

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

European Room, City Chambers, High Street, Edinburgh

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

Contact

E-mail: morris.smith@edinburgh.gov.uk or ross.murray@edinburgh.gov.uk

Tel: 0131 529 4227/ 0131 469 3870

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 10 December 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 – May to October 2014 (circulated)

6. Business bulletin

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

7. Executive decisions

- 7.1 Religious Observance in Non-Denominational Schools - report by the Director of Children and Families (circulated)
- 7.2 Piping and Drumming Tuition – report by the Director of Children and Families (circulated)
- 7.3 Strategic Management of School Places:P1 and S1 intakes for August 2014 - report by the Director of Children and Families (circulated)
- 7.4 Primary School Estate Rising Rolls - report by the Director of Children and Families (circulated)
- 7.5 Primary School Capacity Pressure in South Edinburgh - report by the Director of Children and Families (circulated)
- 7.6 Implementation of New Higher Qualifications - report by the Director of Children and Families (circulated)

- 7.7 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)
- 7.8 Children and Families Revenue Asset Management Priorities 2014-2019– joint report by the Director of Children and Families and the Director of Services for Communities (circulated)
- 7.9 Looked After Children: Transformation Programme Progress Report - report by the Director of Children and Families (circulated)
- 7.10 Integrated Children's Services - report by the Director of Children and Families (circulated)
- 7.11 Children and Families Revenue Budget Monitoring 2013/14 - Month Nine Position - report by the Director of Children and Families (circulated)

8. Routine decisions

- 8.1 Appointment to Working Group – report by the Director of Corporate Governance (circulated)
- 8.2 Social Work Complaints Review Committee -19 December 2013 - report by the Chair of the Social Work Complaints Review Committee (circulated)

9. Motions

- 9.1 If any

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, Main, Milligan, Redpath, Robson, 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 meet 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, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4227/0131 469 3870, 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, 10 December 2013

Present

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

Also present for Education items

Marie Allan, Rev Thomas Coupar, Allan Crosbie and Craig Duncan.

Performance by Towerbank Primary School Choir

Prior to the start of the meeting, the Committee viewed a performance by the Towerbank Primary School Choir.

The Convener thanked the school choir for their performance.

1. Order of business

The convener agreed that the items of business be dealt with in the following order.

2. Piping and Drumming Tuition

2.1 Deputation – Morningside Youth Pipe Band and the Boroughmuir High School Pipe Band

The Committee agreed to hear a deputation from Fiona Maclean and her son Callum Downie on behalf of the Morningside Youth Pipe Band and the Boroughmuir High School Pipe Band. The deputation were heard in support of Councillor Main's Motion on providing instructor support for pupils that wanted to study bagpipes and drumming as part of their SQA music exams.

The deputation asked the Committee to take into account the following points:

- Bagpipe and drumming tuition was not currently funded through the Council's Instrumental Music Service (IMS).
- There was no logic as to why the Council had consciously decided not to support the tuition of Scotland's national instruments.

- There had been some misinformation about the costs of implementing the proposal. It would not cost hundreds of thousands of pounds or displace other services.
- Costs would be low as Councillor Main's motion was only about supporting pupils who currently chose to study the music for their SQA qualification.
- In SQA music exams, bagpipe playing could account for 60% of final mark.

Decision

The convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related motion by Councillor Main as detailed at item 2.2 below.

2.2 Motion by Councillor Main.

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

“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.”

- moved by Councillor Main, seconded by Councillor Corbett.

Amendment 1

Committee notes the terms of the motion by the Green Group and that such additional demand cannot presently be accommodated within the existing service without significantly impacting on existing provision.

Council seeks to provide support for the provision of bagpipe and drumming initiatives, in welcome co-operation with the wide parental, school and local communities.

Committee agrees to take no action on the Green proposal and notes that a report on bagpipe provision will be presented to Committee in March.

Committee instructs that this report is informed by the outcomes of the Council's budget conversation and the budget deliberations of 13 February 2014.

- moved by Councillor Godzik, seconded by Councillor Fullerton.

Amendment 2

In similar terms to Amendment 1, subject to:

- 1) The insertion of the words "and drumming" after the word bagpipe in the second line of paragraph 3; and.
- 2) The insertion of the following words at the end of paragraph 3, "including options for:
 - External funding and Creative Scotland,
 - Links with the independent sector, and
 - Investigating the potential for school and community pipe bands."

- moved by Councillor Rust, seconded by Councillor Jackson.

In accordance with Standing Order 20(7), Amendment 2 was accepted as an addendum to Amendment 1.

Voting

The voting was as follows:

For the motion	-	3 votes
For Amendment 1 (as adjusted)	-	19 votes

Decision

To approve amendment 1 (as adjusted) by Councillor Godzik as follows:

Committee notes the terms of the motion by the Green Group and that such additional demand cannot presently be accommodated within the existing service without significantly impacting on existing provision.

Council seeks to provide support for the provision of bagpipe and drumming initiatives, in welcome co-operation with the wide parental, school and local communities.

Committee agrees to take no action on the Green proposal and notes that a report on bagpipe and drumming provision will be presented to Committee in March. Committee instructs that this report is informed by the outcomes of the Council's budget conversation and the budget deliberations of 13 February 2014, including options for:

- External funding and Creative Scotland,
- Links with the independent sector, and
- Investigating the potential for school and community pipe bands.

3. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 8 October 2013 as a correct record.

4. Education, Children and Families Committee Key Decisions Forward Plan – March to May 2014

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

Decision

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

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

5. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 10 December 2013 was presented.

Decision

To note the Business Bulletin.

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

6. Edinburgh Young People's Participation Strategy

Following 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.

An update was provided on the work of the Young People's Participation Team and the achievements of the young people to date within the new participation structure.

A short presentation on the work of the EYIF was provided to the Committee by a number of Forum members.

Decision

- 1) To support the Edinburgh Young People's Participation Strategy and the new EYIF structure.
- 2) To invite young people to report on their work to the Education, Children and Families Committee on a yearly basis.
- 3) To advocate, when required, on behalf of young people and support them to be heard within the full range of Council Committees and structures.

- 4) To note that young people's participation in Edinburgh was healthy, diverse and not limited to involvement in forums or other formal groups.
- 5) To note that although Council formal structures might be useful for some issues raised by young people, in general formal structures did not always meet the needs of young people and therefore alternative approaches to young people's participation in decision making were required.
- 6) To note the new protocol for consulting with young people which enabled young people's effective involvement in decision making whilst avoiding 'consultation overload' and allowing young people themselves to prioritise issues.
- 7) To thank the members of the EYIF for their presentation.
- 8) To congratulate Councillor Day, the members of the EYIF and officers for their work in taking the strategy forward.

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

7. Castlebrae Community High School – Progress Report

The Committee had previously agreed to establish a Working Group, including a panel of external experts, to advise on options for longer term improvements at Castlebrae Community High School.

An update was provided on progress towards improving outcomes for learners, parental and community engagement and increasing the school roll. Longer term improvements which would be required until a new school was built, which was currently anticipated to be in 2020, were outlined together with options for the new school.

Decision

- 1) To note the contents of the Director's report.
- 2) To note the progress of strategies within the school to deliver a high quality educational experience for learners.
- 3) To note the progress in parental and community engagement.
- 4) To 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.
- 5) To 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.
- 6) To agree to receive a further progress report in March 2014.
- 7) To thank the members of the working group and the external experts for their hard work.

(References – minute of the Education, Children and Families Committee 21 May 2013 (item 7); report by the Director of Children and Families, submitted.)

8. Educational Attainment/Improvements in Performance 2013

The Committee had previously approved a motion by Allan Crosbie requesting further information on the implementation of the new Higher qualifications scheduled for session 2014/15.

A summary of key outcomes in relation to attainment/improvements in performance in City of Edinburgh Council Schools for the year 2012-13 was provided, together with an update on the introduction of the new national qualifications in 2013/14 and 2014/15.

Decision

- 1) To note the levels and evaluations of attainment/improvements in performance presented in the Director's report.
- 2) To note that the strategies which have been deployed continue to raise attainment.
- 3) To agree to the areas identified to raise attainment in session 2013/14 as outlined in the Director's report.
- 4) To agree to receive further annual reports on attainment/improvements in performance.
- 5) To 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.
- 6) To note that officers have engaged with teachers, trade unions and the Scottish Government and had led calls for flexibility to be provided for the introduction of the new Highers.
- 7) To note that there may be circumstances within schools and by subject where there is a sound rationale for additional flexibility
- 8) To note that the Local Negotiating Committee for Teachers (LNCT) would consider a clear statement about the factors to be taken into account in providing this flexibility.
- 9) To note, for clarification, that in relation to paragraph 1.5 of the Director's report, the Teacher Representatives represent all teachers in Edinburgh, irrespective of their union membership, and do not act as EIS representatives on the Committee.

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 24); report by the Director of Children and Families, submitted.)

9. School Admissions

Information was provided on the school admissions process and issues associated with placing requests for out of catchment schools.

Decision

- 1) To note paperwork for admissions had been reviewed to ensure clarity and an online form to request an outwith catchment place had been created.

- 2) To note seminars on admissions had been delivered to all Head Teachers.
- 3) To note accurate and consistent messages about school placements would be delivered to parents by means of an updated booklet and media messages.
- 4) To note composite class and team teaching policies would be updated to include reassurance to parents on learning and teaching.
- 5) To note parents would be told where there were likely to be places for outwith catchment pupils and where there were likely to be no places.
- 6) To note proposed changes to the independent appeals process was at present being considered by the Scottish Parliament.
- 7) To note there would be clarity of information for parents about the role of Children and Families in the appeals process.
- 8) To note the intention to raise the issues described in the Director's report with the Scottish Government.
- 9) To request a report in October 2014 reviewing the 2014 Admissions and Appeals process.

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

10. Primary School Roll Projections

An update on projected primary school roll projections at a city-wide level was detailed together with a summary of how projections had been derived. A detailed analysis would be undertaken on expected accommodation pressures in future years.

Decision

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

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 5); report by the Director of Children and Families, submitted.)

11. School Meals Service

As previously requested by the Committee, an update was provided on the School Meals Service including information on the measures being put in place to improve school meals uptake.

Decision

- 1) To note the contents of the report including the continued increase in the level of uptake of school meals.
- 2) To note that a further report would be submitted to the Committee in March 2014

(Reference – minute of the Education, Children and Families Committee 5 March 2013 (Item 6); report by the Director of Children and Families, submitted.)

12. Review of Community Access to Schools

An update was provided on the work of the project team established to undertake a review of community access to schools (CATS), including proposals and consideration of: management arrangements; charging structure; test areas; online booking and payment; communication plan and finances.

Decision

- 1) To note the contents of the Director's report.
- 2) To note the successes achieved to date from collaborative working with partners in relation to CATS in schools across the city.
- 3) To note the organisational review of staffing and the development of a new management structure that would ensure the effective implementation and delivery of new CATS arrangements.
- 4) To note that testing of revised charges for CATS had 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, would be undertaken and reported to Committee in March 2014.
- 5) To approve the CATS Communication Strategy.

(References – minute of the Education, Children and Families Committee 21 May 2013 (item 6); report by the Director of Children and Families, submitted.)

13. Children and Families Capital Asset Management Programme Priorities 2014-2019

Approval was sought for a programme of capital investment works required across the Children and Families estate to maintain establishments in a satisfactory condition.

Decision

- 1) To note the condition of the estate as set out in the joint report.
- 2) To note the proposed £30m programme of investment in the Children and Families estate over the next five years.
- 3) To approve the capital spend prioritisation criteria, as follows:
 - That establishments across the estate would 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.

- 4) To approve the content of the programme and prioritised scope of works focussing on roofs, external building fabric improvements, upgrade of mechanical and electrical services and statutory requirements.
- 5) To note that unforeseen issues may emerge over the course of the programme which would require use of the contingency element of the budget and possible reprioritisation of the programme in later years.

(Reference – joint report by the Directors of Services for Communities and Children and Families, submitted.)

14. Chair

Councillor Fullerton (Vice-Convener) took the Chair for items 15 and 16 below. Councillor Godzik resumed the Chair for the remaining items of business thereafter.

15. Affordable Childcare

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 were outlined.

Decision

- 1) To note the content of the joint 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 would:
 - define the population towards which the strategy is targeted;
 - define 'affordability' which the Council would then apply when referencing costs of childcare provided by its own and other organisations;
 - identify steps 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;
 - to identify the key structures and resources to be used to achieve the strategy; and
 - to integrate with employment and enterprise services supporting families to maximise their earned income.

(Reference – joint report by the Directors of Children and Families and Economic Development, submitted.)

16. Consultation on Proposal for the Establishment of a Nursery Class at Wardie Primary School

Approval was sought to consult on a proposal to establish a new nursery class at Wardie Primary School. The rationale for, resulting implications and consultation process were detailed.

Decision

- 1) To approve 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 the Director's report.
- 2) To approve that the statutory consultation process should commence on 16 December 2013.
- 3) To note that the outcome of the consultation would be reported to full Council on 1 May 2014.

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

17. Consultation on Proposal for the Establishment of a Nursery Class at Fox Covert Primary Schools

Approval was sought to consult on a proposal to establish a new nursery class at Fox Covert Primary Schools. The rationale for, resulting implications and consultation process were detailed.

The capital funding required to deliver the new nursery was approved by the Education, Children and Families Committee on 21 May 2013 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 had been identified.

Decision

- 1) To approve 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 the Directors report.
- 2) To approve that the statutory consultation process would commence start on 16 December 2013.
- 3) To approve the revised cost of delivering the new nursery of £1,074,000 and the associated sources of funding set out in the report.
- 4) To note that the outcome of the consultation would be reported to Full Council on 1 May 2014.

(Reference – minute of the Education, Children and Families Committee 21 May 2013 (item 9); report by the Director of Children and Families, submitted.)

18. Children and Families Revenue Budget Monitoring 2013/14 – Month Five Position to 31 August 2013

The month five revenue budget monitoring position to 31 August 2013 was outlined for the Children and Families Directorate.

Decision

- 1) To note the content of the Director's report and the currently projected balanced budget position for 2013/14.
- 2) To note that at month five the projected residual budget pressures for the Children and Families Department totalled £1.9m.
- 3) To note that the £1.9m position had since improved to £1.4m, based on management action taken between period five and the end of November 2013.
- 4) To note that further management action, excluding schools, was being implemented to offset the residual pressures to enable the delivery of a balanced budget.

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

19. Sub-Committee on Standards for Children and Families – Appointments

The Council on 24 October 2013 had considered a number of options to revise the Council's political management arrangements and had agreed, amongst other things, to reduce the number of Sub-Committees on Standards for Children and Families, from the five at present, to one.

The Committee was invited to appoint the Convener and members of the sub-committee and approve the sub-committee's remit.

Decision

- 1) To appoint the following members to the sub-committee:
Councillor Godzik (Convener)
Councillor Aitken
Councillor Child
Councillor Fullerton
Councillor Lewis
Councillor Main
Councillor Paterson
Councillor Redpath
Craig Duncan (Religious Representative)
- 3) To approve the Sub-Committee remit as detailed at Appendix 1 to the Director's report.
- 4) To note that the Sub-Committee would meet four times a year.

(Reference – Act of Council No12 of 24 October 2013; report by the Director of Corporate Governance, submitted.)

20. Policy Development and Review Sub-Committee – Work Programme

Details were presented of the work undertaken by the Education, Children and Families Policy Development and Review Sub-Committee over the past 12 months and approval was sought for a proposed work programme until May 2015.

Decision

- 1) To note the work undertaken since December 2012 as set out in appendix 1 to the Director's report.
- 2) To agree the Work Programme until May 2015 as set out in appendix 2 to the report.
- 3) To agree that recommendations from the Policy Development and Review Sub-Committee are referred to the Education, Children and Families Committee for approval.
- 4) To refer the Work Programme to the Policy Development and Review Sub-Committee for information.
- 5) To refer the report to the Corporate Policy and Strategy Committee.

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

21. Family and Community Support Service

An update was provided on developments within the Family and Community Support Service.

Decision

- 1) To note the contents of the Director's report.
- 2) To note the intention to bring a further update report to Committee with performance information during 2014.

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

22. Additional Support Needs Planning and Performance Update 2013

An update on performance, trends and planning in relation to provision for additional support needs was provided.

Decision

- 1) To note the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh.
- 2) To note that increasingly, further growth would need to be met in mainstream provision where the great majority of growth in population requiring significant additional support is found.

- 3) To note the continuing progress in service improvement, in particular in literacy and integrated child planning.
- 4) To note the significant progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary sector through the case management approach.
- 5) To note 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) To note the contributions of Additional Support for Learning (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) To note progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance.
- 8) To note the provisions made to address demographic pressures and proposed savings in the period 2014-16 which is subject to consultation.
- 9) To request a further update in 6 months time.

(References – minute of the Education, Children and Families Committee 11 December 2012 (item 10); report by the Director of Children and Families, submitted.)

23. Summer Schools Maintenance Report - Update -referral report from the Governance Risk and Best Value Committee

The Governance, Risk and Best Value Committee had considered a report on the findings of the '2012 Schools Summer Works' Internal Audit Report. The report was referred to the Education, Children and Families Committee for information.

Decision

To note the report

(Reference – minute of the Governance, Risk and Best Value Committee 14 November 2013 (Item 5); report by the Head of Legal, Risk and Compliance, submitted.)

24. Responsible Citizenship – Volunteering in Schools – referral from the Communities and Neighbourhoods Policy Development and Review Sub-Committee

The Communities and Neighbourhoods Policy Development and Review Sub-Committee had considered a report which detailed work currently being undertaken by Children and Families contributing to the wider volunteering strategy. The report was referred to the Education, Children and Families Committee for information.

Decision

- 1) To note the report
- 2) To request an update on a yearly basis.

(Reference – minute of the Policy Development and Review Sub-Committee of the Community and Neighbourhood Committee 26 November 2013 (item 3); report by the Head of Legal, Risk and Compliance, submitted.)

25. Social Work Complaints Review Committee

25.1 10 October 2013

The recommendations of the Social Work Complaints Review Committee held on 10 October 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.)

25.2 14 November 2013

The recommendations of the Social Work Complaints Review Committee held on 14 November 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.)

Education, Children and Families

[May 2014 – October 2014]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
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 -17	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	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
8	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
9	Additional Support Needs Planning and Performance Update	20/05/14	All	Director: Gillian Tee Lead officer: Martin Vallely 0131 469 3019 martin.vallely@edinburgh.gov.uk	P1 CO2, CO3
10	Literacy	20/05/14	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2, CO3
11	Improving Positive Destinations	20/05/14	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5, P7 CO2, CO3, CO9

12	Sports and Outdoor Education	20/05/14	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P5 CO1 – CO4, CO10, CO20
13	Vision for Schools	20/05/14	All	Director: Gillian Tee Lead officer: John Heywood 0131 529 3294 john.heywood.2@edinburgh.gov.uk	P1 – P7 CO1 – CO6
14	Special Schools - Proposals for the Future Development of Panmure St Ann's	20/05/14	All	Director: Gillian Tee Lead officer: Rosie Wilson 0131 469 3960 rosie.wilson@edinburgh.gov.uk	P1, P5
15	Schools Energy Report – interim report on progress and outcomes of the Awareness and Good Housekeeping Campaign pilot	20/05/14	All	Directors: Gillian Tee and Mark Turley Lead officer: Jim Davidson 0131 529 5233 jim.davidson@edinburgh.gov.uk	P50 CO18, CO25
16	Tollcross Primary School Roll	20/05/14	9	Director: Gillian Tee Lead officer: Aileen Mclean 0131 469 3300 aileen.mclean@edinburgh.gov.uk	P2, P4 CO1, CO6
17	Food For Life	20/05/14	All	Director: Mark Turley Lead officer: Jim Davidson 0131 529 5233 jim.davidson@edinburgh.gov.uk	P1, P5 CO1, CO4, CO10
18	Gracemount Campus	20/05/14		Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2

19	Access to Primary School Playgrounds for Play Out of Teaching Hours	20/05/14	All	Director: Gillian Tee Lead officer: Margaret Westwood 0131 469 3382 margaret.westwood@edinburgh.gov.uk	P5 CO1 – CO6
20	Self Directed Support	20/05/2014	All	Director: Gillian Tee Lead officer: Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1 CO1, CO3
21	Performance Report Special Schools	20/05/2014	All	Director: Gillian Tee Lead officer: Rosie Wilson 0131 469 3960 rosie.wilson@edinburgh.gov.uk	P1, P5 CO1, CO2, CO3
22	Review of Community Access to Schools	20/05/2014	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P4 CO1, CO2, CO4, CO23, CO24
23	Children and Young People's (Scotland) Bill	20/05/2014	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1, CO1, CO3
24	Review of Pupil Support in Primary Schools	20/05/2014	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P5 CO1, CO3, CO6

25	Rising School Rolls	20/05/2014	All	Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P4 CO1, CO2
1	Parental Engagement Strategy Progress Report on Implementation	07/10/2014 (tbc)	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P5 CO1, CO2, CO3
2	Integrated Literacy Strategy	07/10/2014 (tbc)	All	Director: Gillian Tee Lead officer: : Aileen Mclean 0131 469 3300 aileen.mclean@edinburgh.gov.uk	P5 CO1, CO2
3	Annual Review of Services for Children and Young People who are looked after and accommodated by the City of Edinburgh Council	07/10/2014 (tbc)	All	Director: Gillian Tee Lead officer: Scott Dunbar 0131 469 3123 scott.dunbar@edinburgh.gov.uk	P1 CO1 – CO6
4	Social Work Services for Children with Disabilities	07/10/2014 (tbc)	All	Director: Gillian Tee Lead officer: : Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1 CO1 – CO6
5	Schools Energy Report – Annual report	07/10/2014 (tbc)	All	Directors: Gillian Tee and Mark Turley Lead officer: Jim Davidson 0131 529 5233 jim.davidson@edinburgh.gov.uk	P50 CO18, CO25

6	Review of 2014 Admissions and Appeals Process	07/10/2014 (tbc)	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P2, P4 CO1, CO2
7	School Holiday Respite/Playschemes for Disabled Children and Young People	07/10/2014 (tbc)	All	Director: Gillian Tee Lead officer: Carol Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1, CO1 – CO6
8	Children and Families Standards and Quality Report		All	Director: Gillian Tee Lead officer: Karen Brannen 0131 469 3494 karen.brannen@edinburgh.gov.uk	P1 – P6 CO1 – CO6
9	Improving Positive Destinations – follow up report		All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5, P7 CO2, CO3, CO9
10	City of Edinburgh Play Strategy		All	Director: Gillian Tee Lead officer: Margaret Westwood 0131 469 3382 margaret.westwood@edinburgh.gov.uk	P5 CO1,CO2,CO4
11	Children and Families Revenue Budget Monitoring Month 5 Position		All	Director Gillian Tee Lead officer: Jane Brown 0131 469 3196 jane.brown@edinburgh.gov.uk	P30 CO1 – CO6, CO25


6.1 Business bulletin

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

European Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

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

Recent news

Second year of the Paolozzi Prize for Art

Planning is well underway for the second Paolozzi Prize for Art, which will follow the same successful format as last year's prize.

Teachers in all City of Edinburgh High Schools will again be invited to nominate pupils in 4th, 5th and 6th year under the following categories:

- Talent and Creativity
- Overcoming Barriers
- New Directions

Last year 13 High Schools and Edinburgh Secure Services nominated pupils and the judges were prominent members of the art world. The Award Ceremony was held in the National Gallery with Gillian Tee, Councillor Paul Godzik, Councillor Cathy Fullarton and Councillor Paul Edie present, speaking and giving prizes. Music was provided by pupils from City of Edinburgh Music School and the Edinburgh Schools Jazz Ensemble. All nominate pupils and guests were invited to the ceremony.

A Commended, Highly Commended and Winner was announced for each category, with each category winner receiving a cheque for £250. There was a 4th prize of £500 awarded to the overall winner of the Paolozzi Prize for Art.

A teacher at St Catherine's commented that one of their pupils winning the prize in the Overcoming Barriers category had generated a real sense of pride and achievement throughout the school.

Negotiations are currently underway with judges including Richard Demarco, and with the National Gallery. The details for nominating pupils and the date of the 2014 Award Ceremony will be announced in early March.

Background

More information is available at <http://edinburghbrightfutures.com/2013/04/18/paolozzi-prize-for-art-winners-announced/> or from Linda Lees on 469 3956 linda.lees@edinburgh.gov.uk

Creative Conversations and Learning

Creative Conversations are helping educators to unlock their creativity. The Arts and Learning Unit began developing Creative Conversations in 2011/12 and, to date, it has engaged more than 600 practitioners from most schools in the city, as well as arts organisations, HE/FE, CLD, senior managers within the authority and colleagues from other areas.

The conversations have been led by guest speakers, including Keir Bloomer; Angus Farquhar (conceptual and community artist); Graham Tydeman (Consultant Paediatrician); Heather Reid OBE; Frank Crawford; Laurie O'Donnell; Jim Elder (Apple Education); Ollie Bray; Jem Anderson; National Theatre; Sir Tim Brighouse, Don Leddingham; and Eric Booth.

Creative Conversations asks the questions:

- What do we mean by creative learning within Curriculum for Excellence?
- How do the arts and culture support creative learning – what are the core capacities of creativity that the arts can help develop?
- What are we doing to further the agenda?
- How do we know if learners are developing creativity skills and attributes?

The overall aim of Creative Conversations is to develop creative leaders and practitioners, contributing to improved outcomes for children and young people. A new programme of Creative Conversations is now available

WHEC receives Lottery funding to celebrate Commonwealth connections

Wester Hailes Education Centre has received lottery funding to send three pupils to the Northern Cape, South Africa to visit their twin school, Barkley West High School.

During the visit they will learn Tswana dancing and teach the South African children Scottish country

More information is available at <http://edinburghbrightfutures.com/2014/02/06/creative-learning-is-at-your-fingertips/#more-5059> or from Linda Lees on 469 3956 linda.lees@edinburgh.gov.uk

More information is available from <http://edinburghbrightfutures.com/2014/01/24/round-up-friday-24-january-2014/> or Sheila Paton on 442 2201

dancing. This will be followed by a return exchange visit where primary school children from feeder primary schools will attend workshops in Tswana dancing. The project will culminate in a final Commonwealth celebration event with South African and Indian dancing.

‘Be Part of It’ Commonwealth Games 2014 programme gets underway

In mid-January the first event of the ‘Be Part of It’ 2014 programme took place – the P6/P7 sportshall athletics finals held at Meadowbank.

200 children (10 teams of 20 pupils) plus their teachers and supporters were packed into the main Games Hall at Meadowbank Stadium. Each school was representing a Commonwealth country.

The competition itself commenced with the Girls’ relay and their energy and commitment set the tone for a tremendously competitive event. At the final tally of points Bonaly and St Peter’s emerged as the top two. These schools will now go forward to the East of Scotland Finals next month.

For further information on the full ‘Be Part of It’ programme see the [Commonwealth Games 2014 – Edinburgh events brochure](#) (PDF).

Positive Destinations numbers reach a new high

The number of school leavers going on to “positive destinations” for the year 2012/13 reached 91.4% – a 3.1% increase from the previous year and a 10-year high in performance in Edinburgh.

In comparison with last year’s initial figures for local authorities Edinburgh has moved from 25th out of the 32 local authorities to sharing 16th position.

Youth crime at a ten-year low

There has been a large drop in the rate of youth offending in the city. According to statistics from the Scottish Children’s

More information is available from <http://edinburghbrightfutures.com/2014/01/24/round-up-friday-24-january-2014/> or Robin Yellowlees on 469 3479

More information is available from <http://edinburghbrightfutures.com/2014/01/29/best-school-leaver-destinations-for-ten-years/>

More information is available at <http://edinburghbrightfutures.com/> or from Steve Harte on 529 6681

Reporter Administration, 216 youngsters were referred for an offence in 2012-13 – down from 299 the previous year and 921 in 2005-06.

Forthcoming activities:

A new programme of Children and Families briefings and visits is being arranged and will be circulated to Committee members as soon as finalised. Also, a further programme of neighbourhood briefings will be delivered before the end of the summer term. Dates will be available imminently.

Education, Children and Families Committee

10am, Tuesday 4 March 2014

Religious Observance in Non-Denominational Schools

Item number	7.1
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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

E-mail: Karen.prophet@edinburgh.gov.uk Tel: 0131 469 3048

Executive summary

Religious Observance in Non-Denominational Schools

Summary

The Council's Petitions Committee, at its meeting on 3rd June 2014, considered two petitions on the matter of Religious Observance and Co-operation with Churches. The Committee requested a report to be submitted to the Education, Children and Families Committee in March providing 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 Head Teachers were provided with 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 discussion with both sets of petitioners, the deputation and other groups.

This report provides the information requested above.

Recommendations

The Committee is requested to:

- 1 Note the information in this report regarding religious observance in non-denominational schools.
- 2 Agree to receive a future report on the outcomes of the second survey including details of the organisations that visit schools in relation to Religious Observance.
- 3 Note that the revised Head Teacher guidelines will take account of any recommendations reached by the Scottish Parliament on Religious Observance and the recent 3-18 RME Impact report published by Education Scotland in February 2014.

Measures of success

Religious observance will be delivered in line with legislation and City of Edinburgh recommendations.

Financial impact

Potential costs of holding a referendum on religious observance are between £500-600K. There is no budget identified to meet these costs which would be a budget pressure.

Equalities impact

Within the delivery of the policy on religious observance all pupils have the opportunity to participate. There are measures in place for parents to request that their child opts out of religious observance if they wish.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

- The development of the City of Edinburgh position paper on Religious Observance was developed by a cross sector working group led by the Quality Improvement Officer.
- All schools have been involved in developing their plans for religious observance in consultation with their Parent Council body.
- Following the Petitions Committee meeting on 3 June 2014, individual meetings have taken place with representatives from both petitions.

Background reading / external references

- Scottish Government circular
<http://www.scotland.gov.uk/Resource/Doc/920/0113849.pdf>
- City of Edinburgh Position Paper on Religious Observance

Religious Observance in Non-Denominational Schools

1. Background

- 1.1 The Scottish Government's letter of 21 February 2011 replaced the guidance previously contained within Circular 1/2005. The Circular was updated to reflect the implementation of Curriculum for Excellence and applies to all primary, secondary and special schools. The letter clarified the current position regarding the provision of religious observance in Scottish schools and set out action for local authorities in planning the provision of religious observance
- 1.2 Scottish Government Ministers consider religious observance to be an important educational experience for children and young people at all stages of primary and secondary in denominational and non-denominational schools. They accept the recommendations of the *Religious Observance Review Group Report* of May 2004. In so doing, Ministers believe that learning and teaching can build on Scotland's strong Christian traditions without compromising them, while also promoting the understanding of, and respect for other faiths and beliefs."
- 1.3 Two petitions were tabled at the Council's Petitions Committee on 3 June 2013. The first (PE1487) was presented by a parent who is a member of the Edinburgh Secular Society and was entitled "Remove Religious Observance from non denominational schools". This petition received 896 valid signatures. The second petition was tabled by Ewan Aitken. It received 1522 valid signatures. Subsequently, on 28 January 2014, the Church of Scotland and the Humanist Society made a joint submission to the Petition Committee of the Scottish Government calling for Religious Observance to be renamed Time for Reflection.

2. Main report

- 2.1. The Council's Petitions Committee, at its meeting on 3rd June 2014, considered two petitions on the matter of Religious Observance and Co-operation with Churches. The Committee requested a report to be submitted to the Education, Children and Families Committee in March providing 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 Head Teachers were provided with 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 discussion with both sets of petitioners, the deputation and other groups.

This report provides the information requested above.

The estimated cost of holding a referendum

- 2.2.1 Religious Observance is delivered in accordance with the 1980 Education Act. *“It shall not be lawful for an education authority to discontinue religious observance....unless and until a resolution in favour of such discontinuance duly passed by the authority has been submitted to a poll of the local government electors for the education area....and has been approved by a majority of the electorate thereat.”*
- 2.2.2 Officers in the Children and Families department have consulted with the Council’s Depute Returning Officer in the Election Team to assess the potential costs of such a referendum.
- 2.2.3 There are no clear rules specified in the Education (Scotland) Act 1980 to be applied for such a ballot. It is assumed that the rules would be broadly in line with those applied for Scottish Government Local Government Elections.
- 2.2.4 The referendum would give the decision to the local government electors within the City of Edinburgh Council area. The most up to date Electoral Register will not be published until 10 March 2014 so for the purposes of these costings, the Electorate that has been applied is that which voted in the local government elections in May 2012. This was a total of 331,954 eligible voters.
- 2.2.5 Two main options are available for a local referendum. These would be (a) a poll of these electors through the provision of polling places and postal votes and (b) an all postal ballot.

Option (a) – a “normal” election

- 2.2.6 This process would involve the production of a ballot paper, the hire and staffing of polling places across the city, the issue, return and verification of postal votes (currently around 65,000 postal voters) and the counting of the ballot papers. Polls across an electorate of 331,954 electors applying the standard cost rules cost in the order of £650K. Were the rules to be modified, for example, by an extended voting period, with fewer polling places, some costs could be saved. Similarly, if a low turnout was anticipated, then the number of polling stations could be reduced. However these would be departures from the standard approach. Expected costs, even with the possibility of the above savings would be at least £500K.

Option (b) – an all postal ballot

- 2.2.7 An all postal ballot has been piloted for some electoral events in the past and is often used for union ballots. While this may appear to be a cheaper option, with an electorate of 331,954, the costs are still substantial. The main cost elements would be the production of the ballot paper, its postage to the electors and the costs of postage for the return of the ballot papers. A decision would also be required in respect of the verification of the identity of the electors. To address electoral integrity concerns, postal votes by law are now required to provide identification with their postal ballot. These are verified to affirm identifiers of the elector prior to their vote being open and counted. Existing postal voters have provided their identifiers but where these are required of the remaining electors there would be a substantial cost in terms of collection. The costs of an all postal ballot will be in the region of £600K with the key costs being the postage and return of the ballot papers to the electorate of almost one third of a million.

Referendum – 2005 Transport Referendum

- 2.2.8 An all postal ballot was undertaken across Edinburgh in February 2005. This event cost £529,694. Allowing for the larger electorate and inflation since 2005, the cost in 2014 would be anticipated to be approximately £600K.

On line voting

- 2.2.9 A further option may be on-line voting. There are software solutions which allow for secure internet voting however these are untested in an event of this scale and there are some participation and integrity concerns. In addition to the software costs, there are costs associated with informing each elector of their “Password”.

Publicity and Voter Awareness

- 2.2.10 The electorate would require to be adequately informed of the issues. This would require a publicity campaign with material sent to each elector. The printing and distribution of such materials would have to be costed.

Support from the Elections Team

- 2.2.11 The Council’s Elections Team has broad experience of delivering various electoral events to the Edinburgh electorate. Should a decision be made to progress with a referendum on this issue, work would need to be appropriately sequenced to align with a busy electoral calendar and resources would require to be found to support the Elections Team in this role.

Summary

- 2.2.12 The costs associated with holding a referendum are significant and are estimated to be between £500-600K. There is no budget identified to meet these costs and so this would represent a significant budget pressure.

The current position for religious observance in schools in Edinburgh

- 2.3.1 In 2011, the City of Edinburgh Council produced Head Teacher Guidelines outlining the Scottish Government's requirement for religious observance as stated in their letter of February 2011. The guidelines, now known as Position Paper 16, were produced by a working party comprising Head Teachers from primary, secondary and special sectors as well as leading practitioners. The City of Edinburgh Council, in their Key Priorities Document issued to Head Teachers in March 2011 and May 2012, stated the expectation that all primary and secondary schools would comply with the legislation by August 2013.
- 2.3.2 A comprehensive survey was issued to the Head Teachers of all primary and secondary schools in June 2013. This was followed in October 2013 by an audit of all school websites to ascertain the extent to which the requirements were in place. The figures stated below correspond to data collected in the survey and subsequent audit.

Primary Sector

- 2.3.3 There were 87 schools in the **primary sector** at the time of the survey, with 14 of these schools being denominational schools. 60 individuals in 13 primary schools opted out of religious observance. A further 14 individuals in three primary schools opted out when the religious observance took place in the local church but not when it took place in school. There were seven families in three primary schools who opted out of religious observance. Actual numbers were not stated. In 68 primary schools, there were no pupils who opted out.
- 2.3.4 In the primary sector, the required information was on almost all school websites. Where this information was not available, this has been followed up. Where websites were under construction, newsletters had been issued to parents with the required information. A number of schools had only a very brief outline of their religious observance programme, stating dates and broad themes. Most schools used the term "Assemblies" and referred to religious observance within that. Other terms used were "Gatherings" and "Community Get Togethers". There was particularly good practice in 9 primary schools. An example of this was where pupils had been directly involved in the planning and delivery of the relevant assembly. There were concerns in 6 primary schools where the programme for religious observance was run solely by the school chaplain. These schools will be visited by the Quality Improvement Officer with a view to planning a more balanced programme.

Secondary Sector

2.3.5 There are 23 schools in the **secondary sector**, three of which are denominational schools. A total of three individuals in three separate secondary schools opted out of religious observance. In 20 secondary schools there were no pupils who chose to opt out of religious observance. In two schools, the programme of RO included identified “opt out” assemblies.

2.3.6 In the secondary sector, the required information was on all except two school websites. The two schools were giving this their immediate attention. Most secondary schools used the terms “Time for Reflection” or “Celebration of Values”. There was particularly good practice in 8 secondary schools. An example of this was again where the relevant event was student led.

Special schools sector

2.3.7 There are 14 special schools in Edinburgh. Six of these schools had no school website at the time of the audit. A further six made no reference to religious observance on their website. Two schools did share their religious observance programme on their website. A separate quality assurance exercise for this sector will take place to ascertain the extent and quality of implementation of the Head Teacher Guidelines.

Early years sector

2.3.8 The early years sector is excluded from the Scottish Government legislation on religious observance.

What Constitutes Religious Observance?

2.4.1 The Scottish Government, in their letter of 21 February 2011, accept the recommendations of the *Religious Observance Review Group Report* of May 2004. These aims and definition are repeated in City of Edinburgh’s Headteacher Guidelines (Position Paper 16) of November 2011. (Appendix 1) These guidelines will be reviewed prior to the start of session 2014-15 by a cross-sectoral working party in consultation with appropriate stakeholders.

2.4.2 The Report of the Religious Observance Review Group defines the aims of religious observance as:

‘To promote the spiritual development of all members of the school community; to express and celebrate the shared values of the school community.’

The Report of the Religious Observance Review Group defines the term for use in schools in Scotland as:

‘Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community.’

Details of the Training Head Teachers were Provided with on Religious Observance

- 2.5.1 Following the publication of the Head Teacher Guidelines (Position Paper 16) in November 2011, requirements were shared through discussion at sector specific Head Teacher meetings.
- 2.5.2 Key Priorities Documents were issued in March 2011 and May 2012 as part of the support to schools for improvement planning. These documents make reference to the requirement to implement the guidelines in line with the Scottish Government's letter of February 2011. The Quality Improvement team followed up the Key Priority Documents with individual visits to schools.
- 2.5.3 Almost every cluster of schools was visited by the Quality Improvement Officer over a three year period (2011-2013) to discuss moderation of Religious and Moral Education/Religious Education in Roman Catholic Schools. Discussion of religious observance took place as part of these meetings.
- 2.5.4 A comprehensive survey was issued to all Head Teachers in June 2013 requesting information on the current position of religious observation in their school. As part of this survey, there was an opportunity for Head Teachers to request additional support with their religious observance programme.
- 2.5.5 A CPD event for Head Teachers took place on 18 April 2012. This was organised by the Quality Improvement Officer and delivered by a secondary teacher of RME who had completed the training in Religious Observance: Design and Practice through Glasgow University. Evaluations were all positive.
- 2.5.6 Information regarding the training in *Religious Observance: Design and Practice* was issued to all Head Teachers.
- 2.5.7 Education Scotland have recently published a report on RME/Roman Catholic RE as part of their 3-18 Curriculum Impact Series in February 2014. The Quality Improvement Officer and three schools in Edinburgh were involved in providing evidence for this report. Feedback from the evidence gathering experience was shared with all secondary teachers of RME/Roman Catholic RE in October 2013, and attention was brought to the imminent publication of the report in visits to cluster primary Head Teachers as outlined in 2.23 above.

