

# Notice of meeting and agenda

## Education, Children and Families Committee

**10am, Tuesday, 20 May 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](mailto:morris.smith@edinburgh.gov.uk) or [ross.murray@edinburgh.gov.uk](mailto:ross.murray@edinburgh.gov.uk)

Tel: 0131 529 4227/ 0131 469 3870

## **1. Order of business**

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

## **2. Declaration of interests**

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

## **3. Deputations**

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- 3.1 If any

## **4. Minutes**

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- 4.1 Education, Children and Families Committee 4 March 2014 (circulated)  
Submitted for approval as a correct record

## **5. Forward planning**

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- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – September to December 2014 (circulated)
- 5.2 Rolling Actions Log (circulated)

## **6. Business bulletin**

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

## **7. Executive decisions**

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- 7.1 Early Years Change Fund – Progress update on Year Two - report by the Director of Children and Families (circulated)
- 7.2 Early Years Strategy Progress Report - report by the Director of Children and Families (circulated)
- 7.3 Primary School Estate Rising Rolls - report by the Director of Children and Families (circulated)
- 7.4 Children and Families Service Plan 2014-17 and Standards and Quality Report 2014 - report by the Director of Children and Families (circulated)
- 7.5 Achieving Excellence Performance Report – October 2013 to February 2014 - report by the Director of Children and Families (circulated)

- 7.6 Children and Young People (Scotland) Act 2014 - report by the Director of Children and Families (circulated)
- 7.7 Review of Community Access to Schools - report by the Director of Children and Families (circulated)
- 7.8 Additional Support Needs Planning and Performance Update 2013 – Follow up report – report by the Director of Children and Families (circulated)
- 7.9 Schools Energy Report – Outcomes from Small Steps Awareness Campaign Pilot - report by the Acting Director of Services for Communities (circulated)
- 7.10 Food for Life Accreditation in Edinburgh’s Schools - report by the Acting Director of Services for Communities (circulated)
- 7.11 Special Schools – report by the Director of Children and Families (circulated)
- 7.12 Progress on the Implementation of Self-Directed Support in Children and Families – report by the Director of Children and Families (circulated)
- 7.13 Appointments to Sub-Committees and Working Groups 2014/15 - report by the Director of Corporate Governance (circulated)

## **8. Routine decisions**

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- 8.1 Engagement of Children, Young People, Parents/Carers and other Stakeholders in the Development of Services for Children and Families in Edinburgh – report by the Director of Children and Families (circulated)
- 8.2 School Session Dates 2015-16 – report by the Director of Children and Families (circulated)

## **9. Motions**

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- 9.1 Work Placements for Senior School Pupils at Special Schools – Motion by Councillor Corbett

### Committee

1. Notes a cut in funding to the Action Group to provide essential support to senior pupils at Braidburn and Woodlands Special Schools to undertake work placements, while at school, and the disappointment and anger felt by those pupils as a result of the opportunities now lost to go on work placements in the same way as their mainstream peers.
2. Requests a report in one cycle:
  - exploring all possible opportunities to restore the service as quickly as possible which allows pupils at those schools to undertake work placements.

- describing the services available to senior pupils at all special schools to allow them to undertake work placements.
- setting out a draft policy presumption that all senior pupils in special schools should enjoy opportunities, appropriate to their needs, to undertake work placements in a comparable way to those available to all senior pupils across Edinburgh's schools.

## 9.2 Secure Units – Motion by Councillor Aitken

Committee instructs a report within two cycles on the situation in respect of secure units and specifically those within Edinburgh.

Report should include an update on the reduction of beds, resulting implications for the support services within the community and the possible closure of these units.

The report should also provide a financial update including revenues brought in from other Councils using the units.

## **Carol Campbell**

Head of Legal, Risk and Compliance

### **Committee Members**

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Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Brock, Child, Nick Cook, Corbett, Day, Dixon, Howat, Jackson, Key, Lewis, 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**

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The Education, Children and Families Committee consists of 22 Councillors, 3 religious representatives, 2 teacher representatives and 1 parent representative and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks.

The Education, Children and Families Committee usually 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

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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](mailto:morris.smith@edinburgh.gov.uk) / [ross.murray@edinburgh.gov.uk](mailto: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](http://www.edinburgh.gov.uk/cpol).

# Item 4.1 - Minutes

## Education, Children and Families Committee

10.00 am, Tuesday, 4 March 2014

### Present

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

### Also present for Education items

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

## 1. Order of business

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

## 2. Religious Observance in Non-Denominational Schools

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### 2.1 Deputation – Edinburgh Secular Society

The Committee agreed to hear a deputation from Colin Emerson and Norman Bonney on behalf of the Edinburgh Secular Society.

