibilities.	Team Manager – Residential Care Throughcare and Aftercare	December 2013
5.	Procedures and arrangements will be reviewed and new systems will be put in place for the assessment, support, reviewing and monitoring of young people who are or may be a potential risk to themselves or others and may or may not be convicted offenders.	Manager – throughcare and Aftercare	June 2014
6.	To continue to improve and support young people to be healthy and well in all aspects of their lives. Accessible arrangements will be in place to meet the health and well-being needs of young people as they engage with the throughcare & aftercare process.	Manager – throughcare and Aftercare	May 2014
7.	Suitable accommodation options and appropriate support will be provided to meet young people's individual needs. The provision of accommodation and support will be provided to a quality and in a manner that reflects the values of a responsible parent.	Manager – throughcare and Aftercare	August 2014
8.	Financial support for young people will be provide during the transition from the looked after system to independence. The system will be clear and transparent to young people.	Manager – throughcare and Aftercare	April 2014
9.	Young people will be supported to achieve positive educational outcomes. Supported and achievable routes into further & higher education, training and employment will be provided.	Manager – throughcare and Aftercare	August 2014

Appendix 4

Fostering and Day Care Improvement Plan 2013/14

Ref	Action	Lead Officer	Completion/ Review Date
1	Decrease use of Independent Fostering Agency placements by increasing pool of CEC foster Carers	T.Rosa	31/3/2013
2	Develop a standard Carer Profile for use with accommodated children and their families.	E. Russell S. Good	1/12/2013
3*	Implement use of FBC Risk Assessment Record for all children being accommodated	E. Russell	1/7/2013
4*	Implement new process, involving Foster Panels, for managing "stretches" i.e. when carers are used outwith their remit.	T. Rosa	1/5/2013
5	Implement changes to Family Based Care Induction programme to ensure all new staff have a good knowledge of core FBC tasks	T. Rosa N .Bruce	1/6/2013
6	Implement Family Based Care Participation Strategy	L. Fraser	1/5/2013
7	Recruit two SW assistants	T. Rosa	1/4/2013
8	In partnership with the Head, Heart, and Hands Project provide training/support for staff and carers re Social Pedagogy, with the target of training 50 carers	A. Cope T. Rosa	1/9/2013
9	Increase T.L. capacity within Recruitment Team	T. Rosa	1/10/2013
10	Present FBC Information Events for SCYP staff.	T. Rosa	1/3/2013
11	Establish Permanent Fostering Team	N .Bruce T .Rosa	31/3/2013
12	Ensure Carer Reviews are held in accordance with C. Inspectorate Standards i.e. 3yearly	T. Rosa A.Thomson	1/10/2013
13	Update Recruitment Website	S. Dunbar T. Rosa.	1/10/2013
14	Undertake research to inform our Recruitment Strategy	S. Duguid M.Donegan P. Ormsby	30/9/2013
15	Raise awareness of needs of children from BME backgrounds with staff and carers.	P. Ormsby	1/12/2013

* July 12 Inspection recommendation

Appendix 5

Adoption/ Permanence Improvement Plan 2013/14

Ref	Action	Lead Officer	Completion/ Review Date
1	Recruit 1 x Senior Practitioner to lead delivery of Post Placement/Adoption Support service	N Bruce	1/7/2013
2	Expand Permanence Team into distinct Adoption and Permanent Fostering services	N Bruce	2/9/2013
3	Publish details of enhanced Adoption Support Service	C Hamill	2/9/2013
4	Implement Panel Business Review Improvement Plan	N Bruce	31/3/2014
5	Appoint permanent Adoption and Fostering Panel Coordinator	N Bruce	2/7/2013
6	Implement SWIFT processes for Permanence Tracking	N Bruce	2/7/2013
7	Designate role of Lead Placement Coordinator	N Bruce	6/5/2013
8	Implement pool of staff to chair Linking and Coordination meetings	N Bruce	2/7/2013
9	Publish revised Adopters newsletter 3 x per annum	C Hamill	3/6/2013
10	*Review and recommend improvements to information provided to children regarding adoption	C Hamill	2/9/2013
11	*Implement annual survey of : - Adoption agencies supplying placements - Agencies supplied with placements - Placing Social Workers	M Couper	2/9/2013
12	Implement annual survey of: Domestic Adopters ICA Adopters	M Couper	2/9/2013
13	Deliver 'Champions' Training re Permanence	N Bruce	1/10/2013
14	Provide Permanence briefing to Children's Panel members	N Bruce	1/10/2013
15	Revise materials for Adoption preparation sessions	M Couper	1/6/2013
16	Update Adoption Plan	N Bruce	1/6/2013
17	Report key performance indicators to Corporate Parenting MOG	N Bruce	1/10/2013

* July 12 Inspection recommendation

Appendix 6

Children's Rights Office Development Plan 2013/14

Ref	Action	Lead Officer	Completion/ Review Date
1	Review and streamline all information sent to Looked After and Accommodated Children and Young People	Linda McCracken	
2	Produce and distribute to all LAAC, a Children's Rights Newsletter bi-annually	Christine Bennett, Julie Arbuckle	May 2014
3	Seek service user feedback on the advocacy service provided by the team. This will be done on a trial basis in February and August 2014	Linda McCracken	August 2014
4	Prepare the text for the local page of the Scottish Government's Rights, Respect, Responsibility Booklet	Julie Arbuckle	
5	Compile the relevant information for a Children's Rights website that LAAC can access	Christine Bennett	
6	Compile the relevant information for a Children's Website that residential workers can access	Christine Bennett	
7	Circulate the Children's Rights leaflet to all foster carers(including external agency carers) to promote our service and children's rights	Linda McCracken	November 2014

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Social Work Services for Children with Disabilities: Annual Progress Report

Item number	7.11
Report number	
Wards	All

Links

Coalition pledges	P1.
Council outcomes	CO1, CO2, CO3, CO4, CO5, CO6
Single Outcome Agreement	SO3.

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Social Work Services for Children with Disabilities: Annual Progress Report

Summary

The Education, Children and Families Committee received a report from Social Work services for disability in October 2012. This report is to update the Committee on the progress over the past year.

Recommendations

To recommend that the Education, Children and Families Committee:

1. Notes the progress made within social work services for children with disabilities.
2. Requests a further report on progress in September 2014.

Measures of success

Extent to which families have the support they need.

Increased respite support of up to six weeks from 2014.

Financial impact

The financial implications are currently met by existing revenue budgets or from the Early Years Change Fund.

Equalities impact

The issues discussed within this report will continue to advance equality of opportunity for children/young people and their families.

Sustainability impact

There are no adverse environmental impacts from this report.

Consultation and engagement

The Council has carried out an extensive consultation process with children, their carers and siblings this year. The information will influence future service delivery. Families will be informed of the outcome via our quarterly newsletter which is distributed through schools and pre- school settings.

Families and staff will be involved in the implementation of Self Directed Support. Plans are being taken forward to have a staff and a separate parent/carer checkpoint group to inform the design process of the new support option.

Arrangements will continue to ensure that children with disability have an opportunity to share their experiences and to help shape with our service delivery. Children/young people were fully involved in the design process for the new Seaview build. Their contribution and creative ideas have been fully incorporated and can be seen throughout their new building.

Plans to train a number of staff on a communication aid called Talking Mats will ensure children with communication needs have a voice within the services provided.

Background reading / external references

Social Work Services for Children with Disabilities - Report to Education and Children and Families Committee 09/10/2012
The Same as You Consultation Report – 2000 - 2012

Report

Social Work Services for Children with Disabilities: Annual Progress Report

1. Background

1.1 The legislative base for the current provision of services for children and families affected by disability is underpinned by The Children (Scotland) Act 1995 to:

- Minimise the effect on a disabled child within the authority's area.
- Give these children the opportunity to lead lives as normal as possible.
- Carry out an assessment of the child/young person and family

1.2 The Social Care (Self –directed Support) Bill is likely to come into effect by 2014. This will place a duty on the Local Authority to explain the nature and effect of four options for future care packages. The options will be:

- A Direct Payment
- An Individual Service Fund (this is an indicative budget which enables families to meet agreed assessed outcomes in a creative person centred way).
- A Local Authority Delivery of Service
- A mix of the above options.

1.3 The Bill's remit will encompass:

- Children "in need" as well as disabled children
- 16 and 17 year olds being able to direct their own care
- Views of Children/young people being taken into account

1.4 Support to Children and Young People are developing the implications of this legislation closely with Health and Social Care. Work streams are being identified which will enable this service to be offered by 2014. Plans will be taken forward to consult and seek the views of children, families and professionals on the setting up and implementation of a new assessment tool and policy to inform this process.

1.5 The Children and Young People's Bill 2013 will provide further legislative support to work by focussing on improving outcomes through earlier support and joined up services.

1.6 The Scottish Households Survey (2009) suggests 5% of 0-15 year olds have a disability or long term illness that limits their daily activity. The predicted mid-year estimates for 2011 suggest there are 78,074 0-16 year olds in Edinburgh. This suggests there are up to 3,900 0-16 year olds in Edinburgh with a disability and/or long term illness that limits their daily activity.

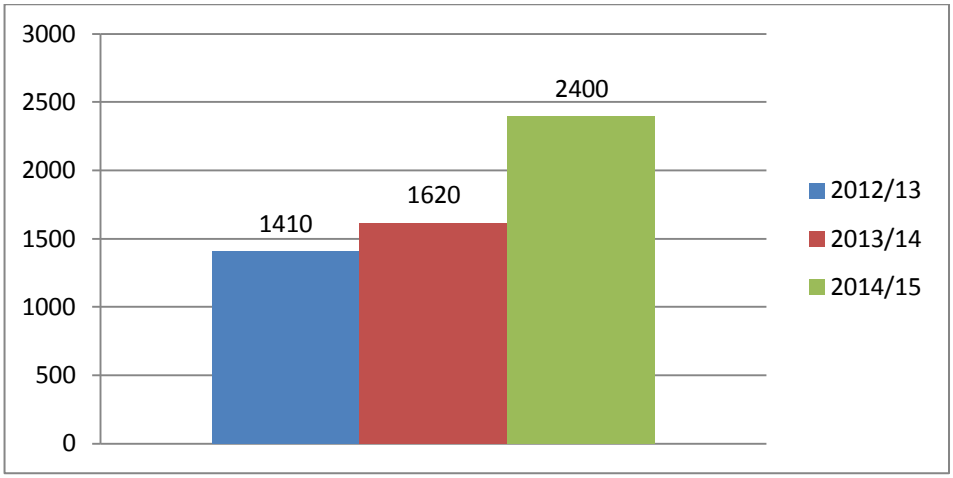
1.7 The number of children and young people in Scotland is predicted to decrease over the next 10 years. The number of children with severe and complex disabilities is increasing due to the advances in medical intervention and the growth in the early diagnosis of autism. There is also awareness of the impact of substance abuse on children who are affected during the gestational period.

1.8 Children affected by disability are 3-4 times more likely to be abused than non-disabled children. (NSPCC 2011) Research has evidenced that children with communication impairments, behavioural disorders, learning disabilities and sensory impairments are particularly vulnerable. (Sullivan and Knutson 2000)

2. Main report

2.1 The Council, through The Early Years Change Fund has increased the funds available for Playscheme Provision for children with a disability from £456.000 in 2012 to £812,000 in 2013/14.This was in response to views expressed by families in Edinburgh who cared for children with a disability. Edinburgh families have given very positive feedback to this enhanced vital support service. Some of the funding has been able to be accessed this year and the increase in service is shown below.

Playscheme Places



2.2 Due to the level of new funding and legislation, the playscheme service is currently going through a procurement process. The outcome of this exercise will be shared with Council in late October 2013.

2.3 There has been a significant pressure in the numbers of children presenting in Edinburgh with severe and challenging behaviour due to the level of their autism. Their need for high staff ratios has stretched our in-house and commissioned services residential services. A real strength in Edinburgh is the collaboration and joint operational work carried out between Children and Families, Mental Health Service and Voluntary Sector colleagues together. The Disability Practice Team and The Mental Health Service (CAMHS) Learning Disability Team from The Royal Hospital for Sick Children and their Intensive Behaviour Team have played a crucial role in supporting our work with the

children/young people involved. Caern (Barnardo's) and Action for Children also play a key role in our joint work around supporting and sustaining families in very difficult circumstances through residential respite.

2.4 Meetings are to be held with Health and providers to look at the growth/pressure being experienced and to plan for the future level of locally based support needed within Edinburgh. Families are clear that their option would be for a local high intensity support service rather than out of council residential establishments.

2.5 The Seaview Residential Respite Service has now moved to their new unit. The new building was designed with full consultation with the children and staff. The result is a fit for purpose creative space which has been welcomed by the children who attend and their families.

2.6 The unit has capacity for eight beds and will increase our residential provision in Edinburgh. There is also a small flat to support the Seaview children in independent living skills and can also be used for short periods with families who require an alternative home base for very short periods.

2.7 Self Directed Support legislation will be in place by 2014. This will mean that assessed need families with a disability or children assessed as being in need will be able to ask for an indicative budget to use in a creative way to meet agreed outcomes for their child/young person.

2.8 Currently families can ask for a direct payment which means that they take the responsibility to employ a carer to give a service or they can ask the Council to provide a service from a number of providers. Self directed support will be a new support option and can also involve a mixture of the options described depending on the family's needs and budget.

2.9 Currently 124 children are offered residential respite. Six of this number are looked after and accommodated in Hillview due to family crisis. The remaining 118 receive short term respite breaks from residential units. Some families over and above this figure receive either shared care or respite breaks from Family Based Care.

2.10 There are 92 families offered day care packages and up to 50 other children a social group experience in a 'club' environment.

2.11 There is a waiting list for Seaview and Caern residential units (15 children) and no waiting list for day support packages.

2.12 The Occupational Therapy Team is a small team (six FTE) that offers two distinct service areas to children and families in Edinburgh. Two staff offer therapeutic programmes of intervention to children who attend Early Years Centres. The remaining staff are responsible for the assessment for adaptations for disabled children within the home environment.

2.13 Demographic pressures and improvements in medical interventions have led to significant increases in demand for the community occupational therapy service. The demand for adaptations has resulted in a waiting list due to the time

consuming nature of each request. There has also been some difficulty in recruiting to vacant posts as fewer Occupational Therapists want to pursue Community work rather than paediatric therapeutic roles.

2.14 To address the challenges faced within this team an organisational review has begun. The review will propose new ways of delivering the service in the future. The review is currently active and it is hoped to be completed by November 2013.

2.15 The Social Work Disability team has 18 staff members. The Team currently hold 413 open family cases, 211 of these cases are allocated. Child Protection cases are allocated along with accommodated children in line with the other Social Work Practice Teams across the City. The team also hold a number of Permanency cases where it has been decided that the children cannot be returned home. Cases are allocated according to need and risk this results in a waiting list for some families. The team is pressured due to the growing numbers of families with children with a disability who need a level of support from the Council. The Disability Team will move to The Fort in October.

3. Recommendations

To recommend that the Education, Children and Families Committee:

3.1 Notes the progress made within social work services for children with disabilities.

3.2 Requests a further report on progress in September 2014.

Gillian Tee

Director of Children and Families

Links

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

Education, Children and Families Committee

10am, Tuesday 8 October 2013

Improving Positive Destinations – follow up 2011/2012

Item number	7.12
Report number	
Wards	

Links

Coalition pledges	P5, P7
Council outcomes	CO2, CO3, CO9
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

Improving Positive Destinations – follow up 2011/2012

Summary

This report updates elected members of the City of Edinburgh Council's Education, Children and Families Committee on progress towards improving school leaver destinations based on data from the School Leaver Destinations Follow Up Census carried out by Skills Development Scotland in March 2013.

School leaver destinations in Edinburgh continue to improve.

The latest School Leaver Destination Follow up Report (SLDR) 2011/12, published in June 2013, shows **89.8% of young people were in a positive destination in March 2013** compared with 88.3% at the initial census in September 2012, an increase of 1.5%.

Edinburgh's figures also represent a 3.3% increase on the follow up census from the previous year - 89.8% in March 2013 compared to 86.5% in March 2012.

For the first time, Edinburgh has now overtaken the national average for positive destinations – 89.8% for City of Edinburgh, 89.5% nationally, an increase of 0.3%.

The report updates elected members on provision targeted at those young people most at risk of not securing a positive destination, the impact of the Edinburgh Guarantee and provides more detailed information on data by destination category and by school.

Recommendations

The Education, Children and Families Committee is requested to:

1. Note the contents of this report, the improvement and trends in positive destinations

2. Note the progress of strategies in school and post school

3. Agree to receive a further report in January 2014 following the publication of the School Leaver Destination census data for the 2012/13 school leaver cohort.

Measures of success

This report is based on:

- The School Leaver Destinations Follow Up Report for 2011/12 compiled by Skills Development Scotland
- Edinburgh Guarantee information and data August 2013.
- Information on targeted interventions taking place in schools

Financial impact

There are no financial implications contained in this report.

Equalities impact

There are considered to be no infringements of the rights of the child in any of the strategies employed to improve positive destinations. In schools, those most at risk of not securing a positive destination are identified at an early stage and support aligned through each school's 16+ Learning Choices Partnership Group.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

A wide range of partners contribute to our strategies and outcomes for improving positive destinations including schools, Further Education, Higher Education, Employers, City of Edinburgh Council, Children and Families and Economic Development, Voluntary Sector, Activity Agreements, Skills Development Scotland.

Background reading / external references

Positive Destinations Report to Education, Children and Families Committee March 2013.

Positive Destinations Report to Education, Children and Families Committee, January 2013.

The Edinburgh Guarantee Website

Report

Improving Positive Destinations – follow up 2011/2012

1. Background

1.1 This report summarises the improving picture of school leaver destinations for leavers from Edinburgh's 23 Secondary Schools for those young people who left school in December 2011 and May 2012. Initial destinations for these young people were recorded in September 2012 and followed up six months later in March 2013. This report focuses specifically on the follow up census data undertaken by Skills Development Scotland in March 2013.

1.2 The report presents individual school statistics by destination category at initial and follow up census along with the overall authority picture and compares Edinburgh's performance against the national position.

2. Main report

2.1 In the follow up census March 2013, **89.8% of school leavers in Edinburgh's Secondary Schools were in a positive destination** compared with 88.3% at the initial census in September 2012. This represents an increase of 1.5%. Nationally, there has been a drop of -0.4% when comparing initial census data with follow up census data. **Appendix 1**

2.2 This increase compares favourably with the national position where Edinburgh has performed 0.3% above the national average of 89.5%. Additional information on the performance of other local authorities has not been made public.

2.3 Edinburgh's performance shows a steady improvement and is a 3.3% increase on the follow up census from the previous year (86.5% in March 2012 to 89.8% in March 2013). National follow up census data from March 2011 and March 2012, shows a 2.3% increase.

2.4 The School Leaver Destination Report shows that the category that recorded the greatest percentage increase between initial and follow up return was **employment**; 17.7% in September 2012 to 21.5% in March 2013, an increase of 3.8%.

2.5 In comparison with the previous year's follow up report, the number of young people **unemployed seeking** has reduced from 11.4% (389) in March 2012 to 8.3% (269) in March 2013, an improvement of 3.1%.

2.6 In comparison with the initial destination census, the number of young people **unemployed seeking** has reduced from 10.3% (334) in September 2012 to 8.3% (269) in March 2013 an improvement of 2%.

2.7 Of the 269 cohort who were recorded as unemployed seeking, 60% had been in at least one positive destination since leaving school but had not sustained it by the follow up census.

2.8 Outcomes for statutory leavers continue to be poorer. The figures as a percentage for each stage of leaving show a significantly higher percentage of statutory leavers in a negative destination at both initial and follow up census.

- 15.9% of statutory summer leavers remained unemployed seeking from initial to follow up.

- 18.4% of statutory winter leavers remained in unemployed seeking from initial to follow up.

- 2.9% of post statutory leavers remained in unemployed seeking from initial to follow up.

2.9 Outcomes for those young people from the most deprived areas continue to be poorer. The figures from the Scottish Index of Multiple Deprivation (SIMD) Decile Rankings show that of the % of unemployed seeking in the SLDR follow up cohort, 23.4% were from decile 1 (most deprived), 9.7% from decile 2 and 16% from decile 3. Almost 50% of the 269 young people who were unemployed seeking at the follow up census live in the 3 most deprived areas as identified by the SIMD profile.

The Performance of Individual Schools

Appendix 2a- SLDR 2011/12 follow up destinations by Percentages

Appendix 2b- SLDR 2011/12 follow up destinations by Number

2.10 Twelve of the 23 secondary schools were above the national average for the percentage of school leavers in a positive destination. They were: Balerno Community High School, Boroughmuir High School, Broughton High School, Castlebrae Community High School, Craigmount High School, Currie Community High School, Firrhill High School, James Gillespies High School , Leith Academy, Queensferry Community High School, St Thomas of Aquin's RC High School and The Royal High School.

2.11 Of these schools, ten schools had ten or fewer young people 'unemployed seeking' in March 13. They were: Balerno Community High School (10) and

Boroughmuir High Schools (6); Castlebrae Community High School (3); Currie Community High School (4); Firrhill High School (5); Leith Academy (10); Queensferry Community High School (4); St Augustine's RC High School (10) and St Thomas of Aquin's High School (3) and The Royal High School (10).

2.12 Fourteen schools had over 20% progress to employment. They were: Castlebrae Community High School (27.5%), Craigmount High School (24.1%), Currie Community High School(23.7%), Drummond Community High School (22.1%), Firrhill High School (24%), Forrester High School (20.8%), Gracemount High School (20.4%), Holyrood High School (27.2%), Leith Academy (27.3%), Liberton High School (29.1%), Portobello High School (29.1%), The Royal High School (20.9%), Trinity Academy (22.2%) and Tynecastle High School (28.6%).

Improving Performance

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

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

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

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

Schools – Measures to Improve Positive Destinations

2.17 Additional targeted employability provision has been put in place in schools across the city offering: SQA accredited core skills modules; activities designed to engage and motivate, for example Street Soccer, or working with the voluntary sector. 1:1 and group support is available to prepare and link pupils into career pathways post school. **Appendix 3**

2.18 Fifteen schools working in partnership with businesses are now engaged with the Career Academies programme. Targeted on 5th year students Career Academies offers mentoring, guru lectures and paid internships during the summer holidays - see **Appendix 4**

2.19 All 23 schools now offer the JET Programme (Jobs Education and Training) targeted at 4th year students who want to leave school at the end of the year and in some instances 5th year students who will benefit. The 385 JET students are

on work placement every Friday throughout the school year developing skills for work and gaining invaluable first hand insight into the world of work.

2.20 A new initiative JET+ is a targeted provision for S5 Xmas Leavers providing full time supported work experience from August 13 until December 13. 56 students from across the 23 secondary schools have started on this the programme.

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

2.22 Well before the school leaving date 16+ Learning Choices Partnership Groups in all secondary schools, working in partnership with SDS, Activity Agreement Coaches, Community Learning and Development, systematically identify and align support and provision to young people who will struggle to make a successful post school transition.

2.23 Activity Agreement staff work in partnership with all 23 secondary schools to provide a range of employability support.

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

Post School – Measures to Improve Positive Destinations

The Edinburgh Guarantee

2.25 The Edinburgh Guarantee is delivering on our vision that every school leaver has a positive destination and a future where the full potential of our young people is harnessed to the benefit of the individual, businesses and the city. The Council led public and private sector partnership works to create youth employment opportunities with a specific focus on 16-19 year olds or the last three school leaver cohorts. For 2013 -14 City of Edinburgh Council is offering a further 50 modern apprenticeships and 80 Inspiring Young People training places matching the intake for 2011-12 and 2012-2013. As in the previous year a proportion of training places are ring fenced for care leavers.

2.26 Private sector partners are making a considerable contribution to the Edinburgh Guarantee offering a wide range of opportunities from training placements and paid internships through to full time permanent jobs. As at September 1st, since its inception, the Edinburgh Guarantee has delivered 739 opportunities - 192 in 2011, 297 in 2012 and 116 to date in 2013. The total figure includes 134 Inspiring Young People trainees.

2.27 Going forward the Edinburgh Guarantee focuses on Edinburgh's key economic sectors led by sectoral champions. The aim is to create a high demand for

young people in the economy; excellent career prospects; and a network of educational and employment support that is clear, integrated, and adapts to changing needs and opportunities.

For further information sees Appendix 5

Conclusions

- Sustained positive destinations for the 2011/12 school leaver cohort show a 3.3% improvement on the previous year 2010/11.
- Edinburgh has, for the first time, overtaken the national average for positive destinations by 0.3%.
- More of Edinburgh's young people sustained a positive destination than was the case nationally.
- Early identification of young people at risk, effective partnership working through 16+ groups in schools, with colleagues in Children and Families and Economic Development together with a wide range of partners deliver the Edinburgh Guarantee which has had a positive impact on young people in the City of Edinburgh achieving a positive destination.