Details of the organisations that visit schools in relation to Religious Observance and what activities they provide

- 2.6.1 This information is currently being collected. A commitment has been made to undertake an audit of this provision prior to the revision of the Head Teacher Guidelines (Position Paper 16), so that cognisance can be taken of matters arising from such an audit. The recent 3-18 RME Impact Report published by Education Scotland recommends "schools should seek and follow clear local authority guidance for visiting speakers."

Details of further discussion with both sets of petitioners, the deputation and other groups

2.7.1 A meeting between City of Edinburgh (CEC) representatives and representatives from the Church of Scotland, the Chaplaincy Service and RME teaching staff was held on 10 January 2014 following the recommendation of the December Education Committee on Religious Observance.

2.7.2 The following actions were agreed:

- The draft remit of chaplaincy teams will be shared.
- The CEC HT guidelines will be reviewed by November 2014.
- Further briefings will be provided for Headteachers.
- Good practice will be shared.

2.7.3 This meeting between City of Edinburgh representatives and representatives from the Edinburgh Secular Society was held on 30 January 2014 following the recommendation by the December Education Committee on Religious Observance.

2.7.4 The following actions were agreed:

- CEC HT guidelines to be reviewed by Nov 2014.
- The provision of external religious organisations in schools will be audited with immediate effect and the awareness of Head Teachers will be raised with regard to organisations with extreme views.
- A further survey will audit which resources schools are using for the delivery of religious observance.
- School chaplains will be made aware of the Equal Opportunities Policy.
- Representatives of the Edinburgh Secular Society were invited to witness Religious Observance in schools.

2.7.5 Both meetings had been positive. It was agreed that the minutes of these meetings with both sets of petitioners would be shared with both parties.

3. Recommendations

The Committee is requested to:

- 3.1. Note the information in this report regarding religious observance in non-denominational schools.
- 3.2. Agree to receive a future report on the outcomes of the second survey including details of the organisations that visit schools in relation to Religious Observance.
- 3.3. Note that the revised Head Teacher guidelines will take account of any recommendations reached by the Scottish Parliament on Religious Observance and the recent 3-18 RME Impact report published by Education Scotland in February 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
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Religious Observance in Schools Nov 2011 Position Paper 16

Religious Observance in Schools

November 2011

Curriculum for Excellence

Position Paper 16

PROVISION OF RELIGIOUS OBSERVANCE IN SCHOOLS INTRODUCTION

In the HMIE report, *Standards and Quality in Secondary Schools: Religious and Moral Education, 1995-2000*, concern was expressed about some aspects of religious observance and in particular its frequency. There followed a review of arrangements regarding all aspects of religious observance undertaken by the Religious Observance Review Group. Its report was published in 2004.

As a result of this report the Scottish Executive Education Department issued *Circular 1/2005: Provision of Religious Observance in Scottish Schools*. The Scottish Government's letter of 21 February 2011 replaces the guidance previously contained within Circular 1/2005. The Circular has been updated to reflect the implementation of Curriculum for Excellence and applies to all primary, secondary and special schools.

Scottish Government Ministers consider religious observance to be an important educational experience for children and young people at all stages of primary and secondary school. They accept the recommendations of the *Religious Observance Review Group Report* of May 2004. In so doing, Ministers believe that learning and teaching can build on Scotland's strong Christian traditions without compromising them, while also promoting the understanding of, and respect for other faiths and beliefs.

Many school communities are characterised by a diversity of religious beliefs and practices reflecting a range of religious and other stances. It is important that all pupils and staff can participate with integrity in the forms of religious observance devised by their school without compromise to their personal faith stances. This can best be guaranteed by involving a range of people from the school and community in the preparation, planning and presentation of the assembly or other gathering. Pupils should have a key role in this process.

One implication of this diversity is that the forms of religious observance may differ from school to school. Schools are therefore encouraged to make decisions based on local needs and circumstances. Full consultation should take place with all interested

parties on how religious observance can be implemented in each school community. Full consultation should also take place on what to call the events that meet the religious observance requirements for that school community¹. The unifying principle behind the different approaches to religious observance will be the aims set out in this paper.

AIMS OF RELIGIOUS OBSERVANCE

The aims of religious observance are defined as:

*'To promote the spiritual development of all members of the school community; to express and celebrate the shared values of the school community.'*²

DEFINITION OF RELIGIOUS OBSERVANCE

The Report of the Review Group defines the term for use in schools in Scotland as:

*'Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community.'*³

Three key issues emerge from this definition :

- building a sense of community;
- understanding spiritual development; and
- celebrating shared values.

Building A Sense Of Community

Regular assemblies or other gatherings for religious observance provide opportunities for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and the shared values of the school community. Good religious observance strengthens pupils' sense of belonging to their school. It is a basic premise that the way in which religious observance in schools is implemented should always be justifiable on educational grounds.

Understanding Spiritual Development

Spiritual development *'includes being helped to recognise, reflect upon and develop a deeper understanding of the value and worth of each individual which comes from one's dignity as a person'*.⁴

The spiritual dimension comes from what makes us human and this can be seen and expressed in many ways. There are many contexts across the curriculum that encourage pupils to consider matters from a spiritual perspective. The potential for spiritual development is open to every one and is not confined to the development of religious beliefs. In spite of the move away from involvement with formal religion in contemporary Scottish society, there is evidence of a growing interest in the spiritual dimension. Many people outwith formal religion would use the term spiritual to describe key aspects of their experience. Religious observance plays an important role in the spiritual development of all members of the school community.

Celebrating Shared Values

Many schools would identify and promote values such as 'honesty, liberty, justice, fairness and concern for others'⁵ as common shared values in our society. It is also true that different communities hold values that are particular to their own tradition. These values should be acknowledged, the right of people to hold them should be respected and pupils should be encouraged to reflect on these values and the life stances which they reflect.

RELIGIOUS OBSERVANCE AND ORGANISED WORSHIP

Religious observance is not concerned in the main with organised worship. Worship is a free response of an individual and community to what is considered worthy of

worship. This response involves three elements: belief, desire to worship and the commitment to life stances. An organised act of worship is based on the assumption that those present share these elements.

In distinguishing between religious observance and organised acts of worship, the following statement should be considered:

' Where the school community, whether denominational or non-denominational, is continuous with a faith community, that community's faith in "the focus of worship", may be assumed and worship may be considered to be appropriate as a part of the formal activity of the school.

*' Where, as in most non-denominational schools, there is a diversity of beliefs and practices, the review group believes that the appropriate context for an organised act of worship is within the informal curriculum as part of the range of activities offered for example by religions, groups, chaplains and other religious leaders.'*⁶

ASSEMBLIES AND RELIGIOUS OBSERVANCE

The approach to religious observance should be that outlined in the Scottish Government's letter of 21 February 2011:

*'Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community.'*⁷

*'In recognition of Scotland's Christian heritage, non-denominational schools are also encouraged to draw upon the rich resources of this tradition when planning religious observance. However, many school communities contain pupils and staff from faiths other than Christianity or with no faith commitment, and this must be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of religious observance without compromise to their personal faith.'*⁸

At present school assemblies are the most common vehicle for delivering religious observance. A clear distinction has to be drawn between assemblies devised for the delivery of religious observance and assemblies which support other purposes. Communicating day-to-day administrative arrangements and information about extracurricular activities at an assembly is important for the life and work of the school. However, this should be kept separate from occasions that are specifically set aside for religious observance. It is important for those organising and leading religious observance that the overall integrity and purpose of the event are kept distinctive and are not compromised.

FREQUENCY OF RELIGIOUS OBSERVANCE

The frequency of religious observance needs to balance the impact on the spiritual development of the school community with providing a valuable and inclusive experience.

Every school should provide opportunities for religious observance at least six times in a school year in addition to traditional celebrations central to the life of the school community. Many primary schools value weekly religious observance as part of their regular assembly programme and it is expected that this will continue. While ensuring that religious observance is sufficiently frequent, the emphasis should be on quality of the experience for pupils rather than quantity.

CHARACTERISTICS OF GOOD RELIGIOUS OBSERVANCE

In order to ensure that the experience of religious observance is of a high quality those planning and leading it should look to ensure that the following characteristics are evident.

Location: All schools have areas such as assembly halls or gymnasias which have the potential for being appropriate locations for religious observance. It is important that every attempt is made to ensure that pupils can participate comfortably. In addition, to take account of the fact that religious observance may at times be organised on a group basis, schools should also look to have a smaller area available if required.

Leadership: The Head Teacher, staff, chaplains, pupils and visitors from the community or organisations can all make effective contributions to religious observance. Sharing the leadership brings many benefits such as offering a range of perspectives on a variety of issues for pupils to consider. Good planning and clear expectations are important to ensure that the experience appeals to pupils and engages their interest.

Sensitivity: Religious observance should invite pupils through an interesting and appealing stimulus to consider and reflect on a range of issues that relate to their experience. As in good teaching the stimulus for reflection should look to draw on

- incidents which occur in the life of the school or in the local, national or international communities,
- a programme of values which the school wishes its pupils and staff to reflect upon
- the annual cycle of religious festivals.

Atmosphere: Good religious observance happens in atmosphere where pupils feel relaxed and open to learn from what is being said and done.

CHAPLAINS

A chaplain plays an important role in the life and work of the school as a resource person and as someone who can offer pastoral and spiritual support. A full discussion should take place between the Head Teacher and the chaplain on how religious observance should be planned and implemented in order to address the needs of the school community. The discussion should be based on the premise that the way in which religious observance in schools is implemented should be justifiable on educational grounds.

The role of the chaplain or chaplaincy team includes:

- being a member of the Religious Observance Team;
- being a resource for the RE curriculum;
- providing pastoral care for staff and pupils (and if appropriate, their families);
- being available at community events in the life of the school;
- having a key role at times of extreme difficulty; and
- providing a bridge and common resource across the cluster.

THE RIGHTS OF PARENTS

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. Head Teachers are encouraged to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy. In particular, parents should be reassured that religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

DENOMINATIONAL SCHOOLS

It is recognized that in denominational schools, there is a distinctive emphasis on

nurturing the faith of pupils in line with gospel values. This is achieved through the school ethos, the religious education curriculum and in particular religious observance. In denominational schools organised acts of worship are considered appropriate as part of the formal activity of the school and will continue to feature in religious observance. Specific support and guidance for developing religious observance in denominational schools is available to schools through the Scottish Catholic Education Service.

NURSERY SCHOOLS

There is no formal requirement for religious observance in nursery schools and classes. However, there are many opportunities to help children develop an early awareness of different religious and cultural groups and their traditions. By marking significant religious celebrations and exploring shared values as well as matters of common concern, children can build up a sense of their own uniqueness. In this way their journey of spiritual development begins. Such activities provide important foundational experiences for young children on which primary and secondary school can build.

RACE EQUALITY POLICY

Central to this document is the principle of respect for others. Religious, cultural and personal characteristics permeate and enrich the life and work of our schools. This diversity of belief and tradition provides an ideal context in which pupils can learn about and so learn from what is important in the lives of others. The approach to religious observance in this paper recognises and welcomes diversity and promotes respectful understanding. In this way the guidance is fully consistent with other council policies relating to race equality.

QUALITY ASSURANCE

Schools will provide religious observance events of high quality. Each school will appoint a Religious Observance Team under the direction of the Head Teacher or nominated depute Head Teacher to supervise the religious observance programme and events. Regular evaluation of the programme and the events will be the responsibility of the Head Teacher or nominated depute Head Teacher. The quality of religious observance may also be subject to external evaluation by officers of the authority or HMI Inspectors.

SUPPORT FOR SCHOOLS

A list of helpful support materials and websites is contained in the Appendix.

Appendix

Helpful Resources

www.ltscotland.org.uk/religiousobservance/keydocuments/index.asp

www.churchofscotland.org.uk/resources/subjects/schools-resources

www.fischymusic.com

www.alwaleed.ed.ac.uk

www.eifa.org.uk

www.assemblies.org.uk

www.gla.ac.uk/departments/religiouseducation/coursesanddegreeprogrammes/religiousobservancedesignandpractice

¹ Scottish Government letter 21 February 2011: para. 6

² Religious Observance Review Group Report: p12.

- ³ Religious Observance Review Group Report: p12
- ⁴ Religious Observance Review Group Report: p12
- ⁵ Religious and Moral Education 5-14 National Guidelines
- ⁶ Religious Observance Review Group Report p16.
- ⁷ Scottish Government letter 21 February 2011: para 9
- ⁸ Scottish Government letter 21 February 2011: para 10

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Piping and Drumming Tuition

Item number	7.2
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Linda Lees, Service Manager, Arts and Creative Learning

E-mail: linda.lees@edinburgh.gov.uk | Tel: 0131 469 3956

Executive summary

Piping and Drumming Tuition

Summary

This Report updates elected members of the Education Children and Families Committee on Amendment 1 (as adjusted) to the motion submitted by Councillor Main to the committee on Tuesday 10th December 2013.

The Education Children and Families Committee heard a deputation from Fiona Maclean and her son Callum Downie on behalf of the Morningside Youth Pipe Band and the Boroughmuir High School Pipe Band on Tuesday 10th December 2013. The deputation was heard in support of Councillor Main's Motion on providing instructor support for pupils studying piping and drumming as part of their SQA exams.

This report is informed by the outcomes of the Council's budget conversation and the budget deliberations of 13 February 2014 and includes options for:

- External funding and Creative Scotland
- Links with the independent sector, and
- Investigating the potential for school and community pipe bands.

Recommendations

The Education Children and Families Committee is requested to:

1. Note the contents of this report
2. Note the progress of options to provide chanter, piping and drumming opportunities for pupils, funded by YMI/Creative Scotland, through links with the independent sector and with existing and emerging parent-led school and community pipe bands and tuition programmes
3. Note the proposal to develop a city wide piping and drumming performance band that rehearses and performs on the same basis as other centrally organised orchestras and ensembles
4. Approve the proposal to offer free piping tuition to pupils studying the bagpipes as part of their SQA music exams at the City of Edinburgh Music School located at Broughton High School.

Measures of success

The measures of success are as follows:

- More pupils have the opportunity to learn chanter, piping and drumming through a range of in/out of school, parent-led and community options
- There are pathways for young people who play chanter, pipes and drums to participate in lessons and performances
- Pupils who play pipes and drums participate in a city wide piping performance ensemble
- Pupils currently studying bagpipes for SQA exams take up the opportunity to receive free tuition at the City of Edinburgh Music School located at Broughton High School.

Financial impact

There are no financial implications arising from this report.

Small group chanter lessons in 10 centres on Friday afternoons and Saturday morning lessons at Broughton High School will be met from a combination of existing Youth Music Initiative (YMI) funds and other external funding sources. This will help gauge levels of future demand and associated future costs for piping.

Parent-led school and community pipe bands, piping and drumming tuition programmes and piping corps will be supported with funding advice, information sharing and brokering of suitable opportunities where ever possible. This will carry no additional costs.

The establishment of a city wide piping and drumming performance band will be met from YMI (external) funds.

Pupils currently studying bagpipes for SQA exams will be offered free tuition at the City of Edinburgh Music School at Broughton High School. The costs will be met from existing Music School budget and the levels of demand will be monitored.

Equalities impact

There are no adverse impacts arising from this report.

There are considered to be only positive enhancements to the rights of the child, specifically the right to a good education.

Sustainability impact

There are no adverse impacts arising from this report.

Consultation and engagement

Consultation has taken place with a range of interested parties as follows:

- All Edinburgh High Schools were asked about: the number of pupils studying bagpipes presented for SQA in 2013; presentation numbers in 2014; where pupils currently receive tuition.
- HITS (Heads of Instrumental Teaching in Scotland) were asked about piping and drumming tuition and funding in their local authority.
- Creative Scotland's Youth Music Initiative on funding.
- City of Edinburgh Music School on provision for SQA pupils.
- Eoin Rennie, parent and administrator of Curriepipes, on parent-led piping tuition in Edinburgh. Eoin provided a presentation on how to set up and fund-raise parent-led initiatives for sharing with other groups.
- Barry Donaldson, piping instructor and a Director with the College of Piping, on: piping and drumming generally; pipe bands; quality tuition; different delivery structures; potential sources of external funding.
- Angus Tulloch and David Johnstone, trustees of a private trust fund about a piping and drumming initiative in the Tynecastle cluster.
- Tom Rae and Grant Gillies about an initiative in the Tynecastle area.
- Gavin Gray, parent and piping instructor at James Gillespie's High School Pipe Band, on setting up and sustaining school pipe bands

Background reading / external references

[Scottish Government Instrumental Music Group Report and Recommendations](#)

[Scottish Government Response to the Recommendations](#)

[The Improvement Service Research](#)

[Instrumental Music Teaching in Schools, Guidance for Local Authorities 2003](#) (re-draft 2014)

[Youth Music Initiative](#)

Piping and Drumming Tuition

1. Background

- 1.1 This report summarises the considerations surrounding Amendment 1 (as adjusted) to the motion submitted by Councillor Main to the committee on Tuesday 10th December 2013.
- 1.2 The Instrumental Music Service (IMS), which remains free in Edinburgh, has never offered piping and drumming tuition. There was some piping provision offered in schools as part of the government funded YMI Formula Fund programme, however this was discontinued at the time of the IMS Review in 2010 because it had been clarified that YMI formula funding should not be used to augment Instrumental Music Services. YMI formula funding should address the P6 target '*to create access to high quality music making opportunities for young people aged 0 – 25 years outwith school time*' and issues around wider opportunities, access and different musical genres.
- 1.3 There are a number of parent-led pipe bands/piping tuition programmes in Edinburgh. In addition there are a number of Community Pipe Bands which, at a certain stage, young people can join.
- 1.4 Because piping and drumming tuition is not delivered within the IMS, pupils studying bagpipes for SQA exams cannot access free tuition in the same way as pupils studying a range of other instruments for SQA exams. Notwithstanding, the IMS is a finite resource and many parents pay for private tuition in a range of instruments.

2. Main report

- 2.1 There has been increasing attention locally and nationally around the provision of piping and drumming, with a focus on provision within Instrumental Music Services. This has led to an examination of how City of Edinburgh Council ensures pupils access opportunities to learn piping and drumming. Consideration is also given to how pupils in Edinburgh studying bagpipes as part of their SQA music exams access free specialist tuition. These deliberations are within the context of the budget and the financial difficulties faced by all local authorities.

- 2.2 Councillor Main submitted a Motion to the Education Children and Families committee on Tuesday 10th December 2013.

The committee heard a deputation in support of Councillor Main's Motion.

Amendment 1 (as adjusted) was moved by Councillor Godzik and seconded by Councillor Fullerton, as follows:

'Committee notes the terms of the motion by the Green Group and that such additional demand cannot presently be accommodated within the existing service without significantly impacting on existing provision.

Council seeks to provide support for the provision of bagpipes and drumming initiatives, in welcome co-operation with the wide parental, school and local communities.

Committee agrees to take no action on the Green proposal and notes that a report on bagpipe provision will be presented to Committee in March. Committee instructs that this report is informed by the outcomes of the Council's budget conversation and the budget deliberations of 13 February 2014, including options for:

- *External funding and Creative Scotland*
- *Links with the independent sector*
- *Investigating the potential for school and community pipe bands*

- 2.3 Some background information about Instrumental Music Services, Piping and Drumming and information gathered through local and national research and consultation is provided below. This is designed to set out the context in which music education sits both in funding and policy terms.

It also provides a rationale for the proposals to provide support for the provision of piping and drumming initiatives in co-operation with the wide parental, school and local communities. These proposals are developed within the overall context of music education including SQA qualifications, the Council budget conversation and the potential for external partners and funding.

- 2.4 Background to Instrumental Music Services

Instrumental Music Services have existed in all local authorities in Scotland for around 50 years and were developed to enhance the school curriculum. There was particular growth in the 1960s and 1970s. There is a link between local authority Instrumental Music Services and national youth music ensembles, with some pupils progressing on to these ensembles (such as the National Youth Orchestra of Scotland, the National Youth Brass, Wind and Jazz bands and the National Youth Choir of Scotland).

With increasing pressures on local authority budgets in the late 1990s and despite a slight decline in FTE, pupil numbers appeared to be holding steady. At the same time there was a rise in the number of local authorities levying charges for IMS and there was a general rise in the level of fees. Most (but not all) local authorities did not charge pupils studying music for national qualifications.

Until relatively recently Instrumental Music Services offered western classical instruments and some voice tuition. Local authorities also continue to provide opportunities to participate in orchestras, brass, wind and jazz bands, ensembles and choirs. A number of authorities do not currently offer percussion/drum kit, traditional instruments (fiddle is sometimes accounted for under strings), voice, piano/keyboard and in one authority, guitar.

In 2013, the Scottish Government Instrumental Group carried out a national review of music services, supported by research by The Improvement Service. As a result, the 5 authorities that charged pupils on SQA timetables removed these fees. Currently 8 out of 32 local authorities offer a free Instrumental Music Service, of which Edinburgh is one. One other authority is considering removing its IMS charges. The remainder charge for instrumental tuition, all with varying concessions available.

2.5 The IMS in Edinburgh

As a free service, City of Edinburgh Council's Instrumental Music Service is committed to providing equitable and proportionate access to the service to pupils in every mainstream school in the city. Agreed as a result of a Review in 2010, instructor time is allocated to schools on a banding system according to school role. A combination of instruments is offered to each cluster allowing for the development of bands and ensembles at local and city-wide level. This policy aligns with Council priorities and ensures the service is available in every mainstream school enhancing the curriculum and providing opportunities for wider achievement.

The Council does not directly fund piping and drumming tuition as part of the Instrumental Music Service (IMS) or currently from the Youth Music Initiative (YMI) funding, for pupils either in or out of school.

2.6 Brief background to Piping and Drumming teaching

The development of pipe bands as we know them, evolved from the army. Police pipe bands have long been established although recently there has been a significant demise within the police service. Neither the army nor the police pipe bands traditionally provided youth teaching. Until the 1980s, heavy industry provided significant support and most of the teaching was conducted via these bands. The Boys Brigades were also a strong area for the teaching of pipes and drums with many areas having battalion pipe bands. This too has significantly diminished in recent years.

The more recent introduction of piping and drumming tuition into schools and music services has been achieved at different pace across Scotland. The funding and delivery models also vary greatly and are complex. There are a number of strong partnership arrangements with local pipe bands, such as in Argyll and Bute. This delivery model is available to a lesser extent in some other local authorities and is made possible in part, through the establishment of the Youth Music Initiative. There are a few sponsorship and trust funded arrangements.

In 2009/10, SQA launched a new suite of awards. Set at SCQF levels 2, 3, 4, 5 and 6, the National Progression Award (NPA) in Scottish Bagpipes provides a progression route for candidates who are learning to play the bagpipes, taking them from beginner stages to an advanced level. This practical-based qualification covers the knowledge pipers need for performing in Scottish pipe bands and offers a consistent approach to the study of bagpipes in Scotland and internationally. The NPA has been developed in partnership with the Piping and Drumming Qualifications Board (PDQB) and is available in specialist centres.

Pupils can sit Higher and Advanced Higher music with bagpipes as one of their instruments.

2.7 Piping and Drumming - Current situation locally/nationally

Nationally, a number of local authorities offer piping tuition through IMS, however the picture is inconsistent across and within local authorities. The Improvement Service carried out national research into Instrumental Music Services between March and May 2013 which informed the Scottish Government's Instrumental Music Group. (Report June 2013). The research asked about Traditional Instruments (which includes fiddle, accordion and clarsach) as opposed to piping specifically, although it is fair to assume that some of the feedback relates to piping. The majority of local authorities employ markedly lower numbers of instructors for traditional instruments than other non-classroom instruments. Exceptions are Argyll and Bute, East Renfrewshire, Highland, Shetland and Comhairle nan Eilean Siar. Stirling has a traditional instrument FTE which is more proportionate with other instruments.

From the Improvement Service Research and consultation with local authorities via HITS (Heads of Instrumental Teaching in Scotland) it would appear that the following local authorities employ bagpipe instructors as core IMS staff (there may be others):

- Highland - 14 traditional instrument instructors (Improvement Service research), of which it appears there are 12 Bagpipe instructors (11.4 FTE) and 1 Pipe Band Drumming instructor (0.6 FTE) (HITS Consultation)

- East Renfrewshire – piping and drumming offered at Saturday Music Centre through IMS open to primary, secondary and SQA pupils (5 FTE tbc)
- Dundee – 1 dedicated piping instructor (assumed 1FTE)
- Glasgow – 1 FTE
- West Lothian – piping instructor (1 FTE)
- East Ayrshire – piping/drumming (1 FTE)
- Fife – piping instructor (1 FTE)
- Angus – piping instructor (0.5 FTE)

According to the Improvement Service Research, 6 local authorities employ no Traditional Instrument instructors in the IMS, although this is inconsistent with information provided to City of Edinburgh by HITS members.

Of the remainder it is not clear to what extent the IMS FTE illustrated in The Improvement Service Research is for piping, a combination of piping/other traditional instruments, or for other traditional instruments only.

The picture is yet more complex. A number of authorities appear to have a mix of core IMS piping instructors *and* YMI funded instructors, which can lead to a 2 tier service in charging authorities (YMI must be free). In Argyll and Bute, the partnership with Argyll Piping Trust supports instructors and means piping pupils are offered a 50% discount on fees.

Of the HITS members who responded, several talked of learning within local/community pipe bands and to a lesser extent of private tuition for SQA pupils.

A number of authorities deliver piping in partnership with pipe bands and/or YMI by way of ensuring there is greater offer than could be achieved by the local authority IMS only. In some authorities piping is largely funded through partnerships and/or YMI.

Officers in local authorities responsible for music education (YMI, IMS and visiting specialists) recognise that the source of funding is generally not important to the end user. Within given constraints officers work hard to ensure there is a range of opportunities available and the extent to which that offer is streamlined and coherent for learners is important.

Creative Scotland provided information for 2013/14 about YMI funding for piping, as follows:

- Argyll and Bute “Mull Piping” delivered by a formal sector piping tutor

- Fife “Levenmouth Pipe and Drum Project” delivered with National Piping Centre
- Falkirk “Falkirk Traditional Music Project”
- Orkney “Piping & Drumming in Orkney Schools” delivered with 3 local pipe bands
- Renfrew “Pipes and Drums” 2 local pipe bands
- N Ayrshire “Traditional Chanter / Pipe Band Drumming” local pipe band & local YMI specialist staff
- Perth & Kinross “Vale of Atholl Piping” Vale of Atholl Pipers

2.8 Levels of interest and activity in Edinburgh

A request to all Music Teachers in Edinburgh High Schools provided the following information regarding SQA pupils:

School	Higher 2013	Advanced Higher 2013	Other 2013	2014 Presentation	Taught by
Balerno	none	none		none	
Boroughmuir	1			1 x Advanced Higher	Taught in a pipe band
Broughton	2			none	Higher pupils taught at City of Edinburgh Music School, Private tuition for other pipers
City of Edinburgh Music School				1 x Nat 5	City of Edinburgh Music School
Castlebrae	none	none		none	
Craigmount				1 x Higher piping 1 x Nat 4 pipe band drumming	Both taught in different out of school pipe bands
Craigroyston					
Currie	none	none		none	
Drummond	none	none		none	
Firhill					
Forrester	1 piper (Music with technology)			1 x higher 1 x Advanced Higher (both Music with Technology)	Both attend Craigmount Pipe Band
Gracemount	none	none		none	
Holy Rood RC	1			none	Outside instruction
James Gillespie's		1	1 x SG	1 x Higher 2 x Nat 5 Several S3 chanters for future Nat 5	In school music dept/band
Leith					

Liberton	none	none		none	
Portobello	none	none		none	Previous and possible future pupils taught in a pipe band
Queensferry					
St. Augustine's RC	none	none		none	
St. Thomas of Aquin's					
The Royal High			1 x Int 2 pipes	Pupil now at Craigmount	Craigmount pipe band
Trinity	none	none		none	
Tynecastle				1 x higher (Music with technology) 1 x F3F4 Advanced higher (same pupil?)	Taught by Pipe Band
Wester Hailes	none	none		none	

The table above shows numbers presented for SQA are low across the city. From the information provided, it would appear there are not large future numbers coming through from lower in the secondary schools. This may change.

The following information on parent-led and school/community pipe bands and initiatives was gathered by Eoin Rennie (Currie Pipes)

- Boroughmuir High School, South Morningside Primary
- Craigmount High School
- Currie High School, Currie Primary, Juniper Green Primary, Nether Currie Primary
- Firhill High School, Oxfangs Primary
- James Gillespie's High School, Tolcross Primary, Preston Street Primary, Sciennes Primary
- Davidsons Mains: meets in Davidsons Mains Primary school as an after school club and includes pupils from Crammond and Stockbridge Primary Schools and Broughton High and The Royal High Schools. Blackhall Primary pupils may move to Davidsons Mains (YMI funding at Blackhall ended)
- Craiglochart – no information on activity in area
- Sunshine on Leith Pipes and Samba Band – may no longer be in existence

- Edinburgh & Leith Battalion, The Boy's Brigade – no information provided

Contact details of most Administrators and Instructors were supplied.

2.9 Proposal to support chanter tuition

The main YMI P6 target programme in Edinburgh is called Sounds Like Friday/Sounds Like Saturday and since 2011 has grown considerably. On Friday afternoons during term time, 10 centres across Edinburgh offer small group tuition. Demand has led this to focus on guitar, recorder and voice. On Saturday mornings a large number of children participate in small group tuition at Broughton High School. Information is sent to every primary school for P5, 6 and 7 children and also to Special Schools.

The proposal is to introduce chanter tuition to Sounds Like Friday and Sounds Like Saturday from September 2014. The chanter will be included in all publicity material and information sent to all primary and special schools in August.

2.10 Proposal to develop school/parent/community piping initiatives

The finite IMS resource cannot accommodate all current demands and there are already overheated timetables in some areas. Like teachers in all schools, IMS instructors have to manage different pressures, expectations and challenges in different school communities across the city.

The development of parent-led tuition/participation initiatives is not the sole preserve of bagpiping interests. There are already a number of after school and parent/community led initiatives around sport, music and other artforms. Such groups are often able to access funding and engage the school community in fundraising activities that are not otherwise available. Rather than deliver all activity, the Arts and Creative Learning team seeks to work in partnership with parents, schools, funders and partner organisations to build local capacity and share expertise.

This approach aligns with the national imperative under Curriculum for Excellence to engage parents in learning in and out of school.

2.11 Proposal to develop city-wide piping and drumming performance band

The IMS currently supports a number of centrally organised schools orchestras, bands and ensembles. This is largely delivered by IMS instructors within their contracted working week.

The proposal is to support a new piping and drumming performance band that would rehearse and perform on the same basis as the IMS ensembles. It will be funded from external sources such as YMI. Pupils from across the city learning piping and drumming will be actively encouraged to get involved. This will be a performance band and not a competition pipe band.

Young musicians performing at concerts and public events gain skills and confidence, and are ambassadors for the city. Such events provide excellent opportunities for recognising and celebrating wider achievement.

2.12 Proposal to support SQA students

The City of Edinburgh Music School is a national school of excellence located within Broughton High School. While not ringfenced, there is provision for the Music School in City of Edinburgh Council's budget settlement. One of 4 specialist music schools in Scotland, City of Edinburgh Music School shares a remit to provide specialist instruction for musically gifted pupils integrated with their mainstream education. Each music school also has an obligation to provide outreach and locally responsive opportunities and City of Edinburgh Music School engages in a range of other activities.

The proposal is to extend those other activities and offer free instruction to SQA pupils across the city learning bagpipes. Music school instructors are engaged each year according to the needs of the pupils in the music school. With the current numbers of bagpipe SQA students in Edinburgh, this can be managed within the music school budget. SQA piping students would attend lessons at the Music School at Broughton.

The rationale for this proposal is as follows:

- The City of Edinburgh Music school can accommodate current SQA pupil numbers within the existing budget
- There is a precedent as piping Higher candidates at Broughton High School are taught in the City of Edinburgh Music School
- Instructor time spent travelling between schools is counted as contact time under their terms and conditions and for freelance instructors (as in the music school) payment for travel time is not cost effective.
- Consortium arrangements for the Senior Phase are being developed where students will travel to other schools to access elements of the curriculum
- This presents an opportunity to expose bagpipe students to state of the art facilities and high quality music education within a highly regarded centre of excellence

2.13 Rationale for approaches outlined above

To 'give parity to the study of piping and drumming, in line with other musical instruments, and provide support, including teaching, for those pupils wishing to study these instruments as part of their SQA qualifications' has significant budget implications outlined below.

To introduce piping and drumming into the Instrumental Music Service in line with other non-classroom instruments, (brass, woodwind and strings) would require an additional budget of £370,000 – £400,000 (c.10FTE).

The budget would see a year on year increase as instructors starting at the lower end of the salary scale move towards the top of the scale.

To resource and implement parity '*within the Instrumental Music Service*' would have a significant impact as another non classroom instrument would need to be withdrawn.

The proposals in this report have no budget implications and will:

- Provide opportunities to learn chanter in 10 centres in the City on a Friday afternoon and Saturday morning (levels of demand may dictate more activity in some centres and less in others)
- Gauge likely future demand
- Support the development of parent-led tuition initiatives and pipe bands at local level
- Develop a city-wide piping performance band
- Strengthen partnerships with funders and sponsors
- Provide SQA pupils access to free tuition

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 options to provide chanter, piping and drumming opportunities for pupils, funded by YMI/Creative Scotland, through links with the independent sector and with existing and emerging parent-led school and community pipe bands and tuition programmes
- 3.3 Note the proposal to develop a city wide piping and drumming performance band that rehearses and performs on the same basis as other centrally organised orchestras and ensembles
- 3.4 Approve the proposal to offer free piping tuition to pupils studying the bagpipes as part of their SQA music exams at the City of Edinburgh Music School located at Broughton High School.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5. Seek to ensure the smooth introduction of 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	None

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Strategic Management of School Places: P1 and S1 Intakes for August 2014

Item number	7.3
Report number	
Wards	All

Links

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

Gillian Tee

Director of Children and Families

Contact: Crawford McGhie, Asset Planning Manager

E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3149

Executive summary

Strategic Management of School Places: P1 and S1 Intakes for August 2014

Summary

This report is an annual report which sets out accommodation and placement issues for the anticipated P1 and S1 intakes for the forthcoming 2014/15 school year.

Recommendations

It is recommended that the Committee:

1. Notes the content of this report; and
2. Delegates authority to the Director of Children and Families to prioritise baptised Roman Catholics into the following schools for August 2014:
 - St Catherine's RC Primary School
 - St Cuthbert's RC Primary School
 - St David's RC Primary School
 - St Francis' RC Primary School
 - St John Vianney RC Primary School
 - St Joseph's RC Primary School
 - St Mary's RC (Edinburgh) Primary School
 - St Mary's RC (Leith) Primary School
 - St Peter's RC Primary School

Measures of success

1. Implementation of a strategic approach to the management of school places which will result in a consistent and equitable approach to allocating places across the school estate.
2. Being able to accommodate catchment demand at all non-denominational schools.
3. Being able to provide sufficient places in the Roman Catholic sector to meet baptised Roman Catholic demand.

Financial impact

The revenue cost implications of the P1 and S1 intakes and class organisations contained in this report have been included in the budget planning provision for 2014/15. In the current financial climate the need to ensure efficient use of resources

from the Children and Families budget is paramount. This means that there is a need to manage carefully the number of classes formed. Minor capital works have been identified as being necessary at two primary schools the costs of which will be met from the Rising Rolls capital budget.

Equalities impact

This report sets out issues related to the accommodation provided by schools that may impact on the Council's ability to offer pupils the opportunity to attend their catchment school. Due to increasing demand from within school catchment populations, non-catchment placing requests are increasingly unsuccessful. However, the Council will endeavour to respond to parental preferences for a non-catchment placement where it is possible to do so. No issues exist in the non-denominational secondary school estate.

The Council endeavours to make available places for all baptised Roman Catholic pupils who wish to attend a Roman Catholic primary school. By prioritising baptised Roman Catholic pupils into Roman Catholic schools, the Council can ensure that this is achieved. Accordingly, there will be no negative impact on equalities groups.

Sustainability impact

The P1 and S1 intake process is managed so that efficiencies are achieved in terms of the number of classes formed, staff allocated and the accommodation utilised. More efficient use of school accommodation will reduce the running costs of the estate and mitigate the impact of population growth.

Consultation and engagement

Proposed class organisations were shared with Head Teachers at the end of January, with Head Teachers being encouraged to share the proposals with their Parent Councils.

Where a requirement for the creation of an additional class space has been identified, officers have worked with the Head Teacher to identify how this may be achieved.

Background reading / external references

Strategic Management of School Places for August 2013 – [Report](#) to Education, Children and Committee on 5 March 2013

Primary School Estate Rising Rolls – [Report](#) to Education, Children and Committee on 8 October 2013

Primary School Roll Projections – [Report](#) to Education, Children and Families Committee on 10 December 2013

Strategic Management of School Places: P1 and S1 Intakes for August 2014

1. Background

- 1.1 This report identifies schools where accommodation issues may arise as a result of P1 and S1 intake numbers in August 2014. It is based on the findings of a Children and Families Working Group that meets in January each year as part of the annual P1 and S1 intake process. The report recommends strategies to address these issues and ensure a consistent and equitable approach is taken to accommodating catchment pupil numbers and, where possible, placing requests across the school estate. This report is based on the most up to date information available at the time; however the numbers will change prior to the start of session in August.
- 1.2 In the current financial climate achieving efficiencies in terms of the number of classes formed, staff allocated and accommodation utilised remains critical as a means of protecting core school budgets and delivering best value for the city. The Council endeavours to respect parental choice wherever it can be achieved without additional cost.
- 1.3 This report illustrates continued growth on that reported in the 2013 Strategic Management of School Places report. It shows an increase of 4.0% in the P1 intake between 2012/13 and 2013/14 together with an increase in the overall P1-P7 roll of 3.9% during the same period. Increases in the birth rate since 2005 mean that a continuation of this pattern of growth in the primary sector is likely over at least the next five years; although the rate of growth is likely to slow. Accordingly, it is anticipated that the number of pupils entering P1 in August 2014 will be higher than in August 2013 but will not demonstrate the same degree of growth as that experienced between 2012/13 and 2013/14.
- 1.4 However, despite higher numbers of pupils entering P1, the successful delivery of additional accommodation in August 2013 provided the capacity necessary to allow all P1 catchment pupils a place at their catchment school. The delivery of additional accommodation in August 2014 will further mitigate against capacity issues in future years and has resulted in few accommodation issues for the August 2014 P1 intake.