The deputation urged the Council to hold a referendum on religious observance and suggested that costs could be reduced if the referendum was held in conjunction with the Scottish Local Government Elections in 2017.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report by the Director of Children and Families at item 2.3 below.

### 2.2 Deputation – The Church of Scotland

The Committee agreed to hear a deputation from Ewan Aitken and Dr Susan Leslie on behalf of the Church of Scotland.

The deputation raised the following points:

- There was a place for supporting spiritual development in non-denominational schools.
- The very best religious observance was often pupil led.
- Changing the name of Religious Observance to “time for reflection” often had a positive effect on the sense of inclusion and was to be encouraged.

- Religious Observance was not “show and tell” or worship and the element of reflection made it different.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee’s consideration of the related report by the Director of Children and Families at item 2.3 below.

### **2.3 Report by the Director of Children and Families.**

The Committee had previously considered two petitions on Religious Observance in Non-Denominational Schools which had been referred from the Petitions Committee.

As requested by the Committee, further information was provided on:

- The estimated cost of holding a referendum.
- The current position for religious observance in schools in Edinburgh.
- What constitutes religious observance?
- Details of the training that Head Teachers were provided on religious observance.
- Details of the organisations that visit schools in relation to religious observance and what activities they provide.
- Details of further discussions with both sets of petitioners, the deputation and other interested groups.

#### **Decision**

- 1) To note the information in the Director’s report regarding religious observance in non-denominational schools.
- 2) To 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) To note that 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.
- 4) To advise the Petitions Committee of the Committee’s decision and to request that an update be provided in the Petitions Committee Business Bulletin.

(References – Minute of the Petitions Committee 3 June 2013 (item 3); minute of the Education, Children and Families Committee 8 October 2013 (item 20); report by the Director of Children and Families, submitted.)

#### **Declaration of Interests**

Councillor Howat declared a non-financial interest in the foregoing item as member of the Edinburgh Secular Society and Councillor Keil declared a non-financial interest as an Elder of the Church of Scotland.

### 3. Piping and Drumming Tuition

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#### 3.1 Deputation – Morningside Youth Pipe Band

The Committee agreed to hear a deputation from Fiona Maclean on behalf of the Morningside Youth Pipe Band.

The deputation welcomed the proposals contained in the Director of Children and Families' report but asked the Committee to give consideration to the following points:

- It would be more beneficial if the offer of free piping tuition to pupils studying the bagpipes as part of their SQA music exams was available at the pupils own school rather than Broughton High School.
- The Youth Pipe Band would welcome the opportunity to meet with Council officers to develop the proposal for a city-wide piping and drumming performance band.
- There appeared to be a gap in provision for chanter lessons between P7 and S3 and this required to be addressed.
- A full assessment should be carried out of all chanter, piping & drumming activity at primary and S1 and S2 level.
- The issue of drumming tuition appeared to have been overlooked in the report.
- The costs quoted in the report for introducing piping and drumming into the Instrumental Music Service seemed excessive and it would be helpful if the figures could be clarified.

The Convener thanked the deputation for her presentation and invited her to remain for the Committee's consideration of the related report by the Director of Children and Families at item 3.2 below.

#### 3.2 Report by the Director of Children and Families.

As previously requested by the Committee, an update on bagpipe and drumming tuition was presented. The report had been 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.

#### Decision

- 1) To note the contents of the Director's report.
- 2) To note the progress of options to provide chanter, piping and drumming opportunities for pupils, funded by the Youth Music Initiative (YMI) and Creative Scotland, through links with the independent sector and with existing and emerging parent-led school and community pipe bands and tuition programmes.



- 3) To 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) To 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.
- 5) To call for a further report by the end of 2014 outlining progress and contained within a wider report on the Instrumental Music Service (IMS) and Youth Music Initiative (YMI) programmes.

(References – minute of the Education, Children and Families Committee 10 December 2013 (item 2); report by the Director of Children and Families, submitted.)

## **4. Primary School Capacity Pressure in South Edinburgh**

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### **4.1 Deputation – South Morningside Parent Council**

The Committee agreed to hear a deputation from Howard Kippax and Anna Cuthbert on behalf of the South Morningside Parent Council.

The deputation raised the following points:

- Accommodation at the school was split over three sites which was far from ideal.
- The School was operating at full capacity, with the exception of Primaries 5 and 6.
- Use of the gym hall and dining facilities had to be staggered and the dining hall could no longer accommodate all the children.
- The playground space at the school was around a third of the recommended size in the School Premises Regulations.
- The school was operating with two elderly temporary classroom units that were around 40 years old.
- In the short-term, the Parent Council's preferred option would be to replace the existing temporary classrooms with a new double-storey unit. This would free up playground space and provide better accommodation.
- In the longer-term, the Parent Council overwhelmingly supported the provision of a new school for the area.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the report by the Director of Children and Families at item 7 below, which would be informed by the Committee's consideration of the related reports at items 5 and 6 below.

