

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am, Tuesday, 10 December 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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Note

There will be a performance by Towerbank Primary School Choir prior to the start of the meeting.

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 8 October 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 – March – May 2014 (circulated)

6. Business bulletin

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

7. Executive decisions

- 7.1 Edinburgh Young People's Participation Strategy – report by the Director of Children and Families (circulated).
(Note: There will be a short presentation by members of the Edinburgh Youth Issues Forum at the start of this item).
- 7.2 Castlebrae Community High School - Progress Report - report by the Director of Children and Families (circulated)
(Councillors Bridgman, Burgess, Bill Cook, Orr, Perry, Rose & Walker invited for ward/catchment interest)
- 7.3 Educational Attainment/Improvements in Performance 2013 - report by the Director of Children and Families (circulated)
- 7.4 School Admissions - report by the Director of Children and Families (circulated)
- 7.5 Primary Schools Roll Projections - report by the Director of Children and Families (circulated)
- 7.6 School Meals Service - report by the Director of Children and Families (circulated)

- 7.7 Review of Community Access to Schools - report by the Director of Children and Families (circulated)
- 7.8 Children & Families Capital Asset Management Programme Priorities 2014-2019 – joint report by the Directors of Services for Communities and Children and Families (circulated)
- 7.9 Affordable Childcare – joint report by the Directors of Children and Families and Economic Development (circulated)
- 7.10 Consultation on Proposal for the Establishment of a Nursery Class at Wardie Primary School - report by the Director of Children and Families (circulated)
- 7.11 Consultation on Proposal for the Establishment of a Nursery Class at Fox Covert Primary Schools - report by the Director of Children and Families (circulated)
(Councillors Bagshaw, Balfour, Barrie, Cairns, Edie, Keil, Hinds, Paterson, Shields, Ross, Whyte and Work invited for ward/catchment interest)
- 7.12 Children and Families Revenue Budget Monitoring 2013/14 – Month Five Position to 31 August 2013 - report by the Director of Children and Families (circulated)
- 7.13 Sub-Committee on Standards for Children and Families - Appointments - report by the Director of Corporate Governance (circulated)
- 7.14 Policy Development & Review Sub-Committee – Work Programme – report by the Director of Children and Families (circulated).

8. Routine decisions

- 8.1 Family and Community Support Service - report by the Director of Children and Families (circulated)
- 8.2 Additional Support Needs Planning and Performance Update 2013 - report by the Director of Children and Families (circulated)
- 8.3 Summer Schools Maintenance Report – referral report from the Governance Risk & Best Value Committee – report by the Head of Legal, Risk and Compliance (circulated)
- 8.4 Responsible Citizenship – Volunteering in Schools – referral report from the Communities and Neighbourhoods Policy Development and Review Sub-Committee – report by the Head of Legal, Risk and Compliance (circulated)
- 8.5 Social Work Complaints Review Committee:
 - 8.5.1 10 October 2013 – report by the Chair of the Social Work Complaints Review Committee (circulated)
 - 8.5.2 14 November 2013 – report by the Chair of the Social Work Complaints Review Committee (circulated)

9. Motions

9.1 Piping and Drumming Tuition – Motion by Councillor Main

“This committee notes that:

The Council currently offers no tuition in piping and drumming to its pupils either as an extracurricular activity nor as part of any qualification within the school system.

Further notes that this is in contrast to almost all of the other Scottish local authorities and runs contrary to the increasing level of interest and participation of children and young people across our Capital City in what could be regarded as our national instruments.

Committee therefore agrees a policy that the City of Edinburgh Council now gives parity to the study of piping and drumming, in line with other musical instruments, and provides support, including teaching, for those pupils wishing to study these instruments as part of their SQA qualifications.

Committee further agrees that the appropriate means of resourcing and implementing this policy is identified within the Instrumental Music Service.”

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, 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 Ross Murray, 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 / ross.murray@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, 8 October 2013

Present

Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Barrie (substituting for Councillor Lewis), Brock, Cardownie, Corbett, Day, Dixon, Howat, Jackson, Keil (substituting for Councillor Child), Lunn, Main, Milligan, Mowat (substituting for Councillor Nick Cook), Redpath, Rust and Work (substituting for Councillor Key).

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 21 May 2013 as a correct record.

2. Education, Children and Families Committee Key Decisions Forward Plan – December 2013 to March 2014

The Education, Children and Families Committee Key Decisions Forward Plan for the period December 2013 to March 2014 was presented.

Decision

To note the Key Decisions Forward Plan for December 2013 to March 2014.

(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 8 October 2013 was presented.

Decision

To note the Business Bulletin.

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

4. Vision for Schools

The main findings from the consultation on the Vision for Schools, carried out between January and June 2013, were presented. Approval was sought for an action plan to take the Vision forward.

Decision

- 1) To note the content of the Director's report.
- 2) To approve the Action Plan as detailed in Appendix 2 to the report.
- 3) To request a further report in March 2014.
- 4) To thank the officers for the work done on the Vision.

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

5. Primary School Estate Rising Rolls

Details were provided of the accommodation pressures facing ten city primary schools for August 2014, and in some cases future years. For those primary schools potentially requiring additional accommodation for August 2014, a proposed method of delivering this in time for the start of the 2014/15 session was outlined.

Decision

- 1) To note the content of the Director's report;
- 2) To approve that new accommodation be 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) To delegate authority to the Director of Children and Families to:
 - (a) agree, including where alternative options exist for the delivery of new accommodation (e.g. between new build or extension or where there were different phasing options), what the most appropriate solution would be taking into consideration factors such as cost, deliverability and impact on the school;
 - (b) approve the final costs of the preferred options whilst always ensuring that value for money was achieved.
- 4) To thank the officers for the engagement with schools, parents and parent councils.

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

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

Approval was sought to commence a consultation process on a proposal to close Wellington Special School in Midlothian, and replace the services currently provided there with enhanced services in the city of Edinburgh.

Decision

- 1) To approve that the statutory consultation was 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 the Director's report.
- 2) To delegate authority to the Director of Children and Families to develop a detailed consultation paper on the basis of the proposals outlined in the report.
- 3) To approve that the statutory consultation should commence in November 2013.
- 4) To note that it was the intention to return to a future meeting of the Full Council for a decision on the proposal.
- 5) To note that the proposal would require Scottish Ministers approval prior to implementation should the Council decide to proceed.
- 6) To 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) To approve the proposals for the development of additional pupil support services in the city of Edinburgh.

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

7. Parental Engagement

An update was provided on the Parental Engagement Strategy and Action Plan. 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 (CCWP) was detailed.

Decision

- 1) To note the content of the Director's report.
- 2) To agree the Parental Engagement strategy document and implementation plan and request a progress report on implementation in October 2014.
- 3) To note the increased representation of parents at Neighbourhood Groups and the CCWP during the 2012/13 session.
- 4) To thank the officers for their work in taking the strategy forward.

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

8. Outdoor Play and Active Learning

An update was provided on progress made in outdoor play and active learning.

Decision

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

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

9. Co-operative Childcare and Education

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

Decision

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

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

10. Integrated Literacy Strategy Early Years

An overview was provided of progress with Early Years priorities within the Integrated Literacy Strategy Action Plan for 2012/13.

Decision

- 1) To note the continued progress with Early Years priorities within the Edinburgh Integrated Literacy Strategy Action Plan 2012/13.
- 2) To request that officers continued to assess and evaluate the use and effectiveness of the Pre 5 Literacy Assessment and Planning Tracker, including a survey of staff and parents, and report back within 12 months.

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

11. Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools

An update was provided on further work to reduce bullying and prejudice in Edinburgh schools, and approval was sought for some changes to the Council's policy and procedures.

Decision

- 1) To note the contents of the Director's report.
- 2) To approve the revised policy and procedures and note these would be revised in line with the policy hierarchy agreed by the 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.
- 4) To refer the report to the Consultative Committee with Parents (CCWP) and Neighbourhood Parent Groups.
- 5) To thank the officers for their hard work.

(References – minute of the Corporate Policy and Strategy Committee 3 September 2013 (item 4); report by the Director of Children and Families, submitted.)

12. Special Schools – Proposals for the Future Development of Panmure St Ann's

The Committee had previously considered a report providing an overview of proposed future developments of Panmure St Ann's. An update was provided on progress with these developments and details were given of the next steps in the process.

Decision

- 1) To note the progress to date on the transition of the Panmure St Ann's Service into a school offering young people full curricular entitlement.
- 2) To recognise the hard work and dedication of the staff at Panmure St Ann's and thank them for their continued efforts on behalf of the young people at the school.
- 3) To request that there was continued engagement with all staff about the school's improvement.
- 4) To request that an update report be prepared for March 2014.

(References –minute of the Education, Children and Families Committee 9 October 2012 (item13); report by the Director of Children and Families, submitted.)

13. Annual Review of Services for Children and Young People who are Looked After and Accommodated by the City of Edinburgh Council

An overview was provided of service provision for children looked after and accommodated by the Council, together with details of a range of associated service area improvement plans.

Decision

- 1) To note the positive progress made on services for looked after and accommodated children.
- 2) To note the service strategy and improvement plans for looked after and accommodated children and young people.

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

Declaration of Interest

Councillor Keil declared a non-financial interest in the foregoing item as a Board Member of the Dean and Cauvin Trust.

14. Social Work Services for Children with Disabilities – Annual Progress Report

Details were presented of progress on social work services for children with disabilities.

Decision

- 1) To note the progress made within social work services for children with disabilities.
- 2) To request a further report on progress in September 2014.

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

15. Improving Positive Destinations – Follow Up 2011/12

Progress towards improving school leaver destinations based on the follow up census carried out by Skills Development Scotland in March 2013 was presented.

The follow-up data showed 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%. For the first time, Edinburgh had overtaken the national average by 0.3%.

Decision

- 1) To note the contents of the Director's report and the improvement and trends in positive destinations.
- 2) To note the progress of strategies in school and post school.
- 3) To agree to receive a further report in January 2014 following the publication of the School Leaver Destination census data for the 2012/13 school leaver cohort.

(References –minute of the Education, Children and Families Committee 5 March 2013 (item 11); report by the Director of Children and Families, submitted.)

16. Schools Energy Report

An update was provided on school energy consumption for 2012/13, together with an action plan of further planned work to improve the energy efficiency of the school estate.

Decision

- 1) To note the contents of the Director's report, the significant data gathering, audit and analysis work to date and the proposed action plan to identify and deliver agreed targets.
- 2) That an annual report was submitted to the Committee on progress made against the agreed action plan.

- 3) That an interim report was submitted to the Committee in six months on the progress and outcomes of the Awareness and Good Housekeeping campaign pilot.

(References – minute of the Education, Children and Families Committee 5 March 2013 (item 10); report by the Director of Services for Communities, submitted.)

17. Children and Families Standards and Quality Report 2013

Details were presented of the Children and Families Standards and Quality Report 2013 and a summary provided of progress towards the expected outcomes set out in the Children and Families Service Plan 2012-15.

Decision

- 1) To note the improved and maintained performance during the reporting period.
- 2) To note the areas identified for further improvement.

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

18. Children and Families Department Revenue Budget Monitoring 2013-14 – Month Two Position to 31 May 2013

The two month revenue monitoring position to 31 May 2013 was presented for the Children and Families Department.

Decision

- 1) To note the contents of the Director's report, including the current projected residual budget pressures of £1.8m.
- 2) To note the additional proposals being considered to address residual pressure and enable delivery of a balanced budget.

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

19. Response to Consultation – Amending the Schools (Consultation) (Scotland) Act 2010

Decision

To note the response to the Scottish Government's Amending the Schools (Consultation) (Scotland) Act 2010 consultation, as set out in Appendix 1 of the Director's report, which was submitted by the Director of Children and Families on 2 September 2013 to meet the Scottish Government submission deadline.

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

20. Religious Observance in Non-Denominational Schools – referral report from the Petitions Committee

20.1 Deputation Request

Decision

To note that the deputation request from the Edinburgh Secular Society had been withdrawn.

20.2 Referral report from the Petitions Committee

The Petitions Committee on 3 June 2013 considered a report by the Director of Corporate Governance outlining 2 petitions: (i) 'Remove Religious Observance from Non-Denominational Schools' and (ii) 'Retain Religious Observance in Non-Denominational Schools'

The Petitions Committee had agreed:

- 1) To refer the Petitions to the Education, Children and Families Committee.
- 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.

Decision

- 1) To approve the recommendations of the Petitions Committee.
- 2) To request that the Director of Children and Families report to a future meeting of the Education, Children and Families Committee.

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

Declaration of Interest

Councillor Howat declared a non-financial interest in the foregoing item as a member of the Edinburgh Secular Society.

21. Summer Schools Maintenance Report – Update – referral report from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had considered an internal audit report on actions for remedy of the summer schools maintenance programme. 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.)

22. Looked After Children: Transformation Programme – referral report from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had considered a report on the Looked after Children Transformation Programme and the initiatives developed to shift the balance of care towards more preventative and less costly services with a view to delivering financial savings. 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.)

23. Social Work Complaints Review Committees

23.1 27 June 2013

The recommendations of the Social Work Complaints Review Committee held on 27 June 2013 on a complaint against the Children and Families Department were detailed, together with the actions taken by the Chief Social Worker in response to the decision taken by the Review Committee.

Decision

To approve the recommendations of the Social Work Complaints Review Committee and to note the actions taken by the Chief Social Worker in response to the Review Committee decision.

(References – reports by the Chair of the Social Work Complaints Review Committee and the Chief Social Worker, submitted.)

23.2 7 August 2013

The recommendations of the Social Work Complaints Review Committee held on 7 August 2013 on a complaint against the Children and Families Department were detailed.

Decision

To approve the recommendations of the Social Work Complaints Review Committee

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

23.3 14 August 2013

The recommendations of the Social Work Complaints Review Committee held on 14 August 2013 on a complaint against the Children and Families Department were detailed.

Decision

To approve the recommendations of the Social Work Complaints Review Committee

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

24. 2015 Examination Diet – Motion by Allan Crosbie

The following motion by Allan Crosbie, seconded by Councillor Godzik, was submitted in terms of Standing Order 16.1:

“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.”

Decision

To approve the motion by Allan Crosbie.

25. Sciennes Primary School Playground – Motion by Councillor Burgess

The following motion by Councillor Burgess, seconded by Councillor Main, was submitted in terms of Standing Order 29.1:

“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.”

Decision

To approve the following motion, as adjusted:

“Committee:

- 1) Welcomes the work by Sciennes Primary Playground Group, including parents and teachers, to improve the school playground;
- 2) 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;
- 3) Notes that the Transport and Environment Committee has agreed via the local transport strategy to seek views on pilot school streets which would limit or prohibit vehicular traffic with a view to ensuring the safe passage of children to and from school;
- 4) Notes the good progress on Outdoor Play and Active Learning across the schools estate as outlined in the report at 7.5 on the agenda for this meeting (minute item 8 above), and especially the success in securing external funding and the efforts of parents in contributing to improved play space;
- 5) Commends Sciennes Primary Playground Group for their work so far and for their commitment to future fundraising to take forward such a project, and notes that at this point there is currently no funding in the Children and Families Capital Investment Programme for such a project nor does the Department have any surplus capital funding which is not already committed against other projects;
- 6) Notes that a meeting between relevant Transport & Environment officers; Children & Families officers; and ward Councillors will be arranged to discuss this matter, to look at the outline designs from parents, and request that Corporate Property investigate indicative costings;
- 7) Further notes that outdoor play space will be considered as part of the Education Children & Families Departments updated Asset Management Plan, which is set to be presented to Committee in 2014.”

26. Childrens Eye Tests – Motion by Councillor Main

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

“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 the city 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.”

Decision

To approve the following motion, as adjusted:

“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 the city are invited for a test prior to starting school.

Committee therefore requests that the Director of Children and Families highlight this issue with NHS Lothian, through the Children’s Partnership, and inform Committee members of any action proposed by the NHS to maximise the uptake of eye tests, as well as any further actions by the Council which could support this aim.”

Education, Children and Families

[March 2014 – May 2014]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Strategic Management of School Places	04/03/14	All	Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P2, P3, P4 CO1 – CO3
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
8	Vision for Schools	04/03/14	All	Director: Gillian Tee Lead officer: John Heywood 0131 529 3294 john.heywood.2@edinburgh.gov.uk	P1 – P7 CO1 – CO6
9	Special Schools - Proposals for the Future Development of Panmure St Ann's	04/03/14	All	Director: Gillian Tee Lead officer: Rosie Wilson 0131 469 3960 rosie.wilson@edinburgh.gov.uk	P1, P5
10	Schools Energy Report	04/03/14	All	Directors: Gillian Tee and Mark Turley Lead officer: Jim Davidson 0131 529 5233 jim.davidson@edinburgh.gov.uk	P50 CO18, CO25
11	Tollcross Primary School Roll	04/03/14	9	Director: Gillian Tee Lead officer: Aileen Mclean 0131 469 3300 aileen.mclean@edinburgh.gov.uk	P2, P4 CO1, CO6

12	Primary Pupil Support	04/03/14	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P5 CO1, CO2, CO4
13	Food For Life	04/03/14	All	Director: Mark Turley Lead officer: Jim Davidson 0131 529 5233 jim.davidson@edinburgh.gov.uk	P1, P5 CO1, CO4, CO10
14	Gracemount Campus	04/03/14		Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2
15	Access to Primary School Playgrounds for Play Out of Teaching Hours	04/03/14	All	Director: Gillian Tee Lead officer: Margaret Westwood 0131 469 3382 margaret.westwood@edinburgh.gov.uk	P5 CO1 – CO6
16	New School in South Edinburgh	04/03/14		Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P3, P4 CO19
1	Early Years Change Fund	20/05/14	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1 CO1 – CO6
2	Engagement of Children, Young People and Parents/Carers in the Development of Services for Children and Families in Edinburgh	20/05/14	All	Director: Gillian Tee Lead officer: David Maguire 0131 529 2132 david.maguire@edinburgh.gov.uk	P1, P3, P5, P7, P33, P36 CO1 – CO6 CO23 – CO26

3	School Session Dates for 2015/16	20/05/14	All	Director: Gillian Tee Lead officer: Graham Douglas 0131 469 3131 graham.douglas@edinburgh.gov.uk	P5 CO2
4	Castlebrae Community High School - improvement programme	20/05/14	15, 16, 17	Director: Gillian Tee Lead officer: Mike Rosendale 0131 529 2218 mike.rosendale@edinburgh.gov.uk	P4, P5, P7 CO1 – CO6
5	Children and Families Service Plan 2014-16	20/05/14	All	Director: Gillian Tee Lead officer: Karen Brannen 0131 469 3494 karen.brannen@edinburgh.gov.uk	P1 – P7 CO1 – CO6
6	Early Years Strategy Progress Report	20/05/14	All	Director: Gillian Tee Lead officer: Aileen Mclean 0131 469 3300 aileen.mclean@edinburgh.gov.uk	P1, P6 CO1
7	Looked After Children Transformation Plan	20/05/14	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1 CO1 – CO6
8	City of Edinburgh Play Strategy	20/05/14	All	Director: Gillian Tee Lead officer: Margaret Westwood 0131 469 3382 margaret.westwood@edinburgh.gov.uk	P5 CO1,CO2,CO4
9	Children's Eye Tests	20/05/14	All	Director: Gillian Tee Lead officer: Lynne Porteous 0131 529 2423 lynne.porteous@edinburgh.gov.uk	P1 CO10

10	Playschemes for Children and Young People with a Disability	20/05/14	All	Director: Gillian Tee Lead officer: Carol Chalmers 0131 469 3348 carol.chalmers @edinburgh.gov.uk	P1 CO1 – CO6
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6.1 Business bulletin

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

European Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Paul Godzik</p>  <p>Vice-Convener Councillor Cathy Fullerton</p> 	<p>Cllr Paul Godzik (Convener) Cllr Cathy Fullerton (Vice-Convener) Cllr Elaine Aitken Cllr Robert Aldridge Cllr Norma Austin Hart Cllr Deidre Brock Cllr Maureen Child Cllr Nick Cook Cllr Gavin Corbett Cllr Cammy Day Cllr Denis Dixon Cllr Sandy Howat Cllr Allan Jackson Cllr David Key Cllr Richard Lewis Cllr Alex Lunn Cllr Melanie Main Cllr Eric Milligan Cllr Vicki Redpath Cllr Jason Rust Cllr Andrew Burns (ex officio) Cllr Steve Cardownie (ex officio) For education items: Marie Allan (religious representative) Rev Thomas Coupar (religious representative) Allan Crosbie (teacher representative) Craig Duncan (religious representative) Lindsay Law (parent representative) John Swinburne (teacher representative)</p>	<p>Morris.Smith Senior Committee Officer Tel: 529 4227</p> <p>John Heywood Departmental Assistant to the Convener Tel: 529 3294</p>

Recent news

[Local authority is Scotland's best public sector employer](#)

The City of Edinburgh Council has been named Scotland's first Public Sector Employer of the Year.

The Council's determination to provide positive outcomes for the capital's young people has resulted in the Edinburgh Guarantee, a city wide initiative, which offers the opportunity of a positive workplace destination to the city's school leavers and young people.

The Modern Apprenticeship model allows the Council and partners to recruit school leavers and offers strong vocational training with industry recognised qualifications.

The Council's apprenticeship programme is also about developing a workforce for the future to ensure the citizens of Edinburgh receive the services they need. A further benefit is that Modern Apprentices bring with them energy and new ways of thinking.

Council apprentices work in business administration, construction, customer services, horticulture, engineering, arboriculture, creative industries and youth work.

Staff Award success for Children and Families

Well done to all the finalists of the Staff Awards ceremony at the Assembly Rooms. We were proud to see a range of Children and Families staff, establishments and projects represented.

Congratulations to:

- The Customer First individual winner Douglas Bishop, a CLD worker supporting students of English for speakers of other languages.
- Our Disabilities Consultation Team, who won Customer First Team award for their work consulting children with disabilities and their families. Read more about this in the previous blog post "[From teleporters to tenders](#)".
- Oaklands School, who scooped the Leader's

Background

More information is available at <http://www.edinburgh.gov.uk/blog/newsblog/post/743/local-authority-is-scotland's-best-public-sector-employer>

More information is available from Gillian Hunt on 469 3072 or gillian.hunt@edinburgh.gov.uk

Award for their work supporting children with complex disabilities to become more independent.

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Gold Award for Portobello Park consultation

Our Portobello Project Team has won a Gold Award at the [Chartered Institute of Public Relations Scottish Awards](#) for its work on the Portobello Park Private Bill Consultation programme. The same project also won Gold at the LG Comms Awards earlier this year.

The [consultation programme](#), which took place in December 2012 and January 2013, was developed to establish the extent to which there was community support for the proposal to change the use of Portobello Park to being the site for a new Portobello High School. Private Bills can only proceed in the Scottish Parliament if the promoter (in this case the Council) can demonstrate that they have listened to the views of the local community.

The consultation programme, which included public meetings and roadshows at venues across Portobello, saw one of the highest responses ever received for a Council consultation. Over 12,000 people responded – either through an online or printed questionnaire, by e-mail or in writing – and 70% of the valid responses received supported the proposed Private Bill. This figure rose to 76% within the Portobello area. In achieving these figures the Council was able to demonstrate that there was clear public support for the Private Bill.

The consultation programme was developed by Joyce Nisbet and Tina Sutherland in Communications. Design support came from David Walker and wider project support from colleagues across the Council led by Billy MacIntyre (Head of Resources in Children and Families).

Images of new primary school accommodation revealed

We unveiled designs for new build accommodation which may be needed at five primary schools across the city as it responds to the issue of rising primary school rolls.

More information is available from Tina Sutherland on 529 4214 or tina.sutherland@edinburgh.gov.uk or Joyce Nisbet on 469 3134 or joyce.nisbet@edinburgh.gov.uk

More information is available from Billy MacIntyre on 469 3366 or billy.macintyre@edinburgh.gov.uk

In total 17 new classrooms and an extra five general purpose spaces are being considered for a number of primary schools across the capital at which additional accommodation may be required for the start of the 2014/15 school year. This is in addition to the 23 new classrooms that were opened in August.

The schools that are in line for the new build accommodation are: Broughton Primary School, Craighour Park Primary School, Liberton Primary School, St David's RC Primary School and Victoria Primary School. In addition, plans are being developed to create extra space at Balgreen Primary School, Flora Stevenson's Primary School, Fox Covert Primary School and Stockbridge Primary School in either August 2014 or future years should that be required.

The plans for both Craighour Park Primary School and St David's RC Primary School also include provision for further additional accommodation to be delivered in future years should that be required.

Inspectorate visits Residential Units

The Care Inspectorate recently visited and inspected Moredun Young People's Centre, Northfield Young People's Centre and Edinburgh Families Project and assessed each as improving the level of care and support to some of the most vulnerable young people within our society.

These inspections are unannounced so it is a credit to the staff teams and managers that the grades and positive comments received are of an improving and high standard. Northfield Young People's Centre achieved grades of Excellent and Very Good across all themes inspected.

These services work with young people with high levels of need so it is pleasing to know all the hard work, planning and multi agency working to improve the lives of these young people is recognised. Keeping young people safe and allowing young people to participate in how each service is run were positive statements in each report.

Official opening of Seaview

More information is available from Alistair Gaw on 469 3388 or alistair.gaw@edinburgh.gov.uk

The new £2.4m Seaview Centre was officially opened on 10 October. This facility can accommodate up to 60 children and young people aged between five and seventeen with a range of disabilities and additional support needs to provide regular short breaks full of activities. Also based at Seaview is Family Focus which provides outreach support and respite to children and young people from birth to 16 years who have disabilities and complex care needs in their own home and in the community.

We adopted a unique approach to designing the new centre by involving staff and young people from the very start of the process, inviting them to take part in consultations where they were asked what they would like to see in their new centre. The children's ideas ranged from floating lights in the dining room to a wheelchair swing and tree house in the garden, all of which have been included in the final building. Features requested by staff, such as improved access and plenty of space for wheelchairs and hoists have also been incorporated. All built on one level, the new centre boasts colourful, fun decor, living and sleeping areas as well as a sunny, safe, fun outdoor space with something for all ages and abilities.

Children and Families' Advice and Conciliation Service (Education) Annual Report 2012/2013

During 2012/2013, the Children and Families Advice and Conciliation Service (Education) worked within the protocol of Early Resolution; Stage 1 investigation of complaints, Stage 2, the Director's Review and then Stage 3, possible referral to the Scottish Public Services Ombudsman (SPSO).

During 2012/13:

- 324 issues were dealt with by the service at the Early Resolution stage using conciliatory approaches.
- 30 complaints were investigated at formal Stage 1.
- 4 complaints were investigated at Stage 2. Two were partially upheld, one was not upheld and one is ongoing.
- From these 4 complaints, 3 were referred to the

More information about the Seaview service is available from Alistair Gaw (details above). More information about the design process is available from Billy MacIntyre (details also above).

More information is available from [Education: Advice and Complaints](#)

Scottish Public Services Ombudsman

From 25 March 2013, the complaint procedure across the Council will be simplified as follows:

- 'On the spot' issues addressed- not recorded.
- Informal – Stage 1: Frontline Resolution: (in schools, department teams, Early Years and Community Learning and Development (CLD) Centres, and the Advice and Conciliation Helpline); to be recorded.
- Formal - Stage 2: Formal Investigation of complaints and management action to be taken from the recommendations from the outcomes of upheld and partially upheld formal complaints by Investigating Officers, nominated by the Head of Service; to be recorded.
- Formal - Stage 3: Referral to the Scottish Public Services Ombudsman (SPSO).

CHILDREN AND FAMILIES ACHIEVEMENT AWARDS

The 2013 Children and Families Achievement Awards ceremony was held at the Assembly Rooms on Wednesday 27 November, hosted jointly by Councillor Paul Godzik, Education Convener and TV presenter Grant Lauchlan.

Awards were made under the following categories: Working Effectively with Others; Improving Literacy Outcomes; Participation and Engagement; Getting it Right for Every Child; Making the Difference (Team); Making the Difference (Individual); Innovating, Creating, Inspiring; The Director's Award for Outstanding Achievement; The Convener's Award for Outstanding Achievement.

Cllr Godzik said: "I am incredibly impressed by the high standard of entries to this year's awards and it was a privilege to be able to reward projects making such an impact on their local community.

"It is particularly important to acknowledge the hard work and dedication of those helping improve the lives of young people in Edinburgh – all those nominated deserve a huge well done for their commitment to

Further information about all the winners and nominees is available at

<http://www.edinburgh.gov.uk/blog/newsblog/post/757/education-convener-congratulates-children-and-families-award-winners>

making the city a better place for everyone."
Among the winners was Andy Jeffries, Service Manager for Children's Practice Teams, who received the Director's Award for Outstanding Achievement, and CLD West Edinburgh for their Rwanda Youth Exchange project, which won the Convener's Award for Outstanding Achievement.

Forthcoming activities:

2013 saw a total of 16 Children and Families briefings and visits for elected members. All of these were well attended, and the feedback has invariably been that they were informative and worthwhile. A new programme will be prepared for 2014 and could include:

- Social Work Services for Children with Disabilities
- Children with Additional Support Needs/Getting It Right for Every Child
- Curriculum for Excellence
- Schools Performance and Improvement
- ICT and Teaching and Learning
- Schools Building programme
- Attendance and Exclusion Support for Children with Behavioural Needs
- Community Services/CLD, Arts, Music
- Looked After and Accommodated Children
- Special Schools
- Social Media

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Edinburgh Young People's Participation Strategy

Item number	7.1
Report number	
Wards	All

Links

Coalition pledges	P1 , P3 , P7 , P33
Council outcomes	CO1-CO6 , CO23 .
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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E-mail: mary.mitchell@edinburgh.gov.uk gavin.crosby@edinburgh.gov.uk |

Tel: 0131 529 2131 or 0131 469 3354

Executive summary

Edinburgh Young People's Participation Strategy

Summary

After a review and consultation regarding the Edinburgh Youth Issues Forum (EYIF) and young people's participation in Edinburgh, a new strategy for young people's participation was created in early 2013.

The aim of young people's participation in Edinburgh is to facilitate young people's meaningful participation in partnership working and decision-making, leading to:

- Improvements in services for young people
- Learning and development for the young people involved

Recommendations

It is recommended that the Committee:

1. Supports the Edinburgh Young People's Participation Strategy and the new EYIF structure.
2. Invites young people to report on their work to the Education, Children and Families Committee on a yearly basis.
3. Advocates, when required, on behalf of young people and support them to be heard within the full range of Council committees and structures.
4. Notes that young people's participation in Edinburgh is healthy, diverse and not limited to involvement in forums or other formal groups.
5. Notes that although Council formal structures might be useful for some issues raised by young people, in general formal structures do not always meet the needs of young people and therefore alternative approaches to young people's participation in decision making are required.
6. Notes the new protocol for consulting with young people which enables young people's effective involvement in decision making whilst avoiding 'consultation overload' and allowing young people themselves to prioritise issues.

Measures of success

Youth participation in Edinburgh will be successful if

- A diverse range of young people from across Edinburgh attend the events organised, including Members of the Scottish Youth Parliament, local forums, student councils
- 30 young people trained to become 'Participation Mentors' before April 2014

- These participation mentors (and other keen young people) lead events and discussions both within and outside the structures of the Young People's Participation Team.
- Elected members, partners and key officers attend and participate fully in the variety of activities organised to discuss the issues raised by young people.
- There are increased links between Neighbourhood Partnerships and young people
- An annual young people's participation conference occurs showcasing young people's participation across the city, the first of these will be in March 2014.
- Services (both Council and partners) learn from the young people and develop their practice because of the participation of young people
- Young people's participation in formal democratic processes is increased. Specifically turnout for the 2014 independence referendum in the 16-18 yr old age range in Edinburgh is in the top quarter of local authorities in Scotland
- An increased number of young people feedback that their views are listened to and changes are made as a result of their feedback.

Financial impact

None

Equalities impact

The structure of the Edinburgh Youth Issues Forum will support a broad range of young people to get involved in decision making in Edinburgh.

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

Sustainability impact

The recommendations are aimed at creating a sustainable, long term young people's participation structure for Edinburgh.

Consultation and engagement

A consultation took place with key stakeholders i.e. youth workers, young people, partner agencies and elected members. The team met with young people on 19th December 2012 and again on 22nd February 2013. Elected members were briefed on 22nd February. Partner agencies were also invited to a meeting on 22nd February 2013 and were sent a working paper outlining suggested changes. In all approximately 50 young people and 35 adults took part in the consultation. This consultation led to a restructuring of the youth participation strategy for the City of Edinburgh Council.

Background reading / external references

Bullying Action Research Group video link http://youtu.be/0O6QH99m_IU

Edinburgh Young People's Participation Strategy

1. Background

- 1.1 Young people's participation takes place in many Council services and also partner agencies across the city. There is a range of options for young people, from dedicated youth forums to joining an open campaign group or political organisation alongside adults.
- 1.2 A major change occurred to the thrust of citywide young people's participation in Edinburgh in Feb 2013 with the development of a new participation structure that emphasises a 'deep' learning and involvement of young people at city wide level.
- 1.3 Whilst recognising the significant contribution young people and partners have made within the work of the previous participation structure, the structure had been criticised for the lack of links and influence at local level decision-making, particularly involvement with Neighbourhood Partnerships.
- 1.4 The recent review of Neighbourhood Partnerships alongside the commitment to being a Cooperative Council reflects the priority of young people's participation in Council decision-making actively strengthening young people's involvement in activities locally, citywide and at national level.
- 1.5 The pilot joint inspection of services for children and young people which took place between November 2012 and January 2013 identified participation as a key strength in Edinburgh. Drawing on a review of documentation and face to face meetings with young people, staff and partner agencies, the inspectors recognised the 'very wide range of measures to consult and seek the views of children, young people, families and stakeholders'. The inspection report identifies the Edinburgh Youth Issues Forum as one of a 'range of planned activities to engage with children and young people and seek their views'. The quality indicator on 'participation of children, young people, families and other stakeholders' was evaluated as 'very good'. In line with the position statement, the inspectors agreed that 'partners now need to build on this and establish meaningful involvement of children, young people and families in shaping and designing policy, plans and services'.
- 1.6 Following on from the inspection a multi-agency group developed a Joint Approach to Participation across the Children's Partnership agencies. The Joint Approach sets out a number of commitments and a joint approach to terminology. This strategy is in line with this approach.

- 1.7 This work complements and is one of the key priorities of the National Community Learning and Development strategic guidance for community planning partnerships, which highlights the importance of involving stakeholders (including young people) in community planning. In addition 'The 'Requirements for Community Learning and Development (Scotland) Regulations 2013' that came into force in September 2013 have strengthened the legislative framework for the delivery of service user involvement in planning.
- 1.8 The roles for young people engaged in this new structure (after training and with support) include: researcher; report writer; facilitator; event organiser; campaigner; and peer educator. These roles aim to broaden and strengthen the impact and voice of young people at local, citywide and national level.
- 1.9 This report and the accompanying input from young people at the committee meeting, highlights the work of the Young People's Participation Team and the achievements of the young people to date within the new participation structure.

2. Main report

- 2.1 Young people's participation supports young people to make changes on local, citywide, national and global issues. This includes, but is not limited to, engaging with Councillors, officers and other decision-makers at a range of levels. The work supports colleagues across Children and Families, other Council departments and partner agencies to hear young people's thoughts and concerns on a wide range of issues
- 2.2 City of Edinburgh Council is a Child Rights Partner and as such is concerned with the human rights of children and young people. This includes asking questions about how children are treated and recognising their right to be involved in decisions that affect them. Children's rights are at the core of the new structure for young people's participation in Edinburgh.
- 2.3 A notable change in the approach is a development from the previous formal committee style structure alternating with young people's themed events to the structure outlined below.
- 2.4 The new Edinburgh Youth Issues Forum structure builds on previous good practice whilst strengthening the links between local, city wide and national levels of young people's participation. Additions to previous activities include: the development of a 'Participation Mentors' programme; biannual Edinburgh Youth Issues Forum Gatherings; Action Research Groups and Conversations for Action meetings. Each component of the new approach is discussed below.
- 2.5 The process is cyclical on an annual timetable. This ensures continuity in the programme and clear understanding of the overall structure but also the flexibility to allow new people to become involved at various stages throughout the year.
- 2.6 A strength of the previous approach was the way in which young people were able to work with elected members, Council officers and partner agency

representatives. The new structure maintains and enhances these important relationships.

- 2.7 Because of their participation young people will:
- Take actions on local issues and make changes in their communities.
 - Have their voices heard by adult decision-makers.
 - Link in with other groups and fora to affect change.
 - Have fun and develop, meeting key experiences and outcomes from Curriculum for Excellence in the process – in particular the health and wellbeing across learning outcomes.
 - Co-create solutions with relevant adults

The new EYIF structure:

Edinburgh Youth Issues Forum Gatherings

- 2.8 Gatherings take place twice a year. The gatherings are fun and informal but with a definite aim and format, defined and facilitated by young people drawn from the participation mentor group. The purpose of the gatherings is to identify issues for young people, which will be taken forward by the action research groups. The first gathering was held in September 2013, with 45 young people participating. It was planned, delivered and reviewed by the first group of participation mentors.

Action Research Groups

- 2.9 Young people volunteer to be involved in the action research groups, the topics of which are defined as a result of conversations between young people and workers, setting a priority for meaningful learning and action. Although young people are encouraged to take the lead in these groups, they are supported by the Young People's Participation Team and other relevant staff and partners. Young people will learn research skills and undertake a 'deep' enquiry about the topic, to understand all sides of an issue before identifying action and feeding back to their peers and adult decision-makers at the conversations for action.

Current action research topics, as decided by young people are: bullying, mental health support in schools, poverty and inequality and the state of our schools.

The bullying action research group has produced a short video of their work with recommendations for change. The link to this on YouTube is:

http://youtu.be/0O6QH99m_IU

Conversations for Action

- 2.10 Chaired by the EYIF convenor but with the agenda set by young people, these conversations are structured and action focused. Young people who were part of the action research group for each topic will present their learning, ideas and actions for meaningful dialogue between young people and relevant policy makers and senior officers. Joint improvement plans, 'we said, we did' are

created as a result of these conversations. These plans are reported back to key stakeholders via the gatherings and the Participation Conference.

- 2.11 The first conversation for action, as a result of the bullying action research project, is scheduled for January 2014, where the young people will meet with elected members and relevant lead officers with the intention of taking further action on the issue.

Participation Mentors

- 2.12 This is an ongoing capacity building and peer education programme for young people across Edinburgh. One group of 18 young people have so far completed the programme and another group of 11 young people is in progress. Feedback from these young people is excellent (see quotes in appendix 1).

This programme creates confident and able young people who can participate effectively and encourage others to get involved in democratic processes in Edinburgh.

Annual Young People's Participation Conference

- 2.13 This one day event (the first will be held in March 2014) will bring together young people, lead officers, partner agencies and elected members to celebrate and hear about young people's participation in Edinburgh. It will highlight the actions taken regarding issues identified throughout the year by young people involved in the projects above, as well as providing an opportunity for external agencies to showcase their own participation practice. As with the gathering events, this event will be facilitated and organised by young people drawn from the participation mentors team.

Consultation protocol

- 2.14 A young people's consultation protocol has been developed to assist the management of the large number of requests for consultation with young people. This protocol enables young people's response and involvement in consultations to be managed and productive. The next stage of the protocol is for young people themselves to manage the whole process. It is envisaged young people will take ownership not only of the expression of their views, but also which consultations they prioritise and how those consultations are run. They will be able to offer advice to agencies on methods as appropriate to ensure that the activities meet the needs of all stakeholders.

2.15 Strengthening Community links

An important element of the participation strategy has been to strengthen young people's links with the Edinburgh Partnership and local level decision-making forums. Increased networking between Members of the Scottish Youth Parliament and local forums has assisted this process. Additionally two Members of the Scottish Youth Parliament sit on the Leader's Group for Edinburgh Guarantee. A number of presentations have also been made at a

local and citywide level about the changes to EYIF structure and young people's participation generally.

The Community Learning and Development (CLD) service has identified 6 local participation leads who are actively involving young people in participation activities at a local level. Stronger links with school councils are also being forged.

Democracy on the Move

- 2.16 'Democracy on the Move', a project supported by a CLD student on placement within the Young People's Participation Team, aims to make young people aware of the referendum and their voting rights. The project aims to have peer led presentations and workshops within the 23 local authority high schools in Edinburgh. The participants involved in these workshops and assemblies will collectively explore and articulate their thoughts in relation to the registration process for voting, the voting process and general thoughts around the referendum.

Young people are involved in the planning, delivery and evaluation of the project. They include Participation Mentors, Members of the Scottish Youth Parliament and EYIF members. The process is supported and resourced through the YPPT and school staff.

- 2.17 **Case study:** Heather Smith, Principal Officer for Child Care and Protection Training and Development, Children and Families, writes about her work with the Young People's Participation Team. This culminated in a change in staff training and a jointly facilitated workshop for the COSLA conference "Child Welfare in a Digital Age: evolving technologies, emerging risks and developing responses" at the Conference Centre, Edinburgh on Wednesday 25th Sep 2013,

I would like to highlight some of the inter-agency work that has been carried out over the past 18 months with all the agencies we work with but most of all with some of the young people that worked with us from the Young People's Participation Team.

Our working relationship started in June 2012 when we were invited to do an input into the Safety Event run by the Edinburgh Youth Issues Forum at the Risk Factory. We soon found out that some of our Internet safety materials were a little too much from an adult perspective and not quite 'right' on how young people access the internet. We as a team of training professionals took on the feedback of our materials and changed them accordingly.

The action plan raised from the Edinburgh Youth Issues Forum event required us to look at what we did in training reporting on what Internet Safety training issues were outstanding for teachers in Edinburgh.

Following on from this, members of the Edinburgh Youth Issues Forum attended the Workforce Learning and Development Annual Event in November 2012 and participated in an Appreciative Inquiry in front of 90 professional staff such as Head Teachers and other senior managers and gave an interview that made one

visiting Head Teacher at the end stand up and promise to train all of his teaching staff on Internet Safety!

Given the past working relationship it seemed appropriate that some of the EYIF members co-deliver the national workshop along with a police officer from the E-crime unit and me. Three of the EYIF members Eilidh Mackay, Rebecca Hammond and Ellen Worthington pulled together a presentation to introduce our journey and set this to music to open the workshop. Eilidh, Rebecca and Ellen then facilitated the main section of the workshop; conversation café on Internet Safety, each table addressing different questions. Each table was facilitated by one of the girls. There were 40 people all speaking at once and the room buzzed with conversation for an hour. The feedback was amazing too!

3. Recommendations

It is recommended that the Committee:

- 3.1 Support the Edinburgh Young People's Participation Strategy and the new EYIF structure.
- 3.2 Invite young people to report on their work to the Education, Children and Families Committee on a yearly basis.
- 3.3 Advocate, when required, on behalf of young people and support them to be heard within the full range of Council committees and structures.
- 3.4 Notes that young people's participation in Edinburgh is healthy, diverse and not limited to involvement in forums or other formal groups.
- 3.5 Notes that although Council formal structures might be useful for some issues raised by young people, in general formal structures do not always meet the needs of young people and therefore alternative approaches to young people's participation in decision-making are required.
- 3.6 Notes the new protocol for consulting with young people which enables young people's effective involvement in decision-making whilst avoiding 'consultation overload' and allowing young people themselves to prioritise issues.

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

P3. Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools

P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers

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

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

CO23. Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community

Single Outcome Agreement

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

Appendices

1. Participation Mentors Full Evaluation
2. Consultation protocol
3. Edinburgh's Young People's Participation Strategy

Participation mentors training round one – May to August 2013

Evaluation summary:

1. Why did you do the training:

- Gain Facilitation skills, improve organising skills and communication
- Better organiser and facilitator
- To make changes in my community
- Gain skills to help me be a better MSYP
- Learn more about leading groups
- Thought it would help with SYP
- Another participant suggested i partake. Find out others opinions
- Thought it would be interesting
- Learn more about youth issues
- to improve facilitation and organising skills
- Thought it would be interesting
- Find out more about youth issues and be able to help fix them
- I wanted new skills

2. What did you learn from the training

- How to lead a group effectively
- to count your own vote first
- about facilitation
- how to facilitate better
- How to facilitate effectively and work well in a group
- to listen to others
- how to work with people of younger ages, better organising
- how to organise events
- doing things together is better than yourself
- let people have their opinions
- tips on how to fully organise events
- how to plan events and work with others
- new ways to facilitate and activity and work better as a team
- that i really like debating

3. What was the best part of the training

- working with others and getting experience of facilitation
- getting to know everyone better and the news game
- the news game¹
- The debating and discussing issues
- the news game¹
- the news room game¹
- getting to know everyone
- news game¹
- knowing the people more
- mixing with other groups

- meeting a lot of new different people
- getting to know everyone one and playing games
- everything was equally good
- meeting new people

4. What surprised you during the training:

- My ability to lead a group
- how well everyone got on with each other and the confidence ive gained
- the different amount of people
- How quickly my opinions changed
- nothing
- the evolution of other peoples abilities
- how well we worked out the programme
- how many people i got to know
- more fun than expected
- nothing
- how easy we all worked together
- how well i got on with everyone
- how liberal and democratic a certain participant was during the news game¹
- the activities and games

5. the most useful part of the training was:

- being shown facilitation techniques
- learning the different activities
- facilitation
- was learning new skills
- how to lead a group
- learning how to lead a group
- having the chance to discover what i learnt
- skills I've obtained
- talking about the gathering
- listening to others
- skills i can take into the future
- hearing others opinions
- all the activities and breaks we got (not over worked)
- breaks

6. What would make the training better

- More political teaching
- more philosophy debating²
- Change the days to weekend days?
- more time to plan the gathering better
- longer sessions less regularly
- bit more free time
- wouldn't change anything
- more meetings before residential, felt short and added together
- have more meetings

- make longer (i realise how difficult this would be to arrange)

7. Other comments

- Thank you for the opportunity
- Thoroughly enjoyed the training and recommend it to everyone
- thanks everyone
- I enjoyed it
- Thank you
- very useful
- i have been appreciative of the residential, i really enjoyed it
- really fun
- thank you
- very fun and useful experience
- I really enjoyed my time here

Notes

¹ the news game is a specific half day activity focusing on digesting current news stories and producing a news bulletin as a team

² Philosophical Inquiry is a specific rules based dialogue activity

Average participants self grading in eight areas for development . Participants self graded themselves before the training and at the end, giving a growth figure. All areas were marked out of 10

	Active Listening	Motivated	Open Minded	Hard working	Communication skills	Commitment	Knowledge of political structures and issues	Facilitation skills
Before	6.9	7.8	7.7	8.0	7.3	7.7	5.6	5.9
After	8.4	8.1	8.5	8.4	8.0	8.0	7.2	8.2
Growth	1.5	0.3	0.8	0.4	0.7	0.3	1.7	2.4
Percent Growth	21.5%	4.2%	10.6%	5.4%	9.4%	4.3%	29.7%	40.2%

Notes:

As can be seen, the biggest growth was in the area of facilitation skills, which is the primary aim of the training programme.

Knowledge of political structures had also improved dramatically over the course of the programme.

The smallest growth was in the areas of commitment and Motivation. However, the course was self selecting, and as can be seen, participants already rated themselves quite highly in these areas before starting the programme.

Some participants graded themselves lower after the training than before in certain areas, notably 'knowledge of political structures and issues'. When questioned on this, participants acknowledged that before the training they had thought they 'knew it all' but it was only through the training that they had realised that there is always room for more experience and knowledge.

Young People's Participation Team
Request for young people's contribution

Many departments, agencies and projects request that young people contribute to service development or redesign. Although it is extremely positive that organisations want to ensure that their services reflect the needs of young people, the process of consultation must also be a valid experience for those young people involved.

To have representation/participation from young people at events, meetings, groups, conferences, projects etc you must provide us with details of the context in which they will participate and of the process that will follow. This forms part of the protocol in which participation of young people is conducted in Edinburgh, ensuring that it is ethical, and that the young people's participation is valued, acknowledged and best utilised.

Please provide responses to the following questions. These responses will be shared with young people who will potentially participate in the meeting, group, event, conference or project.

Please note that for the young people to meaningfully participate we have to organise/provide support staff, provide consent forms, transport, have briefing meetings etc so whenever possible 4 weeks notice would be preferred.

Please return to Young People's Participation Team, Children and Families, The City of Edinburgh Council, Waverley Court, Business Centre 1:2. Or email to gavin.crosby@edinburgh.gov.uk

1.	Organisation/Department: Contact Details:
2.	Meeting/Group/Event/Conference or Project.
3.	Dates you would like young people involved:
4.	What is the purpose of young people's participation, and what do you hope to achieve.
5.	How will the ideas and information from young people be transferred into policy/service development and/or change/influence the decision making process as a result of their participation. How will you feed information back to young people?

Young People's Participation Team
Request for young people's contribution

6.	<p>What format will the event take?</p> <p>How will the style, method and content engage young people?</p>
7.	<p>The information, materials and content used in some events/meetings are often quite difficult for many young people to engage with. Would you require the assistance of Young People's Participation Team to assist you on the approach and the content to be used? Yes/No</p> <p>If yes in what capacity?</p>
8.	<p>What, if any, learning experience will the young people get from participating in this event/consultation? (for example, could you take time to explain the training that is required to work in your service area? Or could you talk to young people about the role your service plays)</p>
9.	<p>Are you able to offer any rewards or incentives to the young people for their participation? (This is optional!)</p>

Name:

Signed:

Date:

Tel:

Email:

Edinburgh Young People's Participation Strategy

Community Planning Partners are committed to the participation and involvement of children and young people in decision making at all levels, including the development of policy and service plans. This strategy supports this commitment.

The strategy outlines how agencies and young people can engage in the process of participation and adopt the vision, values, principles and standards that will allow for a consistent approach to participative working.

What is participation: It is important that everyone has a clear and shared understanding of what is meant by

Participation is not the same as consultation

Participation is about providing choices and opportunities for children and young people to have an input into decisions that affect their lives. It is about talking, listening to and hearing children and young people and encouraging and supporting them to contribute. Then we have to act on these views and ideas whilst being open, honest and realistic with children and young people on the levels of involvement that they can have.

Consultation is the process by which children and young people are asked their opinions. Consultation requires a commitment to listen, give due weight to the views expressed and feedback outcomes to the children and young people consulted

The aim of young people's participation in Edinburgh is to facilitate young people's meaningful participation in partnership working and decision-making, leading to:

- Improvements in services for young people
- Learning and development for the young people involved

Through participation young people will:

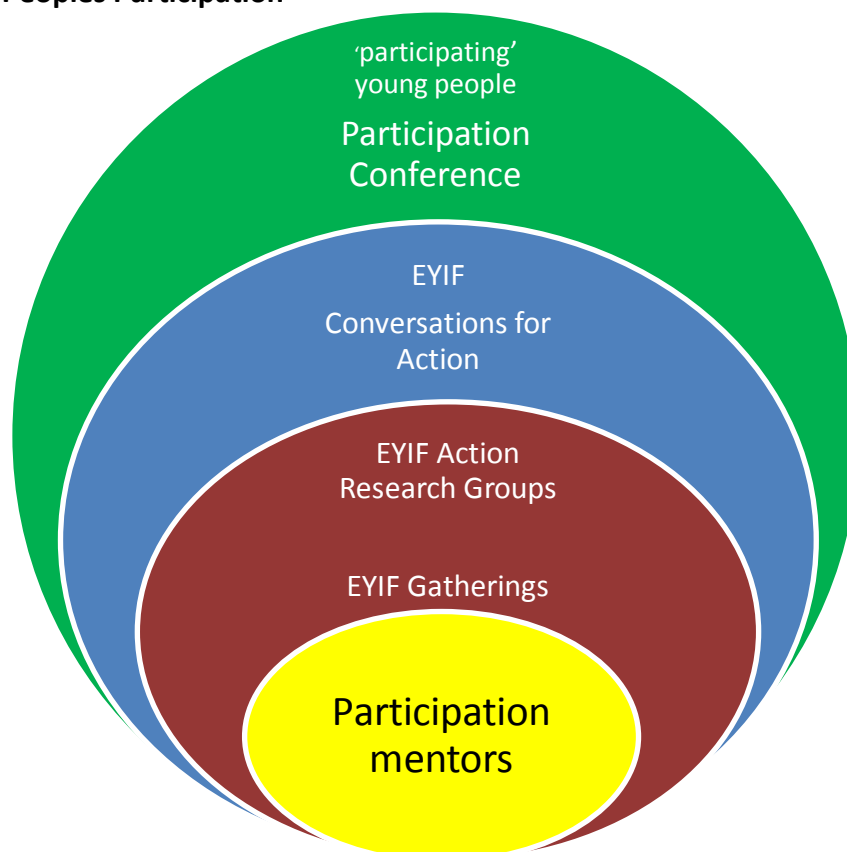
- Take actions on local issues and make changes in their communities.
- Have their voices heard by adult decision-makers.
- Link in with other groups and fora to affect change.
- Have fun and develop, meeting key experiences and outcomes from Curriculum for Excellence in the process – in particular the health and wellbeing across learning outcomes.
- Co-create solutions with relevant adults

Participation structure

The Edinburgh participation structure **builds on previous good-practice** whilst strengthening the links between local, city wide and national levels of young people's participation. Additions to previous activities include: the development of a 'Participation Mentors' program; biannual Edinburgh Youth Issues Forum Gatherings; Action Research Groups; Conversations for Action meetings and an annual Participation Conference; each component of the new approach is discussed below.

The process is cyclical on an annual timetable. This ensures continuity in the programme and clear understanding of the overall structure but also the flexibility to allow new people to become involved at various stages throughout the year.

Structure of Young Peoples Participation



Edinburgh Youth Issues Forum Gatherings

Gatherings take place twice a year. The gatherings are fun and informal but with a definite aim and format, defined and facilitated by young people drawn from the participation mentor group. The purpose of the gatherings is to identify issues for young people, which will be taken forward by the action research groups.

Action Research Groups

Young people volunteer to be involved in the action research groups, the topics of which are defined as a result of conversations between young people and workers, setting a priority for meaningful learning and action. Although young people are encouraged to take the lead in these groups, they are supported by the youth participation team and other relevant staff and partners. Young people will learn research skills and undertake a 'deep' enquiry about the topic, to understand all sides of an issue before identifying action and feeding back to their peers and adult decision makers at the conversations for action.

Conversations for Action – formal Edinburgh Youth Issues Forum

Chaired by EYIF convenor but with the agenda set by young people, these conversations are structured and action focused. Young people who were part of the action research group for each topic will present their learning, ideas and actions for meaningful dialogue between young people and relevant policy makers and senior officers. Joint improvement plans are created as a result of these conversations.

Participation Mentors

This is an ongoing capacity building and peer education programme for young people across Edinburgh. This programme creates confident and able young people who can participate effectively and encourage others to get involved in democratic processes in Edinburgh by participating in a 40 hour training program

Annual Young People's Participation Conference

This one day annual event will bring together young people, lead officers, partner agencies and elected members to celebrate and hear about young people's participation in Edinburgh. It will highlight the actions taken regarding issues identified throughout the year by young people and staff involved in the projects above and in their communities. As with the gathering events, they will be facilitated and organised by young people drawn from the participation mentors team.

Consultation protocol

A young people's consultation protocol has been developed to assist the management of the large number of requests for consultation with young people. This protocol enables young people's response and involvement in consultations to be managed and productive. The next stage of the protocol is for young people themselves to manage the whole process. It is envisaged young people will take ownership not only of the expression their views, but also which consultations they prioritise and how those consultations are run. They will be able to offer advice to agencies on methods as appropriate to ensure that the activities meet the needs of all stakeholders.

Youth Participation in Edinburgh (2014) will be successful if

- A diverse range of young people from across Edinburgh attend the events organised, including members of the Scottish Youth Parliament, local forums, student councils
- 30 young people trained to become 'Participation Mentors' before April 2014
- These participation mentors (and other keen young people) lead events and discussions both within and outside the structures of the Young People's Participation Team.
- Elected members, partners and key officers attend and participate fully in the variety of activities organised to discuss the issues raised by young people.
- There are increased links between Neighbourhood Partnerships and young people
- An annual young people's participation conference occurs showcasing young people's participation across the city, the first of these will be in March 2014.
- Services (both Council and partners) learn from the young people and develop their practice because of the participation of young people
- Young people's participation in formal democratic processes is increased. Specifically turnout for the 2014 independence referendum in the 16-18 yr old age range in Edinburgh is in the top quarter of local authorities in Scotland

Education, Children and Families Committee

10am, Tuesday 10 December 2013

Castlebrae Community High School – Progress Report

Item number	7.2
Report number	
Wards	

Links

Coalition pledges	P5 , P7
Council outcomes	CO2 , CO3 , CO9
Single Outcome Agreement	SO3

Gillian Tee

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Executive summary

Castlebrae Community High School – Progress Report

Summary

This report updates elected members of the City of Edinburgh Council's Education, Children and Families Committee on progress towards improving outcomes for pupils attending Castlebrae Community High School. In addition, it includes information on progress on parental and community engagement, options for longer term improvements and the period from 2014/15 until 2020 taking into account the council's commitment to build a new secondary school in Craigmillar, currently anticipated to be required in 2020.

The Education, Children and Families Committee on 21 May 2013, considered a report on the future of Castlebrae Community High School and agreed to request improvement action and to establish a Working Group including a panel of external experts to advise on options for longer term improvements in the school.

The Working Group included representation from elected members, the community, parents, officers, including the Head Teacher of Castlebrae Community High School, Edinburgh College and EIS. This group met between June 2013 and November 2013 and benefited from hearing the views of 7 experts whose report is contained in Appendix 1.

This report covers the following areas:

- Improvements in 2013/14
- Parental and community engagement
- Longer term options for improvement between 2014 and 2020

Recommendations

The Education, Children and Families Committee is requested to:

1. Note the contents of this report
2. Note the progress of strategies within the school to deliver a high quality educational experience for learners (Ref 2.1.1)

3. Note the progress in parental and community engagement.
4. Approve the introduction of a revised management structure to deliver a Castlebrae Learning Community by August 2015 and the appointment of a permanent Head Teacher by August 2015. (Ref 2.3.2, 2.3.4, 2.3.5 & 2.3.15)
5. Approve the development of an East of Edinburgh Hub to deliver the Senior Phase including the development of a partnership with the Bio Quarter and Universities (Ref 2.3.9 & Ref 2.3.16)
6. Agree to receive a further progress report in March 2014

Measures of success

The measures of success are as follows:

- Improved attainment and achievement
- Attendance is improved and exclusions are reduced
- The S1 school roll intake increases in session 2014/15
- There is a clear strategic management of the curriculum across the Cluster from P5 – S3
- There is improved learning and teaching evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents.
- There is an increase in community activity within the school
- The positive promotion of the school in its community results in increased parental and community engagement.
- Improved physical environment

Financial impact

Additional funding has been provided to facilitate the improvement plan including additional staffing, additional funding for physical improvements and additional funding for 1:1 technology for learners.

An additional budget of £204K has been allocated to the school to support school improvement through additional staffing and to allow staff refresh to take place.

An additional budget of £118K has been allocated to the school to support physical improvements to the school building and environment.

The overspend of £388K from session 2012/13 has been removed from the school budget.

Additional funding of £60K has been provided to deliver 1:1 devices for all pupils at Castlebrae and Cluster primary schools.

These additional resources have been contained within the Children and Families budget.

Officers will continue to work with the Head Teacher to bring the budget back into line over the next few years while ensuring that there is appropriate resources allocated to ensure continuing improvements.

Equalities impact

There are considered to be only positive enhancements to the rights of the child in all of the strategies employed to support improving outcomes for learners. Specifically, the right to a good education and the right of young people to have a say in decisions are both enhanced. In Castlebrae, learners most at risk benefit from additional resources through the positive action budget. The full range of learners' needs are met through effective delivery of Getting it Right for Every Child. There is targeted support in place for learners with additional needs. The plan to take account of the diversity of the community within the school ethos and in community engagement activities will enhance the equalities duty to foster good relations. There are considered to be no infringements or negative impacts. A full equalities impact assessment will be carried out by Dec 2014.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

A wide range of partners have contributed to our strategies towards improving outcomes for pupils attending Castlebrae Community High School. These include school staff, parents, community representatives, Further Education, Higher Education, Employers, City of Edinburgh Council, Children and Families, Services for Communities, Voluntary Sector and Skills Development Scotland.

Drafts of this report and its appendices have been shared with the Working Group and amendments proposed at the final two Working Group meetings have been incorporated. In addition Children and Families officers have met with community representatives on five occasions to consider in detail the sections of the report addressing the school improvement plan, the parental and community engagement plan, communications and future options for the management and delivery of education in the area, and in the school between now and the opening of the new secondary school for Craigmillar in 2020.

There has been an unprecedented level of engagement with community representatives in the process of preparing this report, described by the community representatives as groundbreaking. Some issues have arisen in the process as a

result of the adoption of a co-production approach to a process which is normally officer led. These issues have been addressed and lessons have been learned which will improve future engagement in taking forward improvements in the delivery of education in the area.

Background reading / external references

HMIE report on Castlebrae Community High School August 2013. [Castlebrae CHS HMIE Report 2011](#)

Follow Through Letter April 2013 [Follow Through Letter April 2013](#)

HMIE Follow Through Report August 2013 [Follow Through August 2013](#)

Full Council report March 2013 [Full Council Report March 2013](#)

Education, Children and Families Committee Report May 2013 [EC&F Committee Castlebrae Report May 2013](#)

Castlebrae Community High School – Progress Report

1. Background

- 1.1 This report summarises the improvements for learners attending Castlebrae High School. In June 2013, HMIE returned to the school to undertake a follow through inspection. From their report, and from officers' evaluations of outcomes for learners in a range of areas, it was clear that pupils attending Castlebrae Community High School received an educational experience which was unsatisfactory.
- 1.2 The school roll at Castlebrae had declined over a number of years and in August 2013 was 130 pupils. Only 8 pupils were in S1 and 17 in S2 in August 2013. There are 11 pupils in S1 and 20 pupils in S2 as at end of November with an overall school roll of 138 pupils.
- 1.3 The Working Group, which was formed in June 2013, prioritised improving outcomes for learners in 2013/14, improving parental and community engagement and improving the school roll. In addition, the working group identified that in order to increase parental confidence, it was important to give consideration to arrangements for a new secondary school, anticipated to be required in 2020 and to ensure that in the interim period before the new school opened, that improving the quality of education remained a priority.
- 1.4 The working group invited a range of experts to inform both improvements in the short term and also to inform options over the longer term. The experts were as follows:
 - Keir Bloomer, former Chief Executive of Clackmannanshire Council and author of the report Vision for School Reform
 - Ross Martin, Centre for Public Policy, CEO
 - Brian McAlinden, former Headteacher of Castlemilk High School
 - Lindsey Watt, Head Teacher of Castleview Primary School

- Dr Rowena Arshad, Head of School, Moray House
- Dr Terry Wrigley, Visiting Professor at Manchester Metropolitan University
- Philip Denning, HMIE

1.5 The report from the experts is contained in Appendix 1 and has informed aspects of this report.

2. Main report

Improvements in Performance 2013/14

2.1 The seconded Head Teacher of Castlebrae Community High School took up post on 4 June 2013. Following the HMIE inspection in June 2013, an action plan was developed by the school and quality improvement officers for session 2013/14.