2. Main report

Intake Projections for August 2014

- 2.1 The P1 roll at the time of the census in September 2013 was 4,535 pupils. P1 intake projections, which are derived from previously recorded birth rates,

suggest that while the P1 intake in 2014 will exceed that experienced in 2013, the rate of growth has slowed. This is supported by P1 registrations for August 2014 which currently stand at 4,739 which represents a 2.3% increase on the equivalent time in the process last year compared to a growth of 4.0% in the actual P1 intake between 2012 and 2013.

- 2.2 Based on P1 registrations to date and applying a three year average of the percentage change in pupils registered in January versus actual P1 intakes the following August, a P1 intake of 4,648 is estimated for August 2014.
- 2.3 Total catchment registration numbers fluctuate considerably between January and August but follow a similar pattern each year: rising until mid-March before falling sharply in April with a more gradual drop-off until August. This fall is as a result of deferrals yet to be notified, movement out of the city, loss to the private sector and the processing of out of catchment placing requests. The degree to which the number of registrations within individual catchments will actually fall will vary considerably. Appendix 1 shows, for individual primary schools, how catchment registrations in January 2013 compared with the number of catchment pupils attending the school in August 2013.
- 2.4 Despite increasing demand for places in the primary sector, room for growth in the primary school estate continues to exist in a number of areas of the city. However, it is recognised that spare places may not always be located conveniently for areas experiencing increased localised demand. This is illustrated in Table 2 below. It should also be noted that the majority of spare places exist in upper stages of the school and may not be available to address growing accommodation issues in lower stages.
- 2.5 After five years of decline, as forecast in the Strategic Management of School Places Report for August 2013, the S1 intake in the city experienced an increase in 2013. However, in January 2014 the number of S1 registrations for August 2014 is 3,244 – 92 less than the equivalent time last year. This pattern is in line with projections which suggest that a regular increase in the S1 intakes will not occur until 2017. Accordingly, the S1 intake for August 2014 is forecast to be 3,174; a reduction of 3% on the actual intake in August 2013.

New Accommodation in the Estate

August 2013

- 2.6 New accommodation was provided at eight primary schools for August 2013, contributing to an increase in the capacity of the primary school estate of 476 places (+1.5%), allowing the successful placement of all demand for P1 catchment places at all non-denominational schools. In addition, a further 420 places were created at Bun Sgoil Taobh na Pairce; the new dedicated Gaelic Medium Education Primary School. Table 1 (below) lists the schools where new accommodation was delivered in August 2013 and provides a description of the new accommodation. These schools would not have been in a position to accommodate demand from their catchment P1 population if this

accommodation had not been provided and all now operate successfully beyond their 2012 class capacity level.

Table 1: New Accommodation delivered in August 2013

Schools	New Accommodation Description
Blackhall Primary	Refurbishment of a modular building to provide two new classroom spaces.
Corstorphine Primary	School extension including refurbishment and replacement of some existing accommodation and provision of two new classrooms.
Granton Primary	New two classroom building.
James Gillespie's Primary	Two new classrooms provided as part of the wider works to the school including a new gym and nursery. Two existing classroom spaces in a modular building were also refurbished.
Towerbank Primary	School extension including refurbishment and replacement of some existing accommodation and provision of three new classrooms and a General Purpose space. A new nursery was also provided.
Trinity Primary	New four classroom building.
Wardie Primary	New three classroom building.

2.7 The positive impact of the new accommodation delivered in August 2013 may be seen in occupancy level statistics for the 2013/14 session. Four of the ten primary schools reported in 2013's Strategic Management of School Places Report as exceeding 100% occupancy in 2012/13 no longer exceed 100% as a result of the successful delivery of this new accommodation. Had this new accommodation not been delivered in 2013/14, 15 schools (17%) would have exceeded a 100% occupancy level. Table 2 (below) illustrates that, despite the total primary school population increasing by 4% between 2012/13 and 2013/14, the number of schools operating with an occupancy level exceeding 100% has reduced during that same period.

2.8 Table 2 also shows a reduction in the number of schools in the 61-80% occupancy bracket with a corresponding increase in the number of schools in the 81-100% occupancy bracket. This further illustrates the continuing growth in the primary sector with rolls not projected to peak until 2019.

Table 2: Primary Schools Occupancy Levels Start of Session 2013/14

Occupancy Level	Primary Schools		Change on 2012/13
	Number	%	%
Over 100%	9	10.2%	-1.0%
81-100%	48	54.6%	+4.0%
61-80%	19	21.6%	-3.5%
60% and under	12	13.6%	+5%
Total	88	100%	

August 2014

- 2.9 On 8 October 2013 the Education, Children and Families Committee approved a recommendation that new accommodation be provided at nine primary schools subject to a final decision regarding the necessity for such provision being delegated to the Director of Children and Families to be taken in January 2014. Following consideration of P1 intakes and an analysis of P1 projections, it has been determined that additional accommodation will be necessary for August 2014 at seven schools shown in Table 3.

Table 3: New Accommodation to be delivered for August 2014

Schools	New Accommodation Description
Fox Covert ND Primary	Sub-division of three very large classrooms to create one additional classroom.
Stockbridge Primary	Refurbishment of the nursery and school accommodation within the annexe building to provide two additional classrooms.
Flora Stevenson Primary	Sub-division of a double classroom space to form a nineteenth classroom
St David's RC Primary	New four classroom building (with possible expansion to eight classrooms in a future second phase if required).
Broughton Primary	New four classroom building.
Victoria Primary	New four classroom building.
Craigour Park Primary	New six classroom building (with possible expansion to eight classrooms in a future second phase if required).

- 2.10 The addition of this accommodation will increase the capacity of the primary school estate by a further 413 places (+1.3%).
- 2.11 In the secondary sector, over half of schools are at least 80% occupied with four operating beyond their notional capacity (see Table 4 below). The increase in the S1 intake experienced in 2013 has contributed to an increase in the number of schools which are over 80% occupied.

Table 4: Secondary Schools Occupancy Levels Start of Session 2013/14

Occupancy Level	Secondary Schools		Change on 2012/13
	Number	%	%
Over 100%	4	17%	-
81-100%	10	44%	+4%
61-80%	6	26%	-4%
60% and under	3	13%	-
Total	23	100%	

Provision of School Places

2.12 The information leaflet “Placing in Schools – Session 2014/15” provides information for parents and carers on applying for school places; a copy of this document is included as Appendix 2. This highlights six key points that parents must consider when applying for school places:

- Places are allocated to children based on their residence and 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. Parents must choose which of these their preferred school is;
- A child is only entitled to a place in the primary school where they attend nursery if they 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 a placing request is successful for one child, it does not guarantee that requests for siblings will be successful. This could mean that siblings would attend different schools.

2.13 The “Placing in Schools – Session 2014/15” booklet summarises for parents the ways in which the Council manages provision of school places using principles and practices that are in line with the Education (Scotland) Act 1980, as amended and the Gaelic Language (Scotland) Act 2005. Further detail of how these fundamental principles are applied by the Council to the provision of school places are set out 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;
- 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;
- Adoption and implementation of legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended) that introduced a class size maximum of 25 for P1 and 30 for P2 to P3;
- 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;

- When considering an "additional teacher" the Council takes into account the global number of teachers required across the estate and not the historic number of teachers required at individual schools;
- 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 school level (pupils have the option of attending either catchment school, subject to availability of places);
- The catchment boundaries for the City of Edinburgh Council's Gaelic Medium Education establishments cover the Edinburgh and Lothians area;
- 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;
- One place per class is normally reserved for incoming catchment pupils where possible until 31 July when granting placing requests (this number is higher where there is significant catchment movement);
- Team teaching arrangements may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 so that they can meet class size maxima in P2 and P3. Where circumstances require that a class at a later stage exceed standard class size maxima, this requirement will be assessed on an individual basis;
- Composite classes, including at P1/2, are part of the normal organisation in many schools, and are generally formed according to the following principles:
 - i. Age is the main criterion for selecting pupils for composite classes;
 - ii. A composite class would not normally be formed if there were fewer than five pupils coming from a particular year stage;
 - iii. It is not policy to composite over three year stages except where there are very low numbers of pupils at particular stages;
 - iv. Reorganising and recompositing a class structure is sometimes allowed to make additional places available for pupils in an individual school; but significant reorganising or recompositing will not be used where to do so would give rise to a potential detriment to the existing pupils at the school;
 - v. Exceptional circumstances will be looked at on a case by case basis and will be agreed by the Head Teacher and relevant staff within the Children and Families Department.

- Positive Action schools receive additional funding which is sometimes used to create additional classes. Non-catchment pupils would not be restricted in these cases as they would not generate the need for the Department to employ an additional teacher;
- Five places are reserved for pupils with additional needs at the following schools which are designated providers of support for children with additional needs:
 - Craigmount High School
 - Drummond Community High School
 - Leith Academy
 - Oxfangs Primary School
 - St Thomas of Aquin's High School
- The Authority has the flexibility to reserve places for inclusion in special classes at the following primary schools which are designated providers of support for children with additional needs:
 - Broughton
 - Craigentenny
 - Murrayburn
 - Royal Mile
 - St Cuthbert's RC
 - Stenhouse

2.14 The Committee on Pupil/Student Support, which includes a representative from each of the political parties and a church representative, meet to determine the order of pupils on waiting lists for individual schools.

Oversubscribed Roman Catholic Schools

2.15 In January 2013 the number of catchment P1 registrations at Roman Catholic (RC) Primary Schools stood at 797. This represented a significant (19%) increase on January 2012 when 672 catchment registrations for P1 places at RC Primary Schools had been received. In addition, the number of registered pupils providing evidence of baptism in 2013 was more than double that of 2012.

2.16 In January 2014 the number of P1 registrations at Roman Catholic (RC) Primary Schools is 722. While this represents a fall since 2013, the number remains high and will escalate pressure on the RC primary school estate.

2.17 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised RC pupils. Furthermore, an additional member of staff would not, as standard practice, be applied to an RC school to provide places beyond that necessary to support a P1 intake from its baptised RC catchment population. The exception to this may be where the creation of a higher intake

at an RC school with sufficient capacity may resolve potential accommodation issues at another school.

- 2.18 Accordingly, where an RC school is oversubscribed the following actions will be taken:
- Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places.
 - In the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools.
 - Non BRC, or BRC who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not be prioritised out to other schools. Such children would be expected to first revert to their non-denominational catchment school.
- 2.19 None of the above affects a parent's statutory right to make a placing request to any school.

Catchment Registration and Placing Requests

- 2.20 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February where necessary to share with them plans for P1 intakes and class organisations for August. Schools have been made aware that class organisations can change between now and the start of the session.
- 2.21 Local ward members are encouraged to attend these meetings. It is stressed at this stage that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations, identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August. Appendix 3 sets out the process.
- 2.22 The process is characterised by complex patterns of pupil flows across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Appendix 1 illustrates that nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant; in 2013 half of schools experienced a drop of 20% or greater. This drop is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.

- 2.23 These changes make it difficult not to over-plan for placements and many schools which, in January 2014, initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August 2014. It also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.

Class Sizes

- 2.24 Council policy on class size is in line with class sizes originally prescribed by the SJNC (TSSE) Scheme of Salaries and Conditions of Service for Teaching Staff in School Education (1994), and the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended). These set out maximum class sizes of 25 at P1; 30 at P2-P3; 33 at P4-P7; and 25 for composite classes at any year stage.
- 2.25 In the August 2014 intake, P1 classes of up to 25 or composite classes with a mix of P1 and P2 pupils with a maximum of 25 will be the arrangement in most schools. Where the number of catchment pupils indicates that classes of 25 will not accommodate these pupils, it will be necessary to create larger teaching groups with additional teaching staff being allocated. In these cases, the additional teachers will, where accommodation allows, be used either to organise an additional class or to organise a team teaching approach.
- 2.26 In some primary schools with small classrooms, accommodation restrictions limit the scope for creating classes of over 30 in P4-P7 or team teaching classes of greater than 30. Appendix 4 lists those primary schools where such limitations apply to some or all of the class bases, and Appendix 5 illustrates secondary school intake limits.

Reserving Places

- 2.27 In previous years, where numbers have permitted, one place has been reserved in each P1 class for new pupils moving into the catchment area between the registration period in November and the end of the following July. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area between January and the end of July can obtain a place at their catchment school.
- 2.28 If they remain unused by pupils moving into the catchment area, reserved places are normally released the week before the start of the school year to the non-catchment pupil at the top of the waiting list. This means that if a pupil moves into a catchment area after the start of a school year they may not get a place at their catchment school. Whilst most reserved places will continue to be released

as normal, in some cases the extent of development in the catchment area may require that reserved places be retained beyond the start of the school year.

- 2.29 Increasingly, there may also be a requirement for reserved places to be retained beyond the start of the school year in schools that team teach in P1. This is because if a P1 class is full but an incoming catchment pupil is granted a place by the Appeal Committee there is a risk that this could necessitate the Council incurring the cost of an extra teacher when that year group moves into P2 and, potentially, P3. Retaining a reserved place for incoming catchment pupils will help guard against this possibility.

Parental Choice

- 2.30 Many schools across the city are experiencing increased demand from their own catchment population for P1 places. This has had the effect of reducing the number of places available for non-catchment pupils. Accordingly, the percentage of non-catchment placing requests being refused has risen from 18% in 2009 to 37% in 2013. It is anticipated that the percentage of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.
- 2.31 Communications with parents continue to encourage them to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days during the registration period give parents the opportunity to visit their local school without prior arrangement.
- 2.32 With regard to the secondary sector, a rise in the S1 intake in 2013 resulted in the percentage of non-catchment placing requests refused reaching 18% for the first time since 2007.

Accommodation Issues at Individual Schools

- 2.33 The schools noted below are those that require a particular action to manage their intakes and allow all catchment demand to be accommodated. It should be noted that, while these schools will require action to accommodate catchment demand and will not be in a position to accommodate placing requests, placing requests will require to be refused at many other schools following normal procedures.

Non-denominational Primary School Provision

Bruntsfield Primary School

- 2.34 Bruntsfield Primary School currently has 85 registered catchment pupils, six of whom may defer entry. Given the normal trend of loss of pupils between now and the start of session, it is anticipated that the catchment numbers will reduce, however; it seems likely that a three stream intake will be required at Bruntsfield Primary for the fourth consecutive year. The school is already operating at its capacity of 18 classes and, with three P1 classes coming in and there being only two classes in the exiting P7, the school will require an additional classroom space.

2.35 Bruntsfield Primary School benefits from having some of the largest classrooms in the school estate; three of which exceed 105m² and a further four exceed 90m². In order to provide the additional class space necessary to accommodate catchment demand school management have suggest that one of the larger rooms be sub-divided to provide an additional space allowing the school to reorganise its classroom and GP space as required. This work will be funded from the Rising Rolls capital budget; the costs are not expected to be significant.

Gylemuir Primary School

2.36 Gylemuir Primary School currently has 74 registered catchment P1 pupils and an intake limit of 90 has been applied as the number of registrations for Gylemuir is expected to rise. This represents a three stream P1 intake – the fourth time such a level of intake has been achieved in the past five years. The school is already operating at its capacity of 17 classes and, with three P1 classes coming in and there being only two classes in the exiting P7, the school will require an additional classroom space.

2.37 In order to provide the additional class space necessary to accommodate catchment demand discussions are taking place with Early Years managers to identify if one of the two spaces currently occupied by the Early Years hub may be returned to classroom use. The hub occupies two former classroom spaces and provides a range of support to staff working in Early Years. Currently these spaces serve as a ‘cafe’ area and as a class/seminar space that are accessed two days a week. Work required to convert this space and provide the school with the necessary resources will be funded from the Rising Rolls capital budget; the costs are not expected to be significant.

Roman Catholic Primary School Provision

2.38 The number of registrations for Roman Catholic primary schools is down by 9.4% from 797 in January 2013 to 722 in January 2014. However, the number of P1 registrations for places at Roman Catholic primary schools in August 2014 is up by 17% on the equivalent time in 2010 demonstrating that demand for available places remains high. Accordingly, in January 2014, the number of P1 catchment registrations for places in nine out of 15 Roman Catholic primary schools are generating a requirement for an additional teacher or placing pressure on the available accommodation.

2.39 Given the normal trend of loss of pupils between now and the start of session, it is anticipated that numbers will drop in all Roman Catholic schools to allow the majority of those who have registered to receive a place. However, catchment applications currently exceed places available. Accordingly, prioritisation of baptised Roman Catholic pupils may be necessary at the following schools and Committee is asked to delegate authority to the Director of Children and Families to prioritise baptised Roman Catholics into the following schools for August 2014:

- St Catherine’s RC Primary School
- St Cuthbert’s RC Primary School

- St David's RC Primary School
- St Francis' RC Primary School
- St John Vianney RC Primary School
- St Joseph's RC Primary School
- St Mary's RC (Edinburgh) Primary School
- St Mary's RC (Leith) Primary School
- St Peter's RC Primary School

Secondary Schools

2.40 There are no secondary schools that require action to manage their S1 intakes for August 2014 and no accommodation issues. All secondary schools have capacity to support demand from their S1 catchment population.

3. Recommendations

3.1 It is recommended that the Committee:

1. Notes the content of this report; and
2. Delegates authority to the Director of Children and Families to prioritise baptised Roman Catholics into the following schools for August 2014:
 - St Catherine's RC Primary School
 - St Cuthbert's RC Primary School
 - St David's RC Primary School
 - St Francis' RC Primary School
 - St John Vianney RC Primary School
 - St Joseph's RC Primary School
 - St Mary's RC (Edinburgh) Primary School
 - St Mary's RC (Leith) Primary School
 - St Peter's RC Primary School

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 Registrations (2013) and Actual P1 Catchment Pupils Retained2. Placing in Schools – Session 2014/153. P1 & S1 Intake August 2014: Timetable4. Primary Schools Class Size Intake Limits5. Secondary Schools Intake Limits

Appendix 1 - P1 Registrations (2013) and Actual P1 Catchment Pupils Retained

	P1 Registrations (5 Feb 2013)	Peak Registrations (Jan '13 - July '13)	Catchment Pupils Attending (Sept '13 Census)	Change Since Peak	
Abbeyhill Primary School	32	33	27	-6	-18%
Balgreen Primary School	55	62	44	-18	-29%
Blackhall Primary School	86	86	73	-13	-15%
Bonaly Primary School	57	57	51	-6	-11%
Broomhouse Primary School	28	28	24	-4	-14%
Broughton Primary School	72	77	62	-15	-19%
Brunstane Primary School	31	36	27	-9	-25%
Bruntsfield Primary School	83	83	64	-19	-23%
Buckstone Primary School	49	49	45	-4	-8%
Bun-sgoil Taobh na Pàirce (Parkside Primary)	n/a	n/a	n/a	n/a	
Canal View Primary School	48	54	37	-17	-31%
Carrick Knowe Primary School	77	79	63	-16	-20%
Castleview Primary School	50	50	36	-14	-28%
Clermiston Primary School	68	69	58	-11	-16%
Clovenstone Primary School	35	40	21	-19	-48%
Colinton Primary School	41	41	24	-17	-41%
Corstorphine Primary School	72	73	67	-6	-8%
Craigentiny Primary School	56	58	39	-19	-33%
Craiglockhart Primary School	64	64	54	-10	-16%
Craigour Park Primary School	87	94	82	-12	-13%
Craigroyston Primary School	48	54	29	-25	-46%
Cramond Primary School	59	61	55	-6	-10%
Currie Primary School	74	74	53	-21	-28%
Dalmeny Primary School	4	6	7	1	17%
Dalry Primary School	39	42	28	-14	-33%
Davidson's Mains Primary School	67	68	68	0	0%
Dean Park Primary School	63	63	57	-6	-10%
Duddingston Primary School	45	47	39	-8	-17%
East Craigs Primary School	74	74	59	-15	-20%
Echline Primary School	33	33	32	-1	-3%
Ferryhill Primary School	49	54	40	-14	-26%
Flora Stevenson Primary School	81	84	64	-20	-24%
Forthview Primary School	68	68	47	-21	-31%
Fox Covert ND Primary School	38	40	36	-4	-10%
Fox Covert Roman Catholic Primary School	36	37	26	-11	-30%
Gilmerton Primary School	83	90	76	-14	-16%

	P1 Registrations (5 Feb 2013)	Peak Registrations (Jan '13 - July '13)	Catchment Pupils Attending (Sept '13 Census)	Change Since Peak	
Gracemount Primary School	74	85	69	-16	-19%
Granton Primary School	78	90	64	-26	-29%
Gylemuir Primary School	89	90	71	-19	-21%
Hermitage Park Primary School	46	46	40	-6	-13%
Hillwood Primary School	2	7	4	-3	-43%
Holy Cross Roman Catholic Primary School	70	73	53	-20	-27%
James Gillespie's Primary School	79	85	70	-15	-18%
Juniper Green Primary School	58	58	51	-7	-12%
Kirkliston Primary School	50	60	59	-1	-2%
Leith Primary School	43	54	45	-9	-17%
Leith Walk Primary School	41	50	34	-16	-32%
Liberton Primary School	71	73	57	-16	-22%
Longstone Primary School	24	28	26	-2	-7%
Lorne Primary School	38	41	33	-8	-20%
Murrayburn Primary School	45	47	38	-9	-19%
Nether Currie Primary School	15	15	14	-1	-7%
Newcraighall Primary School	4	4	1	-3	-75%
Niddrie Mill Primary School	50	50	35	-15	-30%
Oxgangs Primary School	50	52	45	-7	-13%
Parsons Green Primary School	38	39	34	-5	-13%
Pentland Primary School	71	71	58	-13	-18%
Pirniehall Primary School	38	40	24	-16	-40%
Preston Street Primary School	38	42	37	-5	-12%
Prestonfield Primary School	23	25	22	-3	-12%
Queensferry Primary School	71	72	59	-13	-18%
Ratho Primary School	29	29	22	-7	-24%
Roseburn Primary School	34	35	28	-7	-20%
Royal Mile Primary School	19	20	16	-4	-20%
Sciennes Primary School	93	95	80	-15	-16%
Sighthill Primary School	34	38	29	-9	-24%
South Morningside Primary School	96	98	86	-12	-12%
St Catherine's Roman Catholic Primary School	44	47	32	-15	-32%
St Cuthbert's Roman Catholic Primary School	42	44	25	-19	-43%
St David's Roman Catholic Primary School	71	72	48	-24	-33%
St Francis' Roman Catholic Primary School	60	61	44	-17	-28%
St John Vianney RC Primary School	43	46	39	-7	-15%
St John's Roman Catholic Primary School	73	73	47	-26	-36%
St Joseph's Roman Catholic Primary School	57	58	44	-14	-24%

	P1 Registrations (5 Feb 2013)	Peak Registrations (Jan '13 - July '13)	Catchment Pupils Attending (Sept '13 Census)	Change Since Peak	
St Margaret's Roman Catholic Primary School	20	21	19	-2	-10%
St Mark's Roman Catholic Primary School	29	29	22	-7	-24%
St Mary's RC Primary School (Edin.)	70	71	46	-25	-35%
St Mary's RC Primary School (Leith)	80	81	54	-27	-33%
St Ninian's Roman Catholic Primary School	49	51	24	-27	-53%
St Peter's Roman Catholic Primary School	71	74	59	-15	-20%
Stenhouse Primary School	53	53	41	-12	-23%
Stockbridge Primary School	45	46	41	-5	-11%
The Royal High Primary School	33	32	28	-4	-13%
Tollcross Primary School	18	19	18	-1	-5%
Towerbank Primary School	87	93	87	-6	-6%
Trinity Primary School	79	86	73	-13	-15%
Victoria Primary School	30	31	26	-5	-16%
Wardie Primary School	71	71	63	-8	-11%

Appendix 2

Placing in Schools – Session 2014/15

New P1 and 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.

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.

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.

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

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.

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

Appendix 3

GRANTS, AWARDS & PLACEMENTS

P1 & S1 Intake August 2014: Timetable

	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 and P1 registration week distributed to all nursery and 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 and non-catchment placing request application forms.</p> <p>Letters issued to parents of N5 and 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 and Metro publicising P1 and 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.</p>

	Paper copies to be issued from this week, only if necessary.
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	<p>Home to school route measurement calculations requested from Statistics & Information team for placing requests to schools likely to be oversubscribed.</p> <p>Nursery & Primary schools: investigate N5 children not yet registered on SEEMiS and advise parents to register as soon as possible.</p>
13 – 17 January 2014	<p>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.</p> <p>Oversubscribed Roman Catholic schools identified. Baptised Roman Catholic children prioritised.</p> <p>Preparation of reports to Committee on Pupil/Student Support.</p>
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	<p>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.</p> <p>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.</p> <p>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.</p>
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	<p>Decisions on all placing requests received by 15 March finalised and waiting lists become operational.</p> <p>Catchment children unable to be accommodated in their preferred catchment school placed elsewhere.</p> <p>Parents notified of decisions in writing, and those refused places invited to submit a 'second-preference' placing request.</p>
14 April 2014	<p>Statutory 28-day period commences allowing parents to appeal against refusal to Placing in Schools Appeal Committee.</p> <p>Preparation of reports to the Placing in Schools Appeal Committee commences.</p>
Mid-April 2014 <i>onwards</i>	<p>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.</p> <p>Decisions on 'late' placing requests begin to be dealt with and will be responded to within a two-month statutory period.</p>
12 May 2014	<p>End of statutory appeal period for placing requests received by 15 March.</p> <p>Deadline for receipt of requests for second-preference schools</p>

	(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 seven 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.

Appendix 4

PRIMARY SCHOOLS CLASS SIZE INTAKE LIMITS

A number of primary schools have physical accommodation restrictions due to the size of their classrooms. This means that while it would be possible within the Regulations to form a class size of over 30 pupils (beyond P4/7 stage) or to deliver team teaching for a class of up to 41 pupils, the size of the classrooms within the school poses the main constraint. The table below identifies the schools that have a capacity restriction of 30 pupils on all, or part, of their class bases.

Primary Schools with Class Size Restrictions

Primary School	No of Class Bases Limited to 30
Balgreen	14
Echline	14
Granton	8
James Gillespie's	14
Liberton	13
South Morningside	6
St John's RC	12
St Mary's RC	10
Stenhouse	14
The Royal High	14
Towerbank	9
Victoria	5
Wardie	14

Appendix 5

SECONDARY SCHOOLS INTAKE LIMITS SET BY THE COUNCIL

Secondary School	S1 Intake Limit
Balerno Community High	160
Craigmount High	260
Firrhill High	220
Holy Rood RC High	240*
Leith Academy	180
St Thomas of Aquin's RC High	140
Trinity Academy	180
Boroughmuir High	200
Currie High	180
Gracemount High	120
James Gillespie's High	200
Portobello High	260
The Royal High	220

* subject to annual review

Note: The school intake limits are imposed to prevent a school from becoming overcrowded and exceeding its notional capacity. The remaining High Schools where over occupancy has not been an issue do not have S1 intake limits.

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Primary School Estate Rising Rolls

Item number	7.4
Report number	
Wards	All

Links

Coalition pledges	P4
Council outcomes	C01 and C02
Single Outcome Agreement	S03

Gillian Tee

Director of Children and Families

Contact: Billy MacIntyre, Head of Resources

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

Executive summary

Primary School Estate Rising Rolls

Summary

Primary school rolls are projected to rise to a peak of nearly 31,000 pupils by 2019 which is an increase of approximately 15% on the position at the start of the 2013/14 school year.

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.

An update on projected primary school roll projections at a city-wide level was included in a report to Committee on [8 October 2013](#). 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.

However, there is a wide variation between individual school 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. A report to Committee on [10 December 2013](#) set out how the latest initial projections were derived; explained the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh and explained the further detailed analysis required to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years. The detailed analysis of roll projections has now been completed taking into consideration the initial P1 registration figures for August 2014.

The purpose of this report is to identify the schools which, as a result of the detailed analysis undertaken, have been identified as potentially facing accommodation pressures in August 2015 and beyond, together with the range of potential solutions which have been identified for each school to address this pressure. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested, to identify a preferred option.

This is the third year of the primary school rising rolls programme. New accommodation was successfully delivered for August 2013 at Granton, Trinity and Wardie Primary Schools which has been very well received and has been essential to avoid the accommodation pressures which would have otherwise arisen. The report also provides an update regarding the additional accommodation which will be delivered in a number of primary schools for August 2014.

Recommendations

It is recommended that the Committee notes the content of this report and the intention to bring a further report to Committee on 20 May 2014 to identify the proposed solution (including delivery model) regarding each school which has been identified as potentially facing an accommodation pressure in August 2015 and beyond.

Measures of success

- The delivery of accommodation solutions at any primary school identified as facing potential future accommodation pressures to ensure the capacity of the school is appropriate to meet the level of demand for places from its catchment population.
- The delivery of any accommodation required to a design specification which fully meets all educational related requirements.
- Delivery of the agreed projects on time, within budget and to the necessary quality.

Financial impact

Capital Expenditure

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 £2.085m leaving a remaining balance of £12.817m available to meet the costs of delivering any new accommodation required for August 2015 and future years.

An updated forecast has been produced taking into consideration the latest estimated costs of delivering the new accommodation at a number of schools for August 2014 together with the projected costs of delivering the further new accommodation which, based on the latest projections, may be required over the next five years. This forecast suggests that the total capital funding necessary to respond to the challenges arising from rising primary school rolls may increase to £18.5m. Whilst higher levels of cost inflation in future years is a contributory factor, the main reason for the increase is a rise in the total number of class/general purpose spaces which may be required from the previously estimated 63 to 81 (these totals exclude any spaces which are anticipated would be created through low cost minor adaptations).

This would represent a funding deficit of £3.598m for which additional resources would need to be identified. The latest forecast makes certain assumptions relating to the use of new build for delivering additional accommodation at the majority of schools where future potential accommodation pressures have been identified and these assumptions will be further refined over the coming months. A full update will be reported to Committee on 20 May 2014.

The costs set out above exclude any impact from the potential future accommodation pressures which may arise at the three schools in the south Edinburgh area (Bruntsfield, James Gillespie's and South Morningside Primary Schools) which are the subject of a separate report.

A further increase in the school roll at East Craigs Primary School, together with the likely increase in demand for school meals as a result of the entitlement for a free school meal being extended to cover all P1 to P3 pupils with effect from January 2015, would further increase the pressure on existing hall space to a level which would be unsustainable and a solution would require to be found. The costs identified above include no provision for any such provision; this matter will also be subject to discussion with the school as part of the consultation and engagement process.

Revenue Costs

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

Loans Charges

There is currently 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. If this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £14.902m and interest of £9.49m, resulting in a total cost of £24.392m based on a loans fund interest rate of 5%. The annual loan charges would be £1.22m.

The report identifies that the capital funding necessary to respond to the challenges arising from rising primary school rolls may increase to £18.5m. If this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £18.5m and interest of £11.781m, resulting in a total cost of £30.281m based on a loans fund interest rate of 5%. The annual loan charges would be £1.514m.

The loan charges outlined for the existing funding within the Capital Investment Programme of £14.902m are provided for within the current long term financial plan. If the estimated increased capital funding of £18.5m was to be required there would be a funding deficit of £3.598m and additional resources would have to be made available to fund the associated additional annual loan charges arising of £0.294m.

It should be noted that the Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects. The loan charge estimates above are based on the assumption of borrowing in full for this capital project.

Equalities impact

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

By offering additional capacity at local schools the Council is responding to parental choice and endeavouring to offer all catchment pupils from all equalities groups the

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

Sustainability impact

This project would see the addition of new classrooms across the city however it would create additional accommodation at local schools so that children can access their catchment school. Accordingly it should ensure that travel to school patterns are minimised.

Consultation and engagement

This report sets out the schools which have been identified as potentially facing accommodation pressures in August 2015 and beyond together with a range of potential solutions which have been identified to address this pressure in each school. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested, to identify a preferred option which will then be reported to Committee for approval.

Background reading/external references

There have been three previous reports to the Education, Children and Families Committee regarding the issue of rising school rolls on [9 October 2012](#); [8 October 2013](#) and [10 December 2013](#).

Primary School Estate Rising Rolls

1. Background

- 1.1 Primary school rolls are projected to rise to a peak of nearly 31,000 pupils by 2019 which is an increase of approximately 15% on the position at the start of the 2013/14 school year. 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.
- 1.2 An update on projected primary school roll projections at a city-wide level was included in a report to Committee on [8 October 2013](#). 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.
- 1.3 However, there is a wide variation between individual school 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. A report to Committee on [10 December 2013](#) set out how the latest initial projections were derived; explained the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh and explained the further detailed analysis required to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years. The detailed analysis of roll projections has now been completed taking into consideration the initial P1 registration figures for August 2014.
- 1.4 The purpose of this report is to identify the schools which, as a result of the detailed analysis undertaken, have been identified as potentially facing accommodation pressures in August 2015 and beyond, together with the range of potential solutions which have been identified for each school to address this pressure. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested, to identify a preferred option.
- 1.5 This is the third year of the primary school rising rolls programme. New accommodation was successfully delivered for August 2013 at Granton, Trinity and Wardie Primary Schools which has been very well received and has been

essential to avoid accommodation pressures which would have otherwise arisen. The report also provides an update regarding the additional accommodation which will be delivered in a number of primary schools for August 2014.

2. Main report

Schools Facing Accommodation Pressures for August 2015

- 2.1 The report “Primary School Roll Projections” considered by the Education, Children and Families Committee on 10 December 2013 set out the process by which initial P1 catchment population projections were derived and the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh. The report also outlined the further detailed analysis which would be undertaken to identify any school where P1 catchment population projections suggested a pressure on accommodation to meet catchment demand may be experienced in future years.
- 2.2 The detailed analysis has now been undertaken as a result of which ten primary schools have been identified which, based on the latest roll projections, would potentially have difficulty in accommodating demand for P1 catchment places in August 2015; the schools are as follows:
- Bruntsfield Primary School
 - Clermiston Primary School
 - East Craigs Primary School
 - Flora Stevenson Primary School
 - Gilmerton Primary School
 - James Gillespie’s Primary School
 - Pentland Primary School
 - Ratho Primary School
 - South Morningside Primary School
 - Wardie Primary School
- 2.3 Further detail is provided for seven of these schools in Appendix 1 including the rationale for their inclusion in the third phase of the primary school rising rolls programme. Each school identified above will operate under differing circumstances and options available to address their accommodation issues will vary. Potential solutions have been identified for each school which are detailed in Appendix 1 and discussions with each school and parent council representatives will now be progressed to consider those options already identified, and any others which may be suggested, to identify the solution which is most appropriate for each school. It is the intention to bring a further report to Committee on 20 May 2014 to identify the proposed solution (including delivery model) for each school.

- 2.4 The remaining three schools - Bruntsfield Primary School, James Gillespie's Primary School and South Morningside Primary School - are all located in the southern city centre area within which the accommodation issues are acute and, as such, a strategic approach that considers these schools as a group has been taken. Accordingly, the accommodation pressures and the potential solutions affecting these three schools are considered in a separate report on the agenda of this Committee; "Primary School Capacity Pressure in South Edinburgh".
- 2.5 In considering ways to respond to the challenges of rising rolls, catchment review may offer a full solution in some instances where, for example, the school site is too small to expand the capacity of the school building. Undertaking a catchment review is governed by the Schools (Consultation) (Scotland) Act 2010 and would be subject to a statutory consultation process. Any proposal to address projected accommodation issues in August 2015 by catchment review would be reliant on a statutory consultation which could put the delivery of a solution for August 2015 at risk. This is because the consultation process would require to be concluded and a decision made by Committee by November 2014 to provide clarity for parents at the outset of the P1 registration process for August 2015.
- 2.6 Accordingly, with around a six month timescale to conclude a consultation exercise, any decision to proceed with any such consultation would require Committee approval in May 2014. Should the proposal which was subject to consultation ultimately prove to be unacceptable, it would be almost impossible to deliver a new build solution as an alternative in time for August 2015.

Schools Facing Accommodation Pressures for August 2016 and Beyond

- 2.7 A number of further schools have been identified which, based on the latest roll projections, would potentially have difficulty in accommodating demand for P1 catchment places in August 2016 and beyond however these are not detailed in this report. It would be premature to consider any solutions to potential pressures at these schools at this time as the revised roll projections which will be undertaken later this year might result in a change in circumstances which may remove the necessity for solutions to be considered at some of these schools.
- 2.8 The primary school roll projections will continue to be updated on an annual basis to reflect actual P1 intakes, additional years' birth rates and other changes in circumstances.

Current revision of the Local Development Plan

- 2.9 The Council's planning service are currently revising the proposed Local Development Plan. This is due to the finalised Strategic Development Plan for Edinburgh and South East Scotland (published in June 2013) requiring increased housing allocations than those in the current Local Development Plan. This revision will require the Education Appraisal and Action Programme to be updated and Children and Families will be fully involved in the update process. Some of the schools identified as facing accommodation pressures in 2015 and beyond are located close to, or within, the Strategic Development areas outlined in the Local Development Plan. The implications of the Local Development Plan revision will

therefore be taken into account as detailed proposals are developed for the identified schools.

Accommodation to be Delivered for August 2014

- 2.10 At its meeting of 8 October 2013, the Education, Children and Families Committee approved a recommendation that new accommodation be provided at nine primary schools subject to a final decision regarding the necessity for such provision in August 2014 being delegated to the Director of Children and Families and taken in January 2014 upon assessment of pupil registration figures.
- 2.11 Following consideration of P1 registration data for August 2014 and analysis of P1 projections for each of the schools concerned, it has been determined that additional accommodation will be necessary in seven of the nine schools. Table 1 below lists these schools and provides a summary of the accommodation solution to be provided for August 2014.

Table 1: New Accommodation to be delivered for August 2014

School	Description of New Accommodation
Fox Covert ND Primary	Sub-division of three very large classrooms to create one additional classroom
Stockbridge Primary	Refurbishment of the nursery and school accommodation within the annexe building to provide two additional classrooms
Flora Stevenson Primary	Sub-division of a double classroom space to form a nineteenth classroom
St David's RC Primary	New four classroom building (with possible expansion to eight classrooms in a future second phase if required)
Broughton Primary	New four classroom building
Victoria Primary	New four classroom building
Craigour Park Primary	New six classroom building (with possible expansion to eight classrooms in a future second phase if required)

- 2.12 As had been anticipated; the P1 registration figures in January 2014 did not suggest that the delivery of the new accommodation at either Balgreen Primary School or Liberton Primary School was necessary for August 2014. The position regarding each school is as follows:

Liberton Primary School

- 2.13 Detailed designs for a single-storey five class new build at Liberton Primary School were developed in consultation with the school and secured planning approval in December 2013. This design can be used and delivered in future should the roll projections suggest that additional capacity is required at the school.
- 2.14 Whilst no new accommodation will be required for August 2014, if the P1 intake at Liberton Primary School breaches 60 pupils in August 2014, it is likely that additional accommodation will be required for August 2015. A lack of flexibility in later stages means that, while roll projections for future years suggest additional capacity will not be required, the margins for error are small and the potential for

the P1 intake to breach the 60 pupil intake limit in future years (triggering the requirement for additional capacity to be made available) remains a risk.

- 2.15 Given this risk, the actual P1 intake in August 2014 will be monitored and an assessment of the requirement to deliver this accommodation for August 2015 will be made when registration data becomes available in January 2015.