### **4.2 Deputation – James Gillespie's Primary School Parent Council**

The Committee agreed to hear a deputation from John Beattie and Christopher Cowdy on behalf of the James Gillespie's Primary School Parent Council.

The deputation raised the following points:

- Parents felt strongly about the shortage of primary school accommodation in the South of the city.
- It was important that consultation and engagement with the school and Parent Council on short and longer term options was carried out in an open and effective manner.
- The Council should consider how it could use the spare capacity at Tollcross Primary School, as well as the potential impact the plans for Sciennes Primary School would have on numbers attending James Gillespie's Primary and High schools.
- The Parent Council was concerned that the Director's report did not adequately reflect the restricting characteristics of the primary school site.
- The Parent Council fully supported the provision of a new school in South Edinburgh.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the report by the Director of Children and Families at item 7 below, which would be informed by the Committee's consideration of the related reports at items 5 and 6 below.

## **5. Strategic Management of School Places: P1 and S1 Intakes for August 2014**

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Details were presented of the accommodation and placement issues for the anticipated P1 and S1 intakes for the 2014/15 school year.

### **Decision**

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

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

## 6. Primary School Estate Rising Rolls

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Details were provided of the primary schools which had been identified as potentially facing accommodation pressures in August 2015 and beyond, together with a range of potential solutions which had been identified for each school to address this pressure.

### Decision

- 1) To note the contents of the Director's report.
- 2) To note 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 had been identified as potentially facing an accommodation pressure in August 2015 and beyond.

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

## 7. Primary School Capacity Pressures in South Edinburgh

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An update was provided on a detailed analysis that had been undertaken regarding potential primary school capacity pressures in South Edinburgh. Three primary schools were predominantly affected (South Morningside, James Gillespie's and Bruntsfield) and a range of options had been considered to address future accommodation pressures in both the short and longer term.

### Decision

- 1) To note the contents of the Director's report.
- 2) To note that solutions required to be found to address both the short and long term accommodation pressures in the South Edinburgh area.
- 3) To note that consultation and engagement would now be undertaken with the three school communities to consider options to address these pressures.
- 4) To note that a further report would 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.
- 5) To note that a further report would be taken to Committee in Autumn 2014 to identify the proposed long term solution to the accommodation pressure in the South Edinburgh area which will be supported by a full business case.
- 6) To note that details of the strategy for increasing uptake at Tollcross Primary school would be included in a future report.

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

## 8. Minute

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### Decision

To approve the minute of the Education, Children and Families Committee of 10 December 2013 as a correct record.

## 9. Education, Children and Families Committee Key Decisions Forward Plan – May to October 2014

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

### Decision

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

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

## 10. Education, Children and Families Committee Business Bulletin

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The Education, Children and Families Committee Business Bulletin for 4 March 2014 was presented.

### Decision

To note the Business Bulletin.

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

## 11. Implementation of New Higher Qualifications

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The Committee had previously agreed to receive a further report on the implementation of the new Higher qualifications.

An update was provided on the additional support that had been put in place to assist with the on-going implementation of the new qualifications. Details were also provided of the agreement signed with the Local Negotiating Committee for Teachers (LNCT) in January 2014.

### Decision

- 1) To note the position with regard to the implementation of new Higher qualifications as outlined in the LNCT Agreement dated 22 January 2014.
- 2) To note that Children and Families would monitor the progress of the implementation of the new qualifications and that a further update would be provided within the Educational Attainment/Improvements in Performance report in December 2014.

(References – minute of the Education, Children and Families Committee 10 December 2013 (item 8); report by the Director of Children and Families, submitted.)

## 12. Castlebrae Community High School – Progress Report

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An update was provided on progress towards improving outcomes for pupils attending Castlebrae Community High 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 management arrangements within the Castlebrae Learning Community.
- 4) To agree to receive a further progress report in October 2014.

(References – minute of the Education, Children and Families Committee 10 December 2013 (item 7); report by the Director of Children and Families, submitted.)

### **13. Children and Families Revenue Asset Management Priorities 2014-2019**

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Approval was sought for 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 Committee on 10 December 2013.

#### **Decision**

- 1) To note 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) To note 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) To note 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 would have little impact on these required works.
- 4) To note the revenue strategy and priorities as outlined in the report and that these would be delivered to the extent possible.
- 5) To note 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) To refer the report to the Finance and Resources Committee for consideration.
- 7) To note that a report on capital investment strategy and priorities would be produced for the Committee on 20 May 2014.

(References – minute of the Education, Children and Families Committee 10 December 2013 (item 13); joint report by the Directors of Services for Communities and Children and Families, submitted.)