2.1.1 The school action plan (Appendix 2) covers the following areas:

- Improving attainment
- Improving learning and teaching
- Improving the curriculum
- Improving behaviour management and school ethos
- Improving communication with parents and the wider community and improving the school image
- Improving working effectively with Cluster Primary schools
- Improving the physical environment

2.1.2 The Cluster action plan (Appendix 3) covers the following areas:

- Develop a programme of collaborative curriculum development across the Cluster
- Develop assessment and moderation activities across the Cluster
- Develop effective transition activities focused on literacy and numeracy
- Develop a range of Cluster events
- Develop a Cluster approach to residential experiences for learners

- Establish a range of out of school clubs and activities based at CCHS
 - All cluster primary schools to promote CCHS through parental engagement.
- 2.1.3 In addition to the school and cluster action plan, there has been a refresh of staff at Castlebrae Community High School. The teaching staffing complement in August 2013 is 25FTE, seven of whom are new members of staff. The refresh opportunities will continue until December 2013. A seconded Depute Head Teacher took up post in October 2013.
- 2.1.4 The Head Teacher has been leading consultation with pupils and staff on the school vision. This consultation will continue to include parents and the wider community and the finalised vision statement for Castlebrae Community High School is expected to be agreed by December 2013. On 8 November 2013, staff attended a 1 day leadership event which allowed the staff to be fully involved in discussing improvements within the school. The Quality Improvement Officer supported by staff from the Outdoor Learning Unit managed the school on this day to allow this to take place.
- 2.1.5 Attainment analysis of SQA performance has taken place between the Head Teacher and individual curriculum leaders. Targets for improvement have been agreed. The Head Teacher has analysed the attainment of all pupils through standardised assessments in literacy and numeracy and these have been shared with staff to support teachers in ensuring effective pace and challenge in learning. Improvements in attainment are monitored in a number of ways. Each year, Head Teachers meet with their Quality Improvement Officer to discuss attainment, focusing on their school's performance against similar schools, trends over time following the attainment of cohorts of pupils from when they started secondary school. These meetings result in an attainment report for each school and improvement targets are also agreed at these meetings. Head Teachers also work together in small groups sharing their attainment performance and sharing practices which have led to improvements.
- 2.1.6 To improve learning and teaching, professional learning communities have been established across the school. Through these forums, staff focus on particular aspects of practice. A programme of sharing classroom experience involving the senior management team in observing learning and teaching is in place across the school. This has allowed for the identification of areas within learning and teaching approaches which require further improvement.
- 2.1.7 All pupils in Castlebrae Community High School have been provided with an ipad. These are used to support learning both at school and at home. All parents attended the school to receive their child's ipad. The Head Teacher and the new Depute Head Teacher have expertise in this area and introduced 1:1 devices in their previous school. A range of voluntary Continuing

Professional Development activities for staff in using ICT have been arranged and have been attended by over 90% of staff.

- 2.1.8 Behaviour has improved across the school. Staff indicate that there is a calmer working environment both in class and at social times. The senior management team have a strong presence around the school. The introduction of restorative approaches to managing behaviour are being modelled by the senior management team.
- 2.1.9 The Student Council has been re-established. Pupils have been regularly consulted on the changes being made in the school. The Children's Commissioner for Scotland worked with senior students on 11 November to develop their role as leaders within the school. Teams of students as digital leaders have been created to work with other students in the school and with cluster primaries on using ipads in learning. Pupil voice is now a key area being taken forward by classroom teachers and curriculum leaders.
- 2.1.10 The re-formed Parent Council has a new constitution and an increased number of parent representatives. Currently 4 parents attend the Parent Council. The balance of community representatives will be reduced as parental representation improves as suggested by the community representatives attending the Parent Council. Chairs of Parent Councils in Cluster primary schools have been invited to attend the Castlebrae Parent Council meetings.
- 2.1.11 The school web-site has been upgraded and provides high quality information for parents and the community. Good use is made of social media through Twitter and Facebook. The school logo has been updated in consultation with pupils. The school has had a range of positive media coverage in the Evening News and Times Educational Supplement Scotland. Posters have been displayed on neighbourhood partnership noticeboards promoting learning at the school with the mission statement "Your school, your future".
- 2.1.12 Work on the main school building has begun the majority of which is expected to be completed by December 2013. This includes work to bring together classrooms to create a sense of a school community for pupils, the upgrading of the main entrance area and the upgrading of the Family Centre to ensure it meets the requirements of the Care Inspectorate. There are new school signs and wire fencing has been removed. Edinburgh College will work with students on a certificate course in landscaping. The 1st Scots battalion have also offered to upgrade landscaping in various areas of the school.
- 2.1.13 Within the curriculum, all students receive their entitlement to the broad, general education S1-S3. All students are appropriately coursed within the senior phase S4-S6.
- 2.1.14 There is now an increased level of provision for out of school learning opportunities. 'Sounds like Friday', a Youth Music initiative has been introduced and is offered to all pupils in the Cluster on Friday afternoons based at

Castlebrae Community High School. Other extra curricular opportunities currently offered include Maths club, Football, Drama club. There are further plans to develop increased sporting opportunities.

- 2.1.15 Within the Cluster, a range of curricular activities have been agreed and a range of events are planned to promote increased collaboration and sense of community across the cluster schools. All Primary 7 pupils will receive an ipad which will be managed and supported by the High School. The Head Teacher and senior management team have attended primary parent evenings and will attend specific parental meetings with primary 7 parents with regard to the issuing of ipads to those pupils.
- 2.1.16 At its meeting on 30 May 2013, the Council requested a further report to the Education Children and Families Committee outlining how occupancy targets would be achieved in light of the decision to keep Castlebrae Community High School open. As indicated elsewhere in this report, increasing the roll of Castlebrae Community High School is an essential component of improving the learning experience. The improved cluster relationships described in the report are designed to achieve a higher level of catchment enrolment in the short to medium term and the proposed management and delivery changes will, if approved, further enhance the long term level of intake from the feeder primaries. Committee should also note the projected increase in the secondary cohort throughout the city, which will require a new secondary school in Craigmillar in 2020 as the capacity of neighbouring secondary schools to take out of catchment placing requests declines.
- 2.1.17 Parental engagement is a key priority for the school. In addition to parents' evenings, all parents have attended the school to receive their child's ipad. Communications sent to parents from the Head Teacher has seen an increase in the number of parents attending the Parent Council. Parents are encouraged to work more closely with the school through sharing in their child's learning made more accessible through the use of ipads, following news about the school through newsletters, the upgraded web-site, twitter and facebook.
- 2.1.18 A communication plan has been developed (Appendix 5). This focuses on building on the positive work of the school and of the wider community activities and uses a range of media. A cluster calendar is being produced which will inform the communications plan. Key messages from the work being undertaken on wider parental and community engagement will be a focus for on-going communications.

Parental and Community Engagement

- 2.2.1 A sub-group of the Working Group including community representatives, has met to take forward work on more effective parental and community engagement. The summary of their work is included in Appendix 4.

2.2.2 This summary outlines 9 key action points as follows:

- Create a vision statement for the school that is shared by all
- Identify key mechanisms within the community for two way dialogue/communication and who will be involved
- Create a plan for the management of the school to get to know the community
- Open the doors of the school to community interest eg. Sport, Art and Culture
- Widen parental involvement
- Establish data sets to measure impact
- Create a community/family hub in the school
- Share stories, communicate
- Establish methods of review.

2.2.3 The Head Teacher, CLD Senior member of staff and key community representatives have developed a shared action plan to take the above recommendations forward (Appendix 6).

2.2.4 There has been an increase in the provision of adult education classes with an additional 4 classes offered from October 2013.

2.2.5 Initiatives involving Creative Arts and Learning has seen the introduction of the Youth Music initiative, Sounds like Friday, while the Sports and Outdoors Unit continue to provide a range of activities through the full-time Active Schools Coordinator.

2.2.6 A series of planned community engagements are being developed in consultation with community representatives of the working group, led by the Children Services Management Group coordinator and the Senior CLD worker. This work will be carried out in consultation with the Total East Neighbourhood's plans for community engagement activities.

Longer term measures to support school improvement – 2014 – 2020 and Options for the new school in 2020

2.3.1 In order to sustain improvements in the period from 2014 until a new school is built which is currently anticipated to be in 2020, the following areas require to be addressed:

- Future leadership of the school
- Continuing to improve the quality of the educational experience including academic achievement.
- Developing further strategies to increase parental confidence in the school to achieve an increased school roll leading to a sustainable school
- Practices in the delivery of education which develop more coherence from early years to primary, from primary to secondary and from secondary to a positive destination.
- The effective delivery of a senior phase of education which builds on the success of the current vocational education delivered at Castlebrae and consideration of how this can be developed to provide a city wide provision for the East of the city.
- The integration of support for children and families through a Total Castlebrae approach, building on the work of the East Neighbourhood Partnership's Total East approach.

2.3.2 **Effective leadership** is crucial to sustaining school improvements and improving the school roll. The secondment of the current Head Teacher will continue in session 2014/15 to maintain the pace of improvements. During session 2014/15, there will be a follow through visit from HMIE. A permanent Head Teacher with responsibility for the Castlebrae Learning Community will be appointed by August 2015.

2.3.3 The Castlebrae Learning Community includes the secondary school and the Cluster primary schools and it is the intention that from August 2015, there will be one strategic leader of all of these schools providing greater coherence in learning 3-18. Over time, further consideration will be given to broadening the learning community to include other early years establishments.

2.3.4 Building on best practice in transition and reflecting the recommendations of the experts, we propose to offer an existing primary Head Teacher from the Castlebrae cluster the opportunity to work with the secondary school to improve continuity of the learning across the transition stages P5-S3. This primary Head Teacher would retain their substantive post of Head Teacher and have additional responsibility for the S1-S3 delivery of the broad general education. They would also work across cluster primary schools to consolidate and embed best practice in cluster developments. This opportunity would be in place from April 2014 in order to support transition of the current P7 pupils.

This would help us deliver recommendations from the experts' report:

“There is an urgent need to create a coherent experience for children and young people throughout the entire period of schooling. However, the initial emphasis would be on the period from the end of P5 through to the end of S3”. (Experts’ Report, page 30)

“In effect, effective cluster co-ordination and new curricular arrangements would put in place a kind of virtual all-through or middle school. Pupils from the primary schools would spend time using the facilities of the high school. Staff movement across the P7-S1 boundary would be facilitated. The strengths of both primary and secondary school arrangements would be used to enhance the quality of the educational experience of all young people”. (Experts’ Report, page 30)

2.3.5 Leadership at Castlebrae Community High School

June 2013 Secondment of experienced Secondary Head Teacher

April 2014 Secondment of experienced Secondary Head Teacher continues and in addition Primary Head Teacher appointed with additional responsibilities for S1-S3 and cluster transition

August 2015 Permanent Head Teacher appointed of the Castlebrae Learning Community (Ref 2.3.2 and 2.3.3)

2.3.6 In continuing to support improvements to the quality of the educational experience, including improvements in attainment, our regular school improvement practices of an annual improvement plan, an annual standards and quality report, support and challenge provided by Quality Improvement, additional support in identified areas, further engagement and support from HMIE will continue to be in place.

2.3.7 Increasing parental confidence in the school will continue to be a key area of development in order to secure a sustainable school roll moving forward. This will require the Head Teacher to engage with the parents across learning establishments in early years and primary schools as well as working closely with the parent body of Castlebrae Community High School. The Head Teacher will also require to be a leader within the wider community and to position the school as a school serving its community.

2.3.8 To develop practices which deliver more coherence across stages of transition, work begun in session 2013/14, will require to be embedded. A particular focus will be to work across the P5-S3 stages with more specialist teaching in the

upper stages of primary school and a reduction in the number of teachers delivering in early secondary particularly in S1. Cluster curriculum delivery requires to be agreed and embedded rather than negotiated on an annual basis.

- 2.3.9 The creation of an East of Edinburgh hub at Castlebrae Community High School to deliver the Senior Phase of Curriculum for Excellence provides opportunities for both Castlebrae students and students from other schools to access current provision and new provision delivered in partnership with Edinburgh College and Queen Margaret University. The school will seek to build on the current high quality educational experiences in areas of vocational learning, expanding these to include JET Plus and other courses leading to employment through the Edinburgh Guarantee. It will also work to develop Science links with the Bio Quarter and Universities in order to develop the ambition of Castlebrae to become a city wide centre of excellence in Science when the new school is built.
- 2.3.10 Building on the successful work of the Total Craigroyston model in the North of the city, consideration should be given to introducing a Total Castlebrae model which would integrate the work of a range of services aimed at improving outcomes for both young people and their families. This would provide increased capacity for the school to engage with the wider community and with a range of services which support young people and their families. Further information on the Total Craigroyston approach is in Appendix 5.

Options for the new school 2020

- 2.3.11 Following the work of a sub-group of the Castlebrae Working Group, 5 options for the new school are proposed. The options below have been informed by the recommendations of the experts who gave evidence to the working group on possible future models for the new secondary school in Craigmillar. (Appendix 1 for experts report pages 27-29).(Appendix 7 for details of Castlebrae Working Group and sub-groups)

- Option 1: Status Quo
- Option 2: The creation of a middle and upper school within existing structures
- Option 3: The creation of an all through school
- Option 4: The creation of a 3-18 learning community campus
- Option 5: Specialist provision contained within one of the above options.

2.3.12 Option 1: Status Quo

The sub-group recommend that continuation of the status quo is not an option as it does not take advantage of the opportunities a new building presents in terms of improving the coherence of the educational experience for children and their families.

2.3.13 Option 2: The creation of a middle and upper school within existing structures

This model was proposed by the group of experts in the report presented to the working group by Keir Bloomer. The main benefit of this model is to help to smooth transitions from primary to secondary in line with the broad, general education of Curriculum for Excellence together with a carefully designed senior phase with a focus on qualifications and positive destinations. This model would not require statutory consultation.

2.3.14 Option 3: The creation of an All Through School

This option will require statutory consultation in order to create a combined primary and secondary 3-18 all through model with one Head Teacher. An example of this is currently in place at Auchterarder in Perth and Kinross. This model would include Castlebrae Community High School and Castleview Primary School. This option would work well for these 2 schools at present given their co-location however this would not be the case for the new school location. This model also excludes Niddrie Mill, Newcraighall and Prestonfield primary schools which would continue to link to the Secondary Castlebrae provision within a 3-18 school.

2.3.15 Option 4: The creation of a 3-18 Learning Community Campus.

This model would have a Head Teacher in charge of both Castlebrae Community High School and its cluster primary schools. This would provide coherence across learning 3-18 and provide an identified learning community in Craigmillar. There would be improved support for children and their families and improved engagement with parents and the wider community. Further consideration will be given to expanding the Castlebrae Learning Community to include the range of Early Years provision in Craigmillar. The sub-group recommend this option together with Option 5 below

2.3.16 Option 5: This option proposes the addition of further specialist provision to be contained within one of the above options.

The sub-group recommend that a city wide centre of excellence for Science is offered in the new school due to the close geographical proximity to the Bio Quarter and the Royal Infirmary. This would attract pupils from both the wider Craigmillar area and offer a specialist Science provision for senior pupils across the city. This proposal also recognises the planned increase in housing linked to the Royal Infirmary and the Bio Quarter and the opportunity to attract parents from new housing to choose Castlebrae, increasing the school roll.

This option would provide an academic balance to the school curriculum and would be offered in addition to the existing vocational provision which is a key strength of the school.

- 2.3.17 Children and Families continue to work with PARC regarding the site and size of the proposed new secondary school for Craigmillar as part of the process to review and update the Craigmillar Town Centre masterplan and have recently shared with PARC the possibility of a specialist facility within the new school.

Conclusions

- Castlebrae Community High School over a short period of time has demonstrated initial school improvements and has clear plans in place to continue to make improvements in the quality of educational provision.
- Initial work on parental and community engagement provide a platform for a series of further engagements with the community on the role of the school in its community.
- Consideration has been given to different models of school when a new secondary school is built in Craigmillar.
- Longer term areas delivering sustained improvements have been identified and will be incorporated into a longer term action plan.
- During the period from 2014 until the new school is built in 2020, there are a range of planned changes and improvements which both deliver the recommendations from the experts report and take forward the recommendations of the working group on models for the new school.

3. Recommendations

The Education, Children and Families Committee is requested to:

- 3.1 Note the contents of this report
- 3.2 Note the progress of strategies within the school to deliver a high quality educational experience for learners (Ref 2.1.1)
- 3.3 Note the progress in parental and community engagement.
- 3.4 Approve the introduction of a revised management structure to deliver a Castlebrae Learning Community by August 2015 and the appointment of a permanent Head Teacher by August 2015. (Ref 2.3.2, 2.3.4, 2.3.5 & 2.3.15)

- 3.5 Approve the development of an East of Edinburgh Hub to deliver the Senior Phase including the development of a partnership with the Bio Quarter and Universities (Ref 2.3.9 & Ref 2.3.16)
- 3.6 Agree to receive a further progress report in March 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	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	<ol style="list-style-type: none"> 1 Castlebrae Experts Report 2 Castlebrae Community High School Action Plan 2013/14 3 Castlebrae Community High School Cluster Action Plan 2013/14 4 Parental and Community Engagement Summary and ActionPlan 5 Total Craigroyston Summary 6 Castlebrae Communications Plan 7 Working Group Memberships, memberships of Sub-Groups, Meeting Dates

Creating a future for Castlebrae

Recommendations of the Expert Panel

Introduction

After a period of formal consultation, the City of Edinburgh Council decided in March 2013 not to close Castlebrae High School. It was recognised, however, both by the council and the community that active steps would need to be taken to give the school a chance of a successful future. Accordingly, a working group was set up consisting of councillors, council officers, community representatives and others to consider the school's future and make recommendations to the Education, Children and Families Committee in December 2013.

To assist the working group, a panel of 'experts' was asked to give evidence and make suggestions to the working group. The experts offered in addition to meet together and see if it would be possible for them to produce a paper setting out an agreed view or, at least, a list of issues that they considered would need to be considered. This suggestion was accepted by the Chair of the working group, Councillor Fullerton, and the present paper is the result.

The membership of the 'expert panel' was as follows:

Rowena Arshad

Keir Bloomer

Ross Martin

Brian McAlinden

Lindsey Watt

Terry Wrigley

Evidence was also given to the working group by Phil Denning HMI but, in view of his position, he was not regarded as a member of the panel.

Unlike other members of the panel, Lindsey Watt is employed by the council and has a substantive post as a headteacher in the Craigmillar area.

Therefore, although she has played a full part in the panel's discussions, the group felt it was inappropriate to invite her to put her name to this paper.

What follows, therefore, sets out the views of the five remaining panel members. These views are unanimous except where it is indicated to the contrary.

Background

The council produced extensive background and other information in connection with the statutory consultation earlier in the year. It is not our intention to cover this ground again. What follows is, therefore, a summary of what seem to us to be the most significant points.

1 Castlebrae High School has been in decline for a significant period of time. At the beginning of the 2012/13 session, the roll was 196. During the session, following announcement of a proposed date for the school's closure, it fell by a further 15% with only 165 pupils remaining by June 2013.

2 The decline in numbers has continued. 9 pupils were enrolled into S1 at the beginning of the current session but the number has subsequently fallen to 8. Unless, effective action is taken to increase numbers, the total roll may fall to 60 or even less over the next five years. This is not a viable size for an urban secondary school.

3 The current intake of 8 means that over 90% of families living in the catchment area have chosen not to use the local school. It is therefore difficult at present for Castlebrae to claim it is genuinely a community high school.

4 In recent years, the school's examination performance has been exceptionally poor. At a recent meeting of the working group, the acting headteacher produced alarming statistics demonstrating a rapid increase in the percentage of pupils entering the school with low levels of literacy. The percentage of pupils in various years whose reading standards fall in the poorest 20% of the population has increased from 50% in the case of the 6th year that left in June to 90% in the present 1st year intake. Thus, although there are measures that can be taken to boost attainment, the school will have to work hard even to maintain the poor standards of recent years.

5 All the evidence, including that of the recent inspection, indicates important inconsistencies and weaknesses in the quality of the education offered. Although the school has some relative strengths to build upon, overall its performance is poor. We consider that the main problem is not – as has from time to time been suggested – a *mistakenly* negative perception in the community. That negative perception is a reflection of the real situation: the key problem is the reality, not the perception. It is essential, therefore, that substantial and rapid improvement takes place, alongside a transformation of the ways in which the school presents itself to the community.

6 The educational problems the school faces are compounded by the condition of the building. The environment is desperately depressing. Efforts to recruit pupils are seriously hampered by the uninviting nature of the school premises.

As a panel we have considered very carefully the implications of these dire circumstances. We believe that there is much that can be done to improve the quality of pupils' education and to boost the school's chances of raising its standing in the local community, thus potentially increasing the roll next year and beyond. Indeed, many significant steps have already been taken. However, so great are the problems that the school faces that we do not consider a standard School Improvement Plan is enough. More radical

measures must also be adopted if the school is to have a chance of a secure future.

Accordingly, this paper ranges widely, setting out suggestions in three sections. The first deals with improvements of a kind that have proved beneficial in many schools. We believe that the measures we suggest, if pursued energetically, will bring about significant progress. The second focuses on the particular difficulties of schools in challenging circumstances and on the specifics of Castlebrae's situation. Finally we propose some specific structural changes which go beyond what has been done in other schools but which we consider are made essential by the uniquely serious problems that confront Castlebrae. Our paper as a whole relates both to improvements within the school and to steps that can be taken to involve parents and the wider community.

Improvements within the school

Castlebrae Community HS needs to improve its performance in relation to:

- attainment and achievement,
- attendance,
- positive leaver destinations, and
- engagement with parents and the wider community of Craigmillar.

This view was also expressed in the recent follow-through report on the school by HMle.

In relation to planning for improvement the status quo is not an option and so Castlebrae Community HS must change the way it addresses the improvement agenda. Real improvement must come primarily within the school itself. Castlebrae Community High needs to attract more pupils to move from their associated primaries at the transition stage. This will involve

parents and their children seeing the school as an improved and attractive option in terms of the physical, social and academic environment to learn in.

So where to start this improvement journey?

Experience, and a substantial international literature on school improvement, tells us that successful schools and teams within school need to have a clear direction of travel or *vision*. The starting point of transforming Castlebrae Community HS is to have a clear vision that everyone connected with the school acknowledges and buys into (pupils, parents, staff, wider community and City of Edinburgh Council). Castlebrae Community High pupils have been used to being challenged and achieving success whilst at the local associated primaries and so it should be a natural progression for this to happen as they move to the cluster high school.

To bring about sustainable school improvement also requires the school to consider its *culture* as well as bringing about changes in organisation, structures, roles and responsibilities and continuous professional development. Understanding the school's culture is an essential prerequisite for any major improvement at Castlebrae Community High. The real essence of this school's culture needs to be people's belief, values and norms that will influence how they react to necessary change and improvement. Thus important areas identified for improvement need to be explained to, understood, embraced and demonstrated by everyone involved in order to allow change to be successful. The onus of such culture change must be role-modeled by those in power, namely the headteacher and senior management of the school.

The role of *leadership* - at all levels - in relation to the 'improved' school culture is central to the success of this improvement journey. It has been said that possibly "the only thing of real importance that leaders do is to create and manage the culture". This applies to also leading learning in *every* teaching area at Castlebrae Community High. There should also be opportunities for pupils at every stage to take on leadership roles and be given quality experiences to support them in this issue.

According to the report produced after the recent visit to the school carried out by Education Scotland, approaches to self-evaluation and planning for improvement are not yet consistently strong nor effective enough to impact on the quality of young people's learning. So Castlebrae Community High needs to:

- develop a much clearer focus on learning with an emphasis on continuous improvement
- review any existing quality assurance calendar and audit document to make self-evaluation regular, rigorous, robust and consistent across all areas of the school's work
- provide appropriate and proportionate high quality support for **all** staff on which self-evaluation tools to use and how to use them to bring about improvements in learning and teaching
- have in place robust systems to monitor and track pupil progress from the transition at P7 all the way through to S6
- set itself challenging and realistic targets each year for measurable improvement in attendance, attainment, achievement and positive leaver destinations
- introduce a coherent professional development programme (or develop an existing one) for all staff that focuses on learning and teaching
- make use of the leaflet (Raising Attainment) produced by the Scottish Government and issued to every teacher in Scotland with their copy of GTCS newsletter in March 2011. Staff could use this leaflet in a

planned collegiate way to challenge their thinking and influence their current practice.

A key driver in improving learning and teaching is pupil attendance. The attendance figures for Castlebrae Community High indicate significant number of days lost for learning. Several schools with similar catchment profiles to Castlebrae Community High have successfully improved pupil attendance with a positive impact on learning and achievement. They display a number of common features for improving attendance:

- a strong lead from the Head Teacher on attendance
- clear roles and responsibilities for staff at all levels
- robust monitoring and tracking the attendance of every pupil with appropriate follow up action as a matter of urgency
- an appropriate curriculum (with academic and vocational strands) and learning and teaching approaches that challenge and support pupils of all abilities to be the best they can be
- collaborative work with parents and other agencies to seek out ways to ensure pupils attend every day.

This year Castlebrae Community High, with significant support, has improved their positive leaver destination figures, though it is acknowledged that many of these are placements rather than courses or employment. It is vital for the school community that this trend continues and that the school is seen by the wider community to help tackle a culture of worklessness through a variety of measures. Again other schools serving areas of tough realities have been successful year on year in improving their positive leaver destination figures. Such schools have given a strong lead on the importance that their pupils are supported in the transition from school to the next stage of their life. They have worked collaboratively with external partners to ensure rigorous monitoring and tracking is in place. In addition they have sought out links with

employers and businesses to ensure that pupils are prepared for the world of work or further education/training.

In summary, Castlebrae Community High needs to embrace critical self-evaluation to bring about any improvement. It has to become “just the way we do things around here” and not be seen as an addition to people’s workload. Making improvements in attainment, achievement, attendance, learning and teaching, positive leaver destinations, engagement with and involvement of parents and the community of Craigmillar is not a quick fix. This continuous improvement agenda will take a number of years. It is a journey and not a destination. The local primary schools are very successful schools and so it would help Castlebrae Community High to work in collaboration with and learn alongside staffs who are demonstrably meeting the needs of Craigmillar’s younger people.

Thus as the school strives to bring about transformational change, leadership will be of paramount importance. The issue of overall leadership will be covered in a later section of this report.

School, parents and the community

High schools in neighbourhoods of disadvantage are often the losers in education systems where parental choice operates. Even if learning and progress in these schools is just as strong, parents often assume that schools in more affluent suburbs are better, and even seem to believe that ‘nothing good can happen in a place like this’.

This issue has been particularly exacerbated in Craigmillar. The planned regeneration, bringing a larger and more mixed population, slowed down due to the recession, and the promised new school was deferred. Castlebrae Community High School has been under repeated threats of closure, and parents appear to have lost faith in its continued existence. This affected the morale of many teachers and undermined staff development initiatives. . There is a need for a support structure that acts as a bridge and resource for pupils, parents and communities so that the teachers can concentrate on the pedagogical aspects of their work. The building has been allowed to

deteriorate. It is not only poorly located; its appearance is a deterrent to potential pupils and parents. It is important to acknowledge this context in planning the way ahead.

General lessons can be learned about the processes of improvement from other schools, well represented in the theories of international experts. These include the need for staff and community to have a shared vision, effective leadership, high expectations, and a focus on teaching and learning. These principles are important but are not enough in more challenging situations; besides, they are general principles which have to be reinterpreted for each social context.

Bringing up a family in conditions of poverty is a tough challenge and the pressures have been increased by a discourse of denigration from media and some politicians. This has an impact on people's sense of identity and on their expectations for the future. It easily leads to *low self-esteem* (a sense of shame, limited value or ability) and *futility or fatalism* (the sense that nothing can get better, plans will be thwarted, life is full of disappointments). Both of these undermine education.

Raising expectations in this situation requires creativity and persistence, a relentless quality of hope. The dynamics of relationship between school and community are critical. Teachers easily generalise from awareness of problem families to stereotype the entire community, assuming a 'lack of aspirations'. Some, even many, children are *at risk*. They need an education which enables them to become the best they can be.

Situations like this place considerable demands, sometimes contradictory ones:

- the school needs an ethos of care and empathy balanced with challenge and rigour;
- the curriculum needs to connect with children's experiences, but extend those experiences and provide the knowledge and critical skills which all young people are entitled to;

- basic skills including literacy need strengthening but in ways which are engaging and respect pupils' ages and interests;
- every opportunity needs to be taken for developing confidence, within the curriculum and across the life of the school;
- the sense of failure and futility which has become endemic to many individuals and families needs to be countered through frequent opportunities to display success, including learning which results in products, presentations and performances (one reason for the success and satisfaction of practical and creative subjects), and frequent involvement of parents as an audience;
- the school building needs to be welcoming and to signal respect for the diversity of pupils, their families and the community.

In summary, the school needs to be connected with the wider community, but must also itself be a learning community - a *home for learning* and for young people's personal and social development. Structurally, this involves providing greater coherence and continuity for S1-3 pupils than in the standard secondary school, though parents need assurance that their children will proceed to high-status qualifications. (It is well established that behaviour and achievement typically deteriorate on entry to secondary school, including a fourfold increase in exclusions from P7 to S1.)

In the particular situation of Castlebrae / Craigmillar, the need to regain the engagement of parents and prospective pupils suggests the following:

- a) The local primary schools have become beacons of success, and demonstrate that excellent learning happens in this neighbourhood. This could be a great asset in improving the secondary phase.
- b) The high school will continue to have a concentration of young people from troubled families. This, as well as the need to build confidence and extend opportunities, can place heavy demands on teachers and distract

from issues of teaching and learning. Guidance staff and the management team should be assisted and complemented by other kinds of staff with strong links to the local community. The school needs to engage in activities such as transition and holiday programmes, award ceremonies and literacy events, early morning breakfast and fitness activities, providing one-to-one interview practice and assistance in writing application letters, liaison with employers and colleges.

- c) Events should be organised without delay, and through the school year, to bring P6-7 pupils to the high school, as well as quality educational activities for pupils and parents to take part in together. This should not be seen as the responsibility of the school alone.
- d) Craigmillar's hidden assets, including extended family members and newcomers to the area, need to be mobilised in support of young people and their learning. Voluntary help will strengthen study support, and community organisations extend learning (dance, drama, local events, sports clubs, churches, businesses etc.). Where possible, parents and grandparents should be involved in the school and classroom. Involvement of volunteer pupils in producing a community newspaper and website would not only motivate and improve literacy, but would help promote the school. The diversity of the communities in Craigmillar needs to be factored into all of the above.
- e) The City of Edinburgh has a rich reservoir of intellect and culture which needs to be channeled towards the school. Its pupils, and adult learning, need to benefit from e.g. the annual science festival, the storytelling centre, the ERI, the universities. Moray House has offered to assist and can work with staff to develop a strong relationship. including aiding teacher research and curriculum development, and arranging for students to assist with literacy in schools and pre-school centres and working with and across communities.
- f) Problems that become critical at the secondary phase cannot be divorced from other stages of life, including early and adult learning. Early intervention around literacy have to be sufficient to prevent any children

reaching high school with inadequate skills. Parents may need guidance in how to help their children, or opportunities to share ideas and borrow toys and books. Adult learning provides economic benefits and sets an example to the young. Community groups and council officials should collaborate to map the changing population, its complex needs, and the range of educational and cultural facilities.

These proposals are important in themselves, but are also designed to send out strong signals that Craigmillar's high school is a good place to learn. There could be merit in symbolizing the change through a new name or a brighter dress code. In any event, it is essential that pupils, parents and the whole community are kept informed of developments and involved in the discussion. At this critical juncture, casting further doubts over the school's future must be avoided.

Structural proposals

It is important to stress that the structural changes we suggest are responses to problems of discontinuity that we believe affect Scottish education as a whole. We are not proposing for Castlebrae anything that we do not think would improve Scottish education generally. If our suggestions are adopted, Castlebrae will not be an isolated experiment but a model for other schools across Scotland over the next few years.

Education in Scotland suffers from discontinuity. Transitions, especially that from primary to secondary schooling, are not well managed. Often it is shortly after moving school that many young people begin to disengage from education. This is particularly evident in disadvantaged areas. It is for these reasons that Curriculum for Excellence was designed to cover the whole age range and offer a coherent experience from pre-school through to the end of secondary and beyond.

In our view, developing such a coherent experience for the children and young people of Craigmillar would do much to encourage motivation, improve learning and raise standards. Our main suggestion, therefore, involves

decisive steps to reshape education in Craigmillar so that it progresses from stage to stage in a way that is continuous but gradual and supportive.

Two models of new structures that would fulfil these objectives were presented to the working group at its recent meetings. One involved the creation of a middle and an upper school and the other the establishment of an all-through school. While these models might seem very different, in reality they are variants on a common theme. Both lay emphasis on seeing the school experience as a coherent entity from 3 to 18. They thus have implications for education in the cluster as a whole.

However, a formal merger between the high school and one or more primary schools could not take place without a period of formal statutory consultation of much the same type as took place in 2012/13. We are persuaded that it would not be in anybody's interest to enter a second consultation in the immediate future. Formal consultation would only spread further uncertainty among the local population. Therefore, we propose that practical measures that do *not* require formal consultation are used to bring about fundamental change in the way that education in Craigmillar is organised. If, as we believe, these measures (in tandem with the recommendations put forward earlier in this paper) bring about significant improvement, it will be open to the council to consult on making the formal institutional changes at a later date.

If formal consultation is to be avoided, the council cannot at this stage amalgamate schools, change locations, alter the stages taught in a school or introduce new structures. It could, however, put a headteacher in charge of more than one school. It can certainly put in place planning mechanisms that will ensure continuity in curriculum and organisation. There is no reason why pupils should not spend some part of the week in other schools. Thus primary pupils could use the facilities of the high school and gain access to specialist subject expertise, probably in a team teaching context with the primary teacher.

It is suggested, therefore, that the curriculum for the Castlebrae cluster needs to be planned as a whole. This could involve giving a single headteacher

oversight of the whole pupil experience or it could be done on a collaborative basis. Either way, the key point has to be the development of a process of seamless transition from stage to stage. Pupils should not be conscious of an abrupt move from primary to secondary education and families should not see the end of P7 as an opportunity to opt out of the local educational provision in Craigmillar. Given the success of the local primary schools, a local primary headteacher should have a central role in planning this process.

There is a view, strongly held by at least one members of our group but not universally agreed by us, that one of the local primary headteachers should be appointed also as head of the secondary school as soon as possible. In support of this proposal, it would help to win back the confidence of a significant number of parents. It would also facilitate staff development and transition arrangements, at least between the schools with the shared headship. The counter argument is that it is more important to secure coherence across the whole cluster and that dealing with the two primary schools in different ways could have deleterious effects. This line of argument implies that the more useful course of action would be to appoint one of the primary headteachers as cluster co-ordinator (or even manager) with powers to bring about the necessary measure of joint planning and a seamless transition for all.

There is, however, unanimous agreement that the organisation of the cluster as a whole should be reshaped to promote several developments which will support young people's learning:

- i. A more coherent curriculum from pre-school to S6
- ii. Partnership in the senior phase
- iii. Learning through the lifespan.

Planning a more coherent curriculum from pre-school to S6

There is an urgent need to create a coherent experience for children and young people throughout the entire period of schooling. However, the initial emphasis would be on the period from the end of P5 through to the end of S3.

The aim would be to develop a curriculum that progressed smoothly from the largely unified structure of the primary school to the varied pathways available in the senior phase. Young people should not move abruptly (as at present) from having a single class teacher for most of the week in P7 to dealing with a wide range of different subject teachers in S1. The aim should be to increase access to specialist facilities and teaching in the upper primary at the same time as radically reducing the fragmentation of the curriculum in the early secondary years.

In effect, effective cluster co-ordination and new curricular arrangements would put in place a kind of virtual all-through or middle school. Pupils from the primary schools would spend time using the facilities of the high school. Staff movement across the P7-S1 boundary would be facilitated. The strengths of both primary and secondary school arrangements would be used to enhance the quality of the educational experience of all young people.

Partnership in the senior phase

Curriculum for Excellence makes possible much more flexible arrangements during the senior phase of schooling. However, small schools are not best placed to take advantage of the new possibilities. All schools are, therefore, becoming increasingly interested in forming partnerships with other schools, colleges, universities, businesses, community organisations and others.

We suggest that Castlebrae's geographical position and abundance of space gives it the opportunity to develop as the hub of such partnerships. It would be possible to develop an approach to sharing minority subject provision, for example, among the secondary schools in the eastern part of the city. This

could be combined with the development of specialist courses aimed at offering wider access to further and higher education. There could be considerable merit in managing this aspect of the school's work jointly in collaboration with Edinburgh College and one or more universities. An input from employers would also be very helpful.

A key purpose would be to alter the perception of Castlebrae and, indeed, the wider Craigmillar community by bringing learners in from other areas of the city rather than, as at present, Craigmillar sending young people to be educated elsewhere.

Learning through life

The coherence and continuity between primary and secondary education should be viewed as part of a more extensive and diffuse process of learning and development, involving a variety of agencies and providers. This includes strengthening support for parents, including children's play and reading; positive destinations; post-school and adult learning; local arts and leisure groups. Adult learning and adult education helps change attitudes and parents' capacity to assist their children. The primary/secondary headteacher would be in a strong position to engage with these various agencies, including participation in some kind of community forum to map and develop local facilities.

Conclusion

The panel does not believe that there is any easy or 'quick-fix' solution to the problems of a school in such dire straits as Castlebrae High. However, it considers that the suggestions put forward in this paper offer a reasonable prospect of turning its fortunes around.

Success is dependent on sustained commitment from the council. It cannot shirk the high costs involved in maintaining a school with a very small roll nor those of creating an attractive learning environment out of the decayed premises in which the school currently operates. Strong leadership is an absolute pre-requisite. It is important that long-term arrangements are put in

place as soon as possible. Pupils and the wider community have to be given a sense of being valued.

There is an imperative need to increase the size of the roll. This cannot take place before August 2014 and is completely dependent on greater numbers of local families transferring their children from the cluster primaries to the local secondary. We refer here to Castleview and Niddrie Mill primaries – we consider that Newcraighall and Prestonfield are effectively no longer part of the cluster. At least until the reputation of Castlebrae is transformed – a process that is likely to take anything up to a decade – it will be important to try to prevent families seeing the end of P7 as the obvious point at which to opt out of local provision and send their young people to secondary schools in other neighbourhoods. This is turn is dependent on successfully promoting the idea that education is continuous from P1 through secondary school and that a high quality experience is available in Craigmillar throughout the entire period.

We believe that the young people of Craigmillar deserve no less. We wish success to all who are involved in this difficult undertaking.

Rowena Arshad

Keir Bloomer

Ross Martin

Brian McAlinden

Terry Wrigley

20.9.13

CASTLEBRAE COMMUNITY HIGH SCHOOL

INTEGRATED ACTION PLAN

SESSION 2013-14

Context

This action plan has been developed in response to the current situation at Castlebrae of low educational outcomes, a significantly small school roll and a lack of engagement with parents and wider community.

It aims to bring together high level actions to improve outcomes in the following areas:

- School
 - Attainment
 - Learning and teaching
 - Quality of the curriculum
 - Meeting learners' needs
 - Positive ethos
 - Self-evaluation and leadership
 - Effective cluster working

- Quality of the learning environment/school building
- Improve the School Roll
- Improve engagement with the parent body and wider community

- Improve adult use of the building including adult education.

Discussions are concurrently taking place with staff responsible for regeneration of Craigmillar and more details of regeneration activities will be included in the committee report which will be discussed at the December committee meeting of the Education, Children and Families Committee.

	PROJECT	RESPONSIBLE	KEY TASKS	BY WHEN	PROGRESS	STATUS
1	Attainment	Derek Curran	<ul style="list-style-type: none"> • Improve outcomes for lowest Attaining 20%, LAC students and Young Carers • increase positive destinations • Improve attendance and further reduce exclusions • Improve outcomes in literacy, numeracy and H&WB 	June 2014		
2	Improve the quality of learning and teaching	Derek Curran	<ul style="list-style-type: none"> • Evaluate assessment and moderation processes to support CfE in S1-3. • Begin 1:1 technologies program with all students 	Oct 2013 Sept 2013	All pupils and staff will have a 1:1 device by mid September	

			<ul style="list-style-type: none"> • Improve active learning including higher order thinking • Re-establish teacher learning communities involving all staff 	<p>June 2014</p> <p>Oct 2013</p>		
3	Improve the quality of the curriculum	Derek Curran	<ul style="list-style-type: none"> • Review the S1-S3 curriculum New S2/3 structure to be ready for 2013 • Establish coherent interdisciplinary experiences S1-S3 • Review curriculum for S4-6, developing the senior phase • Continue to develop range of achievement opportunities S1-S6 	<p>June 2013</p> <p>Nov 2013</p> <p>June 2013</p> <p>Nov 2013</p>	<p>New S1-S3 curriculum structure in place for session 2013-14.</p> <p>Senior Phase S4-S6 timetabled as a coherent cohort in session 2013-14</p>	
4	Improve meeting learners' needs	Derek Curran	<ul style="list-style-type: none"> • Fully implement Literacy SRA programme for pupils with additional needs • Further embed Getting it Right partnership working • Introduce a nurture group for S1 pupils • Track progress of looked after young people and carers • Investigate Total East pilot to support children and their families 	<p>Sept 2013</p> <p>On-going</p> <p>Sept 2013</p> <p>On-going</p> <p>Oct 2013</p>		

5	Improve the school ethos	Derek Curran	<ul style="list-style-type: none"> • Develop a student council Involve pupils in school developments • Upgrade the school web-site • Improve communications with parents • Continue to develop range of achievement opportunities on offer • Track participation in extra curricular and achievement opportunities to ensure all pupils benefit from these • Plan a programme of residential experiences including experiences abroad 	Sept 2013	<p>Pupils involved in school improvements and in consultation on school logo</p> <p>School web-site currently being developed.</p>	
				On-going		
				Sept 2013		
				On-going		
				On-going		
				Oct 2013		
Nov 2013						

6	Improve self-evaluation	Derek Curran	<ul style="list-style-type: none"> • Deliver leadership training for all staff • Build leadership capacity of curriculum leaders • Introduce robust quality assurance systems across learning and teaching, curriculum and meeting learners' needs. 	<p>Nov 2013</p> <p>On-going</p> <p>On-going</p>	<p>Leadership event 8 Nov for all staff.</p> <p>Curriculum Leaders meetings established weekly.</p>	
7	Improve Cluster working	Derek Curran	<ul style="list-style-type: none"> • Develop a Cluster transition plan with curricular and wider achievement opportunities from P5 onwards • Develop a Cluster curriculum plan in specific areas of literacy and numeracy focusing on progression and coherence across transition • Plan a series of Cluster events involving parents and the wider community 	<p>Sept 2013</p> <p>Sept 2013</p> <p>Sept/Oct 2013</p>	<p>Cluster planning day early Sept</p>	

8	Improve the school building	Derek Curran/ Karen Prophet	<ul style="list-style-type: none"> • Improvements to the front of the school • One main entrance • Improve display areas • Develop parent/community waiting area • Develop signage for Castlebrae and new school on main road • Create a 'heart of the school' ethos through relocation of some subject areas • Improve facilities for meetings 	<p>Oct 2013</p> <p>Oct 2013</p> <p>Oct 2013</p> <p>Oct 2013</p> <p>Sept 2013</p> <p>Oct 2013</p>	<p>Work on track to be completed by October.</p> <p>Work on track for October</p> <p>Redesign of area underway</p> <p>Work on track for October</p> <p>Work on track for October</p>	
9	Improve the school roll	Derek Curran/ Karen Prophet	<ul style="list-style-type: none"> • Improvements to the building, Signage as detailed above • Develop a communications plan to promote the school in the community • Plan series of meetings to meet parents of primary pupils • Consult with parents who chose not to send their children to Castlebrae 	<p>Oct 2013</p> <p>Sept 2013</p> <p>Sept 2013</p> <p>Sept 2013</p>	<p>Letters to be sent by early September– returns analysed by end of September</p>	

10	Improve engagement with parents and the wider community	Derek Curran/ Karen Prophet/ David Bruce	<ul style="list-style-type: none"> • Create business partnership • Plan series of engagement activities with parents, community and voluntary organisations • Develop joint school and community calendar • Improve profile of the school and engagement of parents through web-site, social media and newsletters 	Nov 2013 Nov 2013 Sept 2013 On-going	School calendar completed	
11	Improve adult use of the building including adult education	Derek Curran/ David Bruce	<ul style="list-style-type: none"> • Investigate with Edinburgh Leisure an area approach to programming including the use of sport facilities at Castlebrae • CLD learning link project and CCHS to explore relocation of activity in the school • Create an Adult Education forum involving partners • Review the Family Centre to enhance existing practice. • Create an arts organisations network within the community to maximise opportunities. 	Sept 2013 Sept 2013 Oct 2013 Nov 2013 Nov 2013		

5. Cluster Improvement Plan

Priority 1 – Cluster curriculum implementation	Overall Responsibility Cluster HTs	QIs 1.1.2.1, 5.1, 5.3, 5.9
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Outcome	Plan assessment, moderation and reporting of agreed curriculum areas. Plan a range of cluster collaborative activities to promote CCHS as the local secondary school.
Impact	Young people will identify with the CCHS cluster and will experience smooth transitions within the cluster.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Evaluate progress from last year and identify good practice	Cluster HTs	Meeting time Staff feedback Analysis of reports	June 2013	Secondary ML staff will work with primary schools throughout 2013-14 according to capacity and demand.

<p>Agree assessment and moderation activities for Social Studies.</p>	<p>Cluster HTs</p>	<p>Meeting time Assessment and moderation funding January in service day</p>	<p>September 2013 January 2014 March 2014</p>	<p>Outcome 0-14,1-14,2-14,3-14 which focuses on mapping skills was identified. All cluster schools will ensure that this outcome is covered before January. Individual schools will moderate at stage level on 6 January and will agree which pieces of learners' evidence to forward to the cluster working party. The cluster working party will comprise one rep from each school and will meet by March 2014.</p>
<p>Agree assessment and moderation activities for Science.</p>	<p>Cluster HTs</p>	<p>Meeting time Assessment and moderation funding January in service day</p>	<p>September 2013 January 2014 March 2014</p>	<p>Jill Pringle will identify outcomes for each year group and level to complete. Time will be spent on 6 January to discuss the outcomes across the levels. Further details to be clarified at the cluster HT meeting in October.</p>
<p>Agree assessment and moderation activities for Technologies.</p>	<p>Cluster HTs Nominated staff</p>	<p>Meeting time Assessment and moderation funding January in service day</p>	<p>September 2013 January 2014 March 2014</p>	<p>Staff attended cluster CPD event in September 2013. Identified schools will take forward strands: Niddrie Mill and CCHS will focus on FTT, Greengables and Moffat will focus on Eco, Newcraighall and CCHS to focus on IT, Castleview and CCHS to focus on CDT. Staff will then share their</p>

				understanding of the standard across the cluster. These details are still to be confirmed.
Transition activities in literacy and numeracy to be confirmed.	Cluster HTs	Class time Meeting time of required	January 2014 May 2014	<p>Agreed piece/s of writing will be completed in each primary school and forwarded to the secondary school at transition P7 to S1. The primary teacher and the secondary teacher will both mark the pieces and moderate the standard.</p> <p>All cluster schools will continue to use the maths/numeracy tracking database. Further activities and challenges will be developed as part of a more extensive approach to collaborative working within the cluster.</p>
Comprehensive programme of collaborative cross sectoral curricular activities to take place.	Cluster HTs	Planning time Travel time Transport costs Resources	Sept – May May – June Jan-April Sept – June Nov-Jan	<ul style="list-style-type: none"> • Art Attack for P4/5: Anne P, Anne Archer • Maths Times tables for P5: Mark, Alan Murphy • Ready Steady Cook for P6: Jan, Sheila B • All About Music for P7: Greg, Anne Archer • English/Social Studies/Drama/IT for P5: research aspect of Scotland eg heritage trail, record film or present

				drama: Mariann Cortes
Cluster Book Festival to take place	HT Newcraighall	Planning time	Nov 2013	Programme already finalised. Event to take place in the library in November. Further communications to be shared t cluster HT meeting in October.
Cluster P5 ceilidh to be planned	HT Castlevie and/or St Frances	Planning time Practice time	TBC	Date to be agreed. Senior students from CCHS to assist. Venue to be agreed.
Poosie Nancie competition organised by the Burns club to take place	HT Newcraighall	Planning time	Feb 2014	Jan to approach organisers to ascertain whether venue could be moved to CCHS.
Cluster Art exhibition to be planned	HT Niddrie Mill	Planning time Class time	June 2014	Date to be finalised. Venue will be CCHS. Theme will be mapping/maps/heritage trail. To link to developments in Music, for musical performance.
Primary Maths Challenge to be planned for P6	MCunningham	Planning time Cluster funding	Nov 2013	Date to be finalised. Challenges to be set by CCHS and P6 staff. Mark to collate. Prizes etc to be agreed – perhaps a trophy for a cluster awards ceremony at end of session??

		Transport costs		
iPad project to be rolled out to P7.	MCunningham	Planning time Training time Funding from KP	Oct 2013 Dec 2013 April 2013	Bid for iPads for P7 submitted, yet to be agreed. Training for P7 staff to be offered. Digital leaders from CCHS to be buddies for P7 pupils. P7 pupils to be buddies for P1-3. Training to be offered for parents. Ipads to be integral to transition activities eg P7 profiles, P7 music lessons supported by CCHS.
Cluster residential experience to be planned	Cluster HTs HT Castleview	Planning time Funding Staff time out of school	May 2014	Year 1 to be one day, building up to overnight experience. Venue to be sourced and costed. Numbers to be finalised. Programme and engagement of parents to be considered.
Future cluster activities to be planned for session 2014-15	Cluster HTs	Cluster HT meetings Planning day	Jan 2014 Mar 2014	Extraordinary planning meeting to be considered for January 2014. Activities to be considered for future include: <ul style="list-style-type: none"> • Sports events • Careers Fair • Forest schools/woodland festival • C Factor • Dragons den, mini Apprentice

A range of cluster after school clubs to be established to take place at CCHS.	Cluster HTs	Cluster HT meetings Active schools coordinator Outside agencies Funding and grants	October 2013	<ul style="list-style-type: none"> • Bike club (Martin MacAuley, Derek) • Dance club (Alana, Sharon) • JASS • Digital leaders
Parental engagement across the cluster to be promoted by all cluster schools	Cluster HTs	Parents evenings Training events Community events	Oct 2013 Dec 2013 Mar 2013	Derek to attend primary parents evenings, parents in all cluster centres to be invited to training events eg for iPads, animation. CCHS to be focus for Parent Councils.

Community and Parental / Family Engagement

Castlebrae High School should continue to build on the Community's strengths and focus on improving the well being of the entire community. To make this happen, the school management team should act on community input and work in partnership with a wide variety of community organisations.

In a thriving and sustainable community school, community stakeholders help develop the vision of the school and oversee its implementation.

Shared ownership with the community paves the way for joint accountability and success.

Schools can't do it alone.

Community engagement is a "two way street" where the school, families and the community activity work together creating networks of shared responsibility for pupil success. Community Engagement promotes community well being and that supports young people's development.

A community school is a place and a set of partnerships between the school and other community resources.

Castlebrae High School aims to build enduring relationships among service providers, pupils, families, volunteers and community partners.

Community Engagement is not easy. It requires effort, resource and energy.

Six Keys to Community Engagement

1. Know where you are going.
 - What is the vision – Can that be co-created.
2. Share the Leadership.
 - Who in the community shares the vision?
 - What resources and expertise can be shared.
 - Who will lead what?
3. Reach Out.
 - Does the school know the community?
 - School needs to be visible in the community
 - Listen to what communities and families want. Respond and act honestly including saying no – make changes.
4. Don't ignore the elephants in rooms.
 - Acknowledge differences and diversity challenge assumption and establish facts.
 - Use Data.
5. Tell the schools story.
 - Use stories and data to engage community groups in conversation and identify what they can do to help.
 - Secure political support at all levels.

6. Stay on Course.

- Don't stray from direction of travel.
- Regularly review. Focus on long term sustainability.

Why it Matters:

Families are children's first teachers and are their role models and motivators.

Research has shown that family involvement – Including factors such as parenting styles, family participation in learning activities and parental expectations are a more accurate predictor of pupil achievement than family income or socioeconomic status.

When families are involved in their children's education their children are more likely to continue their own education.

Children receive powerful messages from family – school relationships. When children view their parents as interested in what happens at school and see them positively involved with teachers then they are more likely to get on better with teachers.

At its simplest level when families are involved children are more likely to attend, attain and achieve.

It can be hard.

- What creates the barriers between home and school?
- Negative experiences for parents – feeling uncomfortable.
- Communication issues – Silent Voices.
- Skills of staff in school.

What makes it work?

- Know where we are going. Define the vision broaden the concept of parental involvement.

Share Leadership.

- Encourage family teacher – school relationships.
- Families have the experience of the child.
- Identify families with potential leaders.

Reach Out.

- Meet families where they are.
- Home visits – out with school time.
- Community Contacts.

Don't ignore the elephant in the room.

- Families are more inclined to get involved when they feel welcome.
- Don't assume school is welcoming.
- How do people feel about each other
- Challenge assumptions, smash myths.

Tell the schools Story.

- Connect/Participate in family Community Events.
- School staff visits out of school activities.

Stay on Course.

- Community Conversations.
- Survey, Focus Groups.
-

CONNECT, COLLABORATE AND CREATE

9 Key Action Points

To improve Community Engagement and Parental/Family Involvement

1. Create a vision statement for the school that is shared by all.
2. Identify key mechanisms within the community for two way dialogue/communication and who will be involved.
3. Create a plan for the management of the school to get to know the community.
4. Open the doors of the school to community interest e.g. Sport, Art and Culture.
5. Widen parental involvement.
6. Establish data sets.
7. Create a community/family hub in the school.
8. Share stories, communicate.
9. Establish methods of review.

COMMUNITY & PARENTAL ENGAGEMENT – ACTION PLAN

	PROJECT	LEAD	KEY TASKS	BY	PROGRESS	STATUS
1.	Create a Vision Statement for the school that is shared by all	D Curran Com Reps	<ul style="list-style-type: none"> • Consultation and engagement with staff, parents, pupils and wider community • Shared Vision Statement across community networks 	Jan 2014	Work with staff has begun	
2.	Establish key mechanisms within the community for two way dialogue	D Curran N Henderson /P James J Hunter Com Reps	<ul style="list-style-type: none"> • Host a 'Community Conversation' about the plans for the school • School management to be invited to participate in work of Neighbourhood Partnership, CSMG, Total Neighbourhood 	Jan 2014 Ongoing	Planning meeting with partners Dec 2013	
3.	Create a plan for the school to get to know the community	D Curran Com Reps N Henderson	<ul style="list-style-type: none"> • Staff and pupil 'walkabouts' • Community based activities for pupils e.g. Kitchen Garden Project at 	Mar 2014		

		/P James	<ul style="list-style-type: none"> Whitehouse Car park • Staff 'Shadow Days' of community activity • School to participate in planning and delivery of Craigmillar Festival 50th Anniversary 			
4.	Open the doors to school to community interests	D Curran L Lees/P James R Yellowlees Com Reps Com. Programme Manager	<ul style="list-style-type: none"> • Establish more After School Clubs • Increase levels of community access for Adult Education, Family Learning, Sports and Arts, Youth Work • School to develop outdoor learning opportunities • School to host creative/arts workshop • School to host creative/arts workspace – utilising space capacity in accommodation • Host 2 community events in school 	Jan – Mar 2014 Mar 2014 June 2014 June 2014		

5.	Wider Parental Involvement	D Curran P James Com Programme Manager	<ul style="list-style-type: none"> • Develop a Breakfast Club with parental support • Provide parental curricular advice sessions • Initiate 3 parent, pupil, staff activities e.g. Themed Cooking Evenings, Sports Tournaments • Introduce a Parental Council Award at Annual Prize Giving 	Mar 2014 Mar 2014 Mar 2014 June 2014		
6.	Create a Family/Community space in the school	D Curran Com Programme Manager	<ul style="list-style-type: none"> • Review the use of rooms and space in the school • Identify and reconfigure a place that people can go to for informal information, advice 	Jan – Mar 2014		

Total Craigroyston

Introduction

Total Craigroyston was established by the Edinburgh Partnership to “do what it takes “ to improve outcomes for children and families in the neighbourhood around Craigroyston Community High School

The working model consists of three strands ;

Strengthening Universal Services – working across health, early years, schools and post 16 providers to ensure that these services are providing effective access to all members of the community in a way that supports their overall wellbeing and development

Supporting Families - finding new ways to provide effective early years support to families, improving partnership working, finding new ways to target support to the right families, reducing the complexity of services, putting families at the heart of planning and finding ways to support change.

Strengthening the Community – using the assets in the community, working with local people to decide how things should be done, building on the ideas of co-production and community development

Outcomes

A series of outcomes had been identified at the outset of the initiative-these included;

- Children come to school ready to learn
- Children achieve their educational potential

- Fewer children need to be excluded/fewer children truant
- Fewer children are involved in offending /repeat offending
- More school leavers go into education, employment and training
- Improve family support so fewer children need to be taken into care
- Improve outcomes for children in care

Short term improvements

- Improved transition supports in place for P7 pupils entering S1 Headteachers report positive outcomes for pupils. Effective partnership working in place
- Effective supports now in place for vulnerable S1 learners resulting in young people settling well in High School
- Summer activities have been co-ordinated and a total of 97 activities were offered to local young people .These included two Play Out days whereabout 500 children were allowed to play in closed off streets
- Muirhouse Youth Development Group and Craigoyston Community High School Sports hub involving open access to sports facilities in the school
- Improved attainment at CCHS
- Improved literacy and numeracy levels at P7
- Fewer school exclusions
- CLD staff developed a programme of out of school activities including groups involving Lyceum Youth Theatre and Outdoor Learning team. In total 11 new activities were introduced including homework clubs. Teachers reporting positive outcomes for those participating in the homework clubs
- Creative work with locally based Theatre Company Lickety Split delivering opportunities for young children and their families to be actively involved in immersive theatre work resulting in increased confidence and social skills
- Exam results in Craigoyston CHS improved in August 2012 and were the best for 10 years
- Positive destinations have improved by 7.6%

- Supports for looked after and accommodated young people have improved
- New ways of working between housing and social work services have been developed improving communication and the ability to respond at an earlier stage

More detail of the work being undertaken within Total Craigroyston can be accessed at the following link
www.totalcraigroyston.co.uk

Appendix 6

Castlebrae Community High School

Communications Plan

Background

Following the decision to keep Castlebrae Community High School open, a Working Group involving Elected Members, council officers and community representatives has been set up to work with a panel of experts to look at the future development of the school.

The school roll for 2013/14 remains low with only 9 students starting S1 and a sub-group has now been set up to identify ways of improving the school roll.

It's main aims are to raise the profile of the school locally, encouraging parents in associated primaries to make Castlebrae their secondary school of choice and address any fears that there is still a threat of closure for the school.

Communications Objectives

This plan aims to support the working group by identifying opportunities to promote the school. Experience from other secondary schools in the city is that one of the key factors in improving perceptions of a school is through strengthening links directly with the local primary schools so that children and parents can see for themselves what the school offers. This work will be led by the Head Teacher and his staff but this plan will aim to provide support in raising the profile of the school wider in the local community.

This plan also aims to ensure consistent positive messages about the school are promoted at every opportunity.

Key Messages

A number of key messages should be developed for Castlebrae and reinforced in every communication that goes out.

- Castlebrae – at the heart of your community, your school, your future.
- Castlebrae – your local school
- Curricular /employability/ICT benefits (through poster campaign currently displayed within the community)

Positive publicity should be promoted for the range of Cluster and individual school activities as developed in the Cluster events calendar.

Similarly, positive publicity should be promoted for the range of Community activity as outlined in the Parental and Community Engagement action plan.

Audiences

There are a number of audiences we need to target and face to face communications is by far the best way to reach our key audiences.

- Parents of local primary pupils (particularly P5 to P7)
- Primary pupils
- Community leaders/influencers
- Wider local community (e.g. to promote community facilities and adult education programme)
- Local Elected Members
- Local media (Evening News, Radio Forth, STV and Edinburgh Reporter)

Communications Tools

There are a wide range of communications tools that can be used and it is suggested a clear brand is created for Castlebrae to ensure consistency and a high level of recognition and this should tie in with the new logo and website branding that has recently been created by the school.

One of the most important ways of raising the profile/changing any negative perceptions of the school will be through encouraging people to visit and use the school facilities. In addition to greater links between the school and its associated primaries, opportunities should be explored to promote and increase the community use of the school including Open Day events/taster sessions etc. In addition to printed and online communications, it is important that key influencers in the community can be identified who can speak positively about and act as ambassadors for the school. Face to face communications is likely to be the most effective way of raising the profile of the school locally.

Communications activities should be planned around key dates/events and should include:

- Identified media opportunities (e.g. ipads for every pupil photocall)
- Publication of key report (for example December report)
- Key school events (e.g. Open Day in run-up to registration letters going out)
- Local events (e.g. Gala Days)

Communications Activity Plan

Communications Activity	Audience	Actions	When	Cost
Face to Face		(Derek Curran to identify range of opportunities for this section)		
Transition programme with primary pupils	Pupils			
Events for primary parents – open days etc	Parents			
Local community events (Craigmillar Gala Day, Summer Bash)	Local community	Castlebrae stand at local events – led by Parent Council/well known local faces	Programme to be identified	
Print				
Castlebrae School Newsletter	Parents in primary schools	Create a regular newsletter and circulate to primary as well as secondary parents (and put copies in key local venues?)	Termly	Additional print costs tbc

Primary School Newsletters	Parents in primary schools	Provide regular updates for primary school newsletters	Each newsletter – one update?	Nil
Posters	Local community	Develop design template that could be used to promote events at the school/adult education classes etc	Templates designed by end October and used throughout year	Print costs
Leaflets and flyers	Potential parents and wider local community	Create design template for leaflets and flyers that can be used on regular basis	Templates designed by end October and used throughout year	Print costs (and distribution if door to door required, for example adult education programmes?)
Pop up exhibition materials	Parents, local community	Portable exhibitions that are lightweight and can be taken to local venues /events in the area	Designed by October 2013 and used throughout	Approximately £100 per banner

			year	
Moving to Craigmillar information packs	New residents	Create information that developers could include in their existing sales packs (or leaflet/flyer?)	tbc	Nil
Neighbourhood Partnership Notice boards	Wider local community	Promote school and events	tbc	
Renew existing school signage	School and wider local community	Brand new signage with new school logo and key message about school at heart of local community	October 2013	
Web				
School website	Existing and potential parents and pupils, wider local community	Promote school's new website	w/c 2 Sept	Nil
Primary School & community group websites	Potential parents and pupils	Ensure prominent link to CCHS website is displayed on all primary school websites and community group websites in the local area	Sept 2013	Nil

Bright Futures (Children and Families Blog)	Wider public	Articles to coincide with key events	As and when required	Nil
Council website	Wider public	Press releases at key stages		Nil
Social Media				
Council newsblog/twitter/facebook	Wider public	Regular updates/key stages		Nil
East Neighbourhood twitter	Local community	Key stages (i.e. directing people to news releases, proactive publicity in media, school events)		Nil
School twitter account	Local community	Set up and promote to parents and wider local community (Council, STV, Edinburgh Reporter all following)	Live w/c 2 Sept	
Media				
Press releases and placed features	Local community	Regular opportunities identified for promotion		
Other				

East Neighbourhood Notice Boards		To promote key messages and events		
East Neighbourhood Plasma Screens		To promote key messages and events		
Craigmillar Library exhibitions	Parents, Pupils, Local Community	To promote the school – e.g. art exhibition, recent activities by pupils etc		

Appendix 7

Castlebrae Community High School Working Groups

Engagement and Consultative Working Group

Membership:

Cathy Fullerton, Councillor
Bill Cook, Councillor
Denis Dixon, Councillor
Melanie Main, Councillor
Vicki Redpath, Councillor
Frank Ross, Councillor
Jason Rust, Councillor
Susan Carr, Community Representative
Terry Tweed, Community Representative
Honor Flynn, Community Representative
Susan Heron, Community Representative
Kevin Finlay, Community Representative
Derek Curran, Acting Head Teacher, Castlebrae CHS
Gillian Tee, Director, Children and Families
Mike Rosendale, Head of Schools & Community Services
Karen Prophet, Senior Education Manager, Schools, Quality & Curriculum
Grace Vickers, Quality Improvement Manager
Jane Handley, Edinburgh College
Martin Macaulay, East Neighbourhood Programme Manager

Meeting date	Attendees
Tuesday 18 June 2013 (10am to 1pm)	Core Group with input from Staff, Pupils and local Ward Members
Friday 28 June 2013 (10am to 1pm)	Core Group
Tuesday 13 August 2013 (10am to 1pm)	Core Group with experts Rowena Arshad Terry Wrigley
Wednesday 14 August 2013 (1pm to 4pm)	Core Group with experts

	Keir Bloomer Phil Denning
Tuesday 27 August 2013 (10am to 1pm)	Core Group with experts Ross Martin
Thursday 29 August 2013 (1pm to 4pm)	Core Group with experts Brian MacAlinden Lindsey Watt
Wednesday 9 October 2013 12.00 – 1.45pm	Core Group
Thursday 10 October 2013	Sub Group Improvements in Performance
Wednesday 16 October 2013	Sub Group Parental and Community Engagement
Thursday 17 October 2013	Sub Group Options for new school
Monday 21 October 2013	Sub Group Improvements in Performance
Tuesday 22 October 2013	Sub Group Options for new school
Wednesday 6 November 2013 (4 – 6 pm)	Core Group
Monday 18 November 2013	Sub Group Parental and Community Engagement
Tuesday 26 November 2013 4 – 6 pm	Core Group

Sub Groups

Improvements and Performance Sub Group

Membership: Karen Prophet, Senior Education Manager (Schools, Quality & Curriculum)

Community Representatives

Head Teacher

Parental Community Engagement Sub Group

Membership: David Bruce, Senior Education Manager (Community Services)
Community Representatives
Head Teacher

Options for New School 2020 Sub Group

Membership: Grace Vickers, Quality Improvement Manager
Community Representatives

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Educational Attainment/Improvements in Performance 2013

Item number	7.3
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

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Executive summary

Educational Attainment/Improvements in Performance 2013

Summary

The focus on attainment and accountability is well embedded in the City of Edinburgh Council. This report provides a summary of the analysis of attainment in the City of Edinburgh's schools for the year 2012-2013. Key highlights include improvements across all of the National Priority Targets as shown in appendix 1(a). When comparing performance in 2006-2008 with 2011-2013, notable improvements include:

- 9 percentage point improvement in 5 or more awards at SCQF level 5 or better
- 10 percentage point improvement in 1 or more awards at SCQF level 6 or better
- 9 percentage point improvement in 3 or more awards at SCQF level 6 or better
- 7 percentage point improvement in 5 or more awards at SCQF level 6 or better

Recommendations

The Committee is requested to:

1. note the levels and evaluations of attainment/improvements in performance presented in the report;
2. note that the strategies which have been deployed continue to raise attainment;
3. agree to the areas identified to raise attainment in session 2013/14 as outlined in sections 2.14, 2.19, 2.25, 2.33 and 2.34
4. agree to receive further annual reports on attainment/improvements in performance, and
5. note the position with regard to the implementation of new Higher qualifications and agree to receive a further report on this issue in March 2014.