3. Recommendations

The Education, Children and Families Committee is requested to:

3.1 Note the contents of this report, the improvement and trends in positive destinations

3.2 Note the progress of strategies in school and post school

3.3 Agree to receive a further report in January 2014 following the publication of the School Leaver Destination census data for the 2012/13 school leaver cohort.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council outcomes	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 in need, or with a disability, have improved life chances
	CO9. Edinburgh residents are able to access job opportunities
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Edinburgh Schools SLDR Follow up – Comparison of National Average
	2a SLDR 2011/12 Follow up Destination Percentages
	2b SLDR 2011/12 Follow Destination Figures
	3 Examples of New Employability Support in Schools
	4 Career Academies
	5 Edinburgh Guarantee Examples of Support

Appendix 1 Edinburgh Schools SLDR Follow Up 2011-12 - Snap Shot in March 2013 of school leavers May 2012 and December 2011

All Schools Edinburgh Average 2011/12 and Variance 2011/12 and 2010/11

	HE%	FE%	Training%	Employment%	Voluntary Work%	Activity Agreement %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Positive %	Other%
Initial	39.1	24.7	4.3	17.7	1.2	1.4	10.3	1.2	1.2	88.3	11.7
Follow Up	37.7	24.5	3.3	21.5	1.0	1.7	8.3	1.3	1.3	89.8	10.2
Variance between initial and follow up 2011/12	-1.4	-0.2	-1.0	3.8	-0.2	0.3	-2.0	0.1	0.1	1.5	-1.5
Variance between initial and follow up 2010/11	-2.0	-1.6	-2.3	4.6	0.2	0.3	-0.1	0.8	0.1	-0.9	1.0

Summary: Overall improvement in positive destinations of 1.5% between SLDRs compared to a drop of 0.9% in the same comparison last year. Employment figures increased by 3.8% which though good is still not as good as figures for last year (2010/11 Initial 18.7%, follow up 23.3%, increase 4.6%)

Appendix 2a - City of Edinburgh Council SLDR 2011/12 (Follow Up Destination Percentages)														
School	**Return**	**Higher Education %**	**Further Education %**	**Training %**	**Employment %**	**Voluntary Work %**	**Activity Agreements %**	**Unemployed Seeking %**	**Unemployed Not Seeking %**	**Not Known %**	**Total Leavers**	**Positive %**	**Other %**	**Change %**
Balerno Community High School	Initial	52.0	24.8	0.8	11.2	2.4		7.2	1.6		**125**	**91.2**	8.8	-0.8
	Follow Up	45.6	29.6		13.6	1.6		8.0		1.6	**125**	**90.4**	9.6	
Boroughmuir High School	Initial	68.6	16.0	3.2	9.0			3.2			**188**	**96.8**	3.2	-0.5
	Follow Up	66.5	15.4	1.1	13.3			3.2	0.5		**188**	**96.3**	3.7	
Broughton High School	Initial	35.9	35.9	1.7	12.7	2.8		10.5	0.6		**181**	**89.0**	11.0	2.7
	Follow Up	35.6	32.8	5.6	14.4	2.2	1.1	7.8	0.6		**180**	**91.7**	8.3	
Castlebrae Community High School	Initial	1.9	26.9	19.2	21.2	3.8	19.2	5.8	1.9		**52**	**92.3**	7.7	-2.1
	Follow Up	2.0	25.5	9.8	27.5		25.5	5.9	2.0	2.0	**51**	**90.2**	9.8	
Craigmount High School	Initial	44.8	20.8	3.6	17.6	0.5	0.5	10.4	1.8		**221**	**87.8**	12.2	2.7
	Follow Up	45.0	17.3	2.3	24.1	1.4	0.5	8.2	0.9	0.5	**220**	**90.5**	9.5	
Craigroyston Community High School	Initial	3.2	33.3	11.1	12.7	3.2	6.3	27.0	1.6	1.6	**63**	**69.8**	30.2	7.6
	Follow Up	3.2	35.5	12.9	16.1	3.2	6.5	19.4		3.2	**62**	**77.4**	22.6	
Currie Community High School	Initial	54.0	20.9	2.2	14.4	1.4		5.8	1.4		**139**	**92.8**	7.2	2.9
	Follow Up	51.8	18.0	0.7	23.7	1.4		2.9	0.7	0.7	**139**	**95.7**	4.3	
Drummond Community High School	Initial	23.4	35.1	9.1	14.3			15.6	2.6		**77**	**81.8**	18.2	-5.2
	Follow Up	18.2	29.9	6.5	22.1			19.5	3.9		**77**	**76.6**	23.4	
Firrhill High School	Initial	54.0	13.6	3.4	19.3	0.6	0.6	7.4	1.1		**176**	**91.5**	8.5	3.4
	Follow Up	50.9	14.3	4.0	24.0	0.6	1.1	2.9	1.7	0.6	**175**	**94.9**	5.1	
Forrester High School	Initial	17.8	35.5	1.9	16.8		1.9	26.2			**107**	**73.8**	26.2	8.3
	Follow Up	18.9	34.9	4.7	20.8		2.8	16.0	1.9		**106**	**82.1**	17.9	
Gracemount High School	Initial	30.1	22.3	6.8	15.5	1.0	3.9	18.4		1.9	**103**	**79.6**	20.4	2.9a
	Follow Up	30.1	20.4	6.8	20.4		4.9	14.6	2.9		**103**	**82.5**	17.5	
Holy Rood High School	Initial	37.7	21.2	2.6	21.2	1.3	0.7	13.2	2.0		**151**	**84.8**	15.2	1.3
	Follow	35.8	20.5	1.3	27.2		1.3	12.6	1.3		**151**	**86.1**	13.9	

	Up													
James Gillespie's High School	Initial	49.5	18.9	2.0	14.8	1.0	0.5	12.8	0.5		**196**	**86.7**	13.3	7.1
	Follow Up	50.3	19.5	2.6	17.4	3.6	0.5	6.2			**195**	**93.8**	6.2	
Leith Academy	Initial	30.4	33.5	4.3	21.1			9.3	1.2		**161**	**89.4**	10.6	3.8
	Follow Up	26.1	34.8	3.1	27.3		1.9	6.2	0.6		**161**	**93.2**	6.8	
Liberton High School	Initial	16.4	30.9	4.5	25.5	0.9	4.5	13.6	3.6		**110**	**82.7**	17.3	-1.8
	Follow Up	17.3	30.0	2.7	29.1		1.8	11.8	4.5	2.7	**110**	**80.9**	19.1	
Portobello High School	Initial	36.7	21.1	6.4	22.3	2.4	1.2	9.2	0.8		**251**	**90.0**	10.0	-0.8
	Follow Up	33.5	20.7	1.6	29.1	2.8	1.6	9.2	0.8	0.8	**251**	**89.2**	10.8	
Queensferry Community High School	Initial	47.1	24.6	1.4	19.6	2.2		5.1			**138**	**94.9**	5.1	0.8
	Follow Up	48.6	24.6	1.4	18.8	2.2		2.9	0.7	0.7	**138**	**95.7**	4.3	
St Augustine's High School	Initial	33.8	33.1	1.5	13.8		1.5	12.3	2.3	1.5	**130**	**83.8**	16.2	3.7
	Follow Up	32.8	34.4	3.1	16.4	0.8		7.8	3.1	1.6	**128**	**87.5**	12.5	
St Thomas Of Aquin's High School	Initial	51.2	23.1	3.3	15.7	1.7	0.8	3.3	0.8		**121**	**95.9**	4.1	0.8
	Follow Up	52.1	23.1	3.3	17.4		0.8	2.5	0.8		**121**	**96.7**	3.3	
The Royal High School	Initial	50.2	22.9	2.5	17.4	1.5		4.0	1.0	0.5	**201**	**94.5**	5.5	-0.5
	Follow Up	48.3	23.9	1.0	20.9			5.0	1.0		**201**	**94.0**	6.0	
Trinity Academy	Initial	37.1	20.8	5.7	24.5	1.9		8.2	1.9		**159**	**89.9**	10.1	-5.7
	Follow Up	33.5	21.5	5.7	22.2	0.6	0.6	11.4	3.2	1.3	**158**	**84.2**	15.8	
Tynecastle High School	Initial	16.7	31.6	7.0	26.3		3.5	14.9			**114**	**85.1**	14.9	3.3
	Follow Up	17.9	33.9	4.5	28.6		3.6	10.7		0.9	**112**	**88.4**	11.6	
Wester Hailes Education Centre	Initial	5.3	29.3	16.0	18.7		6.7	18.7	5.3		**75**	**76.0**	24.0	0.0
	Follow Up	5.3	33.3	10.7	17.3		9.3	21.3	1.3	1.3	**75**	**76.0**	24.0	
City of Edinburgh Council	**Initial**	**39.1**	**24.7**	**4.3**	**17.7**	**1.2**	**1.4**	**10.3**	**1.2**	**0.2**	**3,239**	**88.3**	**11.7**	**1.5**
	Follow Up	**37.7**	**24.5**	**3.3**	**21.5**	**1.0**	**1.7**	**8.3**	**1.3**	**0.6**	**3,227**	**89.8**	**10.2**	

Appendix 2b - City of Edinburgh Council SLDR 2011/12 (Follow Up Destination Figures)														
School	**Return**	**Higher Education**	**Further Education**	**Training**	**Employment**	**Voluntary Work**	**Activity Agreements**	**Unemployed Seeking**	**Unemployed Not Seeking**	**Not Known**	**Total Leavers**	**Total Positive**	**Total Other**	**Excluded**
Balerno Community High School	Initial	65	31	1	14	3		9	2		**125**	**114**	11	
	Follow Up	57	37		17	2		10		2	**125**	**113**	12	
Boroughmuir High School	Initial	129	30	6	17			6			**188**	**182**	6	
	Follow Up	125	29	2	25			6	1		**188**	**181**	7	
Broughton High School	Initial	65	65	3	23	5		19	1		**181**	**161**	20	
	Follow Up	64	59	10	26	4	2	14	1		**180**	**165**	15	*1*
Castlebrae Community High School	Initial	1	14	10	11	2	10	3	1		**52**	**48**	4	
	Follow Up	1	13	5	14		13	3	1	1	**51**	**46**	5	*1*
Craigmount High School	Initial	99	46	8	39	1	1	23	4		**221**	**194**	27	
	Follow Up	99	38	5	53	3	1	18	2	1	**220**	**199**	21	*1*
Craigroyston Community High School	Initial	2	21	7	8	2	4	17	1	1	**63**	**44**	19	
	Follow Up	2	22	8	10	2	4	12		2	**62**	**48**	14	*1*
Currie Community High School	Initial	75	29	3	20	2		8	2		**139**	**129**	10	
	Follow Up	72	25	1	33	2		4	1	1	**139**	**133**	6	
Drummond Community High School	Initial	18	27	7	11			12	2		**77**	**63**	14	
	Follow Up	14	23	5	17			15	3		**77**	**59**	18	
Firrhill High School	Initial	95	24	6	34	1	1	13	2		**176**	**161**	15	
	Follow Up	89	25	7	42	1	2	5	3	1	**175**	**166**	9	*1*
Forrester High School	Initial	19	38	2	18		2	28			**107**	**79**	28	
	Follow Up	20	37	5	22		3	17	2		**106**	**87**	19	*1*
Gracemount High School	Initial	31	23	7	16	1	4	19		2	**103**	**82**	21	
	Follow Up	31	21	7	21		5	15	3		**103**	**85**	18	
Holy Rood High School	Initial	57	32	4	32	2	1	20	3		**151**	**128**	23	
	Follow Up	54	31	2	41		2	19	2		**151**	**130**	21	
James Gillespie's High School	Initial	97	37	4	29	2	1	25	1		**196**	**170**	26	
	Follow Up	98	38	5	34	7	1	12			**195**	**183**	12	*1*
Leith Academy	Initial	49	54	7	34			15	2		**161**	**144**	17	
	Follow Up	42	56	5	44		3	10	1		**161**	**150**	11	

Liberton High School	Initial	18	34	5	28	1	5	15	4		**110**	**91**	19	
	Follow Up	19	33	3	32		2	13	5	3	**110**	**89**	21	
Portobello High School	Initial	92	53	16	56	6	3	23	2		**251**	**226**	25	
	Follow Up	84	52	4	73	7	4	23	2	2	**251**	**224**	27	
Queensferry Community High School	Initial	65	34	2	27	3		7			**138**	**131**	7	
	Follow Up	67	34	2	26	3		4	1	1	**138**	**132**	6	
St Augustine's High School	Initial	44	43	2	18		2	16	3	2	**130**	**109**	21	
	Follow Up	42	44	4	21	1		10	4	2	**128**	**112**	16	*2*
St Thomas Of Aquin's High School	Initial	62	28	4	19	2	1	4	1		**121**	**116**	5	
	Follow Up	63	28	4	21		1	3	1		**121**	**117**	4	
The Royal High School	Initial	101	46	5	35	3		8	2	1	**201**	**190**	11	
	Follow Up	97	48	2	42			10	2		**201**	**189**	12	
Trinity Academy	Initial	59	33	9	39	3		13	3		**159**	**143**	16	
	Follow Up	53	34	9	35	1	1	18	5	2	**158**	**133**	25	*1*
Tynecastle High School	Initial	19	36	8	30		4	17			**114**	**97**	17	
	Follow Up	20	38	5	32		4	12		1	**112**	**99**	13	*2*
Wester Hailes Education Centre	Initial	4	22	12	14		5	14	4		**75**	**57**	18	
	Follow Up	4	25	8	13		7	16	1	1	**75**	**57**	18	
City of Edinburgh Council	**Initial**	**1,266**	**800**	**138**	**572**	**39**	**44**	**334**	**40**	**6**	**3,239**	**2,859**	**380**	
	Follow Up	**1,217**	**790**	**108**	**694**	**33**	**55**	**269**	**41**	**20**	**3,227**	**2,897**	**330**	***12***

Duplicate record were identified by SDS after the original initial SLDR had been reported. Initial totals have been adjusted to match the agreed official statistics release

Appendix 3

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

Additional Provision for School Leavers April to June 2013:

- Panmure and Wellington SEBD schools- There has also been a partnership with **Street Soccer** who are timetabled into the curriculum offering SQAs in Effective Thinking Skills, Working with Others and Communications. This has resulted in 2 timetabled groups and 100% attendance by those who had previously disengaged.

- The Action Group offers transition support for special schools in working towards goals in employment and training. It involves work with Pilrig Park, Braidburn, Woodlands, Kaimes and Dunedin Special schools.

Mainstream schools

- All 23 mainstream schools were offered Impact Arts, Gallery 37 project, engagement in schools in the summer term engaging participants and moving onto positive destinations 4 week summer programme for 50 summer and Christmas leavers.

- In North Edinburgh Citadel 15+ Employability Programmes across Trinity, Broughton, Leith and Drummond High Schools in the North of Edinburgh

- Cyrenians have developed a programme of one to one support and groupwork for Craigmount, St Augustine, Forrester, Portobello, Holyrood and Castlbrae High Schools leavers.

- Pacific Institute PX2 Personal Development course – 23 staff trained to support. Delivered to summer leavers in Craigroyston, Holyrood, Craigmount, WHEC, Liberton, Drummond, Firrhill, and Gracemount High School leavers.

- Sports Leader training – 7 tutors trained to deliver with Gracemount, Liberton, Leith, Castlebrae and Wellington High School leavers.

Appendix 4 - Career Academies Programme in Edinburgh

Career Academies UK is a business led charity, which complements, has added significantly to and joins up some of the partnership work already established between businesses and schools in Edinburgh. A Local Advisory Board of employer supporters, educationalists and the charity's Scotland Manager guides, implements and evaluates the programme.

The Career Academies programme helps raise the aspirations and life chances of 16 to 19 year olds, primarily in areas of social need, and who may not have informed family career support, by bridging the gap between education and work by giving them access to real experience of the world of work. Career Academy students follow a rigorous two-year enrichment programme alongside their school curriculum, enabling students to positively and successfully progress to higher education or the world of work. The Career Academy model is special in the way it mainstreams employer support in the young people's school studies.

Students benefit from a Partner in Business 'mentor' to assist them with all aspect of personal and professional development during the two years, as well as a four week paid internship between their 5th and 6th year of school, classroom lectures from business 'gurus', along with networking and visits to a wide range of employers. None of what is offered is possible without employer support.

The focus in Edinburgh is inspiring 'middle-performing' students (sitting 2-3 Highers in 5th year) with limited social mobility and getting them excited, confident and engaged in the world of work so that on leaving school they progress to an informed positive destination in either FE, HE or employment leading to successful and rich future careers.

Programme Growth in Edinburgh

2011-13: Three secondary schools- 28 students

2012-14: Six secondary schools - 55 new students

2013-15: Nine secondary schools – projected 90 new students

2014-16: All twenty three Edinburgh secondary schools to be offered 10 places each – 230 new students

These students' destinations will be tracked for a three year period on leaving school.

Business Support

The following businesses currently support the programme either by providing a mentor for the two years, a four week paid internship, contribute to Guru lectures and/or offer workplace visits.

The Big Partnership, Blackrock, BNY Mellon, Bright Purple, BT, Cairn Energy, Cala Homes, Capital Solutions, Change Recruitment, CGI, Citi, Clydesdale Bank, Davidson Chalmers, Cre8te Opportunities, Diageo, Edinburgh City Council, Ernst & Young, Franklin Templeton, Harvey Nichols, Hotel Missoni, Johnston Press Scotland, JP Morgan, KPMG, Scottish Agricultural College, Lloyds Banking Group, Lyons Davidson, Menzies Distribution, Napier University, Oracle, Penna, RBS, Scottish Gas, Sainsbury's, Scottish Government, Scottish Water, Sopra Group, Standard Life, Transport Scotland, Virgin Money, The Witchery, Visit Scotland

Elizabeth Turnbull 4 July 13

Appendix 5 - **The Edinburgh Guarantee: Examples of Support 2013**

Standard Life: 17 six month paid placements, 2 Investment Management Trainees

Scottish Government: 7 Modern Apprenticeship opportunities

NHS Lothian: 11, 6 month Internship opportunities in varied departments plus 2 Trainee Pharmacy Technicians

Live Laugh Love Hair and Beauty: 2 Modern Apprentice Hairdressers

Edinburgh Leisure: 15 Strike to the Future Football Training Programme opportunities

David Narro: 1 CAD Technician

Festival & Kings Theatre: 1 Trainee Maintenance Internship

John Lewis Partnership: 4 Modern Apprentices

Margaret Blackwood Housing Association: 1 Business Administration Modern Apprentice

Nicolas Compagnion Plumbing and Central Heating: 1 Modern Apprentice Plumber

Mackenzie Flooring: 1 Trainee Floor Fitter

Harkins Electrical: 1 Modern Apprentice Electrician

Licks Cake Design: 1 Trainee Cake Maker

Inspiring Scotland: 1 Business Support Assistant

SAAS – 6 Customer Service Modern Apprentices (Through Partner Training Provider, limelight Careers)

The Edinburgh Nursery: 2 Trainee Nursery Nurses

City of Edinburgh Council: Now recruit 1% of our colleagues on Modern Apprenticeships, 13 new Modern Apprenticeship opportunities so far this year and offers 80 placements on the Inspiring Young People programme per year, supporting young people with barriers into employment.

Education, Children & Families Committee

10.00 am, Tuesday, 8 October 2013

Schools Energy Report

Item number	7.13
Report number	
Wards	City wide

Links

Coalition pledges	P50
Council outcomes	CO18, CO25
Single Outcome Agreement	SO3, SO4

Mark Turley

Director of Services for Communities

Contact: Jim Davidson, Corporate Facilities Manager, Corporate Property
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·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Executive summary

Schools Energy Report

Summary

A report was submitted by Services for Communities to the Education, Children and Families Committee of 5 March 2013 detailing energy consumption for 2010-2011/12, outlining proposals for management and efficiency plans to reduce consumption and carbon emissions within the school estate.

The Committee decided to:

1) Note the Report.

2) Request a further report be submitted on progress made and future plans on energy management within schools through the Integrated Property and Facilities Management (iPFM) Programme.

3) Request that the further report give a clear profile of current energy consumption and use and that clear targets are set as well as preparing an action plan showing how targets will be met.

This report updates Committee on school energy consumption for 2012/13, advises that a school condition survey and energy audit programme has been carried out which has identified significant efficiency opportunities, particularly for Building Energy Management System (BEMS) upgrade, gives detail of school staff and Facilities Management engagement and support work being carried out. This report also includes an action plan and proposed reporting mechanism.

Recommendations

1. Committee is asked to note the content of this report, the significant data gathering, audit and analysis work to date and the proposed action plan to identify and deliver agreed targets; and

2. It is recommended that an annual report is submitted to committee on progress made against the agreed action plan.

3. It is recommended that an interim report is submitted to Committee in 6 months on the progress and outcomes of the Awareness and Good Housekeeping Campaign pilot.

Measures of success

The Council continues to meet legislative requirements as set out in the Energy Performance of Buildings Directive.

The Council continues to meet the reporting requirements as set out in the mandatory Carbon Reduction Commitment Energy Efficiency Scheme (CRC).

The Council maintains the improved energy data quality realised through the processes adopted to manage the CRC reporting requirements.

The Council demonstrates a reduction in energy consumption across the school estate.

Financial impact

Although condition focused, energy improvement works are included as within the £32.7m in Asset Management works over the period 2012-16.

Energy saving targets for the Council will be detailed in the Sustainability and Carbon Reduction work stream Business Case in iPFM.

Equalities impact

There are no negative equalities impacts arising as a result of this report.

Sustainability impact

There will be significant benefits arising directly from this report through investment in increased building efficiency.

Consultation and engagement

Consultation is regularly undertaken with our Sustainable Development Unit to collaborate on shared objectives.

Consultation with Eco-schools representatives is ongoing to develop ways to support the raising of energy awareness in the school curriculum.

Engagement has taken place with Business Managers through the introduction of a new Energy and Water Homepage on the Council's internal website and through the recently introduced Energy and Water Portal.

Consultation and engagement has taken place with Children and Families management representatives, Eco Schools representatives, school staff and Facilities Management representatives as part of an awareness and good housekeeping campaign programme.

Background reading / external references

Energy Performance in Buildings Directive (Scotland) Amendment Regulations 2012 – This directive covers the requirements for Energy Performance Certificates in Scotland.

Carbon Reduction Commitment Energy Efficiency Scheme (CRC)-

(www.decc.gov.uk/en/content/cms/emissions/crc_efficiency/crc_efficiency.aspx)

This website provides guidance on the CRC scheme.

Council Energy Policy

Report

Schools Energy Report

1. Background

1.1 Education, Children and Families Committee considered a detailed report on schools energy on 5 March 2013.This report provided details of energy consumption from 2010-2011/12 and also advised on current projects and proposals for management and efficiency plans to reduce consumption and carbon emissions within the school estate**.**

The Committee decided to:

1) Note the Report.

2) Request a further report be submitted on progress made and future plans on energy management within schools through the Integrated Property and Facilities Management (iPFM) Programme.

3) Request that the further report give a clear profile of current energy consumption and use and that clear targets are set as well as preparing an action plan showing how targets will be met.

2. Main report

2.1 Council wide monitoring of the energy efficiency of buildings, and energy usage and carbon emissions is undertaken by Services for Communities and the Sustainable Development Unit. The information presented in table 1 below details consumption for 2012/13 with the percentage changes shown against base consumption year of 2010/11. This list includes both Council and PPP2 properties but does not include the PPP1 properties. This is because the Council pays for the energy in PPP2 properties but not in PPP1 properties which are governed by separate contract arrangements.

Table 1 Electricity, gas and oil usage 2012/13

Property Type	2012/13					
	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil
High Schools	13,024	-1.70%	49,681	8.89%		
Primary Schools	10,369	5.21%	39,897	14.53%	2,380	1.00%
Nursery Schools	892	4.81%	2,720	0.10%		
Special Schools	1279	-6.50%	4,964	27.25%	1,299	-4.77%
Total	25,564	**0.95%**	97,261	**11.69%**	3,679	**-1.29%**
Degree Days*	2908					**6.35%**

*Degree days are a measure of the difference between a baseline temperature and actual outdoor temperature multiplied by the number of days. In the UK the standard baseline temperature is 15.5ºC.

2.2 Following the introduction of smart metering and the reporting requirements set out under the mandatory Carbon Reduction Commitment (CRC) there has been a significant improvement in data quality. The Council has invested resource in its energy data validation and reporting, resulting in a greater level of assurance over data quality. To reflect this, the baseline for the school energy report has been set at 2010/11 providing a full audit trail on which to monitor future consumption in school properties. An extended abstract showing consumption comparison for years 2010/11, 2011/12 and 2012/13 is included at Appendix 1 attached.

2.3 There was a significant increase in gas consumption during 2012/13 across all areas of the school estate. The vast majority of schools are heated by gas and weather has a major bearing on the amount of gas consumed within a property. The influence of weather on consumption will depend on how the heating is controlled and managed in individual buildings therefore it is not possible to derive a direct correlation across a wide range of sites.

2.4 Heating degree days are a measure of the severity and duration of cold weather and a good metric for assessing the influence of weather on consumption. The colder the weather is in a given month, the larger the degree-day values for that month will be in and consequently the requirement for space heating in

buildings. The number of degree days recorded in 2012/13 was 26% higher than in 2011/12 and 6% higher than in the base year of 2010/11. Therefore the need for heat during 2012/13 was significantly higher than on the previous 2 years. This variation is reflected in the gas figures presented (11.69% variation).

2.5 Electricity consumption is not influenced by weather conditions to the same extent as gas. If the weather is colder than average there will be a moderate increase in consumption due to increased running of mechanical plant and any electrical heating load. The proportion of electricity used by heating plant is generally around 20% unless electricity is the prime source of heat. There are three primary schools that are entirely heated by electricity as well as a number of Temporary Units (TUs), extensions and outbuildings which account for the increase in electricity consumption across the primary school estate.

2.6 Overall, electricity consumption appears to have stabilised but is much more difficult to draw specific conclusions from the gas data presented due to the large variation in weather. Oil consumption is subject to the same weather dependency as gas consumption.

2.7 The remainder of this report sets out the action that has been taken to identify efficiency opportunities and reduce energy usage across the Council's schools since the last report and details the further works planned.

Council Energy Policy

2.8 The Council's Transport and Environment Committee of 27 August 2013 approved a revised Council Energy Policy.

2.9 The document set out a clear policy supported by ten procedures for Council good practice for the key elements of effective energy management as it relates to the City of Edinburgh Council.

2.10 The implementation of the policy will have significant effect on the energy efficiency outcomes of projects and proposals. The requirement to consider and positively include energy efficiency, register energy consequences of projects and mandated reporting will be imbedded within all aspects of building design and management.

2.11 The policy also gives clear guidance on temperature ranges, employee responsibilities, measuring and monitoring and reporting structures.

2.12 Committee confirmed that the senior officer with lead responsibility for energy management Council wide is the Head of Corporate Property.

2.13 All proposals within this report sit within and comply with the structure and requirements of the Council Energy Policy.

Integrated Property Facilities Management (iPFM)

2.14 Sustainability and carbon reduction is a key workstream under the Integrated Property and Facilities Management (iPFM) programme. The integration of services under the iPFM programme offers a tangible opportunity for Corporate Property to work with Children and Families to improve the energy efficiency of

the Council's school estate. Central to the iPFM programme, the delivery of a comprehensive computer aided facilities management (CAFM) system will allow greater data visibility and process management. As data on energy consumption, scheduling and controls, projects and maintenance will be available through a single database, this will enable a more strategic and targeted approach to energy management within the school estate.

2.15 Continuing to target investment in energy efficient technologies will be integral to reducing consumption. Greater collaborative working enabled by the new iPFM structure will facilitate the integration of energy efficiency into property improvements. This will include recognising and prioritising energy within our repairs and maintenance strategy. To support this, energy use across schools will be monitored against key performance indicators such as usage and consumption reduction.

2.16 The revised Council Energy Policy provides the framework within which iPFM develops and manages the work stream outcomes.