Balgreen Primary School

- 2.16 A feasibility study was undertaken to consider how the existing modular unit at the school could be refurbished and converted to modern classroom accommodation. The completed feasibility study indicated that the cost of this project would be comparable to the cost of building three entirely new spaces. Furthermore, the design and performance of the converted accommodation would be restricted by the current positioning, shape and dimensions of the unit. Accordingly, the option of refurbishing and converting the existing modular unit has been rejected.
- 2.17 Whilst latest projections suggest no new accommodation will be required for August 2014 or 2015, the school is currently operating with 14 classes by making limited use of GP space. There remains a risk that the projected 60 pupil intake in August 2015 could be exceeded and, with classes in upper stages capped at 30 pupils, there would be no scope to roll this intake into P2 without the delivery of additional accommodation for August 2016. For this reason it is intended that plans for additional accommodation at Balgreen Primary School will continue to be developed but that the focus will now be on the provision of a new build solution.
- 2.18 A new build solution would necessitate the loss of external space and the potential transfer of one of the adjacent bowling greens to increase the size of the school grounds and provide space for future expansion is being investigated. The bowling green in question has been highlighted as being surplus to requirements and, while it may not provide an appropriate site for a new building, would allow the school to relocate existing play facilities to this area to offset the loss of external space that is inevitable with a new build solution.
- 2.19 The actual P1 intake in August 2014 and 2015 will be monitored and an assessment of the requirement to deliver new accommodation for August 2016 will be made when registration data becomes available in January 2016.

Financial Implications

Capital Expenditure

- 2.20 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 £2.085m leaving a remaining balance of £12.817m available to meet the costs of delivering any new accommodation required in August 2014 or future years.
- 2.21 An updated forecast has been produced taking into consideration the latest estimated costs of delivering the new accommodation at a number of schools for August 2014 together with the projected costs of delivering the further new

accommodation which, based on the latest projections, may be required over the next five years. This forecast suggests that the capital funding necessary to respond to the challenges of rising primary school rolls may increase to £18.5m. Whilst higher levels of cost inflation in future years is a contributory factor, the main reason for the increase is a rise in the total number of class/general purpose spaces which may be required from the previously estimated 63 to 81 (these totals exclude any spaces which are anticipated would be created through low cost minor adaptations).

- 2.22 This would represent a funding deficit of £3.598m for which additional resources would need to be identified. The latest forecast makes certain assumptions relating to the use of new build for delivering additional accommodation at the majority of schools where future potential accommodation pressures have been identified and these assumptions will be further refined over the coming months. A full update will be reported to Committee on 20 May 2014.
- 2.23 The capital costs set out above exclude any impact from the potential future accommodation pressures which may arise at the three schools in the south Edinburgh area (Bruntsfield, James Gillespie's and South Morningside Primary Schools) which are the subject of a separate report.
- 2.24 A further increase in the school roll at East Craigs Primary School, together with the likely increase in demand for school meals as a result of the entitlement for a free school meal being extended to cover all P1 to P3 pupils with effect from January 2015, would further increase the pressure on existing hall space to a level which would be unsustainable and a solution would require to be found. The costs identified above include no provision for any such provision; this matter will also be subject to discussion with the school as part of the consultation and engagement process.

Revenue Costs

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

3. Recommendations

- 3.1 It is recommended that the Committee notes the content of this report and the intention to bring a further report to Committee on 20 May 2014 to identify the proposed solution (including delivery model) regarding each school which has been identified as potentially facing an accommodation pressure in August 2015 and beyond.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Schools Facing Accommodation Pressures for August 2015

Appendix 1

Schools Facing Accommodation Pressures for August 2015

1. Introduction

- 1.1. This appendix provided details of seven primary schools which are expected to face potential accommodation pressures in August 2015 and, as such, have been included for consideration in the third phase of the primary school rising rolls programme.
- Clermiston Primary
 - East Craigs Primary
 - Flora Stevenson Primary
 - Gilmerton Primary
 - Pentland Primary
 - Ratho Primary
 - Wardie Primary School
- 1.2. It is possible that delivery of extensions may not be appropriate at all of the identified schools because of the size of the school site therefore consideration may also be given to the upgrade and reconfiguration of existing buildings and also to catchment review. A solution involving catchment review would require statutory consultation under the Schools (Consultation) (Scotland) Act 2010.
- 1.3. There are three further schools which are also expected to face potential accommodation pressures for August 2015 - Bruntsfield Primary School, James Gillespie's Primary School and South Morningside Primary School. These are all located in the southern city centre area within which the accommodation issues are acute and, as such, a strategic approach that considers these schools as a group has been taken. Accordingly, the accommodation pressures and the potential solutions affecting these three schools are considered in a separate report on the agenda of this Committee; "Primary School Capacity Pressure in South Edinburgh".

2. Clermiston Primary School

Background Information

- Current Capacity = 329 Pupils (13 Classes)
- 2013/14 Roll (Sept Census) = 315 Pupils (13 Classes)
- Median Classroom Size = 52.38m² (smallest = 51.80m²; largest = 79.75m²)
Compared to estate optimum of 60m²
- 2013/14 GP (General Purpose) Space = three full size classroom spaces (one shared with Early Years)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	58	57	65	40	38	33	24

Accommodation Description

- 2.1. Clermiston Primary School has a capacity of 13 classes. The majority of classrooms are small however several, including one of the GP classrooms and the classes that occupy the former nursery space, are large. The school benefits from a particularly large gymnasium (236m²) and separate stage area (66m²). There is also a separate dining hall.
- 2.2. GP provision is currently constituted from two full classroom spaces and a large classroom within the modular unit that it shares with an Early Years group. The large stage area also provides a GP space. This level of provision meets the authority's current requirement for the equivalent of three GP spaces to support a 13 class organisation.

Capacity Issues

- 2.3. Clermiston Primary School is currently operating at its classroom capacity. In January 2014 there were 69 P1 catchment registrations for the 2014/15 session. However, there is an established pattern of drop off in registration numbers between January registrations and the final P1 intake in August. In 2013/14 the 68 catchment registrations at Clermiston fell to 58 pupils. Accordingly, an intake limit of 60 P1 pupils has been established for August 2014. Projections also suggest that the P1 intake in 2015/16 will be 60 pupils. If intakes can be maintained at this level, the ability to team teach in the larger P1 classrooms would mean that no additional accommodation would be required for 2015/16.
- 2.4. However, projections for 2014/15 have suggested that the P1 intake is likely to be approximately 70. Given the aforementioned pattern of drop-off an increase appears unlikely however, if it were to occur, an additional team teacher would be required in 2014/15 and additional accommodation would most likely be required in 2015/16.
- 2.5. Regardless of whether registration figures for 2014/15 or 2015/16 make the provision of additional accommodation a necessity or not in 2015/16, Clermiston Primary School will almost certainly require an accommodation solution for 2016/17. Clermiston Primary has been experiencing double stream intakes (50 or more) for the past three years. Projections suggest that this will continue until at least 2020. This level of intake cannot be sustained within a 13 class organisation and two successive double stream intakes in 2014/15 and 2015/16 would make provision of additional accommodation a necessity for 2016/17.
- 2.6. At the time of the closure of Drumbrae Primary School it was acknowledged that the additional pressure on Clermiston Primary School may make extending the capacity of the school a necessity. The consultation paper proposing the closure of Drumbrae Primary School suggested that "a standalone, two class modular building to extend the school [Clermiston] to a 14 class capacity" would be

required in future years. It is proposed that the option of new build, along with investigation of other potential solutions, be developed for August 2015.

Potential Accommodation Solutions

- Provide additional accommodation at Clermiston Primary School.
- Catchment review with East Craigs Primary (assuming extension of East Craigs).
- Catchment review with Fox Covert Primary (assuming extension of Fox Covert).

3. East Craigs Primary School

Background Information

- Current Capacity = 420 Pupils (14 Classes)
- 2013/14 Roll = 373 Pupils (14 Classes)
- Median Classroom Size = 58.02m² (smallest = 50.16m²; largest = 90.47m²) compared to estate optimum 60m²
- 2013/14 GP Space = one small classroom, one open plan library area, large open activity areas

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	60	53	58	49	55	54	44

Accommodation Description

- 3.1. Classrooms are semi-open plan and vary in size but all benefit from opening directly onto large areas of open activity space. Five of the class bases exceed 70m², although the majority are less than 60m². GP space is made up of an enclosed ICT classroom, a good sized open plan library area and large open activity areas outside the classrooms. This level of provision is considered appropriate for a 14 class school. However, the school operates with a small single gym/dining hall. This suitability issue is recognised by the Council and provision of an additional hall is recorded as an unfunded pressure within the Capital Investment Programme.

Capacity Issues

- 3.2. East Craigs Primary School is currently operating at its classroom capacity. Based on 74 P1 registrations in January 2014, an initial P1 intake limit of 60 has been established. This is due to an established pattern of drop off in registration numbers between January and the final P1 intake in August. In 2013/14 the 74 catchment registrations in January at East Craigs fell to 58 pupils by August. However, projections for 2014/15 have suggested that the intake is likely to be approximately 73 catchment pupils. Given the aforementioned pattern of drop-off, a figure of 70+ appears unlikely however, if registrations do not fall to 60 or less in 2014/15, a team teacher (for a single P1 class of 35-41 pupils) would require to be carried forward until P4 unless numbers were to fall as the intake moves into P2

and P3. An intake of more than 66 in 2014/15 would require a further team teacher.

- 3.3. Projections suggest that the intake in 2015/16 will be 66. If the intake in 2014/15 is 60, an intake of 66 may be accommodated in 2015/16 as set out above. Intakes of 66 in 2014/15 and 2015/16 (as projections suggest) could be accommodated within East Craigs Primary School but would require a single P1 class of 41 with a Team Teacher and a single P2 class of 36 with a team teacher.
- 3.4. Projections suggest that intakes of 66 may be necessary until 2020. This level of intake is better associated with a 16 class capacity school and could not be sustained within East Craigs Primary School without sustained formation of large team teaching classes at P1, P2 and P3. Accordingly, if the intake in 2014/15 exceeds 60 pupils and registrations for 2015/16 suggest the same, it is suggested that an accommodation solution rather than a teaching solution be implemented for August 2015.

Potential Accommodation Solutions

- Provide additional accommodation at East Craigs Primary School.

Hall Space

- 3.5 East Craigs Primary School is one of three primary schools in the estate which have previously been identified as having compound issues with their gym and dining hall provision. With a roll of nearly 400 pupils the school currently relies on a single hall for both gym and dining provision which is particularly small at 110m². Whilst no funding currently exists in the Capital Investment Programme, a feasibility study regarding the delivery of a new gym hall and the necessary ancillary accommodation has been undertaken which identified a proposed option to extend the existing building at a cost at an estimated £1.1m excluding future cost inflation.
- 3.6 A further increase in the school roll, together with the likely increase in demand for school meals as a result of the entitlement for a free school meal being extended to cover all P1 to P3 pupils with effect from January 2015, would further increase the pressure on existing hall space to a level which would be unsustainable and a solution would require to be found. This matter will also be subject to discussion with the school as part of the consultation and engagement process.

4. Flora Stevenson Primary School

Background Information

- Current Capacity = 546 Pupils (19 Classes)
- 2012/13 Roll = 501 Pupils (18 Classes)
- Median Classroom Size = 58.56m² (smallest = 46.55m²; largest = 86.57m²) compared to estate optimum of 60m²
- 2013/14 GP Space = three full-size classrooms; one hall

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	81	77	88	67	75	59	54

Accommodation Description

- 4.1. Flora Stevenson Primary School currently operates with an 18 class organisation. Prior to the start of the 2013/14 session work was undertaken to create a 19th classroom space by subdividing an existing large GP area. This work was undertaken with a view to allowing a three stream intake in August 2014.
- 4.2. Classrooms at Flora Stevenson Primary School vary considerably in size. The school meets the Council's GP requirements for a school of 19 classes through the existing library and two further classroom sized GP spaces. An additional open gymnasium area on the ground floor also contributes to the school's GP space. The dining and gym facilities are part of a new extension to the rear of the building which incorporates the music school's accommodation. This consists of several small tuition rooms, stores and a larger performance area. While the school has some timetabled access to the large performance area, this accommodation within the music school is excluded from capacity calculations.

Capacity Issues

- 4.3. Flora Stevenson Primary School has the capacity necessary to accommodate the initial intake limit of 84 P1 pupils proposed for August 2014. This limit is based on 91 P1 registrations in January 2014 and takes account of the established drop off in registration numbers between January and August. This level of intake will result in Flora Stevenson Primary School operating at its class capacity in 2014/15.
- 4.4. Projections suggest that the catchment intake in 2015/16 will be approximately 90 pupils. This three stream intake would be consistent with intakes in the past three years, with the initial intake limit established for August 2014 and with projections until at least 2020. However, with only two P7 classes exiting at the end of the 2014/15 session, a three stream intake cannot be accommodated within the schools' existing capacity in August 2015. Accordingly, an accommodation solution is required for the 2015/16 session.

Potential Accommodation Solutions

- 4.5. Discussions with the school and parent council representatives have been ongoing since August 2013 when projections suggested that an increase to a 21 class capacity would be necessary to accommodate a sustained three stream intake in future years.
- 4.6. At its meeting of 25 June 2013 the Estate Strategy and Rising Rolls Working Group agreed:
 - To commission a feasibility study to assess the potential for building new accommodation to provide three additional teaching spaces within the limitations of the existing site;

- To develop detailed options for catchment review for a potential future statutory consultation for consideration; and
- To continue to explore any feasible options for the relocation of the nursery.

- 4.7. A feasibility study that considered extension of the existing building as well as provision of a new standalone facility has now been concluded. The feasibility study highlighted that there would be considerable disruption to the operation of the school if a programme of building extension were to be followed. In addition, the costs of extending the building ranged from £2.1m to £2.7m depending on the extension option involved and were considerably higher than an equivalent stand alone new build solution. Accordingly, extension of the existing building has been discounted.
- 4.8. Based on square metres per pupil, Flora Stevenson Primary School has one of the smallest play areas in the city. This constraining factor makes limiting the loss of play area an essential part of any solution for parents and the school. Accordingly, the feasibility study identified a new build option that sought to address these concerns by developing a three classroom building with a usable, green roof top space; the estimated cost is less than £1m.
- 4.9. The option of relocating the nursery will not be taken forward. This would require a statutory consultation beginning in May 2014 and would require the construction of a 60/60 nursery at an estimated cost in excess of £1.1m excluding the cost of a suitable site which would require to be identified.
- 4.10. Accordingly, the options of providing a new standalone building at Flora Stevenson Primary School and undertaking a catchment review with Ferryhill Primary School (which would, in itself, require new accommodation to be provided at Ferryhill) will be discussed with the school and parent council representatives.

5. Gilmerton Primary School

Background Information

- Current Capacity = 462 (16 Classes)
- 2012/13 Roll = 400 (16 Classes)
- Median Classroom Size = 75.06m² (smallest = 63.57m²; largest = 76.32m²) compared to estate optimum of 60m² 2013/14 GP Space = 3 full-size space, Infant Gym.

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	84	65	52	59	48	48	44

Accommodation Description

- 5.1. Gilmerton Primary School operates a 16 class organisation and has capacity for 16 classes. Classes are located on a single level and are consistently large. A Modular Unit accommodates two classroom spaces. The school benefits from having a separate dining area and two halls, one of which contributes to the

school's GP provision. The library and three internal activity areas provide the rest of the school's GP provision which meets the authority's requirements for a school of 16 classes.

Capacity Issues

- 5.2. Gilmerton Primary School is currently operating at its classroom capacity. Based on 87 P1 registrations in January 2014, an initial P1 intake limit of 90 has been established. The drop-off in registrations at Gilmerton Primary School is historically low. However, intakes of this size are relatively new at Gilmerton and classes in the upper school are all less than 60 pupils. Accordingly, there is capacity within the school to accommodate an intake of 90 in August 2014.
- 5.3. However, the P1 intake in August 2013 was 84 pupils and Gilmerton Primary School will not be able to accommodate a third successive three stream intake in August 2015. While P1 registrations for 2014 and historic intakes indicate a requirement for an accommodation solution at Gilmerton Primary School, this is not reflected in roll projections which suggest that no additional accommodation will be required. The projections suggest an intake of 75 in August 2014 followed by sustained intakes of 66 which would allow a composite class in 2015/16 – avoiding the requirement for additional accommodation.
- 5.4. However, the methodology adopted in undertaking the roll projections may not be entirely applicable to the Gilmerton catchment area. The three year average used to project the number of catchment pupils on the basis of births may be artificially low as, while births from five years prior have continued to fall, the P1 catchment population has been increasing. For example, in 2009 the P1 catchment population was 52% of the figure for births from five years prior compared to 2013 when the P1 catchment population exceeded births. This pattern may be explained by the high degree of change in the area, particularly in relation to developments such as those in the Moredun and Hyvots areas.
- 5.5. Forthcoming residential development of the areas of Gilmerton and Drum set out in the proposed Local Development Plan are likely to place additional pressure on Gilmerton Primary in the medium to long term. Accordingly, it is proposed that accommodation solutions for Gilmerton Primary School be developed on a phased basis and their delivery be subject to an assessment of registration figures in January 2015.

Potential Accommodation Solutions

- Provide additional accommodation at Gilmerton Primary School.
- Catchment review with Craigour Park Primary School.
- Cover and develop internal courtyards for classroom space.
- Other internal reconfiguration.

6. Pentland Primary School

Background Information

- Current Capacity = 420 (14 Classes)

- 2013/14 Roll = 405 (15 Classes)
- Median Classroom Size = 66.64m² (smallest = 57.21m²; largest = 81.90m²) compared to estate optimum of 60m²
- 2013/14 GP Space = two size spaces, open activity areas

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	65	74	69	55	52	42	48

Accommodation Description

- 6.1. Pentland Primary School currently operates a 15 class organisation and has capacity for 14 classes. Accordingly, in 2013/14 the school was operating beyond its capacity. All classrooms are of a good size with five classes exceeding 80m². The school's GP provision consists of an ICT suite and the large open activity areas outside the majority of classrooms. However, the Council's GP provision requirements would necessitate the provision of an additional classroom sized space. The school has separate gym and dining halls.

Capacity Issues

- 6.2. Pentland Primary currently operates with 15 classes. This is because in 2013/14 the school have chosen to operate with three P1 classes rather than have two P1 classes with a team teacher. However, even assuming the use of 14 classes, with only one P7 class exiting at the end of the 2013/14 session, anything more than a single stream intake would require that an additional (15th) class be formed. Accordingly, it is likely that the school will have no option but to operate beyond their capacity from August 2014.
- 6.3. There are currently 73 P1 registrations for August 2014 and a P1 intake limit of 66 has been established. This may be accommodated within 15 classes through the arrangement of a team teaching class of 41 pupils. Should the P1 intake exceed this, it would necessitate the use of 16 classes in August 2014. This may be achieved through conversion of the school's ICT suite for class use. However, this may only be considered a temporary measure as it would leave the school with a significantly reduced GP provision.
- 6.4. Projections suggest that intakes of greater than 60 pupils (the optimum intake for a 14 class capacity school) are unlikely beyond 2015/16.

Potential Accommodation Solutions

- Provide additional accommodation at Pentland Primary School.

7. Ratho Primary School

Background Information

- Current Capacity = 210 Pupils (seven classes)
- 2013/14 Organisation = 135 Pupils (six classes)

- Median Classroom Size = 54.93m² (smallest = 52.87m²; largest = 74.27m²) compared to the estate optimum of 60m²
- 2013/14 GP Space = one classroom space; open activity areas

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	23	24	18	18	19	14	19

Accommodation Description

- 7.1. Ratho Primary School currently operates with a six class organisation and has capacity for seven classes. Classrooms at Ratho Primary School vary considerably in size. The school meets the Council's General Purpose requirement for the equivalent of two GP spaces for a school with a seven class capacity through the existing library and the large open activity areas outside each of the classrooms. The school has a single gym/dining hall.

Capacity Issues

- 7.2. Ratho Primary School currently operates with six classes. P1 and P2 have sufficient numbers to allow 'straight' classes; however, from P3 to P7 the year stages are small enough to allow composites. It is the current P6 (14 pupils) that makes compositing beneficial in this school, allowing the five stages from P3 to P7 to be compressed across four classes.
- 7.3. There are 45 P1 registrations for August 2014 – almost double that of the previous year. The P7 in 2014 (the current P6) will continue to allow P4 - P7 to be compressed across three stages. This will allow Ratho to accommodate demand for a double stream intake from its catchment population. Accordingly, an initial intake limit of 50 has been applied for August 2014.
- 7.4. However, with the current P6 exiting in August 2015, the ability to compress classes at a later stage is lost. This will necessitate the addition of at least one additional classroom in August 2015, assuming that a P1/2 composite can be formed in 2015, or the addition of two classes to accommodate a further double stream intake.
- 7.5. This increase in demand within the Ratho catchment area may principally be attributed to residential development. Accordingly, the projections system, which is based on the relationship between births from five years prior and P1 catchment pupils generated does not, necessarily, fully reflect circumstances in Ratho.

Potential Accommodation Solutions

- Provide additional accommodation at Ratho Primary School.

8. Wardie Primary School

Background Information

- Current Capacity = 476 (17 Classes)
- 2013/14 Organisation = 435 (16 Classes)

- Median Classroom Size = 54.12m² (smallest = 52.74m²; largest = 60.00m²) compared to estate optimum of 60m²
- 2013/14 GP Space = two full size; two activity spaces

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	80	80	59	58	59	51	48

Accommodation Description

- 8.1. Wardie Primary School currently operates a 16 class organisation and has capacity for 17 classes. The school was extended under Phase 1 of the Rising Rolls project and these classrooms, together with the classes in the older Modular Unit are of a standard size; however, class bases within the main school building are small and are capped at a maximum of 30 pupils. The Council requirement for the equivalent of four GP spaces to support a capacity of 17 classes is met by the existing library, the music classroom, the dance/drama room, the small ICT classroom and the small 'sunshine' room.

Capacity Issues

- 8.2. In 2013/14 Wardie Primary School is operating with a 16 class organisation. Based on 74 P1 registrations in January 2014, an initial P1 intake limit of 75 has been established. Intakes of this size are relatively new at Wardie and, in 2012/13, classes beyond P2 are all less than 60 pupils. Accordingly, the new accommodation delivered under rising rolls phase 1 means that there is capacity within the school to accommodate a third consecutive three stream intake.
- 8.3. However, three stream intakes cannot be sustained within a 17 class capacity. If the P1 intake in 2015/16 exceeds 70 pupils then there will be a requirement for additional accommodation in that year. This maximum intake limit can be raised to 75 by the addition of a team teacher at P2 in 2015/16 however projections suggest that a catchment intake of 76 pupils will be required in 2015/16 making an overall intake limit of 90 pupils more likely.
- 8.4. Unless the intake in either 2014/15, 2015/16 or 2016/17 falls to a two stream level (i.e. 60 pupils or less) there will certainly be a requirement for additional accommodation in 2016/17. However, projections suggest that three stream intakes will be required until 2017/18 after which intakes of two and a half streams will be sustained.

Potential Accommodation Solutions

- 8.5. Wardie Primary School was part of Rising Rolls Phase 1 and was expanded in August 2013 following the construction of a three class building delivered through Hub South East Scotland Ltd. As part of this process a second tranche of accommodation was designed and the relevant building and planning permissions secured as projections suggested that an additional tranche of accommodation would most likely be required in the near future. Accordingly, it is proposed that the previously planned second tranche of accommodation would be delivered.

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Primary School Capacity Pressure in South Edinburgh

Item number	7.5
Report number	
Wards	All

Links

Coalition pledges	P4
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 Capacity Pressure in South Edinburgh

Summary

On 8 May 2013, the Estate Strategy and Rising Rolls Working Group considered an initial report regarding potential capacity pressures in primary schools in the south side of the city centre. This 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 subsequently been required through the provision of temporary units and annexes which still remain.

A new primary school in this area of the city was first considered at the time of the last population peak in 1998. A proposal for a new double stream primary school was consulted upon, approved and included within the Council's first PPP project. However the site, on NHS land, could not be delivered before the project longstop date and the new school was not delivered. With declining rolls thereafter, the Council was able to manage without the extra provision however now that the city is facing significantly increased primary school rolls, pressure is again being experienced in this area.

There are three primary schools which are predominantly affected by this issue - South Morningside, James Gillespie's and Bruntsfield Primary Schools. 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 on their existing sites is severely limited.

The initial report to the Estate Strategy and Rising Rolls Working Group 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.

One solution to the issue would be the provision of a new primary school which would entail significant additional capital and revenue costs. The report to Committee on 10 December 2013 regarding Primary School Roll Projections advised that the latest P1 catchment population projection data had suggested this was a continuing issue in this

area of the city and advised that this would be subject to detailed further analysis and a report taken to Committee for consideration. Committee also noted that the necessity for a new school would require to be supported by a full business case.

The detailed analysis of roll projections for each of the three schools has now been completed taking into consideration the initial P1 registration figures for August 2014 as a result of which it has been identified that they will each potentially have difficulty in accommodating demand for P1 catchment places in August 2015. Whilst it is considered that this pressure can be addressed in the short term through increased staffing, minor works and other interim measures, a longer term permanent solution is required for south Edinburgh to cater for projected higher P1 intakes.

The purpose of this report is to update Committee on the further detailed analysis which has been undertaken regarding this issue and identify a range of options which have been considered to address the future accommodation pressures in this area in both the short and long term. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be forthcoming, to identify preferred options to address the short and long term issues.

The outcomes will be reported back to future Committee meetings. A further report will be taken to Committee on 20 May 2014 to identify the proposed solution regarding the accommodation pressures which each school is expected to face in August 2015, however the long term issue will require a longer timeframe to conclude.

Recommendations

It is recommended that the Committee notes the content of this report and that:

- solutions require to be found to address both the short and long term accommodation pressures in the south Edinburgh area;
- consultation and engagement will now be undertaken with the three school communities to consider options to address these pressures;
- a further report will be taken to Committee on 20 May 2014 to identify the proposed interim solutions to address the accommodation pressures each school is expected to face in August 2015; and
- a further report will be taken to Committee in Autumn 2014 to identify the proposed long term solution to the accommodation pressures in the south Edinburgh area which will be supported by a full business case.

Measures of success

The delivery of accommodation solutions in the south Edinburgh area to ensure the capacity of each primary school is appropriate to meet the level of demand for places from its catchment population.

Financial impact

The financial impact regarding revenue and capital costs and the associated loans is set out in detail in the Financial Implications section of the main report.

Equalities impact

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

Sustainability impact

Addressing the capacity issues would require additional accommodation to be provided however creating additional capacity at local schools so that children can access their catchment school should ensure that travel to school patterns are minimised.

Consultation and engagement

This report identifies a range of potential short and long term solutions which have been identified to address the accommodation pressures which are expected to arise in South Morningside, James Gillespie's and Bruntsfield Primary Schools in the future. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested, to identify a preferred option which will then be reported to Committee for approval.

Many of the options identified for consideration would require a full statutory consultation process to be undertaken in accordance with the [Schools \(Consultation\) \(Scotland\) Act 2010](#) in advance of any proposal actually being progressed. The necessary approval to undertake any statutory consultation process would be sought from the Education, Children and Families Committee to whom, on completion, the outcome of the process would ultimately be taken for consideration and final decision.

Background reading / external references

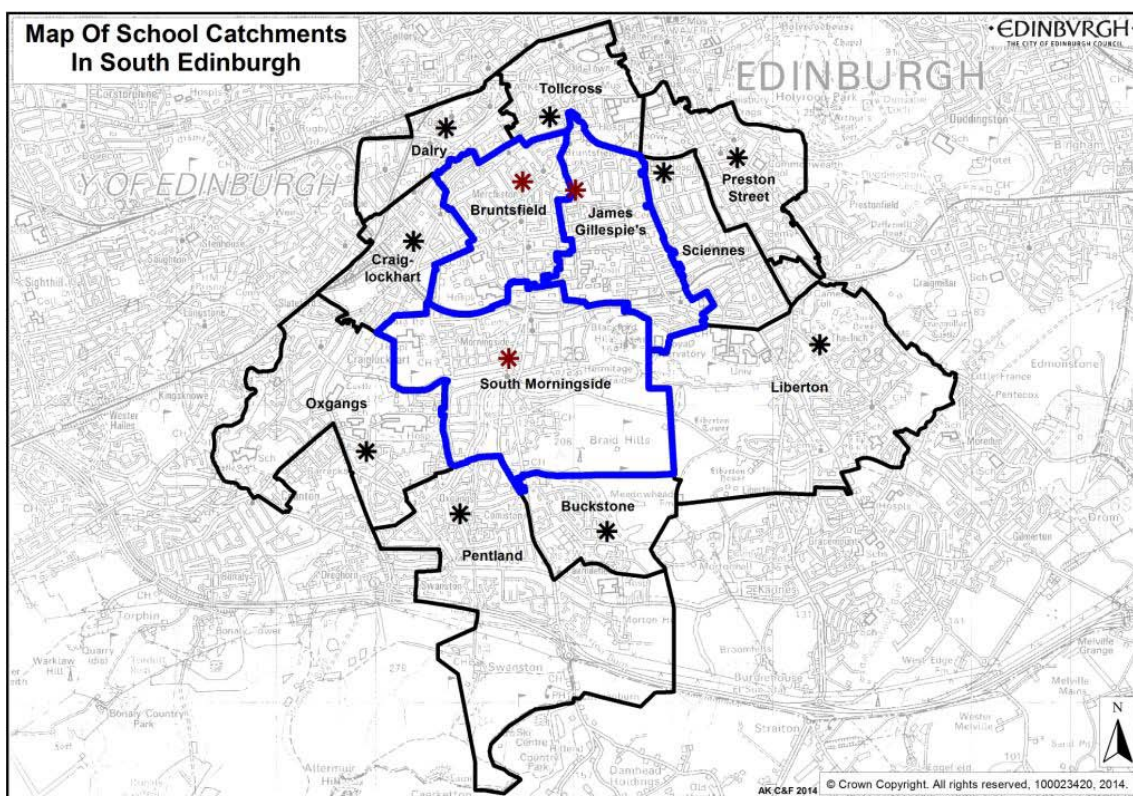
There have been three previous reports to Committee regarding the wider issue of rising school rolls on [9 October 2012](#); [8 October 2013](#) and [10 December 2013](#).

The potential requirement for a new primary school in the South Edinburgh area to address the accommodation pressures in this area was highlighted in the [report](#) to Council on 2 May 2013 regarding new capital projects for Children and Families.

Primary School Capacity Pressure in South Edinburgh

1. Background

- 1.1 For the purposes of this exercise south Edinburgh is defined as encompassing the three primary school catchment areas covered by Bruntsfield Primary School, James Gillespie's Primary School and South Morningside Primary School. From north to south the distance is some 3,500 metres. The distance east to west is more variable but averages around 2,600 metres. The area and surrounding schools is shown in the following map.



- 1.2 The Bruntsfield and James Gillespie's catchments take in the northern part of south Edinburgh which runs southwards from the Union Canal/The Meadows including the neighbourhoods of Merchiston, Marchmont, Myreside and the Grange. Further south the South Morningside catchment includes Braidburn/Braid Hills, Greenbank along with the Morningside area.
- 1.3 Bruntsfield and James Gillespie's are inner city catchments with long established housing areas principally consisting of traditional Edinburgh tenement flats and

limited open space. In the more suburban South Morningside catchment, Braid Hill and its golf courses separates the catchment from schools to the east.

- 1.4 Between 2007/08 and 2013/14 P1 intakes have increased by 30% across the city and by 21% in the schools within south Edinburgh. The P1 intakes are still expected to remain high but steady over the next five years before starting to fall back. Overall 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 approximately 15% on the position at the start of the 2013/14 school year. 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.
- 1.5 South Edinburgh 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 then arising through the provision of temporary units and annexes which still remain. All three schools operate from constrained sites (South Morningside also through annexe arrangements) with no dedicated playing fields and the scope to extend capacity on their existing sites is severely limited.
- 1.6 A new primary school in this area of the city was first considered at the time of the last population peak in 1998. A proposal for a new double stream primary school was consulted upon, approved and included within the Council's first PPP project. However the site, on NHS land, could not be delivered before the project longstop date and the new school was not delivered. With declining rolls thereafter, the Council was able to manage without the extra provision however now that the city is facing significantly increased primary school rolls, pressure is again being experienced in this area.
- 1.7 A report to the Estate Strategy and Rising Rolls Working Group on 8 May 2013 considered 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.
- 1.8 One solution to the issue would be the provision of a new primary school which would entail significant additional capital and revenue costs. The report to Committee on 10 December 2013 regarding Primary School Roll Projections advised that the latest P1 catchment population projection showed continuing pressure on capacity in this area of the city and advised that this would be subject to detailed further analysis and a report taken to Committee for consideration. Committee also noted the necessity for a new school would require to be supported by a full business case.

- 1.9 The detailed analysis of roll projections for each of the three schools has now been completed taking into consideration the initial P1 registration figures for August 2014 and has identified that each school will potentially have difficulty in accommodating demand for P1 catchment places in August 2015. Whilst it is considered this pressure can be addressed in the short term through increased staffing, minor works and other interim measures, a longer term permanent solution is required for south Edinburgh to cater for projected higher P1 intakes.
- 1.10 The purpose of this report is to provide an update to Committee on the further detailed analysis which has been undertaken regarding this issue and identifies a range of options which have been considered to address the future accommodation pressures in this area in both the short and long term. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be forthcoming, to identify preferred options to address the short and long term capacity issues.
- 1.11 The outcomes will be reported back to future Committee meetings. Whilst it is the intention to bring a further report to Committee on 20 May 2014 to identify the proposed solution (including delivery model) regarding the accommodation pressures which each school is expected to face in August 2015, the long term issue will require a longer timeframe to conclude.

2 Main report

Primary School Rolls

- 2.1 While it is expected that P1 intake will plateau city-wide in forthcoming years there is considerable variation between different catchments with some areas still experiencing growth in P1 intakes. A detailed analysis of the south Edinburgh area has been undertaken as set out below which indicates that catchment numbers will increase in future years.
- 2.2 With primary school rolls projected to peak in 2019 and the three schools in the area collectively operating at 96.3% occupancy for 2013/14 this indicates a need to make extra provision in this sector of the city. This is detailed in Table 1 with the 2013/14 school roll by year stage shown in Table 2. The capacity for James Gillespie's includes the two spaces in the existing temporary unit.

Table 1: School Capacity and School Rolls 2013/14

School	Classes	Cap	Classes in Use 2013/14	Classes Exp 2014/15	Roll 2013	Occ Rate (%)
Bruntsfield	18	504	18	19	522	104%
James Gillespie's	16	462	15	16	419	91%
South Morningside	21	630	20	21	596	95%
Totals	55	1,596	53	56	1,537	96%

Table 2: Roll by Year Stage 2013/14

School Name	P1	P2	P3	P4	P5	P6	P7	Total
Bruntsfield	74	90	90	62	73	78	55	522
James Gillespie's	75	61	58	59	60	49	57	419
South Morningside	88	89	98	91	85	80	65	596

- 2.3 South Morningside operates as a three stream school; James Gillespie's as a two stream; and Bruntsfield as a two and half stream. Spare capacity in Bruntsfield has enabled it to take a three stream intake in some years, however this capacity is now fully utilised.
- 2.4 One way of addressing accommodation pressure would be to reduce the school catchment areas by extending those catchments that adjoin the three schools. However for this to be viable would require there to be spare capacity at adjacent schools now and in the future; the location of any alternative school to be suited to serving the area proposed for change and ideally some existing pattern of pupil movement to show that there are pupil preferences.
- 2.5 The schools that adjoin the three schools in the south Edinburgh area are set out in Table 3; this shows that the majority of these schools are already operating at occupancy levels in excess of 85%.

Table 3: South Edinburgh – Surrounding Catchment Schools

School	2013 Classes	Class Capacity	Classes in Use 2013	Classes Expected 2014	Roll 2013	Occ Rate (%)
Buckstone	14	420	14	14	384	91%
Craiglockhart	17	476	15	15	380	80%
Dalry	13	329	12	12	277	84%
Liberton	14	420	14	14	389	93%
Oxgangs	14	420	15	15	387	92%
Pentland	14	420	15	15	405	96%
Sciennes	21	630	21	21	638	101%
Tollcross	11	294	7	8	157	53%

South Morningside Primary School

- 2.6 South Morningside is a 21 class capacity school with a working capacity of 630 places. In 2013/14 the school is operating as a 20 class organisation. The school sits centrally within its catchment area fronting Comiston Road on a small 0.48 hectares site which is well below the minimum site size of 1.2 hectares that should be provided as set out in the School Premises (General Requirements

and Standards) (Scotland) Regulations 1967. Were a 40/40 nursery to also be provided on the school site, the total site size which should be provided would increase to 1.3 hectares.

- 2.7 The main accommodation comprises a Victorian three storey building which is augmented by two elderly temporary units in the small school grounds which provide four classrooms. A former church and church hall at the Cluny Centre close to the school currently provides two classrooms as well as the use of a hall that augments the existing PE provision in the main building. This is far from ideal with the annexe originally planned only as a temporary measure.
- 2.8 A four year lease for the Cluny Centre was renewed in July 2013 however the owners have a right to terminate the lease after two years subject to three month's written notice. With the Church of Scotland operating a church and church hall less than 100 metres to the north there is the possibility that the owner may seek to dispose of the Cluny Centre therefore a risk exists regarding the ongoing availability of this accommodation from July 2015 when the right to terminate the lease at short notice takes effect. If this right were to be exercised the Council could be notified as late as April 2015.
- 2.9 The South Morningside nursery class (30/30 capacity) is located in a separate church hall at Fairmilehead, which is 1.5 miles to the south. The nursery had to be moved here following the termination of the lease at its previous location in Greenbank Church. This is subject to a lease agreement to August 2018.
- 2.10 In 2013/14 drop off at later stages has allowed the school to form two P7 classes rather than three. Accordingly, in 2013/14 the school operates a 20 class organisation. For a year group to fall to a level that may be accommodated within two classes is an unusual occurrence at South Morningside and in 2014/15 the school will return to operating a 21 class organisation. Projections suggest that this will be maintained until 2015/16 when 22 classes would be required to accommodate the projected back-to-back high intakes in 2014/15 and 2015/16. In both of these years projected catchment numbers suggest that P1 intake limits of 99 pupils will be required. Projections suggest a further P1 intake of 99 may be required in 2017/18 but that beyond this point, P1 intakes will return to 90 pupils. Allowing for rolling forward these three high P1 intakes, it is likely that 22 classes will be required until at least 2020/21 Table 4 (below) illustrates the projected requirements

Table 4: Projected capacity requirements at South Morningside Primary School

	2014	2015	2016	2017	2018	2019	2020
Projected P1 Catchment Population	105 ¹	93	82	95	89	89	87
Projected P1 Intake Limit	99	99	90	99	90	90	90
Projected Class Organisation	21	22	22	22	22	22	22

¹ Actual P1 registrations as of February 2014

James Gillespie's Primary School

- 2.11 James Gillespie's Primary School was built as a two stream school with 14 classes and a capacity of 420. Once the current works on the campus are completed the school (and the adjacent nursery) will occupy a one hectare site albeit much of this is taken up by woodland. The school site is located at the northern end of its catchment and adjoins James Gillespie's High School which is being rebuilt on its existing site. The school was built at a time when the Scottish Government applied cost restrictions to new school buildings as a result of which the spaces are undersized compared with other schools in the estate.
- 2.12 Due to the small size of some of its class bases a cap of 30 pupils currently applies to all 14 class bases. Some of the spaces, such as the P1 class bases, have been either extended or adapted over the years. Works were recently completed at the primary school that provided a new gym, a 40/40 nursery and two extra classes within the existing building which are larger than the existing classrooms. It was originally intended that the two extra classes would replace the two classes in the existing temporary unit however it has been necessary to retain them on an interim basis to cater for catchment demand.
- 2.13 The extra capacity that has been provided, allied to retention of the temporary unit, allows for regular P1 intakes of approximately 66 pupils and it proposed to run two extra classes for 2014/15 that will use the extra capacity at the school. However, with registrations for 2014/15 currently at 99 pupils, even with some drop off the school will remain under pressure.