Measures of success

Based on a range of evidence:

Overall evaluation of improvements in performance in the pre-5 sector is very good.

Overall evaluation of attainment/improvements in performance in primary schools is satisfactory.

Overall evaluation of attainment/improvements in performance in secondary schools is good.

Overall evaluation of improvements in performance in special schools is good.

Improvements across all of the National Priority Targets as shown in appendix 1(a).

Financial impact

There are no additional financial implications contained in this report.

Equalities impact

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

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

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

Sustainability impact

None.

Consultation and engagement

Consultation and engagement took place with school senior managers.

Background reading / external references

Interim Attainment Report/Attainment Report series 2008-2012 submitted to Education, Children and Families Committees.

Interim Attainment Report 2007-2008, 28 October 2008

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

Attainment Report 2007-2008, 17 March 2009

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

Interim Attainment Report 2008-2009, 10 November 2009

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

Attainment Report 2008-2009, 18 March 2010

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

Attainment Report 2010, 25 January 2011

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

Attainment Report 2011, 15 November 2011

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

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

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

Children and Families Service Plan 2012-2015

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

Educational Attainment/Improvements in Performance 2013

1. Background

- 1.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2012-2013.
- 1.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level. Overall evaluative statements made in this report are arrived at using a range of quality assurance approaches. Note that city-wide reporting has taken place since 1999.
- 1.3 Effective performance in education is complex and is therefore impossible to characterise using figures alone. As the information provided in this report is focussed on attainment/improvements in performance, the resulting findings are therefore indicative rather than conclusive.
- 1.4 *Child at the Centre* and *How good is our school?* national frameworks are used to evaluate improvements in performance using the Quality Indicator (QI) 1.1.
- 1.5 An EIS motion has been raised by Alan Crosbie, EIS Representative on the Education, Children and Families Committee regarding the implementation of the new Higher planned for session 2014-15. The response to this motion can be found on pages 22-23 of this report (sections 2.50-2.60).

2. Main report

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

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

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

Excellent	Outstanding or sector leading	Level 6
Very good	Major strengths	Level 5
Good	Important strengths with areas for improvement	Level 4
Satisfactory	Strengths just outweigh weaknesses	Level 3
Weak	Important weaknesses	Level 2
Unsatisfactory	Major weaknesses	Level 1

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

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

2.5 Reporting on Curriculum for Excellence using Consolidating, Developing and Secure at levels in literacy/English and Mathematics/numeracy for all learners in P1-S1 has been introduced and Pre-schools and primary schools will be reporting on levels achieved (Secure) in all curriculum areas by the end of session 2013-2014.

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

SCQF	Qualifications Included
Level 3	Access 3; Standard Grade at 5 and 6 (Foundation)
Level 4	Intermediate 1 at A to C; Standard Grade at 3 and 4 (General)
Level 5	Intermediate 2 at A to C; Standard Grade at 1 and 2 (Credit)
Level 6	Higher at A to C
Level 7	Advanced Higher at A to C

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

Early Level

2.8 Pre-School Years

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

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

2.11 A learner's progress is measured through ongoing observation, assessment and planning for learning.

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

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

Sector	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
Nursery Classes in Primary Schools	0	0	8	41	20	1	70
Pre-5 Establishments (Nursery Schools and Early Years Centres)	0	0	0	0	3	1	4
Pre-5 Partner Provider Nurseries	0	0	0	0	67	6	73

2.13 Key Strengths and Successes

The very positive outcomes from eight Education Scotland inspections carried out during session 2012-13

Table 1a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Nursery Classes and Pre-5 Establishments published in academic session 2012/13:

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	0	3	5	0	8

Key strengths at early level include:

- Very good progress with the implementation of the four aims of the Early Years Strategy, including the development of the workforce to enhance learning and teaching.
- The ongoing work of the Early Years Collaborative to improve outcomes for children.
- The development of Pre-5 planning literacy and numeracy assessment trackers to support effective planning and tracking of children's progress and transition from nursery to P1.
- A high quality programme of Continuing Professional Development (CPD) to support implementation of Curriculum for Excellence.
- The annual Early Years' Conference which provides a focus for national and authority priorities and enables effective opportunities to share good practice.
- The further development of the environment toolkit to include numeracy and Mathematics, outdoor learning and Pre-Birth to three years old.
- New resource to support effective planning for learning in Health and Wellbeing.

2.14 The following areas to secure improvement and next steps have been identified:

- To support establishments to report consistently for individual children using Curriculum for Excellence levels.
- Support local authority pre-5 establishments to use the local authority management information system NAMS.
- To continue to monitor and evaluate the effectiveness of the pre 5 planning and assessment trackers.
- To continue to focus on support for the lowest attaining 20% of pupils in literacy and numeracy.
- To implement more rigorous systems for self-evaluation in order to identify areas for improvement and implement change.
- To develop further aspects of Curriculum for Excellence in line with increased expectations from Education Scotland.

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

Primary Schools - Early to Second Level: P1-P7

2.16 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?* overall evaluations of improvements in performance in primary schools are noted in Table 2 below:

Table 2: QI 1.1 Evaluations from the City of Edinburgh Council Primary Schools – Nos. of Establishments

Stage	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
P1-P7	0	0	22	54	11	0	87

Table 2a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2012/13:

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	1	3	0	0	4

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

Table 3: Mean standardised scores for Reading and Mathematics

Stage	Mean Score Reading	Mean Score Mathematics
P1*	103.3	106.1
End of P4	102	95
End of P7	101	94

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

2.18 Key Strengths and Successes in Primary Schools

- The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) focussing on improving self-evaluation, learning and teaching and leadership has contributed to an improvement in learning and teaching.
- The Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest 20% of pupils including the Fresh Start Reading Programme which is contributing to improved levels of literacy for P6/7 learners in targeted schools.
- The support for delivery of Curriculum for Excellence including CPD, the work of the 3-18 steering groups and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery.
- Production of the City of Edinburgh Assessment Moderation Framework (2012) to support schools with assessment and sharing standards within Curriculum for Excellence has helped to build teacher confidence.
- Continued use of universal assessment of Reading and Mathematics as part of the standardised testing policy at the end of P4 and P7 has supported moderation of Curriculum for Excellence levels.

2.19 The following areas to secure improvement and next steps have been identified for Primary Schools

- To continue to improve attainment in Mathematics/numeracy in particular.
- To continue to improve literacy levels including talking and listening.
- To undertake a review of the impact of the literacy strategies which we have implemented
- To continue to support staff to share standards consistently as part of assessment and moderation.
- To continue to focus on improving outcomes for the lowest attaining pupils.
- To continue to roll out the *On Track with Learning* online tool to help teachers to plan learning.

2.20 Overall evaluation of attainment/improvements in performance by the end of First Level is **satisfactory**

2.21 Overall evaluation of attainment/improvements in performance by the end of Second Level is **satisfactory**.

Secondary Schools – Third Level S1-3:

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

Table 4: QI 1.1 Evaluations from the City of Edinburgh Council Secondary Schools – Nos. of Establishments

Stage	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
S1-S3	0	0	6	9	8	0	23

2.23 The table below shows the mean standardised scores for Reading and Mathematics for S2 learners by the end of 2012-2013

Table 5: S2 Standardised Scores in Reading and Mathematics 2013

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

2.24 Key Strengths and Successes

- The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) and the effective Depute Head Teacher Learning and Teaching Network which has focussed on improving active learning.
- The Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest attaining 20% of pupils including SRA Corrective Reading
- The support for delivery of Curriculum for Excellence including the work of the 3-18 steering groups, development of Significant Aspects of learning from Early to Fourth level and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery and teachers' confidence.
- Emphasis on teaching literacy and numeracy across the curriculum.

2.25 The following areas to secure improvement and next steps have been identified in secondary schools by the end of S3:

- To improve attainment in Mathematics/numeracy in S1-S3.
- To continue to improve literacy levels including talking and listening.
- To continue to support staff to share standards consistently as part of assessment and moderation.

- To continue to focus on improving outcomes for the lowest attaining pupils in particular Looked After Children and Young Carers.
 - To implement a city-wide review of the impact of the Broad General Education.
- 2.26 Overall evaluation of attainment in S1-S3 taking account of a range of pupil progress measures, assessments and self-evaluation information is **good**.
- 2.27 There was only one Education Scotland inspection of Edinburgh secondary schools in 2012-13 which achieved very good for Q.I 2.1 (Learners' Experience), 5.3 (Meeting Learning Needs) and 5.9 (Improvements through self-evaluation) and Good for 1.1 (Improvements in Performance) and 5.1 (The Curriculum).

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

SQA Qualifications

- 2.28 In practice, most SCQF levels 3, 4 and 5 are delivered in S4, level 6 in S5 and levels 6 and 7 in S6. Eight measures have been identified for further discussion. They are therefore presented as follows to reflect this practice:

Attainment Measures

By the end of S4

- Percentage of S4 pupils attaining English and Mathematics at SCQF level 3 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 5 or better

By the end of S5

- Percentage of S4 pupils attaining one or more awards at SCQF level 6 or better
- Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better
- Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better

By the end of S6

- Percentage of S4 pupils attaining one or more awards at SCQF level 7

Trends over time

- 2.29 The following tables demonstrate trends over time for Edinburgh in comparison with the national average, across all of the eight performance measures presented in this report there is improvement since 2006. When comparing attainment in 2013 with attainment in 2006, the following improvements are notable:

By the end of S4

- 4 percentage point improvement in the percentage of S4 pupils attaining English and Mathematics at SCQF level 3 or better by the end of S4
- 5 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 3 or better by the end of S4
- 5 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 4 or better by the end of S4
- 6 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 5 or better by the end of S4

By the end of S5

- 11 percentage point improvement in the percentage of S4 pupils attaining one or more awards at SCQF level 6 or better by the end of S5
- 6 percentage point improvement in the percentage of S4 pupils attaining three or more awards at SCQF level 6 or better by the end of S5
- 5 percentage point improvement in the percentage of S4 pupils attaining five or more awards at SCQF level 6 or better by the end of S5

By the end of S6

- 6 percentage point improvement in the percentage of S4 pupils attaining one or more award at SCQF level 7 by the end of S6:

Table 6(a): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S4:

%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4								
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	91	91	92	92	93	94	95	95
Scotland	91	92	92	93	93	93	94	94

%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4								
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	89	89	89	90	90	92	93	94
Scotland	91	91	91	92	92	93	94	95

	%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4							
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	75	75	76	77	76	77	80	80
Scotland	77	76	76	78	78	79	80	82

	%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4							
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	34	34	36	38	38	39	39	40
Scotland	35	33	34	35	36	36	37	38

Table 6(b): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S5:

	%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5							
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	40	38	41	42	47	48	50	51
Scotland	38	39	39	41	43	45	47	48

	%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5							
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	25	23	26	27	29	29	31	31
Scotland	22	22	22	23	25	26	27	28

	%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5							
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	11	11	12	13	14	14	16	16
Scotland	10	10	10	11	11	12	13	13

Table 6(c): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S6:

Percentage of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6								
	2006	2007	2008	2009	2010	2011	2012	2013
Edinburgh	15	15	14	18	18	20	20	21
Scotland	13	12	13	14	15	16	16	17

2.30 The following charts demonstrate trends over time in comparison with the national average and the (family) authorities Edinburgh is aligned with.

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

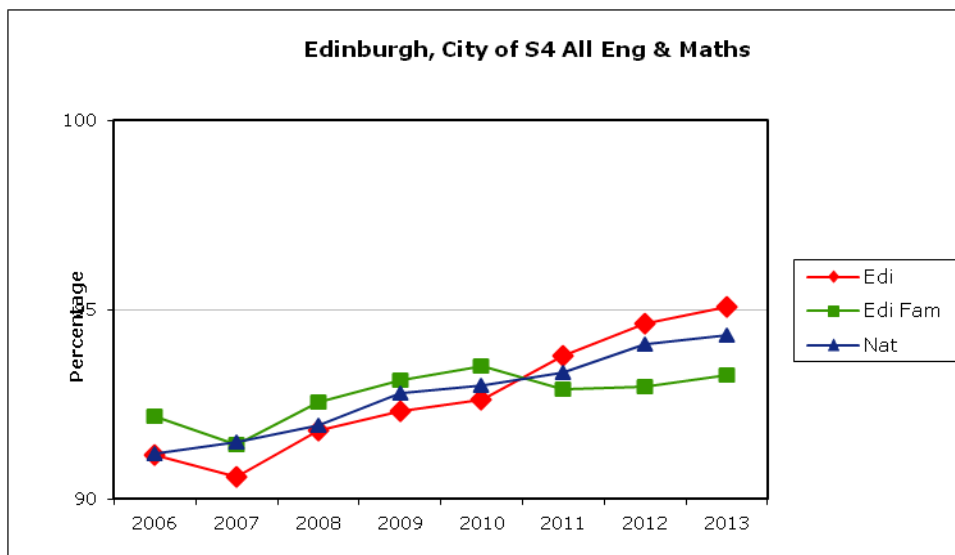


Figure 2: Five or more awards at SCQF Level 3 or better by the end of S4

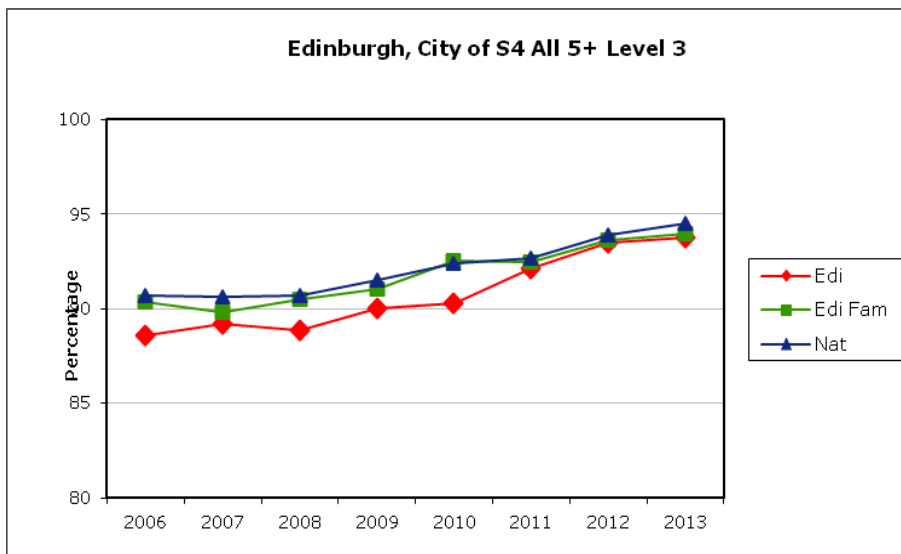


Figure 3: Five or more awards at SCQF Level 4 or better by the end of S4

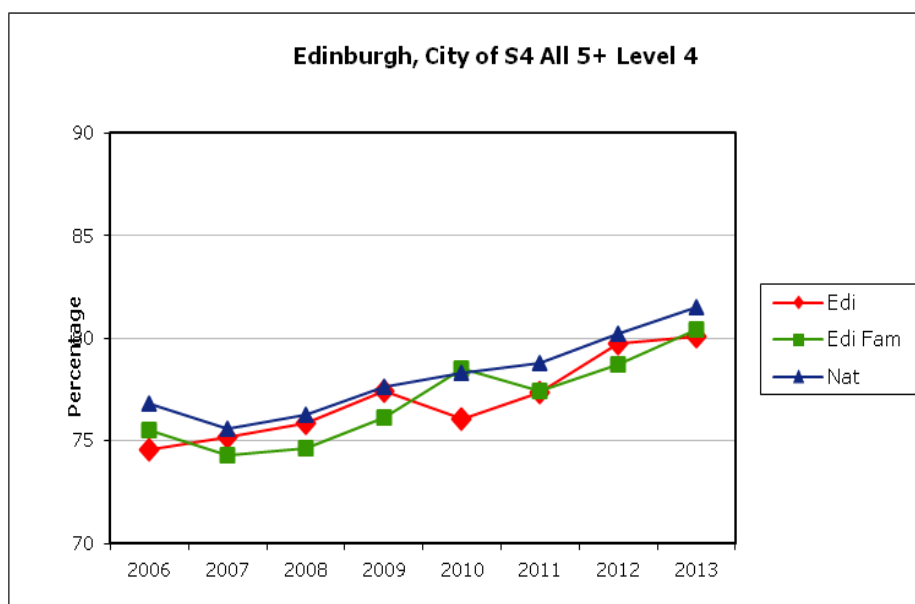


Figure 4: Five or more awards at SCQF Level 5 or better by the end of S4

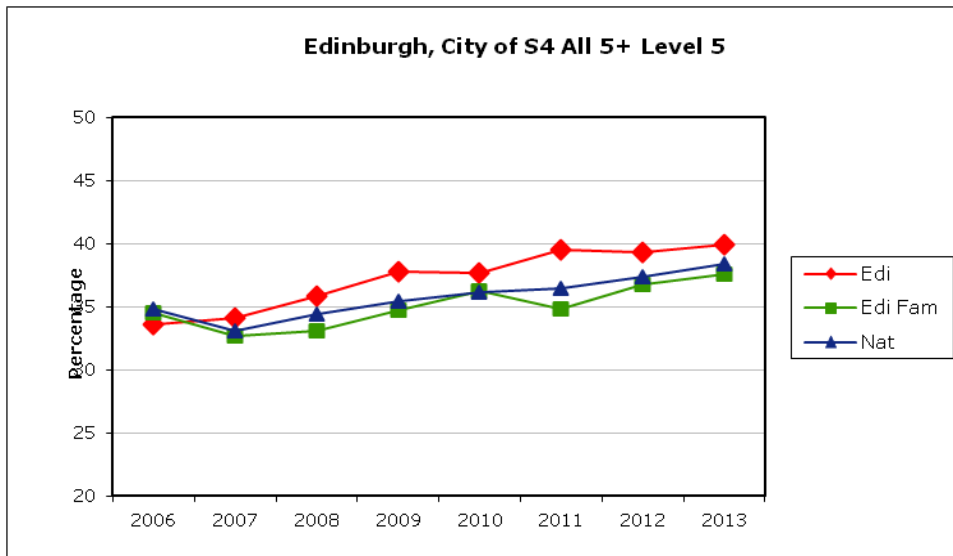


Figure 5: One or more awards at SCQF Level 6 or better by the end of S5

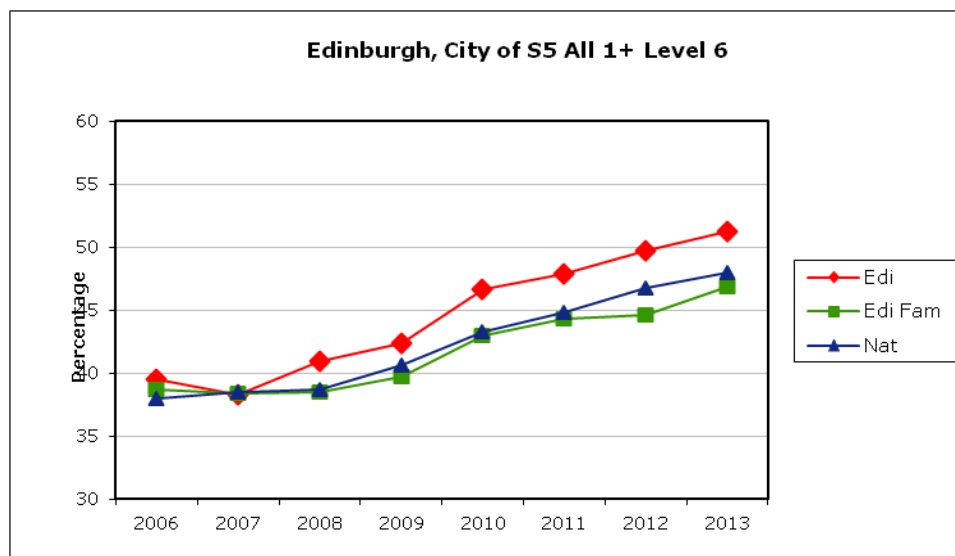


Figure 6: Three or more awards at SCQF Level 6 or better by the end of S5

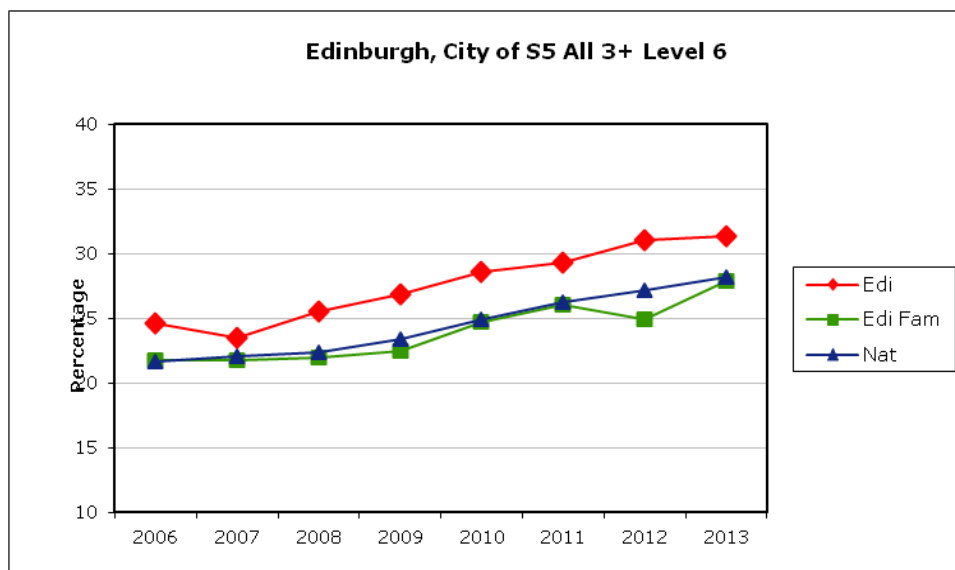


Figure 7: Five or more awards at SCQF Level 6 or better by the end of S5

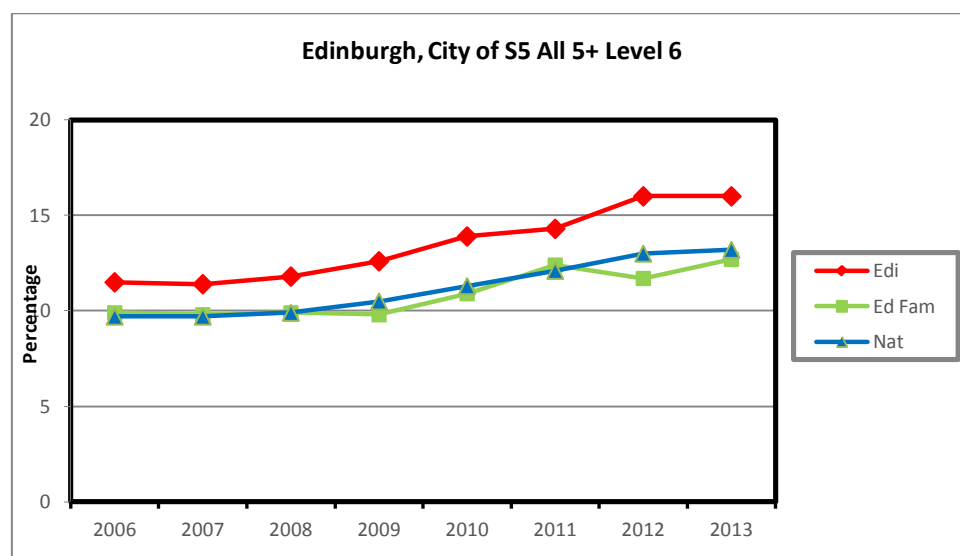
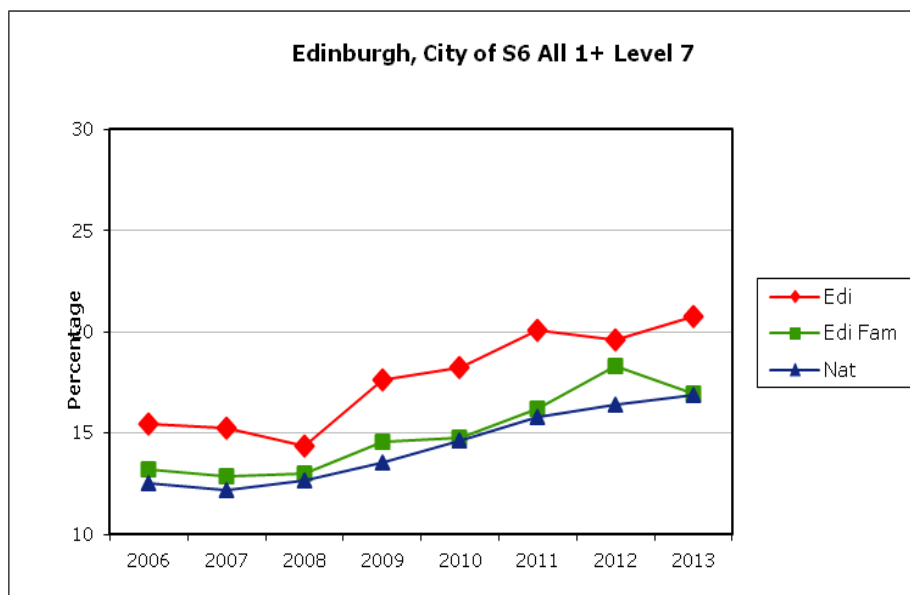


Figure 8: One or more awards at SCQF Level 7 or better by the end of S6



2.31 Key strengths and successes

- Performance at SCQF level 3 or more by the end of S4 for English and Maths at 95.1% is above the national and family average of 94.3% and 93.3% respectively. Particularly notable are the improvements in performance at this level which can be found in Craigryston and Wester Hailes Education Centre.
- Performance at SCQF levels 5 by the end of S4 which continues to be above the national and family average with notable improvements in performance at this level in Portobello, The Royal High School and Trinity High School.
- Performance at SCQF levels 6 and 7 by the end of S5 and S6 respectively which continues to be above the national and family average. Notable improvements in performance at one or more at SCQF level 6 by the end of S5 can be found in Currie, Holy Rood, Queensferry, St Thomas of Aquin's and Wester Hailes Education Centre. Notable improvements in performance at three or more at SCQF level 6 by the end of S5 can be found in Broughton and Craigmount. Notable improvements in performance at five or more at SCQF level 6 by the end of S5 can be found in Broughton and Holy Rood. Notable improvements in performance at one or more at SCQF level 7 can be found in Leith, St Thomas of Aquin's, The Royal High School and Tynecastle High School.

- Joint practice meetings for quality indicator 1.1 (Improvements in Performance) to build a culture of collective responsibility and to enable head teachers to support and challenge each other to raise attainment further.

2.32 Key strengths by subjects include

- By the end of S4 using an aggregate measure of outcomes there was strong performance in Computing, Graphic Communications, Physical Education and Religious, Moral and Philosophical Studies.
- There was strong performance in Higher and Intermediate 2 English, Higher German, Mathematics, Chemistry, Physics, Modern Studies, Computing, Technological Studies and Physical Education.
- Continued support for the ongoing implementation of Curriculum for Excellence through the Head Teacher and Depute Head Teacher Networks. Support in preparation for the new National Qualifications and the Broad General Education.
- The continued very good performance at SCQF levels 5-7: performance at five or more qualifications at SCQF level 5 by the end of S4 is currently two percentage points above the national average
- Performance at one, three and five qualifications or more at SCQF level 6 by the end of S5 is currently three percentage points above the national average.
- The percentage of S4 pupils attaining one or more qualifications at SCQF level 7 by the end of S6 is currently four percentage points above the national average.

2.33 Subjects where there is a need for improvement:

- By the end of S4, using an aggregate measure of outcomes, subjects where there is a need for improvement in performance in English, French and Mathematics.
- By the end of S5, there is a need for improvement in performance at Higher Business Management, Health and Food Technology and Drama.

2.34 Although SCQF level 3 by the end of S4 has improved by one percentage point it is still below the national pattern and SCQF level 4 by the end of S4 remains below the national pattern and these two indicators have been identified as a priority area for improvement in 2013-2014.

2.35 Overall evaluation of attainment by the end of S4, taking account of progress and self-evaluation information, is **good**

2.36 Overall evaluation of attainment by the end of S6, taking account of progress and self-evaluation information, is **very good**.

Special Schools

2.37 A separate report for special schools will be submitted to the Education, Children and Families Committee in 2014.

2.38 Over the last three years, considerable progress has been made in developing systematic, robust and meaningful processes for effective self-evaluation of improvements in performance in special schools. The work has included developing a coherent and customised set of data across the special schools to support schools in the self-evaluation process. All schools continue to have customised the data to meet the needs of their school population whilst still working within a standardised and coherent framework.

2.39 To improve literacy, the Quick Reading Log has been running in selected primary schools with 10 or more looked after children for two years. Results are positive with the majority of Looked After Children achieving scores in the average range. This shows that Looked After Children have been targeted for intervention and also indicates which pupils are in need of further intervention. In session 2013-14 all school age looked after children will have their reading scores recorded. This draws further attention to this vulnerable cohort of children. Improving literacy amongst Looked After Children has also been targeted in early years, primary 3 and primary 5 through a variety of book gifting schemes. (City of Edinburgh Reading Rainbows, Letterbox and Dolly Parton Imagination Library).

2.40 It is important that this good work in literacy is extended to numeracy and this is being addressed through the development of the Quick Numeracy Log and through Letterbox sending numeracy and literacy packs in their book gifting project.

2.41 The identification of children with additional support needs and the provision of additional support has remained a priority for Psychological Services working with staff in City of Edinburgh schools. In 2012-2013, 12% of new referrals to Psychological Services were looked after. This is higher than in previous years. Psychological Services are also monitoring the support provided and progress made for close to 100 Looked After Children who have been placed with carers out with Edinburgh.

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

Looked After Children (LAC)

- 2.43 In 2009 the Scottish Government introduced a new reporting framework *The Educational Outcomes of Scotland's Looked After Children and Young People (2009)*, which set out a national approach to the collection and reporting of educational outcomes information at a national and local authority level for Looked After Children (LAC).
- 2.44 The Scottish Government publication, *Educational Outcomes for Scotland's Looked after Children 2010/2011* published on 25 June 2012, provides information on the attainment of Looked After Children who left school in 2010-2011. The measure of attainment used is the average tariff score.
- 2.45 Each SQA qualification carries a number of points (tariff) so it is possible to calculate a total tariff score based on the number and type of qualifications an individual pupil has achieved by a given point in time. For the purposes of reporting and measuring progress over time, an average tariff score is produced.
- 2.46 Tables 7(a) and 7(b) outline the average tariff score for Looked After Children:

Table 7 (a): Average Tariff Score of Looked After Children (three year average)

Note: these data relate to children who left school in the academic sessions in question and were looked after continuously during the academic sessions in question

	2010-2012
Edinburgh	83
National	82

Table 7(b) : Average Tariff Score of Looked After Children

	2009-2010	2010-2011	2011-2012
Edinburgh	78	84	88
National	67	79	106

- 2.47 In 2011-2012, the average tariff score for LAC school leavers across Scotland was in the range 38-205. For Edinburgh, the figure was 88 which is below the national average, but a 4 point improvement on the previous year.
- 2.48 These figures are in marked contrast to the average tariff scores for all school leavers during this period which was 406 points.

2.49 It should be noted that the number of LAC involved is relatively small (400 for and 35 for Edinburgh) so figures over time based on calculations at local authority or placement level may vary significantly. In addition, given the small numbers involved, year to year variation and the availability of data for 2009 to 2011, a three year average tariff score was produced to aid comparison. The three year average tariff score for Edinburgh was 83, which is just above the national figure.

New National Qualifications and new benchmarking toolkit

2.50 From session 2013-2014, all S4 pupils are following courses leading to the new National qualifications. In secondary schools, all young people will be presented for the following qualifications: National 3, 4 or 5. These qualifications replace Standard Grade and Intermediate 2 qualifications.

2.51 The exam analysis of performance by the end of S4 in future years will be based on these new qualifications. A new 'Senior Phase Benchmarking Toolkit' has been developed by the Scottish Government to provide a wider range of measures against which schools will be benchmarked. These include positive destinations as well as attainment and take into account the socio-economic backgrounds of pupils and the performance of schools against comparator schools.

2.52 From session 2014-2015, new Higher qualifications will be introduced. The 'old' Higher will also continue to be offered by the Scottish Qualifications Authority for session 2014/15 and will be phased out after this session. The reason for dual running is to allow for current S5 pupils, who will be in S6 in session 2014-2015, to continue with a suite of qualifications which build on Standard Grade and Intermediate qualifications rather than the new national qualifications.

2.53 The National Curriculum for Excellence Implementation Plan outlines the timescale for implementation of new Higher courses in session 2014-2015 and a recent statement by the Cabinet Secretary for Education outlines the expectation that all schools should begin offering new Higher courses from session 2014/15 with an expectation that these are offered in all subject areas by session 2015/16.

2.54 At the Education, Children and Families Committee on 8 October 2013, a motion was passed which requested that officers bring back further information on schools readiness to introduce new Higher courses and that solutions were also identified to overcome any issues.

2.55 The Scottish Qualifications Authority has begun a series of Higher Implementation events for each subject area. Some of these are not scheduled to take place until next term. There is a current consultation with Curriculum Leaders and Headteachers in each secondary school to establish readiness to implement the new Higher next session.

- 2.56 Headteachers recommend that in any major curriculum change, there is a transition period and that the overriding principle should be that staff are confident in the delivery of new courses to ensure that pupils have the best educational experience possible.
- 2.57 Discussions are on-going between curriculum leaders, Headteachers and the local authority, and final decisions will not be taken until additional information is available from SQA as outlined in their timelines.
- 2.58 The standard of the 'old' Higher and the new Higher is the same and therefore the value of either of the qualifications is considered by universities to be the same.
- 2.59 With the exception of English and Mathematics, it is usual for schools to timetable both S5 and S6 cohorts in the same class for Higher courses. In session 2014-2015, S5 pupils being presented for Higher will be building on new national qualifications while S6 pupils being presented for Higher will be building on previous Standard Grade and Intermediate qualifications.
- 2.60 Headteachers are fully supportive of the implementation of new qualifications as part of Curriculum for Excellence. They recommend that we continue to expect Higher courses to be implemented except where there is a sound rationale for additional flexibility, agreed by the Headteacher and the local authority, and in consultation with parents and pupils.

Additional Support

- 2.61 The City of Edinburgh's Quality Improvement Team have provided extensive curriculum support both in the form of materials and in the form of professional development across the whole introduction of Curriculum for Excellence 3-18.
- 2.62 In session 2012-2013, to support the introduction of the new national qualifications, teams of staff developed course materials which were shared across all of our schools and contributed to the national pool of teaching resources. Additional money was given by the Scottish Government where the City of Edinburgh received £215K which was directly given to schools. In addition, £50K was identified within our own budgets to support additional central curriculum development.
- 2.63 In session 2013-2014, to support the introduction of the new Higher qualifications and to provide further support for the implementation of the new national qualifications, additional money has been given by the Scottish Government where the City of Edinburgh received £60K (approx £2-3K per school).
- 2.64 The Children and Families Department will provide additional resources directly to schools to support release of staff time to develop materials for Higher, to support assessment, moderation and verification activities and to provide centrally developed materials where required. The resource will be targeted to

support departments in schools who are intending presenting new Highers in session 2014-2015.

- 2.65 Education Scotland and SQA are providing additional national events in key subject areas providing an increase in professional development activities over the next few months.
- 2.66 A more detailed account of decisions regarding presentation in Higher will be reported to the Education, Children and Families Committee in March 2014.
- 2.67 All schools will ensure that parents of pupils currently in S4 and S5 are consulted by March 2014 on the school's plans for the introduction of new Highers.
- 2.68 In summary, the City of Edinburgh Council expects to implement new Highers in 2014-2015 accepting that there may be exceptional circumstances within schools and by subject and that all new Higher courses will be introduced by session 2015-2016.

3. Recommendations

The Committee is requested to:

- 3.1 note the levels and evaluations of attainment/improvements in performance presented in the report;
- 3.2 note that the strategies which have been deployed continue to raise attainment;
- 3.3 agree to the areas identified to raise attainment in session 2013-2014 as outlined in sections 2.14, 2.19, 2.25, 2.33 and 2.34
- 3.4 agree to receive further annual reports on attainment/improvements in performance, and
- 3.5 note the position with regard to the implementation of new Higher qualifications and agree to receive a further report on this issue in March 2014.

Gillian Tee

Director of Children and Families

4. Links

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

The City of Edinburgh Council
SQA Attainment in publicly-funded secondary schools
Progress in the 7 National Priorities Targets 2008-2013
(2013 data are pre-appeal)

2013 Attainment figures are pre-appeal.
 Historic data are post appeal

		<i>Target 1</i>						<i>Target 2</i>						<i>Target 3</i>					
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		% of the original S4 cohort who, by the end of S6, have attained SCQF level 3 or better in both English and Mathematics						% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 3 or better						% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 4 or better					
School Name	FMR 2013 (%)	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013
Balerno Community High School	4	98	96	95	95	96	96	96	94	93	94	94	94	88	84	82	86	87	87
Boroughmuir High School	4	94	96	96	95	98	99	93	95	95	94	94	96	86	90	90	91	91	94
Broughton High School	19	88	89	90	92	91	90	85	86	86	88	87	88	67	68	70	72	76	77
Castlebrae Community High School	43	78	82	89	90	89	85	70	76	83	86	81	79	39	41	43	46	48	45
Craigmount High School	8	96	96	96	97	97	98	95	95	95	96	96	97	90	89	88	88	88	88
Craigroyston Comm High School	38	66	80	87	83	82	84	73	79	81	77	72	73	49	55	54	49	42	45
Currie High School	7	98	96	96	96	97	97	97	96	96	95	96	96	90	88	92	90	91	90
Drummond Comm High School	27	80	77	82	84	92	91	83	80	81	81	85	85	59	63	65	67	69	68
Firrhill High School	8	96	96	96	96	96	96	93	93	92	93	94	96	85	85	83	85	87	89
Forrester High School	18	90	93	93	94	90	94	85	90	95	96	92	95	72	77	80	81	81	85
Gracemount High School	30	88	88	83	85	85	90	84	82	80	84	87	88	65	63	63	65	69	71
Holy Rood High School	21	92	90	91	91	91	90	86	86	86	88	87	88	69	69	70	74	75	77
James Gillespie's High School	10	96	95	96	96	97	97	96	96	97	97	97	96	91	91	93	94	95	92
Leith Academy	21	89	87	87	92	96	99	82	78	76	79	84	91	69	64	60	63	69	74
Liberton High School	22	84	86	91	91	93	96	78	81	88	91	92	93	62	63	67	73	76	80
Portobello High School	11	91	91	93	94	95	95	88	90	92	92	92	94	75	78	82	83	82	81
Queensferry High School	7	95	94	94	96	96	97	94	93	93	95	96	97	84	84	84	87	88	91
St Augustine's High School	18	97	100	98	97	95	96	94	97	97	96	93	93	82	88	88	87	83	81
St Thomas of Aquin's High School	11	95	95	95	96	96	97	95	96	95	95	94	95	86	87	86	88	88	89
The Royal High School	7	99	98	98	99	99	99	98	95	95	97	98	99	92	90	90	91	91	91
Trinity Academy	13	94	91	90	90	89	88	89	88	87	87	85	87	80	79	78	76	76	78
Tynecastle High School	28	85	87	87	89	92	95	86	87	86	87	90	92	68	70	69	72	74	77
Wester Hailes Education Centre	43	84	83	88	88	87	89	82	82	83	82	80	85	54	55	59	56	56	58
City of Edinburgh	15	91	92	92	93	94	95	89	89	90	91	91	93	77	77	78	79	81	82
SCOTLAND	16	92	92	93	93	94	95	91	91	91	92	92	93	79	78	79	79	81	82

*Free Meal Registration

The City of Edinburgh Council
SQA Attainment in publicly-funded secondary schools
Progress in the 7 National Priorities Targets 2008-2013
(2013 data are pre-appeal)

2013 Attainment figures are pre-appeal.
 Historic data are post appeal

		<i>Target 4</i>						<i>Target 5</i>						<i>Target 6</i>					
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 5 or better						% of the original S4 cohort who, by the end of S6, have attained 1 or more awards at SCQF level 6 or better						% of the original S4 cohort who, by the end of S6, have attained 3 or more awards at SCQF level 6 or better					
School Name	FMR 2013 (%)	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013
Balerno Community High School	4	66	60	56	63	67	71	62	57	53	59	63	66	49	46	43	48	48	52
Boroughmuir High School	4	71	73	71	73	75	80	65	67	66	68	71	78	54	56	56	58	60	65
Broughton High School	19	38	39	39	42	45	47	37	40	40	47	50	53	25	27	29	32	36	36
Castlebrae Community High School	43	14	16	16	15	11	11	12	14	14	13	9	8	7	8	6	7	4	2
Craigmount High School	8	61	61	62	63	63	65	56	57	57	57	57	59	43	43	45	45	47	47
Craigroyston Comm High School	38	8	11	11	12	11	14	9	13	14	14	12	15	2	4	3	4	3	5
Currie High School	7	63	63	66	67	70	70	55	56	60	62	64	63	41	43	48	51	52	50
Drummond Comm High School	27	29	33	35	38	40	41	30	32	34	35	37	39	18	21	22	21	23	24
Firrhill High School	8	63	66	64	66	67	69	58	59	58	62	65	68	43	45	46	50	53	54
Forrester High School	18	34	37	40	41	41	47	30	34	37	39	39	44	16	20	22	23	23	25
Gracemount High School	30	24	25	31	37	40	45	21	21	29	34	40	44	12	13	15	19	25	25
Holy Rood High School	21	39	39	41	44	47	48	34	36	40	42	45	44	23	25	29	29	31	31
James Gillespie's High School	10	71	71	76	78	79	77	70	70	76	79	82	78	54	55	60	61	64	64
Leith Academy	21	39	36	32	36	40	46	33	33	31	36	42	47	18	19	20	24	28	30
Liberton High School	22	28	29	33	37	40	44	24	23	26	30	37	43	13	13	16	18	20	23
Portobello High School	11	48	50	51	55	55	56	46	49	49	53	54	56	34	36	35	38	38	39
Queensferry High School	7	55	59	56	59	61	66	49	51	50	53	57	61	32	36	35	39	43	47
St Augustine's High School	18	44	47	53	52	56	55	44	45	50	51	55	55	29	31	34	35	35	35
St Thomas of Aquin's High School	11	60	61	65	72	74	72	62	59	59	66	71	71	45	44	49	55	60	60
The Royal High School	7	68	69	68	70	70	72	66	66	67	71	70	73	53	53	52	55	53	57
Trinity Academy	13	52	52	53	53	53	52	49	48	49	50	53	53	35	36	36	39	39	39
Tynecastle High School	28	32	35	35	39	42	46	29	33	33	35	35	40	14	14	16	19	20	23
Wester Hailes Education Centre	43	15	13	14	15	20	21	14	13	16	16	22	20	5	5	3	4	5	5
City of Edinburgh	15	48	49	50	53	55	57	45	46	47	50	53	55	32	33	35	37	39	41
SCOTLAND	16	48	48	49	50	53	55	43	43	45	47	49	52	30	30	31	33	35	37

*Free Meal Registration

The City of Edinburgh Council
SQA Attainment in publicly-funded secondary schools
Progress in the 7 National Priorities Targets 2008-2013
(2013 data are pre-appeal)

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		<i>Target 7</i>					
SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		% of the original S4 cohort who, by the end of S6, have attained 5 or more awards at SCQF level 6 or better					
School Name	FMR 2013 (%)	2006-2008	2007-2009	2008-2010	2009-2011	2010-2012	2011-2013
Balerno Community High School	4	37	35	32	35	37	38
Boroughmuir High School	4	42	42	43	45	48	55
Broughton High School	19	17	17	20	22	23	23
Castlebrae Community High School	43	4	5	4	5	3	1
Craigmount High School	8	32	29	32	32	34	34
Craigroyston Comm High School	38	0	0	0	1	1	2
Currie High School	7	29	31	34	37	38	38
Drummond Comm High School	27	13	14	12	11	13	14
Firrhill High School	8	30	31	32	36	39	42
Forrester High School	18	9	12	12	14	14	17
Gracemount High School	30	7	8	10	12	15	15
Holy Rood High School	21	14	15	19	19	20	19
James Gillespie's High School	10	38	38	42	45	49	50
Leith Academy	21	9	10	13	15	17	18
Liberton High School	22	7	6	9	11	13	13
Portobello High School	11	21	22	22	24	24	26
Queensferry High School	7	19	23	23	27	29	32
St Augustine's High School	18	20	21	20	20	21	22
St Thomas of Aquin's High School	11	32	32	40	46	47	47
The Royal High School	7	37	37	36	38	38	41
Trinity Academy	13	24	24	23	25	27	27
Tynecastle High School	28	7	8	10	12	12	12
Wester Hailes Education Centre	43	2	2	0	0	1	1
City of Edinburgh	15	22	22	24	26	28	29
SCOTLAND	16	20	20	21	22	24	25

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S4

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	93	97	97	97	99	94	97	98	95	98	92	97	97	95	98	91	92	93	92	96
Boroughmuir High School	4	98	100	100	98	98	98	100	100	99	99	97	100	100	98	98	93	95	99	97	97
Broughton High School	19	87	90	88	91	98	92	88	95	94	99	87	88	87	90	97	83	86	84	86	93
Castlebrae Community High School	43	87	102	81	83	67	87	95	89	93	51	82	93	80	79	49	80	79	79	71	57
Craigmount High School	8	98	98	96	98	98	98	100	98	98	99	98	97	95	96	97	97	96	95	95	95
Craigroyston Community High School	38	77	89	95	99	100	80	90	96	95	93	73	83	91	93	93	65	72	79	89	100
Currie Community High School	7	95	97	95	97	101	95	96	96	97	100	95	96	95	97	100	93	97	95	96	99
Drummond Community High School	27	89	98	91	96	93	94	94	91	98	91	88	94	87	96	89	83	84	79	92	84
Firrhill High School	8	96	94	99	98	98	98	98	98	98	98	95	92	98	97	96	93	92	98	97	97
Forrester High School	18	96	95	100	98	100	95	92	101	98	96	92	88	97	96	95	92	91	99	95	96
Gracemount High School	30	94	88	91	99	97	89	91	88	95	90	88	87	87	94	90	90	88	88	97	93
Holy Rood RC High School	21	90	89	88	99	99	93	88	90	100	100	89	88	88	99	99	88	82	87	96	96
James Gillespie's High School	10	97	95	96	97	96	96	94	97	96	96	96	93	95	96	96	95	92	92	92	92
Leith Academy	21	96	98	98	96	96	96	98	96	96	91	94	97	94	92	89	79	88	92	92	87
Liberton High School	22	93	94	95	92	95	84	100	102	94	94	81	94	94	90	92	88	88	92	87	90
Portobello High School	11	95	96	97	98	98	95	98	99	100	102	93	95	97	97	98	91	94	95	94	97
Queensferry Community High School	7	99	101	99	101	101	100	93	99	101	101	98	93	98	101	101	98	95	98	96	99
St Augustine's High School	18	92	93	92	96	95	98	96	96	92	92	92	93	92	88	88	92	92	91	96	89
St Thomas Of Aquin's High School	11	95	93	97	100	99	95	98	98	102	101	95	93	97	100	99	94	93	95	98	100
The Royal High School	7	99	99	98	98	96	100	98	99	99	98	98	98	98	98	96	98	97	98	98	95
Trinity Academy	13	95	90	92	96	97	93	87	88	92	93	91	83	85	90	90	88	81	87	87	90
Tynecastle High School	28	91	97	91	93	95	91	97	97	89	98	90	95	91	83	93	87	92	88	93	87
Wester Hailes Education Centre	43	88	79	94	95	103	94	88	99	98	104	87	75	93	94	103	80	73	91	90	99
Edinburgh	15	94	95	95	97	97	95	95	96	97	96	92	93	94	95	95	90	90	92	93	94
Scotland	16	95	96	96	96	97	95	95	95	96	96	93	93	93	94	94	92	92	93	94	95

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S4

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
<i>School Name</i>		%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	87	82	87	86	91	49	47	59	49	58
Boroughmuir High School	4	89	92	94	95	95	57	65	74	67	64
Broughton High School	19	66	71	69	70	78	27	26	28	29	33
Castlebrae Community High School	43	47	37	23	21	29	7	2	0	0	0
Craigmount High School	8	89	84	85	86	84	46	44	47	48	48
Craigroyston Community High School	38	37	35	45	49	54	1	3	7	11	4
Currie Community High School	7	85	87	89	90	91	51	47	43	51	51
Drummond Community High School	27	69	60	60	74	54	21	21	19	19	20
Firrhill High School	8	86	84	87	90	91	53	50	57	54	54
Forrester High School	18	80	83	86	79	81	29	29	34	25	28
Gracemount High School	30	66	66	63	52	52	29	28	17	21	17
Holy Rood RC High School	21	76	67	71	88	81	21	30	23	35	34
James Gillespie's High School	10	92	86	84	88	81	63	57	57	58	47
Leith Academy	21	56	67	72	70	65	19	16	27	27	24
Liberton High School	22	73	71	70	64	65	26	18	24	25	23
Portobello High School	11	78	75	75	81	86	41	40	38	33	38
Queensferry Community High School	7	89	88	88	87	89	43	46	49	49	38
St Augustine's High School	18	77	78	76	82	71	28	33	29	29	26
St Thomas Of Aquin's High School	11	89	86	87	95	96	51	57	50	63	59
The Royal High School	7	87	86	90	89	91	53	52	57	48	58
Trinity Academy	13	72	69	75	74	82	35	37	35	28	43
Tynecastle High School	28	67	62	68	66	68	23	21	31	20	23
Wester Hailes Education Centre	43	50	45	52	67	81	2	1	9	22	22
Edinburgh	15	77	76	77	80	80	38	38	39	39	40
Scotland	16	78	78	79	80	82	35	36	36	37	38

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

Appendix1c

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S5

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S5				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	98	94	98	98	97	98	96	97	98	96	98	93	97	97	95	96	92	93	93	93
Boroughmuir High School	4	95	98	102	100	99	95	98	101	100	101	94	97	101	100	99	93	93	96	100	97
Broughton High School	19	93	93	93	89	94	92	96	90	95	95	91	92	89	87	90	84	85	87	86	90
Castlebrae Community High School	43	88	87	102	81	95	97	87	95	89	95	88	82	93	80	90	81	80	79	79	74
Craigmount High School	8	97	99	99	97	100	98	99	100	98	100	95	98	98	96	98	95	98	97	95	96
Craigroyston Community High School	38	84	77	89	95	99	88	83	92	99	99	82	73	85	91	96	77	65	72	79	89
Currie Community High School	7	98	96	100	97	99	97	97	98	96	98	97	95	98	96	97	94	94	98	95	97
Drummond Community High School	27	97	91	99	94	99	93	94	95	94	100	92	88	94	91	97	84	84	84	83	92
Firrhill High School	8	96	97	95	100	99	99	100	100	99	99	95	96	93	99	98	92	94	93	98	97
Forrester High School	18	96	96	96	102	98	90	96	95	101	99	88	92	92	98	97	93	93	92	101	95
Gracemount High School	30	95	94	90	92	100	75	92	94	88	96	74	90	89	88	95	80	90	89	88	97
Holy Rood RC High School	21	95	90	90	90	99	99	95	90	93	101	95	89	88	89	99	87	88	84	89	97
James Gillespie's High School	10	98	101	98	98	99	97	98	96	98	97	97	98	95	96	96	97	98	95	92	93
Leith Academy	21	93	97	101	103	98	94	97	102	99	96	91	95	99	96	93	77	80	90	93	94
Liberton High School	22	94	94	96	99	96	96	88	102	103	95	88	85	96	96	92	87	88	90	93	89
Portobello High School	11	95	95	96	98	99	98	96	99	99	100	95	93	96	97	98	91	91	94	95	95
Queensferry Community High School	7	98	101	101	99	103	95	100	94	99	102	95	99	94	98	101	94	98	95	98	96
St Augustine's High School	18	96	96	96	94	97	97	101	98	98	99	93	95	94	94	95	90	92	93	91	96
St Thomas Of Aquin's High School	11	96	97	96	99	99	97	95	99	99	102	95	95	96	99	99	93	94	93	96	98
The Royal High School	7	99	100	100	99	99	100	103	98	99	100	99	100	98	98	99	97	98	97	97	100
Trinity Academy	13	93	97	92	94	97	94	95	87	88	95	89	93	84	86	92	83	89	82	87	89
Tynecastle High School	28	90	93	99	93	94	89	93	98	100	94	87	91	97	92	88	85	89	93	90	94
Wester Hailes Education Centre	43	90	88	82	98	98	94	96	89	102	99	90	87	78	96	95	81	80	75	91	90
Edinburgh	15	95	95	96	96	98	95	96	96	97	98	92	93	94	95	96	89	91	91	93	94
Scotland	16	95	95	96	96	97	95	96	96	96	97	93	94	94	94	96	91	92	93	93	95

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

Appendix1c

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S5

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S5					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S5					%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5					%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	86	88	84	87	88	61	73	64	70	61	51	60	56	64	56	35	41	36	44	36
Boroughmuir High School	4	86	91	94	95	96	68	71	80	84	83	59	64	73	82	75	44	48	57	69	60
Broughton High School	19	72	71	76	74	77	37	41	42	39	46	34	44	44	39	42	24	18	26	22	29
Castlebrae Community High School	43	43	53	44	39	33	7	7	5	12	14	5	7	7	5	12	5	7	0	0	0
Craigmount High School	8	85	90	86	87	88	59	63	61	63	70	49	54	50	52	58	36	34	36	34	40
Craigroyston Community High School	38	43	41	39	51	54	6	2	6	20	19	7	2	8	18	15	0	0	1	2	7
Currie Community High School	7	92	88	90	91	93	66	66	69	61	74	56	58	56	54	65	35	38	38	37	40
Drummond Community High School	27	68	71	63	65	79	35	35	34	37	40	24	29	28	34	41	14	14	14	15	13
Firrhill High School	8	83	87	87	90	92	61	69	64	68	68	57	63	59	65	64	42	46	44	47	46
Forrester High School	18	76	83	85	88	79	36	39	41	50	38	27	36	34	42	31	15	19	16	19	15
Gracemount High School	30	67	69	69	72	55	35	34	36	43	31	30	29	39	41	29	12	13	19	8	11
Holy Rood RC High School	21	73	77	72	76	91	42	39	42	43	56	38	32	41	39	53	20	13	19	19	25
James Gillespie's High School	10	94	97	91	86	89	78	79	74	69	69	74	72	70	68	70	51	51	52	52	56
Leith Academy	21	63	64	74	75	73	32	31	39	45	39	31	30	40	43	41	17	13	16	25	19
Liberton High School	22	63	80	76	75	77	32	38	36	37	43	25	28	30	37	34	13	14	12	13	19
Portobello High School	11	82	83	79	79	86	47	54	51	54	52	44	50	48	49	48	25	31	24	30	28
Queensferry Community High School	7	83	92	90	90	89	51	64	63	64	63	42	56	58	55	63	22	36	36	29	35
St Augustine's High School	18	84	78	80	78	87	51	41	55	47	42	45	41	45	45	38	22	20	25	25	17
St Thomas Of Aquin's High School	11	86	89	88	91	95	73	70	68	68	76	63	66	61	64	71	51	45	44	50	55
The Royal High School	7	90	90	88	91	94	63	66	67	70	66	58	63	60	66	62	33	40	35	46	36
Trinity Academy	13	76	76	74	80	80	49	49	51	47	45	43	47	46	43	45	27	31	30	26	20
Tynecastle High School	28	70	71	75	76	73	34	36	38	41	35	22	29	27	32	31	10	9	9	12	8
Wester Hailes Education Centre	43	60	51	55	62	73	13	10	12	15	35	4	13	16	10	33	0	1	0	0	9
Edinburgh	15	78	81	80	81	83	49	52	53	54	55	42	47	48	50	51	27	29	29	31	31
Scotland	16	79	80	81	82	84	47	49	51	52	54	41	43	45	47	48	23	25	26	27	28

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S5

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5				
	<i>FMR*</i> 2013 (%)	2009	2010	2011	2012	2013
<i>School Name</i>		%	%	%	%	%
Balerno Community High School	4	13	26	19	24	18
Boroughmuir High School	4	28	26	37	39	37
Broughton High School	19	10	7	9	12	17
Castlebrae Community High School	43	3	4	0	0	0
Craigmount High School	8	15	16	16	18	21
Craigroyston Community High School	38	0	0	0	0	0
Currie Community High School	7	17	19	16	19	21
Drummond Community High School	27	4	5	4	3	3
Firrhill High School	8	23	24	21	27	22
Forrester High School	18	6	9	5	5	6
Gracemount High School	30	6	4	11	3	3
Holy Rood RC High School	21	7	6	6	7	12
James Gillespie's High School	10	32	33	30	31	33
Leith Academy	21	7	4	8	8	8
Liberton High School	22	2	4	4	7	4
Portobello High School	11	11	12	10	12	13
Queensferry Community High School	7	10	15	18	16	17
St Augustine's High School	18	8	7	10	9	7
St Thomas Of Aquin's High School	11	27	21	28	36	32
The Royal High School	7	15	18	17	28	22
Trinity Academy	13	13	17	16	14	6
Tynecastle High School	28	1	1	3	5	4
Wester Hailes Education Centre	43	0	0	0	0	1
Edinburgh	15	13	14	14	16	16
Scotland	16	11	11	12	13	13

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S6

School Name	FMR* 2013 (%)	%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S6				
		2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Balerno Community High School	4	95	99	96	98	98	94	98	96	97	99	93	98	94	97	97	91	96	94	93	94
Boroughmuir High School	4	98	95	98	102	100	97	95	98	101	101	94	94	97	101	100	97	93	93	97	100
Broughton High School	19	95	95	97	95	91	96	93	98	93	97	92	91	92	91	88	90	85	88	89	88
Castlebrae Community High School	43	98	90	87	102	81	97	98	87	95	91	95	90	82	93	80	92	83	80	79	79
Craigmount High School	8	99	98	99	100	97	99	98	99	101	98	98	95	98	99	96	96	95	98	97	96
Craigroyston Community High School	38	88	86	80	89	96	95	91	86	92	99	88	84	76	85	91	84	77	67	72	79
Currie Community High School	7	98	98	96	100	98	97	97	97	99	96	95	97	95	98	96	95	94	94	99	95
Drummond Community High School	27	88	98	91	100	95	78	95	94	95	97	72	93	88	95	92	74	85	84	86	84
Firrhill High School	8	96	97	98	97	101	97	100	100	101	99	95	96	96	94	99	92	93	95	95	99
Forrester High School	18	106	96	96	96	102	101	90	97	95	101	101	88	92	92	98	103	93	93	92	101
Gracemount High School	30	95	95	94	91	93	95	75	92	97	89	91	74	90	91	88	81	80	90	91	88
Holy Rood RC High School	21	92	95	92	90	90	91	100	96	91	93	87	95	91	89	89	87	87	90	86	90
James Gillespie's High School	10	97	101	102	100	102	92	98	99	97	100	91	98	98	95	98	94	98	98	95	95
Leith Academy	21	93	94	99	103	106	90	95	100	102	101	87	91	98	100	99	76	78	84	92	98
Liberton High School	22	94	98	98	98	104	94	101	92	103	108	91	92	89	97	101	88	92	93	90	97
Portobello High School	11	96	96	95	97	98	94	98	96	99	99	93	95	93	96	97	92	92	91	94	95
Queensferry Community High School	7	96	99	101	102	99	94	96	101	95	99	93	96	99	94	98	92	95	98	95	98
St Augustine's High School	18	104	97	97	98	98	109	97	103	100	99	101	93	97	96	95	101	92	94	93	93
St Thomas Of Aquin's High School	11	97	97	98	96	99	98	97	96	99	99	96	95	96	96	99	97	93	94	94	97
The Royal High School	7	97	99	100	102	100	99	101	104	99	100	96	99	100	99	99	92	97	100	98	98
Trinity Academy	13	92	94	98	93	95	93	94	95	89	89	87	89	94	85	87	88	83	90	83	89
Tynecastle High School	28	92	90	95	101	94	92	89	95	101	102	88	87	92	98	93	87	85	91	96	91
Wester Hailes Education Centre	43	85	92	89	85	99	90	94	98	92	105	84	91	88	79	99	82	81	83	75	96
Edinburgh	15	95	96	96	97	97	95	96	97	97	98	92	93	94	95	95	91	90	92	92	94
Scotland	16	95	95	96	97	97	94	95	96	96	97	93	93	94	94	95	91	91	92	93	94

*Free Meal Registration

SQA Attainment by stage in the City of Edinburgh Council's publicly-funded secondary schools 2009-2013

2013 Attainment figures are pre-appeal.
Historic data are post appeal

Attainment by the end of S6

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S6					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S6					%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S6					%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S6				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	82	86	91	84	88	54	62	75	64	73	53	58	67	62	70	46	45	53	48	57
Boroughmuir High School	4	95	86	91	94	95	75	70	73	82	85	70	64	71	78	84	60	56	58	65	73
Broughton High School	19	69	74	74	80	75	38	41	47	47	46	44	39	57	53	46	30	32	35	40	33
Castlebrae Community High School	43	43	45	53	46	40	21	16	7	9	15	17	12	7	9	9	8	7	7	0	1
Craigmount High School	8	88	85	91	86	87	61	60	66	63	67	57	53	61	56	59	41	45	49	47	45
Craigroyston Community High School	38	58	44	43	39	51	14	12	10	10	23	17	16	8	11	26	5	3	5	1	7
Currie Community High School	7	90	92	88	92	91	62	69	69	72	67	58	63	63	65	60	50	52	52	51	47
Drummond Community High School	27	61	69	71	65	66	33	38	43	40	38	32	33	41	39	38	21	21	20	29	23
Firrhill High School	8	83	84	88	89	90	64	63	71	67	71	58	60	67	66	69	44	51	56	51	56
Forrester High School	18	84	76	83	85	88	42	39	41	44	56	39	36	42	39	50	23	22	26	23	27
Gracemount High School	30	59	67	70	71	72	32	39	39	43	52	28	39	35	45	53	17	18	22	35	19
Holy Rood RC High School	21	71	73	79	75	77	42	48	44	48	51	39	49	39	48	45	30	34	24	35	34
James Gillespie's High School	10	90	96	97	91	89	71	81	81	77	73	71	85	80	80	75	57	65	62	65	63
Leith Academy	21	56	64	69	75	79	31	37	39	44	54	32	35	41	49	50	20	27	24	32	34
Liberton High School	22	67	68	85	77	79	33	37	41	45	46	23	31	38	42	48	14	19	23	19	26
Portobello High School	11	83	83	83	80	81	55	51	57	55	57	54	50	57	55	55	37	35	42	36	40
Queensferry Community High School	7	85	85	92	90	90	57	54	65	64	67	52	49	60	63	61	38	34	48	49	44
St Augustine's High School	18	93	86	81	81	80	50	56	50	61	53	50	52	50	62	53	36	34	34	38	34
St Thomas Of Aquin's High School	11	90	86	89	88	91	64	74	76	71	69	56	68	75	69	69	45	60	62	58	60
The Royal High School	7	89	90	93	89	92	72	67	72	71	75	72	66	74	70	74	58	49	59	50	60
Trinity Academy	13	74	76	77	75	81	53	53	53	53	51	46	51	55	52	50	39	36	41	39	37
Tynecastle High School	28	72	70	74	79	77	37	37	45	46	48	35	31	41	36	42	18	17	24	19	25
Wester Hailes Education Centre	43	55	60	54	55	67	8	20	17	23	23	7	23	18	23	20	3	3	5	8	1
Edinburgh	15	78	79	82	81	82	50	52	56	57	59	48	50	55	55	56	35	37	40	41	41
Scotland	16	78	79	81	82	83	48	50	53	55	56	44	47	50	52	53	31	33	35	37	38

*Free Meal Registration

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Attainment by the end of S6

SCQF Key: Level 7: Advanced Higher A-C Level 6: Higher at A-C; Level 5: Intermediate 2 A-C; Standard Grade at 1-2; Level 4: Intermediate 1 at A-C; S Grade at 3-4; Level 3: Access 3; S Grade at 5-6		%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6					%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6				
	FMR* 2013 (%)	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
School Name		%	%	%	%	%	%	%	%	%	%
Balerno Community High School	4	32	33	40	37	37	14	18	24	19	23
Boroughmuir High School	4	45	44	45	57	64	34	29	26	37	41
Broughton High School	19	20	23	22	26	22	15	15	21	14	16
Castlebrae Community High School	43	6	3	4	0	0	3	2	0	0	3
Craigmount High School	8	28	33	34	35	34	23	25	25	26	24
Craigroyston Community High School	38	1	0	1	1	2	4	0	0	0	0
Currie Community High School	7	35	36	40	38	36	23	31	32	27	28
Drummond Community High School	27	9	10	15	14	14	6	8	8	10	5
Firrhill High School	8	31	38	40	39	46	25	25	33	27	30
Forrester High School	18	16	10	17	15	17	13	8	13	8	9
Gracemount High School	30	13	10	13	22	9	15	9	3	13	12
Holy Rood RC High School	21	20	23	15	24	20	15	15	13	13	10
James Gillespie's High School	10	38	47	50	51	48	24	36	33	35	37
Leith Academy	21	12	20	14	18	21	9	12	9	11	16
Liberton High School	22	6	13	14	11	15	3	4	7	9	9
Portobello High School	11	22	23	27	23	27	12	18	19	17	20
Queensferry Community High School	7	27	21	34	33	29	22	14	19	15	17
St Augustine's High School	18	22	18	19	27	22	16	8	11	16	9
St Thomas Of Aquin's High School	11	37	53	49	41	50	35	41	37	32	42
The Royal High School	7	39	36	40	38	45	32	28	35	29	36
Trinity Academy	13	24	23	29	30	23	17	17	24	25	16
Tynecastle High School	28	13	12	11	12	14	9	9	10	7	15
Wester Hailes Education Centre	43	0	0	1	1	0	0	0	2	4	0
Edinburgh	15	24	26	28	29	30	18	18	20	20	21
Scotland	16	21	22	24	26	26	14	15	16	16	17

*Free Meal Registration

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

School Admissions

Item number	7.4
Report number	
Wards	All

Links

Coalition pledges	P2 , P4
Council outcomes	CO1 , CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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Executive summary

School Admissions

Summary

The purpose of this report is to provide information on the school admissions process and issues associated with placing requests for out of catchment schools.