Building Energy Management Systems (BEMS)

2.17 The Council has an extensive portfolio of BEMS systems covering all the major properties in the Council operational portfolio. All high schools and the majority of primary schools have these systems. It is widely accepted within the building services industry that automated controls systems are the most effective way of controlling heating within buildings.

2.18 BEMS are an automated intelligent controls system pre programmed to manage the heating for an individual property. The system and controls are located within individual schools. BEMS systems are monitored remotely by an external contractor. As service delivery patterns change the control systems can be adjusted to reflect these changes. In a number of schools an element of local control is available through the application of thermostatic radiator valves (TRV's) though this is not suitable for all properties.

2.19 The Council's BEMS systems are in urgent need of upgrading as they aging, are not functioning correctly and also to reflect changes in technology, in particular a change to open protocol systems that can use a variety of components from different suppliers. Many systems are now obsolete making it difficult to source replacement components. Improving the communication links for BEMS from dial up phone lines to Ethernet connections, as part of a wider upgrade strategy, would offer greater resilience and monitoring capabilities. The Council does operate some modern systems within newer and refurbished schools within the estate. Going forward, there is a need to modernise and standardise the Council's approach to BEMS. A BEMS strategy is currently under development. This will give an over view on the best way forward for existing systems and outline requirements for new systems.

2.20 To that end, a survey and assessment, part-funded by The Carbon Trust, of the Council's BEMS systems has been carried out. This has identified significant opportunities across the estate for efficiencies, consumption and carbon

reduction. While all school properties with BEMS were included in the assessment, representative properties were surveyed in detail. These included the following schools:

- Craiglockhart Primary School
- Sciennes Primary School
- St Thomas of Aquin's RC High School
- Liberton High School

2.21 The report has recommended that the Council consolidate and upgrade its diverse BEMS systems and:

- Specify the BEMS Upgrade Systems.
- Develop a standardised comprehensive Low Carbon BEMS Specification.
- Performance – procure and develop a medium to long term partnership with a BEMS Contractor(s) to work collaboratively to optimise the performance of the BEMS and reduce energy consumption.
- Develop a prioritised implementation programme based on achieving the greatest impact, selecting sites with the shortest payback periods.

2.22 The Council-wide BEMS assessment has identified an average site cost and emissions reduction of 13.80% and 13.10% respectively and a pay-back period for investment of approximately 3.50-4.00 years. It should be noted that these estimated reductions are based on a Council wide BEMS strategy and upgrade being adopted.

2.23 The BEMS report is currently being assessed and peer reviewed. A delivery options appraisal with associated business case and funding proposals is being developed. A report will be submitted to the Council's Finance and Budget Committee for consideration on completion and implications for schools included within the next Schools Energy Report.

2.24 As it is accepted that there will be a necessary period to allow the best option to be established, approved, financed, procured and put in place, Corporate Property have recruited a specialist BEMS Engineer to develop and manage a quick-wins programme of schedule management, ICT connectivity and upgrade that can be put in place now and that will not impact on any BMS strategy and overall upgrade. This will allow maximisation of efficiencies with the existing infrastructure during the upcoming heating season.

2.25 An exercise is currently underway within the existing BEMS infrastructure to identify and enable opportunities for greater energy efficiency. Specific measures under review include temperature set points, time schedules, holiday schedules and the programming of equipment failure alarms. In addition to this, individual schools with specific control problems are being surveyed and where possible appropriate action is being taken to repair equipment or control faults.

School Condition and Energy Surveys

2.26 A programme of condition surveys of the school estate has now been completed and work is ongoing to collate, prioritise and agree Assert Management projects for Children and Families in the Capital Investment Programme going forward. These will be subject to agreement with Children and Families and elected members.

2.27 High level energy audits for all schools have also been produced as part of the condition surveys. The audits review current energy consumption within the building as well as identifying areas for improvement through good housekeeping and investment in energy saving technologies.

2.28 Energy consumption within individual buildings is benchmarked against buildings of a similar age and use allowing for easy and relevant comparison of consumption data. An initial suitability assessment for renewable energy from Solar Panels is also included. The recommendations for investment identified in the audits will inform future investment programmes and energy efficiency drives. The audit has been designed to be a useful document for school staff and will be the main drainer in, and be updated by, the awareness and housekeeping programme.

Awareness and Good Housekeeping Campaign

2.29 Engaging with all property users to raise awareness of energy use is a key strategy to support the delivery of energy savings. The Council has signed up to the Carbon Trust's Carbon Management Awareness Campaign to help support and guide our awareness campaign. To aid the campaign we will draw on support from across the Council. This will include aligning the campaign with the eco-schools programme.

2.30 An engagement process has been developed with a pilot group of schools to raise awareness, identify good housekeeping opportunities and how the Council's Corporate Property Service, and in particular Corporate Facilities Management, can assist and support users in their drive to reduce energy consumption and carbon emissions.

2.31 A pilot group, looking at ways in which schools can meet their energy saving targets, has been established with staff representatives from the following:

- Liberton High School
- Liberton Primary School
- Gilmerton Primary School
- Prestonfield Primary School
- St Thomas of Aquin's RC High School

- Sciennes Primary School

2.32 Following meetings in June and September 2013, a toolkit has been developed by the Communications Service which will assist and support schools in energy and carbon awareness activities. The toolkit and campaign aims to increase awareness and support positive energy behaviours amongst pupils and staff for six pilot schools. The toolkit includes materials to be used by students and teachers in lessons eg events, activities, lesson plans and guidance on using energy more efficiently and its impact, access to consumption data, activity and equipment energy usage data. Surveys are also planned to monitor awareness levels.

2.33 Similarly, an awareness and good housekeeping pilot is also being carried out with Facilities Management staff (FM Managers, Service Support Officers, Cleaning and Catering) for the same properties. Additional training is being developed and delivered dependant on the engagement process and pilot outcomes.

2.34 Site specific energy plans are being developed with the Facilities Management staff to identify efficiency opportunities and good practice, including protocols and procedures, incorporating input from staff representatives. A target reduction profile will be developed, monitored and reported both to the individual school occupiers and to Facilities Management. It is anticipated that an agreed 3%-5% consumption reduction target will be put in place for each property following the engagement process with both the school staff and Facilities Management staff groups.. The above process will be in place for the beginning of the heating season (1 October) and, after a trial and evaluation period, will be rolled out to all schools based on highest consumers and a greatest impact assessment.

Pipe, Valve and Flange Insulation

2.35 A programme of installing insulation to pipework, flange and valves within schools is being developed. A pilot property, Gracemount Primary School, has been identified and an insulation installation project taken forward by Edinburgh Building Services (EBS). This will provide data on installation costs, energy reductions, payback-periods, operative training, school integration etc and will be used to develop a business case to validate a rolling city-wide programme of insulation installation. Funding will be provided from the Central Energy Efficiency Fund (CEEF) as it meets the criteria of improvement works with a payback period of less than 5 years.

Energy Efficiency Projects

2.36 The school condition surveys and the various noted energy audits have also identified site specific upgrade or intervention works that can be taken forward as individual projects which do not impact on the proposed BMS strategy. These have both energy efficiency and maintenance efficiency benefits and these are currently being scoped to identify feasibility, cost and priority and are being

cross-referenced with Asset Management proposals to maximise benefits and funding opportunities.

2.37 The main investment opportunities identified across the school estate includes, lighting upgrades, BMS upgrades, heating upgrades, fabric and pipe work insulation, draught-proofing and variable speed drives. Payback on investment ranges from 3-10 years depending on the technology and application.

Solar Photovoltaic Scoping Study

2.38 A study has been conducted to outline the potential for installing solar photovoltaic (PV) panels across a selection of representative school properties. The study has identified that there are potential suitable properties, associated high-level outline costs and payback periods.

2.39 Additional work is ongoing to access site specific requirements, maintenance, procurement and financial options and benefits appraisal to allow a detailed business case to be developed and considered.

3. Recommendations

3.1 Committee is asked to note the content of this report, the significant data gathering, audit and analysis work to date and the proposed action plan to identify and deliver agreed targets; and

3.2 It is recommended that an annual report is submitted to Committee on progress made against the agreed action plan.

3.3 It is recommended that an interim report is submitted to Committee in 6 months on the progress and outcomes of the Awareness and Good Housekeeping Campaign pilot.

Mark Turley

Director of Services for Communities

Links

Coalition pledges	P50. Meet greenhouse gas targets, including the national target of 42% by 2020
Council outcomes	CO18. Green – We reduce the local environmental impact of our consumption and production
	CO25. The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential

	SO4. Edinburgh's communities are safer and have improved physical and social fabric
Appendices	1 Consumption comparison abstract 2010-2012/13
	2 Action plan

Appendix 1 to School Energy Report – October 2013.

Property Type	2010/11			2011/12						2012/13					
	Electricity (MWh)	Gas (MWh)	Oil (MWh)	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil	Electricity (MWh)	% Change Electricity	Gas (MWh)	% Change Gas	Oil (MWh)	% Change Oil
High Schools	13,249	45,627		12,811	-3.31%	41,619	-8.78%			13,024	-1.70%	49,681	8.89%		
Primary Schools	9,856	34,835	2,363	9,736	-1.22%	31,028	-10.93%	1,750	-26%	10,369	5.21%	39,897	14.53%	2,380	1.00%
Nursery Schools	851	2,722		912	7.11%	2,169	-20.30%			892	4.81%	2,720	0.10%		
Special Schools	1368	3,901	1,364	1331	-3.10%	3,709	-27.20%	1,070	-22%	1279	-6.50%	4,964	27.25%	1,299	-4.77%
Total	25,324	87,085	3,727	24,790	-2.11%	78,525	-9.83%	2,820	-24%	25,564	**0.95%**	97,261	**11.69%**	3,679	**-1.29%**
Degree Days*	2735			2308					**-15.60%**	2908					**6.35%**

Note that % change comparisons are with the base year of 2010/11

Appendix 2 to Schools Energy Report – October 2013

No.	PROJECT	ACTION	TIMESCALE	LEAD RESPONSIBILITY	OTHER LINKED PROGRAMMES, PROJECTS OR ACTIONS
1	Council Energy Policy: Project Register Procedure	Record, update and validate all energy consumption and carbon impacts of building projects.	Ongoing	Corporate Property	Energy Policy All Projects
2	BEMS Upgrade	Quick wins programme	Sep - 13 Ongoing	Corporate Facilities Management	BEMS Strategy Repairs & Maintenance
		Options appraisal, business case and report to Finance & Budget Committee	Mar - 14	Corporate Property	Energy Policy ICT Solutions iPFM Asset Management capital programme.
		BEMS upgrade strategy implementation	Apr -14 (2-3 year programme dependant on option chosen)	Corporate Property	As above Project 1 Project 2 Project 3 Project 4
3	Property Specific energy consumption and target reduction plans.	Site validation of energy audits	Ongoing	Corporate Facilities Management	Project 1 Project 2 Project 3 Project 4 Project 5 Asset Management capital programme Repairs and Maintenance
		Pilot group of 6 schools (2 x High Schools) (6 x Primary Schools)	Oct - 13	Corporate Facilities Management	
		Phase 2 (High Schools)	Feb - 14	Corporate Facilities Management	
		Phase 3 (Roll out across School Estate)	Aug – 14	Corporate Facilities Management	
4	Awareness and Good Housekeeping	Pilot school-staff engagement	Jun – 13	Corporate Facilities Management	All Projects

				Corporate Communications	
		Pilot FM staff-engagement	Jun – 13	Corporate Facilities Management Corporate Communications	
		Draft proposals and Toolkit to pilot group (School staff and FM staff) for review	Sep – 13	Corporate Facilities Management Corporate Communications	
		Implementation of training and action programme, site-specific monitoring, recording, reporting	Oct – 13 Ongoing	Corporate Facilities Management	
		Phase 2 engagement with school staff and FM	Jan & Feb – 14	Corporate Facilities Management Corporate Communications	
		Phase 2 implementation	Mar – 14 Ongoing	Corporate Facilities Management	
		Phase 3 engagement with school staff and FM	Aug - 14	Corporate Facilities Management Corporate Communications	
		Phase 3 implementation	Oct - 14	Corporate Facilities Management	
5	Efficiency projects	Analysis of energy audits and identification of projects	Jul-Oct - 13	Technical Support Team	Project 1 Project 2 Project 5 Project 6
		Scope, specify and submit business cases to iPFM Board	Sept – Dec 13	Technical Support Team Building Programme Team (BPT)	In consultation with Asset Management, BPT and Children and Families.
		Tender & procurement process (overlapping projects but may be bundled into small number of packages)	Oct 13 – Mar 14	Technical Support Team Building Programme Team	

				(BPT)	
		Projects site works. Note programme and timescales are dependent on size, ability to carry out during heating and school terms.	Dec 13 Ongoing	Technical Support Team Building Programme Team (BPT)	In consultation with Asset Management, BPT and Children and Families.
6	Insulation programme (Pipe-work, valves and flanges)	Identification of pilot and phase 1 group (12 initial schools.)	Jul-Aug – 13	Technical Support Team	Project 1 Project 2 Project 3
		Pilot school project	Sept - 13	Technical Support Team	
		Phase 1 Group	Oct 13 - Mar 14	Technical Support Team	
		Phase 2 Group	April – Oct 14	Technical Support Team	
		Phase 3 Group	Oct 14 – Mar 15	Technical Support Team	
7	Design options for replacement of Electric Heating in Schools. To be used as pilot for similar properties and projects	Scoping, specification and options appraisal taking holistic and whole-life costing approach to school heating requirements	Mar 14	Asset Management Building Programme Team (BPT)	All projects In consultation with Children and Families.
		Outcomes to develop a template and be taken into account in future similar projects.	Apr – 14	Asset Management	In consultation with Children and Families.
8	Solar Photovoltaic (PV) installation to identified school properties allowing reduced energy costs and carbon emissions.	High level study to identify potential properties, costs and payback periods	Aug – 13	Corporate Property	Project 1 Project 2 Project 3
		Detailed analysis and business case development	Mar - 14	Corporate Property	In consultation with Children and Families and Corporate Governance.

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Children and Families Standards and Quality Report 2013

Item number	7.14
Report number	
Wards	All

Links

Coalition pledges	P1 – P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Children and Families Standards and Quality Report 2013

Summary

To advise the Education, Children and Families Committee of the Children and Families Standards and Quality Report 2013 and to summarise progress towards the expected outcomes as laid out in the Children and Families Service Plan 2012-2015. The report focuses on progress up to the end of the financial year 2012/13, i.e. up to the end of March 2013. Later information has been included where it is available and appropriate to report in order to give the full picture.

The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools (2000) Act. As well as meeting this requirement, the production of this report is now a well established part of the Children and Families performance reporting framework. It acts as an annual report on the work of the service area.

The content within the Children and Families Standards and Quality Report is based on the wide range of performance reports and indicators which are regularly reviewed by the Education, Children and Families Committee.

The Children and Families Standards and Quality Report highlights the good progress and improvement achieved across all Children and Families Services over the period April 2012 to March 2013. It also highlights what we will do next to address areas that have been identified for further development.

Recommendations

Committee is asked to note:

1. The improved and maintained performance during the reporting period
2. The areas identified for further improvement.

Measures of success

The annual Children and Families Standards and Quality Report lays out in detail what progress has been towards meeting the agreed set of Strategic Outcomes. The technical appendix sets out progress made against the full set of performance indicators presented in the Children and Families Service Plan.

Financial impact

No financial impact.

Equalities impact

No equalities implications arising directly from this report.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

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

Background reading / external references

Children and Families Service Plan 2012-15

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care P2. Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations P3. Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools 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
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, 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's and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Children and Families Standards and Quality Report 2013

Standards and Quality Report

Children and Families 2013

getting it right for every child

EDINBVRGH
YOUR COUNCIL – YOUR CITY

Foreword

Welcome to the Children and Families Standards and Quality Report for 2013.

Every child and family across Edinburgh deserves the highest level of service and I am pleased with the progress that this report demonstrates Children and Families has made over the last 12 months. It shows continued improvements in our services and outcomes for children and young people across the city

We are determined to further improve the services we deliver, despite the current difficult economic circumstances, and to ensure that we target our efforts and resources to best effect. The Edinburgh Guarantee has shown partnership working and co-operation at its best, and ensuring that every young person leaving school in Edinburgh goes on to a positive destination will remain an important priority for the future. We have also seen good improvement in our social work services for children at risk. The recent Inspection of Children's Services in Edinburgh was very positive. We proceed, therefore, from a platform of strong and sustained performance improvements and I am confident that we will continue to make real progress.

In our schools we are delighted to see strong performances from the most able and higher performing children and young people and, critically, that the focus on improving attainment for those lower attaining children is showing very encouraging progress. Similarly, we continue to develop the quality and range of extra-curricular and wider achievement opportunities available to our children and young people, which greatly enhance their experience of school and preparation for adult life. Sustaining these successes will be an important challenge in the future.

Over the coming year I am determined to build on these successes and further improve outcomes for all children and young people in this city.

Councillor Paul Godzik
Convener of Education, Children and Families Committee

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17	Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
19	Our children's and young people's outcomes are not undermined by poverty and inequality
21	Providing quality services and making best use of our resources

Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2013. The report covers the period from April 2012 to March 2013 and sets out how our services have performed during this time.

Significant year on year improvements have been achieved across a wide range of performance indicators across the service. Assessing our progress helps us understand where we need to improve so that we realise our vision for all children and young people in Edinburgh.

Our services were the subject of a pilot joint inspection led by the Care Inspectorate about which a report was published in April 2013. The inter-agency provision of services to children in Edinburgh was assessed as 'good'. This was a significant improvement on previous inspections and reflects the high quality improvement activity which has been ongoing for a number of years. The following particular strengths were identified as making a difference to children, young people and families:

- 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.

Inspectors are very confident that services will be able to make the necessary improvements in the light of the inspection findings.

Children and Families continues to work to implement a number of key strategies such as:

- Curriculum for Excellence to improve educational outcomes for all of our pupils
- The Edinburgh Guarantee to increase the number of young people leaving school into a positive destination
- Our inter-agency Corporate Parenting Action Plan to improve opportunities and outcomes for Looked After Children
- Our inter-agency Early Years and Early Intervention Action Plan.

This report covers progress in these areas and many others, and I invite you to read on to learn more about what Children and Families services have achieved over the past year and what we will do next.

Gillian Tee
Director of Children and Families

The National and Local Planning Framework

Our Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. Our mission is to place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood. Ultimately, we want all young people to leave school and enter adult life with positive options, making positive choices.

We believe that children and young people do best when they:

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

We all (Health, Police, Council, Voluntary Sector) recognise that we need to work together to do all we can to strengthen support for families, schools and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range of services to meet local people's needs.

Our Strategic Outcomes and Priorities for Improvement

We have continued to make progress across all seven of our Strategic Outcomes. We have also identified seven Priorities for Improvement based on an assessment of areas where we need to target more effort to secure improvement, alongside those areas identified in the recent joint inspection of children's services and the Capital Coalition Pledges. These priorities have been agreed together with our partners in the Edinburgh Children's Partnership. Our Strategic Outcomes and their associated Priorities for Improvement are detailed in the next section.

Our Strategic Outcomes, Priorities and Pledges

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

Priority for Improvement: Improve support in early years so that children reach appropriate developmental and social milestones

Capital Coalition Pledges: Establish city-wide childcare co-operatives for affordable childcare for working parents; Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations

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

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

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

Priority for Improvement: Improve the educational attainment of the lowest achieving pupils

Capital Coalition Pledges: 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 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

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.

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

Priority for Improvements: Improve early support for families so that fewer children need to be looked after, with a particular focus on addressing the impact of parental drug and alcohol misuse; Improve life chances for Looked After Children including increasing the focus on Corporate Parenting; Improve early support for children with Additional Support Needs

Capital Coalition Pledge: Increase support for vulnerable children, including help for families so that fewer go into care

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

to improve outcomes for children and young people who need to be placed away from home and achieve best value. We will continue to improve our child protection services with a focus on earlier support, engagement of children and families and self-evaluation.

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

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

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

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

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

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

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

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

Priority for Improvement: Increase the number of young people who enter and sustain positive destinations

Capital Coalition Pledges: Establish city-wide childcare co-operatives for affordable childcare for working parents; Further develop the Edinburgh Guarantee to improve work prospects for school leavers

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.

7. Providing quality services and making best use of our resources

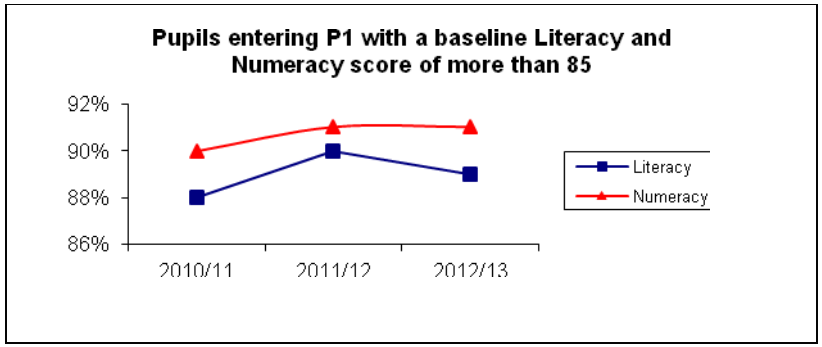
Capital Coalition Pledges: Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools; Draw up a long-term strategic plan to tackle both over-crowding and under use in schools

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

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

How are we doing?

- High quality pre-school education with 100% of establishments judged to be good or better by the *Care Inspectorate*
- All Early Years establishments inspected by *Education Scotland* continue to be graded as positive
- All children in Local Authority classes have access to a qualified teacher
- £8.6m has been allocated to early intervention and vulnerable children through the Early Years Change Fund
- Over the last 2 years almost all partner provider nurseries have received support from local authority peripatetic teachers
- All Local Authority nursery staff and 82% of voluntary and private sector staff meet qualification standards
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- Importance of outdoor play and learning emphasised with over 700 staff attending CPD opportunities
- 40 local authority nurseries with improved outdoor water features
- Annual *Play Day* event held highlighting the value of free play opportunities, involved over 500 families

National Play Day Event

- Increased support to parents through the further development of *Peers Early Education Partnerships* (PEEP) groups across the city. 50 groups are now running with 232 practitioners trained.
- Nine Raising Children with Confidence courses (with 66 participants) ran in early years' establishments between August 2012 and June 2013.
- 850 parents and carers participated in *Family Learning* opportunities
- Number of pre-school places increased by 10% last year to accommodate rising numbers of pre-school children
- Work is underway for developing childcare co-operatives in the city to meet the need for affordable childcare
- Opportunities to rationalise the estate and re-invest resources taken to increase the number of nursery places and support to families in identified areas of need

What we will do next

- Implement the *Early Years and Early Intervention Change Fund Action Plan.*
- Improve support in early years so that children reach appropriate developmental milestones
- Plan for the provision of a minimum of 600 hours of early learning and childcare and effective provision for Additional Support Needs where required
- Consultation with parents/carers regarding 600 hours proposal – 10 focus groups have been run and an online survey is planned
- Build on the successful developments to support two year olds across the city
- Strengthen support for vulnerable children, pre-birth to aged five, particularly Looked After Children
- Increase the availability of flexible, affordable childcare including through the development of a childcare cooperative
- Improve levels of literacy and numeracy in P1
- Maintain the continual improvement in the quality of early years settings
- Ensure each neighbourhood, community and cluster has access to integrated flexible early years services
- Continue to increase the number of available nursery places to meet local demand wherever possible
- Support childcare workers to gain degree level qualifications in order to ensure the sector has suitably qualified managers to meet *SSSC* requirements
- Improvement and commitment to the development of Pre-Birth to Three services will continue

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

How are we doing?