## 14. Looked After Children: Transformation Programme Progress Report

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The Looked After Children Service had developed a transformation programme to shift the balance of care towards more preventative services that reduce the need for children to come into care.

An update was provided on progress against the targets set out in the transformation programme.

### Decision

- 1) To note the progress made to date against targets.
- 2) To note the actions in progress to achieve the future targets to 2018.
- 3) To note that an update would be provided in March 2015.

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 22); report by the Director of Children and Families, submitted.)

## 15. Integrated Children's Services

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Details were provided of a proposal to take forward the development of Integrated Children's Services within the city of Edinburgh. Approval was being sought from the Council and NHS Lothian to take forward a consultation process and to develop a more extensive business case and firm proposals, including management structures.

The proposal would then be submitted to the Scottish Government alongside the proposed integrated adult health and social care arrangements within the city.

### Decision

- 1) To agree the rationale for such an Integrated Service and the proposal to consult on a wide basis to further its development.
- 2) To request that a further report be submitted to the August Committee reporting on the consultation process and outlining the next stage of the development of an Integrated Service.
- 3) To refer the report to the Corporate Policy and Strategy Committee to approve the proposals.

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

## 16. Children and Families Revenue Budget Monitoring 2013/14 – Month Nine Position

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The month nine revenue budget monitoring position 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 nine the projected residual budget pressures for the Children and Families Department totalled £1.4m.
- 3) To note that the £1.4m position had since improved to £0.3m, based on management action taken to the end of January 2014.
- 4) To note that further management action would continue to be taken to offset the residual pressures and enable the delivery of a balanced budget.

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

## **17. Appointment to the Improving Community Access to Schools Working Group**

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A vacancy had arisen on the Improving Community Access to Schools Working Group due to the resignation of Councillor Lunn.

In order to maintain the political balance on the Working Group, the Committee was invited to appoint a Labour Group member as a replacement.

### **Decision**

To appoint Councillor Child in place of Councillor Lunn.

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

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

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The recommendations of the Social Work Complaints Review Committee held on 19 December 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

[October 2014 – December 2014]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Parental Engagement Strategy Progress Report on Implementation	11/09/2014	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 <a href="mailto:moyra.wilson@edinburgh.gov.uk">moyra.wilson@edinburgh.gov.uk</a>	P5 CO1, CO2, CO3
2	Integrated Literacy Strategy	11/09/2014	All	Director: Gillian Tee Lead officer: : Aileen Mclean 0131 469 3300 <a href="mailto:aileen.mclean@edinburgh.gov.uk">aileen.mclean@edinburgh.gov.uk</a>	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	11/09/2014	All	Director: Gillian Tee Lead officer: Scott Dunbar 0131 469 3123 <a href="mailto:scott.dunbar@edinburgh.gov.uk">scott.dunbar@edinburgh.gov.uk</a>	P1 CO1 – CO6
4	Social Work Services for Children with Disabilities	11/09/2014	All	Director: Gillian Tee Lead officer: : Carol Chalmers 0131 469 3348 <a href="mailto:carol.chalmers@edinburgh.gov.uk">carol.chalmers @edinburgh.gov.uk</a>	P1 CO1 – CO6



5	Schools Energy Report – Annual report	11/09/2014	All	Directors: Gillian Tee and Mark Turley Lead officer: Jim Davidson 0131 529 5233 <a href="mailto:jim.davidson@edinburgh.gov.uk">jim.davidson@edinburgh.gov.uk</a>	P50 CO18, CO25
6	Review of 2014 Admissions and Appeals Process	11/09/2014	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 <a href="mailto:moyra.wilson@edinburgh.gov.uk">moyra.wilson@edinburgh.gov.uk</a>	P2, P4 CO1, CO2
7	City of Edinburgh Play Strategy	11/09/2014	All	Director: Gillian Tee Lead officer: Margaret Westwood 0131 469 3382 <a href="mailto:margaret.westwood@edinburgh.gov.uk">margaret.westwood@edinburgh.gov.uk</a>	P5 CO1,CO2,CO4
8	Children and Families Revenue Budget Monitoring Month 5 Position	11/09/2014	All	Director Gillian Tee Lead officer: Jane Brown 0131 469 3196 <a href="mailto:jane.brown@edinburgh.gov.uk">jane.brown@edinburgh.gov.uk</a>	P30 CO1 – CO6, CO25
9	Primary School Capacity Pressure in South Edinburgh	11/09/2014		Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 <a href="mailto:Billy.macintyre@edinburgh.gov.uk">Billy.macintyre@edinburgh.gov.uk</a>	P4 CO1, CO2