Recommendations

The Committee is asked to note the following

1. Paperwork for admissions has been reviewed to ensure clarity and an online form to request an outwith catchment form has been created.
2. Seminars on admissions have been delivered to all headteachers.
3. Accurate and consistent messages about school placements will be delivered to parents by means of our updated booklet and media messages.
4. Composite class and team teaching policies will be updated to include reassurance to parents on learning and teaching.
5. Parents will be told where there are likely to be places for outwith catchment pupils and where there are likely to be no places
6. Proposed changes to the independent appeals process is at present being considered by the Scottish Parliament.
7. There will be clarity of information for parents about the role of Children and Families in the appeals process.
8. The intention to raise the issues described in this report with the Scottish Government.
9. The Committee is asked to request a report in October 2014 reviewing the 2014 Admissions, Appeals process.

Measures of success

Overall progress will be measured using the following

- Compliance with all Statutory Deadlines
- 70 % usage of online forms to request an outwith catchment form
- Numbers of appeals not upheld in line with department policies and class size regulations.

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.

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 and Consultative Committee with Parents. Parents are also part of the Rising Rolls working group and officers meet with individual parent councils where schools are affected by rising rolls. Headteachers meet with their own Parent Council to discuss placements in their own school.

Background reading / external references

[The School Admissions \(Appeals Arrangements ... - Legislation.gov.uk](#)

[Class Size legislation](#)

[Tribunals Scotland Bill](#)

School Admissions

1. Background

- 1.1. In Edinburgh, admissions for P1 and S1 each August are managed by the Grants, Awards and Placements team. The headteacher is responsible for all admissions at all other stages and for P1 and S1 after August.
- 1.2. Edinburgh has high levels of placing requests with many pupils attending non-catchment schools. In 2012, 24% of primary pupils did not attend their catchment primary school.
- 1.3 Primary school rolls in the city 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. From a low of 24,500 in 2009, rolls are projected to have increased by 26% by 2019.
- 1.4 There are still 5000 spare places in the city but they are not in the schools where demand is highest. For the past two years primary schools across the city have held Open Days to let new parents see what happens in the school and also to promote local schools for local children. There is now a sustained media campaign taking place to encourage parents to visit their local school and to make clear there will be less likelihood of out of catchment places in the coming year, even for siblings.
- 1.5 The number of initial applications for outwith catchment places in Primary 1 is as follows.

2013	1084
2012	1109
2011	1099
2010	1115
2009	866

- 1.6 As catchment populations have increased the success rate of placing requests into non-catchment schools has decreased. The percentage of placing requests refused has increased from 18% in 2009 to 37% in 2013. The number of P1 appeals each year is as follows:

Year	Appeals Received	Appeals granted	Percentage of appeals granted
2013	261	46	17.62%
2012	310	55	17.74%
2011	233	47	20.17%
2010	92	12	13.04%
2009	132	19	14.39%

2. Main report

- 2.1. The policies and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of Edinburgh City Council. Legal advice has indicated that any change to these policies would require a full scale statutory consultation with all parents.
- 2.2. Each year parents receive a booklet outlining the P1 and S1 placing procedure. Those parents wishing to apply for an outwith catchment place in the past received a paper form to complete. In that form there were tick boxes for parents to complete if they identified the following issues of childcare, work place and bullying as reasons for requesting an outwith catchment placement. This may have lead parents to believe that these areas were prioritised in allocating a placing request however this was not the case.
- 2.3. A new online form has now been created for outwith catchment placing requests and this simply asks for the reasons for a request. Paper forms are still available but we are encouraging parents to use the online form. The new online system allows us to interrogate the forms to identify the main reasons parents are giving for making out of catchment requests which is beneficial in our analysis of these requests.
- 2.4. The admissions booklet for P1 and S1 has now been reviewed to ensure clarity of key message on the cover and within the booklet. The remainder of the booklet has now been written in a question and answer format to ensure clarity of key messages for parents.
- 2.5. These messages are as follows:
- I. 2 proofs of residence are required
 - II. Allocation of places are based on residence before 28 February

- III. Late catchment pupils after 28 February are not guaranteed places in a catchment school
- IV. Siblings are not guaranteed out of catchment placements
- V. Parents will be asked to sign a letter confirming their understanding that there is no guarantee of a place for any future siblings
- VI. If a parent is unsuccessful at appeal they then have the right to take their appeal to the sheriff court within the 28 days of the refusal of the appeal

This review of processes has already begun and will be further enhanced by a lean review of processes taking place in November/ December 2013 and an audit in November looking at

- Information collated by Children & Families to inform the Pupil and Student Support Committee decision making and subsequent outcomes
- Statutory time requirements
- The independence of the Pupil and Student Support Committee [see 2.6] to ensure there is fair and transparent process

- 2.6. The Pupil and Student Support Committee is a committee comprising an elected member from each political party and a religious representative from the Education Children and Families Committee. The Pupil and Student Support Committee review all outwith catchment placing requests and decide the priority order for placement. This is usually siblings, other children resident in Edinburgh, children from outwith Edinburgh and in each category this is based on distance from the school. The priority order will be used to allocate any available places, with the remainder being placed accordingly on a waiting list. The Committee may decide that the circumstances of an individual child are exceptional and place that child at a higher point on the priority order for placement.

Intakes, Catchment Pupils and Communication

- 2.7. Intakes are set jointly by Children and Families staff from Pupil Placements, Devolved School Management and Asset Management in January based on
 - a. the number of catchment pupils registered for each school
 - b. the available accommodation
- 2.8. There is a need in this intake setting to
 - ensure that parents are accurately informed about the situation in their school
 - ensure the head teacher is aware of the decision making process
 - ensure an accurate picture of available capacity in all schools

- 2.9. Seminars on the admissions process and the engagement of parents with the process have taken place in November for all primary headteachers. There will also be Frequently Asked Question briefings prepared for each headteacher, Parent Councils and local councillors.

Class Organisations

- 2.10. Head teachers plan their class organisation for the following year in December each year. This is then sent to the Devolved School Management team who check organisations and advise schools on specific issues. In planning class organisations headteachers must take heed of class size legislation and national agreements.
- 2.11. The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 amended 2010 specifies a class size maximum of 25 for P1. Prior to this Children and Families were unable to hold to the 25 class size guidance and regularly had to take up to 30 pupils in each class.
- 2.12. Team teaching is now more common when intakes are based on multiples of 30. Government guidance states clearly that there should not be a floating teacher to assist with team teaching [that is a teacher who works between two larger classes] instead there should be, for example, one teacher for 25 children and two teachers for 35 children.

Team Teaching in Edinburgh

Session	Numbers	Percentage
2009/10	5	0.51%
2010/11	6	0.61%
2011/12	20	2.01%
2012/13	33	3.27%
2013/14	21	2.01%

The increase in the team teaching classes between 2010/11 and 11/12 was related to the limit of 25 being established through legislation, and the drop this year was mainly due to school extensions and new accommodation becoming available.

- 2.13. Composite classes can be viewed with some anxiety by parents who have not encountered them before. However, once parents have experienced composite classes the feedback is usually very positive. Composite classes are common

across Scotland. In Edinburgh the pattern of composite classes has been as follows:

Edinburgh		
Session	Numbers of classes	Percentage
2009/10	129	13.24%
2010/11	111	11.32%
2011/12	115	11.47%
2012/13	108	10.33%
National	4997	31.00%
Aberdeen	117	22.8%
Dundee	98	23.7%
Glasgow	310	20.6%

2.14. There is a need to:

- ensure that parents know proposed class organisations may change between February and June
- Provide reassurance and guidance to parents about composite class and team teaching arrangements and policies

Appeals

2.15 The appeals process is administered by Committee Services and they send out all documentation to parents. The Grants, Awards and Placements team prepare the appeal reports for Children and Families officers to present to the individual appeal committees stating why outwith catchment placements have been refused in a school and confirmed by Pupil and Student Support Committee.

2.16 Appeal panels are independent of the council however parents do not perceive this to be the case as Committee Services administer the appeals and they are held in the City Chambers. The Senior Solicitor and Senior Education Manager in Children and Families also train the appeal committees. At the same time the Placements team and Senior Education Manager are expected to discuss the

process of appeals with parents despite the fact they are presenting the case for Children and Families.

- 2.17 If an appeal is unsuccessful parents have the right to take the appeal to the sheriff court. This happens on average twice a year. Most parents however prefer not to take the route to the sheriff because of cost and instead write to Children and Families, to local councillors and M.S.Ps to complain about the process and the result. In the space of two months this year the Senior Education Manager dealt with 100 such complaints.
- 2.18 Appeal Committees can at times make decisions which mean there is a need to rearrange the class structure which upsets other parents in school. If Children and Families lose the Common case [the grounds for refusal for all places in a particular school] all appellants on the day have places granted. Children and Families then have to review all existing placing requests for that school and write to parents giving them the opportunity to appeal. This was done at Blackhall this year which meant existing proposed class organisations had to be changed introducing a composite class. This caused concern amongst the existing parents.
- 2.19 If a pupil is allocated a place at an appeal they are known as excepted pupils for one year i.e. they do not count in class numbers for one year. During the past year there were a number of excepted pupils, in the case of Davidsons Mains Primary School there were six excepted pupils and during the summer holidays an additional class was opened. It is doubtful the excepted pupil legislation was meant to extend to more than one or two pupils.
- 2.20 The Tribunals (Scotland) Bill was introduced to the Scottish Parliament on 8th May 2013. If this Bill becomes law then it will establish a new Tribunal system that will gradually take over the functions of various tribunals, including the Education Appeal Committee. The Bill is now at Stage 2 of the legislative process and it is unlikely to become law until late 2014. After that the various tribunals will be transferred to the new tribunal service in stages and it is anticipated the Education Appeal Committee will be one of the later transfers. Whilst it is impossible to be certain it is unlikely that the new tribunal will take over the role of the Education Appeal Committee until at least 2015/16. The new Tribunal will be entirely independent of the Council and so the Council will no longer administer the appeals. There will, however, no doubt be new challenges in presenting hundreds of appeals to a tribunal in a short space of time.
- 2.21 If there are to be legislative changes then it would be sensible to review all aspects of the placing request system. The most fundamental question is whether parental choice is a practical reality given smaller class sizes and rising birth rate. If the placing request system is to remain in place then the grounds on which an education authority can refuse a placing request as laid down in the 1980 Act could also be reviewed to be clearer and more relevant. For example it may be sensible to have a ground that a placing request can be refused if every P1 class in the school has reached either 25, or 30 if there is a team teaching situation. This would make things easier to understand for the parents, and

more straight forward for the Appeal Committee/Tribunal. However that is a legislative decision.

- 2.22 In conclusion it is important to note that the admissions and appeals process is a high profile area for Children and Families and it is important to ensure a consistent, transparent and fair application of policies at all times.

3. Recommendations

The Committee is asked to note the following:

- 3.1 Paperwork for admissions has been reviewed to ensure clarity and an online form to request an outwith catchment form has been created.
- 3.2 Seminars on admissions have been delivered to all headteachers.
- 3.3 Accurate and consistent messages about school placements will be delivered to parents by means of our updated booklet and media messages.
- 3.4 Composite class and team teaching policies will be updated to include reassurance to parents on learning and teaching.
- 3.5 Parents will be told where there are likely to be places for outwith catchment pupils and where there are likely to be no places
- 3.6 Proposed changes to the independent appeals process is at present being considered by the Scottish Parliament.
- 3.7 There will be clarity of information for parents about the role of Children and Families in the appeals process.
- 3.8 The intention to raise the issues described in this report with the Scottish Government.
- 3.9 The Committee is asked to request a report in October 2014 reviewing the 2014 Admissions, Appeals process.

Gillian Tee

Director of Children and Families

Links

Coalition pledges P2. Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
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	<ol style="list-style-type: none">1. P1 and S1 intake sessions 2014/15: Timetable of events2. Parent Booklet Placing in Schools – Session 2014/15

Inclusion: School Grants, Awards & Placements

P1 & S1 Intake – session 2014/15: timetable of events

Date	What is happening?
21 – 25 October 2013	<p>Publicity materials, forms and letters sent for printing.</p> <p>Primary schools: P7 pupils address data to be verified on Click+Go by end of this week to allow Provisional Allocations Report to be populated.</p>
28 October – 01 November 2013	<p>Posters advertising transition procedures & P1 registration week distributed to all nursery & primary schools (including Partner Provider nurseries), doctors' surgeries, leisure centres and libraries. In addition all nursery and primary schools (including Partner Provider nurseries) receive a limited supply of Placing in Schools booklets & non-catchment placing request application forms.</p> <p>Letters issued to parents of N5 & P7 children advising of catchment school and intake procedures.</p> <p>Primary schools: 1st Head Teacher seminar takes place on 1 November.</p>
04 November 2013	<p>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go.</p> <p>Secondary schools: appropriate supply of school handbooks to be issued to primary schools for onward distribution to P7 pupils (based on Provisional Allocations Report).</p>
05 November 2013	<p>Primary schools: open day for parents of catchment P1 children.</p>
07 November 2013	<p>Press adverts to appear in Evening News & Metro publicising P1 & S1 procedures.</p>
08 November 2013	<p>Primary schools: deadline for N5 pupil address data to be verified on Click+Go in preparation for registration week.</p> <p>Primary schools: 2nd Head Teacher seminar takes place.</p>
11 – 15 November 2013	<p>Primary schools: P1 registration week. RC baptismal certificates to be collated at time of registration (where relevant). Catchment pupil details to be recorded on SEEMiS.</p> <p>NEW online non-catchment placing request form goes live. Paper copies to be issued from this week, only if necessary.</p>
29 November 2013	<p>Primary schools: closing date for return of proposed class organisation to Devolved Finance & Resource Officer</p> <p>Primary schools: closing date for recording all registered catchment P1 pupils on SEEMiS.</p>
Early-December 2013	<p>Non-catchment placing requests recorded by GAP on SEEMiS and receipt acknowledged to parents in writing or by automated email if using online form.</p> <p>Secondary schools: Head Teachers to inform Devolved Finance & Resource Officer of projected roll for 2014/15.</p>

24 December 2013	Closing date for receipt of non-catchment placing requests from parents to allow for accurate projection of requests citywide.
06 January 2014	Home to school route measurement calculations requested from Statistics & Information team for placing requests to schools likely to be oversubscribed. Nursery & Primary schools: investigate N5 children not yet registered on SEEMiS and advise parents to register as soon as possible.
13 – 17 January 2014	Internal meetings held involving Senior Education Manager (Inclusion & Pupil/Parent Support), GAP, Devolved Finance & Resources, Asset Planning and Communications Service to assess demand for places citywide, propose intake limits and class organisations for 2014/15. Oversubscribed Roman Catholic schools identified. Baptised Roman Catholic children prioritised. Preparation of reports to Committee on Pupil/Student Support.
By 31 January 2014	Proposed intakes and class organisations issued to Head teachers by Devolved Finance & Resource Officer.
Early-February 2014	Parent Council meetings take place, where appropriate.
Mid-February 2014	Draft staffing allocations notified to schools by Devolved Finance & Resource Officer.
28 February 2014	Children registered up to this date are guaranteed a place in their catchment school. Any children registered after this date will be regarded as 'late catchment' and are NOT guaranteed a place at their catchment school.
04 March 2014	Meeting of the Education, Children & Families Committee to discuss and agree a series of recommended strategies to manage intakes, including setting intake limits for some schools.
15 March 2014	Statutory deadline for placing requests which must be responded to by 30 April. All requests for oversubscribed schools received by this date are considered by the Committee on Pupil/Student Support. Primary schools: SEEMiS New Intake Registration screen and Delete Registration screen locked – details of new P1 registrations after this date to be emailed to GAP. Important note for all schools: data on SEEMiS subject to change after this week as GAP manage admissions. Changes notified to affected schools by email as required.
18 & 19 March 2014	Meeting of the Committee on Pupil/Student Support to consider all placing requests for all oversubscribed schools received by 15 March, and schools unable to accommodate all catchment children. The committee will determine priority order where waiting lists are to be created.
31 March 2014	Deadline for receipt of requests to delay entry to P1.
11 April 2014	Decisions on all placing requests received by 15 March finalised and waiting lists become operational. Catchment children unable to be accommodated in their preferred catchment school placed elsewhere.

	Parents notified of decisions in writing, and those refused places invited to submit a 'second-preference' placing request.
14 April 2014	Statutory 28-day period commences allowing parents to appeal against refusal to Placing in Schools Appeal Committee. Preparation of reports to the Placing in Schools Appeal Committee commences.
Mid-April 2014 onwards	Primary & Secondary schools: using Intake Registration Details report (P1) or Provisional Allocations Report (S1) on SEEMiS, parents of children allocated places to be contacted to confirm acceptance of place, and invite to induction visit. Inform GAP if places are declined. Decisions on 'late' placing requests begin to be dealt with and will be responded to within a 2-month statutory period.
12 May 2014	End of statutory appeal period for placing requests received by 15 March. Deadline for receipt of requests for second-preference schools (where initial request has been refused).
16 May 2014	Decisions on second-preference placing requests issued to parents in writing.
Mid-May – June 2014	Placing in Schools Appeal Committee hearings take place.
17 – 19 June 2014	P7/S1 transition days.
04 – 08 August 2014	Any remaining reserved places offered to children on waiting lists.
11 August 2014	Waiting lists passed to relevant schools. Responsibility for subsequent allocation of places and maintenance of waiting list devolved to Head Teacher.
13 August 2014	Primary & Secondary schools: parents of children who have not attended as expected should be contacted by telephone. If unable to contact parent letter issued by recorded delivery giving 7 days to respond advising place will be given up if necessary.
22 August 2014	Primary & Secondary schools: places held by children who have not attended as expected can be offered to those on the waiting list.
13 October 2014	Pupil data cleared from both Intake Registration Details & Provisional Allocations Report in preparation for next session's intake.

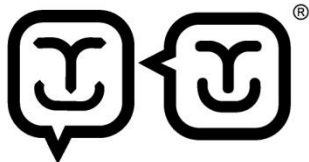
◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

Placing in Schools – Session 2014/15 New P1 & S1 Intake

When deciding the school you wish your child to attend, there are a number of important points you need to consider.

- Places are allocated to children based on their residence. All parents must provide proof of residence for a catchment place when they register their child for school.
- All schools have two catchment schools, non-denominational and Roman Catholic. You should choose your preferred school of these two.
- Your child is only entitled to a place in the primary school where they attend nursery if you live in the catchment area of the school.
- Catchment places will only be guaranteed to children living in a primary school catchment by 28 February 2014.
- Where a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics.
- If your placing request is successful for one child, this does not guarantee that requests for younger children will be successful. This could mean that your younger children would attend a different school to their older brother or sister.



HAPPY TO TRANSLATE

ترجمے کے لئے حاضر آماندہوں کے ساتھ انুবاد کر رہا

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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Placing in Schools – Session 2014/15

New P1 & S1 Intake

Index

Page 1.	Introduction
Page 2.	Section 1: Starting Primary School (P1)
Page 4.	Section 2: Moving from Primary to Secondary School (S1)
Page 6.	Section 3: Placing Request for a Non-Catchment School
Page 8.	Section 4: Management of Placements
Page 9.	Section 5: Additional Information
Page 11.	Further Information

Introduction

Starting primary school and moving on to secondary school are two very important milestones both for children and their parents. The Council realises this and has a range of policies and procedures in place to make each transition as smooth as possible for all concerned.

This booklet provides information on registering your child for school. While all parents have a right to express a preference for a particular school, it is important to recognise that, due to the increasing birth rate, there are fewer places available for children living outside the catchment area and this means more placing requests are likely to be refused each year.

For the P1 Intake, even if you plan to request a place at another school we strongly recommend that you **visit your own local catchment primary school** on Primary Schools Open Day, **5 November 2013**, as you will be offered a place in your catchment school if your placing request is unsuccessful.

All our schools offer a high quality educational experience and visiting your local catchment school will give you an opportunity to find out more about the school, staff and the curricular and extracurricular opportunities available. Most parents choose to send their children to one of their catchment schools.

Section 1: Starting Primary School (P1)

What age should my child start school?

The table below shows the school year when your child should start primary school:

<i>Child born between:</i>	<i>Child will start school in:</i>
1 Mar 2009 – 28 Feb 2010	August 2014
1 Mar 2010 – 28 Feb 2011	August 2015
1 Mar 2011 – 29 Feb 2012	August 2016
1 Mar 2012 – 28 Feb 2013	August 2017
1 Mar 2013 – 28 Feb 2014	August 2018

Parents of children due to start school, and who attend a City of Edinburgh nursery school or class, will receive a letter in October about starting school. This letter will tell you what your catchment schools are and how to register your child for P1.

If a child is of school age but has not reached age 5 by the start of the new school session, usually mid-August, their school place can be delayed until the start of the next school year. However, only children with January and February birthdays are entitled to receive a continued, funded nursery place at either a City of Edinburgh Council nursery or a partner nursery should their parents request this.

Continued funding for a nursery place for children whose birthdates fall between August and December is not an entitlement and is at the discretion of the child's resident local authority. This is the case even when a child has received just one year of pre-school funding. Applications for delayed entry have reduced considerably over the past two years and increasingly most children of this age are successfully supported in Primary 1.

We recommend that you register your child for primary school even if you are planning to apply for delayed entry.

If your child is not of school age, you may make an application for early admission if you feel your child is ready for school. Your child's nursery head teacher must support your request and an assessment of the child will be required.

Further information is available at www.edinburgh.gov.uk/earlyyears.

Which Primary School should my child attend?

For every address in the city there is a catchment **non-denominational** primary school and a catchment **Roman Catholic** primary school. If you would like to check the catchment schools for your home address go to www.edinburgh.gov.uk/catchmentmaps.

Most parents choose to send their child to a catchment school; however you have the right to express a preference for another school, although we cannot guarantee that we can meet these requests (see **Section 3**).

How do I register my child for primary school?

You must register your child at your preferred catchment school during registration week, 11 – 15 November.

It is important to recognise that if you live outside the school catchment area, attending the nursery class in a particular school does not entitle your child to a place in the primary school.

Our Roman Catholic schools are often oversubscribed with catchment children. We cannot therefore guarantee your child will get into your Roman Catholic catchment school. In the event of a Roman Catholic school being oversubscribed priority will be given to baptised Roman Catholics where evidence of baptism has been presented by **28 February 2014**.

What paperwork do I need for registration?

You must present the following documents when you register:

- your 2013/14 Council Tax demand notice;
- a current utility bill (in your name);
- your child's birth certificate;
- your child's proof of RC baptism (if your preferred catchment school is Roman Catholic).

Please note these are the **ONLY** accepted forms of proof. If you are unable to provide any of the above documents at the time of registration you will be referred to the School Placements team.

After you register you may be asked to provide this proof again at a future date. The Council is entitled to make random spot checks as part of fraud prevention. If false addresses are provided to gain a placement, the place will be removed.

Do I need to register for my child's catchment school if I plan to make a placing request for another school?

Even if you do plan to make a placing request, it is important that you also register with your catchment school to ensure that a place is available for your child if your placing request is unsuccessful.

I don't currently live in the catchment area but plan to move into it. Will I get a place for my child?

We will allocate your child a place if you move into the catchment area by **28 February 2014**. We do try to reserve places [one place in each class] for families who may move into the catchment area after this date but cannot guarantee this. If we are not able to give you a place immediately you will be placed on the waiting list for the school.

What happens if I have bought or rented a house in another catchment area and have proof of this but will not move in until after 28 February 2014?

We do not allocate a place at your new catchment school until you have actually moved into your new house. We cannot guarantee a place in your new catchment school if you move after **28 February**. As above we do try to reserve places [one place in each class] for families who may move into the catchment area after this date but cannot guarantee this. If we are not able to give you a place immediately you will be placed on the waiting list for the school.

If you are moving into the city from another Council area, or from outwith Scotland, and we cannot offer your child a place in your catchment school after you have moved address we will offer a place in the nearest school to your home with an available place.

What happens after I have registered my child?

Your catchment school will contact you in mid-April to confirm your place and provide information on induction visits to the school

When the school session begins in August, children are normally admitted gradually and attend mornings only for the first two weeks. This helps the children to settle into their new life at school. The Head Teacher will advise exactly what will happen for your child.

Can I request a different school?

You have the right to express a preference for a school in a different catchment area, and this is called a placing request (full details are in **Section 3**).

Section 2: Moving from Primary to Secondary School (S1)

Which secondary school will my child be allocated?

Parents of children in P7 who attend a City of Edinburgh primary school will receive a letter in November about moving to secondary school.

Please note you will be allocated a place at your catchment secondary school based on your home address, not the primary school they currently attend. This means that if your child is attending a non-catchment primary and if you want them to attend the secondary school associated with that school you would need to make a placing request (see **Section 3**).

Every address within Edinburgh has a **non-denominational** catchment secondary school and a **Roman Catholic** catchment secondary school. If your child attends a non-denominational primary school, your child will be allocated a place in your non-denominational catchment area secondary school. Similarly, if your child is attending a Roman Catholic primary school, the Roman Catholic catchment area secondary

school will be allocated. However, if you wish your child to attend your other catchment area school you can request this after you have received your letter in November.

In the event of a Roman Catholic school being oversubscribed with catchment children priority will be given to baptised Roman Catholics where evidence of baptism has been presented by **28 February 2014**.

Schools will normally contact parents in mid-April to confirm places for catchment children and offer invitations to an induction visit.

What happens if I live in another local authority area?

If your child attends a City of Edinburgh primary school, the Council informs each neighbouring local authority of such children, allowing a place to be reserved at the appropriate school in your area. If you wish your child to attend a secondary school in Edinburgh you will need to make a placing request (see **Section 3**).

If you live within the catchment area of Kirknewton Primary School in West Lothian, your non-denominational catchment school is Balerno Community High School. Your child will be allocated a place in this school.

What happens if I live within the City of Edinburgh area, but my child attends a primary school in another local authority area?

Local authorities will inform the Council of such children and a place will be allocated at your appropriate catchment secondary school. If you wish your child to attend a secondary in the same authority as the primary school, you must contact the relevant authority.

What happens if I plan to move address?

We will allocate you a place in your catchment school if you move into the area by **28 February 2014**. We do try to reserve places for families who may move into an area after this date but cannot guarantee this. If we are not able to give you a place immediately you will be placed on the waiting list for the school.

What happens if I have bought or rented a house in another catchment area and have proofs of this but will not move in until after 28 February 2014?

As above we do try to reserve places [one place in each class] for families who may move into an area after this date but cannot guarantee this. If we are not able to give you a place immediately your child will be placed on the waiting list for the school. Allocation of places is based on when you become resident in a house not when you buy or rent it.

If you are moving into the city from another Council area, or from outwith Scotland, and we cannot offer your child a place in your catchment school after you have moved address we will offer a place in the nearest school to your home with an available place. Your child will also be placed on the waiting list for the catchment school.

Can I request a different school?

You have the right to express a preference for a school in a different catchment area, and this is called a placing request (full details are in **Section 3** below).

Section 3: Making a Placing Request for a Non-Catchment School

Parents have a right to express a preference for another school and these will only be granted if places are available after places have been allocated to children living in the catchment area. It is important to recognise that the rising birth-rate means there has been a reduction in the number of successful placing requests in recent years.

Our guidance on how we manage placing requests is outlined in the question and answer section.

How do I make a placing request?

You must complete an application form, available online at **www.edinburgh.gov.uk/schoolplaces**. Paper copies are also available at any nursery or primary school in the city. The closing date for applications is **24 December 2013**. Receipt will be acknowledged either by return letter or email within 14 days of your request. Please note if you are making a placing request and it is successful, you will not receive support with travel expenses.

Can I apply for more than one school?

You can only make one placing request initially. On the application form you are required to tell us your preferred catchment school – in the event of your request being refused the Council will try to reserve a place in your preferred catchment school. Please note that even if you are submitting a placing request for a primary school you must also register at your preferred catchment school.

It is very important that you give us **all** relevant information in support of your request. This may include medical evidence and reports from any other services or agencies that may have been involved with your child.

How do you decide which placing requests are successful?

Classes are not normally created for non-catchment children. When there have been more placing requests received than there are places available in an individual school, they are considered by the Committee on Pupil/Student Support which meets in mid March each year. This is a committee of elected members of the Council, and they determine the priority order for all requests. This priority order will be used to allocate any available places, with the remainder being placed accordingly on a waiting list.

The Committee has the authority to prioritise individual applications where the reasons for the request are deemed exceptional. Otherwise, requests are normally prioritised in the following order:

1. Children who will have older brothers/sisters who are attending the requested school in the next session;
2. Children who are resident within the City of Edinburgh Council area, but who **do not** have brothers/sisters who will be attending the requested school in the next session;
3. Children who are **not** resident within the City of Edinburgh Council area, and who will not have brothers/sisters attending the requested school in the next session.

If there is more than one placing request in any of the 3 categories above, the priority order of requests is then determined by the shortest, safest walking distance from the child's home to the nearest school gate. This is calculated using an electronic mapping system. Distances measured are based upon all geographic information that the Council has at its disposal at the time of measurement.

When will I be informed of the outcome of my placing request?

The Council will give their decision in writing by **30 April 2014** to all parents who submitted placing requests by **24 December 2013**.

What happens if my placing request is granted?

If your placing request is granted, you will receive a letter confirming you have a place. At this time, if a place was reserved in your preferred catchment school, this will be withdrawn.

The granting of a placing request for one child does not guarantee that a future placing request, for the same school, for a younger brother or sister will be granted and this could mean that your children will have to attend different schools. You will be asked to sign a form to acknowledge this.

You will be responsible for all transport arrangements and costs which may arise.

What happens if my placing request is refused?

If your request is refused you will receive a letter explaining the statutory grounds for refusal which the Council must use by law. It will also give you details about your right to appeal against our decision. A place will normally be reserved at your preferred catchment school (as indicated on your application form) and you will be given an opportunity to make a second preference request for an alternative school.

For all schools where placing requests are refused, a waiting list is created and your child will be placed on this.

Section 4: Management of Placements

Management Principles

The City of Edinburgh Council manages the provision of school places using principles and practices outlined below;

- Pupils living in the City of Edinburgh Council area have priority over incoming requests from outside the Council area;
- The Council will endeavour to accommodate catchment pupils at their catchment school;
- Placing requests for non catchment pupils should be met, subject to available capacity and consistent with the efficient use of resources;
- The most efficient arrangement of class size and provision of teaching staff is sought for each school after taking account of demand for catchment places;
- Additional classes are not normally created to specifically cater for non-catchment placing requests in the primary sector. This includes the potential need to create additional classes in subsequent years beyond the P1 stage;
- First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision;
- Separate catchment boundaries are drawn for denominational and non-denominational schools at both primary and secondary level (*pupils having the option of attending either catchment school, subject to availability of places*).
- In areas of the City falling outwith established catchment areas (for example, the new Waterfront development); the Council defines which establishment is an '*appropriate school*' for pupils – normally judged on distance and geography.

Section 5: Additional Information

Supporting children with additional support needs

My child has additional support needs. Will they get the support they need in a mainstream school?

All children have the right to an education in a mainstream school where possible. If your child needs additional support to attend a mainstream school an assessment will be carried out to ensure their needs can be met. While we do try to support children in mainstream schools, a small minority of children with additional support needs may require a place in a special school or class.

Further info: www.edinburgh.gov.uk/asn

I would like my child to attend a special school or class. Is this possible?

Yes. If you wish to make this type of request please discuss this with an Educational Psychologist employed by the Council before making your request.

Further info: Tel: **0131 469 2800**

English is not my child's first language. Will they get additional support?

Throughout Edinburgh there are many pupils for whom English is an additional language. Some may require extra help to develop their English language skills and our English as an Additional Language Service (EAL) works in partnership with schools, homes and other agencies to support pupils.

Further info: www.ealedinburgh.org.uk

Gaelic Education

Can my child attend Edinburgh's Gaelic School?

Gaelic Medium Education is offered at nursery, primary and secondary levels. Edinburgh has a dedicated Gaelic Nursery and Primary School, Bun-sgoil Taobh na Pairce. Any parent who wishes their child to be taught in Gaelic can apply for a place at the primary school by contacting the headteacher. No previous knowledge of the language is required. Secondary Gaelic education is currently available at James Gillespie's High School for pupils who have completed a Gaelic Medium primary education.

Further info: www.edinburgh.gov.uk/gaelic

Specialist Education Provision for Talented Pupils

The Council offers a range of specialist provision for talented pupils, allowing them to receive specialist tuition in their chosen field alongside their academic studies.

I would like my child to attend the City of Edinburgh Dance School – how do I apply?

The dance school is based at Broughton High School. Current P5/P6 pupils can audition for a place on the P6/P7 'Talented Young Performers' course at Broughton High School which runs for two hours every Friday afternoon throughout the academic year. The students will participate in ballet, contemporary and jazz dance classes.

Current P7 pupils can audition for a place at the dance school which means they will attend Broughton High School for their secondary education. Students who attend the dance school will be put through the Royal Academy of Dance Ballet exams and SQA National 5, Higher and HNC Professional Stage Dance as well as having the opportunity to study AQA A-Level Dance.

Further info: Email: laura.mcadam@broughton.edin.sch.uk
Tel: **0131 332 7805**

I would like my child to attend the City of Edinburgh Music School – how do I apply?

The music school, a national centre of excellence, is based at Flora Stevenson Primary School and Broughton High School. A specialist music education is delivered in a range of musical styles. Please contact the school to find out how to apply.

Further info: Web: www.edinburghmusicschool.co.uk
Email: bro-musicschool@ea.edin.sch.uk
Tel: **0131 332 7805**

I would like my child to attend the Scottish Football Academy – how do I apply?

The Scottish FA Performance School for South East Region is based at Broughton High School. It offers talented young footballers the opportunity to develop their physical, mental and technical ability within the daily curriculum. Application forms will be available to current P7 pupils prior to Christmas, with 1st stage trials taking place in February/March.

Further info: Email: sportsacademy@edinburgh.gov.uk

Transport

Can I get transport for my child?

The Children and Families Department will assist with travel if the distance between the home address and catchment area school is two miles or more for children attending primary school and three miles or more for children attending secondary school, based on the most suitable walking route. This also applies if the Children and Families Department asks your child to attend a non-catchment school. Assistance with travel will not be given if you have chosen to send your child to a non-catchment school.

Further Information

Further general information on placing children in schools can be found in the Scottish Government publication *Choosing a School: a Guide for Parents*. This is available online at **www.scotland.gov.uk**.

Useful contacts

School Placements

Email: school.placements@edinburgh.gov.uk

Tel: 0131 469 3033

Early Years

Email: earlyyears@edinburgh.gov.uk

Tel: 0131 529 2103

School Catchment Areas

Email: school.catchments@edinburgh.gov.uk

Tel: 0131 469 3351

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Primary School Roll Projections

Item number	7.5
Report number	
Wards	All

Links

Coalition pledges	PO4
Council outcomes	CO1 and CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Billy MacIntyre, Head of Resources

E-mail: billy.macintyre@edinburgh.gov.uk | Tel: 0131 469 3366

Primary School Roll Projections

Summary

Primary school rolls are projected to rise to a peak of nearly 31,000 pupils by 2019 which is an increase of approximately 15% on the roll at the start of the 2013/14 school year. An update on projected primary school roll projections at a city-wide level was included in the report to Committee on [8 October 2013](#).

In a period during which the impact of high births will be reflected in a continuation of large numbers of pupils entering primary school education, the key Council requirement is to accommodate demand from catchment pupils at the P1 stage.

P1 intakes are projected to remain at record levels of around 4,500-4,600 per year for the next five years and as smaller P7 classes are replaced by higher P1 intakes, the ability of schools to restructure classes becomes more limited so creating accommodation pressures. There is wide variation between catchment areas which will bring different pressures across the primary school estate. To help predict how rising rolls might affect each primary school catchment area, projections are undertaken each year to identify schools which may come under pressure in future as there could be insufficient accommodation to meet catchment demand.

The purpose of this report is to:

- set out how the latest initial projections have been derived; explaining the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh.
- explain the further detailed analysis which will be undertaken to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years and the process which will be followed with each school to consider possible solutions.

Recommendations

It is recommended that the Committee notes the content of this report and the intention to bring a further update report to Committee on 4 March 2014 together with a report regarding the provision of a new primary school in South Edinburgh.

Measures of success

Identification of any school which might experience a pressure on accommodation to meet catchment demand in future years in sufficient time to allow a solution to be identified and implemented in advance.

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.

Once the further refinement of the projections has been completed and the preferred solutions to any future accommodation pressures have been determined, a revised forecast will be undertaken regarding the capital costs of delivering the necessary solutions across the entire estate.

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

For any school which is considered to have a possible future accommodation pressure to meet catchment demand there will be an assessment of all possible options to address any such pressure which will then be discussed with the school to identify a preferred solution.

Background reading/external references

There have been two previous reports to the Education, Children and Families Committee regarding this matter on [9 October 2012](#) and [8 October 2013](#).

Primary School Roll Projections

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 approximately 15% on the roll at the start of the 2013/14 school year. An update on projected primary school roll projections at a city-wide level was included in the report to Committee on [8 October 2013](#).
- 1.2 In a period during which the impact of high births will be reflected in a continuation of large numbers of pupils entering primary school education, the key Council requirement is to accommodate demand from catchment pupils at the P1 stage.
- 1.3 P1 intakes are projected to remain at record levels of around 4,500-4,600 per year for the next five years and as smaller P7 classes are replaced by higher P1 intakes, the ability of schools to restructure classes becomes more limited so creating accommodation pressures. There is wide variation between catchment areas which will bring different pressures across the primary school estate. To help predict how rising rolls might affect each primary school catchment area, projections are undertaken each year to identify schools which may come under pressure in future as there could be insufficient accommodation to meet catchment demand.
- 1.4 The purpose of this report is to:
- set out how the latest initial projections have been derived; explaining the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh.
 - explain the further detailed analysis which will be undertaken to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years and the process which will be followed with each school to consider possible solutions.

2. Main report

School Catchment P1 Assumptions

- 2.1 The city is divided into 72 catchment areas for the non-denominational schools and 15 catchment areas for the Roman Catholic schools. The new Gaelic

Medium School, Bun-sgoil Taobh na Pairce, has a city-wide catchment area. In total there are 88 primary schools, each with different catchment boundaries.

- 2.2 Pupils have the option of selecting to attend either their catchment non-denominational (ND) school or catchment denominational, Roman Catholic (RC) school. In circumstances where RC schools are coming under capacity pressure then priority is given to baptised Roman Catholics and, if necessary, non-baptised pupils are allocated a place at their ND catchment school.
- 2.3 For the purposes of primary school roll projections, where a pupil has attended a RC school the pupil is counted as an RC pupil within the RC catchment population and vice versa where a RC pupils opts to attend a denominational school.
- 2.4 Catchment pupils attending the Gaelic Medium School have not been counted as part of the ND catchment or RC catchment from where they originate but are treated as part of a separate city wide Gaelic Medium School catchment. It is assumed that the P1 intake of 60 will be achieved in the future.

Projecting P1 Intakes

- 2.5 At a city-wide level, an analysis of past data shows that the best way of predicting of future P1 intakes has been to carry forward the number of births by five years. Birth information is also available by school catchment area therefore this method is also applied at a catchment level as a basis to forecast the P1 catchment population on a school by school basis.
- 2.6 However at an individual catchment level the birth data and number of catchment pupils can be inconsistent and highly variable, although in some catchment areas there can be a good correlation. The position can also change significantly from one year to the next, at times expectedly, and at other times for no obvious reason. Possible reasons for the variability between births (carried forward five years) and the P1 catchment population in that year are as follows:
 - Migrational influences at a local level (including those from abroad) can be significant and variable over a five year period and a birth in a family can be a catalyst for seeking a change of accommodation;
 - There is general trend for high births in inner city locations and for the more suburban schools to draw extra pupils through migration;
 - The proportion of births attending ND schools, RC schools and independent schools can vary between catchment areas and also each year;
 - There can be changes in the rate of deferral of entry into primary school;
 - Housing development and redevelopment within the five year period can bring substantial change to an area.

Historic Relationship of Births and Catchment Data

- 2.7 A percentage of the births that have taken place in the catchment will be expected to remain in the catchment. For each catchment area, the percentage relationship between births (carried forward five years) and the actual P1 catchment population for 2011, 2012 and 2013 has been calculated. There can be significant variations in this relationship in each year therefore an average over the three years has been calculated; this is illustrated for Abbeyhill Primary School in Table 1.

Table 1: Abbeyhill Primary School: Births and P1 Catchment Population

	2011/12	2012/13	2013/14	Average
Births (five years previous)	47	73	52	
P1 catchment population	17	21	32	
P1 catchment/births %	36.17%	28.77%	61.53%	42.16%

- 2.8 The three year average relationship between past births and P1 catchment population is then used to predict the future potential P1 catchment population for those years for which birth data is available; the next four years up to and including 2017/18. This is illustrated for Abbeyhill Primary School in Table 2.

Table 2: Abbeyhill Primary School: Projected future P1 Catchment Population to 2017/18 (excluding housing developments)

	2014/15	2015/16	2016/17	2017/18
Births (five years previous)	79	65	76	89
Three-year average %	42.16%	42.16%	42.16%	42.16%
P1 catchment (exc. housing)	33	27	32	38

Projection Assumptions where Birth Data is not available

- 2.9 From 2018/19 onwards a base P1 catchment population is derived from the average of the projected catchment P1 population over the three years up to, and including, 2017/18; this removes the impact of spikes and troughs. The projections are carried forward by applying the expected percentage change to the city wide projections but at a catchment level. The projections are derived from the relationship with the projected number of five year olds in the city.
- 2.10 The projected numbers of five year olds are derived from the GRO 2008 and 2010 based population projections. These projections model past trends forward and with births now peaking and expected to fall, a modified version has been used based on the 2008 projection but taking account of recent higher births. For 2018/19 and 2019/20, the revised projections assume a combined drop of 1.5% in P1 intakes over the two years but with a greater drop thereafter. This

will be monitored on an annual basis as updated information on births and projections becomes available. This is illustrated for Abbeyhill Primary School in Table 3.

Table 3: Abbeyhill Primary School: Projected future P1 Catchment Population to 2020/21 (excluding housing developments)

	2018/19	2019/20	2020/21
Base P1 catchment; average of preceding three-years	32		
City-wide adjustment	(0.86%)		
Projected P1 catchment Population (exc. housing)	32	32	
City-wide adjustment		(0.70%)	
Projected P1 catchment Population (exc. housing)		32	32
City-wide adjustment			(1.89%)
Projected P1 catchment Population (exc. housing)			31

Housing Development in the Catchment Area

2.11 The P1 catchment population projections also take into consideration the impact of major housing developments in the catchment area where either development is already underway or where there is a strong expectation that the development will take place. Developments of more than 50 houses have been taken into consideration; where the development relates to flats, the threshold is higher at 100. The ratios set out below have been applied to predict pupil generation arising from these new developments; these are derived from an analysis of pupil generation arising from previous developments in the city.

Non Denominational Pupil Generation

- House Ratio 0.26 (26 pupils per 100 houses)
- Flat Ratio 0.06 (six pupils per 100 flats)

RC Pupil Generation

- House Ratio 0.04 (four pupils per 100 houses)
- Flat Ratio 0.01 (one pupil per 100 flats)

2.12 Assumptions have been made regarding the number of completions that could be expected by year which is, in part, determined by market conditions. The number of pupils generated from a development could fall into any age category from P1 to P7. The number of pupils expected to be generated have been applied evenly across all year stages where possible however where smaller numbers arise these have been applied to earlier year stages, starting with P1.

- 2.13 For catchment modelling purposes it has been assumed that the additional pupils will be generated in the predicted year of completion. In practice, there may be more pupils in the younger age groups from new development and there may be a time delay in the pupil generation working through to schools. This aspect will be monitored further in future years.
- 2.14 Given the variability of the data on housing developments they will be monitored and amended annually to endeavour to best reflect the latest position. In those catchment areas where there are large redevelopment areas awaiting development, generally only committed sites have been taken into consideration and further sites would be added in later years as detailed development proposals come forward.
- 2.15 Over the projection period to 2020/21 an assumption has been made that approximately 6,000 new dwellings will be completed and the predicted pupil generation from these developments has been added to the projected P1 catchment population although it is likely that a proportion of the extra pupils generated would probably come from elsewhere within Edinburgh.
- 2.16 As an illustration, in the Abbeyhill Primary School catchment area there is a development at Albion Road which is expected to generate 35 houses and 164 flats over a five year period commencing in 2016/17 which would be expected to produce a total of 19 additional primary school pupils. These have been reflected in the projections as shown in Table 4.

Table 4: Abbeyhill Primary School: Projected future P1 Catchment Population to 2020/21 including housing development

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Net from tables 2/3	33	27	32	38	32	32	31
From housing	-	-	-	1	1	2	2
P1 catchment	33	27	32	39	33	34	33

Future P1 Catchment Projections

- 2.17 The above methodology has been applied to all primary schools in the city to produce updated P1 catchment population projections for each year from 2014/15 to 2020/21. The projections are then compared to the P1 intake limit for each school to identify any year in which it is possible that this limit may be breached. However, it should be noted that these projections do not reflect the impact of any placing requests out of (or into) the school catchment and only identifies those schools where further detailed analysis is required.
- 2.18 The P1 intake limit for Abbeyhill Primary School based on its existing capacity is 30; as shown in Table 4 above the catchment P1 population in each year from 2014/15 onwards (other than 2015/16) is projected to exceed this limit therefore

further detailed analysis was required. While the projected number of ND P1 catchment pupils would cause the capacity of the school to be breached if they all chose to attend Abbeyhill Primary School, data from the past three years shows that an average of 17% of the ND P1 catchment population make successful placing requests to other schools. Extrapolating this average into future years would suggest that demand from the forecast ND P1 catchment population may be accommodated within the existing capacity of the school. However, the high P1 intake experienced in 2013/14 (45% of whom were non-catchment) will mean a requirement for some team teaching classes while this year group remains in the school. However, detailed analysis will not be required for every school e.g. where the P1 intake limit is projected to be exceeded in only one or two years and where the variances are very small and would be manageable.

- 2.19 The further analysis undertaken for certain schools will consider a range of factors to establish if there is a risk of a possible future accommodation pressure to meet catchment demand which would require solutions to be considered; the most significant being as follows:
1. The projection methodology essentially assumes a 100% capture rate of the catchment population. In many schools there will be existing trends of placing out requests to other schools which may, if sufficient accommodation is available in these other schools, continue in the future.
 2. In considering the overall available capacity within a school it may be possible to utilise additional classrooms as a result of changes in the numbers of pupils at other year stages. The most significant factor will be the extent of drop-off in pupil numbers between P1 and P7 which is, on average, 8% across the city as a whole but can vary significantly between catchment areas.
 3. The extent to which there are already plans for additional accommodation, either through the expansion strategies determined for the Phase 1 schools (Granton, Trinity and Wardie) or for the most recent Phase 2 schools.

Schools which may have future Accommodation Pressures

- 2.20 Progressing this analysis for each school is a complex exercise and will take some time to complete; the final 2013 catchment data for each school which is necessary to undertake this exercise has only recently become available. The detailed analysis will be completed as soon as possible to identify any schools regarding which there may be a risk of a possible future accommodation pressure to meet catchment demand.
- 2.21 On completion of the detailed further analysis it is quite conceivable that, for many schools, no further action will be required. An example is provided in Appendix 1 for Balgreen Primary School where the requirement to provide additional accommodation has already been identified and is being progressed. The additional accommodation, together with the assumed lower capture rate of

the catchment population and the level of drop-off in pupil numbers between P1 and P7, results in a conclusion that at this time no further action is required.

- 2.22 On completion of the detailed further analysis; for any school which is considered to have a risk of possible future accommodation pressure to meet catchment demand there will be an assessment of all possible options to address any such pressure; this will then be discussed with the school to identify a preferred solution. There will be different options available at each school including catchment review; changing the use of existing space within the building; reconfiguration of internal space; the creation of annexes and the provision of new build of extension accommodation on the existing school site. The outcome of this process will be reported to Committee on 4 March 2014.

Primary School Capacity Pressure in South Edinburgh

- 2.23 On 8 May 2013, the Estate Strategy and Rising Rolls Working Group considered an initial report regarding potential capacity pressures in the south side of the city centre which is an area that has traditionally experienced pressure for primary school places with schools having had high occupancy levels during a period of declining rolls and the necessity for additional accommodation having been required through the provision of temporary units and annexes. In 2000, the Council had a proposal to address pressure in this area through the delivery of a new primary school however the site proved to be undeliverable. Now that the city is facing significantly increased primary school rolls, pressure is again being experienced in this area.
- 2.24 There are three primary schools which are predominantly affected by this issue – South Morningside, James Gillespie’s and Bruntsfield. All three schools operate from constrained sites (South Morningside also through annexe arrangements) with no dedicated playing fields and the scope to extend capacity by extending the schools is severely limited.
- 2.25 The initial report considered the projected primary school rolls and capacities in each school and the expected demands in the south Edinburgh area together with options to relieve pressure through catchment review. However it was acknowledged that there were only minor opportunities for catchment change and that these were unlikely to be of sufficient size to address the issue. The Estate Strategy and Rising Rolls Working Group concluded that it was likely that additional accommodation would be required if intake numbers were sustained at their present level.
- 2.26 The provision of a new primary school would entail significant additional capital and revenue costs. The latest P1 catchment population projection data suggests a continuing issue in this area of the city therefore this will be subject to detailed further analysis and a report taken to the next Committee meeting on 4 March 2014 for consideration; the necessity for a new school would require to be supported by a full business case.

3. Recommendations

- 3.1 It is recommended that the Committee notes the content of this report and the intention to bring a further report update to Committee on 4 March 2014 together with a report regarding the provision of a new primary school in South Edinburgh.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	PO4 - 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. Detailed Assessment of Balgreen Primary School

APPENDIX 1

Detailed assessment of Balgreen Primary School

1 P1 Catchment Population Projection

- 1.1 Balgreen Primary School was identified as one of the schools in the Phase 2 Primary School Rising School Rolls Project as potentially requiring additional accommodation in future. It was agreed that an additional three class spaces may be made available through conversion of an existing temporary unit that is currently leased out; a feasibility study showing how this would be undertaken and the associated costs is currently being finalised.
- 1.2 The current school capacity is 13 classes and the proposed capacity would be 15 classes; one of the additional spaces would be a GP space. A capacity of 15 classes would represent an increase in the P1 intake limit from 47 to 60.
- 1.3 The P1 catchment population projections show that these would exceed the revised P1 intake limit of 60 (taking into consideration the proposed additional accommodation) for the school in every year from 2015/16 onwards which would have a significant impact on the capacity which is required at the school to meet catchment demand. This is illustrated in the following table.

	2014	2015	2016	2017	2018	2019	2020
Projected P1 Catchment	59	76	74	85	78	79	78

- 1.4 The class organisation be required in each year has been calculated and is shown in the following table which shows that the number of classes required would breach the enhanced capacity of the school (including the proposed additional accommodation) in 2016. In isolation, the P1 catchment population projection would suggest that the already planned additional accommodation would, on its own, be insufficient to accommodate future catchment demand.

	2014	2015	2016	2017	2018	2019	2020
Classes Required	13	15	16	17	18	19	20

2 Factors Excluded from P1 Catchment P1 Projections

- 2.1 There are a number of additional factors which must be taken into consideration when assessing the extent to which there may be an accommodation pressure at the school in the future which are set out below.

3 Capture Rate from Catchment ND P1 Population

- 3.1 The P1 catchment projections assume a 100% capture rate however the catchment retention rate for Balgreen Primary School has, historically, been far lower than 100% as illustrated in the following table.

Year	% of P1 Catchment Captured	Number of Destination Schools	Principal Destination Schools
2013/14	76%	10	Craiglockhart (3%), Dalry (5%), Parkside (3%)
2012/13	71%	5	Craiglockhart (3%), Dalry (3%), Roseburn (19%)
2011/12	72%	8	Craiglockhart (4%), Dalry (6%), Roseburn (9%)
2010/11	52%	6	Craiglockhart (13%), Dalry (13%), Roseburn (13%)
2009/10	63%	6	Craiglockhart (6%), Dalry (12%), Roseburn (10%)

3.2 The P1 catchment projections suggest that Craiglockhart and Roseburn will continue to have space available for placing requests. However, the lower % going to historically more popular destination schools in 2011/12 and 2013/14 is balanced by a greater number of destination schools.

3.3 A three year average would suggest that a capture rate of 73% would be a more realistic assumption for the purposes of projecting P1 catchment intakes. Applying this capture rate to the projected P1 catchment population would result in the following revised P1 catchment intake totals.

	2014	2015	2016	2017	2018	2019	2020
P1 Catchment Intake	43	55	54	62	57	57	57

3.4 The projected 2014/15 intake of 43 catchment pupils appears low however this is comparable to the catchment intake in 2013/14 which was 44 pupils.

3.5 Applying a three year average capture rate of 73% to the P1 catchment projections would suggest that only a minor breach of capacity would arise in 2017/18 (62 against a revised P1 intake limit of 60 once the already planned additional accommodation is delivered) and that further additional accommodation would not be required but the situation should continue to be monitored.

4 RC Sector – Attendance Trends

4.1 As illustrated in the following table, based on the actual position over the past four years there is no discernible trend in RC attendance and no suggestion of an increased uptake in the RC sector or shift from ND to RC.

Year	% of TOTAL Catchment Population Attending RC School
2013/14	25%
2012/13	13%
2011/12	26%
2010/11	18%

5 Drop off in Pupil Numbers between P1 and P7

- 5.1 While at a citywide level the drop-off in pupil numbers between P1 and P7 is an average of 8%, at Balgreen Primary School the figure is considerably higher at 16% as illustrated in the following table.

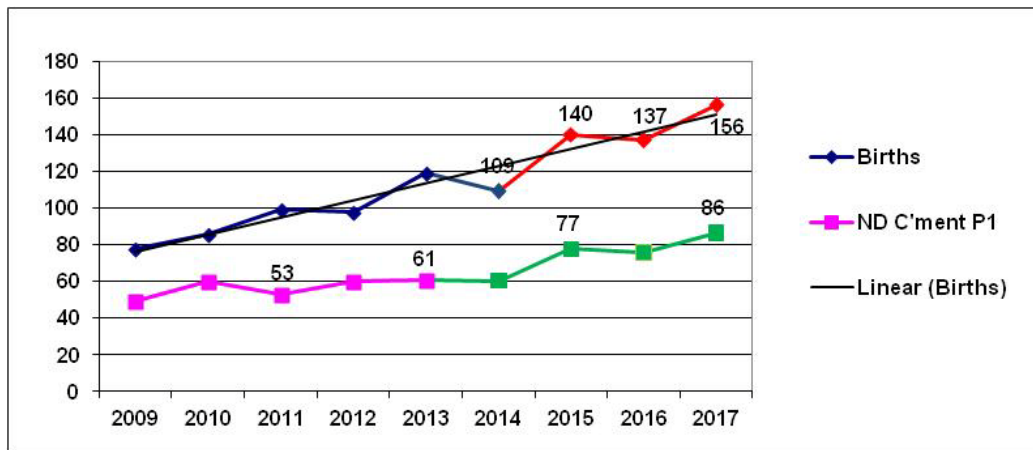
P1 Intake Year	P1	P1 to P2	P2 to P3	P3 to P4	P4 to P5	P5 to P6	P6 to P7	Total P1 Change (%)
2002/03	55	56	52	50	50	46	44	(20%)
2003/04	59	60	60	59	58	57	50	(15%)
2004/05	56	59	59	51	49	50	47	(16%)
2005/06	50	57	56	50	49	46	42	(16%)
2006/07	60	58	57	57	55	53	53	(12%)
2007/08	50	49	50	51	49	48	42	(16%)
2008/09	48	48	45	44	45	44	n/a	n/a
2009/10	51	49	48	47	43	n/a	n/a	n/a
2010/11	56	53	50	49	n/a	n/a	n/a	n/a
2011/12	59	64	63	n/a	n/a	n/a	n/a	n/a
2012/13	50	54	n/a	n/a	n/a	n/a	n/a	n/a
Average Change	n/a	+2.25%	(2.41%)	(3.79%)	(2.66%)	(3.10%)	(7.3%)	(16%)

- 5.2 Applying the P1 to P7 drop-off rate at Balgreen Primary School would, in itself, have a significant impact on the capacity required at the school. The main impact is in later years when the reduced numbers allow compositing of classes that would otherwise have remained as separate streams. This is illustrated below and compares the original number of classes required (from the table at paragraph 1.4 above) with the revised number required when the expected P1 to P7 drop-off rates are applied.

	2014	2015	2016	2017	2018	2019	2020
Original Classes Required	13	15	16	17	18	19	20
Revised Classes Required	13	14	16	17	17	18	19

6 Birth Rate Trend

- 6.1 For each catchment area the projection model uses the average relationship between births (carried forward five years) and the actual P1 catchment population over the three years ending 2013/14. The detailed position at Balgreen Primary School has been reviewed as shown in the following graph which shows that births have demonstrated a consistent increase. The use of a three year average is logical with there being no apparent large spikes or troughs which would break the trend.



7 Conclusions

- 7.1 Opportunities for catchment pupils to make placing requests elsewhere appear likely to remain suggesting that a capture rate of 100% (assumed in the P1 catchment population projection) is unlikely to materialise.
- 7.2 The historic P1 to P7 drop-off rate at the school is higher than the city average suggesting that opportunities to compress the organisation in later stages are likely to remain.
- 7.3 If P1 to P7 drop-off rates are sustained at their present level, an average capture rate of 80% would be sustainable within the proposed capacity of the school taking into consideration the existing and planned accommodation at Balgreen Primary School. This is illustrated below and compares the original number of classes required (from the table at paragraph 1.4 above) with the revised number required.

	2014	2015	2016	2017	2018	2019	2020
Original Classes Required	13	15	16	17	18	19	20
Revised Classes Required	13	14	15	15	15	16	15

- 7.4 The position will be kept under review however no further action is required at this time; the possible issue in 2019/20 could be accommodated on a one-off basis.

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

School Meals Service

Item number	7.6
Report number	
Wards	All

Links

Coalition pledges	
Council outcomes	CO1 , CO4 , CO6
Single Outcome Agreement	SO3

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Executive summary

School Meals Service

Summary

Information regarding the uptake of school meals was previously provided to Committee on 5 March 2013. Committee requested a further report on the school meals service including information on what measures were being put in place to improve school meals uptake; this report responds to that request.