Bruntsfield Primary School

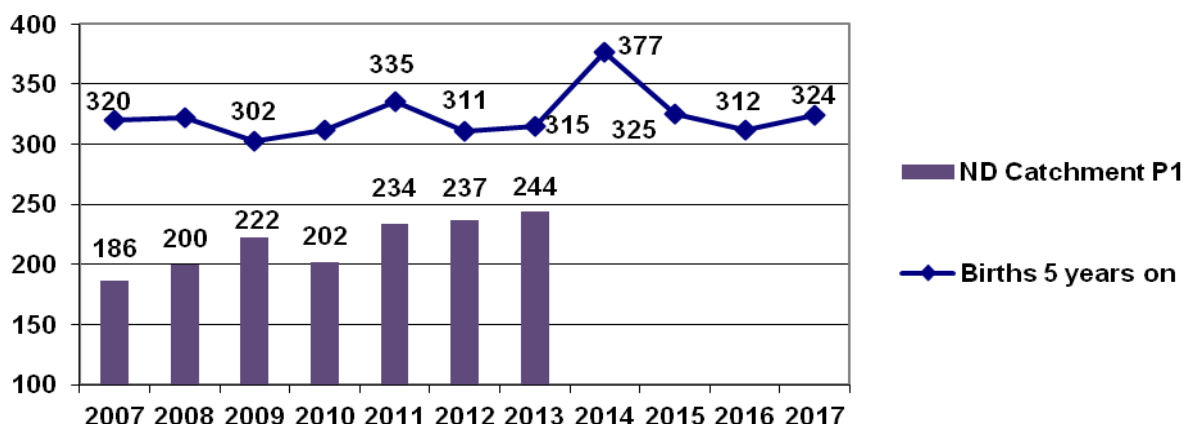
- 2.14 Bruntsfield Primary School is an 18 class capacity school with a working capacity of 504 places. The school occupies a small 0.4 hectare site towards the northern end of its catchment.
- 2.15 The classroom accommodation is provided across three floors in a traditional stone built school building dating from the 1890's. There is no nursery provision at the school, but a playgroup operates from the outbuildings. The school has large classrooms which could be used for team teaching and may be capable of adaptation or sub-division.
- 2.16 P1 intakes have increased considerably in the past few years resulting in a requirement to run extra classes. In 2011/12 the school ran 16 classes, then 17 in 2012/13 and 18 in 2013/14. Teaching provision is expected to be required for a nineteenth class for 2014/15 and it is proposed to sub-divide a General Purpose (GP) classroom to create the required space. An 18 class capacity school can accommodate sustained intakes of approximately 72 pupils, rising to 78 for a 19 class organisation.

School Roll Projections - Analysis of the South Edinburgh area

Birth and Catchment Data

- 2.17 Data regarding births (carried forward five years) and actual non denominational (ND) P1 catchment numbers have been used to help predict future P1 catchment intakes. Figure 1 below shows the aggregated births (carried forward five years) compared with the actual number of ND catchment pupils in each year across the three schools in south Edinburgh. This shows that, with the exception of 2014 when a spike of 377 was experienced, between 2007 and 2013 the total births (five years on) were between 300 and 340.

Figure 1: Births and ND Catchment P1 Pupils in South Edinburgh



- 2.18 The trend in births is essentially flat although the high numbers of births means that existing catchment pressure will remain. By contrast the number of ND catchment pupils at P1 has increased from 200 in 2008 to 244 for the 2013/14 school year. This is an increase of 22% over the five year period. The data suggests that the increase is levelling out with annual catchment P1 intakes expected to remain at between 230 and 250 in the period to 2020 beyond the spike in 2014/15.
- 2.19 This illustrates an expected ongoing demand for ND school places at P1 of between 230 and 250 compared to a sustainable intake limit of approximately 228 (which assumes the continued use of the temporary unit at James Gillespie's) across the three schools. However there are placing request trends out of this area and this is how, in recent years, the three schools have been able to accommodate catchment demand, even though catchment numbers have been in excess of the number of places. The ability of this trend to continue relies on there being spare capacity available in neighbouring schools.

P1 Registrations and Projected Catchment Intakes for 2014/15

- 2.20 The current P1 registrations for August 2014 for each school are shown in Table 6 below together with the catchment P1 intake that had been estimated for 2014/15. Although the overall totals are quite similar there are variations

between the schools with James Gillespie's having a particularly high number of P1 registrations.

Table 6: Current P1 Registrations and 2014 intake projections in South Edinburgh

School	Registered P1 at Feb 2014	Projected Catchment
Bruntsfield	92	91
James Gillespie's	99	84
South Morningside	105	114
Total	296	289

- 2.21 There is also a potential impact from St Peter's RC Primary School. The catchment registrations for 2014/15 currently total 94 however the school may accommodate intakes of only 60 on a regular basis. Accordingly, priority will be given to baptised Roman Catholic pupils. If necessary pupils would then be allocated a place at their non-denominational catchment school. It is estimated that this could add another seven registrations to South Morningside and one to James Gillespie's.
- 2.22 In south Edinburgh the general trend is for numbers to drop off by August mainly due to deferrals, parents/guardians opting to keep their child at nursery for another year and for parents to subsequently opt for private education. The ongoing uncertainty at schools where capacity is constrained makes planning difficult and there remains the possibility that South Morningside will need to run with a higher intake than 90 to accommodate catchment pupils potentially requiring the formation of a further team teaching arrangement at P1.
- 2.23 With the three schools in the area operating at the margins of their capacity year after year, and catchment demand still outstripping provision, it is becoming increasingly difficult to accommodate this demand whilst providing education in buildings that are fit for purpose and not subject to overcrowding. It is apparent that the P1 intakes at James Gillespie's are currently well above a two stream capacity (excluding the temporary units) and Bruntsfield is moving towards a three stream organisation.

Projected Class Requirements in South Edinburgh

- 2.24 The projected class requirements for each of the three schools are shown below; these have been derived by taking account of the following considerations:
- The existing school roll;
 - The impact on catchment numbers from births that have already taken place and which will feed into future P1 intakes;
 - The average P1 catchment retention based on the past three years (which takes into consideration placing requests to other schools, pupils attending RC schools and pupils attending independent schools); and

- The expected drop-off in the school roll from P1 to P7 based on past trends.
- 2.25 The catchment projections at a local level are very variable and can change substantially from one year to the next so the projections are subject to change and will be reassessed on a yearly basis against the latest information available.
- 2.26 Using the above methodology the current projected class requirements by year to 2020 are set out in Table 7 below.

Table 7: Projected Future Class Requirements by Year in South Edinburgh

Primary School	2014	2015	2016	2017	2018	2019	2020	Current Capacity
Bruntsfield	19	19	20	20	20	20	20	18
James Gillespie's	16	17	17	17	18	18	18	16
South Morningside	21	22	22	22	22	22	22	21

Note: Catchment retention assumptions made are 98% for South Morningside and 90% for Bruntsfield and James Gillespie's and the capacity for James Gillespie's assumes retention of the existing two class temporary unit.

Summary of Current and Future Position in South Edinburgh

- 2.27 The position regarding the three schools within the south Edinburgh area can be summarised as follows:
- The rolls for all three schools in 2014 will exceed the 2013 intake but can be accommodated within the current provision through a combination of team teaching, continued use of annexe accommodation and temporary units and by sub-dividing classroom space.
 - The existing capacity within the area includes two classes in an annexe (the future availability of which carries risks and represents a continuing vulnerability) and six classes in temporary units; this is not sustainable and the replacement of what were introduced as only interim measures are well established priorities within the asset management plan. A similar issue exists with the current nursery for the South Morningside area which also operates from leased accommodation in an off site location.
 - Even assuming the continued retention of all existing annexe and temporary unit accommodation there is anticipated to be insufficient capacity in the area to meet projected catchment demand with an additional five classes required (which would also necessitate an increase in available GP space);
 - The requirement for additional capacity in the area creates the necessity to identify interim solutions to meet the expected pressures over the new few years pending the implementation of the longer term permanent accommodation solution for the south Edinburgh area which now requires to be delivered.

Interim Solutions

- 2.28 The latest projections detailed in table 7 above show that additional classrooms, beyond those to be provided for the 2014 intake, would be required at all three schools for the period to 2016. South Morningside and Bruntsfield Primary Schools would each require one further classroom and James Gillespie's Primary School would require a further classroom which increases by a further classroom in 2018.
- 2.29 An initial assessment of the options for providing the necessary interim accommodation solutions has identified the following preferred solutions which, where possible, would be provided on a temporary basis to minimise abortive costs pending the delivery of a permanent solution for the area:
- Internal reconfiguration at Bruntsfield Primary School to create a twentieth classroom and an additional GP space for August 2016. The estimated costs are £400,000 however this will require a detailed feasibility study to be undertaken to fully clarify.
 - Replacement of one of the existing two classroom temporary units at South Morningside with a new, but (most probably) rented, three classroom temporary unit for the August 2015 intake. This will require any planning implications to be considered. The ongoing additional annual costs have not yet been quantified.
 - Provision of additional (most probably) rented two classroom temporary unit accommodation at James Gillespie's Primary School (perhaps using some of the rented temporary accommodation deployed on the site as decant accommodation whilst the new James Gillespie's High School is being built) for the August 2015 intake. This will require any planning implications to be considered. The ongoing additional annual costs have not yet been quantified.
- 2.30 Discussions with each school and parent council representatives will now be progressed to consider those options already identified, and any others which may be suggested, to identify the solution which is most appropriate for each school. It is the intention to bring a further report to Committee on 20 May 2014 to identify the proposed interim solution (including the intended delivery model and associated cost implications) regarding each school for approval.

Long Term Solutions

- 2.31 The costs of creating an additional establishment in the Children and Families estate, both up front capital construction and the ongoing revenue costs associated with running it, would be significant therefore it is essential that all possible alternative approaches are considered.
- 2.32 A detailed assessment of potential options to create additional capacity in each individual school area has been undertaken which is shown in Appendix 1. This

appendix provides information regarding each option which has been identified, the respective advantages and disadvantages, an estimate of the capital cost to deliver based on current prices (where this has been possible and excluding any potential future cost inflation to the point of implementation) and an assessment of the feasibility of delivery. Some options have been discounted entirely as being either not feasible or considered to be too difficult however they have been included for completeness.

- 2.33 There are complex issues in the area and many of the options involve dependencies on other schools, some also in the area, as a result of potential catchment reviews. There are also a variety of different permutations which could be applied in each school area to allow the overall objectives to be delivered. There are significant limiting factors to consider when assessing options including the appropriateness and/or acceptability of catchment review and the physical constraints of the existing primary school sites.
- 2.34 Three alternative options have been identified as being possibilities which are set out below. Whilst no option within the area is without challenges and/or issues the three identified are those which would achieve the most key objectives for each school area.

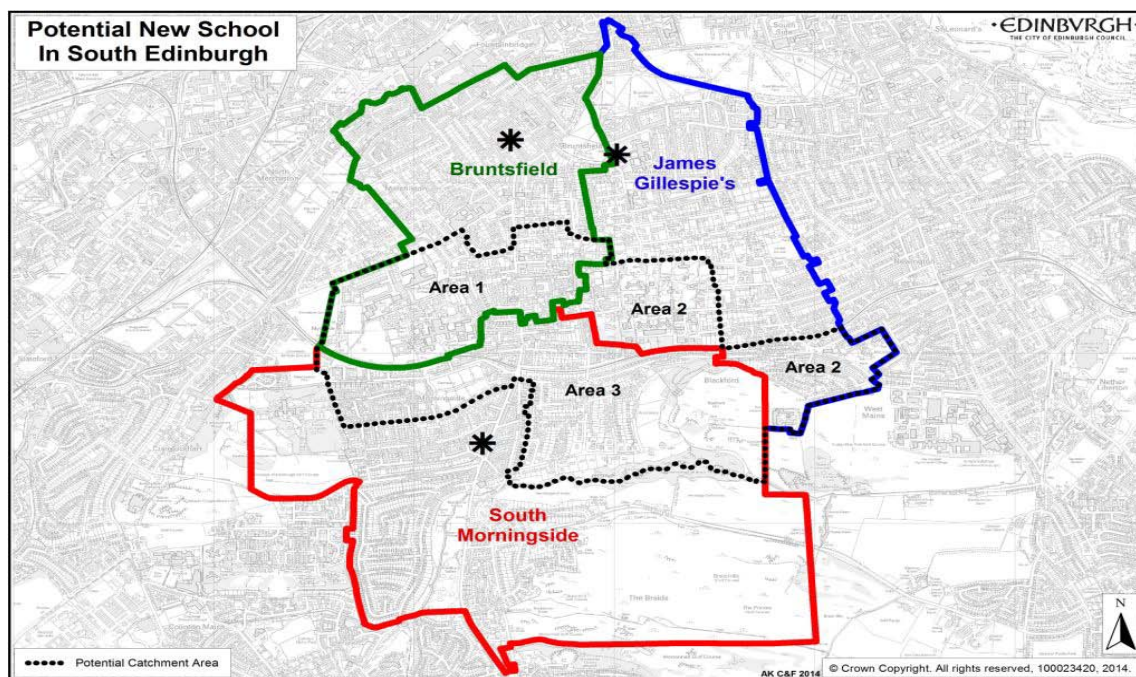
Option 1 - New Primary School in South Edinburgh

- 2.35 Delivering an entirely new primary school in the area has previously been identified as one possible long term solution to address the problems faced by each of the existing schools in the area. A new double stream (14 class) primary school in south Edinburgh would:
- Draw catchment pupils from an area formed by realignment of the catchment boundaries of the three catchment schools serving south Edinburgh.
 - Allow the temporary and annexe accommodation at South Morningside Primary School to be removed with the capacity of this school reducing to a double stream (14 class) school with all classes being contained on the one site. The existing dining space would be reconfigured.
 - Create an opportunity to consider the re-provision of the nursery from Fairmilehead to new accommodation within the existing South Morningside Primary School grounds.
 - Still require the proposed interim solution for James Gillespie's Primary School of providing two additional spaces through additional temporary accommodation to be delivered. Over time all of the temporary unit classes could be removed when the new school becomes operational. At that point this would allow James Gillespie's Primary School to revert to being double stream (14 classes).
 - Still require the additional three spaces to be delivered at Bruntsfield Primary School as an interim solution. The additional capacity would remain, taking

catchment pressure off Bruntsfield Primary School that would allow the school to function as an 18 class organisation.

Potential catchment changes

- 2.36 The site for a new primary school would need to be within, or close to, the existing South Morningside catchment area to reflect the catchment reallocation which would be required. With Bruntsfield and James Gillespie's Primary Schools both being located in the northern half of their catchments there is scope to create a new school catchment from the three affected schools. The catchment areas for the three schools in south Edinburgh would reduce as a consequence of creating the new catchment area. To achieve the correct balance in catchment pupils a readjustment of catchment boundaries at all three schools would be required with the extent of the adjustment in each catchment being that required to address the respective accommodation pressures. The area of greatest catchment change would be South Morningside from which an entire stream (seven classes) would need to transfer to the new school.
- 2.37 Creating a new double stream, 14 class school from three existing catchment areas is a complex exercise as it requires appropriate areas to be identified to ensure that the numbers of pupils for future P1 intakes; class organisations at each year stage and secondary catchments are aligned with how a double stream school should operate. How this would be achieved will be the subject of further detailed analysis however, based on the preliminary assessment which has been undertaken, the indicative catchment changes which would be required are shown in the map below; the catchment area for the new school would comprise areas 1, 2 and 3 with the boundary being the dotted line.



- 2.38 Bruntsfield and South Morningside Primary Schools are feeder primary schools for Boroughmuir High School, whereas James Gillespie's Primary School is a feeder for James Gillespie's High School. Work is currently underway to rebuild

a new James Gillespie's High School on the existing site with completion due for August 2016. A new Boroughmuir High School is proposed on a new site at Fountainbridge with a planned opening for August 2016. The capacity of both schools will be increased from the current 1,050 in each primarily to reflect higher stay on rates at S5 and S6.

- 2.39 The roll at both secondary schools is currently either at, or near to, 100% of their future capacity with placing requests taking up available capacity (see Table 8).

Table 8: Proposed Capacity of new secondary high schools in South Edinburgh

High School	Future Capacity	S1 Intake Limit	2013-14 Roll	Occupancy %
Boroughmuir	1,165	200	1,145	98%
James Gillespie's	1,150	200	1,095	95%

- 2.40 As the new primary school catchment would predominantly be drawn from the existing Boroughmuir High School catchment, it is considered logical that Boroughmuir would be served by the new school. Pupils in the James Gillespie's Primary School catchment that transfer to the new primary school catchment would therefore have a different secondary school catchment.
- 2.41 The net change would be an increase in catchment pupils attending Boroughmuir High School and fewer pupils in the James Gillespie's High School catchment. With citywide S1 intakes set to rise by 25% by 2020 the full implications on the secondary schools still requires further detailed analysis and assessment. However it is clear that both schools will have little potential in the future to absorb placing requests from outwith their catchment areas.

Site Options

- 2.42 Initial investigatory work has been undertaken regarding site availability in the area, including preliminary discussions with external partner agencies. Whilst some possible options have been assessed as being worthy of further consideration if they were to become available, no definitive site for any potential new school has, as yet, been identified and would obviously be a key factor in allowing this option to ultimately progress.
- 2.43 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967. For a new double stream primary school with capacity for a further 40 pupils in the nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
 - An area for playing fields of not less than 0.6 hectares.

- 2.44 In certain circumstances, a smaller site area for either element can be provided with the consent of the Scottish Government subject to it being agreed that it would be impractical or unreasonable to apply the standards within the legislation.
- 2.45 The regulations do not actually require that playing fields (or pitches) are adjacent to the actual school building but that they are *available* to the school i.e. could be elsewhere and off-site. In Edinburgh there are many schools where the maximum areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city. Taking the area of such off-site facilities into consideration an area of 1.3 hectares would therefore still meet the minimum requirement.
- 2.46 Recent experience in considering design options for other primary schools in the city has suggested that a site size of 1.3 hectares *could* provide an appropriate environment for a primary school and nursery of this size and also incorporate provision for a small pitch adjacent to the school buildings. However, the very limited availability of land within this area could be a restricting factor in the size of site which was ultimately available which might, by necessity, require to be less than 1.3 hectares and, as such, would therefore require Scottish Government approval.

Costs

- 2.47 The Council standard accommodation schedule for a new double stream primary school represents a space budget of 3,422m² which increases to 3,700 m² if a 40/40 nursery is incorporated being the standard provision for a school of this size. It remains to be determined if there would be sufficient demand in the area to necessitate retaining a nursery for the reduced South Morningside Primary School catchment area which would arise as a result (in the existing leased accommodation or on the existing school site) together with the provision of a new nursery to be associated with the new primary school and located adjacent to it on the same site.
- 2.48 The cost metric for the delivery of new primary schools which has been determined by the Scottish Futures Trust is £2,350/m² based on a reference date of Q3 2012. The movement in the BCIS all in tender price index between Q3 2012 and the current date, Q1 2014, is an inflationary uplift of 3.48% which results in a revised rate of £2,432/m². Applying this rate to the space budget for a new primary school alone results in an estimated cost of £8.322m and, with a 40/40 nursery also included, a cost of £8.998m. Both costs exclude any potential future cost inflation to the point of implementation.
- 2.49 No potential site has, as yet, been identified and is likely to add considerably to the capital cost in view of the very high land values in this area. The cost of a site can only be a guesstimate at this time however for a site in this area of

approximately one hectare it is not inconceivable that the costs of acquisition (including fees, stamp duty, section 75 costs and any additional enabling works, demolition, site clearance and infrastructure costs arising, which would obviously be dependent on the site) could approach £6m.

2.50 There would also be additional ongoing revenue costs associated with the ongoing running of a new school. Whilst there would not be expected to be any incremental additional teaching costs as these would be incurred regardless of the location, there are certain costs - staffing and otherwise – which would arise as a consequence of creating an entirely new establishment albeit there would be an element of compensation through changes which would be made to the staffing arrangements at the three existing schools, particularly South Morningside.

2.51 These additional costs would be offset, in part, by the termination of rental charges at the Cluny Centre. The annual net additional costs are estimated to be approximately £324,000 as detailed in the table below – this is an estimated figure at this point and requires further detailed analysis and assessment.

Area	Cost (£'000)
Premises, supplies and services and other costs	160
Additional staffing costs required (net of changes in other schools)	227
Termination of rental of Cluny Centre	(51)
Total additional revenue costs	336

Delivery Timescales

2.52 The timescales for delivery of a new primary school would be very much dependent on the site involved which may have specific issues such as remediation or the relocation of services to be dealt with.

2.53 The period of statutory consultation which would be required to establish a new school would take approximately six months. On completion of that process it would require a period of an estimated 30 months to design the new school, secure planning consent, procure a contractor and actually build the school. When the school could actually then open would be dependent on the transition arrangements. Whilst the new school may be completed during the course of a school year it may be necessary to defer the significant movement of pupils which would be required between catchment areas into the new school until the start of the next school year.

2.54 This estimate assumes a 'clean' start to the project at the end of the statutory consultation period; no external dependencies on the timing for the start of the project or site issues which could add to the timescales. It also assumes that the procurement process to appoint a design team would be progressed in tandem

with the statutory consultation process and also assumes the appointment of a construction contractor through a full OJEU procurement process.

Advantages and Disadvantages

2.55 Delivering an entirely new primary school in the area would have a number of advantages and disadvantages as follows:

Advantages

- Allows the Council to continue to provide places for all pupils at their catchment school in the south Edinburgh area;
- Reduces the number of temporary units in the school estate by removing two units (with four spaces) at South Morningside and one unit (with two spaces) at James Gillespie's Primary Schools;
- Removes the requirement to lease accommodation at Cluny Church and the associated dependency and risk;
- Provides the opportunity to relocate the nursery at Fairmilehead to the South Morningside Primary site;
- Allows all primary pupils at both South Morningside and James Gillespie's Primary Schools to be accommodated within a single building in each school;
- Establishes catchment areas for Bruntsfield Primary and James Gillespie's Primary Schools where the schools are closer to the centre of their catchment areas;
- Will reduce journey times to their catchment primary school for some pupils; particularly those in the southern areas of the James Gillespie's catchment;
- Reduces pressure on dining, gym, playground and other facilities within South Morningside Primary School;
- Provides the opportunity to expand and improve Early Years facilities within the south Edinburgh area;
- Removes pressure from James Gillespie's High School by realigning parts of its catchment with Boroughmuir High School.

Disadvantages

- In the long-term, if catchment populations return to previous levels as birth derived projections currently suggest, the provision of a new double stream school may provide too much capacity in the area;
- Would require very careful management of the transition arrangements for pupils moving from their existing schools to a new school;

- Requires the transfer of pupils within existing class organisations and established peer groups from South Morningside, James Gillespie's and Bruntsfield Primary Schools to different classes in a new school;
- Requires extensive reshaping of catchment boundaries within the south Edinburgh area;
- Requires significant public consultation including all schools within the James Gillespie's High School and Boroughmuir High School clusters;
- Significant capital expenditure required to deliver a new school, a site for that school and the potential relocation of the leased Fairmilehead nursery to the South Morningside Primary site or the provision of a new nursery on the site of the new school should that be considered necessary;
- Significantly increased revenue costs through running a new school;
- May increase journey times to their catchment school for some pupils; particularly those located west and north east of South Morningside Primary school;
- Cannot be delivered before additional capacity is required to be delivered on a temporary basis at James Gillespie's Primary School and on a permanent basis at Bruntsfield Primary School. Regarding the latter, the interim solution would provide sufficient capacity within Bruntsfield Primary School to allow it to meet demand from its catchment population. Whilst this might undermine the rationale for progressing catchment review to move capacity to the new school, doing so would provide a degree of head room within Bruntsfield Primary School for any future, as yet unforeseen, further capacity pressures which might arise.

Option 2 - Create an Annexe of South Morningside Primary School

2.56 This solution would mainly involve the creation of a new annexe of South Morningside Primary School on a new site which would encompass the P1 to P3 year stages and a new nursery (were that to be considered necessary) and would provide an alternative option to address the problems faced by each of the existing schools in the area. The annexe would essentially have the majority of the accommodation associated with what would be provided in a new double stream primary school, including a gym and dining hall, but would have less classroom and office space. This solution would:

- allow the temporary and leased annexe accommodation at South Morningside Primary School to be removed with the capacity of this school being a three stream school spread over two sites; the lower school being contained in a new annexe leaving the upper school on the existing school site. The existing dining space would be reconfigured.
- create an opportunity to consider the re-provision of the nursery from Fairmilehead to new accommodation either within the existing South

Morningside Primary School grounds or the site of the proposed new infant school annexe.

- still require the proposed interim solution for James Gillespie's Primary School of providing two additional spaces through additional temporary accommodation to be delivered. Over time two of the temporary unit classes could be removed by a combination of a catchment change to Bruntsfield Primary School and to other local schools. The change to Bruntsfield would necessitate the creation of an additional class at that school to take the capacity up to being a more efficient 21 classes, a full three stream. James Gillespie's Primary School would retain 16 classes until such time as catchment demand rendered them to no longer be necessary; this is expected to be a possibility in 2022 once the peak intakes experienced in 2013 and 2014 and expected in 2015 worked their way through the school organisation. At that point this would allow the remaining two classes in temporary units at James Gillespie's Primary School to be removed and for the school to revert to being double stream (14 classes).
- still require the additional three spaces to be delivered at Bruntsfield Primary School as an interim solution which would, essentially, then become the permanent solution. The additional capacity would allow the school to function as a 20 class organisation with a further class being provided to accommodate a catchment transfer from James Gillespie's.
- still requires the proposed interim solution to be delivered at South Morningside Primary School to bring the capacity up to be 22 classes for August 2015. The larger temporary accommodation would be removed once the annexe was completed.

Advantages and Disadvantages

2.57 Delivering a new annexe of South Morningside Primary School on a new site which would encompass the P1 to P3 year stages and a new nursery (were that to be considered necessary) would have a number of advantages and disadvantages as follows:

Advantages

- Allows the Council to continue to provide places for all pupils at their catchment school in the south Edinburgh area;
- Avoids the requirement for extensive reshaping of catchment boundaries within the south Edinburgh area and the necessity to transfer pupils out of existing class organisations and established peer groups to a new school with the associated potential transition difficulties;
- Reduces the number of temporary units in the school estate by removing two units (with four spaces) at South Morningside Primary School and, over time, one unit (with two spaces) at James Gillespie's Primary School;

- Removes the requirement to lease accommodation at Cluny Church and the associated dependency and risk;
- Provides the opportunity to relocate the nursery leased at Fairmilehead to either the South Morningside Primary site or the site of the new annexe or create two separate nurseries, one on each site;
- Allows all primary pupils at both South Morningside and, over time, James Gillespie's Primary Schools to be accommodated within a single building in each school;
- Avoids the revenue costs associated with the separate management structure which would be required at an entirely new school;
- Reduces pressure on dining, gym, playground and other facilities at the main South Morningside Primary School site;
- Provides the opportunity to expand and improve Early Years facilities within the south Edinburgh area.

Disadvantages

- Requires that South Morningside Primary operate across two sites perhaps resulting in management issues and the potential separation of siblings;
- Still requires a degree of catchment review between James Gillespie's Primary School and other adjacent schools, including Bruntsfield Primary;
- Significant capital expenditure required to deliver a new annexe building, a site for that building, the potential relocation of the leased Fairmilehead nursery to the South Morningside Primary site or the provision of a new nursery on the site of the new annexe should that be considered necessary;
- Requires significant public consultation with South Morningside Primary School;
- Significantly increased revenue costs through running a new annexe;
- May increase journey times for some pupils; particularly those located west and north east of South Morningside Primary school;
- Cannot be delivered before additional capacity is required to be delivered on a temporary basis at James Gillespie's Primary School and on a permanent basis at Bruntsfield Primary School. Regarding the latter, the interim solution would provide sufficient capacity within Bruntsfield Primary School to allow it to meet demand from its catchment population.

Option 3 - Identify Capacity Solutions in Each School

2.58 This solution would involve, insofar as was possible, the identification of accommodation solutions on each existing school site. This solution would:

- allow the temporary and leased annexe accommodation at South Morningside Primary School to be removed with the capacity of this school

being a three stream school on its existing site on which all accommodation required would be located. A new eight space extension and a new stand-alone gym would be built and the existing dining space would be reconfigured. Whilst there are alternative lower cost options involving stand-alone new build the impact on playground space would be higher.

- create an opportunity to consider moving the nursery from Fairmilehead to new accommodation on the existing South Morningside Primary School site if there was considered to be sufficient space to accommodate it.
- still require the proposed interim solution for James Gillespie's Primary School of providing two additional spaces through additional temporary accommodation to be delivered. Over time two of the temporary unit classes could be removed by a combination of a catchment change to Bruntsfield Primary School and to other local schools. The change to Bruntsfield would necessitate the creation of an additional class at that school to take the capacity up to being a more efficient 21 classes, a full three stream. James Gillespie's Primary School would retain 16 classes until such time as catchment demand rendered them to no longer be necessary (this is expected to be a possibility in 2022 once the peak intakes experienced in 2013 and 2014 and expected in 2015 worked their way through the school organisation. At that point this would allow the remaining two classes in temporary units at James Gillespie's Primary School to be removed and for the school to revert to being double stream (14 classes).
- still require the additional three spaces to be delivered at Bruntsfield Primary School as an interim solution. The additional capacity would allow the school to function as a 20 class organisation with a further class being provided to accommodate a catchment transfer from James Gillespie's.
- still requires the proposed interim solution to be delivered at South Morningside Primary School to bring the capacity up to be 22 classes for August 2015. The larger temporary accommodation would be removed once the extension was completed.

Advantages and Disadvantages

2.59 Delivering accommodation solutions within each school would have a number of advantages and disadvantages as follows:

Advantages

- Allows the Council to continue to provide places for all pupils at their catchment school in the south Edinburgh area;
- Avoids the requirement for extensive reshaping of catchment boundaries within the south Edinburgh area and the necessity to transfer pupils out of existing class organisations and established peer groups to a new school with the associated potential transition difficulties;

- Reduces the number of temporary units in the school estate by removing two units (with four spaces) at South Morningside Primary School and, over time, one unit (with two spaces) at James Gillespie's Primary School;
- Removes the requirement to lease accommodation at Cluny Church and the associated dependency and risk;
- Provides the opportunity to relocate the nursery which is currently leased at Fairmilehead to the South Morningside Primary site if sufficient space is considered to exist to allow this;
- Allows all pupils at South Morningside Primary School and, over time, James Gillespie's Primary School to be accommodated in a single building;
- Avoids the revenue costs associated with the separate management structures which would be required at both an entirely new school and one with a large annexe;
- Will reduce journey times to their catchment primary school for some pupils; particularly those in the southern areas of the catchment.

Disadvantages

- Places considerably increased pressure on dining, gym, playground and other facilities at the main South Morningside Primary School site;
- Still requires a degree of catchment review between James Gillespie's Primary School and other schools, including Bruntsfield Primary School;
- Significant capital expenditure to deliver the new accommodation required at the existing South Morningside Primary School site but considerably lower than the other options;
- Requires significant public consultation with South Morningside Primary School;
- Cannot be delivered before it is projected that additional capacity will be required on a temporary basis at James Gillespie's Primary School and on a permanent basis at Bruntsfield Primary School. Regarding the latter, the interim solution would provide sufficient capacity within Bruntsfield Primary School to allow it to meet the long term demand from its catchment population.

Consultation

2.60 A statutory consultation process under the Schools (Consultation) (Scotland) Act 2010 would require to be undertaken for any of the following changes which may arise under some of the options which have been identified:

- for any new primary school which it was proposed would be established consultation would be required regarding its location, catchment area and the associated changes required to existing primary and secondary school catchments;

- for any change which was proposed to existing primary and secondary catchments, consultation would be required regarding suggested changes;
- for any new annexe which it was proposed would be established for an existing primary school, consultation would be required regarding its location and any associated changes required to existing primary and secondary school catchments;
- for any new nursery school which it was proposed would be established, or any proposed change to the location of any existing nursery school, consultation would be required regarding the location and any changes arising as a result.

2.61 Any proposed statutory consultation would require the approval of Committee prior to being undertaken. On conclusion of the consultation process a report would be produced which must be publicly available at least three weeks prior to its consideration by Committee with whom the final decision regarding any proposals which were subject to consultation would ultimately rest. The report would include a summary of written representations received during the consultation period and representations made at any public meetings along with the Council response to representations made.

2.62 Whilst formal statutory consultation would ultimately be required for many of the options identified, it is proposed that informal discussions with each school and parent council representatives would now be progressed to consider these, and any others which may be suggested, to identify the most appropriate long term solution for each school and for the area as a whole.

2.63 It is the intention to bring a further report regarding the outcome of these discussions to Committee at a later date which would set out the proposed way forward and any statutory consultation(s) required as a consequence.

2.64 Due to the complexities involved it is considered unlikely that it would be feasible to do so for the next meeting on 20 May 2014 however an update would be provided in tandem with the proposed interim solution (including the intended delivery model and associated cost implications) regarding each school which it is intended would be taken to that meeting for approval.

Financial Implications

Interim Solutions

Capital Expenditure

2.65 The only capital cost arising from a suggested interim solution is the provision of a twentieth classroom (and additional GP space) at Bruntsfield Primary School for August 2016 which it is anticipated would be achieved by internal reconfiguration within the existing school building. The costs are estimated at £400,000 however this will require a detailed feasibility study to be undertaken.

Revenue Expenditure

- 2.66 The suggested interim solutions at the other two schools would entail the provision of temporary units. Unless a cost analysis suggests it would be more cost effective to buy rather than rent, these units would be rented and would entail a revenue cost. The costs have not, as yet, been quantified and will be subject to detailed consideration. All such costs will require to be funded from future revenue budgets as, and when, necessary

Long Term Solution

Capital Expenditure

- 2.67 The estimated additional capital costs associated with the three possible long term solutions which have been identified range between £5.683m and £15.312m. It should be noted that there are also a variety of other permutations based on different configurations of options which exist within each school.

	New School £'000	SM Annexe £'000	Existing Sites £'000
Construction of new double stream school (no nursery)	8,322	n/a	n/a
Construction of new annexe for South Morningside	n/a	6,914	n/a
Acquisition of land for either new school or annexe	6,000	6,000	n/a
Adaptations required at Bruntsfield to create two new spaces for 2016	400	400	400
Costs included above required for interim solution in any event	(400)	(400)	(400)
Construct eight space extension at South Morningside	n/a	n/a	3,600
Reconfiguration of dining area at South Morningside	102	102	102
Construct new gym at South Morningside	n/a	n/a	1,200
Remove existing temporary units at South Morningside	100	100	100
Removal of one temporary unit required at South Morningside for interim solution in any event	(50)	(50)	(50)
Remove existing temporary unit at James Gillespie's	50	50	50
Catchment review from James Gillespie's to Bruntsfield necessitating creation of 21 classes at Bruntsfield	n/a	200	200
Catchment review from James Gillespie's to other areas to deal with any further capacity loss necessary	n/a	n/a	-
Total additional capital costs excluding future inflation	14,524	13,316	5,202
Inflation uplift @ 9.24% to costs (excluding land)	788	676	481
Total additional capital costs including inflation	15,312	13,992	5,683

- 2.68 The estimated costs shown above excluding future inflation are based on Q1 2014. The estimated time to take either a new primary school or annexe from

inception (the start of a statutory consultation period) to completion would be three years. The feasibility study undertaken in 2011 regarding the delivery of a significant extension to the existing South Morningside Primary School building estimated a time from inception to completion which was also three years. For the purposes of the costing above, it has been assumed that the inception date would be December 2014 resulting in a completion date of December 2017 with the construction mid-point being May 2016 based on a 14 month construction period. The 9.24% inflationary uplift in costs incorporated above (excluding the cost of land) represents the movement in the current forecast Q1 2014 BCIS all-in tender price index of 238 and the index at the mid-point of construction in Q2 2016 of 260.

- 2.69 The costs above exclude provision for relocating the existing nursery from the leased accommodation in Fairmilehead to either the existing South Morningside Primary School site or an alternative site (either a new primary school or annexe). Similarly, they also do not assume the potential to create an additional new nursery to be associated with a new primary school or an annexe in the event that either was to be progressed. A budgetary estimate of £774,000 (at current prices) is used at present for the delivery of a new 40/40 nursery.

Revenue Costs

- 2.70 All long term solutions involve the provision of additional accommodation which would entail additional revenue costs to be incurred relating to the ongoing running and maintenance of the property. The additional annual revenue costs associated with the three options for long term solutions which have been identified range between £0.024m and £0.336m. The details are provided in the following table. However, it should be noted that there are a variety of other permutations based on different configurations of options which exist within each school. All such costs will require to be funded from future revenue budgets as, and when, necessary.

	New School £'000	Annexe £'000	Existing Sites £'000
Premises, supplies and services and other costs	160	145	75
Additional staff costs (net of changes in other schools)	227	52	-
Termination of rental of Cluny Centre	(51)	(51)	(51)
Total additional revenue costs	336	146	24

- 2.71 The costs above exclude provision for relocating the existing nursery from Fairmilehead to either the existing South Morningside Primary School site or an alternative site including either a new primary school or annexe. Similarly, they also do not assume the potential to create an additional new nursery to be associated with a new primary school or an annexe if either were progressed.

Funding Overview

- 2.72 There is provision of £14.902m in 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. This enhanced investment was approved by Council on 2 May 2013 and, whilst the [report](#) identified the accommodation issues in the South Edinburgh area and anticipated that the solution might be the provision of a new primary school, as the matter was still under consideration no funding requirements were either identified or allocated.
- 2.73 An updated forecast has been produced taking into consideration the latest estimated costs of delivering new accommodation at a number of primary schools for August 2014 together with the projected costs of delivering the further new accommodation at other schools in the city which, based on the latest projections, may be required over the next five years to respond to the challenge of rising rolls. As a result of this exercise, which is the subject of a separate report on this agenda 'Primary School Estate Rising Rolls', the capital costs of responding to the challenges arising from rising schools rolls in other parts of the city are estimated to be £18.5m leaving a potential capital funding deficit of £3.598m for which additional resources will need to be identified.
- 2.74 Whilst the position relating to both short and long term future accommodation pressures as a result of rising rolls in the three primary schools in the south Edinburgh area has been considered separately; in financial terms the capital and revenue costs arising obviously must not be considered in isolation, but in conjunction with the costs required to deliver solutions to accommodation pressures arising elsewhere in the city.
- 2.75 As has been highlighted above, a potential capital funding deficit of £3.598m has already been identified against the existing provision of £14.902m for which additional resources will need to be identified. This deficit is increased by the interim and long term capital costs necessary to resolve the accommodation pressures in the South Edinburgh area. The aggregate potential deficit in capital funding is very much dependent on the long term option for south Edinburgh and varies between £9.681m and £19.31m as illustrated in the following table.