10	Castlebrae Community High School Progress Report	11/09/2014	15, 16, 17	Director: Gillian Tee Lead officer: Mike Rosendale 0131 529 2218 <a href="mailto:mike.rosendale@edinburgh.gov.uk">mike.rosendale@edinburgh.gov.uk</a>  Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	P4, P5, P7 CO1 – CO6
11	Integrated Children's Services – consultation process	11/09/2014	ALkk	Director: Gillian Tee Lead officer: Lynne Porteous 0131 529 2423 <a href="mailto:Lynne.porteous@edinburgh.gov.uk">Lynne.porteous@edinburgh.gov.uk</a>	P1, P36 CO1 – CO6
12	Sports and Outdoor Education	11/09/2014	All	Director: Gillian Tee Lead officer: David Bruce 0131 469 3795 <a href="mailto:david.bruce2@edinburgh.gov.uk">david.bruce2@edinburgh.gov.uk</a>	P5 CO1 – CO4, CO10, CO20
13	Review of Pupil Support in Primary Schools	11/09/2014	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 <a href="mailto:moyra.wilson@edinburgh.gov.uk">moyra.wilson@edinburgh.gov.uk</a>	P5 CO1, CO3, CO6
14	Free School Meals	11/09/2014	All	Director: Gillian Tee Lead officer: Billy McIntyre 0131 469 3366 <a href="mailto:billy.mcintyre@edinburgh.gov.uk">billy.mcintyre@edinburgh.gov.uk</a>	P1 CO3, CO4, CO6
1	Family and Community Support Services	09/12/2014	All	Director: Gillian Tee Lead officer: Donny Scott 0131 469 3017 <a href="mailto:donny.scott@edinburgh.gov.uk">donny.scott@edinburgh.gov.uk</a>	P1 CO1, CO2, CO5

2	Implementation of Revised Secondary Schools Management Structures	09/12/2014	All	Director: Gillian Tee	P5, P26, P30 CO2, CO25, CO26
3	Educational Attainment/Improvements in Performance	09/12/2014	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	P5 CO2
4	Edinburgh Young People's Participation Strategy	09/12/2014	All	Director: Gillian Tee Lead officer; Mary Mitchell and Gavin Crosby 0131 529 2131, 0131 469 3354 <a href="mailto:Mary.mitchell@edinburgh.gov.uk">Mary.mitchell@edinburgh.gov.uk</a> <a href="mailto:Gavin.crosby@edinburgh.gov.uk">Gavin.crosby@edinburgh.gov.uk</a>	P1, P3, P7, P33 CO1 – CO6 CO23
5	Children and Families Revenue Budget Monitoring Month 7 Position	09/12/2014	All	Director Gillian Tee Lead officer: Jane Brown 0131 469 3196 <a href="mailto:jane.brown@edinburgh.gov.uk">jane.brown@edinburgh.gov.uk</a>	P30 CO1 – CO6, CO25
6	Piping and Drumming Tuition including IMS and YMI schemes	09/12/2014	All	Director: Gillian Tee Lead officer: Linda Lees 0131 469 3956 <a href="mailto:Linda.lees@edinburgh.gov.uk">Linda.lees@edinburgh.gov.uk</a>	P5 CO2
7	Religious Observance in Non-Denominational Schools	09/12/2014  09/12/2014	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	P5, P7 CO2, CO3, CO9
8	Improving Positive Destinations		All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 <a href="mailto:karen.prophet@edinburgh.gov.uk">karen.prophet@edinburgh.gov.uk</a>	P5, P7 CO2, CO3, CO9

# Item 5.2 - Rolling Actions Log

## Education, Children and Families Committee

20 May 2014

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	07.12.09	<a href="#">Self Evaluation Initiative - Implementation Programme</a>	To receive a report on the impact and effectiveness of the educational functions of the Council in due course.	Director of Children and Families			Recommend that this action be closed
2	07.12.09	<a href="#">Family Nurse Partnership - Scottish Government Pilot in Lothian</a>	To request a further report at the end of the first year of implementation.	Director of Children and Families		December 2012	Recommend that this action be closed. Updates have been provided in the Business Bulletins in December 2012 and May 2014.
3	21.06.11	<a href="#">Launch of Edinburgh – Africa Educational Trust</a>	To note the establishment of the Trust and to request an annual report on its activity.	Director of Children and Families			Recommend that this action be closed

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	15.11.11	<a href="#">Getting the Best Start Towards Positive Destinations</a>	To call for a further report including broader research into the impact of deferrals and global comparisons with regard to school starting age, and on the costs and savings involved.	Director of Children and Families			Recommend that this action be closed.
5	31.01.12	<a href="#">Redevelopment of Riddle's Court - Update</a>	That a further progress report be provided as and when leasing arrangements require to be changed or amended and on conclusion of discussions on management arrangements.	Director of Services for Communities	March 2014		Recommend that this action be closed. A report was submitted to the Corporate Policy & Strategy Committee on 25.03.14 with a further progress report due in June 2014.
6	08.03.12	<a href="#">Update on UNICEF Child Rights Partners</a>	To agree to receive an update on the proposed programme after November 2012.	Director of Children and Families	May 2014		Recommend that this action be closed. The Children and Young Persons Act has now been enacted and a