Recommendations

It is recommended that the Committee notes the content of this report including the continued increase in the level of uptake of school meals.

Measures of success

The key measure of success is a continued increase in the level of uptake of school meals.

Financial impact

Whilst there are no direct financial impacts arising as a result of this report there are potential financial implications which arise as a consequence of any increase in the level of uptake of school meals; these are explained in detail within the main 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

Not applicable.

Background reading / external references

Report to the Education, Children and Families Committee on [5 March 2013](#).

School Meals Service

1. Background

- 1.1 Information regarding the uptake of school meals was previously provided to Committee on 5 March 2013. Committee requested a further report on the school meals service including information on what measures were being put in place to improve school meals uptake; this report responds to that request.

2. Main report

Introduction

- 2.1 School meals are delivered by three different catering providers. In the PPP (Public Private Partnership) contract schools these are provided by either Amey for the 17 PPP1 contract schools (Amey also provide the service to a secure unit and a community centre) or by Chartwell for the eight PPP2 schools. Catering in all non-PPP schools is provided by the Council directly under the recently introduced Integrated Property and Facilities Management (IPFM) service which superseded what was previously known as Edinburgh Catering Services.
- 2.2 The delivery of school meals is subject to a legislative framework which includes the [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) and the [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#) which set strict nutritional requirement for all food and drink being served in schools. Each of our catering providers has to adhere to these regulations with each menu being subject to strict nutritional analysis to ensure compliance.
- 2.3 Each catering provider, in consultation with Children and Families, creates their own menu which is delivered consistently across all schools throughout the city to which they provide a service. Details of the latest menus can be found on the [school meals website](#). Whilst both of the PPP providers are contracted to provide a hot meal on a Friday within the non-PPP schools only a packed lunch is provided on that day. In all PPP schools and non-PPP secondary schools meals are cooked on site in a production kitchen. There are 41 non-PPP primary schools and 1 non-PPP special school for which school meals are not cooked on site but are prepared in another school kitchen and then transported to the relevant school to be served in their dining centre.
- 2.4 We continue to support, develop and promote the school meals service to ensure uptake in every school is maximised. This is achieved through

Information Exchange & Consultation; Service Development, Improving Dining Environments and Promotion & Educational Initiatives.

Information Exchange & Consultation

- 2.5 The [school meals website](#) continues to be used to disseminate information and provides links to current menus for each school as well as links to legislation and other relevant information on food in schools.
- 2.6 The dedicated 'food in schools' e-mail address provides a mechanism through which parents, pupils and school staff can provide feedback or access information on any aspect of food in schools.
- 2.7 A presentation was delivered in August 2012 at the Edinburgh Youth Issues Forum. This provided information on the legislative requirements of schools meals together with how we are consulting with pupils. Pupils' questions were answered and their comments noted and actioned; one example of this was the signage at Liberton High School where new menu boards and pricing have been displayed to make this information clearer for pupils.
- 2.8 Pupil council meetings are periodically attended by the Healthy Eating Development Officer to hear pupils' views and consult on changes to the catering service/dining environments. Pupils have chosen the colour schemes for new crockery at a number of schools and pupil groups have had input into the furniture choices/ colours to be used in dining room refurbishments. Schools such as Juniper Green, Bonaly and Craigroyston Primary Schools have had the existing meal trays replaced by crockery to enhance the experience and improve social skills. Pupil council representatives from Pilrig Park identified difficulties with the servery area in their school as well as making suggestions on the type of lunch service they would like to receive. As a result the servery was altered and the menus and food choices changed to increase choice. These changes have been implemented in conjunction with a number of school initiatives around the dining experience at lunch time to encourage social skills and social interaction at meal times. Comments are fed back to catering providers on the quality and choice of food provided and, where possible, changes are made as a result.
- 2.9 Several parent councils have requested information; this has proved beneficial in allowing factual information to be provided to allow fully informed discussions to take place. Feedback from parent council meetings is passed on to catering providers and we are able to provide information regarding any issues raised.
- 2.10 A pilot project is underway with nine primary schools (Broomhouse, Buckstone, Craigroyston, Echline, Gylemuir, South Morningside, Stockbridge, Longstone and Juniper Green) to consult with pupils and parents to gather views and perceptions of the school meals service. This is being carried out using a resource called School Meals Investigators. This resource has been developed by an external company who carry out the analysis. There are three lessons

where pupils are taught about healthy eating and the regulations surrounding school meals. As part of the lessons pupils design their own questionnaire before taking this into other class year groups to gather pupils' opinions and perceptions of schools meals. Pupils also 'interview' parents at home using another questionnaire. This information is then analysed and the results returned highlighting any positives and areas where pupils and parents would like to see changes. Survey results have been returned from Stockbridge and Echline Primary Schools and schools are currently looking at these with pupils groups within the school to identify how issues raised can be addressed.

- 2.11 Regular operational catering meetings take place with each of the service providers to facilitate an improved sharing and exchange of information and facilitate greater partnership working. These meetings are used to discuss development of the service and ensure consistency across the three providers.

Service Development

- 2.12 The pre-order 'Grab and Go' lunch service in secondary schools has been implemented to increase the uptake of school meals and reduce the queuing time at lunch. Each school is different; whilst this has been very popular in several schools such as Liberton and Craigroyston it has had less success in others. It is believed that this initiative has increased the uptake of school meals, particularly free school meals, as it allows pupils to get their lunch quickly and go outside with friends who are not accessing the school lunch service. This is also popular with pupils who attend clubs over the lunch period allowing them to collect their lunch before attending these clubs.
- 2.13 A breakfast service has been introduced in a number of secondary schools to allow pupils to purchase healthy choices; this promotes the consumption of breakfast which research shows to have a positive effect on behaviour and learning. In consultation with schools, and where feasible, the catering service is open to pupils from breakfast service to lunch time. This allows more flexibility for senior pupils to access the service during 'study periods' and again promotes the consumption of healthier choices.
- 2.14 In consultation with schools we are currently identifying areas suitable for additional service points in some secondary schools. This option is being explored in order to attract new users to the service and to reduce queuing times. In schools where this is being piloted there has been an increase in uptake and the perception is that new pupils are using the service rather than pupils being displaced from the existing service.
- 2.15 In order to allow P7 pupils to participate in the full school experience during their transition days into secondary school we promote the use of the lunch service and on these days have implemented the use of the cashless catering card, the One card. This has proved popular with these pupils on their visit as it gives them an opportunity to see what is on offer and experience the difference in

service to that in a primary school. During the three day visit schools timetable lunch service for the P7 pupils before the main lunch period allowing them to access the service earlier than the rest of the school so they can learn the new routine with their peers without the same time pressure and hectic environment which a full dining hall can represent.

- 2.16 To promote the school lunch service to parents and showcase what is on offer the catering providers have provided taster sessions at several parents' evenings and catered at school events. This allows parents to sample the food on offer at lunch time. These have taken place at both primary and secondary school events and catering providers are keen to participate in future events or parents' evenings within the schools.
- 2.17 Parents of P1 pupils are invited in for lunch with pupils in a number of schools. Again, this gives parents an opportunity to experience the lunch service and sample the food on offer. This is popular, encourages parents to use the service and provides an opportunity for them to ask questions.
- 2.18 A pilot project trialling the use of online payments for parents covering a number of in school payments including school meals is currently underway at Sciennes Primary and Currie Primary. This pilot is being extended to Craigmoynton Primary and Firhill High School in this academic term. This will be evaluated in January 2014 and rolled out across the estate if a favourable outcome arises.
- 2.19 The Edinburgh pilot of the Soil Associations Food For Life programme has three partners: the City of Edinburgh Council, NHS Lothian and Edinburgh University. Food for Life promotes the consumption of fresh, seasonal, local and organic food. Currie High School and Buckstone Primary are taking part in the Food for Life pilot project and have achieved the bronze catering mark. The Edinburgh Pilot aims to:
- Identify and tackle barriers to providing increased levels of seasonal, fresh, local, higher welfare and organic food within public sector catering;
 - Achieve Food for Life catering mark (minimum silver level) in selected sites;
 - Evaluate measureable impacts; and
 - Engage children and young people, parents, patients, students and staff.

At its meeting on 31 May 2013 the Council considered a report relating to [Trust in the Food We Eat](#) and agreed that the report would be referred to the Education, Children and Families Committee in October 2013 and that the report would include a feasibility study and indicative timetable for the rollout of the silver Catering Mark. This report will be brought to Committee for consideration at its next meeting on 2 March 2014.

Improving Dining Environments

- 2.20 We continue to identify and promote examples of best practice regarding the effective management of the dining environment and dining experience as part of the whole school ethos.
- 2.21 A programme of improvements to dining areas is ongoing including the provision of new dining tables and seating to maximise space and the number of pupils able to be seated. This improves the comfort of pupils during lunch, reduces noise and aids turnaround time for staff in schools where the dining room is a multi use area. Schools in which new or additional dining tables and seating have been provided are South Morningside Primary, Prestonfield Primary, Craigour Park Primary and Pirniehall & St David's Primary. An ongoing review will identify further schools which require new or additional dining furniture.
- 2.22 A number of schools have received new or upgraded servery equipment in order to improve service delivery, accommodate changes to the menu and an increased uptake of school meals. This has improved the dining environment in these schools and improved the use of space, service delivery and queue management.
- 2.23 A joint project at Liberton High School involving the school, IPFM and Children and Families saw a dramatic refurbishment of the dining area in the school together with the creation of an additional social area for pupils. The dining area was painted and re-floored with the colours being used in other areas of the school to provide continuity. New branding and colour images of food with healthy messages were used in the dining and social area, with similar branding used in other areas of the school. New dining furniture was purchased for the dining and social areas with a variety of heights, shapes and seating numbers being used to accommodate the variety of pupils needs. On observation pupils sat in varying group sizes therefore tables were purchased to facilitate this. This has been a successful project which allows the catering and school dining to be integrated into other areas of the school.
- 2.24 Another school to benefit from this joint approach to the school dining environment and promotion of health behaviours is Currie High School. The dining area has undergone a makeover by pupils and staff at the school who have designed and painted a mural on the main wall space. The area has been named 'The Dolphin Cafe' and a logo for this has been designed by pupils. In addition to this, IPFM have purchased a range of dining room furniture with breakfast bar areas and tables and chairs creating a cafe dining experience. Pupils were involved in the choice of colours and design.

Promotion & Educational Initiatives

- 2.25 To encourage the whole school ethos a number of initiatives have been delivered to engage and support schools in the delivery of the Curriculum for Excellence.

- 2.26 Theme days are delivered throughout the year and these can be tied in to school teaching areas, e.g. Chinese theme menu tied into learning and teaching about their twinned school.
- 2.27 The Fun Into Food event delivered by one of our catering providers, Chartwell, has been received by Nursery, Primary and Secondary pupils over several dates during 2012 and 2013. This programme aims to encourage pupils to make healthy choices when cooking and eating and included smoothie making and physical activity sessions, home economics 'Food Survival' sessions for senior pupils as well as a 'Ready, Steady, Cook' style competition involving both students and teachers. These have been very well supported and enjoyed by the schools taking part and more are planned for the future, the next being in February 2014.
- 2.28 Last year Edinburgh Catering Services introduced Wallace and Gromit pasta to the menu. For every pack purchased one pound was donated to the Wallace and Gromit foundation. Wallace and Gromit characters visited Currie Primary and Clovenstone Primary to promote the healthy meal choice. Further details can be found at the following [link](#).
- 2.29 In October 2012 Sighthill Primary enjoyed a day dedicated to potatoes. In conjunction with (what was then) Edinburgh Catering Services, McCain delivered an assembly to all pupils explaining how potatoes are produced from seed potatoes, the different varieties available and how potatoes have been important through history. A group of pupils then made a chocolate and orange potato cake for lunch. Further information can be found at the following [link](#).

Annual Uptake of School Meals

- 2.30 An exercise has been undertaken to assimilate and analyse all available data on overall school meals uptake throughout the entire city. The results, showing uptake by academic year, are detailed in the table below. In the 2012/13 academic year approximately 2.55 million school meals were delivered representing a 6.5% increase on the previous year.

	2008/09	2009/10	2010/11	2011/12	2012/13
Primary Schools	31.0%	32.9%	32.3%	35.0%	36.7%
Secondary Schools	13.6%	14.9%	14.7%	15.2%	15.8%
Special Schools	62.7%	68.8%	63.5%	65.0%	70.7%

Number of meals	2,073,354	2,173,295	2,116,031	2,305,794	2,454,958
School roll	44,896	44,427	44,498	44,634	45,239
Overall uptake	24.3%	25.9%	25.4%	27.2%	28.6%

2.31 Whilst this data is considered sufficiently robust to show overall trends, it is not an entirely accurate representation of the uptake position and should be treated with caution. The following points should, in particular, be noted:

- the data regarding the number of meals taken comes from monthly returns received from each school and the level of accuracy is dependent on the degree of rigor applied by each school in completion;
- the level of uptake is calculated as a percentage of the school roll at the start of the academic year and not based on actual attendance. This will understate the uptake percentage shown above as absences are not taken into consideration.

2.32 Although, as explained above, the data used has its obvious limitations it is currently the only means at our disposal to allow a consistent perspective across the entire estate to be measured and reported. An analysis of the uptake by school for the last three years is included at Appendix 1.

2.33 The overall uptake of school meals for the 2012/13 school year has increased in every sector with the uptake in all sectors representing a **five year high**. Uptake levels suffered a reduction during 2010/11 due to the number of days lost through school closures as a result of the bad weather during the winter of 2010 however the uptake levels have now fully recovered and continue to increase.

Annual National School Meals Census 2013

2.34 A national School Meals Census is undertaken on one day early in each calendar year for both primary and secondary schools with the results showing comparative data across all Scottish Local Authorities being published towards the middle of that year.

2.35 The most recent published census was undertaken during the week commencing 4 March 2013. The data for Edinburgh together with a comparison against the data from previous years is detailed in the table below. This represents the percentage of pupils who were present at school on the survey day who took a school meal (free or paid for).

	2009 Census	2010 Census	2011 Census	2012 Census	2013 Census
Primary Schools	38.9%	40.5%	40.4%	45.1%	46.4%
Secondary Schools	23.0%	19.3%	18.8%	19.3%	21.9%

2.36 The percentage uptake figures on the census day are significantly higher than those shown for overall uptake based on the returns from schools. A small proportion of the difference will be due to the overall uptake figures being based on the school roll and not on actual attendance. However, the main reason for the significant difference is the fact that schools in Edinburgh work to a 4.5 day

academic week resulting in a significant reduction in school meals uptake on a Friday. The uptake of meals on a Friday can be less than 50% of that achieved during the rest of the week with the majority of these being free school meals; the impact is greatest in the Secondary Schools.

- 2.37 The annual census is a snap-shot taken on a single day each year and, as such, is not necessarily representative of the true underlying position. However, the upwards trend in uptake levels shown from the annual census results is consistent with the trend in overall uptake based on the results from schools with the 2013 census showing a significant increase for both primary and secondary schools compared with 2012.

Free School Meals

- 2.38 With effect from 3 August 2009 the entitlement to free school meals (FSM) was extended to children from families where the parents or carers are in receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit.

- 2.39 The number of pupils entitled and registered for free school meals from the 2013 census compared to that in the 2012 census is shown in the following table.

	Number of pupils from 2012 census	Percentage of school roll	Number of pupils from 2013 census	Percentage of school roll
Primary	5,191	20.8%	5,144	19.9%
Secondary	2,805	15.2%	2,628	14.5%

- 2.40 As can be seen from the data above, both the number and percentage of pupils entitled to, and registered for, school meals appears to have decreased in both sectors.

- 2.41 Although entitlement to free school meals is well publicised, not all pupils who are eligible for free school meals register to receive them. Similarly, not all children registered to receive free school meals actually take them. The Annual School Meals Census is the only opportunity to receive comprehensive data regarding this area. The position at the last 2013 Census date was as follows:

	Pupils entitled and registered for free meals	Registered pupils present on Census day	Pupils present and taking free meals
Primary	5,144	4,554	4,186
Secondary	2,628	2,002	1,394

- 2.42 In previous years it had been the intention to extend the entitlement to free school meals to all children within P1 to P3 classes. In view of the very difficult financial issues facing Local Authorities; in return for Councils agreement to a specific and enhanced commitment to reduce class sizes, in 2009 the Scottish Government proposed that the commitment to the further expansion of free school meals will be that "Councils will provide a nutritious free meal to all children in primaries P1-P3 in those schools that are in the 20% most deprived communities in a Council area".
- 2.43 The existing legislation governing free school meals based on directing entitlement to the needs of specific families was considered to be the most appropriate targeting scheme to be applied in determining the achievement of the 20% target rather than a wider definition based on a community area.
- 2.44 As at 28 October 2013 there were 12,987 pupils in primaries P1-P3 in Edinburgh of which 2,011 were registered as entitled to receive FSM which equates to 15.48%. This represents a very significant variance from March 2013 (the last point at which this data was collated) when the percentage was 19.04%.
- 2.45 This position is consistent with the data in previous years. March is typically the time in the academic year when almost all applicants that qualify for meals would be recorded on the system. At present the number of FSM forms received are currently approximately 700 lower than those received during the entirety of the last academic year. This could be due to people who have not submitted the correct information or have yet to submit an application. There will still be pupils who would be eligible but for some reason have not submitted an application. We continue to publicise entitlement to FSM provision and receive applications for FSM on an ongoing basis.
- 2.46 In addition to the provision of FSM, we also operate many breakfast clubs in several primary schools throughout the City, many in the more deprived areas. At these clubs children benefit from a free nutritious breakfast. These are generally very well attended; although detailed attendance records are not maintained we fully expect that a significant number of children in P1-P3 classes benefit from these clubs including those who do not also benefit from a FSM. This additional provision, together with the expected increase in the position as the academic year progresses, will bring the overall uptake up to the 20% target.

Financial Implications

- 2.47 Legislation places a duty on authorities to promote school lunches and, in particular, free school lunches. It is in the interests of the catering providers to increase the uptake of meals in order to maximise income. However, it should be noted that any increase in the uptake of school meals will come at an increased cost to the Children & Families Department and, in turn, the Council.
- 2.48 The cost to the Council of delivering a school meal varies between the three different catering providers and, whilst there are some minor variations for some

meal provision, the principal rates applied via internal recharge by IPFM which covers the majority of the school catering provision are £2.71 for a primary school meal and £3.19 for a secondary school meal. These rates exclude a further 1.88% inflationary increase which has been requested be applied however the internal recharge rates are subject to review pending the outcome of a benchmarking analysis to compare the rates charged by IPFM with those applied by other local authorities.

- 2.49 With effect from August 2013 the price of a school meal was increased for the first time in several years by 5p to £1.80 for a primary school meal and £2.30 for a secondary school meal. In schools where the service is provided by IPFM the cost of providing a free school meal is £2.71 in a primary school and £3.19 in a secondary school. For paid meals, the subsidy for each meal (i.e. the difference between the cost met from the Children and Families budget and the price payable by the pupil) is up to £0.91 for a primary school pupil and £0.89 for a secondary school pupil.
- 2.51 However it is likely that, as the levels of uptake in school meals continue to increase, additional financial resources will be required to fund this unless there is either a further increase in price and/or cost savings in the delivery of the IPFM school meals service which can then, in turn, be utilised to reduce the cost at which school meals are recharged to the Children and Families budget. Within schools for which the school meals service is provided by the Council it is expected that, as the volume of meals provided increases, significant savings should be achievable. The majority of the cost of delivering meals relates to staffing which, other than any inflationary increases, is fixed with the cost of the food being the main variable cost associated with delivering each additional meal which is estimated to an average of approximately £0.71 for a primary school meal and £1.15 for secondary school meal.
- 2.52 In the 2012/13 financial year there was a break-even outcome for the school meals budget of £3.43m which covers the service provided by IPFM; the costs associated with delivering catering within the PPP contract schools are part of the overall PPP contract budgets. The budget for non-PPP school meals in 2013/14 is £3.46m which incorporates no uplift for any increase in the levels of uptake of school meals. Whilst it is still too early in the financial year to make any predictions with any degree of accuracy; the current indications are that the continued increase in the levels of uptake of school meals will result in an unbudgeted pressure this year.

3. Recommendations

- 3.1 It is recommended that the Committee notes the content of this report including the continued increase in the level of uptake of school meals.

Gillian Tee

Director of Children and Families

Links

Coalition pledges

Council outcomes CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

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

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 Analysis of school meals uptake by individual school

Analysis of uptake for all Secondary Schools

School	2010/11	2011/12	2012/13
Balerno High School	10.8%	9.7%	7.1%
Boroughmuir High School	5.3%	5.1%	4.6%
Broughton High School	20.7%	19.4%	20.3%
Castlebrae Community High School	25.7%	35.2%	32.9%
Craigmount High School	19.0%	17.0%	13.4%
Craigroyston Community High School	31.3%	30.7%	32.5%
Currie High School	8.4%	10.4%	18.0%
Drummond Community High School	15.4%	18.3%	22.9%
Firhill High School	14.4%	16.6%	16.0%
Forrester High School	22.8%	23.3%	25.2%
Gracemount High School	15.9%	17.6%	18.8%
Holy Rood High School	19.2%	20.3%	19.6%
James Gillespies High School	7.2%	7.4%	8.5%
Leith Academy	10.0%	10.1%	11.3%
Liberton High School	24.5%	23.9%	24.0%
Portobello High School	6.0%	8.1%	9.2%
Queensferry High School	21.2%	22.7%	25.1%
St Augustine's RC High School	19.8%	19.4%	22.4%
St Thomas of Aquins High School	11.0%	11.8%	12.9%
The Royal High School	11.1%	10.7%	9.5%
Trinity Academy	9.1%	9.7%	11.0%
Tynecastle High School	19.8%	20.8%	21.0%
WHEC	33.7%	34.3%	35.3%

Analysis of uptake for all Special Schools

School	2010/11	2011/12	2012/13
Braidburn	76.1%	80.5%	78.7%
Gorgie Mills	67.2%	58.3%	61.4%
Kaimes	25.0%	25.5%	30.8%
Oaklands	94.2%	88.8%	79.8%
Pilrig Park	65.7%	65.5%	74.5%
Prospect Bank	70.5%	64.3%	75.4%
Redhall	54.0%	58.9%	65.6%
Rowanfield	62.0%	77.4%	85.8%
St Crispin's	92.0%	90.9%	96.0%
Woodlands	59.7%	68.9%	77.6%

Analysis of uptake for all Primary Schools

School	2010/11	2011/12	2012/13
Abbeyhill PS	38.0%	36.7%	42.9%
Balgreen PS	37.5%	32.9%	35.2%
Blackhall PS	29.6%	33.7%	33.9%
Bonaly PS	27.4%	26.9%	28.1%
Broomhouse	57.6%	60.1%	56.2%
Broughton PS	31.5%	36.3%	34.4%
Brunstane PS	54.8%	63.6%	63.0%
Bruntsfield PS	35.1%	43.3%	44.5%
Buckstone PS	17.2%	16.2%	15.2%
Canal View PS	62.5%	62.4%	70.6%
Carrick Knowe PS	25.9%	31.6%	34.2%
Castleview PS	74.4%	76.9%	72.5%
Clemiston PS	26.9%	31.1%	33.6%
Clovenstone PS	51.8%	60.3%	56.6%
Colinton PS	21.6%	30.3%	31.6%
Corstorphine PS	21.7%	25.8%	30.4%
Craigentiny PS	34.8%	47.8%	52.8%
Craiglockhart PS	21.1%	25.5%	28.8%
Craigour Park	37.5%	45.4%	44.8%
Craigroyston PS	53.5%	59.9%	60.6%
Cramond PS	20.9%	22.4%	24.6%
Currie PS	27.0%	30.2%	34.0%
Dalmeny PS	34.4%	36.9%	34.5%
Dalry PS	45.9%	40.4%	43.6%
Davidson's Mains PS	27.9%	34.2%	37.7%
Dean Park PS	25.3%	29.1%	32.6%
Duddingston PS	22.0%	25.2%	27.8%
East Craigs PS	28.4%	29.7%	27.1%
Echline PS	16.8%	22.5%	30.8%
Ferryhill PS	46.1%	46.4%	48.4%
Flora Stevenson PS	32.3%	34.8%	37.8%
Forthview PS	59.7%	58.3%	58.9%
Fox Covert	29.2%	30.4%	36.1%
Gilmerton PS	34.9%	44.0%	53.8%
Gracemount PS	35.7%	39.4%	42.1%
Granton PS	35.3%	35.8%	36.0%
Gylemuir PS	21.8%	25.3%	28.5%
Hermitage Park PS	28.4%	27.7%	31.6%
Hillwood PS	39.2%	33.7%	39.3%

School	2010/11	2011/12	2012/13
Holy Cross RC PS	29.1%	30.9%	31.9%
James Gillespie's PS	28.1%	28.6%	37.6%
Juniper Green PS	23.6%	24.7%	24.9%
Kirkliston PS	22.7%	28.8%	28.3%
Leith PS	42.3%	44.4%	39.9%
Leith Walk PS	42.9%	40.0%	47.3%
Liberton PS	27.3%	31.6%	30.1%
Longstone PS	24.2%	25.2%	29.4%
Lorne PS	35.7%	39.2%	43.7%
Murrayburn PS	37.5%	39.8%	39.1%
Nether Currie PS	18.2%	23.8%	29.7%
Newcraighall PS	30.2%	34.4%	40.6%
Niddrie Mill PS	58.1%	59.1%	58.4%
Oxgangs PS	28.7%	28.9%	28.6%
Parson's Green PS	28.3%	33.7%	39.0%
Pentland PS	26.0%	31.4%	35.0%
Pirniehill PS	53.5%	49.8%	50.4%
Prestonfield PS	29.8%	35.2%	48.2%
Preston Street PS	36.7%	34.1%	37.8%
Queensferry PS	18.2%	20.4%	19.9%
Ratho PS	12.1%	19.7%	23.4%
Roseburn PS	21.6%	22.6%	30.1%
Royal Mile PS	58.1%	62.2%	58.5%
Sciennes PS	30.3%	32.3%	23.0%
Sighthill PS	43.7%	49.3%	47.2%
South Morningside PS	15.1%	17.3%	13.4%
St Catherine's RC PS	46.0%	49.9%	45.4%
St Cuthbert's RC PS	34.8%	34.1%	51.7%
St David's RC (PPP)	40.9%	42.2%	39.7%
St Francis' RC PS	53.2%	58.6%	47.0%
St John's RC PS	26.0%	18.4%	24.5%
St John Vianney PS	25.4%	42.9%	39.7%
St Joseph's RC	41.9%	39.7%	39.9%
St Margaret's RC PS	18.8%	23.3%	33.8%
St Mark's RC PS	32.4%	38.7%	43.1%
St Mary's RC PS Edinburgh	36.7%	41.0%	40.0%
St Mary's RC PS Leith	29.8%	31.6%	32.2%
St Ninian's RC PS	34.2%	33.4%	36.8%
St Peter's RC PS	38.3%	39.7%	39.4%
Stenhouse PS	42.3%	40.3%	42.3%

School	2010/11	2011/12	2012/13
Stockbridge PS	35.2%	35.4%	37.6%
The Royal High Primary School	32.5%	36.7%	41.3%
Tollcross PS	35.2%	34.0%	33.0%
Towerbank PS	26.0%	27.3%	27.2%
Trinity PS	34.7%	35.2%	37.9%
Victoria PS	44.4%	47.2%	54.1%
Wardie PS	34.0%	37.2%	42.4%

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Review of Community Access to Schools

Item number	7.7
Report number	
Wards	All

Links

Coalition pledges	P4
Council outcomes	CO1 , CO2 , CO4 , CO23 , CO24
Single Outcome Agreement	SO4

Gillian Tee

Director of Children and Families

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Executive summary

Review of Community Access to Schools

Summary

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

- Management arrangements
- Charging structure for use of school premises
- Test areas
- Online booking and payments
- Communication plan
- Finances

Recommendations

To recommend that the Education, Children and Families Committee:

1. Note the contents of this report
2. Note the successes achieved to date from collaborative working with partners in relation to CATS in schools across the city
3. Note the organisational review of staffing and the development of a new management structure that will ensure the effective implementation and delivery of new CATS arrangements
4. Note that testing of revised charges for CATS has commenced and that; in-depth testing of revised charges for use of all high school facilities, the impact of this on income generation targets and budgets that support CATS and details of proposed charges for use of school facilities, will be undertaken and reported to committee in March 2014
5. Approve the CATS Communication Strategy

Measures of success

The review of CATS will result in the achievement of a number of outcomes

- Increased levels of community access to schools

- Finalised new management arrangements
- Achievement of efficiencies
- Improved collaboration with stakeholders including; Edinburgh Leisure and Culture and Sport
- Effective communication across all stakeholders
- Online booking and payment systems tested and implemented

Financial impact

There is no financial impact in the current financial year. Associated savings of £300,000 were approved in 2013 for financial year 2014-15

Equalities impact

A full equalities and rights impact assessment (ERIA) will be undertaken and be included in the March 2014 Education Children and Families committee report.

Sustainability impact

There are no adverse impacts arising from this report

Consultation and engagement

Consultation and engagement will continue with a wide range of partners including; primary schools, secondary schools, nursery schools, special schools, Edinburgh Leisure, Culture and Sport, local communities, voluntary organisations, current users of school facilities, staff directly or indirectly affected by the review of CATS and Trades Unions.

Background reading / external references

Review of Community Access to Schools

1. Background

1.1 At the Education Children and Families Committee held on 21st May 2013 approval was given to the CATS project team to undertake the tasks within the scope of the review and to present a further progress report for consideration at Committee in December 2013.

The tasks approved that are included in this report are:

- Update on collaborative work with partners to test out new practices across the city
- Development of IT systems to support CATS
- Proposals for new management arrangements for CATS
- Proposals for new financial arrangements to support CATS
- Update on testing undertaken on charging for use of school premises
- CATS communication plan

1.2 The CATS Project Team has continued to meet on a regular basis and developments have been reported to the CATS working group chaired by Councillor Lewis. In addition a council officer has been allocated to co-ordinate the tasks required to progress the CATS review within the agreed timescale

2. Main report

Update on collaborative work with partners

Queensferry Community High School

2.1 A recent agreement between CEC Children and Families and Edinburgh Leisure (EL), has resulted in an investment programme of £150k being approved to improve facilities at Queensferry Community High School. Membership and usage of the school's recreational centre had declined over recent years due mainly to the condition of facilities which had lacked investment over many years.

2.2 Works carried out during the October school holidays have improved the aesthetics of the reception area, gym and changing facilities. Further improvements are planned to replace the gym hall floor and improve the condition of the swimming pool during the Christmas holidays. Customer feedback following the initial improvements has been very positive.

- 2.3 EL has introduced a new community membership package which is being actively promoted to increase usage of the centre. They report that the purchase of memberships in the last three weeks of October exceed the total number of memberships sold in the previous 12 months. A new Management Agreement is being developed by EL and the school, which will ensure the effective management and operation of the refurbished facility.

Gracemount High School

- 2.4 Gracemount High School offers lets of all its facilities in the evenings and on Saturday mornings. To ensure that the school is open to as wide a group as possible, it has embarked on a pilot opening its facilities on a Sunday. Previously Sunday opening had been limited due to restrictive, “out-of-hours” facilities charges. As part of the pilot it was agreed that Sunday opening would be available at more favourable weekday rates.
- 2.5 One of the school’s primary aims is to encourage pupils and residents from the local community to become more involved in physical activity and support local groups to increase their membership. The school works in collaboration with local residents, community groups, sports groups and Edinburgh Leisure to publicise availability and arrange bookings.

The school works closely with Edinburgh Leisure and Gracemount Leisure Centre to identify times in the week where collaboration can relieve pressure on facilities for community or school classes. This means additional school classes being run in the Leisure Centre and could also involve additional leisure classes run by Edinburgh Leisure taking place in the school.

- 2.6 School facilities are very well used by a wide range of groups throughout the week. Usage varies from local and community groups to commercial organisations. A wide variety of facilities are let by groups including; the drama studio, classrooms and sporting facilities.
- 2.7 Groups using the schools facilities vary but many do include local community users as the school is viewed as an important local community resource. In addition some user groups, such as the Saudi School, provide a valuable city wide service for young people.

The Royal High School

- 2.8 At the beginning of 2013 The PPP managed Royal High School was designated as a school based Community Sports Hub. Consultation with local sports clubs showed that a major barrier to using the school was the cost of hiring the sports facilities on a Sunday. Weekend hire charges were unaffordable as a two hour let of the games hall would cost a group in excess of £140.00.
- 2.9 A solution was sought which resulted in the waiving of letting charges on a Sunday, the department was not making any income from the facilities on a Sunday so there was none to lose. However, the PPP contractor’s (Amey) janitorial charges were still a barrier for some clubs. Eight locally based sports clubs (rugby, football, cricket, bowling, swimming, table tennis, athletics and an adventure activity club) came together and created a multi-sports club that collectively hired the facilities and paid the janitorial costs.

- 2.10 A pilot was run over the summer term where the school was open on Sundays for a three hour period for ten weeks. The total janitorial costs (£1,200) were met by the new multi-sports club.
- 2.11 The success of the pilot resulted in the opening hours being extended to five and a half hours from 9.30am to 3.00pm and across the eight clubs there are over 700 people using the school sports facilities on Sundays.
- 2.12 This may not be replicable in every school but illustrates that collaboration, flexibility and innovative solutions can result in positive outcomes being achieved where local communities cannot afford to use their local school facilities.
- 2.13 The examples of good practice highlighted above illustrate that increased usage of schools is being achieved in some areas within current arrangements. However a more systematic and consistent structure that supports CATS across the whole school estate is required to achieve even greater and effective use of facilities by local groups and communities.

Development of IT systems - on line booking structure

- 2.14 The Community Learning and Development (CLD) management information system (LOMIS), used to plan, evaluate and advertise all aspects of CLD provision will incorporate the new online booking system.
- 2.15 The online booking system for Adult Education Programmes delivered by Community Learning and Development (CLD) and Community High Schools (CHS) will be tested from January to March 2014. An on-line booking and payment system for lets of school facilities will be tested from April to June 2014. A full rollout is scheduled for September 2014 when bookings for adult education classes and lets of school facilities will be undertaken on the new system. This is subject to confirmation of a payment gateway provider which is currently out to tender.
- 2.16 All CLD and CHS provision, including the CLD mainstream adult education programme, is currently advertised on the Join in Edinburgh (JIE) website – www.joininedinburgh.org informed by data from the LOMIS system. This system will ultimately allow learners to create user accounts, view all course programmes and venues, book their activities and pay for them directly using this website.
- 2.17 The ability to book rooms/venues for activities has also been recognised as being a function that would be advantageous for all. At this stage work is being undertaken to develop this aspect of the system and it is anticipated that this will be completed for the commencement of the 2014 academic session. The possibility of developing a single system for booking a range of other services is also being explored.
- 2.18 It should be noted that the current arrangements to support school's use of their facilities outwith normal operating hours will be maintained

Management Arrangements

- 2.19 Children and Families management has initiated an organisational review which will involve all members of staff impacted directly by the revised CATS management arrangements. The organisational review is required to ensure a new management structure is supported by the required number and range of staff to ensure best use of resources and effectively support and deliver increased community access across all schools.
- 2.20 A series of meetings will be undertaken with all groups of staff affected by the proposals including; Head Teachers, Community Programme Managers, Community Learning and Development staff and all staff engaged in the support and delivery of community programmes and community access to schools and the Trades Unions.
- 2.21 Options for a new management structure are being developed and the ambition remains to create a new way of working that makes best use of resources that will ensure effective community access to our schools.
- 2.22 Discussions have commenced with the Community Programme Managers from each Community High School. This has resulted in a shared understanding of the roles and responsibilities of these members of staff and identification of good practice within our Community High schools to ensure best practice is replicated in non Community High schools.
- 2.23 It is proposed to develop a new neighbourhood based management structure managed by the Community Learning and Development (CLD) service, supported by the reconfiguration of resources currently allocated to the eight Community High schools, to increase Community Access in all schools. Further details of a proposed management structure will be shared with elected members once initial consultation has been undertaken with all staff that come into the scope of the organisational review.

Charging for use of school premises

- 2.24 Progress is being made in the development of a revised scheme of letting charges for use of school premises. It is proposed that a revised scheme of charges would be applied systematically across the city and take account of council priorities to tackle inequality, poverty and disadvantage.
- 2.25 Testing of revised charges has commenced, two areas of the city were identified for a desktop testing of revised letting charges to establish the impact on current user groups and income generation targets.
- 2.26 An in-depth test of the impact of revised charges on all groups using high school facilities will be undertaken early in 2014. This exercise will also define proposed charges for use of school facilities and the impact of these charges on school income generation targets and budgets that currently support CATS. The full findings of this testing will be reported to the March 2014 Education Children and Families committee.

Communication Plan

- 2.27 The CATS project team has developed a communication plan with Corporate Communications. See Appendix 2. It is important that an increased, consistent level of

awareness is achieved across Children and Families and external stakeholders over the next six months to ensure successful implementation of the proposed CATS arrangements. Information has also been posted on the Internal Review section of the Orb about the review of CATS and this will be regularly updated as the review progresses.

3. Recommendations

To recommend that the Education, Children and Families Committee:

- 3.1 Note the contents of this report
- 3.2 Note the successes achieved to date from collaborative working with partners in relation to CATS in schools across the city
- 3.3 Note the organisational review of staffing and the development of a new management structure that will ensure the effective implementation and delivery of new CATS arrangements
- 3.4 Note that testing of revised charges for CATS has commenced and that; in-depth testing of revised charges for use of all high school facilities, the impact of this on income generation targets and budgets that support CATS and details of proposed charges for use of school facilities, will be undertaken and reported to committee in March 2014
- 3.5 Approve the CATS Communication Strategy

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO4. Our children and young people are physically and emotionally healthy
	CO23. Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community
	CO24. The Council communicates effectively internally and

	externally and has an excellent reputation for customer care
Single Outcome Agreement	SO4. Edinburgh's communities are safer and have improved physical and social fabric
Appendices	<ol style="list-style-type: none">1. Current charges for use of school facilities2. Community Access to Schools Communications Action Plan

APPENDIX 2

Community Access to Schools: Communications Action Plan

Date	Action	Audience	Lead
Oct/Nov	Commence Organisational Review		DB/MF/PS
Oct/Nov	Identify those staff directly affected and develop email database	Staff directly involved including; schools staff and CLD staff	DB/MF
Oct/Nov	Develop organisational review page/s on the Orb	Staff directly involved and their Head Teachers/Managers	MF/JN/PS
Nov	Draft first organisational review newsletter	Staff directly involved and Head Teachers/Managers	MF/JN/PS
Nov	Trade Union Briefings	Trade Unions	DB
Nov	Draft committee report	SMT/EC&F committee	DB/MF
	Pre –agenda meeting		DB
	Key Elected Members	Conveners/Vice Conveners EC&F/Culture and Sport	DB/ CATS working group
From Nov	Brief Stakeholder groups:	Headteachers, CLD staff and all other relevant staff including Community Programme Managers Elected members Community reps	DB Working Group Via Neighbourhood Partnerships Letters via

		<p>Current Users</p> <p>Equality Groups</p> <p>Local sports organisations</p> <p>Young People</p> <p>CEC staff (C&F & other departments with links to project)</p>	<p>school letting section</p> <p>Via EVOC</p> <p>Edinburgh Leisure/Culture and sport networks</p> <p>Youth Participation Team</p> <p>Orb pages</p>
Dec	COMMITTEE REPORT – DECEMBER (this will be distributed widely to ensure those groups identified above are also alerted to report publication)	All Elected Members on EC&F committee &SMT & CATS Working Group	DB
From December	Regular update of Orb pages		MF/JN
	Ongoing consultation with all relevant staff and Trade Unions		DB

Education, Children & Families Committee

10am, Tuesday 10 December 2013

Children and Families Capital Asset Management Programme Priorities 2014-2019

Item number	7.8
Report number	
Wards	All

Links

Coalition pledges	P3 , P30
Council outcomes	CO5 , CO19 , CO24 , CO25
Single Outcome Agreement	SO3 , SO4

Mark Turley

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Executive summary

Children and Families Capital Asset Management Programme Priorities 2014-2019

Summary

The Children and Families capital asset management programme detailed in this report reflects the current and future priorities within the Children and Families estate. It presents a £30m programme of investment in the Children and Families estate over the next five years. The scope of works has been determined from the recent condition survey information completed in August 2013 which graded establishments on an A (good) to D (bad) score (excluding recent new build premises and PPP establishments).

The surveys indicate that in comparison to peer authorities, CEC compares favourably, with 91.6% of schools in 'satisfactory' condition (ie A or B condition).

The level of asset management funding available between 2014/15 and 2018/19 is insufficient to meet all the recommendations contained within the survey reports. Therefore a prioritisation process has been undertaken in consultation with Children and Families to ensure establishments are in a satisfactory condition within the budgets available. Identified priorities are to address Health and Safety and Wind and Water tight issues across the estate, and thereafter:

- Upgrade 'C' rated establishments to 'B'; then
- Upgrade 'B' rated establishments where large spend has been identified to prevent them slipping into 'C' grade.

Due to the scale and complexity of scope of works required across all these properties it is likely that the improvement programme to address the properties in this report will take 3-5 years to complete depending on funding available for the years 2016/17 to 2018/19 and flexibility to complete works outwith holiday periods.

Recommendations

The Education, Children and Families Committee is requested to:

- (a) Note the condition of the estate as set out in the report.
- (b) Note the proposed £30m programme of investment in the Children and Families estate over the next five years.
- (c) Approve the capital spend prioritisation criteria, as follows:

That establishments across the estate will be kept Wind and Water tight and Health and Safety issues are addressed, thereafter

Priority 1: Upgrade of Condition 'C' establishments

Priority 2: Upgrade of Condition 'B' establishments where large capital spend has been identified.

- (d) Approve the content of the programme and prioritised scope of works focussing on, roofs, external building fabric improvements, upgrade mechanical & electrical services and statutory requirements.
- (e) Note that unforeseen issues may emerge over the course of the programme which will require use of the contingency element of the budget and possible reprioritisation of the programme in later years.

Measures of success

- The categorisation of all Children and Families estate establishments as 'A' or 'B' within five years.
- Maximising the capital spend within the five year improvement programme and reduced programme slippage.

Financial impact

- The Children and Families capital asset management programme reflects current and future priorities. It represents a £30m programme of investment in the estate over the next five years, (subject to Council ratification).
- Capital expenditure will be contained within the approved asset management budget allocation for Children & Families. Whilst the budget allocation for 2014/15 and 2015/16 has been determined; that for later years is currently based on an assumed proportion of the overall budget available which may be subject to change in future.
- With regard to the revenue implications identified by the condition surveys, there is a significant revenue budget pressure of £29.1m identified over five years. A similar prioritisation of revenue works will be necessary to respond to the pressure on the revenue budget.

Equalities impact

This report focuses on targeting investment to ensure continuity of service provision within each local community. This investment will improve environmental conditions at the identified establishments, but does not specifically identify funding for equalities act compliance.

Sustainability impact

There are positive impacts on carbon, adaptation to climate change and sustainable development arising directly from this report, in terms of the changes brought about in these buildings as a result of this investment and the way it is implemented.

Consultation and engagement

Priorities have been agreed in consultation with Children and Families. Further engagement will be required with the individual establishments included in the programme to agree the timing of any proposed works to ensure minimum disruption to the services.

Background reading / external references

Scottish Government guidance: The Condition Core Fact: Building Our Future: Scotland's School Estate at
<http://www.scotland.gov.uk/Publications/2007/03/12142801/1>

Children and Families Capital Asset Management Programme priorities 2014-2019

1. Background

- 1.1 The purpose of this report is to seek Committee approval of a recommended programme of capital investment required across the Children and Families estate to maintain establishments in a 'satisfactory' condition ('A-B' condition rating). A description of the ratings is set out below:
- A: Good – Performing well and operating efficiently
 - B: Satisfactory – Performing adequately but showing minor deterioration
 - C: Poor – Showing major defects and/or not operating adequately
 - D: Bad – Economic life expired and/or risk of failure
- 1.2 The programme has been developed from the priority recommendations contained within the condition surveys completed in 2013.
- 1.3 A prioritisation process has been carried out in consultation with Children and Families to agree criteria for investment that is affordable within the confirmed budget allocations for 2014/15 and 2015/16 and the funding which it has been assumed will be available in the subsequent three years to 2018/19.

2. Main report

- 2.1 A comprehensive survey of the Children and Families estate was undertaken in 2012/13. The results of the survey demonstrated that 91.6% of the Council's primary, secondary and special school estate is at least satisfactory (ie rated A or B), with over a quarter of schools (28.6%) rated A (excluding any school with committed funding for replacement). This compares very favourably with peer authorities in Scotland, illustrated below.

Table 1: Condition of Schools Estate: Edinburgh and peer authorities

	A	B	C	D	Unspecified
Edinburgh Number of schools	28.6% 41	63% 90	8.4% 12	0	0
Glasgow	43.2%	32.5%	21.8%	1.9%	0.5%
Aberdeen	19.4%	73.2%	2.9%	0	4.5%
Dundee	27.7%	48.9%	23.4%	0	0
Scottish Average	22%	59%	17%	1%	0

Note: Scottish and peer authority data based on 2012 returns; CEC condition surveys carried out during 2012/13

- 2.2 The purpose of undertaking the condition surveys was to identify the scale of the works considered to be necessary over the next five years and to allow spend to be targeted where it is most needed. The priorities set out in this report will be progressed via an annual programme of capital works, known as the asset management works. This is a full year programme of works, and while the school holidays offer opportunities for delivery of elements of the programme, the nature of the works in many instances is likely to take place during term time as well as the holiday periods.
- 2.3 The purpose of seeking approval of the 2014/15 works at this juncture is in cognisance of the significant lead in time between budget approval and start on site to allow for design, procurement and wider consultation with the clients and FM services. This will allow a full calendar year for the delivery of the works on-site.
- 2.4 The financial investment recommended within the condition survey reports equates to a total of £90.6m (including inflation) required to address the backlog of planned maintenance over the next five years across the Children and Families estate.
- 2.5 Analysis of the split between the revenue and capital works estimates that £29.1m would be considered revenue repairs and £61.5m capital improvements.

Table 2: Condition Survey Outcomes: Revenue and Capital Split (Inflation Adjusted)

Property	Year 1 (Q1 2014)		Year 2 (Q1 2015)		Year 3-5 (Mid point = Q1 2017)		TOTAL Year 1-5
	Capital £000S	Revenue £000s	Capital £000S	Revenue £000s	Capital £000S	Revenue £000s	£000s
High Schools	£6,919	£2,411	£5,496	£1,094	£4,898	£4,022	£24,839
Primary Schools	£8,053	£3,388	£16,590	£5,410	£10,580	£6,796	£50,817
Nursery Schools	£180	£273	£356	£192	£527	£318	£1,846
Community Centres	£1,722	£1,201	£2,410	£1,033	£1,243	£1,099	£8,707
Special/Residential schools*	£329	£384	£1,326	£184	£294	£371	£2,888
Residential Units	£38	£92	£0	£24	£11	£48	£212
Children & Families Centres	£182	£239	£12	£47	£45	£70	£596
Outdoor centres	£90	£107	£0	£85	£128	£243	£652
TOTAL	£17,512	£8,093	£26,190	£8,068	£17,726	£12,967	£90,557

* Special schools includes over £1m spend for Wellington Special School

- 2.6 The recommendations in the condition survey reports were reviewed to take into consideration work completed or planned since the time of the surveys. The

outcome was a net reduction of £11.3m from the works identified by the surveys which had already been completed or was underway during 2013/14, bringing the total capital work identified as being necessary to £50.1m over the next five years. Examples of this work already undertaken or planned include stonework repairs at Abbeyhill, Broughton and Dalry Primary Schools and window replacement at Craiglockhart and Ratho Primary Schools.

Table 3: Revised capital spend recommendations taking account of completed/planned works (Inflation adjusted)

Property	Revised Year 1	Revised Year 2	Revised Year 3 - 5	TOTAL
	H&S (Non Critical) £000s	Poor Condition £000s	Other Non Critical Costs £000s	£000s
High Schools	£5,493	£5,429	£3,128	£14,050
Primary Schools	£6,688	£14,804	£8,594	£30,086
Nursery Schools	£314	£619	£1,169	£2,102
Community Centres	£480	£746	£853	£2,078
Special/Residential schools*	£44	£1,194	£264	£1,501
Residential Units	£0	£0	£0	£0
Children & Families Centres	£99	£10	£45	£155
Outdoor centres	£0	£0	£128	£128
TOTAL	£13,118	£22,802	£14,181	£50,101

* Special schools includes just over £1m spend for Wellington Special School

- 2.7 It should be noted that the £50.1m capital spend identified above addresses condition issues only and excludes sufficiency (ie ensuring the buildings provide sufficient capacity and space to meet demand) or suitability (upgrading the buildings to change the facilities they offer). Examples of these exclusions include fire upgrade, water quality improvements, pupil specific integration works, security improvements, contingency for unforeseen building failure, vandalism or energy efficiency improvements, new halls or improvements for external grounds/pitches. Statutory compliance (changes in legislation and upgrades required to meet current safety standards), such as fire upgrade and water quality improvements, is subject to separate budget provision, and is additional to the £50.1m identified by the condition surveys.
- 2.8 An annual budget of approximately £10m would be required to address all the recommended capital investment identified, plus an additional budget allocation for statutory compliance requirements or contingency for unforeseen building fabric failure. However the profile of the identified spend is heavily loaded towards the first two years which places pressure on these years' budgets.

Whilst the surveys identify what requires to be done, they make no judgment on the deliverability of the works within that period.

- 2.9 With regard to the revenue implications identified by the condition surveys, there is a significant revenue pressure of £29.1m identified, with over £8m being identified for year 1. Revenue spend on building fabric issues is required to ensure that further pressure on the capital spend does not emerge over forthcoming years.
- 2.10 The full implications of the identified value of the revenue costs across the Children and Families estate, and its impact on the wider Council property holding, have to be fully considered in the context of available resources from year 1 onwards. Currently, the Repairs and Maintenance budget (excluding statutory compliance requirements) stands at about £3m. This will increase by about £800,000 when the property repairs element of the devolved schools budget is transferred to SfC. A comprehensive review of the current FM budget is being carried out currently with an expected conclusion by the end of December 2013, which will indicate the budget's current performance and also provide the basis for a forecast to the financial year end. Running in parallel with this work is a programme to address how revenue spend across the city and specifically the Children and Families estate can be prioritised. The assessment will consider, for example, the setting-up of planned maintenance schedules aimed at addressing "Wind and Watertight" actions, Health and Safety requirements and mechanical and electrical matters. It is planned to report on this matter to the Education, Children and Families Committee in March 2014.
- 2.11 The Children and Families capital budget allocation within Asset Management Works funding for the next two years is £15.6m: £7.27m in 2014/15 and £8.33m in 2015/16.
- 2.12 In addition to the base budget allocated for 2014/15, there will be slippage expected from 2013/14, however this will already be committed to existing projects and is already reflected in the revisions to the estimated capital spend from £60.5m to £50.1m.
- 2.13 The total Asset Management budget allocation to cover all Council properties in 2016/17 and 2017/18 will be reduced from its current level of around £20m per annum to £14m per annum; a similar level will apply in 2018/19. Discussions are ongoing regarding the means of allocating this budget to each service area. The non PPP schools estate accounts for 38% of the Council's total operational portfolio running costs. It is proposed to apply this ratio to the total capital allocation from 2016/17 onwards to determine the minimum Children and Families estate budget allocation.
- 2.14 With regard to statutory compliance issues, a £800k budget allocation should be set aside for fire upgrades in 2014/15 and £200k per annum thereafter, and a budget of £400k per annum is required to address water quality improvements.

2.15 A contingency element of around 10% should also be retained from the budget at the start of each year to allow for any unexpected issues which arise during the course of a year and/or variations in actual cost relative to budget estimates. Any remaining contingency that is not required by month six in any given year would be allocated to accelerating projects identified on the priority list.

2.16 The prioritisation process agreed with Children and Families is that the funding available should focus on Health and Safety and Wind and Watertight requirements across the estate which will focus on the following works to keep buildings operational:

- roofs
- external walls, windows and doors
- mechanical services
- electrical services

2.17 Thereafter, the following priorities would be applied:

- Priority 1: The poorest condition rated establishments ('C' & 'D')

Condition 'C' Establishments:

Wester Hailes Education Centre	Queensferry HS	Abbeyhill PS School
Blackhall PS	Gilmerton PS	Holycross PS
Nether Currie PS	St Cuthbert's PS	St John Vianney PS
Stenhouse PS	Hope Cottage Nursery	Tynecastle Nursery
Craigentinny CC	Gorgie War Memorial Hall	Gracemount Youth Centre.

Wellington Residential School, regarding which Committee has approved that a statutory consultation be undertaken regarding the proposed closure at the end of the 2013/14 school year, is a condition C rated school but has been excluded at this stage until the consultation process has been concluded and a decision made regarding the future of the school.

Duncan Place Resource Centre has been rated Condition 'D', with a total identified spend of £2.3m. This has also been excluded from the programme at this stage to allow time for consideration of solutions for this area.

- Priority 2: 'B' condition rated establishments which require significant levels of investment in year 1 (£1m + for High Schools and £300,000+ for Primary Schools):

Currie HS	Liberton HS	Trinity Academy
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Broughton PS	Davidson Mains PS	Gracemount PS
Prestonfield PS		

- 2.18 Any establishments scheduled for replacement (ie the wave 3 schools, Castlebrae HS and Greendykes YPC) have been excluded from the prioritised list, however, ongoing maintenance will continue as necessary in line with the buildings remaining lifespan.
- 2.19 The table below illustrates the identified spend for each category, along with the necessary budgets for fire upgrade and water quality works, plus 10% contingency. Programmes will have to be agreed with establishments to identify how the disruption can be mitigated through use of holiday periods etc. Accordingly the programme identified below is expected to be a five year programme, with projects carried out in a phased manner over a number of years.

Table 4: Spend Priority over a Five Year Programme, adjusted to reflect deliverability, budget profile and inflation

	Year 1 &2	Year 3-5	Total
All Health and Safety and Wind & Water tight issues across estate (excluding categories below)	£4,494,290	-	£4,494,290
Priority 1 Condition C establishments	£2,731,298	£8,542,805	£11,274,102
Priority 2 Condition B with significant spend	£3,886,583	£5,685,636	£9,572,219
Condition Total	£11,112,171	£14,228,440	£25,340,611
Fire Upgrade	£1,000,000	£600,000	£1,600,000
Water Quality	£800,000	£1,200,000	£2,000,000
Contingency @ 10%	£1,560,000	£1,596,000	£3,156,000
Running TOTAL	£14,472,171	£17,624,440	£32,096,611
Budget available	£15,400,000	£15,960,000 minimum	£31,560,000

- 2.20 In order to meet immediate needs across the estate, and taking a realistic view of what can be achieved in one establishment in any one year, some of the works identified in the condition surveys have been reprofiled to later years. This reprofiling will meet available budgets and allow for a deliverable programme to be achieved. It is, however, proposed that a degree of flexibility is retained to allow Health and Safety/Wind and Water tight works to be brought

forward once a more detailed programme and cost plan has been developed, and if deemed affordable within the two year budget allocation. It is anticipated that an element of over programming to allow acceleration of some projects would be appropriate as long as the five year spend comes within budget.

- 2.21 It should be noted that there remains a shortfall of around £25m capital over the five year period to address the full extent of the investment identified as being necessary in the condition surveys. Should urgent work in line with priorities set out in this report emerge then the contingency budget will be applied, however there may also require to be reprioritisation of later years of the programme should contingency be insufficient to address these issues.
- 2.22 Further detailed consultation will be required with the management team of each affected establishment to determine the logistics of completing the individual work packages during holiday periods and term time with minimum disruption to day to day operations over the programme period.
- 2.23 The Building Programme Team has commenced scoping the priority works outlined above to determine more detailed and accurate timescales for completion and cost plan once detailed specification have been developed.

3. Recommendations

- 3.1 The Education, Children and Families Committee is requested to:
- (a) Note the condition of the estate as set out in the report.
 - (b) Note the proposed £30m programme of investment in the Children and Families estate over the next five years.
 - (c) Approve the capital spend prioritisation criteria, as follows:
 - That establishments across the estate will be kept Wind and Water tight and Health and Safety issues are addressed, thereafter:
 - Priority 1: Upgrade Condition 'C' establishments.
 - Priority 2: Upgrade Condition 'B' establishments where large capital spend has been identified.
 - (d) Approve the content of the programme and prioritised scope of works focussing on, roofs, external building fabric improvements, upgrade mechanical & electrical services and statutory requirements.
 - (e) Note that unforeseen issues may emerge over the course of the programme which will require use of the contingency element of the budget and possible reprioritisation of the programme in later years.

Links

Coalition pledges	<p>P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning</p>
Council outcomes	<p>CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO19 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards and maintenance of infrastructure and public realm</p> <p>CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care</p> <p>CO25 - The Council has efficient and effective services that deliver on objectives</p>
Single Outcome Agreement	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p> <p>SO4 - Edinburgh's communities are safer and have improved physical and social fabric</p>
Appendices	<p>Appendix 1: - Health and Safety and Wind and Watertight Issues across the estate</p> <p>Appendix 2: Priority 1 - Scope of works proposed at Condition 'C' Rated Establishments</p> <p>Appendix 3: Priority 2 - Scope of works proposed at Condition 'B' Rated Establishments with significant investment required</p>

APPENDIX 1

Year 1 Health and Safety and Wind and Watertight requirements across the estate

Property	Comments
Gilmerton CC	Window upgrade
Inch CC	Stonework improvements
Jack Kane CC	Upgrade doors
Juniper Green CC	Upgrade windows & doors
Munro CC	External fabric enhancements
Norwood CC	Window Upgrade
Balgreen PS	Upgrade rainwater goods
Brunstane PS	Window upgrade
Bruntsfield PS	Roof, rainwater goods and stonework improvements
Buckstone PS	Upgrade internal lighting
Canal View PS	Roof improvements
Clovenstone PS	Window Upgrade
Colinton PS	Water Quality improvements
Corstorphine PS	Roof improvements
Craiglockhart PS	Water Quality improvements
Dean Park PS	External fabric improvements
Dean Park Annexe	Upgrade external doors and water quality improvements
Duddingston PS	External fabric enhancements
East Craigs PS	Water Quality improvements
Echline PS	Upgrade windows & doors
Ferryhill PS	External fabric upgrade, heating & water quality improvements
Granton PS	Roof and window improvements
Gylemuir PS	Window upgrade, water quality improvements
Hermitage Park PS	Upgrade windows and doors
Hillwood PS	Upgrade lighting and small power
Kirkliston PS	Upgrade roof and rooflights, and water quality improvements
Leith PS	Roof upgrade
Leith Walk PS	Window upgrade

Liberton PS	Roof and rainwater improvements
Longstone PS	Window upgrade and water quality improvements
Lorne PS	Water Quality improvements
Murrayburn PS	Roof improvements
Newcraighall PS	Roof improvements
Parsons Green PS	Roof and rainwater improvements, water quality upgrade
Queensferry PS	Rooflights upgrade and water quality improvements
Roseburn PS	Ventilation improvements
Royal Mile PS	External fabric improvements
South Morningside PS	Upgrade rainwater goods
St Margaret's PS	Roof improvements and window upgrade to nursery and water quality improvements
St Mark's PS	Upgrade windows to nursery
St Mary's Edin PS	Roof and rooflight improvements
St Ninian's PS	Roof and rooflight improvements
The Royal High PS	Roof and rooflight improvements
Balerno Community High School	Upgrade windows and doors
Castlebrae High School	External fabric upgrade
Leith Academy	Ventilation improvements
Trinity Academy	External fabric improvements
Balgreen Nursery	External fabric improvements
Calderglen Nursery	Window upgrade and external fabric improvements
Hope Cottage Nursery	Roof and rainwater improvements, window upgrade
Lochrin Nursery	Window upgrade
Stanwell Nursery	Upgrade doors and screens
Craigmillar C&F Centre	Window upgrade
Granton C&F Centre	Upgrade external fabric Portakabin
Greendykes C&F Centre	Upgrade windows doors and rooflights
Hailesland C&F Centre	Mechanical upgrade
Sighthill C&F Centre	Upgrade windows and doors
Viewforth C&F Centre	Upgrade windows, doors and rooflights

APPENDIX 2 - Priority 1

Scope of works proposed at Condition 'C' Rated Establishments

Property	Description of Work	detailed description of work
Wester Hailes Education Centre	External fabric improvements Electrical enhancement	upgrade curtain walling/screens (Art/CDT block) enhancements to lighting, small power and fire alarm
Queensferry High School	Mechanical Improvements H&CW distribution	upgrade ventilation upgrade cold water tanks and heat exchangers
Abbeyhill Primary School	Roofing External fabric improvements	flat roof upgrade to extensions upgrade timber sash and case windows building 1
Blackhall Primary School	External fabric improvements	upgrade single glazed windows with double glazing
Gilmerton Primary School	Roofing External fabric improvements	upgrade mineral felt roof upgrade fascia panels
Holycross Primary School	Roofing H&CW distribution	upgrade mineral felt roof upgrade cold water storage tanks
Nether Currie Primary School	Roofing External fabric improvements Electrical enhancement Mechanical improvements	upgrade mineral felt roof covering and rooflights(North wing) upgrade single glazed windows with double glazing enhance small power install ventilation system to toilet areas
St Cuthbert's Primary School	Roofing Mechanical Improvements H&CW distribution	upgrade covering mono pitch roof install extract fans to toilet areas upgrade domestic hot and cold water services
St John Vianney Primary School	External fabric improvements External fabric improvements Electrical installation heating system H&CW distribution	upgrade external cladding (South wing) upgrade single glazed window/screens and external doors (South wing) enhance small power, internal lighting and emergency lighting and fire alarm panel upgrade heating pipework and space heating upgrade water heaters and cold water tanks
Stenhouse Primary School	Roofing External fabric improvements Electrical enhancements H&CW distribution	upgrade mineral felt roof covering and roof glazing panels and rain water goods render improvements (west elevation) upgrade small power upgrade water heaters , CWS tanks
Hope Cottage Nursery	Roofing External fabric improvements External fabric improvements Electrical improvements	upgrade roof covering and effective roof lights upgrade defective wall tiles upgrade single glazed windows with double glazing upgrade lighting and small power
Tynecastle Nursery School	Roofing External fabric improvements H&CW distribution	upgrade roof covering and rainwater goods upgrade single glazed windows with double glazing upgrade water tanks
Gorgie War Memorial Hall	Roofing	Reslate roof, upgrade timber sarking and overhaul rain water goods
Gracemount Youth Centre	External fabric improvements	wall enhancement
Greendykes Children & Families Centre	External fabric improvements	upgrade windows, doors, roof lights and rainwater goods

APPENDIX 3 - Priority 2

Scope of works proposed at Condition 'B' Rated Establishment with significant investment required

Property	Description of Work	detailed description of work
Currie High School	Roofing External fabric improvements	upgrade flat roof covering structural improvements to the concrete panel system
Liberton High School	External fabric improvements Electrical enhancements Mechanical improvements	Upgrade render and trespa cladding panels lighting upgrade and rewire water quality improve, old gym & CDT heating
Trinity Academy	Roofing External fabric improvements External fabric improvements	upgrade flat roof covering to Tower block upgrade cladding and curtain walling to Tower block Upgrade windows block 1
Broughton Primary School	Roofing External fabric improvements External fabric improvements H&CW distribution H&CW distribution	upgrades roof coverings stone work upgrade windows new cold water storage tank block 1 new hot water system block 1
Davidson's Mains Primary School	Roofing External fabric improvements External fabric improvements H&CW distribution	upgrade roof coverings TU's upgrade timber cladding upgrade single glazed screens to high level block new cold water storage tank
Gracemount Primary School	Roofing Mechanical improvements	Upgrade rain water goods upgrade heating distribution and pipework and space heating
Prestonfield Primary School	Roofing	Phased re-tile pitched roof sections and recover flat felt roofs

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Affordable Childcare

Item number	7.9
Report number	
Wards	All

Links

Coalition pledges	P6
Council outcomes	CO1 , CO9
Single Outcome Agreement	SO1 , SO3

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Executive summary

Affordable Childcare

Summary

The report outlines the challenges related to the development of an Affordable Childcare Strategy, and the work already in progress to respond to the needs of parents in low income households.