	New School £'000	SM Annexe £'000	Existing Sites £'000
Interim solutions in south Edinburgh area	400	400	400
Long term solutions in south Edinburgh area	15,312	13,992	5,683
Solutions in the rest of the city (see separate report)	18,500	18,500	18,500
Total Capital Costs Required	34,212	32,892	24,583
Existing funding	(14,902)	(14,902)	(14,902)
Total Deficit in Capital Funding	19,310	17,990	9,681

Loans Charges

- 2.76 There is currently 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 through the city; in the south Edinburgh area and in other primary schools. If this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £14.902m and interest of £9.49m, resulting in a total cost of £24.392m based on a loans fund interest rate of 5%. The annual loan charges would be £1.22m.
- 2.77 This report identifies that the capital funding necessary to respond to the challenges arising from rising primary school rolls will increase. The extent of the increase varies between estimated expenditure of £24.583m and £34.212m depending on the option assumed to address the long term capacity issues in south Edinburgh. If this expenditure were to be funded fully by borrowing, the overall loan charges over a 20 year period based on a loans fund interest rate of 5% are shown in the following table.

	New School £'000	SM Annexe £'000	Existing Sites £'000
Total Capital Costs Required - Principal	34,212	32,892	24,583
Interest	21,861	21,017	15,708
Total Loans Charges	56,073	53,909	40,291
Annual Loans Charges over 20 year period	2,804	2,695	2,015

- 2.78 The loans charges outlined for the existing funding within the Capital Investment Programme of £14.902m are provided for within the current long term financial plan representing an annual charge of £1.22m. The additional annual loans charges arising from the increased capital funding requirement range from between £0.795m and £1.584m depending on the option assumed to address the long term capacity issues in the south Edinburgh area.
- 2.79 It should be noted that the Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects. The loan charge estimates above are based on the assumption of borrowing in full for this capital project.

3. Recommendations

- 3.1 It is recommended that the Committee notes the content of this report and that:

- solutions require to be found to address both the short and long term accommodation pressures in the south Edinburgh area;
- consultation and engagement will now be undertaken with the three school communities to consider options to address these pressures;
- a further report will be taken to Committee on 20 May 2014 to identify the proposed interim solutions to address the accommodation pressures each school is expected to face in August 2015; and
- a further report will be taken to Committee in Autumn 2014 to identify the proposed long term solution to the accommodation pressures in the south Edinburgh area which will be supported by a full business case.

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
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Potential Options to Create Additional Capacity

APPENDIX 1

POTENTIAL OPTIONS TO CREATE ADDITIONAL CAPACITY

Bruntsfield Primary School

Key Objectives:

1. Accommodate the projected maximum catchment demand in the area which would necessitate a further two classes being provided together with an additional GP space (the requirement for which would arise as a result).
2. It would be a more efficient organisation to create a further three classes to allow the school to become a full three-stream primary.

Option	Description	Advantages	Disadvantages	Cost	Feasible?
1. Reconfiguration of existing space within the school to deliver three new spaces (two classes and one GP).	The provision of one additional space for August 2014 can be achieved relatively easily. Whilst providing two further spaces is considered possible this may require structural alterations; a detailed feasibility study is required to consider options. If it were possible, creating a third additional class would be desirable to allow the school to be fully three-stream.	<ul style="list-style-type: none"> • No change required to catchment area. • The latest roll projections suggest that this might be required for August 2016 in any event unless an alternative solution can be identified (such as the use of St Oswald's Hall). 	<ul style="list-style-type: none"> • Places increased pressure on the existing space within the school. • Possible disruption to the ongoing operation of the school as works would be internal and potentially structural which would be likely to require work to be undertaken during school holidays. 	<ul style="list-style-type: none"> • The additional class required for August 2014 will be delivered regardless of the future strategy. This first class is expected to be capable of being delivered at low cost. • Requires feasibility study to determine accurate costs to create the further two spaces required; assume £200,000 per space resulting in a total cost of 	Yes

Option	Description	Advantages	Disadvantages	Cost	Feasible?
				<p>£400,000.</p> <ul style="list-style-type: none"> The creation of a further class to take the capacity up to 21 classes would be at further cost however a feasibility study would be required to determine the extent; assume £200,000. 	
2. Stand alone new build of three new spaces (two classes and one GP space) on the existing site.	Not really considered to be feasible as the site is too constrained.	<ul style="list-style-type: none"> No change required to catchment area. 	<ul style="list-style-type: none"> Loss of playground space. 	<ul style="list-style-type: none"> Not applicable as not considered feasible. 	No
3. Create new classrooms and/or GP space at St Oswald's Hall	St Oswald's hall is adjacent to the school and currently operates as an annexe of Boroughmuir High School. On completion of the new Boroughmuir High School (estimated August 2016) the annexe would become vacant. No decision has, as yet, been taken regarding the future use of the hall and the funding for the new High School is not dependent on the	<ul style="list-style-type: none"> Avoids applying further pressure on space within the existing school building by increasing capacity. No change required to catchment area. 	<ul style="list-style-type: none"> Not immediately available therefore there may be timing issues regarding the ability to deliver this relative to when additional capacity is required. School would not operate on one contiguous site. Although adjacent to the school might possibly require statutory 	<ul style="list-style-type: none"> A detailed feasibility study would be required to consider options and the associated costs. Taking into consideration the necessity to upgrade the fabric of the building and, perhaps, some of the internal services such as heating and 	Yes

Option	Description	Advantages	Disadvantages	Cost	Feasible?
	<p>realisation of a receipt from the disposal of St Oswald's. It may be possible to use this building for additional class space and/or general purpose space however the building is in relatively poor condition and would require fabric upgrade and adaptation were this to be considered for ongoing use by the primary school. This would require a feasibility study to be undertaken to determine options and the associated costs.</p>		<p>consultation (this would require further consideration if it was an option to be progressed); may be resistance from school communities.</p>	<p>electrics, this is likely to be a more expensive option that reconfiguring the space within the existing school building. However, it is not possible to provide a guesstimate in light of the considerable associated uncertainties.</p>	
<p>4. Catchment review with any surrounding school - Tollcross.</p>	<p>Alleviate some of the pressure by moving part of the Bruntsfield catchment area to Tollcross.</p>	<ul style="list-style-type: none"> Makes use of available capacity at Tollcross. 	<ul style="list-style-type: none"> As Bruntsfield Primary School is located to the northern end of its catchment area where it abuts the Tollcross catchment the scope for catchment change is limited and the numbers of pupils involved would be small. Would also require a change of the secondary school catchment areas from Boroughmuir to James Gillespie's which 	<ul style="list-style-type: none"> No cost. 	<p>Difficult</p>

Option	Description	Advantages	Disadvantages	Cost	Feasible?
			<p>would further exacerbate the accommodation pressure expected at that school from its current catchment and GME population in the short term.</p> <ul style="list-style-type: none"> • Requires statutory consultation; likely to be resistance from school communities. 		

James Gillespie's Primary School

Key Objectives:

1. Accommodate the projected maximum catchment demand in the area which would necessitate a further two classes being identified.
2. Remove the existing temporary unit accommodation which currently includes two classes.
3. Ideally have a long term solution which allows the school to operate as a double-stream primary school with 14 classes.

Option	Description	Advantages	Disadvantages	Cost	Feasible?
1. Reconfiguration of existing space within the school.	Internal reconfiguration has already been undertaken to create two additional classes within the existing school building. It is not considered to be feasible to undertake any further reconfiguration due to the restricted nature of the building and space therein.	<ul style="list-style-type: none"> • Not applicable. 	<ul style="list-style-type: none"> • Not applicable. 	<ul style="list-style-type: none"> • Not applicable. 	No
2. Stand alone new build of two new spaces (two new classes) whilst retaining the existing temporary units.	<p>Deliver a two space stand alone building using the design and delivery methodology adopted for other schools within the rising rolls programme.</p> <p>Retain the existing temporary units until such time as they are no longer considered to be necessary at which point they could be removed.</p>	<ul style="list-style-type: none"> • No change required to catchment area. 	<ul style="list-style-type: none"> • Loss of playground space. • Potential planning risks as is in a conservation area. • Requires the existing temporary accommodation to be retained although this might only be a short to medium term requirement. 	<ul style="list-style-type: none"> • Based on the approach being taken for the rising rolls programme and the designs adopted the cost for a single-storey, two class option is estimated to be £583,000. 	Difficult

Option	Description	Advantages	Disadvantages	Cost	Feasible?
			<ul style="list-style-type: none"> • Would increase the capacity of the school beyond double-stream and may be unpopular with the school community. 		
3. Stand alone new build of four new spaces (four new classes) allowing the existing temporary unit to be removed.	Deliver a four space stand alone building using the design and delivery methodology adopted for other schools within the rising rolls programme.	<ul style="list-style-type: none"> • No change required to catchment area. • Achieves objectives 1 and 2 but not 3 as the capacity would remain at 16 classes. 	<ul style="list-style-type: none"> • Loss of playground space albeit this would be mitigated to a greater extent if a two storey option was delivered. • Potential planning risks as is in a conservation area, particularly if a two storey option was being proposed. • Would permanently increase the capacity of the school beyond double-stream and may be unpopular with the school community. 	<ul style="list-style-type: none"> • Based on the approach being taken for the rising rolls programme and the designs adopted the cost for a single-storey, four class option is estimated to be £754,000. • The cost of demolishing and removing the existing temporary units is estimated at £50,000 however this requires validation. 	Difficult
4. Catchment review with surrounding school – shift to Liberton Primary.	Alleviate some of the pressure by moving part of the James Gillespie's catchment area to Liberton.	<ul style="list-style-type: none"> • Detailed designs and planning consent already secured for new build accommodation at Liberton Primary School albeit for a 	<ul style="list-style-type: none"> • Requires the temporary accommodation to be retained with the potential requirement for further temporary accommodation to be provided although this 	<ul style="list-style-type: none"> • Whilst existing plans are in place, the cost has been based on the provision of two further classes at Liberton. Based on 	Difficult

Option	Description	Advantages	Disadvantages	Cost	Feasible?
		<p>single storey five class option, not all of which may be required.</p> <ul style="list-style-type: none"> • The distances between the likely amended catchment area and both James Gillespie's and Liberton Primary Schools are not significantly different. • The railway line forms a natural catchment boundary. • Would also require a change of the secondary school catchment areas from James Gillespie's to Liberton which would relieve some of the accommodation pressure expected at James Gillespie's from its current catchment and GME population in the short term. 	<p>might only be a short term requirement.</p> <ul style="list-style-type: none"> • Requires new build to be delivered at Liberton Primary School. • Liberton may be facing accommodation pressures from within its own catchment. • Requires statutory consultation; likely to be resistance from the school communities. 	<p>the approach being taken for the rising rolls programme and the designs adopted the cost for a single-storey, two class option is estimated to be £583,000.</p>	
5. Catchment review with surrounding school – shift to Tollcross.	Alleviate some of the pressure by moving part of the James Gillespie's catchment area to	<ul style="list-style-type: none"> • Makes use of available capacity at Tollcross. • No requirement for any changes to secondary 	<ul style="list-style-type: none"> • Requires the temporary accommodation to be retained with the potential requirement for 	<ul style="list-style-type: none"> • No cost 	Difficult

Option	Description	Advantages	Disadvantages	Cost	Feasible?
	Tollcross.	school catchment areas.	<p>further temporary accommodation to be provided although this might only be a short term requirement</p> <ul style="list-style-type: none"> James Gillespie's Primary School is located to the northern end of its catchment area where it abuts the Tollcross catchment. Geographically this would be difficult to justify as the travel distances to Tollcross would, for the majority of the area involved, be higher than to James Gillespie's at present. Requires statutory consultation; likely to be resistance from school communities. 		
6. Catchment review with surrounding school – shift to South Morningside.	Alleviate some of the pressure by moving part of the James Gillespie's catchment area to South Morningside.	<ul style="list-style-type: none"> The distances between the likely amended catchment area and both James Gillespie's and South Morningside Schools are not significantly different. 	<ul style="list-style-type: none"> Requires the temporary accommodation to be retained with the potential requirement for further temporary accommodation to be provided although this might only be a short 	<ul style="list-style-type: none"> No cost within James Gillespie's but would be dependent on there being sufficient space at South Morningside to accommodate 	Possibly

Option	Description	Advantages	Disadvantages	Cost	Feasible?
		<ul style="list-style-type: none"> • Would also require a change of the secondary school catchment areas from James Gillespie's to Boroughmuir which would relieve some of the accommodation pressure expected at James Gillespie's from its current catchment and GME population in the short term. 	<ul style="list-style-type: none"> • term requirement. • Would require a solution to be found to the accommodation pressures at South Morningside Primary to allow this level of additional pupils to be transferred. • Requires statutory consultation; may be resistance from the school communities. 		
7. Catchment review with surrounding school – shift to Bruntsfield.	Alleviate some of the pressure by moving part of the James Gillespie's catchment area to Bruntsfield.	<ul style="list-style-type: none"> • The distances between the likely amended catchment area and both James Gillespie's and Bruntsfield Schools are not significantly different. • Would also require a change of the secondary school catchment areas from James Gillespie's to Boroughmuir which would relieve some of the accommodation pressure expected at James Gillespie's from 	<ul style="list-style-type: none"> • Requires the temporary accommodation to be retained with the potential requirement for further temporary accommodation to be provided although this might only be a short term requirement. • Would require a further additional class to be created at Bruntsfield to bring the capacity of the school up to being a full three-stream. This may require structural alterations; a detailed 	<ul style="list-style-type: none"> • No cost within James Gillespie's but would require a further additional class at Bruntsfield. Requires feasibility study to determine an accurate cost; assume £200,000 for an additional space. 	Yes

Option	Description	Advantages	Disadvantages	Cost	Feasible?
		<p>its current catchment and GME population in the short term.</p>	<p>feasibility study is required to consider options.</p> <ul style="list-style-type: none"> • Places increased pressure on the existing space within the school at Bruntsfield. • Possible disruption to the ongoing operation of the school at Bruntsfield as works would be internal and potentially structural which would be likely to require work to be undertaken during school holidays. • Requires statutory consultation; may be resistance from the school communities. 		
<p>8. Catchment review with surrounding school – shift to Sciennes.</p>	<p>Alleviate some of the pressure by moving part of the James Gillespie's catchment area to Sciennes.</p>	<ul style="list-style-type: none"> • The distances between the likely amended catchment area and both James Gillespie's and Sciennes Schools are not significantly different. • Would not require a change of the secondary school 	<ul style="list-style-type: none"> • Requires the temporary accommodation to be retained with the potential requirement for further temporary accommodation to be provided although this might only be a short term requirement. • Requires statutory 	<ul style="list-style-type: none"> • No cost. 	<p>Yes</p>

Option	Description	Advantages	Disadvantages	Cost	Feasible?
		catchment areas.	consultation; may be resistance from the school communities.		

South Morningside Primary School

Key Objectives:

1. Accommodate the projected maximum catchment demand in the area which would necessitate one further class being identified together with any additional GP space requirement which would arise as a result (which, if provided at South Morningside, would be one additional space).
2. Vacate the existing annexe accommodation at the Cluny Centre which comprises two classes and additional gym space.
3. Remove the existing temporary unit accommodation which comprises four classes in two separate units.
4. Vacate the existing 30/30 nursery class at the church hall in Fairmilehead (it would perhaps also be logical to increase the capacity to 60/60 which is the norm for a three stream school if there was sufficient latent demand in the area to justify any increased capacity).

Option	Description	Advantages	Disadvantages	Cost	Feasible?
1. Catchment review with surrounding school – shift to Bruntsfield.	As the projected catchment demand in the area would necessitate a capacity of 22 classes which exceeds a three-stream school, it would be sensible to alleviate some of the pressure by moving part of the South Morningside catchment area to Bruntsfield equivalent to one class. This may require a further class to be created at Bruntsfield Primary School to bring its capacity to 21 classes, a full three-stream school.	<ul style="list-style-type: none"> • The railway line forms a natural catchment boundary. 	<ul style="list-style-type: none"> • Requires the provision of a further space at Bruntsfield (in addition to the space already required at that school to accommodate its own increased catchment demand); whilst this is considered to be feasible it would require structural alterations and a detailed feasibility study would be required to consider options. • Requires statutory consultation; may be resistance from school communities. 	<ul style="list-style-type: none"> • No cost at South Morningside. Requires feasibility study to determine an accurate cost; assume £200,000 for an additional space at Bruntsfield. 	Yes
2. Extension to, and reconfiguration of,	A feasibility study was undertaken in 2011 which	<ul style="list-style-type: none"> • Allows the entire school population to 	<ul style="list-style-type: none"> • Concerns were expressed by planning 	<ul style="list-style-type: none"> • The costs based on the phased 	Yes

Option	Description	Advantages	Disadvantages	Cost	Feasible?
<p>space within the existing school building.</p>	<p>explored a number of options for providing six additional teaching spaces, a general purpose space, a nursery and associated ancillary spaces on the school site. This would accommodate the four existing temporary unit classes currently in use, the two classes currently located in the Cluny Centre and the nursery currently located at Fairmilehead. Reconfiguration of the existing dining areas was also considered entailing alterations to the circulation within, and adjacent, to the dining and servery areas to ease congestion.</p> <p>Whilst the scope of this study is different to the current requirements it does provide an indication regarding how that scale of additional accommodation might be delivered. The study identified an option to deliver two three storey extensions to the rear of the existing building with a</p>	<p>be located in one building.</p> <ul style="list-style-type: none"> Allows the removal of the existing temporary unit accommodation and for the leased accommodation at Cluny Centre to be vacated. 	<p>regarding the suggested three-storey extension option therefore there is a risk that this would not be acceptable.</p> <ul style="list-style-type: none"> Extending the existing building would have a significant impact on the ongoing operation of the school and would probably require arrangements to be made for temporary alternative decant accommodation on site. Does not address the issue of inadequate gym hall and dining space as, whilst there would be an improved dining area of approximately 170m², this would be smaller than the briefed area for a three-stream school of 210m² and, at 150m², the gym hall would be considerably smaller than the briefed area for a three stream school of 270m². 	<p>option in the original feasibility study have been adjusted to remove the cost of the nursery but add an appropriate provision for fees and inflation to the current date; the estimated costs would be £3.3m. The cost has been uplifted to £3.6m to reflect the necessity to deliver eight spaces rather than the seven included in the scope of the feasibility study. An updated feasibility study would be required to consider how the revised accommodation requirements could be incorporated.</p>	

Option	Description	Advantages	Disadvantages	Cost	Feasible?
	stand alone nursery.				
3. Stand alone new build of four new additional spaces on the existing site but retaining the existing temporary accommodation.	<p>Deliver a four space stand alone building using the design and delivery methodology adopted for other schools within the rising rolls programme. Retain the existing temporary units.</p> <p>In the feasibility study undertaken in 2011 options for stand-alone new build were considered; one being a single storey annexe built on the boundary, the other being a two storey annexe built on the boundary. At the time discussions were held with the Planning Department who expressed their preference for the single storey option with the two storey annexe not being discounted but carrying the risk of opposition from the neighbouring properties due to the proximity to the neighbours and potential overshadowing issues as it would be a two storey</p>	<ul style="list-style-type: none"> • No change required to catchment area. • Would allow the primary school population to be accommodated on a single site. • Would allow the leased accommodation at Cluny Centre to be vacated. 	<ul style="list-style-type: none"> • Does not address the issue of inadequate gym hall and dining space as, whilst there would be an improved dining area of approximately 170m², this would be smaller than the briefed area for a three-stream school of 210m² and, at 150m², the gym hall would be considerably smaller than the briefed area for a three stream school of 270m². • Potential planning risks (which would be greater if a two storey option was considered). • Requires the existing temporary accommodation to be retained which is not of a good standard; the retention of which would significantly restrict options for where further new build could be accommodated. 	<ul style="list-style-type: none"> • Based on the approach being taken for the rising rolls programme and the designs adopted the cost for a single-storey, four class option is estimated to be £754,000. • The cost of reconfiguring the dining space is estimated to be £102,000. • The cost of demolishing and removing the existing temporary units is estimated at £100,000 however this requires validation. 	Yes but leaves issues

Option	Description	Advantages	Disadvantages	Cost	Feasible?
	<p>development.</p> <p>Undertake reconfiguration of dining space as suggested in the original feasibility study.</p>		<ul style="list-style-type: none"> • Loss of playground space. • Does not, in isolation, address the issue of the nursery. 		
<p>4. Stand alone new build of eight additional spaces on the existing site allowing the removal of the existing temporary accommodation and the leased space at Cluny Centre to be vacated.</p>	<p>Deliver an eight space stand alone building using the design and delivery methodology adopted for other schools within the rising rolls programme.</p> <p>Undertake reconfiguration of dining space as suggested in the original feasibility study.</p>	<ul style="list-style-type: none"> • No change required to catchment area. • Greater flexibility regarding how the overall school site could be reconfigured. • Allows the removal of the existing temporary unit accommodation and for the leased accommodation at Cluny Centre to be vacated. • Would allow the primary school population to be accommodated on a single site. 	<ul style="list-style-type: none"> • Does not address the issue of inadequate gym hall and dining space as, whilst there would be an improved dining area of approximately 170m², this would be smaller than the briefed area for a three-stream school of 210m² and, at 150m², the gym hall would be considerably smaller than the briefed area for a three stream school of 270m². • Potential planning risks (which would be greater if a two storey option was considered). • Loss of playground space however this would be mitigated if a two storey option were to be possible. • Does not, in isolation, 	<ul style="list-style-type: none"> • Based on the approach being taken for the rising rolls programme and the designs adopted the cost for a single-storey, eight class option is estimated to be £1.508m. • The cost of reconfiguring the dining space is estimated to be £102,000. • The cost of demolishing and removing the existing temporary units is estimated at £100,000 however this requires validation and excludes any costs which may 	<p>Yes but leaves issues</p>

Option	Description	Advantages	Disadvantages	Cost	Feasible?
			address the issue of the nursery.	arise for the provision of alternative temporary accommodation if the new build was to be progressed on the site of either of the existing units.	
5. Deliver a new 180m ² gym on the existing site.	If the entire school population was to be accommodated on the existing site (options 2, 3 and 4 above) a key issue would be the lack of gym and dining space. This could be mitigated to a large extent through the provision of a new 180m ² gym.	<ul style="list-style-type: none"> • Would allow the primary school population to be accommodated on a single site. • Would address one of the key issues associated with options 2, 3 and 4. 	<ul style="list-style-type: none"> • Potential planning risks (as this would be a very tall structure and higher than single storey). • Significant loss of playground space. 	<ul style="list-style-type: none"> • To determine an accurate cost a full feasibility study would be required; taking recent examples as a proxy the cost could be in the order of £1.2m. 	Yes but issues
6. Stand alone new build 40/40 nursery on the school site.	Deliver a new nursery using the design and delivery methodology adopted for other new nurseries within the estate. This assumes that the existing leased premises are vacated and no additional capacity is required in the area beyond the increased capacity of	<ul style="list-style-type: none"> • Adjacency of nursery to primary school. • Removes dependency on existing leased accommodation. 	<ul style="list-style-type: none"> • Loss of playground space due to footprint of new nursery and the area of dedicated playground space which would also be required. • Requires statutory consultation; may be resistance from school community. 	<ul style="list-style-type: none"> • The cost of a stand-alone new build 40/40 nursery is estimated to be £774,000. 	Yes but leaves issues

Option	Description	Advantages	Disadvantages	Cost	Feasible?
	40/40.		<ul style="list-style-type: none"> • Would limit opportunities to implement options 2, 3 or 4 due to the additional impact on available playground space. 		
7. Either stand alone new build nursery, or adaptation of an existing building, on an alternative site.	Deliver a new nursery in an alternative location to allow the existing lease arrangement to be terminated. This assumes that the existing leased premises are vacated and no additional capacity is required in the area beyond the increased capacity of 40/40.	<ul style="list-style-type: none"> • Removes dependency on existing leased accommodation. • No loss of playground space. 	<ul style="list-style-type: none"> • No adjacency to primary school. • Requires alternative site to be identified. • Requires statutory consultation; may be resistance from school community. 	<ul style="list-style-type: none"> • The cost of a stand-alone new build 40/40 nursery is estimated to be £774,000. • If this was a new build there would be further land acquisition and other site related costs which are difficult to estimate with any degree of certainty but could be significant. 	Yes but leaves issues
8. Create a dedicated annex of the school at a new site which would incorporate the P1 to P3 year stages and the nursery.	Deliver an annex on a new site which would incorporate the P1 to P3 year stages and the nursery. This would remove the equivalent of an estimated ten classes from the capacity required at the main school site (four classes at P1 and three	<ul style="list-style-type: none"> • Resolves the issues of inadequate dining and gym space if the school remains as three-stream on the existing site. • Allows the temporary units to be removed and the existing annex 	<ul style="list-style-type: none"> • School split across two different sites. • Requires appropriate new site to be identified; perhaps including the opportunity to provide a pitch depending on the amount of space available and cost. 	<ul style="list-style-type: none"> • The space required would be most comparable to a double-stream primary school but reduced for savings in space which could be expected mainly as a result of having 	Yes

Option	Description	Advantages	Disadvantages	Cost	Feasible?
	<p>each at P2 and P3) allowing the temporary units to be removed and the upper year stages to operate within the capacity of the existing building which is 14 classes + 4 GP spaces. This assumes that the existing leased premises are vacated and no additional capacity is required in the area beyond the extended capacity of 40/40.</p> <p>The P1 to P3 year stages have been identified as this would result in the most logical use of the retained space at the existing school for the upper year stages.</p>	<p>and nursery accommodation to be vacated removing that ongoing dependency and risk.</p> <ul style="list-style-type: none"> • Facilitates integration between the nursery and junior school. • Compared with a new school option avoids the necessity of children having to leave their existing classes (and friends) in transitioning to a new establishment. • Provides additional playground space at existing school and removes the pressure on support space. 	<ul style="list-style-type: none"> • Requires statutory consultation; may be resistance from school community. 	<p>four fewer classes but also in requiring slightly less office and meeting rooms. Based on a space requirement of 2,843m² and the Scottish Futures Trust base cost of £2,350/m² as at Q2 2012 this produced a base cost of £6.681m. Uplifting this cost by inflation of 3.48% to Q1 2014 results in a revised cost of £6.914m.</p> <ul style="list-style-type: none"> • The cost for the suggested 10 class annex but also including a 40/40 nursery on the same basis as above would be £7.609m. • The cost of land and any related site enabling costs would be very 	

Option	Description	Advantages	Disadvantages	Cost	Feasible?
				<p>significant and are difficult to estimate with any degree of accuracy. A working assumption of £6m has been used.</p> <ul style="list-style-type: none"> • The cost of demolishing and removing the existing temporary units is estimated at £100,000 however this requires validation. 	

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Implementation of new Higher qualifications

Item number	7.6
Report number	
Wards	All

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

Contact: Karen Prophet, Senior Education Manager (Quality and Curriculum)

E-mail: Karen.Prophet@edinburgh.gov.uk | Tel: 0131 469 3048

Executive summary

Implementation of new Higher qualifications

Summary

Further to the Education, Children and Families Committee meeting on 10 December 2013 the Educational Attainment/Improvements in Performance report was approved, along with various amendments, regarding the implementation of the new Highers from session 2014-15 and by session 2015-16. Recommendation 5 in this report was to note the position with regard to the implementation of the new Higher qualifications and to agree to receive a further report on this issue in March 2014. In January 2014 the LNCT agreement was signed which is based on a rationale of additional flexibility and a copy of this agreement is filed in appendix one.

Recommendations

The Committee is requested to:

1. Note the position with regard to the implementation of new Higher qualifications as outlined in the LNCT Agreement dated 22 January 2014.
2. Note that we will monitor the progress of the implementation of the new qualifications and that a further update will be provided within the Educational Attainment/Improvements in Performance report in December 2014.

Measures of success

Based on a range of evidence:

- Successful implementation of the new Higher Qualifications in line with the LNCT Agreement dated 22 January 2014.

Financial impact

£64,000 from the Scottish Government has been transferred to all secondary presenting centres to support the introduction of the new qualifications including national qualifications and the new Highers.

The City of Edinburgh Council has matched the Scottish Government funding by transferring £64,000 to all secondary presenting centres to support the introduction of the new Highers.

£36,000 from the City of Edinburgh Council will be assigned to produce curriculum and assessment resources across all subject areas.

An additional Scottish Government package was announced on Friday 21 February 2014, including £4.75m funding to local authorities and £250K to local authorities specifically for parental engagement.

Equalities impact

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

Sustainability impact

None.

Consultation and engagement

Consultation and engagement took place with Secondary School Head Teachers and the Local Negotiating Committee for Teachers (LNCT) and the LNCT agreement, based on the rationale for additional flexibility, was signed on 22 January 2014. A copy of this agreement is filed in appendix one of this report.

Background reading / external references

[Educational Attainment/Improvements in Performance](#) Report submitted to the Education, Children and Families Committee on 10 December 2013:

Implementation of new Higher qualifications

1. Background

- 1.1 Further to the Education, Children and Families Committee meeting which took place on 10 December 2013 the Educational Attainment/Improvements in Performance report was approved, along with various amendments, regarding the implementation of the new Highers from session 2014-15 and by session 2015-16.
- 1.2 Recommendation 5 in this report was to note the position with regard to the implementation of the new Higher qualifications and to agree to receive a further report on this issue in March 2014.
- 1.3 In January 2014 the LNCT agreement was signed which is based on a rationale of additional flexibility and a copy of this agreement is filed in appendix one.
- 1.4 This report also outlines the additional support which has been put in place to assist with the on-going implementation of the new qualifications.

2. Main report

- 2.1 All S4 pupils, from session 2013-14 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.
- 2.2 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.
- 2.3 The National Curriculum for Excellence Implementation Plan outlines the timescale for implementation of new Higher courses in session 2014-2015 and a recent communication from Education Scotland outlines the expectation that all schools offer new Higher courses building on new national qualifications for the S5 cohort.
- 2.4 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.

- 2.5 At the Education, Children and Families Committee meeting on 10 December 2013 the Educational Attainment/Improvements in Performance report was approved, along with various amendments, regarding the implementation of the new Highers from session 2014-15 and by session 2015-16. The following commitment in section 2.66 of this report highlighted that a more detailed account of decisions regarding presentation in Higher will be reported to the Education, Children and Families Committee in March 2014.

Support for the on-going implementation of the new qualifications

- 2.6 The Scottish Qualifications Authority has already begun a series of Higher Implementation events for each subject area and these will run until March 2014 and there is on-going consultation with Curriculum Leaders and Head Teachers in each secondary school to establish readiness to implement the new Higher next session. Head Teachers 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 Head Teacher and the local authority in line with the LNCT agreement which was signed on 22 January 2014. A copy of this agreement is filed in appendix one.
- 2.7 Head Teachers 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 and it is important to note that 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.
- 2.8 The City of Edinburgh Council'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.
- 2.9 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 Council received £215K which was directly given to schools. In addition, £50K was identified within our own budgets to support additional central curriculum development.
- 2.10 In session 2013-2014, £64,000 which was received from the Scottish Government has been transferred to all secondary presenting centres to support

the introduction of the new qualifications including national qualifications and the new Highers.

- 2.11 In addition, £64,000 from the City of Edinburgh Council has been transferred to all secondary presenting centres to support the introduction of the new Highers.
- 2.12 In order to produce curriculum and assessment resources a further £36,000 additional funding from the City of Edinburgh Council has been assigned to support teams of staff to develop course materials which will be shared across all of our schools and will also contribute to the national pool of teaching resources.
- 2.13 In addition, through discussions with ADES, Education Scotland and the SQA, each local authority will receive additional support through increased professional development activities: <http://mailer.sqa.org.uk/implementing-national-qualifications-additional-support-for-teachers/2013/29/11/acce0a86-00f2-42cf-8eed-a29100a6686d>
- 2.14 In January 2014, the LNCT agreement was signed which agreed a position of additional flexibility and this is filed in appendix 1. The rationale for additional flexibility outlines that the introduction of the new Higher courses, following on from the implementation of National Qualifications for the current S4, is encouraged on the principle that this aims to provide coherence for the S5 learner. However, it is recognised that concerns have been raised and we have agreed a position of additional flexibility in the context of ensuring that we deliver the best possible outcomes for young people. As outlined in the LNCT agreement dated 22 January 2014, the professional issues are areas which could be considered appropriate in terms of a rationale for additional flexibility are: concerns about SQA (specific concerns should be explained), capacity within the department and/or school, Resources e.g. course materials, practice assessment materials for staff and pupil familiarisation.
- 2.15 Although initial indications may already have been given by staff regarding a department's intentions, discussions will continue between now and the end of March as further information/support become available and 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.
- 2.16 As outlined in the LNCT agreement dated 22 January 2014, final decisions taken by schools on the implementation of the new Higher qualifications will be agreed with the authority by the end of March 2014 once all of the SQA Higher implementation events have taken place.
- 2.17 The additional package of support for the introduction of new Higher qualifications from the Scottish Government, also includes an additional in-service day in session 2014/15, a modified approach to verification which is carried out by the Scottish Qualifications Authority and additional support for assessment through the creation of new "route maps" to support teachers.

3. Recommendations

The Committee is requested to:

- 3.1. Note the position with regard to the implementation of new Higher qualifications as outlined in the LNCT Agreement dated 22 January 2014.
- 3.2. Note that we will monitor the progress of the implementation of the new qualifications and that a further update will be provided within the Educational Attainment/Improvements in Performance report in December 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.
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. LNCT Agreement dated 22 January 2014



LNCT Statement

Implementation of New CfE Highers

At the meeting of the City of Edinburgh Council Education Children and Families Committee on Dec 10th 2013, a report was approved, along with various amendments, regarding Secondary Schools' decisions around implementing the New CfE Highers from session 2014-15 and by session 2015-16. In line with one of the approved amendments to the report, discussions have been held at the LNCT regarding the drafting of a clear statement about the factors to be taken into account by Head Teachers, Curriculum leaders and teachers when providing a sound rationale for seeking a delay of one year in implementing any subject's New CfE Higher.

It is the purpose of this communication to make that clear statement.

Rationale for additional flexibility

The introduction of new Higher courses following on from the implementation of National Qualifications for the current S4 is encouraged on the principle that this aims to provide coherence for the S5 learner.

It is recognised, however, that concerns have been raised and we have agreed a position of additional flexibility in the context of ensuring that we deliver the best possible outcomes for young people.

The following professional issues are areas which could be considered appropriate in terms of a rationale for additional flexibility.

- Concerns about SQA (specific concerns should be explained).
- Capacity within the department and/or school.
- Resources e.g. course materials, practice assessment materials for staff and pupil familiarisation.

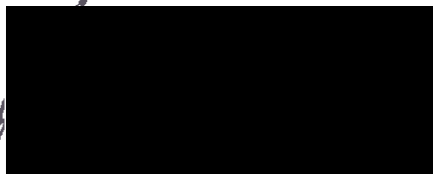
Staff should note that, although initial indications may already have been given regarding a department's intentions, discussions will continue between now and the end of March as further information/support become available. By the February holiday, details of the planned city wide implementation of new Highers will inform a report to be taken to the Education, Children & Families Committee in March 2014. Final decisions taken by schools will be agreed with the authority by the end of March.

Support

- SQA - Significant additional support is being provided by SQA in response to issues raised: <http://mailer.sqa.org.uk/implementing-national-qualifications-additional-support-for-teachers/2013/29/11/acce0a86-00f2-42cf-8eed-a29100a6686d>
- Further National support materials.
- Funding from Scottish Government to support the introduction of new qualifications including Nationals and new Highers (£64K to Edinburgh which will all be distributed to all secondary presenting centres).
- Funding from the City of Edinburgh to support the introduction of new Highers (£64K directly to all secondary presenting centres).
- Additional funding of £36K from the City of Edinburgh to produce curriculum and assessment resources across all subject areas.

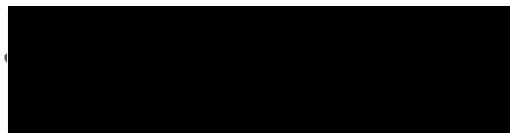
The members of the LNCT wish to thank all staff for their ongoing commitment and professionalism in their work to provide the best experiences for their learners.

Signed:



Management Side

Signed:



Teachers' Side

22 January 2014

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Castlebrae Community High School – Progress Report

Item number 7.7
Report number
Wards

Links

Coalition pledges [P5](#), [P7](#)
Council outcomes [CO2](#), [CO3](#), [CO9](#)
Single Outcome Agreement [SO3](#)

Gillian Tee

Director of Children and Families

Contact: Mike Rosendale, Head of Schools and Community Services

E-mail: Mike.Rosendale@edinburgh.gov.uk Tel: 0131 529 2218

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

E-mail: Karen.Prophet@edinburgh.gov.uk Tel: 0131 469 3048

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.

The Education, Children and Families Committee on 10 December 2013, considered a report on Castlebrae Community High School improvements following the outcomes of the Castlebrae Working Group which included representation from elected members, the community, parents, officers, including the Head Teacher of Castlebrae Community High School, Edinburgh College and EIS.

This report provides a further update on progress within the school and the Castlebrae Learning Community.

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
3. Note the progress in management arrangements within the Castlebrae Learning Community.
4. Agree to receive a further progress report in October 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 was allocated to the school to support physical improvements to the school building and environment. A further £50K was allocated to the school to allow the toilets to be upgraded and smaller physical improvements.

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

Drafts of this report have been shared with the Working Group which reconvened prior to this committee meeting and with the school management at Castlebrae Community High School.

Background reading / external references

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

[Follow Through Letter April 2013](#)

[HMIE Follow Through Report August 2013](#)

[Full Council report March 2013](#)

[Education, Children and Families Committee Report May 2013](#)

[Education, Children and Families Committee Report December 2013](#)

Castlebrae Community High School – Progress Report

1. Background

- 1.1 This report provides an update on the improvements for learners attending Castlebrae High School.
- 1.2 The current school roll at Castlebrae Community High School in December 2013 was 138 pupils. The projected school roll for session 2014/15 is 131 pupils. There is an increase in the projected S1 school roll estimated to be 46, however school leavers from larger year groups in S4, S5 and S6 mean that the overall school roll is projected to be similar to that of session 2013/14.
- 1.3 The report taken to the Education, Children and Families committee in December 2014, outlined proposals for revised management arrangements to support transition from primary to secondary which have been implemented.
- 1.4 The school continue to work closely with the quality improvement team to ensure that improvements for learners continue to be made.

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.
- 2.2 The school action plan identified 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

2.3 The Cluster action plan identified 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.

Staffing

- 2.4 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. Refresh opportunities have continued with a number of staff seconded to other schools for a term for their own professional development. A seconded Depute Head Teacher took up post in October 2013.
- 2.5 The Headteacher of Castleview Primary School will return to the school from secondment from April 2014. She will have additional responsibility to lead Cluster developments ensuring effective transition arrangements are in place. 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.
- 2.6 From August 2014, the Primary Head Teacher of Castleview Primary School will work closely with the Head Teacher of Castlebrae Community High School and have additional responsibility for S1-S3 ensuring that the broad, general education is delivered within a nurturing environment, with high quality learning and teaching and raised expectations.

Improvements in the quality of education

- 2.7 The school vision has now been agreed after consultation with pupils, staff and parents.
- 2.8 To improve the quality of learning and teaching, the Cluster will embark on a partnership with Tapestry, a national organisation, to deliver a 2-3 year programme at Masters level for all teaching staff in the wider Castlebrae Learning Community. This will begin in August 2014 and is an exciting development opportunity for the learning community. This programme aims to upskill all teaching staff and provide learners with the highest quality of learning and teaching.
- 2.9 Professional learning communities of teaching staff continue to take place on a regular basis aimed at improving learning and teaching. The school are implementing a robust programme of sharing classroom experience including the senior management team observing the quality of learning and teaching in all classes. This term that program will continue with the involvement of the QIO to provide additional input re Standards.
- 2.10 All pupils in Castlebrae Community High School and each of the three cluster primary schools P7 pupils have been provided with an ipad. These are used to support learning both at school and at home. This has been a very positive experience for pupils, parents and staff and a range of voluntary Continuing Professional Development activities for staff in using ICT continues to be offered, attended by over 90% of staff and work is planned to further support parents.
- 2.11 Behaviour has improved across the school. 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.
- 2.12 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. One of the digital leaders groups currently works with the silver surfers in the library.
- 2.13 Positive promotion of the school continues through a range of social media and media coverage. The school had a ministerial visit in December 2013. Promotional materials for the school are now widely distributed in the community with good use being made of community notice boards. A publicity campaign with Lothian buses has been launched to promote the school. The schools posters will be on the back of 15 buses and will be displayed internally on 80% of the fleet.