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							reference has been added to the report on the agenda for 20 May 2014.
7	21.06.12	<a href="#">International Unit - Annual Update</a>	To request a further update in one year.	Director of Children and Families			Recommend that this action be closed
8	21.06.12	<a href="#">Improving Outcomes for Children and Young People in Craigroyston</a>	To seek a further progress report in October 2012.	Director of Children and Families	December 2014		Ongoing reporting through SMT Schedule August 2014. Committee report due by end of 2014.
9	09.10.12	<a href="#">Performance Report: Special Schools</a>	To note the intention to report on further progress in one year.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.
10	09.10.12	<a href="#">Getting It Right For Every Child</a>	To request a further progress report in 12 months.	Director of Children and Families	May 2014		An update will be provided in the Business Bulletin on 20 May 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
11	09.10.12	<a href="#">Self-Evaluation Progress Report</a>	To request an update in one year.	Director of Children and Families			Recommend that this action be closed
12	05.03.13	<a href="#">School Holiday Respite Playschemes for Disabled Children and Young People</a>	To request a further report following the implementation of the planned service changes.	Director of Children and Families	September 2014		
13	05.03.13	<a href="#">Sports and Outdoor Education Unit</a>	To request a further report on the participation levels of girls in sport.	Director of Children and Families	September 2014		
14	21.05.13	<a href="#">Implementation of Revised Secondary School Management Structures</a>	That the Children and Families Department and Teacher Trade Unions review the long term impact of the revised secondary management changes on attainment and staff morale, and report back to the Committee before the end of December 2014.	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
15	21.05.13	<a href="#">Early Years Change Fund – Progress Report</a>	To request a further report on progress on Change Fund Objectives in May 2014.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.
16	21.05.13	<a href="#">Engagement of Children, Young People and Parents/Carers in the Development of Services for Children and Families in Edinburgh</a>	To agree to receive a further report on progress in engagement in May 2014.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.
17	08.10.13	<a href="#">Vision for Schools</a>	To request a further report in March 2014.	Director of Children and Families	December 2014		
18	08.10.13	<a href="#">Parental Engagement</a>	To agree the Parental Engagement strategy document and implementation plan and request a progress report on implementation in October 2014.	Director of Children and Families	October 2014		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	08.10.13	<a href="#">Outdoor Play and Active Learning</a>	To accept a report on a new City of Edinburgh Play Strategy in May 2014 in response to national and international guidance.	Director of Children and Families	September 2014		This will form part of the Playground Strategy Report in September 2014
20	08.10.13	<a href="#">Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools</a>	To request a further report in April 2015 in line with Council-wide Equalities reporting.	Director of Children and Families	April 2015		
21	08.10.13	<a href="#">Special Schools - Proposals for the Future Development of Panmure St Ann's</a>	To request that an update report be prepared for March 2014.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.
22	08.10.13	<a href="#">Social Work Services for Children with Disabilities - Annual Report</a>	To request a further report on progress in September 2014.	Director of Children and Families	September 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	08.10.13	<a href="#">Improving Positive Destinations</a>	To agree to receive a further report in January 2014 following the publication of the School Leaver Destination census data for the 2012/13 school leaver cohort.	Director of Children and Families	September 2014		
24	08.10.13	<a href="#">Schools Energy Report</a>	<p>1) That an annual report be submitted to the Committee on progress made against the agreed action plan.</p> <p>2) That an interim report be submitted to the Committee in six months on the progress and outcomes of the Awareness and Good Housekeeping campaign pilot.</p>	Director of Services for Communities	<p>October 2014</p> <p>May 2014</p>		A report will be submitted to the Committee on 20 May 2014.
25	10.12.13	<a href="#">Educational Attainment &amp; Improvements</a>	To agree to receive further annual reports on attainment/improvements in performance.	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	10.12.13	<a href="#">School Admissions Report</a>	To request a report in October 2014 reviewing the 2014 Admissions and Appeals process.	Director of Children and Families	September 2014		