A [review of subsidised childcare funding](#) was undertaken by Economic Development in collaboration with Children and Families, and a report was submitted to the Economic Committee in November, to seek approval for a co-designed specification as part of the future commissioning of job focused childcare services. This specification will be co-designed by Economic Development, Children and Families, existing childcare providers and parents. It will ensure that support is provided to lowest income households on a wider geographical basis.

Work is also underway to:

- Explore how a wider group of parents can be supported to access affordable, flexible childcare that support their working needs, and provide high quality experiences for children where they are happy and secure.
- Map existing childcare services throughout the city to increase understanding of the childcare market and inform service development.
- Define and structure our understanding of affordability, factoring in the impact of Welfare Reform change, existing Childcare Tax Credits and employer incentive including vouchers or other tax relief schemes.
- Develop an understanding of the implications of pricing models to ensure the development of sustainable and affordable quality services.
- Consider how resources might be directed towards geographical areas or specific childcare needs that are currently under resourced or have the greatest cost implication for low income households.
- Consider how existing partnerships and Council resources, as well as forthcoming resources e.g. increased entitlement of 600 hours of early learning and childcare, after school clubs and breakfast clubs might be maximised to deliver more flexible and affordable childcare.

It is suggested that this collaborative work be monitored and directed by a Joint Steering Group in order to deliver an Affordable Childcare Strategy.

Recommendations

The Education, Children and Families Committee is asked:

1. To note the content of the report and the challenges associated with the development of affordable childcare.
2. To approve the development of an Affordable Childcare Strategy on a joint basis by officers from Economic Development and Children and Families and that the aim of the strategy is that average childcare costs in Edinburgh compare more favourably with national averages.
3. To approve the establishment of a joint steering group to direct the work and monitor the development of an Affordable Childcare Strategy.
4. To approve that the Strategy will :
 - define the population towards which the strategy is targeted
 - define 'affordability' which the Council will then apply when referencing costs of childcare provided by its own and other organisations
 - identify steps that that the Council might take to influence the pricing structures used by its key partners in order to reduce the costs of childcare in Edinburgh
 - identify the key structures and resources to be used to achieve the strategy
 - integrate with employment and enterprise services supporting families to maximise their earned income

Measures of success

The aim is to have a Council strategy that clarifies the best use of resources and partnerships to deliver affordable childcare to parents, while providing high quality experiences for children where they are happy and secure.

The Strategy will integrate and reflect the work that is being progressed to ensure that subsidised childcare is targeted to parents who require support that will enable them to make the transition into sustained employment.

The Strategy will express clarity about pricing structures and levels of flexibility of childcare available to parents across the City.

The work will result in an understanding of the location of provision and where there are gaps in service, and areas that particularly require development.

The average childcare costs in Edinburgh will compare more favourably with national averages.

There will be progress toward providing an improved level of information and guidance for parents regarding suitable childcare provision.

Financial impact

The Strategy will deliver best use of Council and partnership resources, including those resources made available by the Scottish Government in order to meet expanding duties and responsibilities.

Equalities impact

The rationale for this Strategy has been informed by the consultation of parents in the course of the review of Childcare Funding. The work will continue to be informed by surveys of parents in relation to the delivery of the 600 hours entitlement of early learning and childcare for all 3 and 4 year olds, and children aged 2 years old who are or have been Looked After. This work provides an opportunity to ensure an equitable approach to delivering flexibility and affordability to parents who need it.

Sustainability impact

This provides an opportunity to build on the work being developed to align Council funds with benefits and other public subsidies. The challenges of identifying availability of suitable and affordable models of childcare are key to ensuring parents are equipped to register for training or work. The intention is to ensure that the contribution made to affordable childcare by existing services including local authority schools and nurseries is well understood by all stakeholders.

Consultation and engagement

As well as previous and current consultations being undertaken with parents, the process of developing the Strategy requires further consultation. As an Authority we will be required to regularly consult with parents regarding the pattern of delivery of 600 hours entitlement to early learning and childcare.

Background reading / external references

[Early Years and Childcare Strategy and Action Plan, January 2010](#)

[The Development of Childcare Support for Working Parents, Economy Committee Report, November 2013](#)

[Family and Childcare Trust, Scottish Childcare Costs Survey 2013](#)

[CaskieCo, Review of childcare funding: Parents and Carers consultation findings \(August 2013\)](#)

Affordable Childcare

1. Background

- 1.1 The purpose of this report is to highlight the challenges related to the development of an Affordable Childcare Strategy and the work already in progress to respond to the needs of parents/carers in low income households.
- 1.2 Children and Families have the responsibility for the development, delivery and support of Early Years and Childcare services in Edinburgh. Economic Development have the responsibility for the development and delivery of support to parents with childcare needs to reduce the barriers to work and training. There has been increased collaboration between both services to take forward the issues related to access to affordable, quality childcare for families who are most economically disadvantaged.
- 1.3 Children and Families have an [Early Years Strategy and Action Plan](#) that includes as an aim, the development of affordable childcare. It also states a range of actions designed to support parents and carers in their parenting role. These actions are designed to increase knowledge and confidence in order to improve outcomes for children and therefore also have an impact on vulnerable parents who aspire to work. Addressing the factors that contribute to poverty is identified as a key driver within the framework of the Early Years Collaborative in achieving positive long term outcomes for children, reinforcing the imperative to develop an Affordable Childcare Strategy. The Early Years Collaborative is a national government initiative seeking to deliver improved outcomes for young children across Scotland.
- 1.4 A recent [review of subsidised childcare funding](#) was undertaken by Economic Development (Employability and Skills) in collaboration with Children and Families between October 2012 and May 2013. The findings of this review were presented to the Economy Committee on 19 November to seek approval for a co-designed process to develop a new specification as part of the future commissioning of job-focused childcare services.
- 1.5 It is suggested that a Joint Steering Group, reflecting the continued collaboration of the two departments be established to direct the work and monitor the development of an Affordable Childcare Strategy.

2. Main report

Childcare Provision

- 2.1 Parents access a range of childcare provision in order to support their employment or training needs. This includes: Council nursery provision, private and voluntary sector partner providers of early years provision, private and voluntary sector out of school care provision, Breakfast Clubs and childminders. Parents also use informal childcare through family networks and friends.
- 2.2 Forty percent of parents access their preschool education entitlement from the 120 partner nursery providers in the City. While it may be possible for parents to buy additional hours in Council nurseries, these are only available where there is capacity and in the main, only during the school term.
- 2.3 Partner provider nurseries provide the flexibility of 8am - 6pm, year round provision that the majority of council settings do not offer. Some parents will choose to mix their provision to access partner provider nursery care on a part week basis, with the remainder of their entitlement being taken in a Council nursery, mostly in a nursery class within their catchment primary school, if there is capacity.
- 2.4 Out of School Care is available to children attending the majority of primary schools in the City. This is provided by a mixed economy of private and voluntary sector providers and does not fully meet the needs of all parents in terms of capacity and scale of provision. Parents may have to register on a waiting list for a school based club as demand exceeds supply in some areas of the city.
- 2.5 Breakfast Clubs, in existence in some schools, were set up to ensure that children had access to a safe and healthy start in the morning, preparing them for learning. Breakfast Clubs also have an important part to play in the childcare arrangements for families. Approximately 1000 children access Breakfast Clubs across the city.
- 2.6 While the Council does not have any formal responsibility for the delivery of Out of School Childcare, a free let is provided when provision takes place in school premises, whether it is provided by a private or 'not for profit' organisation.
- 2.7 The length of day available to parents using out of school care is determined by facilities management arrangements at the end of the day. Providers report that this restricts what can be offered to parents, as well as the level of accommodation that is available to them in schools where they are often competing with other after school activities sought by parents and pupils.
- 2.8 There are currently 291 childminders registered with Edinburgh's Childcare Information Service. This is a well used service although inequitably represented across the City and, in some areas, there is not sufficient supply.
- 2.9 The Childcare Funding Review found that the main barriers expressed by parents in accessing registered childcare were the cost, availability and flexibility to enable them to wrap care around their sometimes complex work patterns, and

the availability of information and guidance that would help them work out the best option for their individual circumstances.

- 2.10 The strategy will explore the challenges related to offering a level of flexibility and variable pricing models which will support parents with their working needs and is also consistent with the needs of children.
- 2.11 A further challenge is to determine how Out of School organisations might have access to slightly longer opening hours within schools. This might be addressed through the work being undertaken on Community Access to Schools.
- 2.12 Work is also required to address the gaps in the provision of childcare information, and the report which went to the Economy Committee noted the need to map existing childcare services throughout the city to increase understanding of the childcare market and inform service development. The need for accurate, live vacancy information and guidance to manage more complex needs, including emergency or short term childcare was also highlighted.

Regulation of Care

- 2.13 Childcare providers are regulated by the Care Inspectorate, and the required qualifications of practitioners and managers set by Scottish Social Services Council (SSSC). These regulations serve to ensure the quality of childcare provision for all children but have placed additional burdens on organisations in terms of reporting on quality and qualifications of managers and staff. This is proving to be particularly problematic for parent led organisations, and Lothian Association of Youth Clubs (LAYC) has been commissioned to develop support amongst Out of School Care providers. Work is also underway to explore how the Council might develop more structured support to playgroups and voluntary sector early years providers.
- 2.14 A challenge will be to identify how resources can be used to effectively support parents in their access to appropriate, affordable childcare that is of a quality that is conducive to effective learning, play and nurturing experiences for children.

Childcare Costs

- 2.15 A range of costs apply to the differing range of provision available to parents. In the main, those accessing care from an early years partner provider will have to buy on a sessional basis i.e. 8am – 1pm or 12.30pm – 6pm basis, rather than only for the hours that they require. These costs range from between £39 - £44 per day. The preschool education grant to which every child aged 3 -5 years is entitled is £1550 per year and parents receive this from their provider either as a lump sum on a termly basis or as a reduction in their monthly fee. There may be an opportunity to use the partnership agreement to influence overall childcare costs. This requires further exploration.

- 2.16 Out of School Care costs range from £6.50 to £9.40 a day Mon -Thursday, and from £10 to £14 on Friday afternoons. During holidays, the costs range from £15 to £22 per day.
- 2.17 Childminding costs range from £3 to £5 per hour across the City.
- 2.18 Currently, the cost of additional hours charged in a Council nursery is £4 per hour. The cost of childcare in Cowgate Under 5s Centre for children aged 0-5 years is £41 per day. Parents whose children are aged 3 – 5 years are also in receipt of the preschool grant which reduces the cost of the provision.
- 2.19 Fort Early Years Centre and Queensferry Early Years Centre also provide year round childcare and this is provided at a cost of £4 per hour. Work is underway to identify the level of flexibility that can be on offer particularly to vulnerable families who require support into training and employment.
- 2.20 The Childcare Funding Review reported that the cost of childcare to average 2 earner household in the UK is 27% of the average net income,
- 2.21 The following tables illustrate an analysis of Edinburgh costs in comparison with Scottish and UK average costs and demonstrate that Edinburgh's average childcare costs are higher than the national figures collated by the [Day Care Trust](#).

Edinburgh Childcare Costs

Area/Region	Nursery 25 hours (under 2)	Nursery 25 hours (2yrs plus)	Childminder 25 hours (under 2)	Childminder (2yrs plus)	After School Club (15hrs)	Childminder After School pick up
Edinburgh	£126	£120	£95	£95	£42.83	£79.80
Scotland	£101.19	£94.35	£93.22	£92.92	£50.46	£79.63
Britain	£92.36	£90.49	£95.61	£95.02	£48.46	£68

Holiday Childcare Costs in Edinburgh

Regional Average	Maintained (school, local authority) sector holiday club or play scheme	Private, voluntary and independent sector holiday club or play scheme
Edinburgh	Not provided (CEC provides some funding for holiday clubs/play schemes to the voluntary and independent sectors)	£88.30 (average based on range of costs from £15 - £34 per day)
Scotland	£120.23	£101.35
Britain	£101.97	£109.23

- 2.22 The key challenge will be to define and structure our understanding of affordability, taking into account household income, parents' preferences for care and availability to match employment needs. This also needs to factor in account of Welfare Reform change, existing Childcare Tax Credits and employer incentive including vouchers or other tax relief schemes.
- 2.23 The childcare market has been developed across all sectors and has adopted different approaches to meet business models. Developing the strategy will require further understanding of the implications of pricing models to ensure the development of sustainable, quality services. The strategy needs to explore the reasons behind the relatively high cost of childcare in Edinburgh when compared with national averages.
- 2.24 The challenge of the strategy will be to define a level of affordability that might be applied when considering the cost of childcare provision, taking account of the issues that affect the sustainability of providers and their requirements to operate to specific standards. There is scope to direct resources towards areas which are currently either not funded, under resourced or have the greatest cost implications for low income households.
- 2.25 The costs of childcare are significantly higher, for example, for children aged 0-2 years due to the increased staff ratio requirements and the lack of availability of the preschool education grant. Consideration might be given in the strategy to providing support to parents who need childcare for this particular age group.
- 2.26 The research and data on low income households in the city provides a foundation on which to build further analysis on the impacts of childcare costs for a wider population of the city. This will help to address the challenge of how to establish a workable and practical scaled range of childcare rates, dependent on household income, including working households affected by in-work poverty.

Support for Childcare

- 2.27 Subsidised childcare is currently available to families who live within specific post code areas of the city, representing the areas most affected by poverty on the basis of the uptake of Child Tax Credit and the median household income of 60% of less than the Edinburgh average income. The report outlining the findings of the childcare funding review presented to the Economy Committee recommended the development of a new specification to commission job-focused childcare services with a demand led approach. The aim of this is to ensure that the support is provided to lowest income households on a wider geographical basis.
- 2.28 Currently, families in receipt of Childcare Tax Credit have access to up to 70% of childcare costs, most likely to be the case for lone parent households. However, it is unclear as to the impact that the introduction of Universal Credit will have with the implementation of Welfare Reform. The implementation of this benefit has been delayed in Scotland by Department of Work and Pensions until 2016 at the earliest.
- 2.29 For those parents accessing recognised job related training in order that they might enter the job market, DWP will provide £35 per day of childcare costs. Colleges will also provide support for childcare costs for students but only for the time that they are present at college and do not take account of travelling time that may be required or the need to retain childcare placements over holiday periods.
- 2.30 The increase of the preschool education grant from 475 hours to 600 hours per year will positively impact on the costs of childcare. Work is currently being undertaken to establish how much flexibility might be built into the delivery of service from local authority nursery establishments.
- 2.31 The forthcoming Children's Bill will also specify 600 hours of early learning and childcare for vulnerable 2 year olds who are or have been Looked After, including those who are placed with Kinship Carers, a group for whom childcare is often critical to maintain their employment.
- 2.32 Children and young people aged 0-18 years with additional support needs who attend partner provider or Out of School Care settings, currently have access to additional resources to ensure that parents have access to suitable childcare and that their child's needs are met within a mainstream setting. For children aged 3-5 years receiving their statutory early learning and childcare entitlement, these resources are provided by the Council. Children aged 0-2 years in partner provider settings and older children in Out of School Care are provided with additional support through funding to the voluntary sector.
- 2.33 There may be further opportunity to extend support to workless households, to offer funded childcare places for parents with 2 year olds through European Structural Funding. This is likely to be focused on the most disadvantaged parents to build their work skills, education and capacity with the goal of meeting

the legislative requirements in particular for lone parents to re-engage in the jobs market when their youngest child is 5.

- 2.34 While the Council does not directly provide Out of School Care, it does provide accommodation for the majority of Clubs through the letting process. It is suggested that a policy be developed that addresses the pricing structures and opening hours of organisations making use of a free let.
- 2.35 The challenge will be to identify the opportunities that will be maximised to develop an effective Affordable Childcare Strategy.

3. Recommendations

The Education, Children and Families Committee is asked:

- 3.1 To note the content of the report and the challenges associated with the development of affordable childcare.
- 3.2 To approve the development of an Affordable Childcare Strategy on a joint basis by officers from Economic Development and Children and Families and that the aim of the strategy is that average childcare costs in Edinburgh compare more favourably with national averages.
- 3.3 To approve the establishment of a joint steering group to direct the work and monitor the development of an Affordable Childcare Strategy.
- 3.4 To approve that the Strategy will :
- define the population towards which the strategy is targeted
 - define 'affordability' which the Council will then apply when referencing costs of childcare provided by its own and other organisations
 - identify steps that that the Council might take to influence the pricing structures used by its key partners bringing childcare costs in Edinburgh in line with national averages
 - identify the key structures and resources to be used to achieve the strategy
 - integrate with employment and enterprise services supporting families to maximise their earned income

Gillian Tee

Director of Children and Families

Greg Ward

Director of Economic Development

Links

Coalition pledges	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 CO9. Edinburgh residents are able to access job opportunities
Single Outcome Agreement	SO1. Edinburgh's Economy Delivers increased investment, jobs and opportunities for all SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education Children and Families Committee

10am, Tuesday, 10 December 2013

Consultation on Proposal for the Establishment of a Nursery Class at Wardie Primary School

Item number	7.10
Report number	
Wards	Forth

Links

Coalition pledges	P4 , P5
Council outcomes	CO1 , CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Jane Rough Manager Early Years and Childcare Services

E-mail: jane.rough@edinburgh.gov.uk | Tel: 0131 123 4567

Executive summary

Summary

The purpose of this report is to seek authority from Committee to consult on a proposal to establish a new nursery class at Wardie Primary School. The report explains the rationale for, and the implications arising from, the proposal and sets out the consultation process and the means and timescales for making representations.

Recommendations

It is recommended that the Education, Children and Families Committee:

1. Approves that statutory consultation is carried out on the proposed establishment of a new nursery class at Wardie Primary School based on the rationale set out in this report;
2. Approves that the statutory consultation process should commence start on 16 December 2013; and
3. Notes that the outcome of the consultation will be reported to full Council on 1 May 2014.

Measures of success

The establishment of a new nursery class at Wardie Primary School will result in:

- more nursery places to meet the increased demand for nursery provision in the City of Edinburgh Council area;
- more availability of free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four-year-olds of set out in the Children and Young People (Scotland) Bill;
- additional choice for parents in an area where council nursery provision is currently limited but where demand is high; and
- increased opportunities for improved learning experiences for children in line with Curriculum for Excellence across the early level.

Financial impact

The capital funding of an estimated £774,000 required to deliver the new nursery was approved by Council on 2 May 2013 and is included within the Children and Families Capital Investment Programme.

The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.

Equalities impact

There are no negative equality or human rights impacts arising from this report. The location of additional resources within Wardie Primary School will provide additional choice and improved access to nursery provision for children and their parents.

Sustainability impact

There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the proposal would see the addition of a new nursery building, the purpose is to create additional accommodation to meet demand. The new building would be designed to minimise the impact on carbon emissions and energy consumption.

Consultation and engagement

The Council is required to carry out a formal statutory consultation regarding the proposed opening of an education service under the terms of the Schools (Consultation) (Scotland) Act 2010. A detailed Consultation Paper has been prepared which is attached at Appendix 1.

Background reading / external references

[Edinburgh's Early Years Strategy and Action Plan](#)

[Early Years Strategy Progress Report May 2013](#)

[Report to Council on 2 May 2013 approving capital funding](#)

Consultation on Proposal for the Establishment of a Nursery Class at Wardie Primary School

1. Background

- 1.1 The purpose of the report is to seek authority from Committee to consult on a proposal to establish a new nursery class at Wardie Primary School. The report explains the rationale for, and the implications arising from, the proposal and sets out the consultation process and the means and timescales for making representations. The proposed detailed Consultation Paper is included at Appendix 1.
- 1.2 The proposals in the Children and Young People (Scotland) Bill set out a requirement to expand free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four-year-olds and for two year olds who are, or have been at any time since turning two, looked after or subject to a kinship care order. This is likely to increase demand for the provision of nursery places in the city
- 1.3 The City of Edinburgh Council Early Years Strategy that was launched in January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.
- 1.4 Under the terms of the Schools (Consultation) (Scotland) Act 2010, the Council is required to consult on proposals for the establishment of a new stage of education in a school such as a nursery class.

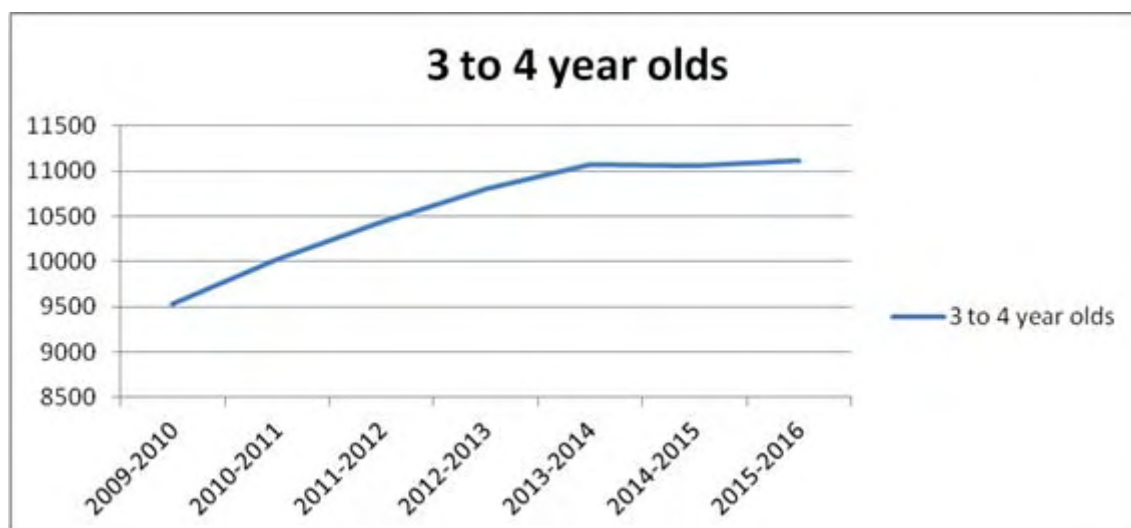
2. Main report

- 2.1 The Consultation Paper in Appendix 1 details the number of places that are currently available in the area and the number of places that are required.

Demographic Trends

- 2.2 The proposed new nursery would help address an increase demand in nursery provision in the City of Edinburgh Council area where births have averaged over 5,500 per annum in the five years from 2008 - 2012. In the five years prior to this, the average was approximately 4,700. This means a predicted rise in the numbers of children from 2013/14 onwards from 9,400 in 2009/10 to 11,000 in 2013/14 (a 17% increase). Figure 1 shows the existing and predicted number of three and four year olds in the city.

Figure 1 – Number of three and four year olds in the city



- 2.3 This increase is stretching capacity across the city and extra provision is needed to cater for demand. Wherever possible, the number of local authority nursery places has been increased to meet this demand. However, there are restrictions in the capacity of some nursery buildings, limiting the option of increasing nursery places. Overall, the number of places has increased by approximately 10% over 2012/13.
- 2.4 One of the aims of the strategy is to develop integrated, flexible services to provide effective learning and childcare for all children and families. To help deliver this aim the Council's stated ambition is to ensure that each neighbourhood, community or cluster has access to integrated, flexible early years services.

Wardie/Granton/Newhaven Area

- 2.5 In order to realise this vision, resources have been re-aligned and includes the proposal to provide a new nursery in this area where demand for additional provision is particularly high. The proposed nursery will provide improved access to early years provision for parents and children living in the vicinity of Wardie.
- 2.6 Wardie Primary School was extended by three classes from the start of the 2013/14 school year to cater for increased demand due to increased birth rate in the city which resulted in a higher primary 1 intake. This development follows on from this extension to the school.
- 2.7 Granton Primary School to the west operates a 60/60 nursery, but demand for places is high and current staffing provision is made for the nursery to operate at full capacity.
- 2.8 The nearest partner provider nursery is Wardie Nursery, which lies some 150 metres to the north. The nursery is a registered charity and is run by a management committee. It caters for pre-school children aged three to five years and is registered for 35 children. The nursery will continue to operate and provide the families in the area with a choice of services.

Financial Considerations

- 2.7 The capital funding of an estimated £774,000 required to deliver the new nursery was approved by Council on 2 May 2013 and is included within the Children and Families Capital Investment Programme.
- 2.8 The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.

Consultation Process

- 2.9 The legislation requires a minimum six week term-time consultation period during which representations on the proposal can be made. It is proposed that the consultation period will take place over a period of eight weeks from Monday, 16 December 2013 to Wednesday, 12 February 2014 and the paper will be made available electronically and in paper format.
- 2.9 The consultation process is set out in detail in Section 8 of the detailed Consultation Paper included at Appendix 1.

3. Recommendations

It is recommended that the Education, Children and Families Committee:

- 3.1 Approves that statutory consultation is carried out on the proposed establishment of a new nursery class at Wardie Primary School based on the rationale set out in this report;
- 3.2 Approves that the statutory consultation process should commence start on 16 December 2013; and
- 3.3 Notes that the outcome of the consultation will be reported to full Council on 1 May 2014.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	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
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,

**Single Outcome
Agreement
Appendices**

confident individuals and responsible citizens making a positive contribution to their communities

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

4. Consultation Paper: Proposal for the Establishment of a Nursery Class at Wardie Primary School

Consultation Paper: Proposal for the Establishment of a Nursery Class at Wardie Primary School

1. Introduction, Context and Rationale

- 1.1 This consultation paper sets out the rationale and the implications from the proposal to establish a nursery class at Wardie Primary School. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.2 A report has already been taken to Education Children and Families Committee on the 21 May 2013 agreeing funding for the proposal and the commissioning of a feasibility study on how best to deliver the proposal.
- 1.3 Wardie Primary School is located in the north side of the city and currently provides education for children from Primary 1 to Primary 7. The school is a 17 class organisation with a capacity of 476 pupils. The current school roll is 435.
- 1.4 Under the terms of the Schools (Consultation)(Scotland) Act 2010, the Council is required to consult on proposals for the establishment of a new stage of education in a school such as a nursery class.

Format of Consultation Paper

- 1.5 The consultation paper is divided into the following sections:

- 1 Introduction, Context and Rationale
- 2 The Proposal
- 3 Wardie Nursery Class – Case for new provision
- 4 Education Benefits Statement
- 5 Accommodation Considerations
- 6 Financial Considerations
- 7 Rationale for the Establishment of a Nursery Class at Wardie Primary School
- 8 Public Consultation Process

- Appendix A** Map 1: Location of Primary Schools, Nursery Classes and Partner Providers
Map 2: Map of Wardie Primary School

Rationale

- 1.6 There is greater demand for extra nursery places on the north side of city.
- 1.7 It is considered that extra demand would be best delivered through the establishment of a new nursery class at Wardie Primary School.
- 1.8 The number of partner provider nurseries is limited in this area.
- 1.9 Higher birth rates are resulting in greater demand for early years services.
- 1.10 Following the agreement of the Children and Young People (Scotland) Bill the early learning and childcare provision will increase to 600 hours per year which may increase demand on existing early years facilities.

Nursery Capacity

- 1.11 In the consultation paper reference is made to the building capacity of the nursery, the number of nursery places that are made available through staffing allocations and the number of children (the roll) that attend the nursery.
- 1.12 Reference is made to the composition of nursery places. Part-time places may be morning (am) and afternoon (pm). For comparative purposes, nursery places are also counted as full-time equivalents (FTE). A nursery can apply flexibility in the provision of part-time to reflect demand and to utilise the staffing levels that have been made.

Making Representations

- 1.13 Comments on this paper should be submitted at the latest by close of business on **Wednesday, 12 February 2014** to the address set out in Section 8 of this paper. A public meeting detailed in Section 8, will be held as follows:

Venue	Date	Time
Wardie Primary School	27 January 2014	6 pm – 7.30pm

2. The Proposal

2.1 The proposal is that:

- A nursery class will be established at Wardie Primary School for the start of the 2015-16 school year;
- The nursery class will be provided via a new build, in a separate building adjoining the school linked by a corridor;
- The nursery class will provide a maximum of 40 FTE places (or 40 morning places and 40 afternoon places);

- The nursery class will provide an exciting learning environment, a separate room for meetings and parents groups and activities as well as a separate outdoor learning and play area;
- The nursery class will be managed by the Headteacher of Wardie Primary School and staffed in line with current or future staffing models and in line with the Care Inspectorate regulations;
- The proposed nursery class is additional to existing nursery provision in the Wardie area to cater for increased demand and there are no proposals to reduce preschool provision locally;
- A feasibility study has been undertaken to cost the proposal and identify the most suitable location for the nursery class;
- Planning permission and other necessary consents will be sought in 2014 to facilitate the opening of the nursery for August 2015

2.2 Funding provision will be made for the nursery to operate as a 40/40 facility but actual numbers will depend on demand for places. The demand will be monitored and adjusted as necessary to best serve the needs of children and families.

2.3 There are no catchment boundaries associated with nursery provision and any parent can apply for a place at the nursery class subject to availability. It is expected that application for places will start being taken from November 2014. Parents also have the choice of applying to any other nursery school or nursery class or partner provider nursery in the City.

3. Case for Establishment of a Nursery Class at Wardie PS

Location

3.1 Wardie Primary School lies on the north side of the city and serves the Wardie neighbourhood. Map 1 in Appendix 1 shows the location of the school and other schools, nursery classes and partner provider nurseries in the Granton/Wardie/Newhaven area.

Nursery Provision in Wardie/Granton/Newhaven Area

3.2 The Local Authority nurseries that are located around Wardie Primary School are consistently oversubscribed.

3.3 Granton Primary School to the west operates a 60/60 nursery, but demand for places is high and current staffing provision is made for the nursery to operate at full capacity.

- 3.4 To the east lie Trinity and Victoria primary schools and neither school runs a nursery class although Fort Early Years Centre and Bonnington Primary School further to the east provide Council run nursery accommodation.
- 3.5 There are five partner provider nurseries within half a mile radius of Wardie Primary school. Table 1 illustrates the current capacities within the partner provider nurseries

Table 1: Current Position in Partner Provider Establishments

Nursery	Numbers of children currently attending	Spaces available
Trinity Nursery	24	0
Edinburgh Academy	26	0
Edzell	26	0
Trinity Tots	18	0
Wardie	31	0
Total	125	0

- 3.6 Table 2 illustrates the current capacities within the area and demand for places within the Council run establishments in the area.

Table 2: Current Position in Council Run Establishments

Nursery Class	Building Capacity	Staffing Capacity	Numbers of Children Currently Attending		Forecast Demand for the full academic session 2013/2014
Granton PS	120 children 60am/60pm	6 FTE	52	35	114
Holy Cross RC PS	80 children (40am/40pm)	4 FTE	38	32	96
Total	200 children	10 FTE	90	67	210

- 3.7 The total number of FTE places made available with the allocation of staffing resources across the area is 100 FTE. This will allow capacity for 200 children. The forecast demand for the total year is 210 although we cannot be sure that all of these children will require the provision until the start of the summer term in April 2014.

Proposed Nursery Capacity and Proposed Staffing Allocation

- 3.8 The proposed capacity of Wardie Nursery Class is 40 full time places (or 80 part-time places). The proposed staffing allocation made for 2015/16 is in line with current or future staffing models and in line with the Care Inspectorate regulations.

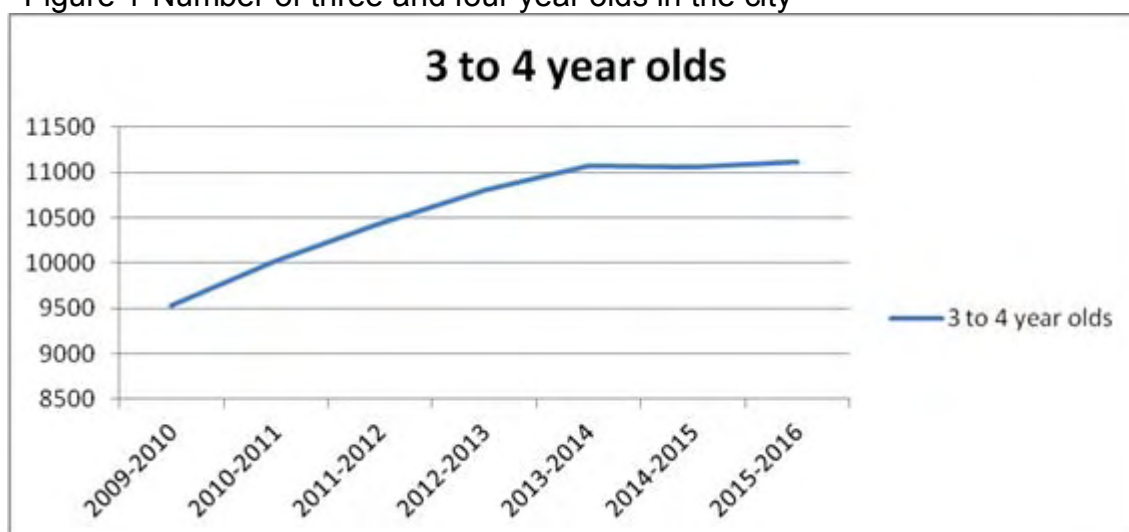
4 Educational Benefits Statement

4.1 This section considers the implications of the establishment of a nursery class at Wardie Primary School and the educational benefits that would flow from the proposal.

Demographic Trends

4.2 The proposed nursery will help address an increase demand in nursery provision In the City of Edinburgh Council area, births have averaged over 5,500 per annum in the five years from 2008-2012. In the five years previous to this, the average was approximately 4,700. This is resulting in a predicted 11,000 three-four year olds from 2013-14 onwards compared to 9,400 in 2009/10 (a 17% increase). Figure 1 shows the existing and predicted number of 3 and 4 year olds.

Figure 1-Number of three and four year olds in the city



4.3 This increase is stretching capacity across the city and extra provision is needed to cater for demand. Wherever possible, the number of local authority nursery places has been increased to meet this demand. There are however restrictions in the capacity of some nursery buildings, limiting the option of increasing nursery places. Overall, the number of places has increased by approximately 10% over 2012-13

Scottish Government Strategy for Early Years Provision

4.4 The proposals in the Children and Young People (Scotland) Bill sets out a requirement to expand free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four-year-olds and for 2 year olds who are, or have been at any time since turning 2, looked after or subject to a kinship care order this may add to pressure on the provision of nursery places in the city

The City of Edinburgh Council Early Years Strategy

4.5 The City of Edinburgh Council Early Years Strategy that was launched in January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.

- 4.6 One of the aims of the strategy is to develop integrated, flexible services to provide effective learning and childcare for all children and families. To help deliver this aim the Council stated ambition is to ensure that each neighbourhood, community or cluster has access to integrated flexible early years services.

Wardie/Granton/Newhaven Area

- 4.7 In order to realise this vision resources have been re-aligned and includes the proposal to provide a new nursery in this area where demand for additional provision is particularly high. The proposed nursery will provide improved access to early years provision for parents and children living in the vicinity of Wardie.
- 4.8 Wardie Primary School was last inspected by Education Scotland in October 2010. The published report (December 2010) generally evaluated the school as being very good (see Table 3).

Table 4: Evaluation of Wardie Primary School by Education Scotland

Area being Evaluated	Evaluation
Improvements in performance	very good
earners' experiences	very good
Meeting learning needs	very good
The curriculum	good
Improvement through self-evaluation	very good

- 4.9 Taking account of the inspections at Wardie Primary School, it is considered that nursery class provision would be well served by being located at the school.

Community Considerations

- 4.10 Wardie Primary School building has an out of school club but the proposed nursery class should not affect this provision.

How the Council intends to minimise or avoid any adverse effects

- 4.11 Should the proposal be taken forward there may some disruption during site preparation and construction. It is proposed that the nursery will be located in standalone building rather than extend the school and this should help reduce the impact during construction.
- 4.12 The proposed site for the nursery as identified in the feasibility study encroaches on the school playing field. It is proposed that a football pitch will be located to the south of the nursery. Further planning by the school to develop the outdoor learning and play area will take place to improve the school grounds.
- 4.13 The nearest partner provider nursery is Wardie Nursery, which lies some 150 metres to the north. The nursery is a registered charity and is run by a management committee. It caters for pre-school children aged three to five years and is registered for 35 children. The nursery will continue to operate and provide the families in the area with a choice of services.

5 Accommodation Considerations

- 5.1 Wardie Primary School occupies a large site of 2.1 hectares, with the main school building lying to the west with areas of hard standing to the north and south. A playing field occupies the eastern part of the site. Land to the south of the main school has been used or is proposed to cater for future growth.
- 5.2 Wardie Primary School is now a 17 class organisation with a capacity of 476 pupils. The school was extended by 3 classes for the start of the 2013-14 school year to cater for increased demand due to increased births in the city resulting in higher P1 intakes. A further area of land is identified for a further extension if required. Map 2 provides a plan of the school and shows the area for extending the school and the area under consideration for the new nursery class. The current school roll is 435 (see Table 5) and the school is operating at over 90% occupancy.

Table 5: Wardie Primary School Roll for 2013-14

School	P1	P2	P3	P4	P5	P6	P7	Total
Wardie Primary School	80	80	59	58	59	51	48	435

- 5.3 A condition survey carried out in 2012 rated the primary school as performing adequately but showing minor deterioration consistent with its construction date and use (B condition). In terms of suitability the building has been rated 'good' (B rated).
- 5.4 Based on the findings of the feasibility study, the proposed location of the nursery is on the playing field to the east of the main school buildings as shown on Map 2.

6 Financial Considerations

Cost of Proposed Works

- 6.1 A brief was produced by Children and Families for a 40/40 nursery at Wardie Primary School with associated outdoor area to comply with all necessary requirements, including the School Premises Regulations and the Care Commission.
- 6.2 A feasibility study has been undertaken to inform the location, design, costs and timescales for the project and its proposals have been mentioned elsewhere in the consultation paper.
- 6.3 The capital funding of an estimated £774,000 required to deliver the new nursery was approved by Council on 2 May 2013 and is included within the Children and Families Capital Investment Programme.

Staffing Costs

- 6.4 The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.

- 6.5 The nursery class will be managed by the existing Headteacher of Wardie Primary School. Additional funding provision for staffing will be in line with Care Inspectorate regulations.

7 Rationale for the Establishment of a Nursery Class at Wardie Primary School

- The proposal is in line with the approved City of Edinburgh Early Years Strategy and with the Scottish Government proposals to expand free nursery education;
- Higher births across the city is generating greater demand for uptake of nursery places;
- The surrounding local authority run nurseries and partner provider nurseries are operating at capacity;
- A nursery with 80 places within the Wardie area will provide additional choice in an area where council nursery provision is currently limited but where demand is high;
- A nursery class at Wardie will provide opportunities for improved learning experiences for children across the early level of Curriculum for Excellence;
- Provision of a full early level within the primary school provides more opportunity for building meaningful relationships between children, parents and staff from an earlier stage
- Wardie Primary School has a B rated building condition
- Education Scotland generally rated the performance of Wardie Primary School as being very good
- The Headteacher will manage the proposed nursery class which will help deliver best value and make efficient use of existing staff resources
- Parents will still retain the option of applying for preschool education anywhere in the city;

8 Public Consultation Process

- 8.1 It is proposed that Wardie Nursery Class will be operational for the start of the 2015-16 school year term in August 2015

8.2 The Schools (Consultation) (Scotland) Act 2010 sets out the statutory consultation requirements for the establishment of nursery at Wardie Primary School and the statutory consultees include the following:

1. Education Scotland
2. the Parent Council or combined Parent Council of any affected primary school;
3. the parents of the pupils at any affected nursery school or class;
4. the parents of any children expected to attend any of the affected nurseries;
5. the staff at any affected school and trade union representatives; and
6. affected community councils.

Consultation will also take place with children attending Wardie Primary School.

8.3 The affected primary school is Wardie Primary School and there may be some reduction in demand for Granton Primary School and at Holy Cross RC Primary school through making additional local provision.

8.4 The consultation period for the proposals paper will run for over eight weeks from Monday 16 December 2013 to Wednesday 12 February 2014 and the paper will be made available electronically and in paper format.

8.5 A public meeting will be held in respect of the proposals at the venue listed below. Free childcare and/or translation services can be provided at the public meeting if requests for these services are made to **(0131) 529 2103** no later than 13th January 2014.

Venue	Date	Time
Wardie Primary School	27 January 2014	6pm – 7.30pm

8.6 Copies of the consultation paper will be issued directly to parents and others involved. Copies of the consultation paper are also available for inspection at Wardie Primary School, Granton School, Holy Cross RC Primary School, Granton Library and at the Council offices at Waverley Court, 4 East Market Street.

8.7 At the end of the consultation period, the Council will send Education Scotland (formerly Her Majesty's Inspectorate of Education) relevant documentation on the consultation process. Thereafter Education Scotland will prepare a report on the educational aspects of the proposal which the Council must take into account in preparing the final consultation report.

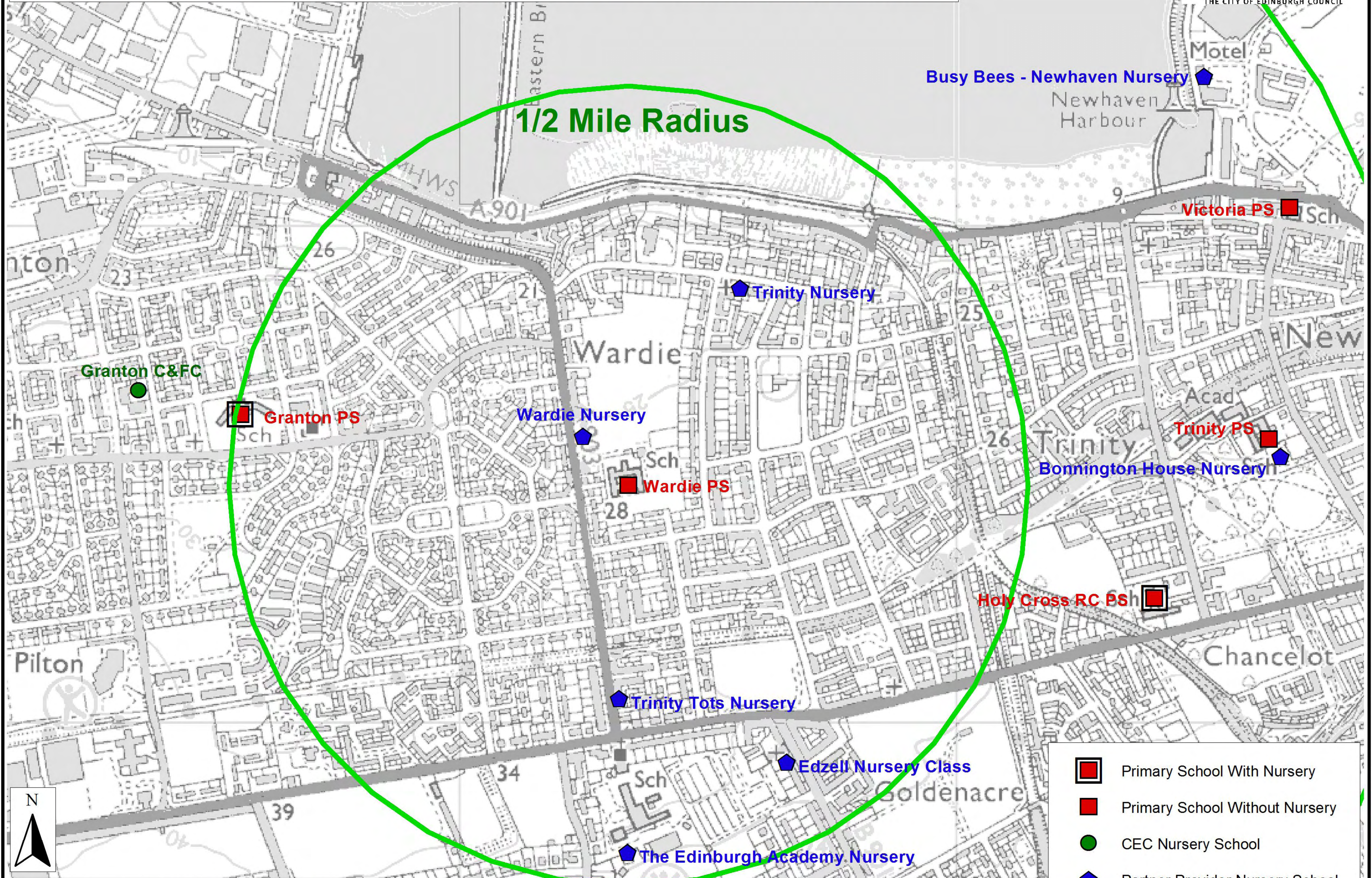
8.8 The consultation report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made.

8.9 The Council must wait three weeks from date of publication of the consultation report before making a decision on whether to approve the proposals. It is anticipated that the consultation report will be presented to the Full Council meeting on 1 May 2014 setting out recommendations and seeking approval for the proposals.

8.10 The Council website, www.edinburgh.gov.uk/educationconsultations will contain information on the consultation. During the consultation period, any views on this proposal should be sent in writing to the address given below. Responses can also be made by e-mail to earlyyears@edinburgh.gov.uk. All responses to the consultation paper should be received by Wednesday 12 March 2014 and addressed to the Director of Children and Families at the address below.

**Gillian Tee
Director of Children and Families
City of Edinburgh Council
Council Headquarters
Waverley Court,
Level 1:1
(Wardie Consultation)
4 East Market Street
Edinburgh EH8 8BG**

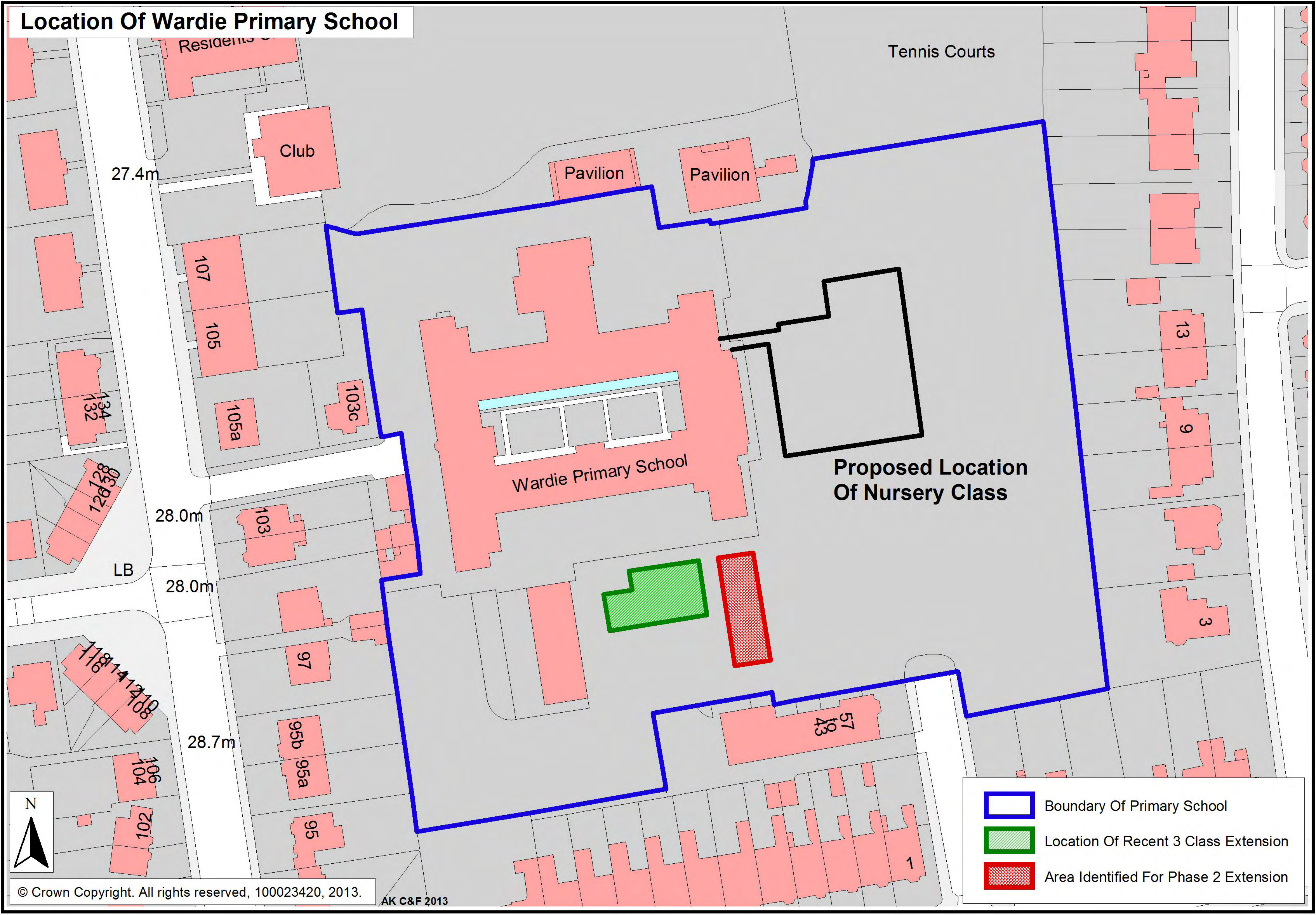
Location Of Primary Schools, CEC Nursery Provision & Partner Provider Nurseries



- Primary School With Nursery
- Primary School Without Nursery
- CEC Nursery School
- Partner Provider Nursery School



Location Of Wardie Primary School



Tennis Courts

Club

Pavilion

Pavilion

27.4m

107

105

105a

103c

Wardie Primary School

Proposed Location Of Nursery Class

13

9

3

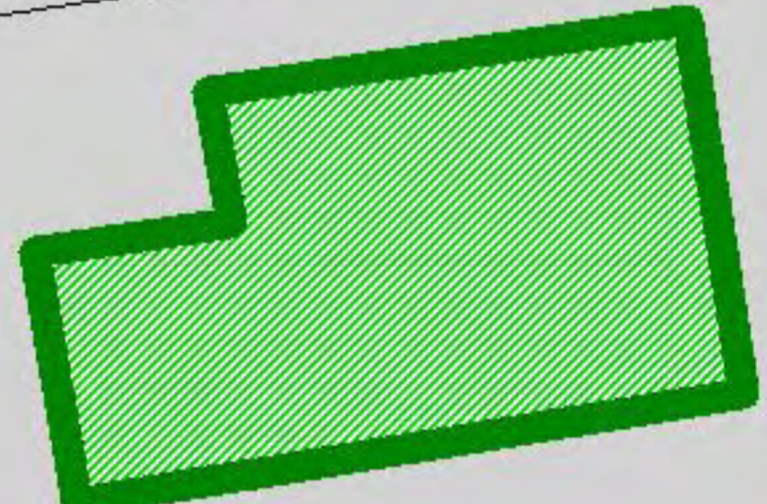
28.0m

103

LB

28.0m

97



28.7m




95b

95a

95

57

N

-  Boundary Of Primary School
-  Location Of Recent 3 Class Extension
-  Area Identified For Phase 2 Extension

Education, Children and Families Committee

10am, Tuesday, 10th December 2013

Consultation on Proposal for the Establishment of a Nursery Class at Fox Covert Primary Schools

Item number	7.11
Report number	
Wards	Ward 3. Drumbrae/Gyle

Links

Coalition pledges	P4, P5
Council outcomes	CO1, CO2
Single Outcome Agreement	SO3

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Executive summary

Summary

The purpose of this report is to seek authority from Committee to consult on a proposal to establish a nursery class in the grounds of Fox Covert ND (Non Denominational) and Fox Covert RC (Roman Catholic) Primary Schools. For the purpose of this report both schools are referred to as 'Fox Covert Primary Schools'. The report explains the rationale for, and the implications arising from, the proposal and sets out the consultation process and the means and timescales for making representations.

Recommendations

It is recommended that the Education, Children and Families Committee:

1. Approves that statutory consultation is carried out on the proposed establishment of a new nursery class at Fox Covert Primary Schools based on the rationale set out in this report;
2. Approves that the statutory consultation process should commence start on 16 December 2013;
3. Approves the revised cost of delivering the new nursery of £1,074,000 and the associated sources of funding set out in this report; and
4. Notes that the outcome of the consultation will be reported to full Council on 1 May 2014.

Measures of success

The establishment of a new nursery class at Fox Covert Primary Schools will result in:

- more nursery places to meet the increased demand for provision across the City of Edinburgh Council area;
- more availability of free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four-year-olds set out in the Children and Young People (Scotland) Bill;
- additional choice for parents in an area where council nursery provision is currently limited but where demand is high; and
increased opportunities for improved learning experiences for children in line with Curriculum for Excellence across the early level.

Financial impact

The capital funding of an estimated £774,000 required to deliver a new nursery was approved by the Education, Children and Families Committee on 21 May 2013. This was based on the delivery of a 40/40 nursery however, in the intervening period, the necessity to expand the proposed building to accommodate additional accommodation for two to three year olds' was identified. The cost of providing this additional accommodation is estimated at £300,000 resulting in a revised estimated total cost of

£1,074,000. The proposed sources of funding for the revised cost are detailed in the main report.

The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.

Equalities impact

There are no negative equality or human rights impacts arising from this report. The location of additional resources within Fox Covert Primary Schools will provide additional choice and improved access to nursery provision for children and their parents.

Sustainability impact

There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the proposal would see the addition of a new nursery building, the purpose is to create additional accommodation to meet demand. The new building would be designed to minimise the impact on carbon emissions and energy consumption.

Consultation and engagement

The Council is required to carry out formal statutory consultation regarding the proposed opening of an education service under the terms of the Schools (Consultation) (Scotland) Act 2010. A detailed Consultation Paper has been prepared which is attached at Appendix 1.

Background reading / external references

Edinburgh's Early Years Strategy and Action Plan

[Early Years Strategy Progress Report – 21 May 2013](#)

Consultation on Proposal for the Establishment of a Nursery Class at Fox Covert Primary Schools

1. Background

- 1.1 The purpose of this report is to seek authority from Committee to consult proposal to establish a nursery class at Fox Covert Primary Schools. The report explains the rationale for, and the implications arising from, the proposal and sets out the consultation process and the means and timescales for making representations. The proposed detailed Consultation Paper is included at Appendix 1.
- 1.2 The proposals in the Children and Young People (Scotland) Bill set out a requirement to expand free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four year olds and for two year olds who are, or have been at any time since turning two, looked after or subject to a kinship care order. This is likely to increase the demand for the provision of nursery places in the city.
- 1.3 The City of Edinburgh Council Early Years Strategy that was launched in January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.
- 1.4 Under the term of the Schools (Consultation) (Scotland) Act 2010, the Council is required to consult on proposals for the establishment of a new stage of education in a school such as a nursery class.

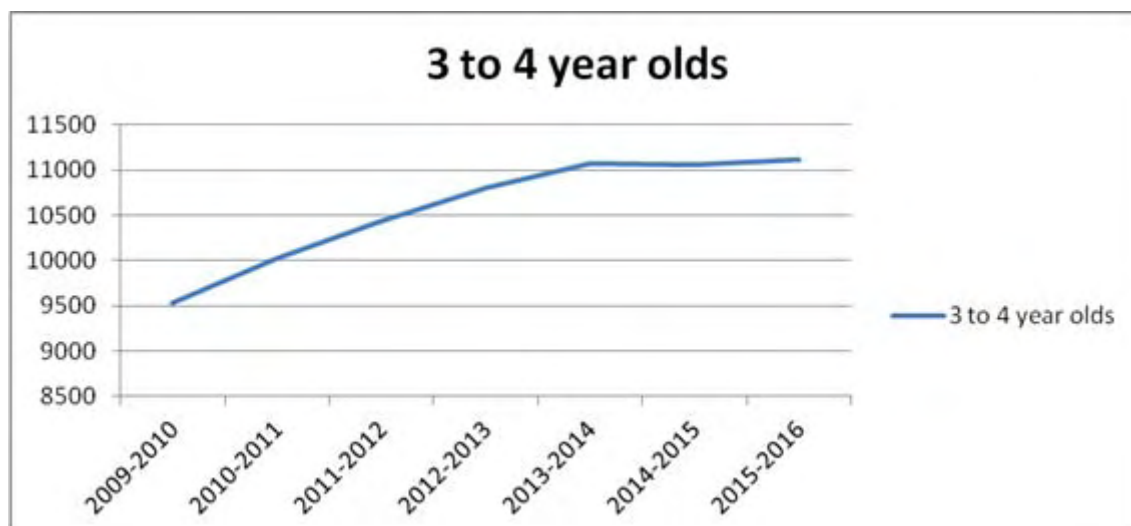
2. Main report

- 2.1. The Consultation Paper in Appendix 1 details the number of places that are currently available in the area and the number of places that are required.

Demographic Trends

- 2.2 The proposed new nursery would help address an increase demand in nursery provision in the City of Edinburgh Council area where births have averaged over 5,500 per annum in the five years from 2008 - 2012. In the five years prior to this, the average was approximately 4,700. This means a predicted rise in the number of children from 2013/14 onwards. Figure 1 shows the existing and predicted number of three and four year olds from 9,400 in 2009/10 to 11,000 from 2013/14 onwards (a 17% increase).

Figure 1 – Number of three and four year olds in the city



- 2.3 This increase is stretching capacity across the city and extra provision is needed to cater for demand. Wherever possible, the number of local authority nursery places has been increased to meet this demand. However, there are restrictions in the capacity of some nursery buildings, limiting the option of increasing nursery places. Overall, the number of places has increased by approximately 10% over 2012/13.
- 2.4 One of the aims of the strategy is to develop integrated, flexible services to provide effective learning and childcare for all children and families. To help deliver this aim the Council's stated ambition is to ensure that each neighbourhood, community or cluster has access to integrated, flexible early years services.

Fox Covert/Clermiston/East Craigs Area

- 2.5 In order to realise this vision, resources have been re-aligned and includes the proposal to provide a new nursery in this area where the demand for additional provision is particularly high. The proposed nursery will provide improved access to early years provision for parents and the children living across this area of the city.
- 2.6 There are three schools with nursery class provision within a mile radius of Fox Covert Primary schools. Clermiston, East Craigs and Corstorphine primary schools have a combined capacity for 130 morning and 130 afternoon nursery placements but demand for places is high and all are full to capacity with waiting lists.
- 2.7 Two other primary schools further to the south at Gylemuir and Carrick Knowe also offer a total capacity of 120 morning and 120 afternoon nursery placements but again demand is high and they are operating at full capacity.
- 2.8 The nearest partner provider nursery is Fox Covert Nursery, which is located within the grounds of Fox Covert schools. The nursery is a registered charity and is run by a management committee. It caters for pre-school children aged

three to five years and is registered for 60 children (30 morning and 30 afternoon). The nursery is currently full and will continue to operate and provide families in the area with a choice of services.

Financial Considerations

- 2.9 The capital funding of an estimated £774,000 required to deliver a new nursery was approved by the Education, Children and Families Committee on 21 May 2013. This was based on the delivery of a 40/40 nursery however, in the intervening period, the necessity to expand the proposed building to accommodate additional accommodation for 0-3 year olds' and their families was identified. The cost of providing this additional accommodation is estimated at £300,000 (based on applying an assumed all-in rate of £3,000/m² to the additional internal space requirement of 100m²)
- 2.10 An analysis of the proposed sources of funding for the revised total cost of £1,074,000 is shown below, together with a comparison with the original proposal as reported to Committee on 21 May 2013.

	Original £	Revised £
Early Years Contingency Funding in existing approved Capital Investment Programme (this represents the level of ring-fenced receipts which have been received but not yet utilised)	243,000	450,000
Early Years Change Fund	200,000	200,000
Capital receipts generated from the closure of nursery schools which were ring-fenced for reinvestment in the early years estate	331,000	424,000
Total cost	£774,000	£1,074,000

- 2.11 The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.

Consultation Process

- 2.12 The legislation requires a minimum six week term-time consultation period during which representations on the proposal can be made. It is proposed that the consultation period will take place over a period of eight weeks from Monday, 16 December 2013 to Wednesday, 12 February 2014 and the paper will be made available electronically and in paper format.
- 2.13 The consultation process is set out in detail in Section 8 of the detailed Consultation Paper included at Appendix 1.

3. Recommendations

It is recommended that the Education, Children and Families Committee:

- 3.1 Approves that statutory consultation is carried out on the proposed establishment of a new nursery class at Fox Covert Primary Schools based on the rationale set out in this report;
- 3.2 Approves that the statutory consultation process should commence start on 16 December 2013;
- 3.3 Approves the revised cost of delivering the new nursery of £1,074,000 and the associated sources of funding set out in this report; and
- 3.4 Notes that the outcome of the consultation will be reported to full Council on 1 May 2014.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	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
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. Consultation Paper: Proposal for the Establishment of a Nursery Class at Fox Covert Primary Schools

Consultation Paper: Proposal for the Establishment of a Nursery Class at Fox Covert Primary Schools.

1. Introduction, Context and Rationale

- 1.1 This consultation paper sets out the rationale and the implications from the proposal to establish a nursery class at Fox Covert Primary Schools. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.2 A report has already been taken to Education Children and Families Committee on the 21 May 2013 agreeing funding for the proposal and the commissioning of a feasibility study on how best to deliver the proposal.
- 1.3 Fox Covert ND (Non Denominational) and Fox Covert RC (Roman Catholic) Primary Schools share a joint campus on the west side of the city off Clermiston Road. For the purpose of this report we will refer to both schools as Fox Covert Primary Schools. Currently both schools provide primary school education for children primary 1-7, but neither school has a local authority run nursery class. There is however a partner provider nursery operating from a standalone building along the northern site boundary.
- 1.4 Under the terms of the Schools (Consultation)(Scotland) Act 2010, the Council is required to consult on proposals for the establishment of a new, local authority run, stage of education in a school such as a nursery class.

Format of Consultation Paper

- 1.5 The consultation paper is divided into the following sections:

- 1 Introduction, Context and Rationale
- 2 The Proposal
- 3 Fox Covert Nursery Class – Case for new provision
- 4 Education Benefits Statement
- 5 Accommodation Considerations
- 6 Financial Considerations
- 7 Rationale for the Establishment of a Nursery Class at Fox Covert Primary Schools
- 8 Public Consultation Process

- Appendix 1** Map 1: Location of Primary Schools, Nursery Classes and Partner Providers
Map 2: Map of Fox Covert Primary School

Rationale

- 1.6 Following the proposals of the Children and Young People (Scotland) Bill the early learning and childcare provision will increase to 600 hours per year which will increase demand on existing early years facilities.
- 1.7 Higher birth rates are resulting in greater demand for early years services. There is particular pressure for provision of extra nursery places on the west side of city where local authority and partner provider nurseries are full
- 1.8 It is considered that extra demand in the West area would be best delivered through the establishment of a new nursery class at Fox Covert primary school campus.

Nursery Capacity

- 1.9 In the consultation paper reference is made to the building capacity of the nursery, the number of nursery places that are made available through staffing allocations and the number of children (the roll) that attend the nursery.
- 1.10 Reference is made to the composition of nursery places. Part-time places may be morning (am) and afternoon (pm). For comparative purposes, nursery places are also counted as full-time equivalents (FTE). A nursery can apply flexibility in the provision of part-time to reflect demand and to utilise the staffing levels that have been made.