- 2.14 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 is an apprentice sports development worker working in the school 1 day a week to promote rugby and the school has also introduced outdoor education in S1-3. There are further plans to develop increased sporting opportunities.
- 2.15 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 have received an ipad which will be managed and supported by the High School. The Head Teacher and senior management team have attended primary parent evenings with regard to the issuing of ipads to those pupils.

Parental engagement

- 2.16 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. The school had a very successful Xmas concert last term with the best parental attendance for a number of years. There was also a very successful and well attended event to celebrate the end of the school's construction project, with each child having a parent present, at a ceremony with Kenny Macaskill, MSP and Justice Secretary as the main speaker.

Improvements to the physical environment

- 2.17 Work on the main school building to bring together classrooms to create a sense of a school community for pupils is now complete. The main entrance area has been upgraded and the Family Centre has been relocated back into Castlebrae Community High School following the upgrading of accommodation to meet the Care Inspectorate's recommendations. The garden area at the front of the school has been cleared ready for planting in spring 2014. Further work has been commissioned to upgrade the pupil toilets. Painting to corridors will take place during the February break.
- 2.18 Plans are underway for the additional accommodation, created through the movement of classrooms described above, to be used by community organisations and artists providing greater links between the work of these organisations and the school curriculum. The Friends of the Award (DofE) and the councils Green Team will also locate into these spaces providing opportunities for cross collaboration and support for the establishment of DofE in the school

- 2.19 There has been an increase in the provision of adult education classes with an additional 4 classes offered from October 2013.
- 2.20 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.

Future plans and the new school in 2020

- 2.21 Work continues as part of the Craigmillar Masterplan to identify the site and size of the new school. A consultation led by Parc on the location of the new high school is due to take place shortly.
- 2.22 An initial meeting has taken place between officers and the Director of the Bio Quarter. Discussions focused on their contribution to the Edinburgh Guarantee to support positive destinations for school leavers and specifically the communication and engagement of the Bio Quarter within the Craigmillar community.
- 2.23 Discussions are continuing with Edinburgh College and Queen Margaret University regarding the school being a Hub school for the delivery of some of the new HNC provision for school pupils which we are currently piloting this session across the city.

Conclusions

- 2.24 Castlebrae Community High School continues to demonstrate initial school improvements and has clear plans in place to continue to make improvements in the quality of educational provision.
- 2.25 The learning environment has improved for pupils through upgrading of accommodation within the school.
- 2.26 Revised management arrangements for the Castlebrae Learning Community are now in place from April 2014 to achieve the recommendations from the Castlebrae Working Group agreed at the Education, Children and Families Committee in December 2013.

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
- 3.3 Note the progress in management arrangements within the Castlebrae Learning Community.
- 3.4 Agree to receive a further progress report in October 2014.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
	P7. Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council outcomes	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3. Our children and young people in need, or with a disability, have improved life chances
	CO9. Edinburgh residents are able to access job opportunities
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children & Families Committee

10am, Tuesday, 4 March 2014

Children and Families Revenue Asset Management Priorities 2014-2019

Item number	7.8
Report number	
Wards	All

Links

Coalition pledges	P3, P30
Council outcomes	CO5, CO19, CO24, C025
Single Outcome Agreement	SO3, SO4

Mark Turley

Director of Service for Communities

Gillian Tee

Director of Children and Families

Contact: Jim Davidson, Corporate Facilities Manager,

E-mail: jim.davidson@edinburgh.gov.uk | Tel: 0131 529 5233

Executive summary

Children and Families Revenue Asset Management Priorities 2014-2019

Summary

The Education, Children and Families Committee of 10 December 2013 noted the proposed £30m programme of capital investment in the Children and Families estate over the next five years and approved the prioritisation criteria applied in determining that programme. The report also advised that a significant revenue investment of £29.1m over the next five years had been identified from the condition surveys and noted that a proposed supporting revenue priority strategy would be submitted in March 2014 which is the purpose of this report.

The current revenue budget for repairs and maintenance to the Council's corporate estate is set. It operates at around £6.7m annually and includes £2.5m specifically identified to meet statutory compliance objectives.

The remaining £4.2m is a fixed allocation to meet reactive repairs and maintenance requirements across the city and, due to limitation, is currently part-prioritised on an emergency first basis, i.e., health and safety, wind and watertight issues.

As the budget is used annually for day-to-day maintenance, Corporate Property will, to the extent possible, prioritise revenue related works to complement any prioritised capital works in the Children and Families Asset Management investment programme to maximise impact and to put in place progress towards a planned preventative maintenance (PPM) system based on:

- Revenue Priority 1: wind and watertight and health and safety.
- Revenue Priority 2: ensuring category "C" buildings are improved beyond that category.
- Revenue Priority 3: ensuring category "B" buildings remain within that category.

It is noted that, given the limited revenue budget available, this will have limited impact on the level of revenue investment required across the Children and Families estate.

Recommendations

It is recommended that Committee:-

1. Notes the previously approved prioritisation strategy for a £31.56m programme of capital investment in the Children and Families estate over the next five years.

2. Notes the annual Council-wide £6.7m revenue budget for statutory compliance and day-to-day reactive repairs, including immediate health and safety emergencies and that this budget is spent annual for this purpose.
3. Notes the additional £29.1m of revenue works identified as being necessary over the next five years in the Children and Families estate and that the annual reactive maintenance budget will have little impact on these required works.
4. Approves the revenue strategy and priorities as outlined in the report and that these will be delivered to the extent possible.
5. Notes that unforeseen issues may emerge over the term of the programme, particularly periods of severe weather, which would require the reprioritisation and programming of revenue works.
6. Refers this report to the Finance and Resources Committee for consideration.
7. Notes that a report on capital investment strategy and priorities will be produced for Committee on 20 May 2014.

Measures of success

The objective of having all Children and Families establishments categorised as “A” or “B” within five years.

No loss of service due to building failure.

Financial impact

Annual revenue expenditure will be contained within the approved annual Corporate Property, Facilities Management budget.

Equalities impact

There are no negative Equalities implications arising from this report.

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

In conjunction with Children and Families it is proposed to agree, specify and procure a planned preventative maintenance system for prioritised properties across the estate. Further engagement will be required with the individual establishments included in the programme to agree the timing of individual proposals 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.
- Education, Children and Families Committee 10 December 2013 - Children and Families Capital Asset Management Programme Priorities 2014 – 2019.

Children and Families Revenue Asset Management Priorities 2014-2019

1. Background

- 1.1 The purpose of this report is to seek Committee approval of a recommended strategy of revenue prioritisation across the Children and Families estate in support of the capital asset management programme priorities 2014-2019 as considered by the Education, Children and Families Committee on 10 December 2013.
- 1.2 Committee noted a £30m capital investment programme to maintain establishments in a 'satisfactory' condition (i.e. "A" or "B" condition rating). A description of the four condition 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
- 1.3 Committee approved capital spend prioritisation criteria as follows:
- That establishments across the estate will be kept wind and water tight with health and safety issues addressed, thereafter;
 - Priority 1: upgrade of condition "C" establishments
 - Priority 2: upgrade of condition "B" establishments where large capital spend has been identified.
- 1.4 Committee were advised that a proposed revenue priority strategy would be submitted in March 2014 and is contained in this report.
- 1.5 The revenue budget is mainly required for reactive maintenance but, to the extent possible, has been developed from the priority recommendations contained in the condition surveys completed in 2013 and the approved capital asset management priorities 2014-2019.

2. Main report

- 2.1 A comprehensive survey of the Children and Families estate was undertaken in 2012/13. The results of the survey demonstrate that 91.6% of the Council's primary, secondary and special school estate is at least satisfactory (i.e. rated "A" or "B"), with over a quarter of schools (28.6%) rated "A" (excluding any school with committed funding for replacement).

- 2.2 The financial investment recommended within the condition survey reports equates to £90.6m (including inflation) required to address the backlog of planned maintenance over the next five years across the Children and Families estate as detailed in Appendix 1.
- 2.3 Analysis of the split between the revenue and capital works estimated that £29.1m is considered to require revenue funded repairs and £61.5m capital improvements.
- 2.4 The recommendations in the condition survey reports were reviewed to take into consideration work completed or planned since the time of the surveys which brought the total capital works identified as necessary down to £50.1m over the next five years. The programme was subsequently prioritised and realigned to reflect the assumed minimum available capital allocation of £31.56m within Asset Management funding for 2014-2019 relating to the Children and Families estate.
- 2.5 The capital prioritisation process agreed with Children and Families is that the funding available should focus on wind and watertight and health and safety and health and safety requirements across the estate which will focus on the following works to keep buildings operational:
- roofs;
 - external walls, windows and doors;
 - mechanical services; and
 - electrical services.
- 2.6 Thereafter, the following priorities would be applied:
- Priority 1: The poorest condition rated establishments (“C” and “D”)
 - Priority 2: “B” category rated establishments which require significant levels of investment in year 1 (£1m + for High Schools and £300,000+ for Primary Schools).

The Revenue Budget

- 2.8 Services for Communities, through the Corporate Facilities Management service, manage the annual revenue budget for the Council’s operational estate. This is sub-divided as follows:

Revenue Repairs Heading	Revenue Repairs Type	Annual (2013/14) £
General *	Day-to-day reactive repairs including immediate health and safety emergencies. Examples include water ingress, loose masonry, heating or lighting failures,	£3,637,840

	broken windows, blocked toilets etc.	
Planned work	Minor, non-emergency projects.	£590,830
Statutory Compliance	Mandatory checks, inspections, maintenance and certifications including gas-safe, fire safety, emergency lighting, alarms, water quality (Legionella, lead content etc), asbestos and equipment.	£2,527,275
Total		£6,755,945

* Includes the Devolved Schools Management (DSM) budget transferred from Children and Families in December 2013.

- 2.9 The annual revenue funding evidenced above is specifically intended to be for reactive maintenance and therefore, due to limitations, currently mostly prioritised on an emergency first basis, i.e., health and safety, wind and watertight.
- 2.10 The level of available funds each year has been a contributing factor to the current condition of buildings in the Children and Families estate and also across the other operational properties in the city.
- 2.11 With regard to the revenue implications identified by the condition surveys, there is an identified revenue investment required over the next five years of £29.1m, with in excess of £8m identified in year 1 and a similar sum in year 2. Revenue spend on building fabric issues is required to ensure that further pressure on the capital spend does not emerge over forthcoming years.
- 2.12 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 holdings, have to be considered in the context of available, and limited, resources.

Revenue Priorities Strategy Proposal

- 2.13 As the £4.2m is a reactive maintenance budget, the overarching priority for revenue expenditure is health and safety and to ensure properties remain operational and fit for purpose. Due to the size and condition of the Council's portfolio, previous annual spend indicates that the budget is used before the end of the calendar year. The maintenance work is prioritised and addressed as and when issues arise, for example, a major storm will accelerate spend.
- 2.14 With regard to the Children and Families estate, it is clear that, as the £4.2m budget is annually utilised for day-to-day reactive repairs across the entire Council estate, it will have limited impact on the £8m identified revenue requirement for year 1 only which relates to identified requirements for planned maintenance.

- 2.15 Ideally, Corporate Property would prioritise and manage revenue works. However, as the annual budget is insignificant this is would be impractical to achieve in practice. The preferred strategy would be as detailed below:-
- Identify, plan and manage a general day-to-day reactive repairs service and budget for Children and Families properties.
 - Confirm Asset Management wind and watertight and health and safety programmes.
 - Confirm Asset Management summer works programmes.
 - Within the confines of the level of funding available, identify and programme revenue works which are aligned to any planned capital works in order to maximise impact.
 - In conjunction with Children and Families, agree, specify and procure a planned preventative maintenance (PPM) system for prioritised properties across the estate. PPM to be prioritised on:
 - Revenue Priority 1: wind and watertight and health and safety;
 - Revenue Priority 2: ensuring category “C” buildings are improved beyond the category;
 - Revenue Priority 3: ensuring category “B” buildings remain within the category.
- 2.17 In conclusion, officers in Corporate Property will scope the priority works for the revenue budget, to the extent possible, as outlined above. However, this has to be done in the context of the issues outlined in this report.

3. Recommendations

- 3.1 It is recommended that Committee:-
1. Notes the previously approved prioritisation strategy for a £31.56m programme of capital investment in the Children and Families estate over the next five years.
 2. Notes the annual Council-wide £6.7m revenue budget for statutory compliance and day-to-day reactive repairs, including immediate health and safety emergencies and that this budget is spent annually for this purpose.
 3. Notes the additional £29.1m of revenue works identified as being necessary over the next five years in the Children and Families estate and that the annual reactive maintenance budget will little impact on these required works.
 4. Notes the the revenue strategy and priorities outlined in the report and that these will be delivered to the extent possible.
 5. Notes that unforeseen issues may emerge over the term of the programme, particularly periods of severe weather, which would require the reprioritisation and programming of revenue works.
 6. Refers this report to the Finance and Resources Committee for consideration.

7. Notes that a report on capital investment strategy and priorities will be produced for Committee on 20 May 2014.

Mark Turley

Director of Service for Communities

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools. P30 - Maintain a sound financial position.
Council outcomes	CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities. 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. CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care. C025 - The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential. SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1: Condition Survey Outcomes: Identified spend by property type.

APPENDIX 1:

Condition Survey Outcomes: Identified spend by property type:

It should be noted that this was the full level of spend identified in the condition surveys, amounting to £90m once adjusted for inflation over the five year period. The capital data below has subsequently been prioritised to align it with Capital budgets and a proposed revenue prioritisation strategy is contained within this report.

Revenue and Capital Split (Inflation Adjusted)

Property Type	Year 1 (Q1 2014)		Year 2 (Q1 2015)		Year 3-5 (Mid point = Q1 2017)		TOTAL Year 1-5 £000s
	Capital £000S	Revenue £000s	Capital £000S	Revenue £000s	Capital £000S	Revenue £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

Education, Children and Families Committee

10am, Tuesday 4 March 2014

Looked After Children: Transformation Programme Progress Report

Item number	7.9
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1-CO6
Single Outcome Agreement	SO3

Gillian Tee

Director of Children and Families

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

E-mail: alistair.gaw@edinburgh.gov.uk | Tel: 0131 469 3388

Executive summary

Looked After Children: Transformation Programme Progress Report

Summary

Expenditure on Looked After Children (LAC) has increased on average by £1.8m a year from 2007 to 2013 as a result of increases in the number of LAC and increased use of purchased foster carers.

Through use of the Early Years Change Fund and initiatives agreed through the Priority Based Planning process the service has developed a transformation programme to shift the balance of care towards more preventative services that reduce the need for children to come into care. This aims to secure better outcomes for children, avoid a continued increase in costs and deliver cashable savings from 2015/16.

This report provides an update on progress to the end of December 2013 against the targets as set out in the original report to Corporate Management Team dated 31st July 2013 and subsequently reported to Governance, Risk and Best Value Committee on 25th September 2013.

Recommendations

It is recommended that the Education, Children and Families Committee:-

1. Note the progress made to date against targets.
2. Note the actions in progress to achieve the future targets to 2018.
3. Note that an update will be provided in March 2015.

Measures of success

The programme has the following key measures of success (when compared to the position at March 2013). The position at December 2013 relative to targets is also given.

- The target is for annual growth in total LAC to be reduced by 33% from 2013/14 and at December 2013 this is ahead of target.
- There is no net growth in foster placements from 2013/14 to 2017/18 and performance at December is ahead of target.
- The number of foster placements with the City of Edinburgh Council's own carers' increases by 25 a year from 2013/14 to 2017/18, a total increase of 125 placements. Performance at December is behind target.

- The number of foster placements purchased from independent providers reduces by 25 a year from 2013/14 to 2017/18, a total reduction of 125 placements. Performance at December is behind target.
- The number of residential placements reduces by 27% by 2017/18. This is a reduction of 24 placements. Performance at December is behind target in terms of placement numbers but there has been a positive change in the mix of internal and purchased placements that has resulted in the service being ahead of target in terms of cost savings.
- The number of LAC placed with kinship carers increases to 24% of all LAC by 2017/18 and at December is ahead of target.
- The number of LAC placed for adoption increases by 5 in 2013/14 and by 10 a year from 2014/15. Performance at December is behind target.
- The number of secure placements reduces by 50% by 2015/16. This is a reduction of 6 placements and at December is ahead of target.
- The proportion of children Looked After at home increases to 29% of the total LAC population by 2017/18 and at December is behind target.

Where targets are not being achieved actions are being taken to address this and further details are included in the main report.

It should also be acknowledged that the aim is to achieve the optimum balance between different care types and in certain instances being behind target is mitigated by other areas being ahead of target. In addition, emergent issues are being identified, in particular the need to take into account secondary costs associated with the incidental provision of additional educational support and transport. Further details on each of the above areas are contained in the main report.

Financial impact

The Council identified additional funding of £1.789m a year in the Long Term Financial Plan from 2013/14 to 2017/18, a total increase in annual funding of £8.945m by 2017/18.

The transformation programme aims to remove the need for this additional funding and deliver annual cashable savings, against the 2012/13 budget, of £3.135m per annum by 2017/18.

Combined cashable savings and avoided future costs are estimated to be £12.08m for 2017/18.

The investment in the Early Years Change Fund is incorporated within these figures.

The net budget for 2013/14 is £70K and the current forecast is for an underspend of £441K. Further details are contained within the main report.

Equalities impact

It is anticipated that the overall programme will have a positive impact on outcomes for vulnerable children due to the focus on preventative, neighbourhood and family focused initiatives. An Equalities Impact Assessment will be published in accordance with agreed Council processes.

Sustainability impact

There are no direct sustainability implications arising from this report. A Sustainability and Environmental Impact Assessment will be published in accordance with agreed Council processes.

Consultation and engagement

Where the transformation initiatives require consultation with the trade unions, the public or the Scottish Government the relevant consultation and engagement will be undertaken.

Background reading / external references

[Early Years and Early Intervention Change Fund Report – Education, Children and Families Committee 21 June 2012](#)

[Early Years Change Fund Progress Report – Education, Children and Families Committee 21 May 2013](#)

[Looked After Children Transformation Programme - Governance, Risk and Best Value Committee 25 September 2013](#)

Looked After Children: Transformation Programme Progress Report

1. Background

- 1.1 The number of Looked After Children (LAC) increased from 1,228 in 2007 to 1,395 in 2012, an increase of 14% or an average of 33 children a year and this increased to 1,410 by March 2013. The cost of this increase is £1.8m each year, a total increase of £10.7m since 2007. The Council had been budgeting for continued annual increases of £1.8m a year from 2013/14 to 2017/18.
- 1.2 The growth in LAC has been primarily accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%.
- 1.3 The majority of this growth has been with independent fostering providers with the average cost per placement being £46K pa.
- 1.4 This trend of increasing numbers of LAC and corresponding increase in purchased fostering is reflected at a national level.
- 1.5 The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging each authority to identify funding for a minimum of 3 years from 2012/13. This was to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures such as purchased fostering, residential care and secure care to early years, pre-school and early intervention support for families that reduce the need for accommodation and improve outcomes for children and young people.
- 1.6 In February 2012 the Council approved funding of £8.642m from 2012/13 to 2014/15 for the Early Years Change Fund. The Council's Long-Term Financial Plan has built in the continuation of £4.138m per year from 2015/16.
- 1.7 Through the Priority Based Planning process the service developed a transformation programme to change the balance of care for LAC to take effect from April 2013 and targets were set to March 2018. The targets reflect the objectives of the Early Years Change Fund to shift investment from expensive care arrangements to early intervention whilst improving the outcomes for LAC. This includes strengthening universal early years services and providing more support to families to support their children at home.

LAC can be placed in the following placement types. The marginal cost of each placement type is also shown which gives a context to the variance in rates. The transformation programme aims to shift the balance of care towards the lower cost placement types:

Placement type / Client populations	Unit cost pa
Looked After at Home	Minimal. Mainly supported through staffing and some preventative services
Kinship care	£7K
Prospective adoption	£7K
In-house foster care	£26K
Purchased foster care	£46K
Young people's centres and close support	£100K - £150K
Residential schools	£100K - £230K
Secure care	£265K

2. Main report

2.1 Balance of Care targets

Appendix 1 sets out the client populations, the objective, and the target placement numbers as at 31st March for each year 2014 to 2018. The target, actual and variance as at 31st December 2013 is also shown. An indicator is shown to indicate if the performance to date is on or ahead of target (green), behind target (red) or whether performance is not displaying a trend and is therefore uncertain (amber).

Further information about each target will provide an understanding of the actions to date, any issues that have arisen and actions being taken to ensure future targets are achieved.

2.2 Looked After Children (all placements)

The target was to reduce the rate of annual growth by a third from an average of 33 placements to 20 a year. The performance is significantly ahead of target

with a positive variance to target of 55 as at December, an actual reduction of 38 placements since March 2013.

Analysis of the placements starting and ceasing indicates that this is mainly a result of significantly more children ceasing to be Looked After compared to 2012/13. The number ceasing has increased by 18% this year. There has also been a 7% reduction in the number starting to be Looked After compared to 2012/13.

There are many possible reasons for the reduction in the number of children requiring becoming Looked After. The enhancements to Family Group Decision Making and Family Support services, put in place through the Early Years Change Fund, are likely to be factors as they allow for children to be supported with their families without the need for statutory measures. Increases to universal early years services may also be a factor in supporting families at an early stage and reducing the need for children to become Looked After.

Children and Families has been embedding the principles of Getting It Right For Every Child (GIRFEC) in its operations over a number of years and this may be having an impact on the number of children needing to be Looked After.

Work within Early Years, mainstream and special schools, additional support for learning and disability services has a focus to provide appropriate support at the right time and although the majority of these services sit outside the Early Years Change Fund their contribution is key to the LAC transformation targets being achieved. To date the costs of these services and incidental costs, such as educational support and transport, have not been clear in the balance of care equation. Over recent months however, it has become apparent that in some cases these costs may be substantial and that generally the more complex a child's needs the stronger the argument for making care and educational provision within Edinburgh.

It is too early to say if this rate of reduction will continue or be sustained at existing levels but as the early intervention initiatives put in place over the past 12 months become established we anticipate this may lead to further reductions in the number of children needing to be Looked After.

2.3 Foster Care

2.3.1. Overall placement numbers

Foster placements had increased at an average of 40 a year from March 2007 to March 2013. The target is for there to be no further growth in this population and this is ahead of target with an overall reduction at December 2013 of 18 placements.

It should be noted that foster care is provided to Looked After Children but also to former Looked After Children i.e. children who were in a foster placement but are no longer legally classed as Looked After when they reach age 18. As part

of through care planning for some of these young people a continuation of their foster placement, often whilst attending further education, is agreed.

Looked After Children have reduced by 25 and former Looked After Children have increased by 7 resulting in the net reduction of 18 placements.

The reduction in the LAC population is a result of a significant reduction in the number of foster placements starting which is a likely indication that early intervention initiatives to support children in kinship placements and at home with parents are being effective.

Further work is ongoing to investigate the potential impact on the balance of care targets of a continued increase in placements for young people aged 18 and over. At this stage we expect any increase to be offset by a corresponding reduction in Looked After foster placements to maintain the overall target of zero growth in overall foster placements.

2.3.2. CEC Foster Care

The target is to increase CEC foster placements by 25 a year, corresponding to an equivalent reduction in independent placements, and at December the target would be an increase of 19. The service is behind target by 33 placements as there has been a reduction of 14 placements.

The reduction of 14 is a consequence of the overall reduction of 16 foster placements, however, that still results in a shortfall against target as the aim is to increase the proportion with CEC carers.

Actions taken recently that are expected to improve this position are:

- 11 carers from independent agencies are in the process of transferring to become CEC carers.
- A carer capacity exercise was carried out in the summer where approximately 160 existing foster carers were interviewed to discuss their willingness to take additional placements and what support may be required to enable this to happen. This has resulted in 13 carers being prepared to offer up to 19 additional placements if adaptations to their property can be made to increase the number of bedrooms and bathrooms. This is now being progressed using Early Years Change Fund funding. A further 3 carers in Council housing expressed an interest if they could be moved to a larger Council house and this is being progressed with Services for Communities.
- Discussions with the Communications Service are taking place on the best ways of targeting carers for the groups we most need to recruit for which are teenagers, siblings, disabilities and permanent placements.

- In November 2013 the new fostering website was launched which has vastly improved the information available to prospective foster carers.

<http://www.edinburghfostering.org.uk/>

The impact of these actions is expected to be seen over the next 6 months and we are confident this will bring the performance on target.

2.3.3. Independent Foster Care

The target is to reduce independent foster placements by 25 a year and at December the target would be a reduction of 19. The service is behind target by 15 placements as there has been a reduction of 4 placements.

The number referred has reduced by 37% this year which demonstrates that the actions to reduce placements are being put in place. However, until the internal capacity is increased the referrals cannot reduce to the required level to achieve the targets.

This position is expected to improve as the impact of the measures detailed in 2.3.2 above is delivered. The extra capacity should enable referrals to independent agencies to reduce further and improve the performance against this target.

The financial impact of the delay in progress on achieving the change in mix between CEC and independent carers is partially mitigated by the savings from the overall reduction in foster placements.

In addition, further analysis of secondary costs, such as educational support and transport, may assist in enabling the most efficient use of independent foster placements where this helps to keep children with more complex needs in Edinburgh where their educational needs can be met more cost effectively and thus reducing overall costs..

2.4 Residential Care

The target is to reduce residential placements by 4 a year and at December the target would be a reduction of 3. The service is behind target by 5 placements as there has been growth in the number of placements by 2.

However, within this position there has been a significant reduction in the number of purchased residential school placements with a net reduction of 6 this year.

The growth, therefore, has been in maximising usage of internal resources which can be delivered at minimal additional cost. Because of this change in mix of purchased and internal placements the service is ahead of its financial target despite the overall growth in placements.

Some of these children are suitable for family based placements and when appropriate kinship or foster placements are identified we expect to move children to these placements in the future.

We are confident that overall numbers will be brought on target over the coming year but in the meantime the savings currently being delivered and expected next year from purchased residential school placements will ensure the overall financial savings are achieved.

2.5 Kinship Care

The target is to increase kinship placements by 15 a year and at December the target would be an increase of 11. The service is ahead of target by 23 placements. This positive performance is believed to be the main reason for the reduction in foster placements and the associated financial benefits this brings.

Over the past year kinship support services have been put in place which supports approximately 100 placements a year. New kinship placements are at the same level as the previous year but the number ceasing has dropped significantly resulting in the overall increase. This is a strong indicator that the practical support now in place for kinship placements is leading to greater stability and fewer breakdowns.

Through the Early Years Change Fund the family group decision making service was doubled a year ago with the objective of identifying more kinship carers for LAC who could not remain with their parents. Along with the practical support now offered to kinship carers we believe this is the reason why there has been rapid growth in these placements.

2.6 Prospective adoptions

The target is to increase the number of prospective adoptions by 5 in 2013/14 and by 10 from 2014/15. This is to address the gap between the number of children where adoption is seen as being in the best interests of the child and the number currently being adopted.

At December the service is slightly behind the target of 4 additional prospective adoptions, however, the number starting the adoption process has increased by 2 from the same period last year and the number of successful adoptions is higher than at this stage in 2012/13.

In November 2013 a new permanence team was created through the Early Years Change Fund with the expectation they will deliver an additional 10-12 successful adoptions a year. This team will be operational by April 2014 and the service is confident this will deliver the targets for 2014/15 onwards.

The service will continue to pursue appropriate adoption placements this year using internal and third party providers and is confident the number adopted will be close to target by March 2014.

2.7 Secure Care

The target is to reduce secure placements by 3 in 2013/14 and at December the target would be a reduction of 2. The service is ahead of target by 3 placements at December and there have been two consecutive months when this has been the case. This is the lowest usage of secure care for a number of years and may reflect the impact of new services, such as MST and the Young People's Service, in working with children at risk of secure care.

The service had 5 secure vacancies at the end of December and 2 of these beds are being sold to other local authorities. The service will seek to sell remaining capacity when demand arises but the main target is to keep Edinburgh usage at 6-7 beds enabling the eventual closure of 1 of the 2 secure units in the future.

2.8 Looked After Children at Home

The target is to increase the proportion of Looked After children supported at home with their parents from 27% to 29% by 2017/18. This reflects a gradual increase over time and the benefits of this are that children remain with their parents and do not require higher cost services such as residential, foster and kinship placements.

At December the proportion had reduced to 24% due to a significant increase in the number ceasing to be Looked After at all. Therefore, the overall reduction in Looked After Children has largely been delivered through reductions in the number Looked After at Home.

The service continues to have the long-term aim of increasing the proportion of Looked After at Home within the LAC population but at this stage welcomes the reduction in the need for children to be Looked After.

As the benefits of Family Solutions, Family Group Decision Making and other early intervention measures increase the service expects the shift between those supported at home and those in accommodation to be delivered.

2.9 Financial Implications

The service has invested in initiatives to stop continued growth in foster care and change the balance of care from high cost provision to lower cost provision.

As this is the first year of the transformation programme investment is required and this is reflected in a budgeted net cost of £70K. The forecast for the year is an underspend of £441K.

Excluding the Early Years Change fund the main reasons for the variances are the shortfall in independent fostering savings which has been mitigated by the overall reduction in fostering placements and the larger than budgeted reduction in purchased residential school placements.

	Budget £K	Forecast £K	Variance £K
Investment			
Early Years Change Fund	4,058	3,703	(355)
Priority Based Planning initiatives	675	216	(459)
Total	4,733	3,919	(814)
Savings			
Transformation savings (cashable)	(2,874)	(2,501)	373
Transformation savings (avoided costs)	(1,789)	(1,789)	0
Total	(4,663)	(4,290)	373
Net Total	70	(371)	(441)

Appendix 2 provides a full breakdown of the investment and savings areas.

2.10 Summary

In the first 9 months of the transformation programme the service has achieved some significant improvements:

- The reduction in the rate of growth of LAC has been achieved and has actually been reversed with a reduction in overall numbers.
- Following average increases of 40 placements a year since 2007 there has been a reduction of 18 placements to date this year which is significantly ahead of target.
- There has been a net reduction of 6 purchased residential school placements and reductions in the costs of internal residential school provision delivering forecast savings of £1.372m, £384K ahead of target.
- Savings in crisis support have been reduced by £449K, £100k ahead of target.

- Usage of secure provision has dropped to its lowest level for many years and is ahead of target. If this can be maintained the aim of reducing the secure estate by one unit will be achievable.
- The kinship care target has been achieved and is significantly ahead of target.
- Adoptions are showing a small improvement on last year and through the creation of a new permanence team the long-term targets should be achieved.

The area where an improvement has not been achieved is in the shift between in-house and independent foster care. However, through the carer capacity exercise, the pending transfer of carers from the independent sector and ongoing work with the Communications Service we are confident that performance towards target will be improved in the coming months.

In addition, further analysis of secondary costs may assist in optimising the overall contribution of the transformation programme to achieving best value.

3. Recommendations

It is recommended that the Education, Children and Families Committee:-

- 3.1 Note the progress made to date against targets.
- 3.2 Note the actions in progress to achieve the future targets to 2018.
- 3.3 Note that the next update will be provided in March 2015.

Gillian Tee

Director of Children and Families

Links

Coalition pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential

Appendices










Appendix 1 – Looked After Children – Balance of Care targets
2013/14 – 2017/18

Appendix 2 - Transformation Investment and Savings and
2013/14 forecast

Appendix 3 – Status Report and Key Milestones

Looked After Children – Balance of Care targets 2013/14 - 2017/18

Appendix 1

Client populations	Objective	Lead Officer(s)	Target at March:					Position as at:		Dec	2013
			2014	2015	2016	2017	2018	Target	Actual		
Looked After Children (covering all sub-sets below)	To reduce the rate of increase for this population to +20 or less for the full year.	Becky Cropper, Team Manager, Family Solutions	1,433	1,456	1,477	1,498	1,519	1,427	1,372	-55	
Foster Care	No growth in overall foster numbers. The net difference for the full year should be 0.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	608	608	608	608	608	608	583	-25	
CEC foster Care	To increase the number of placements with CEC Carers. The net difference for the full year should be +25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	368	393	418	443	468	362	323	-39	
Independent foster care	To reduce the number of placements with Independent Carers. The net difference for the full year should be -25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	240	215	190	165	140	246	260	+14	
Residential care	To reduce the number of placements. The net difference for the full year should be -4 or more.	Andy Jeffries, Service Manager for Practice Teams	80	76	72	68	64	81	86	+5	
Kinship care	To increase the percentage to 24% of the overall LAC population. The net difference for the full year should be +15 or more.	Gillian Christian, Team Manager, Family Group Decision Making	303	318	333	348	363	299	322	+23	
Prospective adoptions	To increase the number of placements. The net difference for the full year (to March 2014) should be around +5.	Neil Bruce, Team Manager, Permanence Team	44	49	49	49	49	43	41	-2	
Secure care	To reduce the number of placements from 12 to 6 by 2018.	Carole Murphy, Multisystemic Therapy Manager and Steve Harte, Youth Offending Manager	9	6	6	6	6	10	7	-3	
Looked After Children at Home	To increase the percentage to 29% of the overall LAC population. The net difference for the full year should be +10 or more.	Becky Cropper, Team Manager, Family Solutions	389	399	409	419	429	387	333	-54	

Financial Summary - Looked After Children Transformation Plan

2013/14 Forecast and 2014/15 - 2017/18 budgets

Transformation Investment

	2012/13			2013/14			2014/15	2015/16	2016/17	2017/18	Total
	Budget	Actual	Variance	Budget	Forecast Actual	Variance	Budget	Budget	Budget	Budget	Budget
Early Years Change Fund initiatives											
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	39,989	39,989	0	127,562	127,562	0	127,562	127,562	127,562	127,562	677,799
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigentenny	0	0	0	247,836	247,836	0	63,781	63,781	63,781	63,781	502,960
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	0	0	0	154,145	154,145	0	154,145	154,145	154,145	154,145	770,725
Provide Early Years Centre Services in each neighbourhood - Oxcgangs PS	2,600	2,600	0	64,164	64,164	0	64,164	64,164	64,164	64,164	323,420
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch (Fox Covert)	0	0	0	200,000	200,000	0	0	152,580	152,580	152,580	657,740
Early Years Officer to support the development of PEEP	8,069	8,069	0	18,860	18,860	0	9,430	0	0	0	36,359
Pilot of 15hpw provision for 2 weeks across 5 nurseries	0	0	0	17,000	17,000	0	0	0	0	0	17,000
Family Group Decision Making - expand and reprioritise	73,754	73,754	0	176,500	176,500	0	176,500	176,500	176,500	176,500	956,254
Evidence based parenting support programmes	0	0	0	50,000	50,000	0	0	0	0	0	50,000
Parenting Support for parents of older children - expansion	44,681	44,681	0	110,000	110,000	0	120,000	120,000	120,000	120,000	634,681
Expand family support service to provide practical help for families	0	0	0	400,000	400,000	0	540,000	540,000	540,000	540,000	2,560,000
Consistent feedback to named person from Social Care Direct	21,771	21,771	0	71,150	71,150	0	71,150	71,150	71,150	71,150	377,521
Supervised Contact arrangements	0	0	0	69,900	69,900	0	139,800	139,800	139,800	139,800	629,100
Intensive Behaviour Support Service for families affected by disability	0	0	0	59,597	59,597	0	89,395	89,395	89,395	89,395	417,177
Playschemes for children with disabilities	0	0	0	50,000	50,000	0	356,000	356,000	356,000	356,000	1,474,000
Multi Systemic Therapy	15,484	15,484	0	550,000	550,000	0	650,000	650,000	650,000	650,000	3,165,484
Increased support to families with kinship care arrangements	73	73	0	115,444	115,444	0	173,166	173,187	173,187	173,187	808,244
Recruit more City of Edinburgh Council foster carers	146,561	146,561	0	463,000	463,000	0	553,000	553,000	553,000	553,000	2,821,561
Permanence Panel co-ordination	51,840	51,840	0	51,840	51,840	0	51,840	51,840	51,840	51,840	311,040
Programme Support	40,925	40,925	0	70,000	70,000	0	85,000	45,000	45,000	45,000	330,925
Prepare	0	0	0	23,000	23,000	0	30,000	30,000	30,000	30,000	143,000
Permanence Team	0	0	0	0	0	0	237,000	258,000	278,000	298,000	1,071,000
Foster Carer adaptations	0	0	0	496,000	496,000	0	0	0	0	0	496,000
Development Fund	0	0	0	116,666	116,666	0	391,644	42,666	0	0	550,976
Other expenditure items	0	0	0	355,590	0	(355,590)	54,423	279,230	301,896	281,896	1,273,035
Total Early Years Change Fund initiatives	445,747	445,747	0	4,058,253	3,702,663	(355,590)	4,138,000	4,138,000	4,138,000	4,138,000	21,056,000
Priority Based Planning initiatives											
Increased CEC foster placements	0	0	0	525,000	59,000	(466,000)	1,050,000	1,665,000	2,280,000	2,895,000	8,415,000
Domestic abuse programmes	0	0	0	0	0	0	160,000	160,000	160,000	160,000	640,000
Re-provision of SEBD support in mainstream schools	0	0	0	0	0	0	700,000	1,150,000	1,150,000	1,150,000	4,150,000
Increased kinship placements	0	0	0	75,000	100,000	25,000	150,000	225,000	300,000	375,000	1,125,000
Increased adoption placements	0	0	0	75,000	57,000	(18,000)	150,000	225,000	300,000	375,000	1,125,000
Total Priority Based Planning initiatives	0	0	0	675,000	216,000	(459,000)	2,210,000	3,425,000	4,190,000	4,955,000	15,455,000
Total Cost of Transformation investment	445,747	445,747	0	4,733,253	3,918,663	(814,590)	6,348,000	7,563,000	8,328,000	9,093,000	36,511,000

Transformation Savings and Avoided Costs**Transformation Savings (cashable)**

	2012/13			2013/14			2014/15	2015/16	2016/17	2017/18	Total
	Budget	Actual	Variance	Budget	Forecast Actual	Variance					
Reductions to Intensive Crisis Support	0	0	0	(349,000)	(449,000)	(100,000)	(400,000)	(400,000)	(400,000)	(400,000)	(1,949,000)
Purchased residential school placements	0	0	0	(438,000)	(578,000)	(140,000)	(876,000)	(1,314,000)	(1,514,000)	(1,714,000)	(5,856,000)
Sale of secure beds	0	0	0	(534,000)	(524,000)	10,000	(801,000)	(801,000)	(801,000)	(801,000)	(3,738,000)
Reductions in current method of SEBD service delivery	0	0	0	(550,000)	(794,000)	(244,000)	(550,000)	(1,780,000)	(2,646,000)	(2,800,000)	(8,326,000)
Purchased residential placements	0	0	0	(200,000)	(200,000)	0	(200,000)	(200,000)	(200,000)	(200,000)	(1,000,000)
Purchased fostering savings	0	0	0	(803,000)	44,000	847,000	(2,158,000)	(3,513,000)	(4,914,000)	(6,313,000)	(17,701,000)
Total Transformation savings (cashable)	0	0	0	(2,874,000)	(2,501,000)	373,000	(4,985,000)	(8,008,000)	(10,475,000)	(12,228,000)	(38,570,000)