27	10.12.13	<a href="#">School Meals Service Report</a>	To note that a further report would be submitted to the Committee in March 2014.	Director of Services for Communities	September 2014		Recommend that this action be closed. A report on "Food for Life" will be submitted to the Committee on 20 May 2014.
28	10.12.13	<a href="#">Review of Community Access to Schools</a>	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.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	10.12.13	<a href="#">Family and Community Support Service</a>	To note the intention to bring a further update report to Committee with performance information during 2014.	Director of Children and Families	December 2014		
30	10.12.13	<a href="#">Additional Support Needs Update</a>	To request a further update in 6 months time.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.
31	10.12.13	<a href="#">Responsible Citizenship - Volunteering in Schools</a>	To request an update on a yearly basis.	Director of Children and Families	December 2014		
32	04.03.14	<a href="#">Religious Observance in Non-Denominational Schools</a>	To 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.	Director of Children and Families	December 2014		
33	04.03.14	<a href="#">Piping and Drumming Tuition</a>	To call for a further report by the end of 2014 outlining progress and contained within a wider	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			report on the Instrumental Music Service (IMS) and Youth Music Initiative (YMI) programmes.				
34	04.03.14	<a href="#">Primary School Estate Rising Schools Rolls</a>	To note 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 had been identified as potentially facing accommodation pressure in August 2015 and beyond.	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.
35	04.03.14	<a href="#">Primary School Capacity Pressure in South Edinburgh</a>	1) To note that a further report would be taken to Committee on 20 May 2014 to identify the proposed interim solutions to address the accommodation pressures each	Director of Children and Families	May 2014		A report will be submitted to the Committee on 20 May 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>school is expected to face in August 2015.</p> <p>2) To note that a further report would be taken to Committee in Autumn 2014 to identify the proposed long term solution to the accommodation pressure in the South Edinburgh area which would be supported by a full business case.</p> <p>3) To note that details of the strategy for increasing uptake at Tollcross Primary School would be included in a future report.</p>		Autumn 2014		
					May 2014		A report will be submitted to the Committee on 20 May 2014.
36	04.03.14	<a href="#">Implementation of the new Higher</a>	To note that Children and Families would monitor the progress of the	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<a href="#">Qualifications</a>	implementation of the new qualifications and that a further update would be provided within the Educational Attainment/Improvements in Performance report in December 2014.				
37	04.03.14	<a href="#">Castelbrae Community High School - Progress Report</a>	To agree to receive a further progress report in October 2014.	Director of Children and Families	September 2014		
38	04.03.14	<a href="#">C&amp;F Revenue Asset Mgt Priorities 2014-19</a>	To note that a report on capital investment strategy and priorities would be produced for the Committee on 20 May 2014.	Director of Children and Families	May 2014		Recommend that this action be closed. A report is being submitted to the Finance and Resources Committee on 7 May 2014 and not the Education, Children and Families Cttee.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
39	04.03.14	<a href="#">Looked after Children Transformation Programme</a>	To note that an update would be provided in March 2015	Director of Children and Families	March 2015		
40	04.03.14	<a href="#">Integrated Children's Services</a>	To request that a further report be submitted to the August Committee reporting on the consultation process and outlining the next stage of the development of an Integrated Service.	Director of Children and Families	September 2014		
41	GRBV Committee 03.04.14	Cameron House Community Centre	To request that a report be submitted to the Education, Children and Families Committee within two cycles in respect of maintenance issues at Cameron House Community Centre. The report to be submitted to the GRBV Committee for scrutiny following consideration by the EC&F Committee.	Director of Services for Communities	September 2014		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
42	Council 01.05.14	<a href="#">Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Wardie Primary School</a>	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative fashion to integrate delivery of nursery provision in the Wardie area with the existing partner provider.	Director of Children and Families	TBC		
43	Council 01.05.14	<a href="#">Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Fox Covert Primary Schools</a>	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative fashion to integrate delivery of nursery provision in the Fox Covert area with the existing partner provider.	Director of Children and Families	TBC		