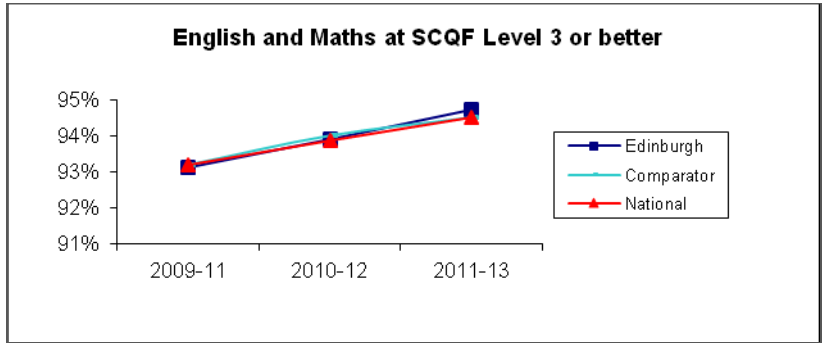
- All seven National Priority secondary school attainment measures show year-on-year improvement since 2008 and are now better than or in line with the national figures
- All inspection reports published by *Education Scotland* during 2012/13 achieved positive ratings
- Over 90% of parents are satisfied with their child's school
- 87% of secondary school pupils agree that 'I am getting along well with my school work'
- 84% of primary pupils enjoy being in school
- 4,710 pupils receive free music tuition through the *Instrumental Music Service*

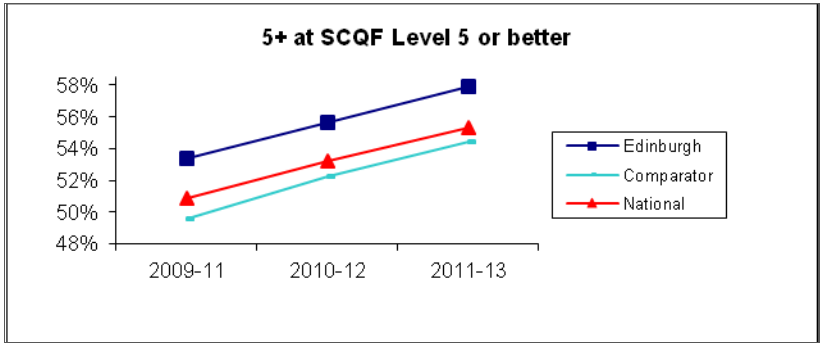
- Almost 3,000 young people participating in Duke of Edinburgh's Award and 432 awards achieved.
- 4,530 Junior Award Scheme Scotland (JASS) packs were sold in high schools, primary schools, special schools and Community Centres
- 26 schools registered to become *Rights Respecting Schools*, 2 schools have level 2 accreditation, 3 schools have Level 1
- 78% of athletes in *the City of Edinburgh Schools Sports Academy* achieved selection to East of Scotland or national squads
- 404 primary six and seven pupils from disadvantaged areas in the city attended a residential at Benmore or Lagganlia Outdoor Centres.
- Four adventurous activity clubs were established covering all of the Positive Action schools
- 20 teachers attended a two day training course in outdoor learning at Lagganlia Outdoor Centre.
- All teachers and school leaders are well supported to continue to implement *Curriculum for Excellence*
- The City of Edinburgh has produced a coherent *Assessment and Moderation Framework* to support staff in taking forward effective approaches in assessment and moderation

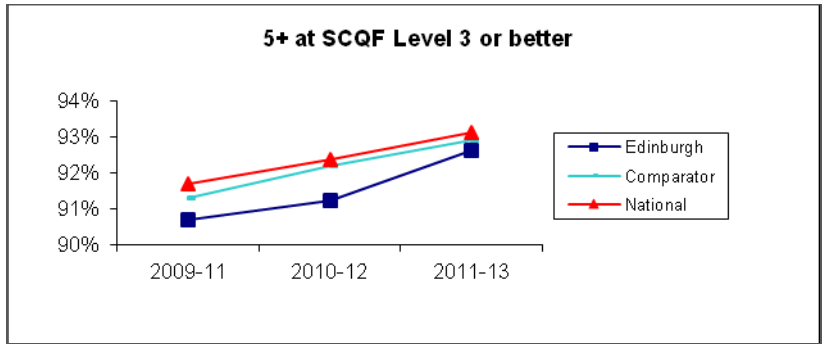
"Children and young people are supported to attend school and this helps them to make better progress in their learning and educational attainment." Care Inspectorate, Joint Inspection Report April 2013

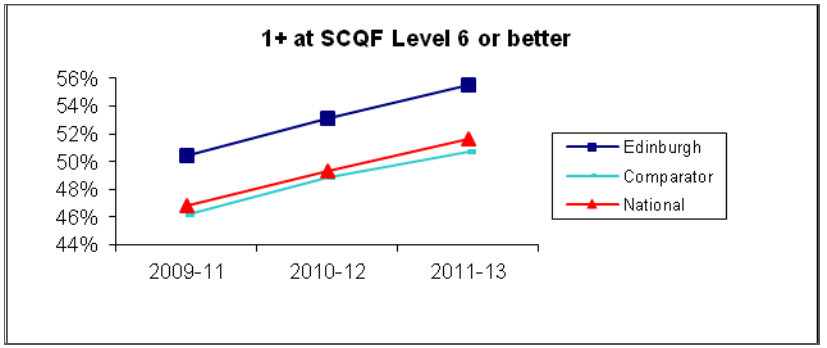
- 95.2% attendance at primary and 92.8% at secondary in 2011/12 (up from 94.8% and 91.1% in 2009/10)
- The *Education Welfare Service* achieved *Customer Service Excellence* and were commended for efforts in identifying hard to reach and disadvantaged groups of individuals and responding to their needs
- Permanent exclusions reduced to 10 in 2012/13 from 17 in 2011/12
- 12 pupils per 1,000 excluded at primary and 51 at secondary in 2011/12

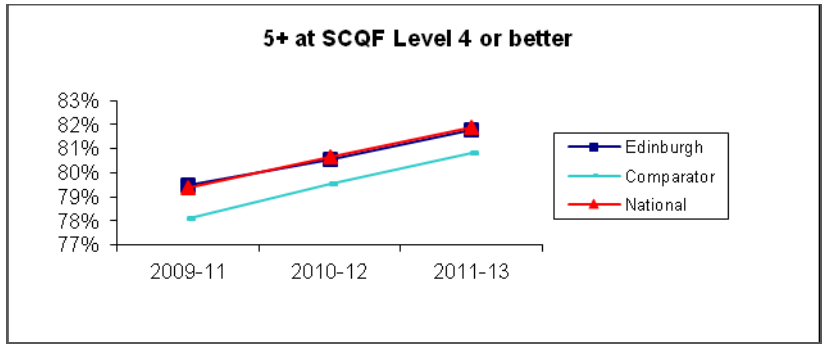
Attainment, measured by three-year rolling averages of achievements by the end of S6

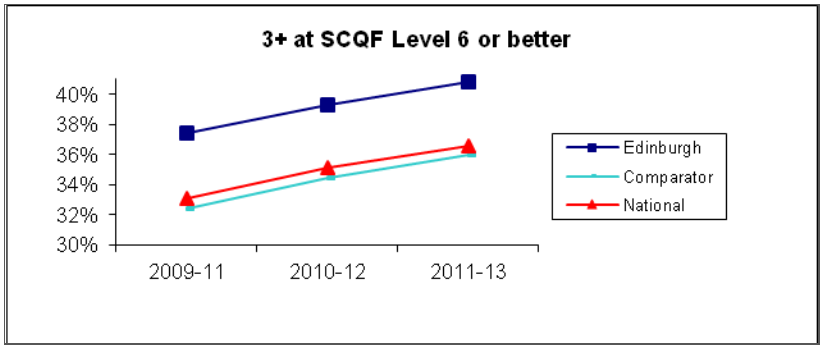












What we will do next

- Ensure effective implementation of *Curriculum for Excellence* including assessment, moderation and reporting to parents
- Support the implementation of new exam arrangements
- Continue to work with schools to improve outcomes for the lowest achieving pupils
- Continue to build capacity within and across special schools to promote improvement in performance
- Focus on improving children's literacy and numeracy skills for all pupils but particularly for the lowest attaining pupils
- Develop a numeracy strategy
- Develop a *Science, Technology, Engineering and Mathematics* (STEM) strategy
- Implement the new policy guidance on *Better Relationships, Better Learning, Better Behaviour* to ensure that this environment is promoted effectively.
- Implement the *Parental Engagement Strategy*
- Strengthen support for pupils with behavioural difficulties to prevent exclusions
- Improve school attendance, particularly amongst Looked After Children
- Implement the parental engagement strategy to involve parents in their child's learning, life of the school and wider consultation on local and national issues
- Target provision of free music tuition to the most vulnerable pupils
- Continue to provide opportunities for young people to participate in Achievement Awards

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

How are we doing?

- The actions taken to keep children and young people at risk of abuse and harm safe – named as a strength in the Joint Inspection of Services for children and young people in Edinburgh
- Mainstreaming of the *Getting it Right for Every Child* approach is being consolidated
- 77% of reports to the *Scottish Children's Reporter Administration* were submitted within timescale putting Edinburgh in the top quartile for the first time and 21% higher than the national average
- There are around 1,400 children who need to be looked after in Edinburgh
- There have been increases in kinship care, foster care and adoptions
- 56% of children placed were with City of Edinburgh Council foster carers

Lewis and Catriona featured in the recent Foster Campaign

- 41 children left care through adoption
- 60% of Looked After Children in a sustained positive destination (67% nationally)
- 88.7% attendance at school for Looked After Children in 2011/12 (88.6% nationally)
- Average tariff score from exam results of Looked After Children was 88 (106 nationally)

"The number of high quality nurturing and stable environments for children who are unable to live at home is increasing rapidly. Children and young people who are unable to remain in the care of their parents are supported in high quality foster placements or kinship care" Care Inspectorate, Joint Inspection Report April 2013

- There are around 260 children on the Child Protection Register in Edinburgh
- 79% of initial case conferences were held within timescale
- 89% of initial supervision visits were made within timescale
- 64% of care leavers have pathways plans in place at the point of leaving care (Up from 9% in the previous year)
- 31% of overnight respite nights were provided outwith a care home
- More than 300 people, including disabled children, their parents/carers and siblings took part in the Child Disability Commission Plan consultation leading to a range of service improvements

What we will do next

- 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
- 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
- Strengthen early support for families so fewer children need to be Looked After
- Focus on addressing the impact on children and young people of parental drug and alcohol misuse
- Continue to identify and support children with Additional Support Needs streamlining access to support and developing systemic approaches to school and family support
- Continue to implement improvements for *Looked After and Accommodated Children's* services
- Continue to implement the *Corporate Parenting Action Plan*
- Improve care planning, and outcomes, for those leaving care
- Implement the *Early Years and Early Intervention Change Fund Action Plan*
- Increase the percentage of Looked After Children who are successfully looked after at home
- Increase the proportion of Looked After Children in kinship care
- Increase the percentage of those in foster care who are placed with City of Edinburgh foster carers
- Continue to improve outcomes for Looked After Children, in particular in literacy and preventing exclusion and achieving positive destinations from school
- Continue to monitor, update and implement actions in *the Child Protection Improvement Plan*
- Develop and implement a strategy to further engage children and their families with the services they receive
- Build capacity in the play scheme service for children with disability during school holidays
- Complete the new build for Greendykes Young People Centre

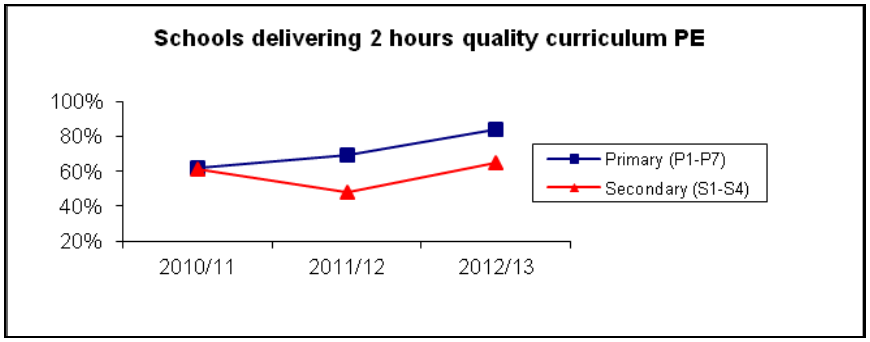
Our children and young people are physically and emotionally healthy

How are we doing?

- 53 (61%) primary schools delivered cycle training in 2012/13, exceeding our target of 50%, with over 2,000 P6 pupils receiving training
- The Sports Unit, in partnership with the *Edinburgh Primary Schools Sports Association* (EPSSA), organised 25 sporting events during 2012/13 with 8,121 children taking part
- 7,014 pupils received swimming lessons in 2012-13 with 62% (up from 55%) of those tested passing level C5 and considered safe swimmers

- 1,700 S5 pupils attended sexual health seminars
- 2 schools took part in the pilot of S4 Risk Taking Behaviours Seminars
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey* 2010 generally shows reductions in smoking, drinking and drug use

- A specific Commissioning Plan to increase funding for children, young people and families alcohol and drugs services has been developed
- 6.8 teenage pregnancies per 1,000 in under 16-year olds in 2011/12, down from 8.8 in 2008/09 (6.6 nationally)
- 84% of primary schools achieved two hours and 65% of S1-S4 in secondary schools achieved two periods of quality curriculum PE



- Highly successful *Growing Confidence* programme mainstreamed into a Mental Health and Wellbeing team
- 224 trained in Confident Staff, Confident Children with 97% reporting that they felt the course had an impact on their professional practice
- 12,157 primary school pupils took part in the Growing Confidence Pupil Well-being Questionnaire. Of the 31 statements, the response for 15 was more positive than the previous year while 15 stayed largely the same (96.8%).

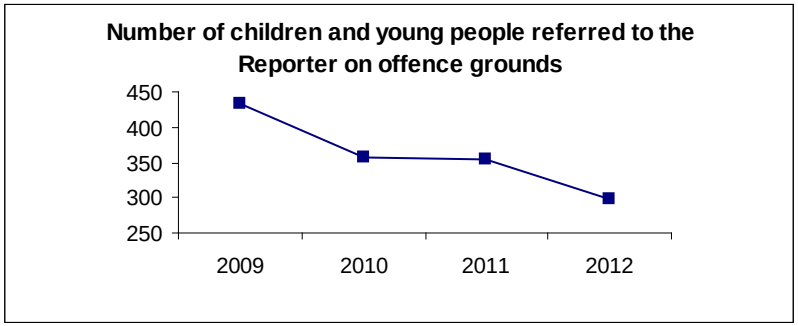
What we will do next

- Further increase the number of children/young people receiving the national target of 2 hours/periods of quality curriculum PE per week
- Further improve all health outcomes for children with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- Increase the number of schools delivering cycle training at Bikeability Level 2, and increase the number of P6 pupils receiving cycle training
- Continue to embed *Confident Staff, Confident Children* and build on this training across the early years and primary sectors
- Develop clear links between the parent and carer support framework, *Creating Confidence*, and attachment promoting practice for children in need
- Develop appropriate resources or training for staff, parents and pupils, within secondary schools on mental health and wellbeing
- Continue to run risk-taking behaviour seminars with S4 pupils
- Risk Taking Behaviours resource are to be made available to all teachers
- Develop links with adult alcohol and drug treatment services to improve early intervention and support for children living in substance-using households
- Develop parenting support for substance misusing parents
- Develop community based interventions around obesity and poor nutrition
- Roll out a calendar of sporting events for the Commonwealth Games in 2014

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

How are we doing?

- Inter-agency pre-referral screening continues to keep the number of children referred to the *Scottish Children's Reporter Administration* on offence grounds to a minimum (299 in 2011/12, down from 732 in 2008/09)



- 9 per 1,000 children reported to the Reporter for offending, lower than most other Scottish authorities
- 75% of pupils said their school was good or very good at dealing with bullying (up 2%)
- 88% of primary pupils say they feel safe at school, 75% of secondary pupils say they feel safe and cared for in school
- The City of Edinburgh Council was the first Scottish Local Authority to make the top ten in *Stonewall's Equality Index* for our work in tackling homophobia (7th place in this UK wide evaluation)
- Schools have developed individual school anti-bullying and equalities policies
- *Portobello High School* is undertaking the *Mentoring Violence Prevention* programme providing extensive training and support mentors in tackling domestic violence to 30 staff and 35 pupils
- The *Young People in Care Council* helped to develop and launch revised anti-bullying procedures for residential care and reduce bullying of children in care.
- *Working with Men* domestic abuse service has developed new provisions in Polish language service and Safe contact assessments
- Shared practice around domestic abuse is being developed between one of our Practice Teams and the Working with Men service
- Each of the neighbourhoods in the city now has a Development Officer working with colleagues to develop supports for parents, and coordinating parent support programmes.

"Children and young people get very effective support to keep safe" Care Inspectorate, Joint Inspection Report April 2013

- The Family Group Decision Making Service has been expanded to help extended families make plans about the care of their children.
- The new *Multi Systemic Therapy* (MST) service has been established to help the parents of behaviourally disturbed teenagers
- Forensic psychology advice has been made available for development of programmes to address violence and sexually harmful behaviour in young people.

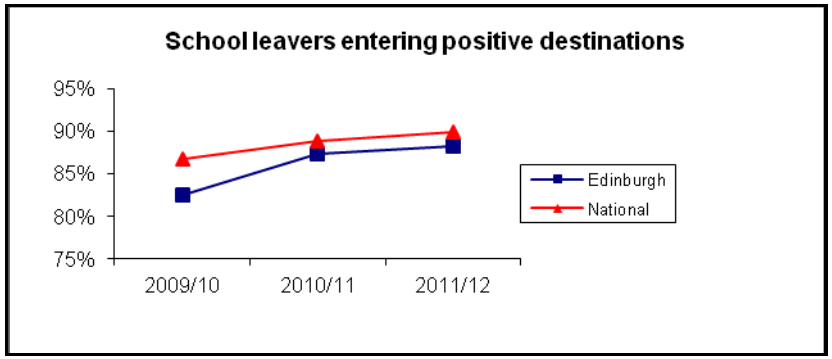
What we will do next

- Reduce the risk of children and young people causing harm to themselves and others
- Further develop measures and systems to effectively assess the reduction in the numbers of young people going on to the adult system and the reduction in repeated offending
- Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice
- Increase the percentage of pupils who say their school is good at dealing with bullying
- Provide advice for schools to implement actions arising from the analysis of the pupil self-evaluation survey
- Work with *ENABLE* – (the charity run with and for young people and adults with learning disabilities) to improve understanding of learning disabilities and support the development of curricular resources
- Continue to develop the *Whole Systems Approach* by increasing the range of services for 16 and 17 year olds who offend

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

How are we doing?

- 88.3% of school leavers from 2011/12 entered positive destinations which is the best performance for a decade (89.9% nationally)



- 89.9% (up from 86.5%) of school leavers from 2011/12 were in a sustained positive destination, now in line with the national average of 89.5%
- The council apprenticeship programme has 112 individuals working towards completion of the *Modern Apprenticeship*
- *Community Learning and Development* (CLD) services have been redesigned, resulting in more targeted work with young people, adult literacy learners, parents and carers of young children
- 24 young people attended the 6 CLD Activity Agreement Hubs, the majority progressing to positive destinations
- Additional ESF funding to support literacies and employability work has resulted in 331 new learners with a significant number of these on *16+ Activity Agreements*
- Additional CLD partner Curriculum for Excellence ESOL programmes for 40 migrant young people developed with EAL to support positive destinations
- Literacies learning is now available in all Activity Agreement Hubs
- Around 17,200 adults engaged in learning opportunities per week
- 90% of adults achieved all or part of their learning goals
- Over 800 people took part in targeted family learning activities across the city in 2012/13
- Over 1,000 non-English speaking people received English language tuition through CLD partners (up by 9%) and over 800 participated in cultural integration events across the city
- Targeted parents of young children achieved SQA accreditation in child development courses based on the popular Peers Early Education Partnership (PEEP) programme

Young adult learners who received an award for their project Glamping on a Budget

- A new *Young People Participation Strategy* for Edinburgh has been developed and implemented in partnership with elected members and young people
- 133,644 opportunities were utilised by 8,909 young people
- 12 young people were elected in the Scottish Youth Parliament elections to represent Edinburgh

What we will do next

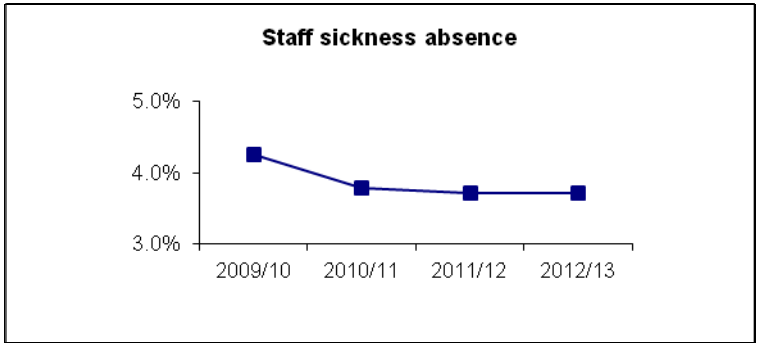
- Continue to promote *The Edinburgh Guarantee*
- Increase the number of young people who enter and sustain positive destinations
- Work with partners to develop a poverty and inequality strategy for Edinburgh
- Work with partners to embed Children's Rights across our service planning and delivery
- Continue to work with young people identified as at risk of entering a negative destination and provide appropriate support towards a positive destination, including ESOL *Curriculum for Excellence* support for migrant young people
- Deliver the senior phase of Curriculum for Excellence providing relevant learning experiences for all young people including those who are disengaged
- Increase youth work participation, particularly amongst Looked After Children
- Fully implement Edinburgh's new youth work strategy
- Increase the numbers of Family ESOL and Cultural Integration projects to provide support to migrant families and build community cohesion and integration
- Increase number of parents engaged with literacies for employability
- Work with CEC colleagues and third sector partners to further develop affordable childcare options
- CLD service will help Welfare Benefit recipients with low confidence and poor literacy skills support to fill out forms
- Community Centres will offer drop in sessions and access to computer suites for supported learning sessions on how to access online benefit forms

Providing quality services and making best use of our resources

How are we doing?

- The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families – named as a strength in the Joint Inspection of Services for children and young people in Edinburgh
- The very wide range of measures to consult and seek the views of children, young people, families and other stakeholders – named as a strength in the Joint Inspection of Service for children and young people in Edinburgh
- Balanced revenue budget for the third consecutive year
- £148m capital investment by Council planned over the next four years in schools and the wider estate
- £5m investment in Children and Families ICT refresh
- Three new secondary schools under development: James Gillespie's High School, Portobello High School and Boroughmuir High School

- New accommodation delivered at Wardie , Granton and Trinity responding to rising rolls
- New extensions delivered at Corstorphine and Towerbank Primary
- New Gaelic Primary School and Seaview opened
- 91% of primary and 91% of secondary schools judged satisfactory or better condition
- Almost 4,000 parents and carers took part in our citywide self-evaluation survey of schools with results showing parents and carers being very positive about their child's experience at school
- Almost 3,000 pupils and over 12,000 primary pupils took part in the city wide survey
- Staff sickness absence remained steady following a significant reduction



- *People Plan* to ensure staff feel valued, achieve their potential and deliver on departmental objectives, providing high-quality services to children and their families, is now well-established
- Children and Families (along with all other areas of the Council) retained *IiP Gold* status
- *Customer Service Excellence* accreditation was achieved in Planning and Performance, Family and Community Support, Education Welfare Service and Queensferry High School
- Team planning, clearly linked to departmental strategic outcomes, is in place in 100% of central service areas
- There is good evidence of *Getting it right for every child* approaches being implemented across our establishments and teams and improving outcomes for children and young people
- The Commissioning Team, working alongside service managers, has prepared seven service specific consultation documents

What we will do next

- Respond to continuing financial challenges
- £115m capital investment over the next five years (net of Scottish Government funding) on further new buildings
- Ensure that the school estate can respond to the anticipated increase in pupil rolls
- Progress all current school developments including new schools, extensions and refurbishments
- Increase the level of use of schools' facilities, primarily by the local community
- Improve the physical environment for residential and secure care
- Provide additional support in ways that increase the resilience and wellbeing of children and young people, supports and builds capacity in families, improves performance in universal services and makes the best use of specialist resources
- Continue to improve our approach to customer service across Children and Families and achieve *Customer Service Excellence* accreditation for more services
- Continue our work towards ensuring that all children who need extra help or support have a single plan and a clearly identified *Lead Professional* to coordinate actions and monitor progress
- Continue to monitor, update and implement the actions identified under the five areas of the *People Plan*
- Ensure the *People Plan* is developed and includes feedback from the IiP review, Staff Talkabouts and the staff attitudes survey
- Continue to promote and undertake an annual service user engagement survey programme
- Promote and facilitate parental engagement in education
- Continue Looked After Children service user group to inform service provision
- Sustain the business systems, including business support, required to provide timely information to managers and practitioners

Children and Families Service Plan Monitoring 2012-15
Technical Appendix

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

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO1-01	Percentage of pre-school settings achieving positive (satisfactory or better) inspection reports	85%	87%	N/A	88%				Latest data taken from 93 Education Scotland inspections (28 April 2008-31 March 2012) of all local authority and partner provider pre-school settings. National performance is 92%. The latest year's performance showing 92% receiving positive Education Scotland inspection reports. 100% of establishments inspected between July 2010 and June 2011 were rated Good, Very Good or Excellent by the Care Inspectorate.
SO1-02	Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	91%	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.
SO1-03	Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	88%	90%	89%	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.
SO1-04	Percentage of partner provider pre-school establishments with access to qualified teacher	37%	38%	N/A	38%				
SO1-05	Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	750	848	850	850				
SO1-06	Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	475	475	475				

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO1-08	Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools	55.8%	48.6%	37.9%	50%				Current performance data taken from pupil census in September 2012. Some positive actions schools are retaining more of their catchment pupils. This, along with the inability to legally restrict the classes to 18 has meant that some classes have fallen short of the target.
SO1-09	Percentage of P1 classes of over 25	N/A	N/A	1%	0%				All P1 classes meet the Scottish Government recommendation of 25 or fewer pupils except where pupils are on Placing Appeal. Where lack of accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. In September 2013 there were 2 P1 classes (out of 183) in 2 schools with a class size of 26 due to an excepted pupil on Placing Appeal. All other classes are either physically under 26 or have team teaching arrangements in place.

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

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO2-01	Percentage of primary schools achieving positive (satisfactory or better) inspection reports	94%	93%	96%	93%				Data are from 3 year average of Education Scotland inspections with the latest data from inspections taking place from 1 April 2010 to 31 March 2013 of 23 primary schools. National performance for 2008-2012 was 91%.
SO2-02	Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	80%	78%	83%	88%				Data are from 3 year average of Education Scotland inspections with the latest data from inspections taking place from 1 April 2010 to 31 March 2013 of 6 secondary schools. Performance was 5 out of 6 achieving positive inspection reports. Due to small numbers, the figure can fluctuate. All schools had positive inspection reports over the last two years. National performance for 2008-2012 was 88%.
SO2-03	Percentage of pupils achieving SCQF Level 3 in maths and English by the end of S6	93.1%	93.9%	94.7%	93.8%				This data is a 3-year rolling average with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least Level 3 in English and Maths by the end of S6 (pre-appeal). Performance in this indicator is in line (within 1%) with both the national average and the comparator authorities' average of 94.5%.
SO2-04	Percentage of pupils achieving 5+ awards at SCQF Level 3 or above by the end of S6	90.7%	91.2%	92.6%	92.1%				This data is a 3-year rolling average (pre appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 3 or above by the end of S6. Performance in this indicator is in line (within 1%) with the national average of 93.1% and the comparator authorities' average of 92.9%.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO2-07	Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by the end of S6	50.4%	53.1%	55.5%	51.3%				This data is a 3-year rolling average (pre-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least one award at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than the national average of 51.6% and the comparator authorities' average of 50.7%.
SO2-08	Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by the end of S6	37.4%	39.3%	40.8%	38.2%				This data is a 3-year rolling average (pre-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least three awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than the national average of 36.6% and the comparator authorities' average of 36.0%.
SO2-09	Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by the end of S6	25.9%	27.8%	29.1%	26.7%				This data is a 3-year rolling average (pre-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than the national average of 25.2% and the comparator authorities' average of 24.7%.
SO2-10	Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	63	71	N/A	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.
SO2-11	Average tariff score of highest performing 80% of S4 pupils in mainstream schools	219	219	N/A	219				Latest performance data relates to 2011/12 pre-appeal. 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 212.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO2-12	Percentage of half days attended by pupils in primary schools	94.5%	95.2%	N/A	94.9%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. 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.
SO2-13	Percentage of half days attended by pupils in secondary schools	91%	92.8%	N/A	91.2%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. 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.
SO2-14	Percentage of half days attended by pupils in special schools	90.1%	90.4%	N/A	90.1%				Latest data relates to performance over the school year 2011/12 taken directly from the schools' system and shows improvement. No national data is available for 2011/12 as this will now be published once every two years. The national average was 90.0% in 2010/11.
SO2-15	Exclusions per 1,000 pupils from primary schools	13	12	N/A	11				The figure 12 relates to performance over the school year 2011/12 and is taken directly from the schools' management system. No national data is available for 2011/12 as this will now be published once every two years.
SO2-16	Exclusions per 1,000 pupils from secondary schools	55	51	N/A	55				The figure 51 relates to performance over the school year 2011/12 and is taken directly from the schools' management system. No national data is available for 2011/12 as this will now be published once every two years.
SO2-17	Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme	84%	89%	92%	90%				The programme continues to perform well and maintains steady progress with only a small number of council run Child and Family Centres and around 30 partner provider nurseries still to register.
SO2-18	Percentage of schools (all local authority schools, independent and partner providers) with at least 1 eco-school award	78%	79%	79%	81%				The programme continues to perform well and maintains steady progress with only a small number of council run Child and Family Centres and around 30 partner provider nurseries still to register.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO2-19	Number of schools with Rights Respecting School Award (at all levels)	1	2	4	4				The programme is changing and this may affect our schools participation. Targets will be revisited when required.
SO2-20	Schools (all sectors) carrying out citizenship work with partners in developing countries	50	63	70	65				We have exceeded and achieved 70 which is currently the target for 2014/15. External funding is changing so targets may need to be revised.
SO2-21	Number of schools with British Council International School Award (at all levels)	1	9	15	12				
SO2-22	Number of pupils in mainstream schools accessing free instrumental music tuition	N/A	4,553	4,710	4,650				
SO2-23	Percentage of young people accessing instrumental music service who receive free school meals	N/A	5.18%	6.4%	7%				
SO2-24	Number of young people participating in Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional)	1,826	2,202	2,986	2,300				There are 2,986 active participants – 1,293 male and 1,693 female.
SO2-25	Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	385	617	619	590				Implementation of e-DofE has improved reporting mechanisms significantly. There were 287 Bronze, 109 Silver and 36 Gold. There were also 187 sectional awards.
SO2-26	Percentage of young people from lowest achieving and priority groups participating and achieving in Duke of Edinburgh Awards	20%	20%	17%	21%				Full Awards issued for this group of people were 72 in total; 52 Bronze, 20 Silver, 0 Gold
SO2-27	Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads	N/A	80%	82%	82%				
SO2-28	Number of young people who take part in Open Youth Work provision	7,334	7,300	8,909	7,500				CLD's youth and children's work continues to be underpinned by the four capacities of Curriculum for Excellence and the Priorities for Improvement. 133,644 opportunities were utilised by children and young people from April 2012 – March 2013, this equates to 8,909 individuals participating.