Forecast Costs Avoided

	2012/13			2013/14			2014/15	2015/16	2016/17	2017/18	Total
	Budget	Actual	Variance	Budget	Forecast Actual	Variance					
Fostering - growth in placements	0	0	0	(1,789,000)	(1,789,000)	0	(3,578,000)	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
Total Forecast Costs avoided	0	0	0	(1,789,000)	(1,789,000)	0	(3,578,000)	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)

Total savings and forecast costs avoided	0	0	0	(4,663,000)	(4,290,000)	373,000	(8,563,000)	(13,375,000)	(17,631,000)	(21,173,000)	(65,405,000)
---	----------	----------	----------	--------------------	--------------------	----------------	--------------------	---------------------	---------------------	---------------------	---------------------

Looked After Children Net Position

	2012/13			2013/14			2014/15	2015/16	2016/17	2017/18	Total
	Budget	Actual	Variance	Budget	Forecast Actual	Variance					
Transformation Investment	445,747	445,747	0	4,733,253	3,918,663	(814,590)	6,348,000	7,563,000	8,328,000	9,093,000	36,511,000
Transformation Savings (cashable)	0	0	0	(2,874,000)	(2,501,000)	373,000	(4,985,000)	(8,008,000)	(10,475,000)	(12,228,000)	(38,570,000)
Cashable costs / (savings)	445,747	445,747	0	1,859,253	1,417,663	(441,590)	1,363,000	(445,000)	(2,147,000)	(3,135,000)	(2,059,000)
Forecast Costs Avoided	0	0	0	(1,789,000)	(1,789,000)	0	(3,578,000)	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
Net costs, (cashable savings) and (future costs avoided)	445,747	445,747	0	70,253	(371,337)	(441,590)	(2,215,000)	(5,812,000)	(9,303,000)	(12,080,000)	(28,894,000)

Looked After Children Transformation Programme Status Report

Sponsor	Gillian Tee	Programme / Project RAG Status	
Project / Programme Lead	Alistair Gaw	Current	Last Period
Portfolio	Transformation	Amber	July 2013
Reporting Period	February 2014	Programme Phase:	Implementation

Status Commentary against overall progress of workstream implementation		
Workstream	RAG	Reason for RAG Status
Fort Early Years Centre		New centre opened and fully operational from August 2013
Craigentenny Early Years Centre		New centre due to open in August 2013
Royal Mile Early Years Centre		New centre due to open in August 2013 and fully operational by April 2014
Oxgangs Early Years Centre		New centre opened April 2013
Fox Covert Early Years Centre		Consultation taking place in December 2013 and report to Committee in May 2014 outlining the proposals
Officer to support development of PEEP		Officer in place since October 2012
Pilot of 15hpw provision in for nursery children		Taking place during summer 2013
Family Group Decision Making – expansion		Service doubled and 4 additional staff appointed in November 2012 and working with clients
Evidence based parenting programmes		Taking place throughout 2013/14
Parenting Support development		Service doubled and 3 additional staff appointed in November 2012 and working with clients
Expand family support service to provide practical help for families		An organisational review has taken place to merge three existing services and to enhance the service. Recruitment has been taking place and the new service will be formally launched in August 2013.
Consistent feedback to named person from Social Care Direct		Additional resources have been in place since February 2013 to ensure this process is in place and operational
Supervised Contact arrangements		Additional staff to undertake work which will release social work staff to work with clients. Staff in post from October 2013
Intensive Behaviour Support Service for families		2 staff in post from October 2013

Status Commentary against overall progress of workstream implementation		
Workstream	RAG	Reason for RAG Status
affected by disability		
Playschemes for children with disabilities		Double the existing provision of 3 weeks holiday respite provision to 6 weeks from August 2014. A tender exercise has been completed and the successful contractor appointed.
Multi Systemic Therapy (MST)		The creation of 2 MST teams has been recruited to with all staff recruited between January and July 2013. The service is fully operational.
Increased support to families with kinship care arrangements		Dedicated support to kinship carers has been in place since October 2012 through a contract with Circle.
Recruit more City of Edinburgh Council foster carers		The additional staffing resources required to support the application process and provide support for 25 new placements during 2013/14 has been in place since September 2012. Additional marketing campaigns have been in place since June 2012.
Permanence Panel co-ordination		The appointment of a Permanence Panel co-ordinator took place in April 2012
Programme Support		A dedicated programme support officer has been in place since April 2012
Family Based Care carer database		A review of the carer database within Family Based Care is taking place to ensure real time information is available on vacancies
Innovation Fund		An innovation fund for the voluntary sector has been put in place and allocations made. Services will be delivered over the period January 2014 to June 2015..
Increased City of Edinburgh Council foster placements		An exercise to interview all existing foster carers took place in July and August 2013. The aim is identify the potential to increase placement capacity with existing foster carers and the actions required to make this happen. Thirteen carers expressed interest in offering up to nineteen additional placements and work is being progressed with these carers on the necessary adaptations. A further three carers expressed interest in taking more placements if they could be provided with a larger council house and this is being progressed with Service for Communities. Targeted marketing campaigns are being developed to attract carers for the harder to recruit clients such as teenagers, sibling groups, children with disabilities and permanent placements.
Domestic abuse programmes		This service has been operational since 2007 and the funding provided will enable it to continue operating at existing levels when Big Lottery Funding ceases in 2013/14.
Re-provision of SEBD support in mainstream and special schools		A proposal to increase capacity within mainstream schools and Gorgie Mills special school is currently out to consultation. The aim is for this to be in place from August

Status Commentary against overall progress of workstream implementation		
Workstream	RAG	Reason for RAG Status
		2014.
Increased kinship placements		Kinship assessment and support is in place. The service is currently reviewing processes to ensure Family Group Decision Making Services are utilised as appropriate to identify kinship networks and the potential to avoid new placements requiring foster or residential care and assess if any existing foster or residential placements have a kinship alternative that could be explored.
Increased adoption placements		The service is currently reviewing its mix of purchased and in-house adoptions to ensure we make the maximum use of available adoption capacity at the most efficient cost. A new permanence team will be created in April 2014 to address the target of 10-12 additional adoption placements a year.
Reductions to Intensive Crisis Support		This service has now been combined with the Youth Offending Service to form the Young People's Service. Work is ongoing to establish the client base the service will work with to complement the other services in place.
Purchased residential school placements		The service is managing the demand for new placements through seeking alternatives within its own provision and through the implementation of the new services. Existing placements continue to be reviewed to identify scope for alternative in-house provision that better meet the needs of the children.
Sale of secure beds		The service is managing the demand for new placements through seeking alternatives within its own provision and through the implementation of the new services. Existing placements continue to be reviewed to identify scope for alternative provision that better meet the needs of the children.
Reductions in current method of SEBD delivery		The service is managing the demand for new placements through seeking alternatives within its own provision and through the implementation of the new services. A proposal to close Wellington School is currently out to consultation.
Purchased residential placements		A residential service purchased from Barnardos was discontinued in July 2012 and alternative family and community based provision re-commissioned.
Purchased fostering savings		The impact of early intervention programmes will reduce the demand for new placements and figures to December 2013 demonstrate this is occurring. The recruitment of additional City of Edinburgh Council foster carers will enable new placements to be placed with our own carers and reduce the number requiring a purchased placement. The service has 6 monthly meetings with independent agencies

Status Commentary against overall progress of workstream implementation		
Workstream	RAG	Reason for RAG Status
		to review placements and through this process will continue to challenge the requirements and associated costs of support packages.

Progress to Plan – Milestone Reporting				
Key Milestones – next and future periods	Start Date	Due Date	RAG	Update
Fox Covert Early Years Centre – consultation complete	December 2013	May 2014		Consultation to take place in December 2013. Report to Committee in May 2014. Construction would begin in November 2014 if approved.
Launch new Family Solutions Service		31 st October 2013		Completed.
Referral criteria for all family support services to be reviewed, revised as appropriate and implemented	Ongoing	31 st March 2014		To ensure all family support services are working with the appropriate clients a review of referral routes needs to be carried out to ensure services are working with the correct levels of need. This work is ongoing.
Supervised Contact arrangements	Ongoing	30 th September 2013		New staff are appointed and in post by 1 st October 2013. Completed.
Intensive Behaviour Support Service for families affected by disability	Ongoing	30 th September 2013		New staff are appointed and in post by 1 st October 2013. Completed.
Playschemes for children with disabilities – tender exercise completed and contract awarded	Ongoing	30 th September		Tenders are evaluated and contract awarded for service to start in summer 2014. Completed.
Playschemes for children with disabilities – new service in place	Summer 2014	Summer 2014		Following award of the contract the enhanced service begins from the summer 2014 school holiday period.
Capacity reviews with existing Council foster carers takes place	July 2013	31 st August 2013		Interviews to identify scope to increase placement capacity
Assess options to increase Council foster carer capacity	1 st September 2013	30 th September 2013		Agreements are reached with foster carers for any actions to increase placement capacity. Completed.

Progress to Plan – Milestone Reporting				
Key Milestones – next and future periods	Start Date	Due Date	RAG	Update
Adaptations to foster carer properties are actioned	1 st January 2014	30h June 2014		Work is taking place with carers, Services for Communities and Legal Services to progress
Targeted foster carer marketing campaigns for hard to place clients are developed and timescales agreed	Ongoing	30 th March 2014		Continue to work with the Communications service to develop targeted foster care recruitment campaigns
Agree the format and process of the Innovation Fund with EVOC	Ongoing	31 st August 2013		Continue discussions on process for requesting and assessing bids and making agreements
Re-provision of SEBD support in mainstream schools –	Ongoing	31 st July 2014		Proposal out to consultation
Review in-house and purchased adoption provision and develop revised working arrangements	Ongoing	31 st March 2014		New permanence team to be in place from April 2014. Work ongoing with Procurement for agreements with third party providers.
Complete the review of Intensive Crisis Support services and implement new service model	Ongoing	31 st March 2014		New structure agreed and in place. Work to agree client base ongoing.
Performance Monitoring of workstreams to be implemented	1 st August 2013	31 st March 2014		Monitoring framework agreed by Balance of Care Group. Implementation in progress through consultation with managers and EVOC..
Performance Monitoring Implementation Officer to be appointed	1 st July 2013	30 th August 2013		Completed
Analysis of secondary costs associated with educational support and transport to be prepared	1 st February 2014	31 st July 2014		Work has started with CTU to identify all transport costs for LAC so that the total cost of care and education packages can be determined. This information will help in identifying the most efficient care package options in the future.

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Integrated Children's Services

Item number	7.10
Report number	
Wards	All

Links

Coalition pledges	P1 , P36
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO2 , SO3

Gillian Tee

Director of Children and Families

Contact: Lynne Porteous, Acting Head of Service, Planning and Performance

E-mail: lynne.porteous@edinburgh.gov | Tel: 0131 529 2423

Executive summary

Integrated Children's Services

Summary

The attached report is a paper which outlines the proposal to take forward the development of Integrated Children's Services within the city of Edinburgh. This proposal will establish systems that further develop effective partnership working at a local level and deliver even better outcomes for children, young people and their families in Edinburgh.

This high level paper will provide the platform for an extensive consultation and engagement programme across the areas of provision within scope of an Integrated Service. This engagement will involve staff and service users as well as recognising Trade Union consultation processes where appropriate and relevant to the changes proposed.

The intention is to seek agreement within City of Edinburgh Council and NHS Lothian to take forward this consultation process and to develop a more extensive business case and firm proposals (including management structures) for such an Integrated Children's Service here in the city. This proposal would then be submitted to the Scottish Government along with the paper which sets out the integrated adult health and social care arrangements within the city

Recommendations

1. The Committee is asked to agree the rationale for such an Integrated Service and the proposal to consult on a wide basis to further its development
2. That the Committee request a further paper to be submitted to the August Committee reporting on the consultation process and outlining the next stage of the development of an Integrated Service.
3. That the Committee request the Corporate Policy and Strategy Committee to approve the proposals.

Measures of success

The Integrated Children's Plan, the Children and Families Service Plan and the NHS Lothian Children and Young People's Health and Wellbeing Strategy outline the areas of activity which will maintain and improve outcomes for children, young people and their families in Edinburgh. The existing performance framework which supports these

plans will be reviewed and further developed to acknowledge Integrated Services. We would expect to see improvements in the priority areas within these plans.

Financial impact

The development of Integrated Services will be managed within existing Children and Families budgets and we would anticipate that efficiencies can be achieved through the development of more shared resources and business support functions.

Equalities impact

As the process develops a full Equalities and Right Impact Assessment will be undertaken. However, the development of an Integrated Service should help us address areas of inequality more effectively and efficiently.

Sustainability impact

Developing models of collocation and shared services will have a positive effect in terms of property use and associated energy requirements and the development of more integrated working practices should produce more sustainable services in the longer term.

Consultation and engagement

This proposal to develop Integrated Children's Services builds on – and will be supported by - the very positive work of the multi-agency Edinburgh Children's Partnership.

A full information, consultation and engagement programme will be developed to explore the potential in this discussion document and to determine the best structures and approaches to delivering integrated services which improve outcomes.

Background reading / external references

None

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	<p>P36. Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</p> <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 and young people’s outcomes are not undermined by poverty and inequality</p>
Single Outcome Agreement	<p>SO2. Edinburgh’s citizens experience improved health and wellbeing, with reduced inequalities in health</p> <p>SO3. Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>1. “Towards a Model of Integrated Children’s Services for Edinburgh”</p>

DRAFT FOR CONSULTATION



Towards a Model of Integrated Children's Services for Edinburgh

Vision for children services in Edinburgh

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

The positive Care Inspectorate joint inspection of services for children and young people in the City of Edinburgh in 2013 recognised the work that has been done to implement Getting it right for every child across the authority and to improve outcomes for children and families in line with the aspirations in the city's Integrated Plan for Children and Young People.

However, we also know we can do more to do to improve the co-ordination and integration of children's services and our proposals for Integrated Children's Services are intended to progress this agenda and:

- improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse;
- improve planning to meet needs so that children and young people experience long-lasting improvements;
- implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people;
- continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable.

This proposal for an Integrated Children's Service in Edinburgh will establish systems that further develop effective partnership working at a local level and deliver even better outcomes for children, young people and their families here in Edinburgh.

Outcomes

The integrated Plan for Children and Young People (2012-2015) covers the range of services from universal provision to more targeted and intensive interventions and identifies six high level strategic outcomes:

1. Our children have the best start in life.
2. Our children are successful learners, confident individuals, and responsible citizens making a positive contribution to their communities.
3. Our children in need or with a disability have improved life chances.
4. Our children are physically and emotionally healthy.
5. Our children are safe from harm.
6. Our children outcomes are not undermined by poverty or inequality.

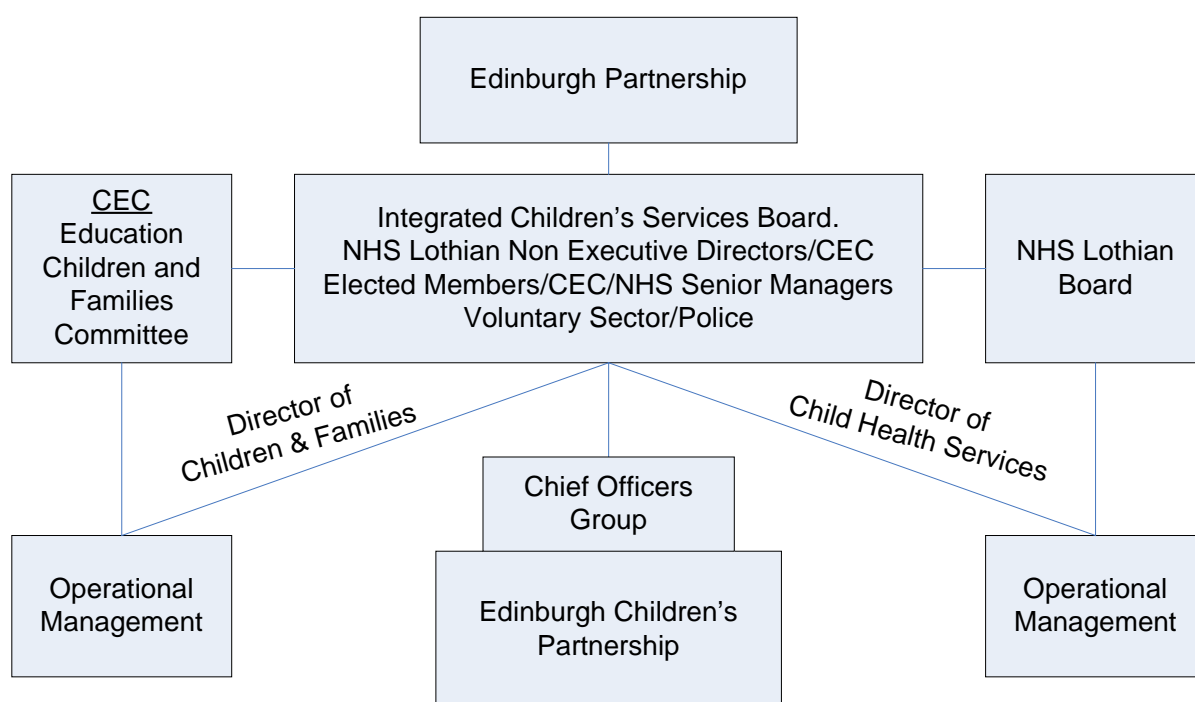
Key Principles We are determined to “do whatever it takes” (in terms of support, service development and service delivery) to achieve these outcomes. This means:

- Maintaining a focus on prevention and early intervention in our service planning and delivery
- Working with people to help them make the most of their own strengths and resources
- Developing services in partnership with children, families and communities so that we build on assets to develop solutions and judge their effectiveness together.
- Providing services and early interventions as soon as they are needed and for as long as they are needed with regular reviews of the effectiveness of those interventions.
- Making it easy for people to access our services as locally as possible.
- Making sure our services are joined up and working together effectively.
- Ensuring that children and families have one person that they can get, wherever possible to know over time and who will work with them to help them get the help they need.

Proposals for the development of integrated children’s services in Edinburgh

1. To establish a Joint Integrated Children’s Services Board within the Edinburgh Community Planning Partnership.

Governance Arrangements – Children’s Services in Edinburgh



This Children’s Partnership Board would include equal membership from Council and NHS alongside Police Scotland and Voluntary Sector representation and would oversee the work of the existing officer-led Children’s Partnership as well as the delivery of the following services for children in Edinburgh: Education, Social Work and NHS Lothian Community Children’s Services.

It is envisaged that the Board would initially operate on a consensual basis, similar to the former Joint Board of Governance for adult services in Edinburgh. Whilst recognising the

need to develop appropriate management structures, this would ensure a holistic view of all of children's services in Edinburgh from universal to specialist and acute services and build on the successful work of the Children's Partnership. We would expect that the development of such a Board will also improve transition arrangements for young people moving into adult services and build on the important interface with existing adult treatment and care services in terms of better supporting families as a whole unit.

2. To strengthen management arrangements of children's health services in Edinburgh through the establishment of a Director of Health for Children and Young People.

The creation of the shadow Health and Social Care Partnership and anticipated future dissolution of the Community Health Partnership (CHP) in April 2015 has a consequential effect for Health Visiting and School Nursing services that are currently managed within Edinburgh CHP. It has been proposed that these services will not be managed or governed within the Edinburgh Health and Social Care Partnership. An agreement on the future management and governance of these services is therefore required for inclusion in our Health and Social Care Integration Plan. The status quo is therefore not an option. A number of high level discussions about models which would strengthen and further integrate community health services a preferred management arrangement has been proposed.

This proposal is to incorporate the CHP managed Children's Services within the existing portfolio of the Director of Operations for the Women and Children's Directorate, who currently manages a wide range of NHS Lothian wide and Edinburgh Community Child Health Services including Community Medical Staff, the Community Children's Nursing Team, Children's Outreach Service & Community Respite, Complex Care / Packages of Care and supply of NHS Community Children's Equipment. This would bring together the management of Edinburgh's children's community health services under one NHS Director of Children's Health Services. Under this arrangement all universal and specialist children's community health services currently managed within the CHP and Children and Women's Directorate will become a single operational unit. This structure will ensure that all elements of professional accountability, support and supervision are appropriately developed, managed and delivered.

As mentioned in the Governance Section, there is the potential over time, to include the management of Child and Adolescent Mental Health Services, Family Nurse Partnership and Allied Health Professionals. Given the significant contribution these services make to the health and wellbeing of children and young people it will be important to consider this as part of the consultation process. Should all these services be included within a single management arrangement it is envisaged that a 'Head of Children's Community Health Services' will be required with clear lines of professional leadership and accountability.

The Director of Health for Children will work in partnership with the Director of Children and Families in the Council and together they will have responsibility for the delivery of children's services in Edinburgh. This will strengthen the work of the existing Children's Services Chief Officers' Group which comprises the Director of Children and Families in the Council, the NHSL Child Health Commissioner, the Police Commander and the Voluntary Sector lead from the Children and Families Network.

3. To ensure the consistent implementation of Getting it Right for Every Child for all children and families

Edinburgh already has effective arrangements in place for Getting it Right for Every Child in Edinburgh. These arrangements were commended in the recent inspection of children's services in Edinburgh and include:

- A named midwife responsible for maternal health and continuity of care during pregnancy and until handover to the named Health Visitor around 10-14 days of a baby's life.
- A named Health Visitor until the child enters Primary School
- A named Head Teacher for school age children.
- The development of a single assessment and single plan for a child or a family.
- That every child or family should have one person that they can get to know over time and who will work with them to help them get any extra help they need. For most children this will be a health visitor or head teacher but for some children with complex needs this will be another professional.

The integration of services will support the further embedding of these arrangements and ensure that the core elements are consistently applied in practice across the city in line with the requirements of the Children and Young People's Bill

4. To establish neighbourhood multidisciplinary children's services management teams across Edinburgh to ensure the oversight and delivery of integrated children services.

Multi-agency Children's Services Management Groups (CSMGs) are already operating in 5 areas across the city. Their remit is to develop Getting it Right practice, support the development of the 'Team around the Cluster' model and improve interagency collaboration and the effectiveness of services at local level. Each is supported by an Area Co-ordinator. The CSMGs should comprise operational managers who have responsibility for a range of children's services within a defined geographical area: to progress the integration agenda it will be important that the membership and remit of the CSMGs are revised and formalised and that they comprise Service Managers from the key services for children in Edinburgh e.g. education, social work, NHS Lothian Community Children's Services, police and voluntary sector.

Their role will be to provide the necessary leadership to ensure the delivery of the vision and outcomes for children within their local area. They will ensure that the services they manage work together effectively to "do whatever it takes" to improve the outcomes and life chances of children in their area. They will have a key role in translating the principles for integrated services into reality for the children and families in their area and for maximising the opportunities for collocation and shared business services. The boundaries of each CSMG should be determined during the period of consultation in order to maximise the potential for synergy between adult and children's service integration.

5. To extend the Total Place approach to the other school clusters across the city.

The work to date in Total Neighbourhood in East Edinburgh and the first year evaluation of Total Craigroyston both demonstrate good progress towards improving coordination with positive feedback from local people about the work which is being undertaken to “join things up”. Whilst there is much more to do to realise the potential of fully integrated local services for children and families, outcomes for children and young people have already improved markedly in a number of areas in Craigroyston:

- The number of school leavers into positive destinations is the highest level recorded.
- Educational attainment and staying on rates at Craigroyston high school have improved significantly with 100% pupils attaining 5 standard grades at level 3.
- Feedback from secondary school staff is that the attainment of S1 pupils on transfer is the best it has been for a number of years.
- Joint work between health visitors and social work is resulting in support being offered much earlier to families who need it.

Some outcomes have not yet improved, (for example school attendance levels remain a cause for concern) and there are still concerns about a number of young people involved in antisocial behaviour in the community as well as about the increased impact of substance misuse on families. Issues such as this will remain a focus for the integration agenda as we go forward. Feedback from staff and parents is largely positive with a number of important strengths identified (see annex 1 for details of feedback from Craigroyston). Parents recognised that services were prioritising their area and working more closely with the community and across different services to meet local needs. Staff across the agencies highlighted that there was a real sense of partnership and listening to feedback from local people and of working jointly to address problems. No one was under any illusion that Total Craigroyston was a panacea or that there were any easy solutions to longstanding problems. Rather there was a sense of local services working more closely together and in partnership with the community they serve to tackle problems together and learn from what was working and what was not. This in turn was having a positive impact on outcomes for children and families. This “can do”, solution focused, learning culture is key.

As part of the integration agenda it is proposed to extend the Total Place approach to the other school clusters throughout the city on a phased basis. This will involve identifying the multi-agency team (including education, community learning and development, social work, health, housing, community safety, police and voluntary sector staff) linked to each school cluster throughout Edinburgh. The role of the team will be to provide the necessary support to ensure the delivery of the vision and outcomes for children within their local area. Staff will ensure they work together effectively to “do whatever it takes” to improve the outcomes and life chances of children in their area and translate the principles for integrated services into reality for the children and families in their area. For each cluster the focus will be on:

- strengthening support for children and families from universal services;
- strengthening support for families;
- strengthening support for the community.

Highly skilled leadership is seen to be key to the success of the Total Place approach with clear responsibility delegated to an identified individual to coordinate the work of local services, ensure that services are working together effectively and in partnership with the community for the benefit of children and families.

It is therefore proposed to identify a Coordinator for each cluster team. This will be from within existing resources on the basis that these arrangements will make more effective use of the wide range of multi-agency resources already in place within each local area. Coordinators will be appointed on a phased basis informed by an assessment of need and local circumstances by the neighbourhood CSMG.

Staff and parents had feedback about how they would like to see services improve. This feedback is included at annex 1. An improvement plan is being developed to respond to this feedback and will be taken forward as part of the wider plans for developing integrated services.

6. To develop integrated city wide services for children with additional support needs /disabilities.

There are some groups of children, for example with additional support needs or a disability who require more specialist services than are routinely available at a locality level. Examples include children with complex and exceptional healthcare / additional support for learning needs, autism or mental health problems or with disabilities and severe and challenging behaviour. Work is required to ensure a coordinated multi-agency getting it right approach and to improve the consistency in the quality and availability of provision for children with a disability across Edinburgh. It is proposed to build on the successful model of case management referral groups to ensure that these children's needs are identified and that they access support in the best way possible and to look specifically at the "team support" that would be most appropriate in a special school or home setting. Opportunities should also be explored for improving joint commissioning approaches to ensure that the planning and delivery of services is as integrated as possible, meeting the needs of children as close to home, wherever possible.

Consultation and engagement

It is proposed to engage, consult and inform staff, children and families, NHS staff partnership and Trade Unions from the respective organisations on these proposals to shape their further development in readiness for submission to the Government as part of the Edinburgh Health and Social Care Integrated Plan by December 2014.

S Egan, Associate Director and Child Health Commissioner, NHS Lothian

F Mitchell, Director of Operations, NHS Lothian

G Tee, Director, Children and Families, City of Edinburgh Council

Total Craigroyston: Feedback from Parents and Staff

Overall there is strong support from parents and staff about the Total Craigroyston approach.

The following strengths were identified:

- Parents recognised that services were prioritising their area and working more closely with the community and across different services to meet local needs. There was a sense of partnership and listening to feedback from local people and working jointly to address problems. Parents reported that a wide range of statutory and voluntary services were available locally.
- They highlighted the importance of being able to get support from universal services, having open access services and services which supported the whole child and the whole family. They appreciated services which worked in partnership with parents and involved them in the development of solutions. They valued having a relationship with a key individual who get to know them over time.
- They valued “Trim” the residents/ tenants group and felt this could be used more e.g. to advertise services available locally. They valued having the community shop, food coop, open cafe and activities run by local people for local people.
- They highlighted the importance of schools as providing highly valued, non stigmatising support. They valued schools which welcomed parents (fathers as well as mothers), ran breakfast clubs, after school clubs and holiday provision, led work on Rights Respecting Schools addressed issues of bullying, provided advice and support for parents including parenting programmes. They highlighted the excellent work of the home school link worker at Forthview primary school.
- They valued the range of services provided through the early years centres and would like more of these e.g. longer session times. They valued the Pilton Community Heath project.
- They appreciated services which worked in partnership with parents, took a whole family focus and were willing to “do whatever it takes” to meet the family’s needs.
- They valued the “My Child” year long course run by adult education and which was on offer for all parents and also the Health and Literacy project at Pennywell.
- They valued voluntary sector services e.g. the pregnancy cafe and Bump Start at the Haven, Circle family support service. They valued the Pilton Community Heath project.
- They valued the expertise of staff from Rowanfield Special School and its multi-agency approach.
- Staff also valued Total Craigroyston and even staff who had worked in the area for a long time said they had a better idea of the full range of services available locally. They appreciated the Support in Time meetings to coordinate support for particular children and families.

Parents and staff also had a number of suggestions for improving services

- They felt services needed to be available earlier and not just when problems had developed and the staff should listen more to parents and children when they said they had concerns about their child. They did not like having to tell their story to so many different people.
- They felt that it was difficult to get a clear picture of the range of services available in the area and that some parents may not know where to go to for help.
- They had concerns about lack of early diagnosis and help for children with Additional Support Needs and about long waiting times for some services e.g. occupational therapy, speech therapy, counselling and mental health services. Parents of children with complex needs often had lots of appointments and sometimes had difficulty accessing them e.g. children in special schools could have lots of appointment in different places.
- They thought there needed to be better support for domestic abuse and for families with parents in prison.
- They thought there should be more for young people to do in the local area (or more information about what is available for them). There is a particular problem with young people taking and driving cars causing a risk to themselves and others.
- They thought transition from primary to secondary school could be improved.
- There were difficulties with thresholds for services e.g. could the pregnancy cafe keep some families for longer if they needed it, could a midwife continue beyond 10 days?
- There is a lack of space for some activities e.g. for community groups to meet, lack of a parents room in the early years centre.
- There isn't a good multiagency system for identifying the families which need help early on. There aren't enough services offering direct, practical help to parents e.g. family support workers. Parents and staff felt that better use could be made of resources in the local community e.g. older people in the community who could act as "grandparents" for young families experiencing hardship.

Recommendations

1. Strengthen work in schools in relation to home school links, parent support, parenting, out of school care.
2. Increase the availability of the "My Child" programme run by adult education.
3. Provide better information for parents on the range of support available for them.
4. Look at the services available on an area basis to make it easier for parents to access support and for services to work together effectively e.g. early years centres as a point of support for under 5s, schools (with home school link workers) as a point of support for school age children, community centres providing multiagency support services e.g. health clinics, more co location of services so services work together more closely and parents know where to go to for help. The new Muirhouse centre provides an opportunity for this.
5. Improve coordination of support for individual children and families e.g. developing a child or family plan overseen by someone who has a relationship with the family over time, is able to do "whatever it takes" to support the family with services which are needs led rather than service led e.g. being able to keep with a family if they need it.
6. Increase the number of open access services which parents can go to without the need for a referral or a waiting list.

7. Increase availability of early intervention services for all children e.g. health visitors, school nurses, home school link workers.
8. Increase support for children with additional support needs and make it easier and faster to access services. In particular, increase availability of occupational therapy, speech and language therapy and mental health services. Make it easier for children to access services e.g. local clinics, school based services, text message reminders about appointments.
9. Increase availability of support for parents e.g. parenting, family support services.

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Children and Families Revenue Budget Monitoring 2013/14 – Month Nine Position

Item number	7.11
Report number	
Wards	All

Links

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

Gillian Tee

Director of Children and Families

Contact: Jane Brown, Principal Finance Manager

E-mail: jane.brown@edinburgh.gov.uk | Tel: 0131 469 3196

Executive summary

Children and Families Revenue Budget Monitoring 2013/14 – Month Nine Position

Summary

The purpose of this report is to advise Committee of the current year revenue monitoring position for Children and Families at the nine month position.

A balanced overall outturn is projected. However this is subject to ongoing management of service budget pressures.

Recommendations

To recommend 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 nine the projected residual budget pressures for Children and Families totalled £1.4m;
3. that the £1.4m position has since improved to £0.3m, based on management action taken to the end of January 2014; and
4. that further management action will continue to be taken to offset the residual pressures and 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 Nine position

1. Background

- 1.1 The purpose of this report is to advise Committee of the current year revenue monitoring position for Children and Families at the nine-month position.

2. Main report

2013-14 Revenue Budget Position

- 2.1 The total revised net budget for Children and Families is £392m.
- 2.2 At the end of month nine (to 31st December 2013) the revenue monitoring projection indicated that a balanced budget position will be delivered at the end of the financial year.
- 2.3 The level of pressures, assessed at £7.0m, presented a challenging position for the service to address. However, at that time, £5.6m of management action had been identified leaving a further £1.4m 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	226.8	1.4	(1.0)	227.2	0.4
- Non Schools	38.2	0.8	(0.5)	38.5	0.3
Planning & Performance	5.8	0	(0.3)	5.5	(0.3)
Support to Children & Young People	105.8	3.1	(1.8)	107.1	1.3
Directorate	0.4	0	0	0.4	0
Other, incl. centrally held funding and unallocated pressures	(1.4)	0.8	0	(0.6)	0.8
Sub-total Pressures	391.1	7.0	(3.8)	394.3	3.2
Balance on Reserves			(1.0)	(1.0)	(1.0)
Residual funding Teachers induction scheme	0.8		(0.8)	0	(0.8)
Total for Children & Families	391.9	7.0	(5.6)	393.3	1.4

Forecast Pressures

- 2.4 The budget pressures of £7.0m include a number of relatively small pressures which are more easily managed through existing tight budgetary controls. Planned longer term management action is also in place to address teacher conservation costs (£0.5m) through the use of reserves. However, there are areas of more significant pressure which present a greater challenge. These include:

- Fostering, adoption and kinship placements - £1.4m

A forecast pressure of £1.4m relates to the full year impact of higher than budgeted growth levels in placements in 2012-13.

- Educational support in other local authorities - £0.4m

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

- Property Related Costs - £0.9m

Budget pressures associated with PPP contract inflation, surplus site security and prudential framework arrangements.

Management Action

2.5 Planned measures to address the budget pressures include:

- Application of reserves - £1.5m

This includes a draw down of £0.5m for the costs of teacher conservation associated with the secondary schools management restructuring. A further £1m will be applied as a one off measure in 2013/14 only. The residual reserves of £0.6m will be retained to address the estimated costs of teacher conservations in 2014/15 and 2015/16.

- Application of residual funding for teachers' induction scheme - £0.8m

This sum reflects a projected allocation of funding from the Scottish Government relating to residual sums from the teachers induction scheme.

Other areas of management action include:-

- Employee costs - £0.9m 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 nine, additional management action totalling £1.4m 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 16 January 2014. However in the intervening period to the end of January 2014, further

savings of £1.1m have been identified from additional management measures leaving an improved position of £0.3m. Other actions in place to ensure that a balanced budget can be achieved include:

- The continued application of vacancy management controls to facilitate delivery of additional staff cost savings; and
- Maintaining a freeze on discretionary spend across all service areas other than schools for which devolved budget management arrangements apply.

Approved Budget Savings

- 2.7 Net savings totalling £5.4m were approved as part of the 2013/14 revenue budget.
- 2.8 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 a 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 nine the projected residual budget pressures for Children and Families totalled £1.4m;
- 3.3 that the £1.4m position has since improved to £0.3m based on management action to the end of January 2014; and
- 3.4 that further management action will continue to be taken to offset the residual pressures and 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 in need, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO25. The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 4 March 2014

Appointment to Working Group

Item number	8.1
Report number	
Wards	None

Links

Coalition pledges	n/a
Council outcomes	n/a
Single Outcome Agreement	n/a

Alastair D Maclean

Director of Corporate Governance

Contact: Morris Smith, Senior Committee Officer

E-mail: morris.smith@edinburgh.gov.uk | Tel: 0131 529 4227

Executive summary

Appointment to Working Group

Summary

The Education, Children and Families Committee on 21 May 2013 appointed eight members to the Improving Community Access to Schools Working Group as follows: 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative.

A vacancy has arisen in the membership of the Working Group due to the resignation of Councillor Lunn.

Recommendations

The Education, Children and Families Committee is requested to appoint a Labour Group member to replace Councillor Lunn on the Working Group.

Measures of success

Not applicable.

Financial impact

Not applicable.

Equalities impact

Not applicable.

Sustainability impact

Not applicable.

Consultation and engagement

Not applicable.

Background reading / external references

[Minute of the Education, Children & Families Committee 21 May 2013 \(item 21 & Appendix\)](#)

Education, Children and Families Committee

10 am Tuesday 4 March 2014

Recommendations of the Social Work Complaints Review Committee – 19 December 2013

Item number 8.2
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.

Donald Ness

Chair, Social Work Complaints Review Committee

Contact: Louise Williamson, Committee Services, Corporate Governance
Email: louise.p.williamson@edinburgh.gov.uk
Tel: 0131 529 4264

Recommendations of the Social Work Complaints Review Committee – 19 December 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 19 December 2013 to consider a complaint against the Children and Families Department. The meeting was chaired by Donald Ness. The other Committee members present were Val Tudball and Linda Veitch. The complainant, representatives and Department representatives attended throughout.
- 3 The complainant was dissatisfied that his complaint against the Children and Families Department had not been fully resolved, that further complaints were not taken seriously, that both Social Work staff and Social Work Advice and Complaints Services had acted unprofessionally and suppressed the truth and that the Children and Families Department had not helped to safeguard his son.
- 4 The complainant felt that that information provided by his social worker contained errors and made assumptions about his lifestyle which had then been referred on to the Criminal Justice team involved in his case. He also felt that this information had been used to influence decisions made by the Childrens Panel. He expressed concerns relating to his allocated social worker and the support he had been offered together with concerns relating to the unsupervised contact that his son had been having with his maternal grandparents. He had asked for a change in social worker and requested supervised contact for his son with his maternal grandparents.
- 5 The complainant expressed concern about the way in which visits and meetings were recorded and in particular, the details of a meeting with his Social Worker

which had been held on 23 August 2013 had not been entered into the Council's Swift system until 18 September 2013.

- 6 The investigating officer explained that concerns had been raised in relation to the complainant's son's visits with his maternal grandparents and following a hearing by the Children's Panel it had been agreed that the complainant's son be allowed supervised visits with his maternal grandparents. The Department had apologised to the complainant for the confusion regarding the supervised visits and confirmed that it had not intended to suggest that the complainant was opposed to all contact with the maternal grandparents.
- 7 She further indicated that a new Social Worker had been allocated to the complainant at an appropriate time for the family, when a staff member in a new practice team became available and appropriate transfer and introduction arrangements were made.
- 8 The members of the Committee, the complainant and the Investigating Officers were given the opportunity to ask questions.
- 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:
 - 1) In relation to the accuracy of Criminal Justice records as mentioned in the local MP's letter of 18 September 2012, the Committee noted that the, Advice and Complaints Officer had offered to meet with the complainant to discuss the contents of the records.
 - 2) To not uphold the complaint regarding the information provided by the Council to the Children's Panel regarding supervised access and note that the matter had now been resolved.
 - 3) To note the complainant's concerns regarding the delays in updating records to the SWIFT system

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 19 December 2013.