Making Representations

- 1.11 Comments on this paper should be submitted at the latest by close of business on **Wednesday, 12 February 2014** to the address set out in Section 8 of this paper. A public meeting detailed in Section 8, will be held as follows:

Venue	Date	Time
Fox Covert Primary School	30th January 2014	6pm – 7.30pm

2. The Proposal

2.1 The proposal is that:

- A nursery class will be established within the grounds of Fox Covert Primary Schools for the start of the 2015-16 school year;
- The nursery class will be provided via a stand-alone new build within the grounds of both schools;

- The nursery class will provide a maximum of 40 FTE places (or 40 morning places and 40 afternoon places);
- The nursery class will provide an exciting learning environment for children 3-5 years as well as a separate outdoor learning and play area;
- The building will also have two additional rooms to support work with children aged 0-3 years their families;
- The nursery class will be managed by one of the Headteacher's from the Fox Covert schools. The nursery will also be staffed in line with Care Inspectorate requirements and current or future local authority staffing models;
- The proposed nursery class is additional to existing nursery provision in the Fox Covert, Clermiston and East Craigs areas to cater for increased demand and there are no proposals to reduce pre-school provision locally;
- A feasibility study has been undertaken to cost the proposal and identify the most suitable location for the nursery class; and
- Planning permission and other necessary consents will be sought in 2014 to facilitate the opening of the nursery for August 2015.

2.2 Funding provision will be made for the nursery to operate as a 40/40 facility but actual numbers will depend on demand for places. The demand will be monitored and adjusted as necessary to best serve the needs of children and families.

2.3 There are no catchment boundaries associated with nursery provision and any parent can apply for a place at the nursery class subject to availability. It is expected that application for places will start being taken from November 2014. Parents also have the choice of applying to any other nursery school or nursery class or partner provider nursery in the City.

3. Case for Establishment of a Nursery Class at Fox Covert Primary Schools

Location

3.1 Fox Covert Primary Schools share a campus site on the west side of the city and between the neighbourhoods of Clermiston and Corstorphine. Map 1 in Appendix 1 shows the location of the school and other schools, nursery classes and partner provider nurseries in the surrounding area.

Council Nursery Provision in Fox Covert/Clermiston/East-Craigs Area

- 3.2 The council run nurseries that are located within primary schools around Fox Covert are consistently oversubscribed.
- 3.3 There are three schools with nurseries within a mile radius of Fox Covert to the north, south and west (Clermiston, Corstorphine and East Craigs) that relate to the area.
- 3.4 East Craigs, Clermiston and Corstorphine have a combined capacity for 130AM/130PM nursery placements, but demand for places is high and current teaching provision is made for the nurseries to operate at full capacity.
- 3.5 Two other primary schools further to the south are Gylemuir and Carrick Knowe. These schools can also offer a total capacity of 120AM/120PM nursery placements but demand for places is high and current teaching provision is made for the nurseries to operate at full capacity.
- 3.6 Table 2 illustrates the current capacities within the area and demand for places within the Council run establishments.

Table 2: Current Position in Council Nursery Classes

Nursery Class	Building Capacity	Staffing Capacity	Numbers of Children Currently Attending	Forecast Demand for the full academic session 2013/2014	Shortfall
East Craigs PS	40 FTE (40AM/40PM children)	40 FTE (80 children)	80	108	28
Clermiston PS	40 FTE	40 FTE	77	87	7
Gylemuir PS	60 FTE	60 FTE	120	156	36
Corstorphine PS	50 FTE	50 FTE	100	108	8
Carrick Knowe PS	60 FTE	60 FTE	112	125	5
Total	250 FTE		489	584	84

- 3.7 The total number of FTE places made available with the allocation of staffing resources across the five nurseries is 250 FTE. This will allow capacity for 500 children in total. While currently there are a small number of places still available, the forecast demand for the full nursery year is 584 places, leaving a shortfall of 84 places. There are no other plans to increase nursery capacity in the area.
- 3.8 In addition to the local authority run nurseries there are four partner provider nurseries within a mile radius of Fox Covert Primary schools. One of these is Fox Covert Nursery which is located in the grounds of Fox Covert schools. The nursery is a registered charity run by a management committee. They can

accommodate 30AM/30PM nursery placements and are also operating at full capacity with a waiting list.

Proposed Nursery Capacity and Proposed Staffing Allocation

- 3.9 The proposed capacity of Fox Covert Nursery Class is 40 full time places (or 80 part-time places). The proposed staffing allocation made for 2015/16 will be in line with Care Inspectorate regulations and current or future local authority staffing models (see Table 1).

Table 1: Proposed Capacity, Staffing Allocation at Fox Covert Nursery Class

Nursery Class	Building Capacity	Staffing Allocation 2015/16	
		AM	PM
Fox Covert	40	4	4

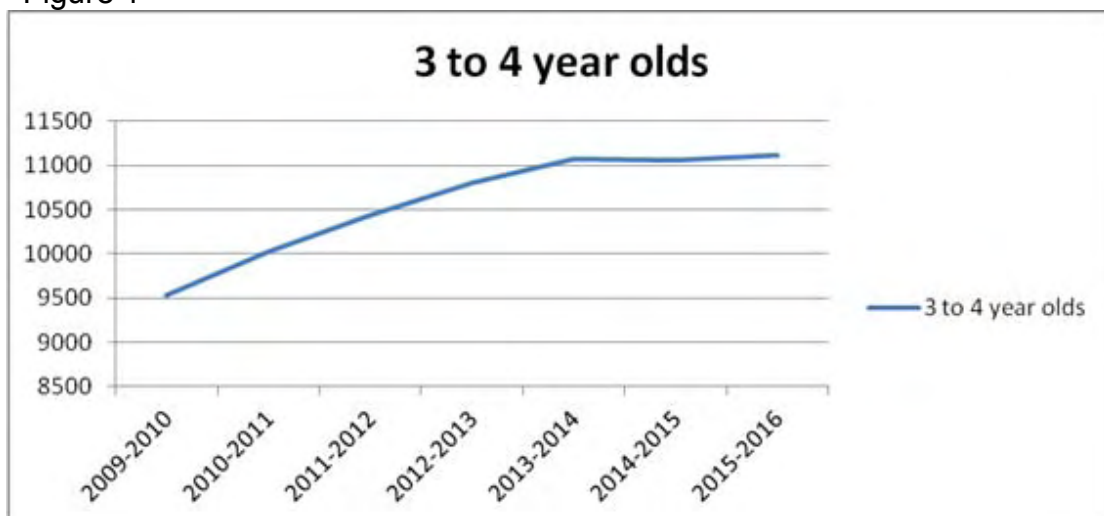
4 Educational Benefits Statement

- 4.1 This section considers the implications of the establishment of a nursery class at Fox Covert Primary schools and the educational benefits that would flow from the proposal.

Demographic Trends

- 4.2 The proposed nursery will help address the increase in demand for nursery provision across the city. In the City of Edinburgh Council area, births have averaged over 5,500 per annum in the five years from 2008-2012. In the five years previous to this, the average figure was approximately 4,700. This means a predicted rise in the number of children from 2013-14 onwards from 9,400 in 2009/10 to 11,000 from 2013/14 onwards (a 17% increase). Figure 1 shows the existing and predicted number of 3 and 4 year olds.

Figure 1



- 4.3 This increase is stretching capacity across the city and extra provision is needed to cater for demand. Wherever possible, the number of local authority nursery places has been increased to meet this demand. There are however

restrictions in the capacity of some nursery buildings, limiting the option of increasing nursery places. Overall, the number of places has increased by approximately 10% over 2012-13.

Scottish Government Strategy for Early Years Provision

- 4.4 The proposals in the Children and Young People (Scotland) Bill sets out an intention to expand free nursery provision from 475 hours to 600 hours a year from August 2014 for all three and four-year-olds. The Bill also requires Local Authority's to make provision for some two year olds which will add pressure on the nursery provision in the city.

The City of Edinburgh Council Early Years Strategy

- 4.5 The City of Edinburgh Council Early Years Strategy that was launched in January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.
- 4.6 One of the aims of the strategy is to develop integrated, flexible services to provide effective learning and childcare for all children and families. To help deliver this aim the Council stated ambition is to ensure that each neighbourhood, community or cluster has access to integrated flexible early years services.

West Edinburgh

- 4.7 In order to realise this vision resources have been re-aligned and this includes the proposal to provide a new nursery in west Edinburgh where demand for additional provision is particularly high. In addition to rising births, some 600 new dwellings have been built over the last 5-7 years in the East Craigs and Fox Covert catchment and this has generated extra children.
- 4.8 The proposed nursery will provide improved access to early years provision for parents and children living in the vicinity of Fox Covert including those that have moved into new housing in the area.

Education Scotland Inspections

- 4.9 Education Scotland reported on Fox Covert RC Primary School in June 2012. Their inspection found the following key strengths.
- An inclusive, welcoming and supportive ethos, provided by committed, caring staff;
 - Happy, confident and well-behaved children;
 - Strong provision to meet children's entitlement to personal support; and
 - Positive impact of the headteacher on building partnerships to support children's learning.
- 4.10 Areas agreed for improvement were:
- Increase the pace of improvement of the curriculum, to meet children's entitlement in full;
 - Further develop tracking and target setting, based on more effective approaches to assessing children's progress and achievement; and
 - Implement more effective approaches to ensure continuing improvement in the school's performance.

- 4.11 Following the inspection it was thought that the school needed more time to make necessary improvements and Education Scotland advised that they would return to evaluate aspects of provision and the progress in improving provision within a year.
- 4.12 The resultant report in June 2013 concluded that the school has made strong overall progress. Confidence was expressed that the school now has a strong capacity for continuing improvements in its performance and a report was invited from the council in 18 months on the impact of the changes which the school is introducing.
- 4.13 Education Scotland reported on Fox Covert in April 2013. Their inspection found the following key strengths.
- Polite and well-behaved children who are keen to learn
 - High-quality support for children who need additional help with their learning
 - The school's success in fostering productive partnerships with other agencies
 - Commitment of all staff to providing a culture of continuous improvement
- 4.14 Areas identified for improvement were:
- Help children have a clearer understanding of their strengths and needs as learners
 - Continue to improve the curriculum, including approaches to assessment and monitoring of progress
 - Further engage parents in supporting their children's learning
- 4.15 Overall, Education Scotland stated that they were satisfied with the overall quality of provision and expressed confidence that the school's self-evaluation processes are leading to improvements.
- 4.16 Taking account of the latest inspections at both schools, it is considered that nursery class provision would be well served by being located in the Fox Covert Campus.

Community Considerations

- 4.17 Fox Covert Primary school buildings have After School provision, 2pm-6pm, Monday – Friday in the Dining/Gym Hall. This is also used one night a week by the 224th Guide Group. Soccer Sevens have the use of two external football pitches every Saturday from 9am-12 noon. The proposed nursery class will not affect the provision within the primary schools however there may be some minimal disruption to the football pitches during the construction phase. Ongoing communication with the council sports unit will take place to minimise any disruption should this be required.

How the Council intends to minimise or avoid any adverse effects

- 4.18 Should the proposal be taken forward there may be some disruption during site preparation and construction. It is proposed that the nursery will be located in a standalone building rather than extend the school and this should help reduce the impact during construction. It is also proposed that, subject to timing, that part of the construction works are undertaken during the school holidays.
- 4.19 The proposed site for the nursery as identified in the feasibility study encroaches on the school playing field. It is proposed that the existing football pitches will be reconfigured to accommodate the nursery.
- 4.20 The proposed nursery provision is additional to what is already being provided by the Council and it is intended to cater for increased or unmet local demand. It is recognised that provision of a nursery class at Fox Covert may have some impact on the existing local partner provider at Fox Covert Nursery but the aim is for both to work together to serve the needs of families and young children across the area.
- 4.21 Education Scotland reported on Fox Covert Nursery in May 2009 and the nursery was evaluated as being very good (see Table X).

Table X: Evaluation of Fox Covert Nursery by Education Scotland

Area being Evaluated	Evaluation
Improvements in performance	very good
Childrens's experiences	very good
Meeting learning needs	very good
The curriculum	Very good
Improvement through self-evaluation	very good

5 Accommodation Considerations

- 5.1 The Fox Covert Primary School Campus occupies a large site of 2.3 hectares. The two schools are joined together and share use of the gym hall and dining facilities. A playing field lies to the west of the site. Road access to both schools is from the south. Map 2 shows the boundary of the school campus.
- 5.2 Fox Covert ND Primary School is a 7 class organisation with a capacity of 210. The school is operating at capacity following a P1 intake of 39 pupils for the 2013-14 school year (see Table Y). The high P1 intake for 2013-14 is in part due to the impact of higher births and pupil generation from the ongoing redevelopment of the St Margaret's College site in the school catchment.
- 5.3 It is proposed that an extra class will be provided at Fox Covert for the start of the 2014-15 school year through internal reconfiguration of existing classroom space.
- 5.4 Fox Covert RC is an 8 class organisation with a capacity of 217 pupils. The current school roll is 174 giving an occupancy rate of 80%.

Table Y: Primary School Rolls at the Fox Covert Campus for 2013-14

School	P1	P2	P3	P4	P5	P6	P7	Total
Fox Covert ND	39	26	30	28	29	33	25	210
Fox Covert RC	29	29	29	17	22	21	27	174

- 5.5 Fox Covert RC is an 8 class organisation with a capacity of 217 pupils. The current school roll is 174 giving an occupancy rate of 80%.
- 5.6 Condition surveys carried out at both primary schools in January 2013 rated them as performing adequately but showing minor deterioration consistent with their construction date and use (B condition). In terms of suitability assessment both schools have been rated 'good' (B rated).
- 5.7 Based on the findings of the feasibility study, the proposed location of the nursery is on the the playing field to the south-west of the main school buildings as shown on Map 2.
- 5.8 An existing partner provider nursery is located within a separate single storey building within the school grounds and provides 30 morning and 30 afternoon places. The proposals for the new nursery class are based on the assumption that this will facility will remain and that both nurseries will cater for children in the area.

6 Financial Considerations

Cost of Proposed Works

- 6.1 A brief was produced by Children and Families for a 40/40 nursery at Fox Covert with associated outdoor area to comply with all necessary requirements, including the School Premises Regulations and the Care Commission. The brief also includes additional accommodation to support work with young children and their families.
- 6.2 A feasibility study has been undertaken to inform the location, design, costs and timescales for the project and its proposals have been mentioned elsewhere in the consultation paper.
- 6.3 The capital funding of an estimated £774,000 required to deliver a new nursery was approved by the Education, Children and Families Committee on 21 May 2013. This was based on the delivery of a 40/40 nursery however, in the intervening period, the necessity to expand the proposed building to accommodate additional accommodation for 0–3 to three year olds' and their families was identified. The cost of providing this additional accommodation is estimated at £300,000 (based on applying an assumed all-in rate of £3,000/m² to the additional internal space requirement of 100m²)
- 6.4 An analysis of the proposed sources of funding for the revised total cost of £1,074,000 is shown below, together with a comparison with the original proposal as reported to Committee on 21 May 2013.

	Original £	Revised £
Early Years Contingency Funding in existing approved Capital Investment Programme (this represents the level of ring-fenced receipts which have been received but not yet utilised)	243,000	450,000
Early Years Change Fund	200,000	200,000
Capital receipts generated from the closure of nursery schools which were ring-fenced for reinvestment in the early years estate	331,000	424,000
Total cost	£774,000	£1,074,000

- 6.5 The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.
- 6.6 The nursery class will be managed by one of the Headteachers from Fox Covert Primary Schools.

7 Rationale for the Establishment of a Nursery Class at Fox Covert Primary School

- **The proposal is in line with the approved City of Edinburgh Early Years Strategy and with the Scottish Government proposals to expand free nursery education;**
- **Higher births across the city is generating greater demand for uptake of nursery places;**
- **The surrounding local authority nurseries and partner provider nurseries are operating at capacity;**
- **New housing developments in the East Craigs/ Fox Covert area is generating extra demand for places;**
- **A nursery with 80 places within the Fox Covert area will provide additional choice in an area where council nursery provision is currently limited but where demand is high;**
- **A nursery class at Fox Covert will provide opportunities for additional learning experiences for children across the Curriculum for Excellence Early level and access to additional space for work with children and their families;**
- **Both schools at Fox Covert are in B rated building condition**

- Education Scotland have recently expressed confidence in the performance of both Fox Covert schools
- A Headteacher will manage the proposed nursery class which will help deliver best value and make efficient use of existing staff resources; and
- Parents will still retain the option of applying for preschool education anywhere in the city;

8 Public Consultation Process

- 8.1 It is proposed that the new nursery at Fox Covert will be operational from the start of the 2015-16 school year term in August 2015
- 8.2 The Schools (Consultation) (Scotland) Act 2010 sets out the statutory consultation requirements for the establishment of nursery at Fox Covert Primary Schools and the statutory consultees include the following:
1. Education Scotland
 2. the Parent Council or combined Parent Council of any affected primary school;
 3. the parents of the pupils at any affected nursery school or class;
 4. the parents of any children expected to attend any of the affected nurseries;
 5. the staff at any affected school and trade union representatives; and
 6. affected community councils.
- 8.3 The affected primary school's are Fox Covert ND and Fox Covert RC and there may also be some reduction in pressure on East Craigs and Clermiston Primary Schools through making additional local provision.
- 8.4 The consultation period for the proposals paper will run for over eight weeks from Monday 16 December 2013 to Wednesday 12th February 2014 and the paper will be made available electronically and in paper format.
- 8.5 A public meeting will be held in respect of the proposals at the venue listed below. Free childcare and/or translation services can be provided at the public meeting if requests for these services are made to (0131) 529 2103 no later than 13th January 2014.

Venue	Date	Time
Fox Covert Primary School	30th January 2014	6pm – 7.30pm

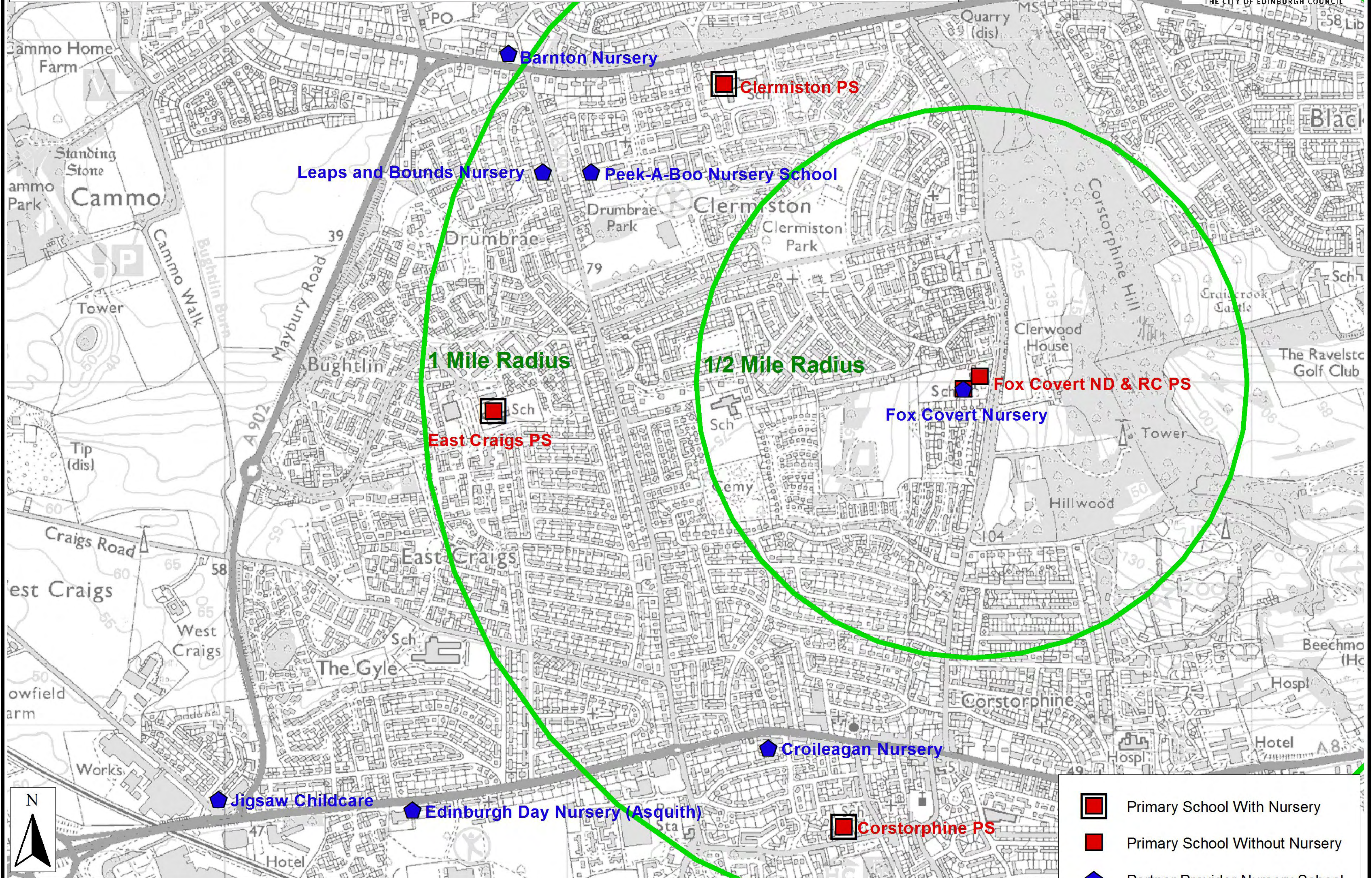
- 8.6 Copies of the consultation paper will be issued directly to parents and others involved. Copies of the consultation paper are also available for inspection at both Fox Covert Primary Schools, Clermiston Primary School, East Craigs

Primary School, partner provider nursery at Fox Covert Nursery, Drumbrae Library Hub and at the Council offices at Waverley Court, 4 East Market Street.

- 8.7 At the end of the consultation period, the Council will send Education Scotland (formerly Her Majesty's Inspectorate of Education) relevant documentation on the consultation process. Thereafter Education Scotland will prepare a report on the educational aspects of the proposal which the Council must take into account in preparing the final consultation report.
- 8.8 The consultation report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made.
- 8.9 The Council must wait three weeks from date of publication of the consultation report before making a decision on whether to approve the proposals. It is anticipated that the consultation report will be presented to the Full Council meeting on 1 May 2014 setting out recommendations and seeking approval for the proposals.
- 8.10 The Council website, **www.edinburgh.gov.uk/educationconsultations** will contain information on the consultation. During the consultation period, any views on this proposal should be sent in writing to the address given below. Responses can also be made by e-mail to **earlyyears@edinburgh.gov.uk**. All responses to the consultation paper should be received by Wednesday 12 March 2014 and addressed to the Director of Children and Families at the address below.

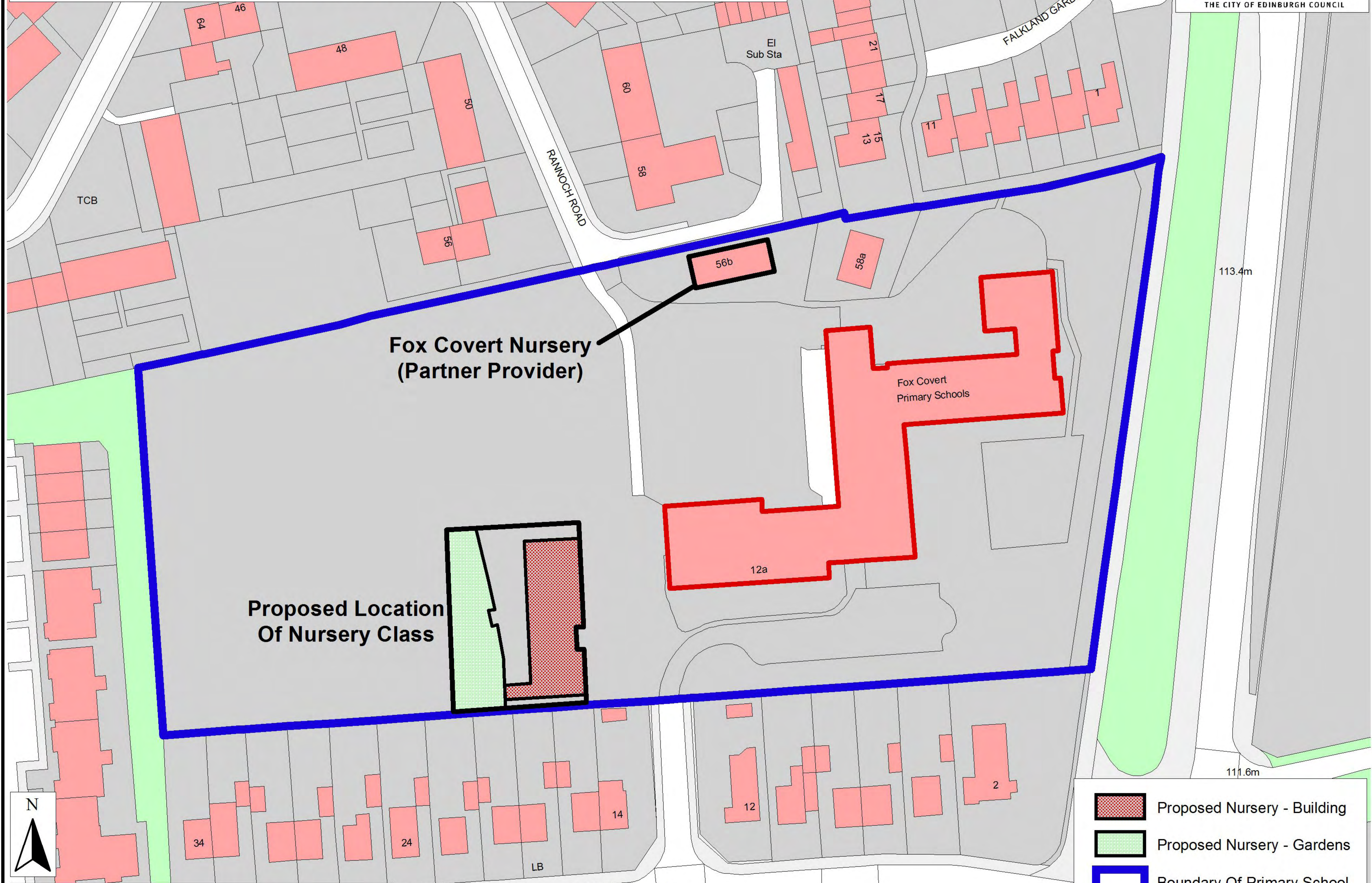
**Gillian Tee
Director of Children and Families
City of Edinburgh Council
Council Headquarters
Waverley Court,
Level 1:1
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4 East Market Street
Edinburgh EH8 8BG**


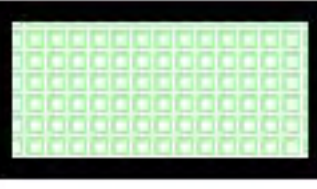

Location Of Primary Schools, CEC Nursery Provision & Partner Provider Nurseries



- Primary School With Nursery
- Primary School Without Nursery
- Partner Provider Nursery School





-  Proposed Nursery - Building
-  Proposed Nursery - Gardens
-  Boundary Of Primary School

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Children and Families Revenue Budget Monitoring 2013/14 – Month Five Position to 31 August 2013

Item number	7.12
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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Executive summary

Children and Families Revenue Budget Monitoring 2013/14 – Month Five Position to 31st August 2013

Summary

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

Recommendations

It is recommended that the Education, Children and Families Committee notes:

1. the content of this report and the currently projected balanced budget position for 2013/14;
2. that at month five the projected residual budget pressures for Children and Families Department totalled £1.9m;
3. that the £1.9m position has since improved to £1.4m, based on management action taken between period five and the end of November 2013; and
4. that further management action, excluding schools, is being implemented to address the residual pressures to enable the 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 revenue budget for 2013/14.

Financial impact

There are no direct 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

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

Background reading / external references

None

Children and Families Revenue Budget Monitoring 2013/14 - Month Five position to 31 August 2013

1. Background

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

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 the end of month five (to 31 August 2013) the revenue monitoring forecast indicated that the department will deliver a balanced budget position at the end of the financial year.
- 2.3 The level of pressures, assessed at £6.3m, presented a challenging position for the service to address. However, at that time £4.4m of management action had been identified leaving a further £1.9m 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
<u>Division</u>	£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	38.3	0.9	(0.3)	38.9	0.6
Planning & Performance	5.8	0.0	(0.1)	5.7	(0.1)
Support to Children & Young People	106.0	2.6	(1.4)	107.2	1.2
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	6.3	(2.6)	394.7	3.7
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	6.3	(4.4)	392.9	1.9

Forecast Pressures

- 2.4 The budget pressures of £6.3m include a number of relatively small pressures which can be 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 - £1.0m

A forecast pressure of £1.0m relates to the full year impact of higher than budgeted growth levels in placements in 2012-13.

- Educational support for children in foster care 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 the budget pressures include:

- Application of reserves - £1.5m

This includes a planned draw down of £0.5m for the costs of teacher conservation associated with the secondary schools management restructuring. A further planned draw down of £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 residual 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, the month five projection assumed that a similar level of funding will be received in 2013/14.

Other areas of management action include:-

- Employee costs - £1.0m 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.

2.6 At month five, additional management action totalling £1.9m required to be developed and implemented by Children and Families to offset the projected residual budget pressure and enable delivery of a balanced budget position. This position is consistent with that reported in the Council's overall revenue monitoring position to the Finance and Resources Committee on 31 October

2013. However in the intervening period between the end of month 5 and the end of November 2013, further savings of £0.5m have been identified from additional management measures leaving an improved position regarding net remaining pressures of £1.4m. Proposals are currently being implemented to ensure that a balanced budget can be achieved including:

- The continued application of vacancy management controls (excluding schools and social work) to facilitate delivery of additional staff cost savings;
- Implementing a freeze on discretionary spend across all service areas other than schools for which devolved budget management arrangements apply; and
- Reviewing the scope for additional and/or accelerated savings across the service budget.

2.7 Children and Families remains fully committed to delivering a balanced budget position.

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 content of this report and the currently projected balanced budget position for 2013/14;
- 3.2 that at month five the projected residual budget pressures for Children and Families Department totalled £1.9m;
- 3.3 that the £1.9m position has since improved to £1.4m based on management action taken between period five and the end of November 2013; and
- 3.4 that further management action, excluding schools, is being implemented to offset the residual pressures to enable the 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 at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO25. The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10.00 am, Tuesday, 10 December 2013

Sub-Committee on Standards for Children and Families - Appointments

Item number	7.13
Report number	
Wards	City Wide

Links

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

Alastair D Maclean

Director of Corporate Governance

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Executive summary

Sub-Committee on Standards for Children and Families - Appointments

Summary

The Council on 24 October 2013 considered a number of options to revise the Council's current political management arrangements.

The Council agreed, amongst other things, to reduce the number of Sub-Committees on Standards for Children and Families from the five at present to one, which would meet four times a year.

This report invites the Committee to appoint the Convener and members of the Sub-Committee and approve the Sub-Committee's remit.

Recommendations

It is recommended that the Education, Children and Families Committee:

1. Appoints the eight members of the Sub-Committee on a political balance of 3 Labour, 2 SNP, 2 Conservative, 1 Green
2. Appoints one of the Committee's religious representatives to the Sub-Committee.
3. Appoints a Convener of the Sub-Committee.
4. Approves the remit for the Sub-Committee as set out in Appendix 1 to the report.
5. Notes that the Sub-Committee will meet four times a year.

Measures of success

The work of the Sub-Committee will help support the achievement of Children and Families' strategic outcomes and the Capital Coalition pledges.

Financial impact

There are no direct financial impacts as a result of this report.

Equalities impact

There are no direct equalities impacts as a result of this report.

Sustainability impact

There are no direct sustainability impacts as a result of this report.

Consultation and engagement

Research was undertaken as part of the review of the political management arrangements, with feedback from public focus groups, individual interviews and an online survey for elected members.

Background reading / external references

[Item 8.3 - Review of Political Management Arrangements - City of Edinburgh Council
24 October 2013](#)

Sub-Committee on Standards for Children and Families - Appointments

1. Background

- 1.1 On 24 October 2013, the Council considered a report on an overview of the research and consultation outcomes along with options to revise the current political management arrangements.
- 1.2 The agreed approach involved consultation with the public, elected members and senior officers and focused on the following areas:
 - 1.2.1 effectiveness of the political management arrangements with particular emphasis on committee structures, remits, policy, scrutiny, public engagement and business processes;
 - 1.2.2 public awareness and understanding of the Council's decision making processes; and
 - 1.2.3 developments in the public sector environment.

2. Main report

- 2.1 There are currently five Sub-Committees on Standards for Children and Families covering a range of geographical areas across the city (East, North, South, South West and West).
- 2.2 The Sub-Committees provide oversight of the quality of education and experiences for young people through the scrutiny of reports and follow up actions. Heads of establishments and parent representatives are invited to attend the meetings to discuss quality improvement and assurance, attainment and achievement, and to celebrate success.
- 2.3 Since the appointment of the current five Sub-Committees in 2007, the volume of business considered has greatly reduced. As a result, meetings of the current Sub-Committees are often cancelled due to a lack of business.
- 2.4 The Council on 24 October 2013, agreed to reduce the number of Sub-Committees from the present five to one, which would meet four times a year.

- 2.5 The Council agreed that the Sub-Committee would be made up of:
- 2.5.1 eight elected members with the following political balance:
- a) 3 Labour;
 - b) 2 SNP;
 - c) 2 Conservative; and
 - d) 1 Green; and
- 2.5.2 1 religious representative.
- 2.6 To ensure local knowledge is not lost, ward councillors will be invited to attend when reports on schools in their constituency are considered.
- 2.7 The draft remit of the Sub-Committee, as detailed at Appendix1, has been amended to take account of the cessation of local authority reviews of voluntary organisations and to streamline reporting of Care Commission information.

3. Recommendations

It is recommended that the Education, Children and Families Committee:

- 3.1 Appoints the eight members of the Sub-Committee on a political balance of 3 Labour, 2 SNP, 2 Conservative, 1 Green
- 3.2 Appoints one of the Committee's religious representatives to the Sub-Committee.
- 3.3 Appoints a Convener of the Sub-Committee.
- 3.4 Approves the remit for the Sub-Committee as set out in Appendix 1 to the report.
- 3.5 Notes that the Sub-Committee will meet four times a year.

Alastair D Maclean

Director of Corporate Governance

4. Links

Coalition pledges	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

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

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

Single Outcome Agreement Appendices

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

Appendix 1 – Remit of the Sub-Committee on Standards for Children and Families.

Sub-Committee on Standards for Children and Families

Remit

Power is delegated to the Sub-Committee on Standards for Children and Families to:

- 1 Provide oversight of the quality of education and care experiences for young people in the City of Edinburgh by scrutinising the reports and follow up actions of Education Scotland inspections in schools.
- 2 Consider an annual report on Care Inspectorate inspections in early years provision.
- 3 Consider individual reports on Care Inspectorate inspections in residential schools, care services for children and local authority reviews of service areas, establishments and units.
- 4 Monitor the implementation of initiatives relating to quality improvement and assurance, and attainment and achievement.
- 5 Maintain an overview of the implementation of national and local policies specifically related to quality standards by officers, establishments and services.
- 6 Contribute to the support and challenge agenda within the context of establishment plans.
- 7 Celebrate the success of establishments, units, teams and the service including recognising items of good practice.

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Policy Development and Review Sub-Committee Work Programme

Item number	7.14
Report number	
Wards	All

Links

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

Gillian Tee

Director of Children and Families

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Executive summary

Policy Development and Review Sub-Committee Work Programme

Summary

The purpose of this report is to inform Committee of the work of the Sub-Committee over the past 12 months and to set out its proposed programme until May 2015.

Recommendations

1. Note the work undertaken since December 2012 as set out in appendix 1 to the report
2. Agree the Work Programme until May 2015 as set out in appendix 2 to the report
3. Agree that recommendations from the Policy Development and Review Sub Committee are referred to the Education, Children and Families Committee for approval.
4. Refer the Work Programme to the Policy Development and Review Sub Committee for information.
5. Refer the report to the Corporate Policy and Strategy Committee for approval

Measures of success

Each item on the Work Programme has a measure of success that indicates how its achievement will be recognised. The work of the Sub-Committee and associated Working Groups will help to achieve the Children and Families' strategic outcomes and the Capital Coalition Pledges

Financial impact

There will be no financial impact

Equalities impact

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

Sustainability impact

There is no sustainability impact

Consultation and engagement

The Sub-Committee and the Working Groups will ensure ongoing, relevant consultation and engagement with a range of stakeholders throughout.

Background reading / external references

Policy Development and Review Sub-Committee Work Programme

1. Background

- 1.1 During 2013, the Policy Development and Review Sub-Committee met on four occasions. In that time, it has focused on developing the Vision for Schools. It has also overseen the progress of four working groups, set up to develop policy around the four major themes which have formed the remainder of the Sub-Committee's Work Programme: Improving Community Access to Schools; Estate Strategy and Rising Rolls; Early Years; and Strengthening Support for Pupils with Behavioural Needs. The information below summarises the progress and achievements of each area of work, and their areas for development and challenges still to be addressed.

2. Main report

Vision for Schools

- 2.1 The work to date and the proposed next steps with the Vision for Schools was set out in the report to the Education Children and Families Committee on 8 October 2013
http://www.edinburgh.gov.uk/download/meetings/id/40849/item_7_1-vision_for_schools
- 2.2 The four Working Groups set up to develop and review specific areas of policy reported their achievements to date, and the areas for development and challenges still faced, to the Policy Development and Review Sub Committee on Monday 11 November 2013. This is summarised below and in Appendix 1.

Improving Community Access to Schools

- 2.3 The CATS Working Group met four times (January, February, April and October) in 2013. It aimed to support and advise work underway to increase the level of community access to schools and to ensure that this was meeting local needs. Important steps have been taken. There has been a review of charges. An on-line booking and payment system is in development. Community access at Queensferry High and The Royal High School have been transformed; Community Sports Hubs have proved a highly effective mechanism for bringing together local sports clubs and increasing participation. Budget arrangements have also been reviewed.

- 2.4 The Working Group has set out a number of challenges it has still to confront. It will develop a policy to increase access to school playgrounds out of school hours; carry out a management organisational review, ensure that CATS developments are aligned with Integrated Facilities Management, and identify how the CATS initiative can contribute to savings targets.

Early Years

- 2.5 This Working Group has met twice (June and September). It was set up to consider strategic issues in Early Years. The group considered the impact of national policies on Early Years provision across the Council and reviewed progress of the Early Years strategy.

The initial focus was to consider the implication of the Children's Bill on Early Years services and the intention to increase the entitlement of early education and childcare from 475 to 600 hours for all three year olds and increased support for two year olds. The working group also provided an update on the Early Years Collaborative and how it is being taken forward. Additionally, it briefed members on developments in outdoor learning and play, the integrated literacy strategy and the childcare funding review.

- 2.6 The Early Years Working Group has identified two future developments and challenges. Further engagement with parents is required concerning the implementation of 600 hours of early learning and care, with three options under consideration. In addition, Early Years will develop a strategy for affordable childcare together with a specification to deliver subsidised childcare to the lowest income families.

Estate Strategy and Rising Rolls

- 2.7 This Working group met four times (May, June, September and December). Work to date has focused on capacity and the effect of rising rolls being experienced in the primary sector. It set out the issues and challenges being faced, and agreed the overall approach to how these would be managed. £15m of capital investment was secured and all new accommodation required for August 2013 successfully completed. The Group has also identified the pressures facing ten city primary schools in August 2014 or beyond, and agreed an approach for each. A condition survey of the entire Children and Families estate has been carried out.
- 2.8 Future challenges will be focused on a five year forward investment programme; updating the primary school roll projections to identify potential further pressures in the future; and, produce a fully updated Asset Management Plan.

Strengthening Support for Pupils with Behavioural Needs

- 2.9 This Working Group met four times in 2013 (June, August, October and November). Its remit was to develop the necessary school and community-

based services for pupils and their families to enable the Council to support the best start in life for all children and to reduce the need for children and young people to be looked after. The work focused on strengthening behavioural and learning support in all Edinburgh schools and providing focussed additional supports where there is greatest need, including support in special schools. This has included visits to provision (including the APEX project in Dunfermline), identification of existing mainstream approaches, developing a case management approach, and mainstreaming the 'Growing Confidence' programme.

- 2.10 A major area of future development will be to consult on the closure of Wellington School. In addition, the case management approach will continue to be developed in secondary, integrating school, family and community support. Community-based family support and young people's services will continue to be strengthened.

Work Programme, January 2014 to May 2015

- 2.11 The next Work Programme will run from January 2014 until May 2015. This will allow work in the existing programme to be completed and a new programme to run for a complete academic year. The proposal is to set aside each Policy Sub Committee meeting to explore an identified theme in depth. The themes and topics for this period could include: Improving Community Access to Schools; Children and Families Asset Management Plan; Attendance and Exclusion; Attainment; and, Children with Disabilities.
- 2.12 The existing Working Groups will continue as follows: Strengthening Support for Pupils with Behavioural Needs will continue until May 2014 and then become subsumed within the Sub Committee; Improving Community Access to Schools will continue until further notice; The Early Years and Estate Strategy and Rising Rolls Working Groups will be subsumed. Further details about the Work Programme, January 2014 to May 2015 are in Appendix 2.

3. Recommendations

- 3.1 Note the work undertaken since December 2012 as set out in appendix 1 to the report
- 3.2 Agree the Work Programme until May 2015 as set out in appendix 2 to the report
- 3.3 Agree that recommendations from the Policy Development and Review Sub Committee are referred to the Education, Children and Families Committee for approval.
- 3.4 Refer the Work Programme to the Policy Development and Review Sub Committee for information.
- 3.5 Refer the report to the Corporate Policy and Strategy Committee for approval

Gillian Tee

Director of Children and Families

Links

Coalition pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2. Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3. Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6. Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p>
Council outcomes	<p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3. Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4. Our children and young people are physically and emotionally healthy</p> <p>CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6. Our children's and young people's outcomes are not undermined by poverty and inequality</p>
Single Outcome	<p>SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices:	<ol style="list-style-type: none">1. Work Programme to November 20132. Work Programme January 2014 to May 2015

Education, Children and Families Committee

Work programme outline (Appendix 1)

Policy Development and Review Sub-Committee

Until November 2013

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
Vision for Schools		Pledges 1 – 6 Policy Development	Gillian Tee	Vision for Schools produced in consultation with head teachers, parents, pupils, Children and Families staff and other interested stakeholders	School staff, parents, pupils, elected members, community groups with an interest in schools and education.	PDR Sub-Committee February, April and June 2013. E, C & F Committee May and October 2013.	4 February 2013	January 2014
Improving Community Access to Schools		Policy Review Pledge 04	David Bruce	Committee Report approved 9.10.12. Short Life Member Working Group has contributed to developing the main recommendations.	Schools, community users, Edinburgh Leisure	Reports to E, C & F Committees in Dec 2012, May and December 2013. Working Group met	4 February 2013	Report to E, C & F Committee, 21 May 2013. Further report to Committee in Dec 2013

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
						in January, February, April and October.		
Strengthening Support for Pupils with Behavioural Needs		Pledge 01 Policy Review	Mike Rosendale/Alistair Gaw	Member Working Group identified	School and C&F central staff, pupils, parents	Met in June, August, October and November 2013. Update on progress presented to Sub Committee on 11 Nov 2013. Report re future of Wellington School agreed at Committee, October 2013	May 2013	
Estate Strategy and Rising Rolls (2013 onwards)		Pledge 04 Policy Review	Billy MacIntyre	Short Life Working Group met three times and reported to E, C & F Committee. Five primary schools identified initially	School and C&F central staff, parents, pupils, elected members	Working Group met in May, June, September and December	May 2013	

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
				as priorities: Balgreen, Granton, Trinity, Victoria, Wardie. New Member Working Group Identified and began meeting in May 2013		2013. Reports to Committee in March and October 2013.		
Early Years		Pledge 01, 06 Policy Review	Aileen McLean	Launched at E, C & F Committee in January 2010. Progress of Early Years Strategy reported in June 2011 and 2012 to same Committee. Member Working Group identified and began work in June	Nursery Schools, Early Years Centres, Childcare Providers and C&F central staff, children, parents, elected members	Working Group met in June and September 2013. Reports to Committee about Integrated Literacy Strategy in March and October 2013; Early Years Progress Report, May 2013; Early Years Change Fund, May 2013; and Outdoor Play and	May 2013	

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
						Learning, October 2013.		
Educational Attainment		Pledge 05 Policy Scrutiny	Karen Prophet	A report was presented to the E, C & F Committee on 11 December 2012.	School and C&F central staff, pupils, parents, elected members	This work will be taken forward in the new work programme, January 2014 to May 2015		

Education, Children and Families Committee

Work programme outline (Appendix 2)

Policy Development and Review Sub-Committee

January 2014 to May 2015

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
Improving Community Access to Schools	Working Group	Policy Review Pledge 04	David Bruce	.	Schools, community users, Edinburgh Leisure	Reports to E, C & F Committees in Dec 2012, May and December 2013. Working Group met in January, February, April and October.	January 2013	May 2015
Strengthening Support for Pupils with Behavioural Needs	Working Group	Pledge 01 Policy Review	Mike Rosendale		School and C&F central staff, pupils, parents	Met in June, August, October and	May 2013	May 2014

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
						November 2013. Update on progress presented to Sub Committee on 11 Nov 2013. Report re future of Wellington School agreed at Committee, October 2013		
Early Years	Working Group	Pledge 01, 06 Policy Review	Aileen McLean		Nursery Schools, Early Years Centres, Childcare Providers and C&F central staff, children, parents, elected members	Working Group met in June and September 2013. Reports to Committee about Integrated Literacy Strategy in March and October 2013; Early Years Progress	January 2014	May 2015

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
						Report, May 2013; Early Years Change Fund, May 2013; and Outdoor Play and Learning, October 2013.		
Attainment		Pledge 05	Karen Prophet	Scrutiny of attainment, including specific reference to Curriculum for Excellence and the introduction of new qualifications, and including special schools and Looked After and Accommodated Children	School and C&F central staff, pupils, parents, elected members	This work will be taken forward in the new work programme, January 2014 to May 2015	January 2014	May 2015
Attendance and Exclusion		Pledge 01	Alistair Gaw	Review and development of policy concerning attendance and inclusion	Schools, C&F Central Staff, pupils, parents, elected members		January 2014	May 2015

Title / description	Sub section	Category or type	Lead officer	Starting point	Stakeholders	Progress updates	Start date	Due date
C&F Asset Management Plan		Pledge 03, 04	Billy MacIntyre	Review of progress in relation to asset management, including new buildings to accommodate rising rolls	Schools, C&F Central Staff, pupils, parents, elected members	.	January 2014	May 2015
Children with Disabilities		Pledge 01, 05	Alistair Gaw	Review of policy and progress in relation to disabilities.	Schools, C&F Central Staff, pupils, parents, elected members		January 2014	May 2015

Education, Children and Families Committee

10 am, Tuesday, 10 December 2013

Family and Community Support Service

Item number	8.1
Report number	
Wards	All

Links

Coalition pledges	P1.
Council outcomes	CO1 , CO2 , CO5
Single Outcome Agreement	SO3.

Gillian Tee

Director of Children and Families

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Executive summary

Family and Community Support Service

Summary

This report updates the committee on developments within the Family and Community Support Service within the Children and Families Department.

It consists of a number of services focused on strengthening families. These are briefly described, with information about the changes in those services.

Recommendations

1. Committee is asked to note the content of this report and the plan to bring a further update report to Committee with performance information during 2014.

Measures of success

The services discussed in this report have undergone a process of change and a performance management framework based on the Getting it Right for Every Child wellbeing indicators is currently being refined.

Services will be reporting their impact against the goal established by the Children and Families Department to reduce the need to accommodate children so that more resources can be committed to early intervention and prevention.

Financial impact

There are no financial implications arising from the content of this report.

Equalities impact

There are no adverse consequences for equalities arising from the content of this report.

Sustainability impact

There is no impact for sustainability arising from this report.

Consultation and engagement

This report, updating the Committee, has not been the subject of consultation.

Background reading / external references

None.

Family and Community Support Service

1. Background

- 1.1 The purpose of this report is to provide the Committee with information about developments in Family and Community Support within Children and Families, and about the services it provides.
- 1.2 Family and Community Support is one part of the Support for Children and Young People service within the Children and Families Department, working alongside the other Support for Children and Young People divisions: Children's Practice Teams, Looked After and Accommodated Children, Disability, Additional Support for Learning, and Special Schools and Specialist Provision.
- 1.3 Family and Community Support comprises a number of distinct, complementary services, all of which have been involved in change and development over the last year:
- Family Solutions
 - Support to Parents and Carers
 - Family Group Decision Making Service
 - Young People's Service
 - Safer Families Edinburgh
 - Multisystemic Therapy (MST)
- 1.4 Services work to the following principles:
- Identify and solve problems early on, and so reduce the need for higher tariff services;
 - Improve our capacity to support parents in fulfilling their role to prevent breakdown of a child's links with family and community;
 - Work to help families themselves to find solutions, as well as providing practical help;
 - Strengthen support for schools and other service settings so they can sustain their work with particular children and families;
 - Work to help children and families to take individual and collective responsibility;
 - Develop increased mutual confidence among colleagues in different services, departments and agencies.
 - Where possible, services should be delivered locally, enhancing partnership with other neighbourhood colleagues.

- 1.5 It should be noted that these principles place a major emphasis on the importance of the family as the focus of support and intervention. So, although the initial reason for involvement may relate to a particular child, it is likely that the response will involve engagement with parents and the challenges faced by the family as a whole. Staff will always seek to recognise and build on strengths as well as responding to need. Seeing things from the family's perspective also means trying to build relationship, ensuring that the system of professionals makes human sense to family members. This will often imply a main key practitioner with whom family members can develop trust and who can help them to manage their interactions with a number of other agencies.
- 1.6 The service was accredited with the Customer Service Excellence award in 2012. It was re-assessed in 2013 on a further set of indicators and the award has been confirmed.

2 Main report

Evolving Context

- 2.2 The focus of Children and Families has continued to be on achieving earlier engagement with difficulties faced by children and young people. This is recognised to be important both for the outcomes for each child and in order to ensure sustainability of services. The closer to a crisis that help is provided, the more expensive it is likely to be.
- 2.3 The services within Family and Community Support have changed over the last year to address this challenge in a focused way. This report provides information about the individual services and their operation in that context.
- 2.4 The Family and Community Support services will be monitored and evaluated within a performance management framework which is currently being refined. The outcomes of evaluation will be reported to Committee in 2014.

Family Solutions

- 2.5 The Family Solutions service was created during 2013, following a service review, by bringing together three existing services and complementing those resources with additional funding from the Early Years / Early Intervention Change Fund. The predecessor services were, Edinburgh Family Support Service, The Social Care Workers Service and the Stenhouse Weekend Crisis Service.
- 2.6 Family Solutions works alongside families to build on their strengths to find solutions to social, health, relationship or parenting difficulties, including multiple and complicated problems. The service aims to prevent problems from escalating thus reducing the need for more intensive and costly services at a later stage.

- 2.7 The service has six responsive teams based in neighbourhoods across Edinburgh. The service is managed on a city-wide basis by a manager and an assistant manager. Each neighbourhood team is led by a Senior Family Worker and includes a Family Worker as well as a number of Family Support Workers and volunteers.
- 2.8 The service works with families with children aged up to 13 years, who require a significant level of support to prevent difficulties from escalating in a variety of areas including:
- improving school attendance
 - reducing exclusions
 - routines, behaviour management
 - relationships
 - shared family experiences
 - housing, financial issues
 - employment
 - linking with community supports
- 2.9 Through dialogue, the family and the worker clarify and prioritise the areas that need attention, and then develop a support plan to achieve the family's goals. The service is flexible and adaptable to family life, routines and pressures. Drawing upon evidence from research, the help families receive is meaningful and practical whilst possibly challenging – but always supportive. Support is provided at the times when it is needed including outwith traditional office hours and at weekends, and from one consistent worker, focusing upon problems when they occur, so that realistic solutions can be found.
- 2.10 It is recognised that a number of third-sector agencies provide crucial support to families in Edinburgh and Family Solutions is working with the management of other services to avoid duplication and ensure that families receive the most appropriate help.
- 2.11 The Service was established in May 2013, and is now nearly fully staffed. Caseloads have been building up and by the end of October 2013 the service was working with 180 children and young people in 85 families. This is about half the anticipated capacity of the service and it is expected to be at full capacity early in 2014

Parent and Carer Support

- 2.12 The Council and NHS Lothian have established a framework for the support of parents and carers. This framework is currently being refreshed. It represents a commitment to the principles in the National Parenting Framework, building on the recognition that families are the key matrix for healthy and positive child development, and that supporting parents to fulfil their role is both essential in achieving positive outcomes for children and young people, as well as being cost effective and sustainable. Implementation of Getting it Right for every child necessarily involves getting it right for parents and families.

- 2.13 The Parent and Carer Support Team was established to develop capacity and delivery of support to parents across the city. Their work has been given improved focus by aligning them to the Children's Services Management Groups who are charged at neighbourhood level with implementation of Getting it Right for Every Child. The team comprises five members of staff and a training officer developing awareness, skill and confidence across the workforce.
- 2.14 The team has built on the positive experience in three areas of the city where development officers have provided an audit of provision and gaps, established parent information points in libraries and schools, coordinated the availability of parenting programmes and the matching of parents appropriately to these programmes, and trained staff in various agencies in relation to parent support.
- 2.15 A specific goal of this team over the next year, working with the local Children's Services Management Groups will be to develop better responses for parents and families who are facing recognised difficulties and challenges.

Family Group Decision Making service

- 2.16 The Family Group Decision Making service becomes involved in situations when there are questions about how a child can be cared for within a family, including in many cases a concern that the child may need to be removed and accommodated by the local authority.
- 2.17 The purpose of the service is to assist the wider family to make a family plan for the care of the child. The approach is to bring the extended family together, alongside professionals, to consider and decide on a response to the needs of child members of the family. It is often possible to find improved solutions for a child through involving all members of the family in this way.
- 2.18 The team was expanded with funding from the Early Years and Early Intervention Change fund, growing from 4 to 8 members by January 2013.
- 2.19 The work of the team involves researching and contacting members of the extended family and in some cases significant friends, achieving agreement to meet and then arranging and facilitating a family meeting. About 17 to 21 such meetings have been held each month.
- 2.20 Desired and actual outcomes from meetings vary in their focus. They can include agreeing contact arrangements where parents are separated, getting agreement for how a child's placement can be supported, or deciding who in a family the child will live with. 69% of 71 outcomes recently recorded over a 4 month period were relevant to preventing a child needing to be accommodated.

Young People's Service

- 2.21 The Young People's Service has brought together under a single manager two existing services: The Integrated Community Support Service and the Youth Offending Service.
- 2.22 It has been recognised that there were a number of issues that required to be addressed in the way services were being delivered:
- The work of the Youth Offending Service, while triggered by offending behaviour was already addressing the wider needs of young people, and staff had the skills to help young people who were not primarily offenders.
 - The number of young people being reported for offending has been declining substantially over recent years: Comparing 2009/10 with 2012/13 there has been a 33% reduction in the number of young people and a 44% reduction in the number of offences referred by the Police. This has created an opportunity to widen the criteria for the group of young people the staff are able to work with.
 - There were elements of duplication and inefficiency in sustaining two separate services for young people.
- 2.23 In sum there are opportunities, through the amalgamation, to continue to meet the purposes for which these services have existed, while responding to other important concerns: the needs of a wider group of young people who may be running away, self-harming, truanting, etc. It is also expected that increasingly deploying family-focused approaches where appropriate will contribute to improvements in outcomes for young people.
- 2.24 One element in the new service that will not be changed is the commitment to working with young people who offend, sustaining the very successful developments of recent years. These include pre-referral screening which has reduced the number of referrals to the reporter on offence grounds by more than 62% since 2006/7 and the more recent "Whole Systems Approach" which seeks to provide a more appropriate response to young people over 16 who are offending.

Safer Families Edinburgh

- 2.25 This service was formerly named *Working With Men*. It provides a service across Edinburgh to increase safety for women and children experiencing domestic abuse by engaging with men in relation to their behaviour and with women in relation to safety planning for themselves and their children. The majority of referrals are from children and families practice teams where there are concerns about the wellbeing of children.

- 2.26 The service is for families in which the man has not been convicted in court of domestic abuse. Because of the hurdles to be overcome in achieving conviction, such as under-reporting and difficulties in achieving evidence, this is a far larger population of men than those who have been so convicted.
- 2.27 When a man is put on probation by a court in relation to domestic abuse, the court has the option of making a condition of attendance at the Caledonian Edinburgh programme which provides a court-mandated probation service within the Department of Health and Social Care.
- 2.28 The service has a project manager, senior social worker, three men's workers and two women's workers in post. During 2012/13 the service worked with 94 men and 69 women and their children, of whom respectively 37 and 34 were new referrals.
- 2.29 A significant role for the service is in managing risk, which can often be significant. Staff members convene multi-agency risk management meetings in those cases.
- 2.30 The service provides training/consultancy for colleagues in Children and Families, and also for other agencies who deal with service users as victims or perpetrators of domestic abuse.
- 2.31 The Council received funding from the Scottish Government to allow Safer Families Edinburgh to establish a Polish language service. Two Polish speaking staff members were recruited to this service in the early Autumn. The new staff have been able to engage effectively with both men and women whose first language is Polish in cases which have been difficult for staff who do not speak that language.
- 2.32 Four members of staff in the service are trained in the specialist assessment of safe contact between parent and child in situations of domestic abuse.
- 2.33 In a partnership with the East Edinburgh Children and Families Practice Team, the service continues to develop best practice in child protection where there is domestic abuse, through reciprocal consultancy and mentoring.
- 2.34 Safer Families Edinburgh is delivering the *Caring Dads* programme: an intervention programme for men who have abused or neglected their children, or exposed them to the abuse of their mothers.

Multisystemic Therapy (MST)

- 2.35 A Multi Systemic Therapy (MST) service has been introduced in Edinburgh, with two teams beginning operations from the end of May 2013 and being fully staffed (8 practitioners) by the end of August. The establishment of this service has been made possible with funding from the Early Years / Early Intervention Fund.

- 2.36 MST is an approach to significant teenage anti-social behaviour, with the goal of sustaining young people at home and in school. This has an extensive evidence base for its effectiveness in different countries, recently including England. The approach is being increasingly deployed in the UK. In England this is being supported by the Department of Health. MST Services are already in place in Fife, Glasgow and in Northern Ireland.
- 2.37 The approach is based on the recognition that the behaviour of a young person is influenced by his or her relationship with the environment including membership of peer groups, engagement or disengagement with school and the quality of relationships in the family.
- 2.38 A key worker with a small caseload of four or five families works intensively over a period of 3-5 months to help the parents or carers to take charge of those key environmental factors, promoting pro-social rather than anti-social behaviour, engagement in school and with pro-social peers. Support is available for families on a 24/7 basis.
- 2.39 MST is a licensed programme with stringent systems to ensure adherence by staff members to programme principles. These principles are designed to ensure maximum flexibility in responding to the unique circumstances of individual families while sustaining the daily focus of parents and carers on the steps and changes that they need to take.
- 2.40 The service is coming to the end of its work with the first cohort of families and will be able to report outcomes before the end of the year.

3. Recommendations

- 3.1 Committee is asked to note the content of this report and the plan to bring a further update report to Committee with performance information during 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 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
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Additional Support Needs Planning and Performance Update 2013

Item number	8.2
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO2 , CO3
Single Outcome Agreement	SO3

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Executive summary

Additional Support Needs Planning and Performance Update 2013

Summary

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

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

Recommendations

To recommend that the Education Children and Families Committee:

1. Notes the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh;
2. Notes that increasingly, further growth will need to be met in mainstream provision where the great majority of growth in population requiring significant additional support is found;
3. Notes the continuing progress in service improvement, in particular in literacy and integrated child planning;
4. Notes the significant progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary through the case management approach;
5. Notes a potential advantage of a co-ordinated approach to the development of future care options for children with complex disabilities in conjunction with the commissioning of new accommodation for St Crispin's within the Children and Families strategy to shift the balance of care;
6. Notes the contributions of ASL services and special schools to progress in shifting the balance of care when combined with improvements in family support and care options that allow children to remain in Edinburgh;
7. Notes progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance;
8. Notes the provisions made to address demographic pressures and proposed savings in the period 2014-16 which is subject to consultation.

Measures of success

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

Children and Families Improvement Plan

Targets:

All learners with additional support needs have their needs met

Reducing the children in third party foster placements outside Edinburgh,

Minimising the number of children requiring Out of Council school provision,

Reducing the rate of growth in Looked after Children and increasing kinship placements, which are more likely to be in Edinburgh

Providing effective, proportionate and timely support to children in need.

Financial impact

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

Equalities impact

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

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

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

Background reading / external references

Educational Outcomes of Scotland's Looked After Children and Young People (2009)

Additional Support Needs Planning and Performance Update 2013

1. Background

Additional Support Needs

- 1.1 As an education authority the City of Edinburgh Council has a statutory obligation to make provision for any learner who has additional support needs. Additional Support needs are defined in the Additional Support for Learning (ASL) Act (2005) as amended in 2009 where *"... where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person."*
- 1.2 The ASL Act has far reaching implications and since it came into force there has been an increasing number of learners identified as having additional support needs.
- 1.3 Since the inception of the Act in 2005 the City of Edinburgh has put into effect a programme of improvements in order to provide effective identification of needs and enable appropriate provision to be made with the best use of resources. The most recent developments focus upon the setting of additional support needs provision as part of an integrated approach to promote the overall wellbeing of children and young people in line with the principles of Getting it Right for Every Child.
- 1.4 This approach aims to enable needs to be identified earlier and as close to home as possible and is a key element in shifting the balance of care.
- 1.5 There is a significant upward trend in the number of children and young people with significant additional support needs. The budgetary implications of a continued rise in children requiring additional support were identified in the 2013/14-budget process and these have been built into the Council's financial planning assumptions for the next four years to 2017/18. The ASL and special

schools budgets are subject to savings proposals being consulted upon for the 2014/15 budget process, which outlines the financial implications of changes and proposed efficiencies in delivery models in order to reduce the risk of a negative impact on support to children and to schools.

1.6 In order to meet the strategic aims ASL provision within the Council's own provision plays a crucial role in:

- Promoting effective provision in universal/mainstream educational placements
- Providing integrated education and family support for children in need
- Providing additional educational support for children looked after by CEC foster carers who live in Edinburgh or in neighbouring authorities
- Supporting effective provision within CEC special schools and classes
- Preventing the need for Out of Council school provision
- Providing integrated support to children Looked After at home or in kinship placements in Edinburgh as a contribution to their stability and effectiveness.

All of these things mean that increasingly children who at the moment are outside Edinburgh would be within Edinburgh and have a need for support from ASL services and/or the family support services.

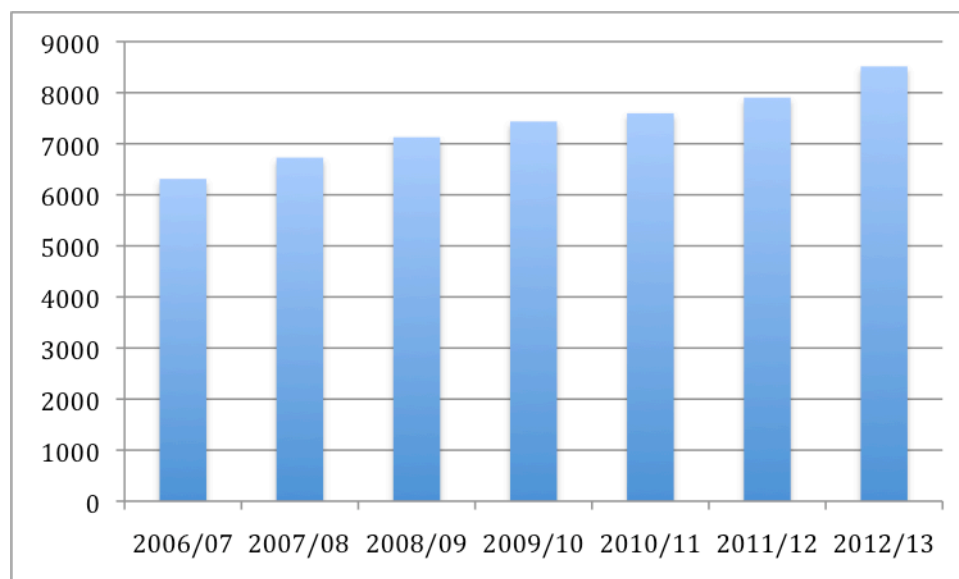
2. Main report

Population and profile of need

2.1 Table 1 summarises the pattern of additional support needs within the authority. It illustrates a progressive growth in the number of pupils identified as requiring significant additional support over the period from 2006 to 2013. The percentage of children in City of Edinburgh schools with significant additional support needs at the pupil census in 2012 was 17% which is in line with the national figures of 17.6 %. The CEC figure for 2013 has increased to 18%. The national figures for 2013 are not yet available but reports from other authorities indicate a continuation in the growth trend since the introduction of the Additional Support for Learning Act.