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

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO3-01	Number of children who need to be looked after (rate per 1,000 0-18)	15.1	15.2	15.5	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 national rate was 14.7.
SO3-02	Percentage of Looked After Children who are looked after at home	32%	27%	N/A	33%				New data will be available mid November 2013
SO3-03	Number of children requiring to be looked after and accommodated	287	305	N/A	295				New data will be available mid November 2013
SO3-04	Number of children using family based day care services	141	141	141	150				
SO3-05	Percentage of initial visits made within 15 days of a new supervision requirement	85%	98%	89%	100%				Performance in this area has shown significant improvement since it was 60% in 2007/08. Exceptions are monitored on a monthly basis.
SO3-06	Percentage of reports (IARS and SBRs) including offence focussed reports submitted to SCRA within timescale	65%	77%	N/A	75%				Data for 2012/13 is not yet available. 75% is the national target. 77% is the full year figure published by SCRA in July 2012. This indicator has been the subject of rigorous monthly monitoring and sustained improvement activity, resulting in continuous improvement since it was 36.9% in 2008/09. The 75% target has been exceeded for the first time with Edinburgh in the top quartile. The national figure for 2011/12 is 56%.
SO3-07	Percentage of initial child protection case conferences taking place within timescales	78.7%	81%	79%	100%				There has been significant and sustained improvement in this indicator since it was 10% in 2007/08. Exceptions are monitored on a weekly basis, agreed with the manager of the review team and a safe plan is put in place for the individual child. Exceptions are allowed for where it is in the best interest of the child.
SO3-08	Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	6%	1%	7%					The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO3-09	Percentage of units/services achieving Care Commission inspection reports with average gradings of Good or better	86%	82%	82%	88%				Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2012/13.
SO3-10	Number of available emergency foster placements	8	N/A	8	12				Significant increase in recruitment for emergency carers for children aged 12 and over.
SO3-11	Number of children per annum leaving accommodation through adoption	49	35	N/A					New data will be available mid November 2013.
SO3-12	Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales	62%	81%	77%	85%				This has improved over the three years. Exceptions are monitored on a monthly basis.
SO3-13	Percentage of children placed in full time foster care with City of Edinburgh Council foster carers	60%	56%	N/A	65%				56% is the figure as at the end of July 2012. Ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. New data will be available mid November 2013.
SO3-14	Percentage of formerly looked after children with pathway co-ordinators	43%	50%	N/A	55%				Data is as at the end of July 2012. Work has been undertaken during 2011/12 to ensure accurate recording of Pathway Coordinators.
SO3-15	Percentage of formerly looked after children with pathway plans	9%	54%	N/A	54%				Recording issues have previously had a significant negative impact on the reported figure. Work has been undertaken during 2011/12 to put in place a process for the ongoing recording of Pathway Plan information at the time of reviews for young people and this, combined with a one off exercise to address previous recording issues, has led to the significant improvement in the figure for 2011/12.
SO3-16	Percentage of those eligible receiving aftercare services	82%	84%	N/A					Performance is higher than the national average of 66%.
SO3-17	Percentage of half days school attendance for Looked After Children	88.6%	88.7%	N/A					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2012. Targets are under development. National performance was 88.6%. New data available in June 2014.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO3-18	Rate of exclusion for Looked After Children (per 1,000 population)	303	332	N/A					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2012. Targets are under development. National performance was 326. New data available in June 2014.
SO3-19	Average tariff score for Looked After Children	78	84	88					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2013. Targets are under development. National performance was 106. New data available in June 2014.
SO3-20	Percentage of Looked After Children entering a positive destination on leaving school	50%	63%	60%					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2013. Targets are under development. National performance was 67%. New data available in June 2014.
SO3-21	Percentage of (those assessed) children receiving a service (includes attending youth club, day services, residential short breaks and direct payments) funded by SCYP	79%	79%	79%	79%				Target is to maintain due to no additional funds. Note that other services funded from other sources such as voluntary and private sector are available.
SO3-22	Percentage of Section 23s assessed	N/A	N/A	35%	68%				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. Recording issues have resulted in an inability to compare previous figures.
SO3-23	Percentage of overnight respite nights not in a care home	37%	36%	31%	45%				Recording errors have resulted in a decline in performance. Recording has been improved for future data collection.
SO3-24	Percentage of children receiving day care service	79%	79%	79%	79%				
SO3-25	Number of families accessing direct payment (self directed care)	13	28	N/A	20				
SO3-26	Percentage of Child and Family Centres with Occupational Therapist provision	50%	50%	50%	50%				

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

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO4-01	Percentage of staffed Community Centres accredited as Health Promoting - Bronze	37%	40%	80%	100%				
SO4-02	Percentage of residential services accredited as Health Promoting - Level 1	80%	90%	100%	100%				
SO4-03	Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	62%	69%	84%	92%				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%. A challenge remains to improve to the 100% target.
SO4-04	Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	61%	48%	65%	90%				There has been significant improvement in the percentage of secondary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 48%. 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.
SO4-05a	Percentage of primary special schools delivering 2 hours quality curriculum PE (averaged across school)	67%	57%	71%	100%				
SO4-05b	Percentage of secondary special schools delivering 2 hours quality curriculum PE (averaged across school)	67%	67%	89%	100%				
SO4-08b	Percentage of pupils who were tested, achieving swimming level C5	N/A	55%	62%					7,014 pupils received swimming lessons in 2012/13. Of the pupils tested, 62% passed to level C5 and are therefore considered safe swimmers.
SO4-10	Percentage of P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%				
SO4-11	Percentage of Children and Families staff trained in Alcohol Brief Interventions (ABI) reporting use of ABIs in their work with young people	N/A	N/A	60%					Newly collected data so no trend information is available. The target is to reach 80% by 2015/16.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO4-12	Percentage of 13 year olds who are regular smokers	N/A	N/A	3%	2%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady from 2006 at 3%. National performance improved from 4% to 3%.
SO4-13	Percentage of 15 year olds who are regular smokers	N/A	N/A	13%	10%				See note on data source above. Performance improved from 2006 when it was 14%. National performance improved from 15% to 13%.
SO4-14	Percentage of 13 year olds drinking once a week or more	N/A	N/A	5%	4%				See note on data source above. Performance improved from 2006 when it was 8%. National performance improved from 9% to 6%.
SO4-15	Percentage of 15 year olds drinking once a week or more	N/A	N/A	18%	26%				See note on data source above. Performance improved from 2006 when it was 32%. National performance improved from 26% to 20%.
SO4-16	Percentage of 13 year olds who have used or taken drugs in the previous month	N/A	N/A	3%	1%				See note on data source above. Performance remained steady from 2006 at 3%. National performance remained steady at 3%.
SO4-17	Percentage of 15 year olds who have used or taken drugs in the previous month	N/A	N/A	11%	10%				See note on data source above. Performance improved from 2006 when it was 15%. National performance improved from 13% to 11%.
SO4-18	Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate	88%	84%	N/A	88%				
SO4-19	Percentage of primary children who say they can usually work out a way to deal with a problem	77.1%	77.2%	77.9%	78%				
SO4-20	Percentage of primary children who ask for help when they need it	87.9%	87.7%	87.5%	89%				
SO4-21	Percentage of primary children who feel they have lots to be proud of	82.2%	82.5%	83.9%	84%				

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

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO5-01	Reduce the number of children referred to Scottish Children's Reporter Administration (SCRA) on offence grounds	355	299	N/A	350				The continued work of the multi-agency pre-referral screening group has ensured continued improvement with the latest figure reducing again to 299 from 355 in 2010/11, exceeding the target of 350.
SO5-02	Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending Service or the Criminal Justice Service within 2 years	68.5%	68%	N/A	69%				Latest performance data is for clients ceasing involvement with the Youth Offending Service (YOS) between April 2009 and March 2010 and re-referred to the YOS or referred to the Criminal Justice Service within 2 years. Tentative targets have been set and will be reviewed once further trend information is available.
SO5-03	Number of young people (aged 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	28	14	35	25				
SO5-04	Percentage of S2 pupils who said their school was good or fairly good at dealing with bullying	67%	73%	75%	83%				Data shows an improving trend in the perception amongst S2 pupils of their school's response to bullying.
SO5-05	Percentage of secondary pupils saying they have adults in school they can speak to if they are upset or worried about something	N/A	77%	77%	91%				Ambitious targets were set with only one set of baseline data. These may need to be revised when full trend information becomes available.
SO5-06	Percentage of primary pupils who said that they would talk to an adult if they were very worried	N/A	74%	76%	84%				
SO5-07	Percentage of secondary pupils who said they feel safe and cared for in school	N/A	75%	75%	85%				
SO5-08	Percentage of primary pupils who said they feel safe at school	N/A	74%	88%	85%				
SO5-09	Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	35	53	86	60				Data is a combination of 29 new clients and 57 existing. As the service becomes more established, client numbers continue to grow.
SO5-10	Number of women partners of men associated with the WWM project receiving a service	22	49	69	45				Data is a combination of 34 new clients and 35 existing. As the service becomes more established, client numbers continue to grow.

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

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO6-01	Percentage of school leavers who go on to positive destinations	87.4%	88.3%	N/A	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%.
SO6-02	Percentage of school leavers who are in a follow-up positive destination	86.5%	89.8%	N/A	89.5%				The figure of 89.8% relates to leavers from session 2011/12 and shows an improvement on the same information for the previous two years when it was 83.1% and 86.5% respectively. The national average for 2011/12 was is 89.5%.
SO6-03	Percentage of looked after children receiving after care service who are economically active	36%	30%	N/A					
SO6-04	Number of young people involved in 16+ non-formal learning	1,080	1,080	1,140	1,250				Additional ESF funding to support literacies and employability work has resulted in high levels of learners on 16+ Activity Agreements.
SO6-05	Numbers of young people supported by CLD to engage in Activity Agreements	150	150	227	150				Six CLD Activity Agreement Hubs across the city have resulted in increased numbers of young people entering positive destinations.
SO6-06	Percentage of adults achieving all or part of their agreed learning goals	78.6%	85%	90%	85%				The figure relates to adult literacy and numeracy learners. This has shown continuous improvement.
SO6-07	Number of non-English speaking people receiving English language tuition	814	1,000	1,044	700				The successful partnership with the Colleges and a joint levelling system ensures integrated progression for learners. CLD attracted more than the target number of learners in 2012/13.
SO6-08	Number of adults participating in learning opportunities/week (based on November data collection week)	17,073	17,200	N/A	17,500				

7. Providing quality services and making best use of our resources

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO7-01	Revenue outturn as a percentage of the annual budget	99.8%	100%	100%	99%				Children and Families has achieved a balanced revenue budget for three consecutive years.
SO7-02	Capital outturn as a percentage of the annual budget	82.3%	100%	100%	97.5%				
SO7-04	Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	N/A	82%	N/A	84%				
SO7-05	Percentage of days lost due to staff sickness absence across Children and Families	3.79%	3.72%	3.71%	4%				Sickness absence has shown an improving trend over the past three years.
SO7-06	Percentage of days lost due to staff sickness absence for teaching staff	3.4%	3.24%	2.96%	3.1%				Sickness absence amongst teachers has shown an improving trend over the past three years. Edinburgh compares favourably with national performance.
SO7-07	Percentage of risk registers in place at the strategic level	100%	100%	100%	100%				Work to create risk management plans for specific Children and Families strategic risks has been ongoing.
SO7-08	Level of Risk Management maturity	2	2	N/A	3				
SO7-09	Percentage of team plans in place across central services	78%	98%	100%	100%				
SO7-11	Percentage of parents/carers satisfied with their school	94%	N/A	91%	94%				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.
SO7-12	Percentage of primary school condition assessed at Level A or B	N/A	98%	91%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 82%.

PI Code	Description	2010/11 Value	2011/12 Value	2012/13 Value	Target	On Target	Short Term Trend	Long Term Trend	Notes
SO7-13	Percentage of secondary school condition assessed at Level A or B	N/A	87%	91%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 83%.
SO7-14	Percentage of special school condition assessed at Level A or B	N/A	100%	93%	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 is 72%.
SO7-15	Percentage of primary schools with an occupancy rate of between 75% and 100%	N/A	59%	61%	70%				Latest data is based on a new capacity methodology.
SO7-16	Percentage of secondary schools with an occupancy rate of between 75% and 100%	N/A	61%	61%	68%				Latest data is based on a new capacity methodology.

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Children and Families Department Revenue Budget Monitoring 2013-14 – Month Two Position to 31st May 2013

Item number	7.15
Report number	
Wards	All

Links

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

Gillian Tee

Director of Children and Families

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Executive summary

Children and Families Department Revenue Budget Monitoring 2013-14 – Month Two Position to 31st May 2013

Summary

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

Recommendations

It is recommended that the Education, Children and Families Committee notes:

1. the contents of this report, including the current projected residual budget pressures of £1.8m; and

2. the additional proposals being considered to address the residual pressure and enable delivery of a balanced budget.

Measures of success

The measure of success will be the achievement of a balanced budget position for the Children and Families Department revenue budget for 2013-14.

Financial impact

There are no direct financial implications arising from this report.

Equalities impact

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

There are no equalities implications arising from this report.

Sustainability impact

There are no adverse environmental impacts arising from this report.

Consultation and engagement

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

Background reading / external references

None

Report

Children and Families Department Revenue Budget Monitoring 2013-14 - Month Two position to 31st May 2013

1. Background

1.1 The purpose of this report is to present Children and Families Department's financial position at month two.

2. Main report

2013-14 Revenue Budget Position

2.1 The total revised net budget for the Children and Families Department is £391m.

2.2 At month two the revenue monitoring forecast, indicates that the department will deliver a balanced budget position at the end of the financial year. At this early stage in year the forecast assumes that all anticipated budget pressures are fully addressed through management action.

2.3 The level of pressures, assessed at £5.9m, presents a challenging position for the department to address. However, to date £4.1m of management action has been identified leaving a further £1.8m to be determined. Table 1 provides a divisional summary of the estimated residual budget pressures across the Children and Families budget:

Table 1 – Forecast net residual budget pressures

	Budget 2013-14	Projected Pressure 2013-14	Projected Savings/ Mgt Action 2013-14	Projected Out-turn 2013-14	Projected Residual Net Pressure 2013-14
Division	**£m**	**£m**	**£m**	**£m**	**£m**
Resources	15.5	0.9	(0.2)	16.2	0.7
Schools & Community Services :					
- Schools	226.3	1.1	(0.6)	226.8	0.5
- Non Schools	37.7	0.9	(0.2)	38.4	0.7
Planning & Performance	5.8	0.0	(0.1)	5.7	(0.1)
Support to Children & Young People	106.6	2.2	(1.2)	107.6	1.0
Directorate	0.4	0	0	0.4	0
Other, incl. centrally held funding and unallocated pressures	(1.3)	0.8	0.0	(0.5)	0.8
Sub-total Pressures	**391.0**	**5.9**	**(2.3)**	**394.6**	**3.6**
Balance on Reserves			(1.0)	(1.0)	(1.0)
Residual funding Teachers induction scheme			(0.8)	(0.8)	(0.8)
Total for Children & Families	**391.0**	**5.9**	**(4.1)**	**392.8**	**1.8**

Forecast Pressures

2.4 The budget pressures of £5.9m include a number of relatively small pressures which are more easily managed through existing tight budgetary controls. Planned longer term management action is also in place to address teacher conservation costs (£0.5m) through the use of reserves. However, there are areas of more significant pressure which present a greater challenge. These include:

- Fostering, adoption and kinship placements - £0.9m

  A forecast pressure of £0.9m relates to the full year impact of higher than budgeted growth levels in placements in 2012-13.

- Educational support in other local authorities - £0.4m

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

- Property Related Costs - £0.9m

  Budget pressures associated with PPP contract inflation, surplus site security and prudential framework arrangements.

Management Action

2.5 Planned measures to address budget pressures include:

- Application of reserves - £1.5m

  This includes a draw down of £0.5m for the costs of teacher conservation associated with the secondary schools management restructuring. A further £1m will be applied as a one off measure in 2013/14 only. The residual reserves of £0.6m will be retained to address the estimated costs of teacher conservations in 2014/15 and 2015/16.

- Application of residual funding for teachers' induction scheme - £0.8m

  Children and Families received an additional allocation of funding from the Scottish Government in 2012-13 relating to residual sums from the teachers induction scheme. Details relating to residual funding allocation from the Scottish Government for 2013-14 will not be known until later in the financial year. However, current projections assume that a similar level of funding will be received in 2013-14.

Other areas of management action include:-

- Employee costs - £1.1m achieved largely through vacancy controls with smaller savings relating to historical strain cost budgets and part year implementation of working time staffing arrangements

- Maintaining small areas of underspend across a range of services areas.

Further Management Action

2.6 Additional management action totalling £1.8m requires to be developed and implemented by Children and Families to offset the projected residual budget

pressure and enable delivery of a balanced budget position. Proposals being reviewed currently include :

- Continued application of vacancy management controls to facilitate delivery of additional staff cost savings;
- Freeze on discretionary spend across the departmental budget; and
- Review of scope for additional and/ or accelerated savings across the departmental budget.

2.7 Children and Families is fully committed to delivering a balanced budget position. However, the level of further savings required through management action (£1.8m) does present a significant challenge. Progress towards this will be reported to the December meeting of the Education, Children and Families Committee.

Approved Budget Savings

2.8 Net savings totalling £5.4m were approved as part of the 2013-14 revenue budget.

2.9 The 2013-14 savings programme is closely monitored and is largely on track to be delivered. Management action has been put in place to address any budget pressures that have emerged as result of delays and/or non-delivery of approved savings.

3. Recommendations

To recommend that the Education, Children and Families Committee notes:

3.1 the contents of this report, including the current projected residual budget pressures of £1.8m; and

3.2 the additional proposals being considered to address the residual pressure and enable delivery of a balanced budget.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P30. Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO1. Our children have the best start in life, are able to make

	and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO25. The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Response to Consultation – Amending the Schools (Consultation) (Scotland) Act 2010

Item number	8.1
Report number	
Wards	All

Links

Coalition pledges	P1 and P4
Council outcomes	CO1 and CO2
Single Outcome Agreement	SO3

Gillian Tee

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Executive summary

Response to Consultation – Amending the Schools (Consultation) (Scotland) Act 2010

Summary

The purpose of this report is to inform Committee of the response which was recently submitted to a Scottish Government consultation Amending the Schools (Consultation) (Scotland) Act 2010 relating to proposed changes to the Schools (Consultation) (Scotland) Act 2010.

Recommendations

It is recommended that the Committee notes the response from the Council to the Scottish Government's *Amending the Schools (Consultation) (Scotland) Act 2010* consultation as set out in Appendix 1 which was submitted by the Director of Children and Families on 2 September 2013 to meet Scottish Government submission deadlines.

Measures of success

Submission of consultation response by the deadline of 2 September 2013.

Financial impact

There are no financial implications arising from this report.

Equalities impact

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

Sustainability impact

There are no sustainability impacts arising from this report.

Consultation and engagement

Due to the timing of the invitation and the tight deadline for submission there was limited opportunity for consultation and engagement. Senior management within Children and Families and representatives from Finance and Legal were consulted in preparing the response which was agreed with the Convenor and Deputy Convenor of Education, Children and Families prior to submission.

Background reading/external references

The consultation paper *Amending the Schools (Consultation) (Scotland) Act 2010* can be viewed at http://www.scotland.gov.uk/Publications/2013/07/5984.

The Report of the Commission on the Delivery of Rural Education can be viewed at http://www.scotland.gov.uk/Publications/2013/04/5849.

Report

Response to Consultation – Amending the Schools (Consultation) (Scotland) Act 2010

1. Background

1.1 On 12 July 2013 the Scottish Government published a consultation paper setting out policy proposals for amendments to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act). The City of Edinburgh Council was invited to respond.

2. Main report

2.1 The consultation took forward recommendations made by the Commission on the Delivery of Rural Education, which were extensively consulted on, and aimed to clarify the role of Ministers, following the recent ruling by the Court of Session in the case of Comhairle nan Eilean Siar v Scottish Ministers.

2.2 The Scottish Government advised that many of the 38 recommendations made by the Commission do not require legislative change, and could instead be taken forward through revision of the statutory guidance which accompanies the 2010 Act or other non-legislative means. Therefore, their consultation only related to actions which might require changes to the law. The consultation paper invited comments on six areas:

1. The presumption against closure of rural schools;
2. Providing financial information on closure proposals;
3. Clarifying and expanding Education Scotland's role;
4. The basis for determining school closure proposals;
5. Establishing an independent referral mechanism; and
6. A five year moratorium on repeating a school closure proposal.

2.3 While the proposals in section 1 relating to the presumption against closure only applied to rural schools, the other proposals would be applicable to both urban and rural schools. Under the 2010 Act, rural schools are those designated as such by Scottish Ministers in the list they maintain for this purpose. In the City of Edinburgh Council area there are three schools which fall within this designation – Hillwood Primary School, Ratho Primary School and Wellington School.

2.4 The Government considered it important to provide an opportunity for public consultation on the proposals however the period for the consultation was shorter than would be normally provided and closed on 2 September 2013. This was due to the need to move quickly in order to bring further clarity and certainty to the consultation process for school closures. The Children and Young People (Scotland) Bill, already under consideration by the Scottish Parliament, provides the Scottish Government with an early opportunity to make changes to the 2010 Act, and would enable the changes to be brought into force during 2014. If this opportunity was missed then it was unlikely that the necessary changes to the 2010 Act could be made until 2015.

2.5 Due to the timing of the invitation and the tight deadline for submission there was limited opportunity for consultation and engagement. Senior management within Children and Families and representatives from Finance and Legal were consulted in preparing the response which was agreed with the Convenor and Deputy Convenor of Education, Children and Families prior to submission.

2.6 The response to the consultation which was submitted to the Scottish Government on 2 September 2013 is included at Appendix 1.

3. Recommendations

3.1 It is recommended that the Committee notes the response from the Council to the Scottish Government's *Amending the Schools (Consultation) (Scotland) Act 2010 c*onsultation as set out in Appendix 1 which was submitted by the Director of Children and Families on 2 September 2013 to meet Scottish Government submission deadlines.

Gillian Tee
Director of Children and Families

Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so fewer go into care P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.

Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Response to Consultation

APPENDIX 1

RESPONSE TO CONSULTATION

Amending the Schools (Consultation) (Scotland) Act 2010

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

1. Name/Organisation
Organisation Name

City of Edinburgh Council

Title **Mr** ☐ **Ms** ☒ **Mrs** ☐ **Miss** ☐ **Dr** ☐ **Please tick as appropriate**

Surname

Tee

Forename

Gillian

2. Postal Address

Director of Children and Families		
City of Edinburgh Council		
Waverley Court		
4 East Market Street, Edinburgh		
Postcode EH8 8BG	**Phone** 0131 469 3322	**Email** gillian.tee@edinburgh.gov.uk

3. Permissions - I am responding as…

Individual	/	**Group/Organisation**
☐	**Please tick as appropriate**	☒

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?
Please tick as appropriate
☐ **Yes** ☐ **No**

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

Please tick ONE of the following boxes

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

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

Please tick as appropriate
☒ **Yes** ☐ **No**

Yes, make my response, name and address all available ☒

or

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

or

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

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

Please tick as appropriate ☒ **Yes** ☐ **No**

Consultation Questions

Q1. Do you support clarifying the presumption against closure of rural schools by stating it in legislation by means of an amendment to the 2010 Act?

Yes ☒ **No** ☐ **Don't know** ☐

Do you have any comments?

Q2. Do you support amending the 2010 Act to make it clear that relevant financial information should be included in a school closure consultation?

Yes ☒ **No** ☐ **Don't know** ☐

Do you have any comments?

The City of Edinburgh Council has always, in any school closure consultation proposal, sought to provide relevant financial information and, accordingly, this recommendation is welcomed.

However, in light of the number of variables involved within the Local Government Finance Settlement, we think it would be very difficult for individual authorities to quantify any impact on the General Revenue Grant with any accuracy, particularly as it is relative changes that are important for grant distribution purposes. The effect of the funding floor, in particular, is very difficult to predict from one year to the next. Whilst a change in assessed need in one authority, depending on its position relative to the level at which the floor is set, may result in a further change in funding through the floor mechanism, a similar change in the context of another authority may have no impact at all. For these reasons we would not consider it to be feasible to make any reference to the potential impact on the General Revenue Grant in the financial information provided as part of any school closure consultation process.

Q3A. Do you support giving Education Scotland a more sustained role in a school closure proposal?

Yes ☒ **No** ☐ **Don't know** ☐

Do you have any comments?

The proposal to give Education Scotland a more sustained involvement is generally welcomed as any changes which would assist both the authority and Education Scotland in having a clear and shared understanding of expectations from the process, and the circumstances relating to the particular proposal, from the outset would be sensible. One possible

concern would be the reference to Education Scotland assisting authorities before they start preparing an Educational Benefits Statement and any impact that may have on the already lengthy timescales for such consultation processes if there would be prescribed periods within which this involvement would have to take place.

One further point which requires clarification is the extent to which any revised role for Education Scotland in the production of Educational Benefits Statements would extend to consultation processes other than for a school closure such as any proposal to change school catchment boundaries.

In this regard, it would be considered beneficial if a less onerous process could be introduced for any consultation processes which are of a less contentious nature. There are occasions where an authority may not consider progressing matters as the effort required to do so under the existing provisions within the 2010 Act would be disproportionate to the benefits achieved. Whilst it is unquestionably the case that the closure of a school requires a full, open and transparent consultation process, is the same extensive process really necessary for other changes which may be considered such as, for example, introducing a nursery class into a school, relocating part of a nursery class or varying arrangements for the constitution of a special class in a school? Whilst the subject of this consultation is very specific in its focus, if it is the intention to amend the legislation in any event might the opportunity be taken to also simplify the arrangements for progressing less contentious or sensitive matters? This would allow authorities to make better, quicker decisions on the management of their schools and admission processes.

The consultation makes no reference to Recommendation 20 of the Commission on the Delivery of Rural Education which was 'It should be acceptable for an Educational Benefits Statement to conclude that the educational impact is neutral, with no overall educational detriment to the children directly concerned. In such circumstances, if a closure continued to be proposed, it would be essential that any other factors are fully and transparently scrutinised, including clear overall benefit to the rural communities involved'. This recommendation recognises that it is often difficult to prove educational benefit between schools and is an approach which we would welcome being applied to any closure proposals for either rural or urban schools.

Q3B. If so, would you prefer Education Scotland's role to be clarified through legislation or a Memorandum of Understanding?

Legislation ☒ Memorandum of Understanding ☐ Don't know ☐

Q4. Do you support amending the 2010 Act to provide clarity regarding Ministers' role in considering both the process and merits of the closure proposal?

Yes ☒ No ☐ Don't know ☐

Do you have any comments?

It is agreed that, in order to bring transparency to the 2010 Act so that there is no dubiety in the role of Scottish Ministers, it would be sensible to amend the Act to provide clarity regarding Ministers' role in considering both the process and merits of the closure proposal. However it is equally important that this merits based approach should respect the primacy of the education authority who are best placed to take these types of decisions based on their local knowledge. Whilst this necessity is acknowledged in paragraph 4.2 of the consultation paper, in paragraph 4.5 it is not clear how it is proposed that the necessity to respect the primacy of the education authority would be delivered in any final proposals nor with whom any further consultation would be undertaken in developing them. This would benefit from clarification.

Q5A. Do you agree that the criteria specified in paragraph 5.6 are appropriate as a dispute resolution process under the 2010 Act?

Yes ☐ **No** ☐ **Don't know** ☒

If not, what criteria would you support?

Q5B. Do you support replacing the current Ministerial determination of school closure proposals that have been called in with an independent referral mechanism such as arbitration?

Yes ☐ **No** ☐ **Don't know** ☒

If not, what other options for dispute resolution would you suggest?

Q6A. Do you support a five year moratorium between closure proposals for the same school?

Yes ☐ **No** ☐ **Don't know** ☒

Do you have any comments?

The acceptability, or otherwise, of this proposal would be entirely dependent on the definition applied to a 'significant, relevant change'. The consultation report does not include any clear definition of what would constitute 'a significant, relevant change' and, indeed, in providing examples makes reference to what this 'might include, but should not be limited to'. Ambiguity on such important matters, and what 'significant' and 'relevant'

actually mean in this context, would result in a lack of clarity for both local authorities and communities alike and would be open to considerable challenge, possibly through the courts. A local authority should have an unfettered ability to pursue changes in policy which it considered to be appropriate taking into consideration any changes in local circumstances.

The consultation document asks whether a change in the council's financial circumstances should be considered a 'significant relevant change'. Should this recommendation be adopted, then it is certainly considered that a significant change to a local authority's resources should be considered a 'significant relevant change' however, once again, what would constitute a 'significant' change in council finances? Also what if there had been several changes, none significant in themselves, but collectively they could be considered to be significant and influence a decision? There are significant risks of introducing such a challengeable phrase into either legislation or guidance. Taking all things into consideration it would be preferable, if this is pursued, that it is in guidance rather than legislation.

Regarding the question of when the recommendation should take effect this should be from the point when any new guidance or legislation takes effect and we agree that it would not be reasonable to apply the principle retrospectively.

Q6B. If so, would you prefer this provision to be made in guidance or legislation?

Guidance ☒ **Legislation** ☐ **Don't know** ☐

Please send this form to schoolestates@scotland.gsi.gov.uk or

School Infrastructure Unit, Area 2-A South, Victoria Quay, Edinburgh EH6 6QQ

Email is preferred, if possible, and if you use email it is not necessary to send an additional copy by post.

If you have any queries, please contact Lucy Carmichael on 0131 244 0373 or using the email address above.

Education, Children and Families Committee

10am, Tuesday, 8 October 2013

Religious Observance from Non-Denominational Schools

– Referral from the Petitions Committee

Item number	8.2
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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THE CITY OF EDINBURGH COUNCIL

Terms of Referral

- Religious Observance from Non-Denominational Schools

Terms of referral

On 3 June 2013 the Petitions Committee considered a report by the Director of Corporate Governance outlining 2 petitions 'Remove Religious Observance from Non-Denominational Schools' and 'Retain Religious Observance in Non-Denominational Schools'

The Committee also heard a deputation in regard to both petitions from the Church of Scotland Standing Committee on Education.

The Petitions Committee agreed:

1) To refer the Petitions to the Education, Children and Families Committee; and
2) To ask the Director of Children and Families to provide further information on:
   - i) the estimated cost of holding a referendum.
   - ii) the current position for religious observance in schools in Edinburgh.
   - iii) what constitutes religious observance.
   - iv) details of the training that Head Teachers were provided on religious observance.
   - v) details of the organisations that visit schools in relation to religious observance and what activities they provide.
   - vi) details of further discussions with both sets of petitioners, the deputation and other interested groups.

For decision/action

The Petitions Committee has referred the actions noted above and the petitions entitled 'Remove Religious Observance from Non-Denominational Schools' and 'Retain Religious Observance in Non-Denominational Schools' outlined in the attached report to the Education, Children & Families Committee.

Background reading / external references

Petitions Committee 3 June 2013

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	Report by the Director of Corporate Governance

Appendix 1

Petitions Committee

10.00am, Monday 3 June 2013

Petitions for Consideration: Overview Report

Item number	[redacted]
Report number	
Wards	City Wide

Links

Coalition pledges	
Council outcomes	CO23 & CO26
Single Outcome Agreement	

Alastair D Maclean

Director of Corporate Governance

Contact: Hannah Scott, Committee Officer / Jody Mackay, Project Officer

E-mail: petitions@edinburgh.gov.uk | Tel: 0131 529 4121

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THE CITY OF EDINBURGH COUNCIL

Executive summary

Petitions for Consideration: Overview Report

Summary

The Committee is asked to consider two petitions at this meeting.

Valid petitions –

Remove Religious Observance from Non-Denominational Schools

A valid petition entitled 'Remove Religious Observance from Non-Denominational Schools ' has been received. The petition received 1092 signatures online. Of these signatures, 896 were considered valid and 196 were considered invalid. Signatures were considered invalid as the signatory was not registered on the electoral roll in Edinburgh.

Details of this petition are set out in Appendix one.

Retain Religious Observance in Non-Denominational Schools

A valid petition entitled 'Retain Religious Observance in Non-Denominational Schools' has been received. The petition received 1852 signatures online and three written submissions. Of these 1855 signatures, 1522 were considered valid and 333 were considered invalid Signatures were considered invalid as the signatory was not registered on the electoral roll in Edinburgh.

Details of this petition are set out in Appendix one.

Recommendations

The Committee is asked to consider the petitions:

1.1 'Remove Religious Observance from Non-Denominational Schools' as set out in 5.1(a) of Appendix one.

1.2 'Retain Religious Observance from Non-Denominational Schools' as set out in 5.1(b) of Appendix one.

Measures of success

There are no immediate measures of success applicable to this report.

Financial impact

There is no financial impact arising from the consideration of these petitions.

Equalities impact

There is no equalities impact arising from the consideration of these petitions.

Environmental impact

There is no environmental impact arising from the consideration of these petitions.

Consultation and engagement

There are no consultation or engagement requirements at this part of the process.

Background reading / external references

Petitions webpages

Council Webcasting

Links

Coalition pledges	
Council outcomes	CO23 Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community CO26 The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives
Single Outcome Agreement	
Appendices	

Petitions for Consideration

Appendix 2

Item Number	Date Received	Petition Title and Petition Statement	Wards affected	Total Number of Signatories
5.1(a)	1 February 2013	**Remove religious observance from non-denominational schools** In accordance with Section 8 of the Education (Scotland) Act of 1980, the City of Edinburgh Council is requested to organise a poll of electors in the city on a proposal to discontinue religious observance in non-denominational schools in the city.	Citywide	**896 signatures**
5.1(b)	25 February 2013	**Retain religious observance in non-denominational schools** We wish the council to consider this counter petition where we would like to retain religious observance within our non-denominational schools.	City Wide	**1522 Signatures**

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Education, Children and Families Committee

10 am, Tuesday, 8 October, 2013

Summer Schools Maintenance Report - update – referral from the Governance, Risk and Best Value Committee

Item number	8.3
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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Contact: Ross Murray, Committee Services

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Terms of Referral

Summer Schools Maintenance Report – update

Terms of referral

The Governance, Risk and Best Value Committee on 15 August 2013 considered an internal audit report on actions for remedy of the summer schools maintenance programme.

The Governance, Risk and Best Value Committee agreed:

1) To note the draft findings and recommendations and to invite relevant officers to discuss key findings as required

2) To request an update report in November 2013 including details on:

   I) The review scheduled for completion in September;

   II) The programme for 2014;

   III) Further information regarding best value regarding procurement; and

   IV) Compliance with Council procedures on projects

3) To refer the report to Education, Children and Families Committee.

For decision/action

1. The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for information.

Background reading / external references

Governance, Risk and Best Value Committee 15 August 2013

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	Report by the Director of Corporate Governance

Governance, Risk and Best Value Committee

10.00am, Thursday, 15 August 2013

Summer Schools Maintenance Report - Update

Item number	
Report number	
Wards	

Links

Coalition pledges	P30
Council outcomes	CO25
Single Outcome Agreement	All

Alastair Maclean

Director of Corporate Governance

Contact: Lorna Stewart, Chief Internal Auditor

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Executive summary

Summer Schools Maintenance Report - Update

Summary

In January and February 2013, internal audit undertook a review of the summer schools maintenance program. Following a prior discussion at GRBV this scope was extended and additional work was undertaken in April and May 2013. A final audit report was issued in July 2013 after discussion and agreement with management from both Services for Community and Children and Families. This report includes agreed actions for remedy.

A number of good practices were identified as part of this audit, along with a number of areas of recommendation for improvement. The full audit report is attached as an appendix.

Recommendations

The Committee is requested to note the draft findings and recommendations and to invite relevant officers to discuss key findings as required.

The Committee is asked to refer the attached report to the Education, Children and Families Committee.

Measures of success

Asset management works program will deliver on time and on budget and to required standards.

Financial impact

Costs of asset management works program as approved at Council.

Equalities impact

No full ERIA is required.

Sustainability impact

There is no direct sustainability impact arising from the report's contents.

Consultation and engagement

The internal audit undertaken consulted with staff in Children and Families, Services for Community and elected members.

Background reading / external references

Alastair Maclean

Director of Corporate Governance

Links

Coalition pledges	P30 - Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO25 - The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	All
Appendices	Appendix 1 - RS1209 Audit Report on Schools Summer Works Programme

THE CITY OF EDINBURGH COUNCIL

Internal Audit Report

Children and Families

Schools Summer Works Programme

RS1209
July 2013

EXECUTIVE SUMMARY

1. Introduction

As part of our audit programme a review of the Schools Summer Works Programme was carried out. Performance and progress in achieving the Council's objectives are monitored by Directors and Elected Members. Management is responsible for designing and implementing effective controls that achieve these objectives within the risk tolerance of the Council. Internal Audit provides an independent opinion on the effectiveness of these controls.

Services for Communities (SfC) undertake an annual programme of asset management works within schools, and for 2012/13, the budget for this work totalled £10M (including 2011/12 slippage). Of this overall budget, £3M was programmed to be implemented over the summer. Children and Families (C&F) obtained additional funding of £4.1M in February 2012 to address priority backlog maintenance identified by a conditions survey undertaken in 2009. This re-decoration and floor coverings revenue budget had to be spent by the end of the 2012/13 financial year, however a significant proportion of the work was scheduled to commence over the summer, due to the disruptive nature of the works. External Project Managers, Faithful and Gould were appointed to manage all of the decoration works, and a proportion of the asset management capital programme.

In January 2013, an update report to the Finance & Budget committee noted that work was ongoing to complete the planned asset management programme and the decoration work streams, with the decoration budget on track to be utilised in full by March 2013. Actions had been identified to rectify issues noted and the report confirmed that following completion of the programme in March 2013, a lessons learned review would be undertaken to drive improvements.

2. Remit and Scope

The remit was to review the adequacy of controls over the delivery and completion of the summer works programme, specifically:

- Review of Children & Families Department's monitoring and actions taken in response to SfC's progress reporting
- Establish and review interdepartmental accountabilities and responsibilities
- Review of reporting lines, communication protocols and business continuity arrangements in place at schools while work is being carried out
- Ascertain what lessons can be learned from issues arising with the 2012/13 summer works programme

The scope was to:

- interview key members of staff and elected members
- evaluate controls, and test where appropriate

Following concerns raised at the Governance Risk and Best Value (GRBV) Committee, the scope was extended to include a case study, reviewing the processes for actioning school concerns and issues at Bruntsfield Primary School.

3. Audit Opinion

From the review the following areas of good practice were identified:

- Good governance arrangements were put in place. A Project Board was set up to manage the asset management programme of works (AMW) and decoration programme of works (DW) relating to Children & Families. A review of Board papers evidenced that:
    - communications had taken place with schools and C&F Senior Officers in the planning and delivery of both the capital and decoration programmes
    - SfC Project Managers, Senior C&F Officers, Finance and Communication Officers were represented on the Board
    - agendas were set up with standard items for discussion, supported by summary reports detailing key issues, a risk register, and detailed minutes noting nominated officers assigned to actions
    - regular monthly Board meetings were scheduled for the duration of the project

- Standard letters issued to Head Teachers and Business Managers in advance of summer works included all relevant contact names for school staff to liaise with before and during the work, including Officers from Faithful+Gould (F+G) the project management company contracted to manage the decoration works, a School Communication Coordinator and CEC Client Officer.
- While it is recognised that the programmes did not run smoothly over the summer period, it is noted that action was taken at the end of this period to ensure that Project Managers and Surveyors were aware of all issues to better plan further works to be undertaken during 2012/13:

    - all schools were given the opportunity to feedback their concerns,
    - from this feedback, a detailed action plan was prepared for each school,
    - checklists covering all outstanding issues were signed off by Surveyors, Contractors and Schools in advance of the October holidays

- A report to the Finance and Budget Committee in January 2013 notes that following completion of the programme in March 2013, a lessons learned review will be undertaken to help drive improvements. This was scheduled to be undertaken in May 2013 once final outturn figures are known. Reporting procedures detailed in the project initiation documents (PIDs) covering the decoration and asset management work programmes also note that the Programme Managers (F+G and Property Services) will produce an end project report for each work stream including a lessons report, to pass on lessons that can be applied to other projects.

The following areas for improvement were identified:

- A robust and timely comprehensive post programme review needs to be undertaken for 2012/13 involving all key stakeholders in order to drive service improvements.
- A protocol outlining the respective roles and responsibilities of Departments involved in work programmes would provide greater clarity, and managing wider stakeholder expectations would be improved by SfC Management holding information sessions with Members and other key stakeholders.
- Whilst good governance arrangements were put in place via setting up a Project Board to cover both work streams, issues regarding the scope and management of work

governed by the Board, the regularity of meetings, staff turnover and roles & responsibilities require to be reviewed for future programmes.

- The one off decoration budget of £4.1M approved in February 2012 involved work being undertaken in 108 schools, in tandem with other annual asset management works totalling £10M. The decoration budget and an additional £1.1M revenue budget approved in August 2012 had to be spent by March 2013. This was a challenging programme given the timescales and might have been better run over a two year period in order to ensure best value is achieved.
- In some instances, there was a need for more clarity and consistency in the budget and spend information provided to the Project Board and Committee papers.
- F+G's remit was to complete the decoration programme by the end of March 2013, however there was an expectation by the majority of stakeholders that this work would be undertaken in the summer holidays. A clearer communication strategy is required to ensure that all Board members are clear about the timing and content of stakeholder letters. Consideration should be given to dropping the terminology 'summer works' to better reflect the annual nature of the programme.
- There was also a lack of consistency and clarity in communications issued in relation to the decoration works which requires to be addressed for future programmes.

- Written guidance requires to be provided to School Service Support staff to ensure that they are all aware of what to do if they have any concerns in relation to works issues arising out of hours and during holidays, when the Head Teacher is unavailable.

It is our opinion based on the work undertaken that good governance arrangements were put into place to manage the summer school programme, however there are a number of improvements required which should be identified from the lessons learned review and adopted for future programmes.

Detailed findings from this review are included in the Action Plan attached.

Although there are a number of specific recommendations included in this report to strengthen internal control, it is management’s responsibility to design and implement an effective control framework appropriate to the activity. This is an essential part of the efficient management of the Council. Communication of the issues and weaknesses arising from this audit does not absolve management of this responsibility

Rating Guidelines for the attached Action Plan

These definitions are a guide and are not meant to be all-inclusive. The auditor's professional judgement will ultimately be the basis for the risk rating.

High – Significant control weaknesses on high level controls and other important internal controls. Significant matters relating to factors critical to the success of meeting key strategic objectives. Failure to address these may have a major impact on the reputation of Council, safety of the public or employees, or have a significant financial loss to the Council, either directly or through opportunity costs.

Medium – Control weaknesses identified on other controls. Improvements to the efficiency and effectiveness of these controls will assist in meeting the objectives of the system and the strategic objectives of the Council. The weakness could be significant in the future and the risk of error would be significantly reduced if it were rectified.

Low – Minor recommendations to improve the efficiency and effectiveness of controls. The weakness does not appear to affect the ability of the system to meet its objectives in any significant way but addressing the weakness would strengthen the control environment and increase effectiveness.

In addition to those findings identified in this report minor observations may be raised with the client during fieldwork. A record will be kept of these for completeness but do not form part of the final audit report.

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
1.	**Lessons Learned** (i) As at April 2013, it was not clear who is leading the 2012/13 lessons learned review or when it will be completed. While evidence had been provided by the Interim Asset Manager in January 2013 that work had commenced, via contact with Head Teacher groups, the 2013/14 programme has been progressing since April 2013 with no formal input from a lesson learned review. Confirmation was obtained that F+G are currently working on their post project review, relating to the decoration programme, and asset management projects that they managed, but it is not clear how this will tie in with the Council review. (ii) SfC confirmed that a post project review was undertaken at close of the 2011/12 annual programme. A summary of the main issues arising have been provided, however, a formal action plan cannot be retrieved due to personnel changes. No reference to this review is recorded in Project Board minutes for 2012/13.		Building Programme Team (BPT) Manager; BPT Manager;	Following meeting with Internal Audit on 26 June it was agreed that BPT advise F&G to conclude their proposed Lessons Learned review as the Asset Management staff who had previously managed this consultant and the associated programme where possibly no longer best placed to deliver this. Following the meeting with Internal Audit it was identified that there was still a need for a review on the (former) Property Services delivered works across the full programme (all departments). BPT will undertake this and are currently seeking to appoint Turner &Townsend to provide an independent position. A partial lessons learned exercise has been undertaken to facilitate the strategy for delivering the 13/14 programme. This was captured in a discussion paper presented to CP Head of Service and SfC Director on 11 June 2013. This paper was also shared with Internal Audit on 26 June. It addresses revised arrangements to deliver the overall Asset Management programme for 4 Departments. Copy of governance arrangements as discussed with Internal Audit is attached (page 17).	Sept 2013 Sept 2013 June 2013

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	(iii) During the course of the audit, Management from both SfC and C&F have raised areas where they feel improvements could be made to future management of work programmes. Further to this, while a March 2013 report to the Finance & Budget committee for the 2013/14 details that a prioritisation exercise was used to arrive at planned works in schools, there is a lack of clarity in how greatest need was determined and the future governance roles of SfC and C&F in undertaking the 2013/14 programme.		Asset Management;	The approach to prioritisation of the investment is condition based but also includes consultation with client representatives & Facilities Management. Health & Safety is the first priority followed by wind and water tight then to general condition of the building fabric and engineering services Improvements for future works will be prioritised from the 20012/13 condition surveys to develop a 5 year plan for all C&F estate. The aim is to prepare proposals for 2014/15 programme by Sept 2013 for approval to allow the Design Teams 6 month lead in time to consult/ plan/design/specify and tender works and allow a start on site as early as possible in the financial year. The aim is that 2015/16 programme of works will be signed off 1 year in advance.	April 2013
	Business Implication: Improvements are not identified and actioned, resulting in the risk of previous high profile issues being repeated, with adverse impact on service delivery, costs and the reputation of the Council.				
	Recommendations (i) A robust and comprehensive post programme review needs to be undertaken. Assurances are required that	High	BPT Manager;	(i) Post programme reviews as identified above will include interview of the 4 client departments.	Sept 2013

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	key staff from SfC and C&F will be involved.				
	(ii) Post project reviews should be timely, formalised, held in a shared drive and include an action plan in order that lessons can be passed on and applied to the next annual programme.		BPT Manager;	(ii) Unfortunately on this occasion, the Internal Audit review on behalf of C&F created some confusion and delayed the initiation of the post project reviews identified above. Now it is clear that these are not duplicate exercises the reviews are being initiated.	Sept 2013
	(iii) A protocol should be set up covering the roles and responsibilities of SfC and Client departments with regard to future asset management works so that there is a forum for understanding. Consideration should be given to SfC Management holding an awareness session for Members and other stakeholders to ensure clarity and transparency covering the process of prioritising work across the City and within the C&F estate.		Senior Responsible Officer for the Asset Management Programme;	(iii) An Asset Management Programme Board has been put in place supported by User Group meetings for each department. (see attached structure). The mechanism aims to ensure each Department has full knowledge of the programme of works being undertaken. The Board and associated user Group meetings will take place monthly. (See attached paper for structure). LG, Strategic Asset Manager will arrange monthly liaison meeting with all Client Groups.	June 2013
2.	**<u>Governance Arrangements</u>** Whilst good governance arrangements were put in place via setting up a Project Board to cover both the asset management and decoration work streams, the following issues are of note:				

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	(i) No formal arrangements were put in place for the Board to manage or monitor an additional C&F revenue budget of £1.1M approved by Council in August 2012. However, discussions in relation to this budget are minuted in Board papers.			See below	
	(ii) Key Board posts were subject to changes in personnel during the course of 2012/13 due to retirement, secondments, maternity leave etc. This affected Project Sponsor/Chair, Project Co-ordinator and Programme Manager roles. This is an ongoing issue, due to structural changes within SfC from April 2013, as Officers who still have key roles on the 2012/13 Board have taken on new responsibilities while still being required to close off the post programme review. (iii) Roles and responsibilities of Board members are outlined in separate PIDs for AMW and DW. The SfC Property Manager was the Project Sponsor for the AMW programme and the C&F Head of Resources was Project Sponsor for the Decoration Works. Normal protocol dictates that the Project Sponsor chairs the Board, however for this single Board the SfC Property Manager undertook this role for both work streams. The C&F Business Support Officer was not clear that she had a Senior User role for both the AMW and DW programmes. ***Business Implication:*** Effective governance arrangements not in operation may lead to the risk that prompt actions and decisions may not			See below See below	

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	be taken, allocated funds lost and delivery of the project is adversely affected.				