	2007	2008	2009	2010	2011	2012	2013
All significant ASL mainstream & special	6311	6728	7127	7436	7597	7904	8514
% Of CEC school age population	13%	14%	15%	16%	16%	17%	18%

Edinburgh population with significant ASL needs mainstream and special schools



2.2 In 2013, 2,273 more children and young people are requiring support than was the case in 2006, an increase of almost 37%. The other striking trend is the number requiring additional support in mainstream schools in other authorities. These are principally Looked After Children who are fostered in placements outside the city. The number requiring this support has grown year on year by an average of 23%. Whilst the number receiving this support is relatively small given the nature of their needs the cost of this support is approximately £8,200 per child. The more this increases the greater the pressure on resources available for support in CEC schools and the loss of incidental benefits to other children in CEC provision.

Table 2 Additional Support Needs Support Edinburgh’s Looked After Children in Foster Care in other authorities

	2007	2008	2009	2010	2011	2012	2013
LAAC in other local authority schools with additional support	34	50	55	67	88	92	113
LAAC Annual growth rate authority	-	47%	10%	22%	31%	5%	23%

Table 3 City of Edinburgh Pupils attending Special Schools

	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Pupils in independent special schools	141	111	106	71	79	71	70
New admissions to independent special schools	34	23	11	7	10	18	9
Edinburgh Pupils in special schools and classes	835	817	809	787	797	899	838
Total in any form of special education school placement	976	928	915	858	876	970	908
% CEC school population	2.3%	2.3%	2.3%	2.1%	2.2%	2.2%	2.2%

2.3 Since the introduction of the Additional Support for Learning Act the percentage of learners in special schools and classes has remained stable at around 2% of school age population in local authority provision. Within this there has been a significant shift away from residential school provision (-50%) in favour of the authority’s own schools. However, after progressive falls from 34 to 7 new admissions in 2009/10, in 2011 and 2012 there was evidence of growth with new admissions reaching their highest level in four years. This reflects a number of factors including children moving into authority who are already attending independent special schools, placing requests and in the main the lack of available suitable care options for children with complex needs within family based care or residential resources within the city. These latter two factors are amenable to intervention and the strengthening of care provision and the capacity of the authorities own educational provisions to meet complex needs

are key elements.

- 2.4 A particular area for development is the provision of care options for children with complex disabilities where there may be advantages in a co-ordinated approach in conjunction with the commissioning of new accommodation for St Crispin's within the Children and Families strategy to shift the balance of care.
- 2.5 As almost all of our special schools are approaching capacity, increasingly further growth will need to be met in mainstream provision. The great majority of growth in the population requiring significant additional support is found in the universal services in early years and mainstream schools. The key areas of need can be illustrated with reference to demand for specialist ASL Services. (Table 4.).

	2007	2008	2009	2010	2011	2012	2013
Visiting Teaching and Support							
- Hearing impairment	73	87	104	112	101	107	133
- Visual impairment	87	90	107	126	132	123	127
- Exceptional Behaviour Support	53	59	74	68	83	107	135
- Pre school home visiting service	48	43	68	80	96	90	99
- Down Syndrome	20	21	21	20	21	28	24
- Language and Communication	95	119	134	147	158	200	230
- Spectrum Early years Autism	36	25	32	52	66	91	138
- Total	412	444	540	605	657	746	886
English as an Additional Language	2542	2965	3069	3373	3600	3721	4252
Hospital and Outreach Teaching	645	552	596	631	716	785	675
Total Receiving Specialist Support	3599	3961	4205	4609	4973	5252	5813

- 2.6 The biggest single area of growing need in terms of overall numbers is for pupils requiring English as a Second Language Support, where there has been a 67% growth in need over a 6-year period. Other notable areas of increase are in the field of Early Years Autism, where there has been a four-fold increase and Exceptional Behaviour Support and Language and Communication Support where the level of need has doubled over a 7-year period.

Projected Needs 2012- 2017

- 2.7 Growth over 2006-13 has been driven by number of factors. Projections indicate that this is likely to continue for the foreseeable future for a variety of reasons. As reported in more detail in the 2012 report there are a number of demographic, social, medical and policy factors beyond Council control driving a trend of continuing increase in demand for ASL supports. Many of these affect all authorities but a number are further exacerbated by *'Edinburgh Effects'* leading to added pressures. The city has a rising birth rate, as a capital city Edinburgh attracts families in need/seeking refuge and high turnover of bilingual learners whose parents are attracted by opportunities for work and study. The exceptionally high proportion of school age children attending independent schools in Edinburgh acts as a distorting factor in the balance of the population in the authority's provision. As the independent schools do not generally cater for children with significant additional support needs, those children tend to migrate to local authority provision, whilst their siblings remain in private education. (Table 1).

Progress in Improvement Priorities

- 2.8 In 2011 a number of improvement priorities were set out including:
1. Redesigning and improving the effectiveness of provision for children with additional support needs by simplifying access and integrating the support we offer to schools and to children and their families. This includes a major redesign of additional support in relation to social, emotional, behaviour and needs in the early years and primary.
 2. Progressing the integrated literacy strategy to improve outcomes for the

lowest 20%, in the early years, primary and secondary schools.

3. The development and implementation of a quality improvement programme for the education of looked after children.
4. Improving the standards of self-evaluation, leadership and partnership working in relation to additional support needs.

Streamlining and integrating Support

- 2.9 The introduction of a case management approach in the early years and primary providing a single access point for specialist additional support from 2010/11 has been highly successful. This allows both in-school and family support to be tailored to need and delivered in a single package, removing the need for multiple referrals to different support services.
- 2.10 Since the new approach was introduced there has been a very significant shift in capacity in favour of provision for children with Social Emotional and Behavioural support needs in mainstream early years and primary provision. In 2010/11 the pupil population in Rowanfield, the city's Primary SEBN special school, was 59. Two years following the introduction of the case management approach, in 2013/14 the school population has been progressively reduced by 33%, to 38. Over the same period a programme of improvements in Rowanfield School has significantly enhanced the quality of provision. This too is reflected in a major shift in number of learners who successfully progress back into a mainstream school as a result of the support provided in Rowanfield. In 2010/11 only 2 learners out of 59 (3%) progressed back to mainstream from Rowanfield, whereas in 2012/13 this had increased to 11 (from 49) or 22% returning.

Improving Literacy

- 2.11 The integrated literacy strategy continues to enable good progress to be achieved in reducing the attainment gap. The strategy has been developed with the aim of closing the attainment gap between the lowest 20% and the rest of the pupil population. This involves a comprehensive programme of improvements for early literacy, primary and secondary populations.

- 2.12 These initiatives are now beginning to yield encouraging results. Evaluations of Fresh Start recovery programme in Primary schools and FastTrack in secondary schools can now demonstrate impact on improving literacy amongst the lowest 20% of the population. Freshstart is directed to learners in P5 to P7 age in schools in areas of deprivation who have not acquired fluent reading skills. The first complete session was concluded in June 2013. An evaluation by the Psychological Services demonstrated statistically significant improvements in attainment. In addition the programme was extremely well received by pupils, parents and staff alike. A support team from ASL services is continuing to work with the schools to consolidate and develop practice whilst also introducing the programme to a further 20 schools prioritised on the basis of literacy attainment.
- 2.13 In order to address any residual difficulties at secondary, the Fast Track intervention programme for delayed readers has been introduced for S1 and 2 in all secondary schools and selected special schools. The evaluation of the Fastrack programme also demonstrated that where it was implemented effectively learners who had previously struggled made significant progress in their literacy. The programme is now to be fully implemented across the secondary sector.

Improving Outcomes for Looked After Children

- 2.14 *Educational Outcomes of Scotland's Looked After Children and Young People' (2009)*, which set out a national approach to the collection and reporting of educational outcomes information at a national and local authority level for Looked After Children (LAC). Three years of this information is now available although the collection of both attendance and exclusions has been moved to a biennial basis and so only attainment and post-school destinations data was collated for the most recent reporting year, 2011/12. The national approach links individual LAC across data sets and so allows educational outcomes information to be produced for all of our LAC pupils, regardless of in which local authority they attended school.
- 2.15 The identification of children with additional support needs and the provision of additional support has remained a priority for Psychological Services working with staff in City of Edinburgh schools. In 2012/13, 12% of new referrals to Psychological Services were looked after. This is higher than in previous years.

Psychological Services are also monitoring the support provided and progress made for close to 100 Looked After Children who have been placed with carers outwith Edinburgh.

2.16 Achieving progress in outcomes for Looked After Children continues to be a major challenge. The current LAC average tariff score and destination figures for Edinburgh and Scotland are set out in Table 5 below. This picture indicates that overall in 2011/12 Edinburgh LAC school leavers did slightly better than the previous CEC cohort in terms of attainment. However, due to a big improvement in the national figures the performance for CEC school leavers compared less favourably in comparison to other authorities. Meanwhile, the data suggests that despite improvements in attainment the percentage of looked after children in Edinburgh securing a positive destination dropped by 3% in comparison with 2010/11.

Table 5: LAC measures for 2011/12 - Comparison of Edinburgh with National Average and change from 2010/11

	Average tariff score	Change from 2010/11	In positive destination	Change from 2010/11
Edinburgh	88	+4	60%	-3%
Scotland	106	+27	67%	+12%

2.17 Given the relatively small numbers involved (less than 400 nationally and around 35 for Edinburgh), the variation from year to year could be misleading. To reduce the risk of misleading comparison, Table 6 provides availability comparisons with the other cities based upon the average across the last three years.

Table 6: LAC measures (using three year average (2009/10 to 2011/12)) - Comparison of Edinburgh with other cities and National Average

	Average tariff score	In positive destination
Edinburgh	83	57%
Aberdeen	88	62%
Dundee	82	52%
Glasgow	72	54%
Scotland	82	54%

- 2.18 These tables show that overall the Edinburgh three-year average for LAC attainment is not significantly different from the other cities across Scotland. In terms of destinations again Edinburgh is in line with the national picture though the national figure showed a noticeable increase in 2012 which if sustained would outstrip CEC performance on current trends.
- 2.19 Although attendance and exclusion data is not available for 2011/12, the 2010/11 data showed that the overall attendance and exclusion rates for Edinburgh LAC were in line with the national picture. Overall LAC attendance was lower than that of their non-LAC peers though there was significant variation within this. The lowest attendance rates are for LAC at Home or in a Local Authority home/unit and highest rates (even higher than non-LAC peers) for those placed with Foster Carers. LAC pupils were, overall, nine times more likely to be excluded from school.
- 2.20 In 2012 the Council established new arrangement to promote improvements in outcomes for looked after children with the creation of a Corporate Parenting Action Plan and a new governance structure. The Action Plan includes a number of objectives in relation to education, which will be subject to further reporting.

Improving self-evaluation, leadership and partnership working

- 2.21 Continued progress has been made in closer partnership working with notable impact in literacy, child planning and case management. Self-evaluation has informed important changes in the audit process, collaborative working with QIOs and in the leadership and quality assurance for primary Support for Learning. Building on the progress in streamlining processes (2.9) a major review of the leadership and management of ASL Services has been undertaken and consultation is now underway to create an integrated service structure. The new structure will strengthen front line service delivery mirroring changes in child planning and reinforcing the capacity for case management combining family support with support in schools. In this way working alongside schools ASL services will play a significant role in supporting the shift in the balance of care in partnership with the authorities social care provision.

Partnership Funding

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

3. Recommendations

To recommend that the Education Children and Families Committee:

- 3.1 Notes the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh;
- 3.2 Notes that increasingly, further growth will need to be met in mainstream provision where the great majority of growth in population requiring significant additional support is found;
- 3.3 Notes the continuing progress in service improvement, in particular in literacy and integrated child planning;
- 3.4 Notes the significant progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary through the case management approach;
- 3.5 Notes a potential advantage of a co-ordinated approach to the development of future care options for children with complex disabilities in conjunction with the

commissioning of new accommodation for St Crispin's within the Children and Families strategy to shift the balance of care;

- 3.6 Notes the contributions of ASL services and special schools to progress in shifting the balance of care when combined with improvements in family support and care options that allow children to remain in Edinburgh;
- 3.7 Notes progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance;
- 3.8 Notes the provisions made to address demographic pressures and proposed savings in the period 2014-16 which is subject to consultation.

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	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 fulfill their potential
Appendices	None

Education, Children and Families Committee

10 am, Tuesday, 10 December 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

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Terms of Referral

Summer Schools Maintenance Report

Terms of referral

The Governance, Risk and Best Value Committee, at its meeting on 14 November 2013, considered a report providing a further update on the findings of the '2012 Schools Summer Works' Internal Audit report which was presented to the Committee's August meeting. Information was also provided on the findings of further reviews, the current arrangements in place to address the recommendations, and actions for future adoption to enhance delivery of the works programme.

The Governance, Risk and Best Value Committee agreed:

- 1) To note that Turner, Townsend, Faithful and Gould, and Corporate Property have conducted reviews of both the 2012/13 programme and current arrangements for the delivery of the 2013/14 Asset Management Programme with a view to developing an improved service;
- 2) To note that the detailed findings of the reviews is an agenda item for the next Asset Management Programme Board to ensure that each recommendation is given full consideration and arrangements put in place for implementation where appropriate;
- 3) To note that many of the recommendations are currently in place for the 2013/14 Asset Management Programme and these will be developed with the aim of delivering continuous improvement;
- 4) To note that a fundamental change is in hand for the 2014/15 programme. The aim is to have an approved programme for the following year by the end of Quarter 3 each year. This will allow planning and design for an earlier start on the following year's programme;
- 5) To note that there will still be issues with real time financial reporting until existing legacy systems (AS400) are replaced by the new Computer Aided Facilities Management solution;
- 6) To request that the Chief Internal Auditor includes Summer School Maintenance in their work programme for 2013/14;
- 7) To request that the financial figures for the 2012/13 programme be provided to the Committee; and
- 8) 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](#) and [14 November 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

10.00a.m., Thursday 14 November 2013

Summer Schools Maintenance Report

Item number 8.2

Report number

Wards City Wide

Links

Coalition pledges [P30](#)

Council outcomes [C025](#)

Single Outcome Agreement All

Mark Turley

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Executive summary

Summer Schools Maintenance Report

Summary

In response to difficulties encountered in the delivery of the 2012/13 programmes of works, and specifically those works undertaken under a heading of '2012 Schools Summer Works', Internal Audit carried out a review which was presented to the August Governance Risk and Best Value Committee.

This report provides a further update building on the findings of the August Report with the findings of further reviews. One review was undertaken by a key external provider on the 2012/13 Programme, Faithful and Gould and an independent review by Turner and Townsend Management Solutions.

The Turner and Townsend review focussed particularly on current arrangements in place for the delivery of the 2013/14 Asset Management Programme drawing on their knowledge of best practice.

Corporate Property undertook a significant restructure which commenced in April 2013. This restructure has had a positive impact on the clarity of roles and responsibilities within Corporate Property. This along with changes to governance arrangements on the Asset Management Programme has already addressed a number of the major review recommendations. However it is recognised that the current 2013/14 programme is an interim stage in the approach to the delivery of the annual Asset Management Programme and further developments are in hand to move towards a more robust arrangement with a central aim of reducing delivery risk.

This report outlines the main findings of each review and the current arrangements in place which address the recommendations. There is also a comment on further actions which are in hand for future adoption. These further actions will go further in a number of instances towards providing more robust delivery of the works programme.

Recommendations

Governance Risk and Best Value Committee is asked to :-

1. Note that Turner Townsend, Faithful and Gould and Corporate Property have conducted reviews of both the 2012/13 programme and current arrangements for the delivery of the 2013/14 Asset Management Programme with a view of developing an improved service.
2. Note that the detailed findings of the reviews is an agenda item for the next Asset Management Programme Board to ensure that each recommendation is given full consideration and arrangements put in place for implementation where appropriate.

3. Note that many of the recommendations are currently in place for the 2013/14 Asset Management Programme and these will be developed with an aim of delivering continuous improvement.
4. Note that a fundamental change is in hand for the 2014/15 programme. The aim is to have an approved programme for the following year by the end of Quarter 3 each year. This will allow planning and design for an earlier start on the following year's programme.
5. Note that there will still be issues with real time financial reporting until existing legacy systems (AS400) are replaced by the new ICT CAFM solution (Computer Aided Facilities Management).
6. Agree to refer this report to the next Education, Children and Families Committee.

Measures of success

Full delivery of the asset management programme on time and on budget, in line with stakeholders expectations.

Financial impact

The report refers to new processes in place to improve financial management.

Equalities impact

The recommendations of this report do not have any impact on equalities and human rights.

Sustainability impact

There are no sustainability issues arising from the recommendations of this report.

Consultation and engagement

- Feedback from service users and stakeholders incorporated within the review;
- Improved communications and approval processes with clients.

Background reading / external references

Summer Schools Maintenance Report – Update: Report to Governance, Risk and Best Value Committee on 15 August 2013.

Summer Schools Maintenance Report

1. Background

1.1 At the August Governance, Risk and Best Value Committee a report was presented by Corporate Governance titled 'Summer Schools Maintenance Report-Update' which presented the findings of the July 2012 Internal Audit Report 'Children and Families Schools Summer Works Programme'. The agreed actions from the August Committee were:

- To note the draft findings and recommendations
- 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
 - iv) Compliance with Council procedures on projects
- To refer the report to the Education , Children and Families Committee

This report addresses the requested actions.

2. Main report

2012/13 Programme Review

- 2.1 The Asset Management Programme for 2012/13, was delivered by different teams and associated structures, from those currently in place following the April 2013 Corporate Property restructure. Arrangements at that time were more complex with the in-house design teams (Property Services) being commissioned by Asset Management to deliver part of the programme and Asset Management directly commissioning and managing external consultants for the balance of the programme. This approach resulted in different governance arrangements for different parts of the programme. This approach has now been simplified with the introduction of a new Corporate Property structure in April 2013.
- 2.2 The two teams within the revised Corporate Property structure tasked with the delivery of the Asset Management Programme are Strategic Asset Management (SAM) and the Building Programme Team (BPT).
- 2.3 Strategic Asset Management oversees the strategic direction for the property estate, responsible for the development of the corporate asset management plan, liaison with service directorates regarding their strategic needs, property

rationalisation and forward programming and control of the asset management programme.

- 2.4 The Building Programme Team provides a building construction related, multi-discipline, design and project management service for the Council's Non-Housing Operational Estate. These services are delivered by means of the in-house resource and, where necessary, through external suppliers.
- 2.5 In addition to the normal Asset Management Programme there were two additional significant programmes of minor projects added at a later stage. The first was a Children and Families £4.1m revenue funded Redecoration and Flooring programme and the second a £1.1m Programme of projects agreed between Asset Management and Children and Families. These were discussed in the same forums as the Asset Management programme but were funded from separate budgets.
- 2.6 The Redecoration Programme was allocated to an external supplier, Faithful and Gould, to deliver in its entirety. Due to the large size and tight delivery timescale Faithful and Gould had to use additional design/surveying sub-suppliers. Faithful and Gould delivered this programme under the direct management of the Asset Management Team at that time.
- 2.7 With regard to the main body of the 2012/13 Asset Management Programme, this was principally delivered by the then Property Services team. An outline lessons learned exercise was carried out in June 2013 by Corporate Property and this shared with Internal Audit to inform their report to the Governance, Risk and Best Value Committee in August 2013. The key findings of this exercise are represented again below.
- 2.8 In view of the significant changes put in place as part of the Corporate Property Restructure and the revised Governance Arrangements put in place as part of the restructure it was determined that it would be beneficial to have an external review. Turner and Townsend Management Solutions were appointed to carry out this review and their findings are outlined in this report.

Faithful and Gould Lessons Learned (2012/13)

- 2.9 Faithful and Gould have conducted an internal Lessons Learned review which centred on the Redecoration & Flooring Works as these represented the major part of their commissioned works and were an area which raised a number of issues. This also formed a major part of the focus of the Internal Audit Report presented to the Governance, Risk and Best Value Committee in August 2013.
- 2.10 A number of the findings of the report have already been addressed through the recent restructure in Corporate Property and the associated revised Asset Management Programme governance arrangements. However it is recognised

that there are a number of more detailed points identified which will be reviewed at the next Asset Management Project Board to ensure any identified issues are addressed going forward as part of the services approach to continuous improvement.

- 2.11 Some of the more notable issues identified by Faithful and Gould in their report are outlined below. The table also highlights arrangements in place for 2013/14 which address the issue and proposed arrangements for future years:

2012/13 Programme Issue	2013/14 Programme Position	Future aim
<p>Project Briefing</p> <p>Limited information available at briefing stage.</p>	<p>This is still an issue at this interim phase.</p>	<p>Aim to commence the briefing and design stage in Quarter 3 of the previous year to lessen the impact of any delay in finalising briefs.</p>
<p>Reporting Arrangements</p> <p>Detailed weekly reporting required for the 2012/13 decoration Programme which diverted key personnel from delivery. Numerous additional ad hoc reports requested by CEC.</p>	<p>Monthly Asset Management Programme board is the key reporting vehicle. Ad hoc reporting has been minimised wherever possible.</p>	<p>Monthly Programme Board will continue with ad hoc reports only where essential. Performance reporting will, where possible be automated through the new computer system currently being commissioned (CAFM).</p>
<p>Programme Lead Times</p> <p>Limited time from time of appointment to complete site surveys, finalise project scopes, client and user approvals, tender document preparation, tender action, tender acceptance and pre-start meeting to meet the targeted site start on the commencement of the summer break. Numerous issues outside the direct control of the delivery</p>	<p>Compressed delivery periods are still an issue for the 2013/14 programme. However the delivery teams on the 2013/14 programme have given earlier feedback on the viability of programmes allowing earlier notification of stakeholders. There will be a step change in addressing project lead times for the 2014/15 programme with the</p>	<p>The intended move to issuing programmes (or the bulk of programmes) in Quarter 3 of the previous financial year will allow the design and planning phases to be concluded earlier giving greater certainty of delivery and use of the full financial year for delivery. This should also maximise spend in a given financial year.</p>

<p>team resulted in a number of redecoration projects being delivered outside the targeted summer break.</p> <p>This also impacted of delivery of spend within the financial year.</p>	<p>introduction of arrangements to finalise future year programmes at the end of Quarter 3 of the previous year with the aim of allowing design and planning to be initiated in Quarter 4. This is in hand for the 2014/15 programme.</p>	
<p>Coordinating with Other Projects</p> <p>Numerous projects from the various programmes work stream resulted in a number of instances of single properties experiencing a number of projects of differing trades being executed concurrently resulting in coordination issues and confusion with building users.</p>	<p>For the 2013/14 programme, every attempt has been made to bundle projects into single multi-trade projects for each property. By way of example, the 2012/13 Asset Management Programme consisted of circa 700 projects whereas the 2013/14 Asset management Programme is delivering circa 400 multi-trade projects for broadly similar budgets.</p>	<p>The multi-trade approach will be monitored. To date the evidence is that it has been successful and should be continued.</p>
<p>Tendering Issues</p> <p>Framework Contractor appointments were delayed impacting on the delivery of the programme. In addition there were issues around capacity of the framework suppliers to deliver the works due to the scale and compressed timescales resulting in re-pricing exercises.</p> <p>Also some issues around consistency of Procurement advice.</p>	<p>Framework contracts now in place. In addition Edinburgh Building Services are the prime supplier for minor all trade works removing the tendering process.</p>	<p>Frameworks will continue and it is expected that Edinburgh Building Services will develop their expertise in works of this nature.</p>
<p>School Complaints</p> <p>End user issues at the end</p>	<p>The programme is now supported by four Project Officers. These are</p>	<p>Provision of the 4 Project Officers has been demonstrated to have</p>

of the key holiday periods.	building professionals with a surveying background. Their role is to manage progress at all stages and monitor spend against agreed budgets. In addition they are tasked with being a single point of contact for clients and end users and ensuring contract completions are delivered in an orderly fashion.	been a success to date and will be continued.
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Outline Lessons Learned, Corporate Property (2012/13)

2.12 The Corporate Property Lessons Learned exercise referred to in the Internal Audit Report were essentially the key high level issues. The table below again captures the more significant issues. Some of these are repeats of the Faithful and Gould experience. These have been repeated as they clearly apply equally to the Faithful and Gould Revenue Redecoration Programme and the main Asset Management Programme delivered largely by Property Services at the time. Again arrangement in place for 2013/14 are outlined and also arrangements for future years.

2012/13 Programme Issue	2013/14 Programme Position	Future aim
<p>Governance Arrangements</p> <p>No formal management arrangements were in place for the £1.1M Children and Families Revenue programme. Questions around roles and responsibilities of the Programme Board.</p>	<p>For 2013/14 there is a formalised Programme Board with clarity on roles and responsibilities. In addition, for 2013/14 this board is chaired by the Corporate Property Head of Service. Any projects not captured through a separate project specific governance structure is captured in project updates as part of this board. The Asset Management Programme Board would be the vehicle to deliver any additional works</p>	<p>Asset Management Programme Board will continue as the key governance element with Head of Service as Senior Responsible Officer.</p>

	programmes.	
<p>Delivery Team Communications</p> <p>Identified a possible failure in communication between the teams at the time (Asset Management, Property Services and Finance).</p>	<p>Governance arrangements in place and there is close working in place between the Building Programme Team and Strategic Asset Management. Strategic Asset Management are also in close monthly dialogue with Finance.</p>	<p>The 2013/14 arrangements have proved to be a step change over previous years. This will be continually monitored with a view to continuous improvement.</p>
<p>Programme Budget Management</p> <p>Ensure individual project budgets are monitored to ensure allocated budgets directly relate to the project costs thereby ensuring the overall budget is fully allocated.</p>	<p>Monthly budget reporting to the Asset Management Programme Board is addressing this. However it is a time consuming and laborious exercise across a number of financial systems and excel spreadsheets.</p>	<p>This reporting and monitoring will continue. The process should be significantly streamlined and more robust once the CAFM system is fully operational. (Target Implementation Date is April 2014).</p>
<p>Programme Delivery Issues</p> <p>The process for agreeing the programme to be delivered and to commission the design teams is a key issue for confident delivery. Typically project teams have in the past been commissioned around March/April at best for the Children and Families programme and often as late as July for other Departments. With many of the projects requiring statutory approvals etc this is a challenging timescale in which to achieve spend within the financial year.</p>	<p>This challenge is still an issue for the current 2013/14 programme. However the closer Governance arrangements are providing improved certainty on delivery. In addition to the in-house delivery the Building Programme Team have appointed SCAPE (a framework design and project management partner) to deliver part of the programme. This is being managed by BPT directly ensuring the same governance and reporting arrangements are in place.</p>	<p>For the 2014/15 Programme the aim is to issue the programme to the design functions in Quarter 3 with a view to commissioning a substantial proportion of the works to allow design to commence in Quarter 4. Clearly if all approvals are not in place this may require a degree of working at risk for the planning and design elements.</p>
<p>Financial Reporting on</p>	<p>Finance agreed to add narrative to their reports</p>	<p>The CAFM should minimise much of manual</p>

<p>Out-turn Position</p> <p>On the 2012/13 programme there was significant resource diverted to reconcile what was the understood position with regard to project progress in comparison with associated project spend as reported by Finance. The lack of integrated ICT systems resulted in this being a significant manual data handling exercise. The situation is also impacted by the lags in payments appearing on the Finance Ledger. For this reason Finance were reporting more pessimistic progress with regard to project delivery than was the actual case. In addition there was confusion around delivery of the overall programme as it had been incorrectly termed a 'Summer Works Programme' and did not recognise that only part of the programme is delivered in the summer period, not the entire programme.</p>	<p>when reporting the ledger position. There are still issues around streamlining the financial reporting to get as close as possible to the real time position. This is not fully addressed for this years programme. The term Summer Works is no longer used. It is used in the title of this report due to the legacy of the earlier report.</p>	<p>handling of finance data allowing teams to work from a common database.</p>
<p>Contractor Frameworks</p> <p>The contractor frameworks were delayed during the delivery of the 2012/13 programme (they were finally put in place by the end of June 2012) resulting in delays to contractor appointments.</p>	<p>Framework contracts are in place, and shall be available for use where required up to 2016. In addition EBS are now the preferred delivery route for projects up to circa £250k but it is recognised that this is a new area for them. EBS are currently</p>	<p>Frameworks will continue and EBS will grow in experience of works of this nature.</p>

	restructuring and working closely with BPT to identify what key trades are needed for this type of programme.	
<p>Numerous small Projects on the same site</p> <p>Client and delivery team confusion around different, separate projects being delivered consecutively on the same site.</p>	Projects are being 'bundled' where possible into single multi-trade contracts where they are programmed to be delivered consecutively on the same site.	Bundling arrangement will be monitored for effectiveness. Indications are positive that this will be continued.
<p>Miscoding of Capital Project to Revenue</p> <p>There is a legacy issue associated with the continued use of the AS400 system. It results in projects being misappropriated to revenue budgets and showing associated under-spend on the Asset management Programme.</p>	This issue is still live for the 2013/14 programme. Finance are regularly monitoring and making the necessary transfers.	The AS400 will be decommissioned when the CAFM is fully operational.

Turner and Townsend Review

2.13 This has been an extensive review which interviewed key stakeholders across the Council. In all 12 individuals were interviewed representing the following organisations:

Strategic Asset Management, Finance, Health and Social Care, Children and Families, Internal Audit, School (C&F user client), Laboratory (SfC user client).

2.14 In view of the significant changes to the structure of Corporate Property in April 2013 and the level of review of the 2012 Programme by Internal Audit, Faithful and Gould and Corporate Property, the Turner and Townsend review was informed by these exercises but did not focus on the 2012 'Summer Works'. The main focus of the report is around the current arrangements which are in place and any further arrangements which could offer improvement. The report captures the objectives as follows, 'The objective of this review is to review how projects are currently delivered, understand how the Asset Management Capital

Budget is managed and recommend ways to improve control, offer value and provide assurance to the programme.

T&T suggestions	2013/14 Programme Position	Future aim
Strategic Asset Management develop a 3-5 year rolling programme.	This is currently being developed as part of the prioritisation of the 2014/15 programme, with an initial focus on this three year programme.	Rolling 5 year programmes are scheduled to be in place by 2014.
Remove name Summer Works.	Already in place.	Ongoing.
Develop list of constraints to assist with scheduling of projects (e.g.: Festivals, early warnings such as libraries requiring 3 weeks notice of closure, school holiday periods etc).	Not implemented to date. This will be taken up and put on a shared data base to inform the wide range of personnel involved in project programming.	Ongoing.
Strategic Asset Management commission Building Programme Team at the beginning of Q4 to commence design work for delivery in the following financial year.	Not implemented for the delivery of the 2013/14 programme	Arrangements being put in place for commissions to be issued at the start of Q4 for the 2014/15 programme and future programmes. This may require some work at risk if all approvals are not in place to permit this. Longer term, the aim would be to have the future years programme issued early in Q3 of the current Financial Year.
Have a list of ready to go projects to respond to release of unexpected funding or the current	Not implemented at this time. However this is something Strategic Asset Management are going to implement by pulling	When implemented this will be an ongoing arrangement.

programme not delivering anticipated spend.	forward priority projects that could be accelerated from the following years programme.	
Reporting processes, timings and terminology require development to allow an equal understanding of project progress between Building Programme Team, Strategic Asset Management and Finance.	This point is recognised and will be addressed. A new property management IT system has been procured and is currently being commissioned. This system along with improved management arrangements will provide more accurate progress reporting.	Develop a common and accurate reporting system.
Continue to have regular communication and establish reporting methods with FM and other parties in order to develop a list of projects/tasks arising from their visits.	Feedback is currently given on an informal basis but it is recognised that arrangements to inform Strategic Asset Management when setting the future programmes needs to be consistent and formalised. It is recognised that Strategic Asset Management have to gather information from Clients, Facilities Management, Building Programme Team, Condition Survey Reports and Corporate Asset Management Group when collating the Asset Management Programme.	Formalised prioritisation based on technical and frontline service requirements.
Add Contractors Based Outside Edinburgh to existing frameworks. They will be able to respond during Edinburgh holidays and may price keenly to secure work during their	This focus has not been in place when procuring framework contractors. There looks to be potential advantages and this will be discussed with procurement.	If implemented this will be ongoing.

own less busy periods.		
Develop project close out documents to report to Strategic Asset Management and develop online customer/stakeholder satisfaction surveys following project completion.	This is recognised to be an appropriate process to apply and will be adopted.	Ongoing.
The traditional approach of commissioning Building Programme Team in April/ May on the Children and Families programme creates a scheduling challenge for projects being delivered over the holiday period. Turner and Townsend recognise Strategic Asset Management's aim to pull forward the planning process with client sign off by the middle of Q3.	Not in place for 2013/14 but targeted for the early implementation of the 2014/15 programme.	Ongoing once implemented.
Recommended use of a commissioning form capturing the key issues for each project.	The form has been developed and is being used for any new commissions.	Ongoing.
Recommended greater consultation and transparency of the Asset Management Budget with formal sign off on revisions and changes to assist in current status.	Arrangements are in place with ongoing stakeholder review via monthly Asset Management Client Liaison meetings, documented in a change control record.	Ongoing.
Recognition is needed of the ability to deliver spend on additional programmes	This is a recognised challenge and more realistic assessment of the	More upfront planning and budget approval and less short term demands,

<p>subsequently added. This was even a problem when the available resource issue was addressed through the appointment of Faithful and Gould in response to the addition of the £4.1m and £1.1m Children and Families programmes at a late stage to the 2012/13 programme.</p>	<p>delivery of additional programmes within the same financial year needs to be provided at the time of appointment. Programmes need to articulate the lead in times prior to the delivery on site.</p>	<p>however need to be flexible and responsive.</p>
<p>Recommended that a cut off date for Revenue projects is agreed and adhered to. The aim to allow Building Programme Team to manage both Revenue and Capital workloads more effectively and prioritise works to be completed before March.</p>	<p>The benefits of this will be assessed at the Asset Management Programme Board. However it is not thought that a cut off could be readily implemented as this would very much be dependent on the level of revenue budget proposed for addition.</p> <p>The bulk of revenue spend is addressed by Corporate Facilities Management and is not delivered by Building Programme Team so this is not normally a significant issue. The £4.1M Children and Families additional revenue in 2012/13 was an exception.</p>	<p>More proactive approach and less short term demands, however need to be flexible and responsive.</p>
<p>CAFM should address the significant cost monitoring issues. However Turner and Townsend have not reviewed the proposed system.</p>	<p>This is a recognised key output from the CAFM system.</p>	<p>Ongoing and will be further refined over time.</p>
<p>Consider combining Strategic Asset Management (SAM) and The Building Programme</p>	<p>The need for Strategic Asset Management to retain some separation for the delivery functions</p>	

Team (BPT) with the aim of realising possible benefits in streamlining.	allows necessary clarity to be retained. However this can be given further consideration if the benefits can be demonstrated to outweigh the costs.	
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2.15 The numerous reports also have more detailed findings. These along with the more significant items identified above will be reviewed at the next Asset Management Programme Board to determine the benefits and where appropriate agree arrangements to implement necessary actions to address the issue.

2.16 Across the reviews of the 2012/13 Programme it is evident that there were a number of issues which combined to impact on delivery. The significant issues were the introduction of additional programmes (£4.1M and £1.1 M Children and Families Revenue budgets) which were not anticipated at the early planning stages. The opportunity to execute circa 200 school Conditions Surveys was welcomed however the need to ensure this was executed in the 6 month period from October to the end of March was a significant logistical exercise which diverted management resources in the in-house team. A second significant issue was the late appointment of the framework contractor supply chain. This resulted in a need to find other interim solutions with the Procurement team which were not satisfactory.

Programme for 2014

2.17 The 2014/15 Asset Management Programme (and beyond) is progressing well with the initial draft departmental programmes nearing completion for consultation with service directorates. It is anticipated that these programmes will be presented to the appropriate committees in December/January.

2.18 This approval process would allow the appointment of the Building Programme Team to commence design and planning activities in Quarter 4. Should there be a delay in securing the necessary approvals a view will be taken on appointing the Building Programme Team to progress the design and planning activities to realise maximum benefits this opportunity affords. Clearly there will be a need for care in managing expectations in the process.

Best Value

2.19 A key aim in the delivery of the programme is to realise best value. With this in mind, the Building Programme Team were appointed by Strategic Asset Management on fee rates comparable to the external market for works of this nature. In addition the works have been mainly procured through new Framework Contracts which were put in place in 2012 and shall be available for a period of up to 4 years. These offer market competitive framework rates, for overheads and profit margins and are fixed for their duration of the framework. While these frameworks are available for use on any Council building related project, they were specifically procured with this programme in mind and cover the key trade elements associated with the Asset Programme. Over the last quarter Edinburgh Building Services have been defined as an in-house delivery partner, and while there is a recognition that they need to grow, develop and diversify into the multi trade partner this programme demands, there has been significant success with the projects assigned to them so far. Edinburgh Building Services continue to work closely with Building Programme Team to assist in the delivery of the programme where they can.

Compliance with Council Procedures on Projects

2.20 The Children and Families 'summer works' element of the 2012 /13 programme was reviewed by Internal Audit and no areas of failure in this regard were noted. Processes for 2013/14 are more robust with the availability of framework contractors and the internal EBS contracting teams. Furthermore all tenders are reviewed and tender reports prepared by the design teams. These reports are passed to Strategic Asset Management for approval before being, either accepted via a works order (<£25k in value) or issued to Corporate Governance Procurement for appointment where the value is greater than £25,000, and external contractors are to be appointed. This process allows SAM to closely monitor budgets and record key milestone dates relating to project status and progress.

3. Recommendations

Governance Risk and Best Value Committee is asked to :-

- 3.1 Note that Turner Townsend, Faithful and Gould and Corporate Property have conducted reviews of both the 2012/13 programme and current arrangements for the delivery of the 2013/14 Asset Management Programme with a view of developing an improved service.
- 3.2 Note that the detailed findings of the reviews is an agenda item for the next Asset Management Programme Board to ensure that each recommendation is given full consideration and arrangements put in place for implementation where appropriate.

- 3.3 Note that many of the recommendations are currently in place for the 2013/14 Asset Management Programme and these will be developed with an aim of delivering continuous improvement.
- 3.4 Note that a fundamental change is in hand for the 2014/15 programme. The aim is to have an approved programme for the following year by the end of Quarter 3 each year. This will allow planning and design for an earlier start on the following year's programme.
- 3.5 Note that there will still be issues with real time financial reporting until existing legacy systems (AS400) are replaced by the new ICT CAFM solution (Computer Aided Facilities Management).
- 3.6 Agree to refer this report to the next Education, Children and Families Committee.

Mark Turley

Director of Services for Communities

Links

Coalition pledges	P30 - Continue to maintain a sound financial position including long-term financial planning
Council outcomes	C025 - The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	All
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 10 December 2013

Responsible Citizenship – Volunteering in Schools

Item number	8.4
Report number	
Wards	ALL

Links

Coalition pledges	P1 , P12 , P15 , P28 , P29
Council outcomes	CO2 , CO8 , CO10 , CO11 , CO23 , CO26 , CO27
Single Outcome Agreement	SO1 , SO2 , SO3 , SO4

Carol Campbell

Head of Legal, Risk and Compliance

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Terms of Referral

Responsible Citizenship – Volunteering in Schools

Terms of referral

The Communities and Neighbourhoods Policy Development and Review Sub-Committee on 26 November 2013 considered a report which detailed work currently being undertaken by Children and Families contributing to the wider volunteering strategy. The report proposed an action plan on the basis of the continuing work being undertaken in schools to roll out Curriculum for Excellence.

For decision

The Communities and Neighbourhoods Policy Development and Review Sub-Committee has referred the attached report to the Education, Children and Families Committee for information.

Measures of success

In the Edinburgh Compact Volunteering Strategy Report to the Communities and Neighbourhoods Committee on 27 November 2013, the following measures of success were stated:-

- Base-line and increased incidences of volunteering in schools as part of the development of wider achievement initiatives in line with Curriculum for Excellence.
- Continue to identify the benefits of volunteering (e.g. % increase in competencies, % entering positive destinations, £ economic equivalent impacts).
- Continue to identify new initiatives to advance volunteering in schools (e.g. % increase in the use and application of time-banks, % use of ad-hoc volunteering opportunities).

Financial Impact

There are no additional budgetary requests being applied for the implementation of the strategy.

Equalities Impact

The development and implementation of the strategy will assist the Council to deliver key equality and rights outcomes, and meet the public sector equality duties to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. NHS Lothian is undertaking the Equalities Impact Assessment for the strategy on behalf of Compact partners.

Sustainability Impact

The developments within the Curriculum will continue to contribute to the wider council volunteering strategy. The wider council volunteering strategy contributes to the city's sustainable development objectives, in particular the advancement of vibrant flourishing communities, social and economic well-being and an efficient and effectively managed city.

Consultation and Engagement

CfE meetings are held throughout the year with both Primary and Secondary Head Teachers in order to continue to progress Curriculum for Excellence.

Background reading / external references

- The full strategy and draft action plan is available from the Compact Website using the following link(s);
www.edinburghcompact.org.uk/inspiring-edinburghs-volunteers/
- “Sustainable Procurement Action Plan” – Policy and Strategy Committee, 27 March 2012 / “Inspiring Volunteering” - The Edinburgh Volunteering Strategy, 31 October 2006 / “Volunteering in Edinburgh” - 15 February 2005 / “The Edinburgh Compact Strategy”, 15 June 2004
- Curriculum for Excellence:
www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/
- Wider Achievement Awards: www.sqa.org.uk/sqa/47606.html
- Youth Scotland Amazing things: www.youthscotland.org.uk/projects/volunteer-action-plan/amazing-things.htm

Links

Coalition pledges	P1 , P12 , P15 , P28 , P29
Council outcomes	CO2 , CO8 , CO10 , CO11 , CO23 , CO26 , CO27
Single Outcome Agreement	SO1 , SO2 , SO3 , SO4
Appendices	Report by the Director of Children and Families

Communities and Neighbourhoods Committee

10am, Tuesday 26 November 2013

Responsible Citizenship: Volunteering in Schools.

The Edinburgh Compact Volunteering Strategy

2012/17 - Inspiring Edinburgh's Volunteers – Building on
Success

Item number

Report number

Wards

All

Links

Coalition pledges [P1, P12, P15, P28, P29](#)

Council outcomes [CO2, CO8, CO10, CO11, CO23, CO26, CO27](#)

Single Outcome Agreement [SO1 - 4](#)

Gillian Tee

Director of Children and Families

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Executive summary

Responsible Citizenship: Volunteering in Schools.

The Edinburgh Compact Volunteering Strategy

2012/17 - Inspiring Edinburgh's Volunteers – Building on

Success

Summary

- The Action Plan completed by Children and Families filed in appendix 1 is in response to a request from the Communities and Neighbourhoods Committee following their meeting dated 7 May 2013 which stated in agenda item 7.3 (2) To note that Castleview Primary School held a highly successful Citizenship Day on 30 April 2013, and to call for a report from the Director of Education, Children and Families on that initiative, and other good practice in schools, in taking forward the Responsible Citizen capacity in Curriculum for Excellence.
- Appendix 1 outlines the work currently being taken in Children and Families which will contribute to the wider volunteering strategy.

In the Edinburgh Compact Volunteering Strategy Report to the Communities and Neighbourhoods Committee on 27 November 2013, the following summary points were stated:

- The Compact Partnership first established a Volunteering Strategy in 2006/07. This provided for a range of partner action around profiling, good governance and reward and recognition.
- This second Volunteering Strategy provides for ambitious developments to enable (i) greater understanding of volunteering contributions; (ii) identification of economic equivalent and other impacts, and (iii) ways to strengthen support and maximise opportunities for growing the volunteering community.
- The Council as a partner on the Compact Partnership is required to consider the content, challenges and any related contribution to the strategy. The Council's package of proposed action (Appendix 2) provides a sound basis for demonstrating the Capital Coalition's intention to build a more co-operative and prosperous Edinburgh with a strong social and economic prospect.

Recommendations

- To note the Children and Families response to the Volunteering Strategy attached in Appendix 1.
- To refer this report to the Education, Children and Families Committee.

Measures of success

In the Edinburgh Compact Volunteering Strategy Report to the Communities and Neighbourhoods Committee on 27 November 2013, the following measures of success were stated:

- Base-line and increased incidences of volunteering in schools as part of the development of wider achievement initiatives in line with Curriculum for Excellence.
- Continue to identify the benefits of volunteering (e.g. % increase in competencies, % entering positive destinations, £ economic equivalent impacts).
- Continue to identify new initiatives to advance volunteering in schools (e.g. % increase in the use and application of time-banks, % use of ad-hoc volunteering opportunities).

Financial impact

- There are no additional budgetary requests being applied for the implementation of the strategy.

Equalities impact

- The development and implementation of the strategy will assist the Council to deliver key equality and rights outcomes, and meet the public sector equality duties to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. NHS Lothian is undertaking the Equalities Impact Assessment for the strategy on behalf of Compact partners.

Sustainability impact

- The developments within the Curriculum will continue to contribute to the wider council volunteering strategy. The wider council volunteering strategy contributes to the city's sustainable development objectives, in particular the advancement of vibrant flourishing communities, social and economic well-being and an efficient and effectively managed city.

Consultation and engagement

- CfE meetings are held throughout the year with both Primary and Secondary Head Teachers in order to continue to progress Curriculum for Excellence.

Background reading / external references

- The full strategy and draft action plan is available from the Compact Website using the following link(s); <http://www.edinburghcompact.org.uk/inspiring-edinburghs-volunteers/>
- “Sustainable Procurement Action Plan” – Policy and Strategy Committee, 27 March 2012 / “Inspiring Volunteering” - The Edinburgh Volunteering Strategy, 31 October 2006 / “Volunteering in Edinburgh” - 15 February 2005 / “The Edinburgh Compact Strategy”, 15 June 2004
- Curriculum for Excellence:
<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/>
- Wider Achievement Awards: <http://www.sqa.org.uk/sqa/47606.html>
- Youth Scotland Amazing things:
<http://www.youthscotland.org.uk/projects/volunteer-action-plan/amazing-things.htm>

Responsible Citizenship: Volunteering in Schools.

The Edinburgh Compact Volunteering Strategy 2012/17 - Inspiring Edinburgh's Volunteers – Building on Success

1. Background

- 1.1 The purpose of Curriculum for Excellence is presented in the form of four capacities: to enable young people to be successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum aims to ensure that all young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

Across our schools, volunteering contributions are strong and are a significant part of the wider achievement developments which have been implemented as a result of Curriculum for Excellence.

- 1.2 The Action Plan completed by Children and Families filed in appendix 1 is in response to a request from the Communities and Neighbourhoods Committee following their meeting dated 7 May 2013 which stated in agenda item 7.3 (2) To note that Castleview Primary School held a highly successful Citizenship Day on 30 April 2013, and to call for a report from the Director of Education, Children and Families on that initiative, and other good practice in schools, in taking forward the Responsible Citizen capacity in Curriculum for Excellence.
- 1.3 Appendix 1 outlines the work currently being taken in Children and Families which will contribute to the wider volunteering strategy.

2. Main report

2.1 Across the city, volunteering contributions remain strong in the school sector and it is important that we recognise the importance of voluntary contributions which help the City of Edinburgh to continue to grow and flourish.

2.2 The Action Plan is proposed on the basis of the continuing work being taken in schools to roll out Curriculum for Excellence and has been presented in Appendix 1 in line with the Edinburgh Volunteering Strategy.

The proposed response and commitments to each action theme as it relates to the Council are summarised in the shaded column below:-

Item	ACTION	Identified delivery partner and related action – action by City of Edinburgh Council
1a	<p>All (Council) high schools across Edinburgh actively support volunteering as a component of the CfE by:-</p> <ol style="list-style-type: none"> 1. establish number of pupils regularly volunteering 2. identify incidences of volunteering 3. integrate volunteering as an option into the learning programme for 16+ Students 4. <ul style="list-style-type: none"> • Informing, encouraging and supporting young people to take up internal and external volunteering opportunities (12+) 	<p>Children & Families to undertake as part of Curriculum for Excellence and Learning & Development provisions and to participate in establishment and delivery of such schemes</p>

The evidence discussed in this report is gathered from a sample of 16 high schools across Edinburgh. Further information about volunteering out with school was provided by CLD Youth Work.

2.3 Action 1a(1): To establish the number of pupils regularly volunteering

- In 88% of the schools sample, a significant majority of students have the opportunity to take part in a range of volunteering opportunities as part of their senior phase of learning in S4-6.
- In S1-3 57% of the sample schools have developed volunteering opportunities as part of the school's enhanced learning opportunities which all students take part in. A further 44% of the sample indicated that some students take part in other individual volunteering opportunities too.
- Youth Work indicate that approximately 2650 school students take part in volunteering opportunities out with school. This figure includes approximately 100 young carers.

2.4 Action 1a (2): To identify incidences of volunteering

- Within the senior phase in the majority (88%) of the sample schools there are school organised volunteering opportunities for students in school and across the cluster which a significant majority of students were engaged in. For example: befriending younger pupils, assisting in lessons, running clubs such as lunch and breakfast clubs or youth clubs.

- In the same majority of the sample (88%) there is a wide variety of Wider Achievement and Award bearing opportunities offered to pupils. These include: the Youth and Philanthropy Initiative (YPI), Duke of Edinburgh's Award, Saltire Award and the John Muir Award. These attract a large number of students.
- In 69% of the sample schools pupils also opt to take part in charity work with national charities such as: Waverley Care, CARITAS and international charities such as: Habitats for Humanity, Kenyan Fair Trade.
- Out of school volunteering covers a wide range from volunteering in youth work centres to taking part in the Young Peoples' Participation Team.

2.5 Action 1a(3): To integrate volunteering as an option into the leaning programme for 16+ students

- Within the 16+ curriculum there are opportunities for taking part in volunteering opportunities as part of normal course choice and this forms part of the students' timetabled week. For example the NHS/CEC Health and Social Care Academy allows participation in non clinical placements in the NHS or CEC Residential Homes whilst studying for a linked qualification at Edinburgh College. (This academy is currently being piloted in 5 schools across Edinburgh)
- In S5/6 in some schools the senior phase is organised in such a way as to allow students, depending upon their own learner journey, to opt into volunteering opportunities as part of their curriculum choice. Volunteering opportunities are likely to continue to increase and develop in all schools through the Senior Phase Database which is currently being developed which will enable us to more easily share activities and opportunities across schools.
- Across Edinburgh City, 14 secondary schools participated in YPI during the 2012/13 academic year : Balerno, Broughton, Castlebrae, Craigmount, Currie, Drummond, Firrhill, Forrester, Holy Rood, James Gillespie's, Royal High, St Augustine's, St Thomas's, and Tynecastle.

2.6 Action 1a (4) : Informing, encouraging and supporting young people to take up internal and external volunteering opportunities (12+)

- The evidence provided by the sample schools indicates that there is a large uptake and therefore understanding of opportunities to volunteer within schools. These opportunities are generally discussed and advertised through Personal and Social Education lessons or through course choice information and guidance. Schools also regularly invite guest speakers and have calendared events to highlight the importance of specific issues. These strategies allow students the opportunity to find out about more about volunteering and how they can take part. The Senior Phase Database will enable students to make more informed choices about their senior phase of learning; volunteering, taking part in Awards and charity opportunities will form part of this.
- Volunteering opportunities out with school are advertising through CLD Centres and Youth Clubs/Groups.

2.7 Action 1a (5): Identify beneficiaries of pupil volunteering effort

- In all sample schools the direct beneficiary of in-house volunteering activities is the whole school community. The opportunity for older students to work with and support younger students is invaluable; it aids the younger students in their

development, gives the senior students involved good leadership experiences and helps create a positive ethos within the school.

- Charities benefit directly from the students' input in the short term by the monies they raise, however in the longer term it raises the charities' profile amongst young people and helps young people understand the importance of the work charities provide.
- However, overall the main beneficiaries are the students themselves. Opportunities to take part in volunteering in school and in the wider community, in Wider Achievement Awards and charity work helps young people to become responsible citizens and encourages the development of skills for learning, life and work and this helps our learners to prepare well for their next stage in life and makes them a positive force in their community.

3. Recommendations

- 3.1 To note the Children and Families response to the Volunteering Strategy attached in Appendix 1.
- 3.2 To refer this report to the Education, Children and Families Committee.

Gillian Tee

Director of Children and Families

4. Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes P15 - Work with public organisations, the private sector and social enterprise to promote Edinburgh to investors P28 - Further strengthen our links with the business community by developing and implementing strategies to promote and protect the economic well being of the city 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 CO8 - Edinburgh's economy creates and sustains job opportunities

- CO10** - Improved health and reduced inequalities
- CO11** - Preventative and personalised support in place
- 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.
- CO27** - The Council supports, invests in and develops our people

Single Outcome Agreement

- SO1** - Edinburgh's Economy Delivers increased investment, jobs and opportunities for all
- SO2** - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
- SO3** - Edinburgh's children and young people enjoy their childhood and fulfil their potential
- SO4** - Edinburgh's communities are safer and have improved physical and social fabric

Key Theme			
Volunteering is supported as a vital resource that contributes positively to the personal development of young people			
Action	Output target	Identified delivery partner(s) /Supporting Partners	Key performance indicator
<p>All (Council) high schools across Edinburgh actively support volunteering as a component of the CfE by:-</p> <ul style="list-style-type: none"> Establish number of pupils regularly volunteering Identify incidences of volunteering 	<p>To be identified by March 2013</p> <p>To be identified by March 2013</p>	<p>CEC</p> <p>VCE</p>	<p>In 88% of the schools sample, a significant majority of students have the opportunity to take part in a range of volunteering opportunities as part of their senior phase of learning in S4-6.</p> <p>In S1-3 57% of the sample schools have developed volunteering opportunities as part of the school's enhanced learning opportunities which all students take part in. A further 44% of the sample indicated that some students take part in other individual volunteering opportunities too.</p> <p>Youth Work indicate that approximately 2650 school students take part in volunteering opportunities out with school. This figure includes approximately 100 young carers.</p> <p>Within the senior phase in the majority (88%) of the sample schools there are school organised volunteering opportunities for students in school and across the cluster which a significant majority of students were engaged in. For example: befriending younger pupils, assisting in lessons, running clubs such as lunch and breakfast clubs or youth clubs.</p>

<ul style="list-style-type: none"> • integrate volunteering as an option into the learning programme for 16+ Students 	<p>To be operational by 2017</p>		<p>In the same majority of the sample (88%) there is a wide variety of Wider Achievement and Award bearing opportunities which students can opt take part in. These include: the Youth and Philanthropy Initiative (YPI), Duke of Edinburgh's Award, Saltire Award and the John Muir Award. These attract a large number of students.</p> <p>In 69% of the sample schools students also opt to take part in charity work with national charities such as: Waverley Care, CARITAS and international charities such as: Habitats for Humanity, Kenyan Fair Trade.</p> <p>Out of school volunteering covers a wide range from volunteering in youth work centres to taking part in the Young Peoples' Participation Team.</p> <p>Within the 16+ curriculum there are opportunities for taking part in volunteering as part of normal course choice and forms part of the students' timetabled week. For example the NHS/CEC Health and Social Care Academy allows participation in non clinical placements in the NHS or CEC Residential Homes whilst studying for a linked qualification at Edinburgh College. (This academy is currently being piloted in 5 schools across Edinburgh)</p> <p>In S5/6 in some schools the senior phase is organised in such a way as to allow students, depending upon their own learner journey, to opt into volunteering opportunities as part of their curriculum choice. Volunteering opportunities are likely to continue to increase and develop in all schools through the Senior Phase Database which is currently being developed which will enable us to more easily share activities and opportunities across schools.</p> <p>Across Edinburgh City, 14 secondary schools participated in YPI during the 2012/13 academic year: Balerno, Broughton, Castlebrae, Craigmount,</p>
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<ul style="list-style-type: none"> • Informing, encouraging and supporting young people to take up internal and external volunteering opportunities (12+) 	<p>To be identified 2014</p>		<p>Currie, Drummond, Firrhill, Forrester, Holy Rood, James Gillespie's, The Royal High, St Augustine's, St Thomas's, and Tynecastle.</p> <p>The evidence provided by the sample schools indicates that there is a large uptake and therefore understanding of opportunities to volunteer within schools. These opportunities are generally discussed and advertised through Personal and Social Education lessons or through course choice information and guidance. Schools also regularly invite guest speakers and have calendared events to highlight the importance of specific issues. These strategies allow students the opportunity to find out about more about volunteering and how they can take part. The Senior Phase Database will enable students to make more informed choices about their senior phase of learning; volunteering, taking part in Awards and charity opportunities will form part of this. Volunteering opportunities out with school are advertising through CLD Centres and Youth Clubs/Groups</p>
<ul style="list-style-type: none"> • Identify beneficiaries of pupil volunteering effort 	<p>To be identified by March 2013</p>		<p>In all sample schools the direct beneficiary of in-house volunteering activities is the whole school community. The opportunity for older students to work with and support younger students is invaluable; it aids the younger students in their development, gives the senior students involved good leadership experiences and helps create a positive ethos within the school. Charities benefit directly from the students' input in the short term by the monies they raise, however in the longer term it raises the charities' profile amongst young people and helps young people understand</p>

			<p>the importance of the work charities provide. However, overall the main beneficiaries are the students themselves. Opportunities to take part in volunteering in school and in the wider community, in Wider Achievement Awards and charity work helps young people to become responsible citizens and encourages the development of skills for learning , life and work and this helps our learners to prepare well for their next stage in life and makes them a positive force in their community.</p>
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Education, Children and Families Committee

10 am Tuesday 10 December 2013

Recommendations of the Social Work Complaints Review Committee – 10 October 2013

Item number	8.5.1
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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Recommendations of the Social Work Complaints Review Committee – 10 October 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 10 October 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 Val Tudball and Linda Veitch. The complainant and Department representatives attended throughout.
- 3 The complaint centred around the deteriorating relationship between the complainant and the Social Worker allocated to the family by the Council. The complainant alleged that the Social Worker was unprofessional, rude, lacked respect and that he talked down to her. She felt that the Social Worker was unwilling to assist her and her family and that he had been inaccurately reflecting her family's situation to other agencies involved with her and to the Children's Hearing.
- 5 The complainant believed that the Senior Social Work Management Team had not accepted her concerns and had failed to allocate an alternative Social Worker which was contributing to additional stress within her family.
- 6 The investigating officer advised that Council staff had met on several occasions with the complainer to consider her concerns and to try and resolve them but that the best interests of the complainer's children were of primary concern to staff. The Council had previously agreed to a change of Social Worker for the complainant but had felt it was not appropriate for a second time and that any further change would not be beneficial to the children.

- 7 The members of the Committee, the complainant and the investigating officers were given the opportunity to ask questions.
- 8 The investigating officer said the Council had tried to act in the best interests of the children and had made its decisions based on the information available at the time.
- 9 Following this the complainant and the investigating officers withdrew from the meeting.

For decision / action

- 10 The Social Work Complaints Review Committee agreed as follows:
 - 10.1 That the complaint be not upheld for the following reasons:
 - 10.1.1 That, due to the complex family situation, the Committee did not consider that a change of Social Worker would be advantageous to the children at this time.
 - 10.1.2 The Committee recognised the difficult relationship between the family and the Social Worker and expressed the view that Social Work management would take cognisance of this.
 - 10.2 The Committee recommended to the Education, Children and Families Committee that a Child Protection Core Group meeting be convened as soon as possible to assist the family move forward.

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 10 October 2013.

Education, Children and Families Committee

10 am, Tuesday 10 December 2013

Recommendations of the Social Work Complaints Review Committee – 14 November 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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Recommendations of the Social Work Complaints Review Committee – 14 November 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 November 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 complainants and Department representatives attended throughout.
- 3 The complaint concerned the use of inaccurate information relating to the complainants' daughter's dental treatment. They stated that the Council had not apologised for the distress caused to the family by use of the false information, which, they believed, was used by the Council to obtain a Supervision Requirement for their daughter on 20 December 2012. The complainants stated that the Council did not confirm that this misinformation had been removed from its records. Additionally, they did not believe that the Council had done everything possible to get clarification of the correct position.
- 4 The complainants explained that the report the family's social worker, Ms Fleming, had prepared for the planned Children's Hearing on 20 December 2012 contained inaccurate details of dental work carried out on their daughter in 2010. This was considered by the Children's Hearing on 20 December 2012 which decided to continue their daughter's Supervision Requirement.
- 5 The investigating officer informed the meeting that wider issues surrounding a lack of parental care had been taken into account when the decision to continue the Supervision Requirement had been made.

- 6 The adviser to the Complaints Review Committee clarified that as parents, the complainants would have found it easier to access the information.
- 7 The complainants had indicated to the Council that the information contained in the report was wrong in December 2012, but the Council did not confirm that this was the case until May 2013. They wondered how it took the Council nearly six months to establish the true position, when they had managed to gain access to the information in two days.
- 8 The investigating officer explained the inaccurate information had been supplied by NHS Lothian and that information sharing protocols dictated that information received by the Council from partner agencies such as the Police or NHS Lothian could not be amended until they received correcting information in writing from the agency concerned. Initial phone calls were made to try to obtain this, followed up by formal letters of request (1 February, 2 March), but clear confirmation was not received from them until 3 May 2013. This was made available to the Children's Hearing on 7 May, at which the complainants' daughter's Supervision Requirement was terminated. An electronic case note reflecting the previously held and corrected information was added to her file on 10 May 2013.
- 9 The complainants stated that they would like to access their daughter's social work file to ensure that the change had been made. They were informed that this would be arranged if they submitted a letter to this effect.
- 10 The members of the Committee, the complainant and the investigating officers were given the opportunity to ask questions.
- 11 In summation, the complainants wanted an apology for the distress their family had endured as a result of the use of the inaccurate information, and the length of time which elapsed before the mistake was rectified.
- 12 The investigating officer said the Council had apologised for the use of inaccurate information in the response from the Chief Social Work Officer on 31 July 2013, and acknowledged that it had taken a long time to obtain the true position. However, efforts had been made to get the correct information from NHS Lothian, first by phone calls, then by letter.
- 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 is **not upheld**, for the following reasons:

- 1) The complainants stated that the Council had not apologised for the distress caused to their family by the use of inaccurate information relating to their daughter's dental treatment. However, the letter dated 31 July 2013 sent to the complainants by the Chief Social Work Officer does contain an apology.
- 2) The Committee agreed that the 'false' information had been included in the meeting on 20 December 2012 when the Supervision Requirement was continued, but noted that this was not the only information taken into account. The inaccurate information had been provided by NHS Lothian and had been used by the Council in good faith. The Committee did not agree that the Council did not confirm the erroneous information had been removed from its records, as an electronic case note had been added to the family's file on 10 May 2013 noting the correcting information provided by NHS Lothian on 3 May 2013.
- 3) In terms of the final aspect of the complaint; that the Council did not make adequate efforts to get clarification of the true position regarding the complainants' daughter's dental health, the Committee did not agree that this was the case. Initial attempts to obtain correcting information from NHS Lothian by telephone were unsuccessful, and these were followed up by formal written requests on 1 February and 2 March 2013.

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 14 November 2013.