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	Recommendations (i) Where additional funding is awarded during the year, it should be subject to more formal governance arrangements in line with the original budget allocation.	Medium	Asset Management;	(i) In the event of any additional funding being added to the Asset Management Programme then the asset Management Programme Board would be the vehicle to deal with this.	June 2013
	(ii) Management should consider all business requirements when allocating key project roles to ensure business continuity for the duration of work programmes.		Programme Board /	(ii) Key Board roles will be identified with a broad reflection of Prince2 principles with Supplier and User functions. See structure attached. Business continuity is the responsibility of the teams fielding personnel for the various roles. In the case of the Asset Management Programme board there are more than one representative present for the key supplier (Building Programme Team; BPT) and user (Strategic Asset Management; SAM) roles.	June 2013
	(iii) Project Board roles and responsibilities should be clearly outlined to Officers invited to join the 2013/14 Board, to ensure that they understand their remit within the project. Where there are any training gaps they should be identified and addressed at the outset of the programme. It may have been helpful to have circulated the AMW PID to the Board.		Programme Board /	(iii) It has been agreed that a PID capturing the roles and responsibilities of representatives on the Programme Board will be prepared. In accordance with good practice every representative on the board will have a clear remit and numbers attending the Programme Board limited to key delivery personnel.	July 2013

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
3.	**<u>Budget Allocations / Scheduling of Work</u>** (i) The one off decoration budget of £4.1M involved work being undertaken in 108 schools, in tandem with other annual asset management works totalling £10M. This budget and an additional £1.1M C&F revenue budget had to be spent by March 2013. This was a challenging programme given the timescales, and might have been better run over a two year period. As an example: • Bruntsfield Primary School (PS) obtained Board approval to use an alternative contractor to complete painting work in the gym hall at a cost of £13.5K, £6K less than the programme contractor. The contractor had provided the cheapest quoted overall but not for this element of their contract. SfC recognise that given more time to plan the works, more contracts would have been re-tendered where competitive prices had not been obtained. (ii) Decoration works planned and budgets allocated were originally based on a 2009 conditions survey undertaken for all schools. In some cases, the required work had already been undertaken in the intervening period. Alternative work programmes had then to be drawn up to re-allocate these funds. **(iii)** Bruntsfield PS were unable to provide any evidence of a schedule of confirmed start dates with the Building Surveyor and Contractor. An activity schedule provided by F+G states that a prestart meeting would take place with the Building Surveyor and Contractor.			See below See below See below	

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	The school were not informed until 12th July that tenders had been returned, and no work was undertaken in the first three weeks of the holidays. (iv) A Bruntsfield PS site survey meeting in April 2012 noted there was a spare classroom available until August, so classrooms could have been painted in term time April to June by rotation. In practice, work did not start until the summer. SfC Management also noted this as a programme wide issue; an opportunity to complete some smaller projects at Easter 2012 was not taken. ***Business Implication:*** Work will not be undertaken on basis of priority need. Work will not be completed in time, leading to an underspend on the available budget and best value not achieved. **Recommendations** (i)-(iii) As part of the planned lessons learned review, Senior Officers from C&F, SfC and the Finance section need to review the way in which such revenue budgets are allocated, assessing whether value for money was achieved in 2012/13 given the number of projects planned in the timescale available. Earlier budget notification or extension of the work programme would have allowed more time to re-assess allocations, make best use of resources with the minimum disruption to schools, and ensure best value was achieved. (iv)Consideration should be given to progressing small project work prior to the summer holidays if the opportunity arises.	High	Strategic Asset Management	See below Timeframes are captured in BPT discussion paper presented to SfC Director on 11 June to address this. Limited time to manage programme and latest any contract can be awarded to deliver spend in the same financial year – process improvements ongoing.	October 2013

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
4.	**<u>Presentation of Budget Information</u>** (i) There is a lack of clarity and consistency in budget information presented in Board and Committee papers. Examples include: • The AMW PID does not quantify the total value of works, whereas the decoration remit does. Therefore F+G and CEC deliverables from the AMW programme are not formalised in financial terms. • An update report to the Finance & Budget committee in January 2013 titled 'update on the school summer works programme' refers to both the summer work programme budgets & annual budgets for the full years work programme. • Different original budget figures are quoted within the highlight report and the minutes of the first meeting of the Project Board in March 2012. • Inconsistencies were found between Bruntsfield Primary School budget spend figures in 2012/13 recorded in different monitoring spreadsheets. Separate spreadsheets are maintained by Property Services and F+G for Asset Management work and a central monitoring spreadsheet is also maintained. The Property Services figures included in the March 2013 Board papers for Bruntsfield did not reflect the correct up-to-date position.		Strategic Asset Management Strategic Asset Management	Summer works title is misleading and will not be used going forward. The delivery of a programme of this nature necessitates the maintenance of spreadsheets containing similar information but representing different stages of approval or points in time. BPT spreadsheets are closest to real time but may hold information awaiting approval by SAM. SAM spreadsheets capture the current approved position. Spreadsheets held by Finance reflect the ledger position with lags the above (sometimes by many weeks). Going forward the Programme Board will base all reports and communications on the spreadsheets held by SAM.	

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
				All progress reporting to the Programme Board will be by BPT and financial reporting by SAM.	
	• Budget information refers to slippage, of which there is a lack of clarity as to whether this relates to timing issues or underspend / overspend.		Strategic Asset Management / Finance	Recognise there is a need to report on programmes as being ahead or behind the approved programme (or on hold) and separate terminology used for reporting the financial position for clarity. SAM to agree approach with Finance. Procedures put in place for 2013/14 to capture under/over spends as they occur, spreadsheets amended and reported to Finance.	
	Business Implication: Budgets will not be monitored effectively and informed decisions will not be made. **Recommendations** Budget information needs to be presented with greater clarity and accuracy in future Committee reports and Board papers. Board members should continue to scrutinise all information reported to the Board.	Medium	Strategic Asset Management	Going forward the financial position will be based on information held by SAM which captures the approved position a t any time. There is also a ne ed for Finance to ensure that their reports which refer to the ledger position have necessary narrative to properly inform the reader of the actual position with regard to delivery.	June 2013

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
5.	**<u>Communications with Schools & Other Stakeholders</u>** (i) F+G's remit was to complete the decoration programme by the end of March 2013, however there was an expectation by the majority of stakeholders that this work would be undertaken in the summer holidays, for example, notification to Councillors stated that an estimated £7M of works were scheduled to start in the summer holidays. A letter to Head Teachers in June notes that the work programme is up to the end of March but is still headed 'Summer Work Programme'. (ii) There was also a lack of consistency and clarity in communications issued in relation to the decoration works: • evidence was found that while C&F and SfC liaised over all communications, there still seemed to be dissatisfaction with regard to terminology used. The Administration budget motion notes 'redecoration and floor coverings', and further communications from C&F and SfC to schools and Councillors note fabric repairs / decoration works. Fabric repairs cover a much wider remit, and resulted in a wider range of works being commissioned. • while a Communications Officer was designated for the Board, there was no clear ownership in regard to who should send out communications to schools. (iii) Bruntsfield emails provided highlighted the fact that schools are not following instructions regarding who to raise issues with, as issues were raised with C&F Business Support in first instance instead of contacts			The communication was not sufficiently clear that many projects would start on site but not necessarily be completed during the school summer holiday period. Delays with procurement and issuing a significant amount of tenders for contractors to price within a short time scale was challenging. By agreeing a the programme 6 months – 1 year in advance will allow more time for advance planning and improved communication with the schools ahead of starting on site. The original scope of work for the additional budget allocation was for decoration and flooring, this was latterly changed to include fabric repairs. This year's communication for Quarter 2 planned works during June to September provided contact details for one lead Project Co-ordination Officer to report all concerns or issues to even if there is a number or various work packed on site at one time.	

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	/ job roles outlined within communications.				
	Business Implication: Stakeholders will have a raised expectation of what can be achieved within the summer holidays, leading to a reputational risk for the Council and those managing the project. **Recommendations** These issues need to be addressed for future work programmes. (i) Consideration should be given to dropping the terminology 'summer works' to better reflect the annual nature of the programme. (ii) A clearer communication strategy is required to ensure that all Board members are clear about the timing and content of stakeholder letters.	Medium	- Programme Board /	(i) Already addressed for 2013/14 programme. (ii) All communications will be coordinated through the Programme Board which, following Prince2 requirements is responsible for all communications outside the project delivery team. Asset Management will be responsible for close communication and consultation with client departments. The new facilities managers will support communications within each school and will be a point of contact for the school.	June 2013 June 2013

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	(iii) School Management should be encouraged to comply with contact details given for future work programmes and only copy in local management where appropriate, thus ensuring effective channels of communication with Officers tasked with actioning concerns and issues.		Strategic Asset Management/ Building Programme Team;	(iii) At a building management level details have been provided for named Project Coordinators for each department. These individuals will be the initial point of contact. This has already been communicated by SAM to schools benefiting from the first tranch of works in Quarter 2 2013/14.	June 2013
6.	**<u>Written Guidance to SSOs</u>** The C&F Principal Risk Management & Business Continuity Officer noted that within schools Head Teachers should provide Service Support Officers (SSOs) with the relevant emergency contact information for the school. SSOs should call the Head Teacher first if there was an incident within a holiday period and if required the incident would be escalated to the Senior Education Manager for schools. However, it was acknowledged that at present, there is no written guidance provided to SSOs so that they know what to do and who to call in an emergency and the Head Teacher is unavailable or on holiday. It is understood that implementation of business continuity plans covering Unit arrangements are being prioritised by the Council Business Continuity Section. In April 2013, responsibility for SSOs transferred to SfC. ***Business Implication:*** Prompt action will not be taken in response to emergencies.			Facilities Management were instructed to obtain relevant emergency contact detail should any emergency occur. The lead Project Co-ordinator will be responsible for notifying C&F Senior Management Team and SAM of any emergency situations.	

No	Findings and Recommendations	Priority	Responsible Officer	Management Response	Action Date
	Recommendations Written guidance should be provided to all Service Support staff to ensure that they are all aware of what to do if they have any concerns regarding works issues arising out of hours and during holidays, when the Head Teacher is unavailable. Confirmation should also be sought that Head Teachers pass on emergency contact details to all staff at establishments.	Medium	Facilities Management;	SSOs have been transferred to SfC and integrated into the FM structure. FM are represented on the Programme Board to facilitate communications around any FM input to project delivery and to ensure FM are aware of works within their facilities. SSOs now report to FM Area Managers reducing the impact of unavailable management arrangements over the holiday period.	July 2013

Education Children & Families Committee

10.00am, Tuesday 8 October 2013

Looked After Children: Transformation Programme – Referral from Governance, Risk and Best Value Committee

Item number	8.4
Report number	
Wards	All

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report

Carol Campbell

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Terms of Referral

Looked After Children: Transformation Programme

Terms of referral

On 25 September 2013 the Governance, Risk and Best Value Committee considered a range of initiatives developed by the Children and Families Service to shift the balance of care towards more preventative and less costly services with a view to avoiding a continued increase in costs and delivering cashable savings from 2015/16.

The Governance, Risk and Best Value Committee agreed:

1) To note the history of growth in numbers of Looked After Children and the associated costs of accommodation.

2) To note the national picture of Looked After Children and Edinburgh's relative performance.

3) To note the programme of initiatives developed to shift the balance of care towards more preventative and less costly services.

4) To note that the next update would be provided in March 2014 and would include further detailed analysis of outcomes.

5) To request the Director of Children and Families to arrange a presentation for all elected members on their legal responsibilities and the wider issues in relation to Looked After Children.

6) To refer the report to the Education, Children and Families Committee for information.

For decision/action

The Governance, Risk and Best Value Committee have referred the attached report to the Education, Children and Families Committee for information.

Background reading / external references

Governance, Risk and Best Value Committee 25 September 2013

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	Appendix 1 Looked After Children: Transformation Programme – report by the Director of Children and Families

Appendix 1

Governance, Risk and Best Value Committee

2.00pm, Wednesday, 25 September 2013

Looked After Children: Transformation Programme

Item number	
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1-CO6
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

Looked After Children: Transformation Programme

Summary

Expenditure on Looked After Children (LAC) has increased on average by £1.8m a year since 2007 as a result of increases in the number of LAC and increased use of purchased foster carers.

Through use of the Early Years Change Fund and initiatives agreed through the Priority Based Planning process the service has developed a transformation programme to shift the balance of care towards more preventative and less costly services which will avoid a continued increase in costs and deliver cashable savings from 2015/16.

This report provides details of the LAC position and the initiatives developed to shift the balance of care and deliver financial savings.

Recommendations

1. Note the history of growth in numbers of LAC and the associated costs of accommodation.
2. Note the national picture of LAC and Edinburgh's relative performance.
3. Note the programme of initiatives developed to shift the balance of care towards more preventative and less costly services.
4. Note that the next update will be provided in January 2014.

Measures of success

The programme has the following key measures of success (when compared to the position at March 2013)

- Annual growth in total LAC is reduced by 33% from 2013/14.
- The number of children Looked After at home increases to 29% of the total LAC population by 2017/18.
- The number of LAC placed for adoption increases by 10 a year from 2013/14.
- The number of LAC placed with kinship carers increases to 24% of all LAC by 2017/18.
- There is no net growth in foster placements from 2013/14 to 2017/18.
- The number of foster placements with the City of Edinburgh Council's own carers increases by 25 a year from 2013/14 to 2017/18, a total increase of 125 placements.

- The number of foster placements purchased from independent providers reduces by 25 a year from 2013/14 to 2017/18, a total reduction of 125 placements.
- The number of residential placements reduces by 27% by 2017/18. This is a reduction of 24 placements.
- The number of secure placements reduces by 50% by 2015/16. This is a reduction of 6 placements.

Financial impact

The Council had identified additional funding of £1.789m a year in the Long Term Financial Plan from 2013/14 to 2017/18, total increase in annual funding of £8.945m by 2017/18.

The transformation programme aims to remove the need for this additional funding and deliver annual cashable savings, against the 2012/13 budget, of £3.135m per annum by 2017/18.

Combined cashable savings and avoided future costs are estimated to be £12.08m for 2017/18.

The investment and savings shown in Appendix 1 are incorporated within the Council's existing budget plans.

The net cashable position from 2013/14 to 2017/18 is:

2013/14	£1.859m
2014/15	£1.363m
2015/16	(£0.445m)
2016/17	(£2.147m)
2017/18	(£3.135m)

The investment in the Early Years Change Fund is incorporated within these figures.

Equalities impact

It is anticipated that the overall programme will have a positive impact on outcomes for vulnerable children due to the focus on preventative, neighbourhood and family focused initiatives. An Equalities Impact Assessment will be published in accordance with agreed Council processes.

Sustainability impact

There are no direct sustainability implications arising from this report. A Sustainability and Environmental Impact Assessment will be published in accordance with agreed Council processes.

Consultation and engagement

Where the transformation initiatives require consultation with the trade unions, the public or the Scottish Government the relevant consultation and engagement will be undertaken.

Background reading / external references

Early Years and Early Intervention Change Fund Report – Education, Children and Families Committee 21 June 2012

Early Years Change Fund Progress Report – Education, Children and Families Committee 21 May 2013

Report

Looked After Children: Transformation Programme

1. Background

1.1 The number of LAC has increased from 1,228 in 2007 to 1,395 in 2012, an increase of 14% or an average of 33 children a year and this rate of increase continued during 2012/13. The cost of this increase is £1.8m each year, a total increase of £10.7m since 2007. The Council had been budgeting for continued annual increases of £1.8m a year from 2013/14 to 2017/18.

1.2 The growth in LAC has been accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%.

1.3 The majority of this growth has been with independent fostering providers with the average cost per placement being £46K pa.

1.4 This trend of increasing numbers of LAC and corresponding increase in purchased fostering is reflected at a national level.

1.5 The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging each authority to identify funding for a minimum of 3 years from 2012/13. This was to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures such as purchased fostering, residential care and secure care to early years, pre-school and early intervention support for families.

1.6 In February 2012 the Council approved funding of £8.642m from 2012/13 to 2014/15 for the Early Years Change Fund. The Council's Long-Term Financial Plan has built in the continuation of £4.138m per year from 2015/16.

2. Main report

2.1 At its meeting of 25 February, Corporate Management Team approved the adoption of a revised approach to revenue monitoring. Building on the greater use of risk-based principles underpinning recent years' practice, this approach fosters increased scrutiny and transparency across those areas of the budget where substantial investment and/or savings have been targeted or are otherwise subject to material levels of risk or variability. One implication of this change is a move to quarterly reporting of the projected overall Council position for both CMT and the Finance and Budget Committee.

2.2 The focus of CMT reporting and scrutiny in the months between these quarterly reports will be on the financial aspects of key elements of the Council's transformation programme and/or areas otherwise exposing the Council to significant potential financial risk. Taken together, approval of the 2013/14

budget was predicated on the delivery of almost £20m of savings from procurement and the functions covered by the internal improvement plans. These areas therefore form part of the programme of in-depth CMT and Committee scrutiny planned for the year, with regular procurement progress reports now being considered and updates on the internal improvement plans, including associated service investment and benefits tracking, also established. This first report on the transformation of services for looked-after children similarly forms part of this revised, themed approach.

2.3 The financial objective of the Early Years Change Fund is to reduce expenditure on high-tariff services such as purchased fostering, residential care and secure accommodation and increase expenditure on preventative services which will avoid the need for children to become Looked After later in childhood.

2.4 The assumption under pinning the Early Years Change Fund is that the investment required to prevent accommodation significantly outweighs the cost of accommodation in fostering, residential care and secure care. In addition to the financial benefits of early intervention and prevention there should also be a tangible improvement in the outcomes for vulnerable children from this shift in the balance of care through supporting them in their own homes, family networks and communities.

2.5 The cost of accommodating children varies greatly from £265K pa for a secure placement to approximately £7K pa for a kinship placement. A residential placement is approximately £100K pa and a foster placement £26K pa on average for in-house provision and £46Kpa on average for purchased provision.

2.6 The service has developed a transformation programme which aims to reduce the rate of children becoming Looked After. For those children that are Looked After the aim is to increase the numbers Looked After at Home, placed with kinship carers, placed with adopters and placed with the Council's own foster carers and reduce the numbers placed with purchased fostering providers, and purchased and in-house residential care and secure care.

2.7 There are a number of benchmarks available to compare the Council's performance with individual councils and the national averages. The following 2012 benchmarks are important in understanding the current position of Edinburgh and the position the transformation programme is aiming to achieve.

The overall LAC population

2.8 The number of LAC per 1,000 population (aged 0-18) is 15 nationally and for Edinburgh is currently 16. The transformation target would reduce the rate of growth in future, at a time when the population in this age group is expected to increase, and would improve Edinburgh's position and take it below the current national ratio.

Looked After Children can be placed in the following placement types. The marginal cost of each placement type is also shown which gives a context to the variance in rates. The transformation programme aims to shift the balance of care towards the lower cost placement types:

Category	Placement type	Marginal cost pa
In-community	Looked After at Home	Minimal. Mainly supported through staffing and some preventative services
In-community	Kinship care	£7K
In-community	Prospective adoption	£7K
In-community	In-house foster care	£26K
In-community	Purchased foster care	£46K
Residential	Young people's centres and close support	£100K - £150K
Residential	Residential schools	£100K - £230K
Residential	Secure care	£265K

2.9 The proportion of LAC in 'in community' placements, such as LAC at Home, kinship, prospective adopters and fostering, compared to residential placements is 10:1 nationally whereas Edinburgh is 13:1. The transformation targets would increase the Edinburgh ratio to 20:1 by 2017/18. As the costs of 'in community' placements are significantly lower than residential placements the greater the ratio the lower the overall cost of supporting LAC.

'In-community' position and targets

2.10 The percentage of placements with kinship carers is 25% nationally and Edinburgh is at 20%. The transformation targets would take Edinburgh to 24%.

2.11 The percentage of LAC placed with prospective adopters is 1.6% nationally and Edinburgh is 2.8%. The target is to increase this even further to 3.2%.

2.12 The percentage of placements with foster carers is 32% nationally and Edinburgh is at 43%. The transformation target is to reduce the percentage to 38%. It is felt that this is a realistic and optimum target bearing in mind that the potential implication of reducing this percentage further could mean an unwanted increase in more expensive residential care. Because of the above average mix of placements, as described in 2.9 above, an above average percentage in foster care can be expected and be desirable.

2.13 The percentage of foster placements that are provided by the Council's own carers is 56%. Overall national figures are not available but Glasgow Council provides 75% of their own carers and Dundee City Council 68%. Due to the

marginal differential of £20K pa per placement between in-house and purchased placements the transformation target is to provide 76% of foster placements with the Council's own carers. This increase in in-house provision will reduce costs by £2.6m a year by 2017/18.

'Residential' position and targets

2.14 The percentage of residential and secure placements is 8.8% nationally and Edinburgh is at 7.4%. The transformation target is to reduce this to 4.7%. The national trend is to reduce use of residential care and we would expect the national percentage to reduce in line with our targets. This reduction will reduce costs by approximately £4m a year by 2017/18.

Financial impact on national benchmark costs

2.15 The national benchmarks on LAC show that our average weekly cost per LAC in 2011/12 was £491, which would rank Edinburgh as 16th most efficient. The transformation targets would reduce the average weekly cost to approximately £391 which would be the 6th most efficient balance nationally when compared to 2011/12 figures. It should be noted that most local authorities will be seeking to make similar changes to their balance of care and average costs which may affect Edinburgh's position in the future.

Governance arrangements

2.16 The Early Years Change Fund Core Group oversees the allocation of funding and monitors high-level progress of the initiatives. This board includes officers of the Council, NHS Lothian and the voluntary sector.

In addition there is the Balance of Care Performance Group which addresses the specific actions required to deliver the targets and monitors operational performance. This group is made up of Council officers directly involved in service delivery.

Both groups are chaired by the Director of Children and Families.

2.15 The new initiatives put in place are listed in Appendix 1 under 'Transformation Investment'. Appendix 2 provides an update on the current status of each initiative along with key milestones.

3. Recommendations

3.1 It is recommended that Corporate Management Team:-

3.1.1 Note the history of growth in numbers of LAC and the associated costs of accommodation.

3.1.2 Note the national picture of LAC and Edinburgh's relative performance.

3.1.3 Note the programme of initiatives developed to shift the balance of care towards more preventative, family based and less costly services.

3.1.4 Note that the next update will be provided in January 2014

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1 – Transformation Investment and Savings Appendix 2 – Status Report and Key Milestones

Financial Summary - Looked After Children Transformation Plan

Appendix 1

Transformation Investment

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Total
Early Years Change Fund initiatives							
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	39,989	127,562	127,562	127,562	127,562	127,562	677,799
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigentinny	0	247,836	63,781	63,781	63,781	63,781	502,960
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	0	154,145	154,145	154,145	154,145	154,145	770,725
Provide Early Years Centre Services in each neighbourhood - Oxgangs PS	2,600	64,164	64,164	64,164	64,164	64,164	323,420
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch (Fox Covert)	0	200,000	152,580	203,440	203,440	203,440	962,900
Early Years Officer to support the development of PEEP	8,069	18,860	9,430	0	0	0	36,359
Pilot of 15hpw provision for 2 weeks across 5 nurseries	0	17,000	0	0	0	0	17,000
Family Group Decision Making - expand and reprioritise	73,754	176,500	176,500	176,500	176,500	176,500	956,254
Evidence based parenting support programmes	0	50,000	0	0	0	0	50,000
Parenting Support for parents of older children - expansion	44,681	110,000	120,000	120,000	120,000	120,000	634,681
Expand family support service to provide practical help for families	0	400,000	540,000	540,000	540,000	540,000	2,560,000
Consistent feedback to named person from Social Care Direct	21,771	71,150	71,150	71,150	71,150	71,150	377,521
Supervised Contact arrangements	0	69,900	139,800	139,800	139,800	139,800	629,100
Intensive Behaviour Support Service for families affected by disability	0	59,597	89,395	89,395	89,395	89,395	417,177
Playschemes for children with disabilities	0	50,000	356,000	356,000	356,000	356,000	1,474,000
Multi Systemic Therapy	15,484	550,000	650,000	650,000	650,000	650,000	3,165,484
Increased support to families with kinship care arrangements	73	115,444	173,166	173,166	173,166	173,166	808,181
Recruit more City of Edinburgh Council foster carers	146,561	463,000	553,000	643,000	733,000	823,000	3,361,561
Permanence Panel co-ordination	51,840	51,840	51,840	51,840	51,840	51,840	311,040
Programme Support	40,925	45,000	45,000	45,000	45,000	45,000	265,925
Other expenditure items		1,016,256	600,487	469,057	379,057	289,057	2,753,914
Total Early Years Change Fund initiatives	**445,747**	**4,058,253**	**4,138,000**	**4,138,000**	**4,138,000**	**4,138,000**	**21,056,000**
Priority Based Planning initiatives							
Increased CEC foster placements		525,000	1,050,000	1,665,000	2,280,000	2,895,000	8,415,000
Domestic abuse programmes		0	160,000	160,000	160,000	160,000	640,000
Re-provision of SEBD support in mainstream schools			700,000	1,150,000	1,150,000	1,150,000	4,150,000
Increased kinship placements		75,000	150,000	225,000	300,000	375,000	1,125,000
Increased adoption placements		75,000	150,000	225,000	300,000	375,000	1,125,000
Total Priority Based Planning initiatives	**-**	**675,000**	**2,210,000**	**3,425,000**	**4,190,000**	**4,955,000**	**15,455,000**
Total Cost of Transformation investment	**445,747**	**4,733,253**	**6,348,000**	**7,563,000**	**8,328,000**	**9,093,000**	**36,511,000**

Transformation Savings and Avoided Costs

Transformation Savings (cashable)

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Total
Reductions to Intensive Crisis Support		(349,000)	(400,000)	(400,000)	(400,000)	(400,000)	(1,949,000)
Purchased residential school placements		(438,000)	(876,000)	(1,314,000)	(1,514,000)	(1,714,000)	(5,856,000)
Sale of secure beds		(534,000)	(801,000)	(801,000)	(801,000)	(801,000)	(3,738,000)
Reductions in current method of SEBD service delivery		(550,000)	(550,000)	(1,780,000)	(2,646,000)	(2,800,000)	(8,326,000)
Purchased residential placements		(200,000)	(200,000)	(200,000)	(200,000)	(200,000)	(1,000,000)
Purchased fostering savings		(803,000)	(2,158,000)	(3,513,000)	(4,914,000)	(6,313,000)	(17,701,000)
Total Transformation savings (cashable)	**0**	**(2,874,000)**	**(4,985,000)**	**(8,008,000)**	**(10,475,000)**	**(12,228,000)**	**(38,570,000)**

Forecast Costs Avoided

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Total
Fostering - growth in placements		(1,789,000)	(3,578,000)	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
Total Forecast Costs avoided	**0**	**(1,789,000)**	**(3,578,000)**	**(5,367,000)**	**(7,156,000)**	**(8,945,000)**	**(26,835,000)**
Total savings and forecast costs avoided	**0**	**(4,663,000)**	**(8,563,000)**	**(13,375,000)**	**(17,631,000)**	**(21,173,000)**	**(65,405,000)**

Looked After Children Net Position

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Total
Transformation Investment	445,747	4,733,253	6,348,000	7,563,000	8,328,000	9,093,000	36,511,000
Transformation Savings (cashable)	0	(2,874,000)	(4,985,000)	(8,008,000)	(10,475,000)	(12,228,000)	(38,570,000)
Cashable costs / (savings)	**445,747**	**1,859,253**	**1,363,000**	**(445,000)**	**(2,147,000)**	**(3,135,000)**	**(2,059,000)**
Forecast Costs Avoided	0	(1,789,000)	(3,578,000)	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
Net costs, (cashable savings) and (future costs avoided)	**445,747**	**70,253**	**(2,215,000)**	**(5,812,000)**	**(9,303,000)**	**(12,080,000)**	**(28,894,000)**

Appendix 2

Looked After Children Transformation Programme Status Report

Sponsor	Gillian Tee	Programme / Project RAG Status	
Project / Programme Lead	Alistair Gaw	**Current**	**Last Period**
Portfolio	Transformation	Amber	n/a
Reporting Period	July 2013	Programme Phase:	Implementation

Status Commentary against overall progress of workstream implementation		
Workstream	**RAG**	**Reason for RAG Status**
Fort Early Years Centre		New centre opened and fully operational from August 2013
Craigentinny Early Years Centre		New centre due to open in August 2013
Royal Mile Early Years Centre		New centre due to open in August 2013 and fully operational by April 2014
Oxgangs Early Years Centre		New centre opened April 2013
Fox Covert Early Years Centre		Consultation taking place in December 2013 and report to Children and Families Committee in December 2013 outlining the proposals
Officer to support development of PEEP		Officer in place since October 2012
Pilot of 15hpw provision in for nursery children		Taking place during summer 2013
Family Group Decision Making – expansion		Service doubled and 4 additional staff appointed in November 2012 and working with clients
Evidence based parenting programmes		Taking place throughout 2013/14
Parenting Support development		Service doubled and 3 additional staff appointed in November 2012 and working with clients
Expand family support service to provide practical help for families		An organisational review has taken place to merge three existing services and to enhance the service. Recruitment has been taking place and the new service will be formally launched in August 2013.
Consistent feedback to named person from Social Care Direct		Additional resources have been in place since February 2013 to ensure this process is in place and operational
Supervised Contact arrangements		Additional staff are in the process of being appointed to undertake this work which will release social work and early intervention staffing to work with clients. Staff are due to be in post from October 2013

Intensive Behaviour Support Service for families affected by disability		Service to be doubled and recruitment of 2 staff is in progress and they are expected to be in post by October 2013
Playschemes for children with disabilities		Double the existing provision of 3 weeks holiday respite provision to 6 weeks from August 2014. A tender exercise is currently taking place and will be awarded by September 2013
Multi Systemic Therapy (MST)		The creation of 2 MST teams has been recruited to with all staff recruited between January and July 2013. The service is fully operational.
Increased support to families with kinship care arrangements		Dedicated support to kinship carers has been in place since October 2012 through a contract with Circle.
Recruit more City of Edinburgh Council foster carers		The additional staffing resources required to support the application process and provide support for 25 new placements during 2013/14 has been in place since September 2012. Additional marketing campaigns have been in place since June 2012.
Permanence Panel co-ordination		The appointment of a Permanence Panel co-ordinator took place in April 2012
Programme Support		A dedicated programme support officer has been in place since April 2012
Innovation Fund		An innovation fund for the voluntary sector to submit proposals to help address the Balance of Care targets is in the process of being developed and implemented with EVOC. New initiatives from this process are expected to be in place by January 2014.
Increased City of Edinburgh Council foster placements		An exercise to interview all existing foster carers is to take place in July and August 2013. The aim is identify the potential to increase placement capacity with existing foster carers and the actions required to make this happen. Targeted marketing campaigns are being developed to attract carers for the harder to recruit clients such as teenagers, sibling groups, children with disabilities and permanent placements.
Domestic abuse programmes		This service has been operational since 2007 and the funding provided will enable it to continue operating at existing levels when Big Lottery Funding ceases in 2013/14.
Re-provision of SEBD support in mainstream schools		Work is ongoing with mainstream schools to identify the necessary supports required to be in place from August 2014. Research into similar support programmes used throughout the UK has been taking place and will inform the final recommendations.
Increased kinship placements		Kinship assessment and support is in place. The service is currently reviewing processes to ensure Family Group Decision Making Services are utilised as appropriate to identify kinship networks and the potential to avoid new placements requiring foster or residential care and assess if any existing foster or residential placements have a kinship alternative that could be explored.

Increased adoption placements		The service is currently reviewing its mix of purchased and in-house adoptions to ensure we make the maximum use of available adoption capacity at the most efficient cost.
Reductions to Intensive Crisis Support		A review of this service is currently in place and will be completed and new ways of working in place by April 2014. The reduction in this service is possible due to the creation of the Multi Systemic Therapy service.
Purchased residential school placements		The service is managing the demand for new placements through seeking alternatives with its own provision and through the implementation of the new services. Existing placements continue to be reviewed to identify scope for alternative in-house provision that better meet the needs of the children.
Sale of secure beds		The service is managing the demand for new placements through seeking alternatives with its own provision and through the implementation of the new services. Existing placements continue to be reviewed to identify scope for alternative provision that better meet the needs of the children.
Reductions in current method of SEBD delivery		The service is managing the demand for new placements through seeking alternatives with its own provision and through the implementation of the new services.
Purchased residential placements		A residential service purchased from Barnardos was discontinued in July 2012 and alternative family and community based provision re-commissioned.
Purchased fostering savings		The impact of early intervention programmes will reduce the demand for new placements. The recruitment of additional City of Edinburgh Council foster carers will enable new placements to be placed with our own carers and reduce the number requiring a purchased placement. The service has 6 monthly meetings with independent agencies to review placements and through this process will continue to challenge the requirements and associated costs of support packages.

Progress to Plan – Milestone Reporting				
Key Milestones – next and future periods	**Start Date**	**Due Date**	**RAG**	**Update**
Fox Covert Early Years Centre – consultation complete	December 2013	Tbc		Consultation to take place in December along with report to Children and Families Committee on proposals
Launch new Family Solutions Service		31st October 2013		Formal launch of the new service to take place.
Referral criteria for all family support services to be reviewed, revised as appropriate and implemented	Ongoing	31st December 2013		To ensure all family support services are working with the appropriate clients a review of referral routes needs to be carried out to ensure services are working with the correct levels of need.
Supervised Contact arrangements	Ongoing	30th September 2013		New staff are appointed and in post by 1st October 2013
Intensive Behaviour Support Service for families affected by disability	Ongoing	30th September 2013		New staff are appointed and in post by 1st October 2013
Playschemes for children with disabilities – tender exercise completed and contract awarded	Ongoing	30th September		Tenders are evaluated and contract awarded for service to start in summer 2014.
Playschemes for children with disabilities – new service in place	Summer 2014	Summer 2014		Following award of the contract the enhanced service begins from the summer 2014 school holiday period.
Capacity reviews with existing Council foster carers takes place	July 2013	31st August 2013		Interviews to identify scope to increase placement capacity
Assess options to increase Council foster carer capacity	1st September 2013	30th September 2013		Agreements are reached with foster carers for any actions to increase placement capacity
Targeted foster carer marketing campaigns for hard to place clients are developed and timescales agreed	Ongoing	30Th September 2013		Continue to work with the Communications service to develop targeted foster care recruitment campaigns
Agree the format and process of the Innovation Fund with EVOC	Ongoing	31st August 2013		Continue discussions on process for requesting and assessing bids and making agreements
Re-provision of SEBD support in mainstream schools –	Ongoing	30th December 2013		Continue to research options for re-provision and agree future services with mainstream schools

Review in-house and purchased adoption provision and develop revised working arrangements	Ongoing	30th September 2013		Agree structure of in-house and purchased provision
Complete the review of Intensive Crisis Support services and implement new service model	Ongoing	31st March 2014		New structure needs to be agreed and appropriate HR processes followed
Performance Monitoring of workstreams to be implemented	1st August 2013	30th November 2013		Monitoring framework agreed by Balance of Care Group. Implementation now required.
Performance Monitoring Implementation Officer to be appointed	1st July 2013	30th August 2013		

Education, Children and Families Committee

10am, Tuesday 8 October 2013

Recommendations of the Social Work Complaints Review Committee

Item number	8.5.1 (a)
Report number	
Wards	

Links

Coalition pledges	
Council outcomes	CO10, CO13
Single Outcome Agreement	SO2

Gail Mainland

Chair, Social Work Complaints Review Committee

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Report

Recommendations of the Social Work Complaints Review Committee

Summary

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

For decision/action

1. The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the Children and Families Department to the Committee for consideration.

Main report

2 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints.

3 The CRC met in private on 27 June 2013 to consider a complaint against the Children and Families Department. The meeting was chaired by Gail Mainland. The other Committee members present were Fred Downie and Linda Veitch. The complainant and Department representatives attended throughout.

4 The complainant was dissatisfied with the response she had received through the Social Work Statutory Complaints Process. Her complaint concerned the separation of her son whilst he was living in a secure unit. There were two strands to her complaint:

1) "My son was locked in his room because being a concerned mother I had phoned on the 3rd September to report a member of staff (name redacted) then on the 5th September the staff member locked my son in his room for no apparent reason and left him for over 3 and a half hours and told no one, not his mother or children's rights officer and staff."

2) "The green form with timings and names on it was altered and falsified from all levels, again I can prove this."

5 The complainant stated that on 5 September 2012, her son had been locked in his room from 12.55pm until 4.25pm. She believed that while her son was in his room he was not checked on or looked for, and that the required separation paperwork had not been completed. The staff member who had locked her son in his room had left the unit at 3.30pm. When the complainant contacted the unit at 6pm, the Duty Senior was unaware of the separation.

6 An observation sheet shown to the complainant during a meeting she had with the Unit Manager, during the preliminary investigation indicated the complainant's son had been put in his room an hour later than he was, and contained three sets of initials but only two different styles of handwriting. When the complainant questioned why this was, she was advised that the form had been altered following a coffee spillage.

7 The complainant had been given the number of the Children's Right's Officer, but upon calling her office was advised that she was on sick leave and had been since July 2012.

8 The Unit Manager responded to the complainant by letter on 22 October 2012. The complainant was dissatisfied and requested that further investigation be carried out.

9 A complaint investigation interview was held on 30 November 2012. The complainant voiced her concern that her son had not been spoken to directly to get his version of events. The Investigating Officer concluded the meeting by confirming that she would phone the complainant either later that day, or the following Monday to confirm the next steps; a commitment which the complainant claimed was not held to. The next response she received was from the Chief Social Worker on 18 December 2012. Subsequent investigation by the Advice and Complaints Officer, in conjunction with the Team Manager, Specialist Residential Care, was reported to the complainant in a letter dated 1 February 2013. The complainant remained convinced that her son had been left in his room for more than three hours with no checks made on him by staff, and accordingly, requested a Complaints Review Committee.

10 The Unit Manager, explained that there had been several errors made with regard to the separation of the complainant's son. The officer who had initiated the procedure had been drafted in from another unit to cover and did not write a report on the circumstances, or contact the complainant, and another staff member completed the paperwork after the covering officer returned to their own unit, not in accordance with standard procedure.

11 The inaccurate timings on the observation sheet had never been fully addressed as the staff member who had completed it had been on long-term sick leave. The inaccurate time recordings were also key to the Children's Rights Service not being notified, as staff incorrectly thought that the complainant's son had been separated for less than the three hour period which deemed such notification necessary. Despite the inaccurate timings, managers checked with the two available staff members whose initials were on the observation sheet, who asserted that the checks definitely took place.

12 Following Stage Two of the complaints procedure, the Chief Social Work Officer wrote to the complainant on 1 February 2013, acknowledging that standard procedures were not adhered to on the day her son was separated, and that timings on the observation sheet were inaccurate. The failure to contact the Children's Rights Office because staff were unaware he had been separated for more than three hours was unfortunate, and the Department apologised on behalf

of the Council for this oversight. The complainant's son had met with a Children's Rights Officer, on 19 and 29 September, and the matter of single separation was discussed, offering him an opportunity to make a complaint. He did voice a dislike of the use of separation as a behaviour management tool, but he did not raise specific concerns about the incident on 5 September.

13 An action plan had been put in place to ensure all staff were aware of policies, procedures and protocols, and the correct process for logging separation incidents. Work was also to be undertaken with staff to reinforce the importance of good communication with young people and their families.

14 The members of the Committee, the complainant and the Investigating Officer were given the opportunity to ask questions.

15 The complainant said that she hoped that future investigations would be carried out straight away, and that changes in practice would be introduced to stop this sort of situation from happening again.

16 The Advice and Complaints officer reiterated that, although the complainant's son was not interviewed as part of the investigation, looked-after young people had ready access to complaint forms and despite having initiated several other complaints independently, her son had not chosen to do so with regard to this incident.

17 Following this, the complainant and the Investigating Officer withdrew from the meeting.

Recommendations

18 That the complaint that relevant procedures were not followed on the 5th September 2012 when the complainant's son was confined to his room be upheld. The Council has already acknowledged that procedures were not duly followed with regard to her son's detention in his room. The Committee noted that an action plan had already been put in place to ensure that, as far as possible, this poor practice was not repeated. The Committee recommended that this action plan be reviewed at six-monthly intervals by a senior manager to ensure compliance.

19 That the complaint that the observation form containing timings of checks on the complainant's son and staff initials had been altered and/or falsified be upheld. While conflicting evidence had been presented to the Committee regarding this part of the complaint, taking into account the number of procedural irregularities at all stages, on balance of probability, the Committee believed this complaint should be upheld. The Committee recommended that Council officials presenting to the Complaints Review Committee be advised that any paperwork which they intend to produce as evidence must be distributed in advance of the meeting to all parties.

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 27June 2013.

Links

Coalition pledges	
Council outcomes	CO11 Preventative and personalised support in place CO13 People are supported to live at home
Single Outcome Agreement	SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	None

Education Children and Families Committee

Tuesday, 8 October, 2013

Children and Families Response to Complaints Review Committee Outcome

Item number	8.5.1 (b)
Report number	
Wards	All

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes	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.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Michelle Miller – Chief Social Work Officer

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Report

Complaints Review Committee

1. Statement of Complaint

1.1 The complainant stated that on 5 September 2012, her son was locked in his room from 12:55 – 16:25 by a member of staff at Guthrie secure unit. During this period, the complainant stated no-one checked on her son or wrote up a report of his circumstances.

1.2 The complainant stated that the staff member locked her son in his room for no apparent reason, other than she had previously reported him on 3 September. The complainant said this was done without her being informed, nor were any other members of staff made aware of this. The complainant stated the Children's Rights Service was also not advised. The complainant understands the member of staff went back to his unit, and then home around 15:30, leaving her son locked in his room.

1.3 The complainant stated the late shift senior was not aware of her son's situation when she spoke to her at 18:00 on 5 September. The complainant stated the senior had been on shift since 14:30, but the single separation incident was not discussed at the shift handover.

1.4 The complainant stated she initially raised her concerns with the unit manager, but did not get a response until six weeks later. The complainant stated she received conflicting advice as to who was actually looking into the matter.

1.5 The complainant stated paperwork had incorrect times recorded in regards to the separation incident. The complainant disputed that staff took homework into her son at 15:30 and thinks the paperwork was altered and falsified. The complainant stated she would prove this to the Complaints Review Committee.

The Complaint Review Committee fully upheld the complaint and stated:

'That the complaint that relevant procedures were not followed on 5 September 2012 when the complainant's son was confined to his room be upheld. The Council has already acknowledged that procedures were not duly followed with regard to her son's detention in his room. The Committee noted that an action plan had already been put in place to ensure that, as far as possible, this poor practice was not repeated. The Committee recommended that this action plan be reviewed at six-monthly intervals by a senior manager to ensure compliance.'

'That the complaint that the observation form containing timings of checks on the complainant's son and staff initials had been altered and/or falsified be upheld. While

conflicting evidence had been presented to the Committee regarding this part of the complaint, taking into account the number of procedural irregularities at all stages, on balance of probability, the Committee believed this complainant should be upheld. The Committee recommended that Council officials presenting to the Complaints Review Committee be advised that any paperwork which they intend to produce as evidence must be distributed in advance of the meeting to all parties.'

2. Actions Taken To Improve Service

2.1 All staff in the Guthrie secure unit at St Katharine's have now been reminded that they must contact parents/carers if a young person is placed in a locked room as a measure of control. It has been reiterated to staff that the worker who puts the young person in a locked room must be the one who starts the paperwork, clearly stating what the issue is, what they did to try to resolve it and recorded details of what they did to help the young person resolve the issue.

2.2 Clear advice has been given to Guthrie staff that a young person must not remain in their room longer than is absolutely necessary, and if not possible in advance, the duty senior must be informed at the earliest possible opportunity when such a situation occurs.

2.3 Guthrie staff have been advised that all recording, including initialling on paperwork, must be done by the member of staff carrying out the checks.

2.4 Senior members of staff responsible for management of the Guthrie unit are monitoring paperwork on a regular basis to ensure staff are complying correctly with these procedures.

2.5 Meeting time with staff and supervision discussions have been used to ensure staff members are aware of the above and the importance of paperwork being legible, accurate and fully reflective of the work carried out in these situations.

2.6 As a result of the outcome of the Complaints Review Committee on 27 June, Alistair Gaw, Head of Service for Support to Children and Young People, decided the matter required to be reviewed. An independent investigation has been carried out by Kirsten Adamson, Commissioning Officer and the findings will be reported shortly in writing to senior managers. These findings will be used to inform future practice in secure and close support units at both the St Katharine's and Howdenhall Centres.

3. Recommendations

3.1 The Education, Children and Families Committee is recommended to note the actions taken in relation to the decisions of the Complaints Review Committee on 27 June 2013.

Links

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

Michelle Miller

Chief Social Work Officer

Education, Children and Families Committee

10 am, Tuesday 8 October 2013

Recommendations of the Social Work Complaints Review Committee – 7 August 2013

Item number	8.5.2
Report number	
Wards	

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3 – Our children and young people at risk, or with a disability, have improved life chances. CO11 – Preventative and personalised support in place.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Fred Downie

Chair, Social Work Complaints Review Committee

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Report

Recommendations of the Social Work Complaints Review Committee – 7 August 2013

Terms of Referral

The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the Children and Families Department to the Committee for consideration

1 Complaints Review Committees (CRCs) are established under the Social Work (Representations) procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints. All members of the CRC are independent of the local authority.

2 The CRC met in private on 7 August 2013 to consider a complaint against the Education, Children and Families Department. The meeting was chaired by Fred Downie. The other Committee members present were Gail Mainland and Val Tudball. The complainant, her representative and Department representatives attended throughout.

3 The complaint comprised several issues, specifically:-

1) That a support worker service for the complainant's son was withdrawn without a reassessment taking place.

2) That the service was withdrawn on the basis of cost not need.

3) That the decision to withdraw the service was taken regardless of the assessment of need.

4) That the Children and Families Department refused to reinstate a service which the complainant believed her son had been assessed as requiring.

5) That the Children and Families Department dealt with the concerns as a formal complaint rather than informally, and that the way the complaints were handled at stages 1 and 2 of the process did not provide effective opportunities to resolve the complaint.

6) That Council minutes of the Stage 2 meeting were not fully accurate and misrepresented aspects of the discussion and decisions reached that day.

7) That the Council refused to meet with the complainant and her elected representative without reasonable justification.

Some issues had not been progressed through the formal complaints process and were therefore unable to be considered by the CRC. The Council was involved in ongoing consultation with the complainant to try to resolve these.

The complainant was dissatisfied with the outcome of Stages 1 and 2 of the complaints process and had had asked that the complaint be referred to the Complaints Review Committee.

4 The complainant, who lived with her two children, one of whom had severe physical and learning difficulties, had received various services to help support her in caring for her son at home. This included social care worker support which enabled her to undertake an activity with both her children at the same time; generally swimming. The service continued until 2 February 2011, when the social care worker began her maternity leave earlier than expected. A letter to the complainant dated 5 October 2011 from the Social Care Work Manager appeared to suggest that the service had been discontinued because of staffing issues.

5 The complainant believed that the level of support offered by the Council was insufficient to meet her son's needs as he required 1:1 support at all times while he was awake. A representative from Vocal, accompanying the complainant, explained the effect that the withdrawal of the support worker service had had on the complainant and her family. The need for support had, if anything, intensified as her son got older, and yet this service had been abruptly cut off without notification. The Section 23 Assessment undertaken in 2008 had indicated that the support was required. No further assessment had been carried out since. Efforts through the complaints process to resolve the situation were slow, and hampered by inaccuracies in formal letters and minutes, where discussion might have provided swifter results.

6 The complainant reported that she had phoned the Emergency Duty Team at times of crisis with her son, but they indicated that they were unable to help, a matter of concern to the complainant given the level of risk involved in trying to keep the family safe.

7 The investigating officer advised that the Children and Families Department had accepted that the way that the Social Care Work Service had been discontinued had been poorly handled, and regretted the wording of the misleading letter of 5 October 2011. The service had now revised its practice to ensure that users were formally notified when a service was stopped and the reasons why clearly communicated to them. She explained that in the circumstances of a worker going on maternity leave work was reallocated, provided that eligibility criteria were met.

8 The investigating officer indicated that a review of the complainant's son's needs had been offered and refused following cessation of the service, but it was likely that had it gone ahead, the service would have been withdrawn anyway. This was because he received a higher degree of support than other children in Edinburgh with a similar level of need. An integrated assessment would have revealed this overprovision at an earlier stage and services were now reviewed inclusively rather than as stand-alone services.

9 The investigating officer stated that the package of care sought by the complainant was more than was usually provided. Services had to be targeted within budget and this meant that not all the needs of eligible children could be met. However, the Council had explored many avenues to find an acceptable outcome for the complainant. The department had recently made an offer £34,320 in direct payment to help support her son.

10 The members of the Committee, the complainant and the investigating officers were given the opportunity to ask questions.

11 In summation, the complainant said that when need had been identified for a particular support or service, it should be the duty of the local authority to provide it. She added that she had refused reassessments because she was apprehensive that the process may result in even less support. She wanted her son to remain at home and felt that reinstatement of the service would be far less costly than residential school, which was one option suggested by the Council.

12 The investigating officer reiterated the Council had improved procedures for ending contracts, and integrated assessments had also now been implemented. In the case of the complainant's son, considerable effort had gone into working with the complainant and her various representatives to try to achieve resolution and an acceptable package of support, as indicated by the level of direct payment offered.

13 Following this, the complainant and the investigating officers withdrew from the meeting.

For decision / action

14 The Social Work Complaints Review Committee has referred the following recommendation to the Education, Children and Families Committee for ratification:-

That the complaint against the City of Edinburgh Council Social Work Department be **NOT UPHELD**, for the following reasons:

1) That since the original complaint was made the Council have changed the procedure for ending contracts, and have apologised for the way this was handled in this specific case.

2) That the Committee recognise the efforts made to try to resolve the complaint, and the action taken to improve services.

3) That the Committee recognise the need for provision of services to be equitable for all children in Edinburgh who have need of them.

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 7 August 2013.

Education, Children and Families Committee

10 am, Tuesday 8 October 2013

Recommendations of the Social Work Complaints Review Committee – 14 August 2013

Item number	8.5.3
Report number	
Wards	

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3 – Our children and young people at risk, or with a disability, have improved life chances. CO11 – Preventative and personalised support in place.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Val Tudball

Chair, Social Work Complaints Review Committee

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EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

Recommendations of the Social Work Complaints Review Committee – 14 August 2013

Terms of Referral

The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the Children and Families Department to the Committee for consideration

1 Complaints Review Committees (CRCs) are established under the Social Work (Representations) procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints. All members of the CRC are independent of the local authority.

2 The CRC met in private on 14 August 2013 to consider a complaint against the Education, Children and Families Department. The meeting was chaired by Val Tudball. The other Committee members present were Gail Mainland and Fred Downie. The complainant, her representative and Department representatives attended throughout.

3 The complaint was that the complainant's grandson had not been put into secure accommodation earlier than he was, allowing him to:-

i) place himself and others at risk;

ii) accumulate ever more serious charges of assault and robbery;

iii) continue to obtain cannabis and alcohol;

iv) put himself in a position of being uncared for in terms of shelter and food.

4 The complainant explained that she had looked after her grandson since the death of his mother in January 2009. Social Work was first approached for help in 2011, when he was 11 years old, due to deteriorating behaviour. This situation became steadily worse as he developed a reliance on cannabis, became involved in low-level offending, and began spending time with older males and staying out late, sometimes not returning home at all.

5 In May 2012, he started to refuse to go to school and a Child Protection Conference in September 2012 agreed to place him in one of the city's Young People's centres. He was transferred to a close support unit in January 2013, after he accumulated a number of assault and possession charges.

6 The complainant indicated that the transfer had not improved the situation as her grandson had begun to absent himself from the unit with increasing frequency until he was being reported missing on an almost daily basis. Additionally, his criminal behaviour had escalated. He was finally placed in secure accommodation on 1 March 2013.

7 The complainant believed that the Senior Social Work Management and Senior Secure Accommodation Management had failed to accept the recommendations made by the Children's Panel and social workers that secure accommodation was the appropriate to prevent further escalation of his behaviour. She added that her grandson had been returned to a close support unit at the end of July 2013, and had since absconded several times and accrued a number of further charges. It was her opinion that secure accommodation was still the safest and most appropriate option.

8 The investigating officer advised that the decision to place children into secure accommodation was one taken very seriously, and that other avenues had to be exhausted before it was considered, such as community support, outreach education services, specialist foster carers or open accommodation. He explained that Children's Hearings Secure Orders were 'permissible' orders, which meant the Chief Social Work Officer and a manager within Secure Services had to agree it. He added that there were a relatively small number of secure places available in Scotland but in the case of the complainant's grandson, it was when they learned of the level of risk he posed to others that it was decided that secure accommodation was appropriate. This avenue was now under consideration again.

9 The officer confirmed that changes in legislation in June 2013 outlined the steps to be taken when responding to a secure accommodation authorisation, which would incorporate the views of the child and relevant persons, and also allow for appeal to the Sheriff against any decision made. In response to the new legislation, the Council had reviewed its processes and documentation to ensure compliance and had also held a staff training event about the use of secure accommodation in Edinburgh.

10 The members of the Committee, the complainant and the investigating officers were given the opportunity to ask questions.

11 In summation, the complainant agreed that secure accommodation should be a last resort, but she felt that the decision should have been taken in her grandson's case following the recommendation of the Children's Hearing on 11 February 2013 given the level of risk he posed to himself, and increasingly, to others.

12 The investigating officer said the Council had tried to act in the best interests of the child and had made its decisions based on the information available at the time.

13 Following this, the complainant and the investigating officers withdrew from the meeting.

For decision / action

14 The Social Work Complaints Review Committee referred the following recommendation to the Education, Children and Families Committee for ratification:

That the complaint be **NOT UPHELD**, as, unfortunately, there had been a history in this case of two sides disagreeing all along;- Side A – Senior Social Work and Secure Accommodation management, and B – the complainant and the Children's Hearings (the Panel). Both sides made their decisions in good faith..

However, Secure Accommodation Management must, in future, explain their decisions and reasoning much more clearly to all parties concerned; which senior staff have agreed to do. In addition, newly implemented legislation gives the complainant the right to appeal any such decisions.

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 14 August 2013.