# 6.1 Business bulletin

## Education, Children and Families Committee

10am, Tuesday, 20 May 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>Maria Lloyd Departmental Assistant to the Convener Tel: 529 3294</p>
<p>Vice-Convener Councillor Cathy Fullerton</p> 		

### Ongoing development of the Family Nurse Partnership programme

The Family Nurse Partnership programme continues to expand across NHS Lothian. There are now two teams, comprising of 16 nurses and 3 supervisors delivering the service within Edinburgh City, West Lothian and Midlothian postcodes. This means that the service is currently working with 300 young women. A third team of 8 family nurses and 1 supervisor has just been appointed and they will come into post in June 2014 and commence recruitment to a fourth cohort of clients on the 1st August 2014. This will increase capacity to reach an additional 200 clients. The service will be offered continuously to all clients in Edinburgh City with full expansion of the service across Lothian anticipated by 2018.

### Children's eye tests

Committee requested that the Director of Children and Families explore how to increase the uptake of children's eye tests, and to highlight this with NHS Lothian. The orthoptic service have an uptake percentage for Lothian of 83% for 2013/14 which is 7,690 tests. The intention is to break down the figures by local authority but this is not currently available.

All children in nurseries including private nursery are offered a 'full orthoptic screen' and follow up pathways are in place for those who do not attend, as of August 2013. Any children who have not been identified prior to school entry will be picked up as part of the regular Primary 1 School Health screening programme.

Thereafter, if children continue not to attend for vision testing in schools (DNA), or are missed when the scheduled school visit occurs, then the school nurse will follow up using the Community Child Health recall system and/or advise parents to take their child along to an Optician for a check.

If teaching staff are concerned they can refer directly to the school nursing service, using the NHSL school referral form which is freely accessible and available to all schools and has been in use for many years.

As part of the Early Years Collaborative in Edinburgh consideration is being given to how we can improve 'orthoptic uptake' in nurseries working with the orthoptic team and school nursing.

A robust health visiting, school nursing transition pathway

More information is available from Lynne Porteous on 529 2111 or [lynne.porteous@edinburgh.gov.uk](mailto:lynne.porteous@edinburgh.gov.uk)

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and effective early intervention activities are crucial to identifying children and young people in need of early support and timely referral to specialist services. The development of a 'pathway of transition' that quickly and reliably identifies vulnerable children (due to start school) and their families is essential.

In order to develop and improve the school nursing approach to early assessment, prior to and at the point of entry to school and thereafter, it is essential that we remain consistent in our method so that we can build on early holistic assessments allowing for a more robust appraisal of children's needs throughout their school career.

### **Progress on mainstreaming “Getting it right for every child”**

The Getting it right approach is now increasingly embedded across all City Edinburgh schools. Multi agency training organised through consultation with the Children Services Management group is being consistently delivered within the cluster areas contributing to the improved partnership working as mentioned in the joint inspection of Children's services in April 2013. Improved consistent and aligned planning processes are now being implemented within Schools, Social Work practice teams, the NHS, Voluntary Sector organisations and the Police and work to support this is ongoing through multi-agency training and on-the-job support.

Edinburgh continues to contribute extensively to the Lothian and Borders Getting it Right Steering Group which also advises and supports the National Implementation Group within the Scottish Government. This work will continue to be important to take forward the requirements of the Children and Young People (Scotland) Act 2014.

Edinburgh's approach has been to see Getting it right for every Child as “core business” and we will continue to take this forward through the development of Integrated Children's Services over the coming months.

### **Corporate Parenting - Policy Development and Review Sub Committee – 3rd April**

The Sub-Committee heard presentations from Colin Brough (a Council Foster Carer) on recruitment and retention of foster carers, Dana Lock (Team Leader, Kinship Care Team Support Team) on kinship care and Steve Hart (Team Manager, Young People's Service) on alternatives to secure accommodation. This was a valuable discussion and highlighted actions for each area and to improve our corporate parenting.

More information is available from Lynne Porteous on 529 2111 or [lynne.porteous@edinburgh.gov.uk](mailto:lynne.porteous@edinburgh.gov.uk)

More information is available from Alistair Gaw on 469 3388 or [alistair.gaw@edinburgh.gov.uk](mailto:alistair.gaw@edinburgh.gov.uk)

## **Special Schools and Partnership working**

A partnership with Edinburgh University and Education Scotland has developed over the last few years to strengthen self-evaluation in special schools. A recent report praised the work of Edinburgh's special school sector.

*“The introduction of this standardised framework across the special school sector represents a radical approach and leads the way for Scotland in terms of responding to the need to provide an overview of learner progress”.*

*Dr Gillean McCluskey, University of Edinburgh, February 2014*

## **Edinburgh Learning Festival (ELF)**

This year's Festival on the 25 April had had a two Keynote Speakers: from Professor Michael Fullan who spoke about 'Leadership; Maximising Impact' and Professor Steve Moyneux, who explored the endless possibilities of 'Inspiring Learners' and the use of technology in Education. There was also an Education Village with nearly 30 stands to demonstrate the good practice across Children and Families.

## **Scottish Parent Teacher Council (SPTC) Conference**

The 65<sup>th</sup> annual conference in March 2014 entitled 'Parents Working Together' offered both parents and professionals an opportunity to hear first-hand from parents about exciting projects they have led in their schools. Gillian Tee, Director presented "Working in partnership with parents to improve the lives of children in Edinburgh".

## **Modern Foreign Languages - Edinburgh's "Sector Leading" Model**

At a recent Association of Directors of Education Scotland (ADES) event, the Edinburgh approach to taking forward the national policy for languages was described as "sector leading" with successful pilots that include extensive, high quality on-line resources for teachers across the whole range of languages taught locally - from Mandarin to Gaelic.

## **Rising Rolls - Parliamentary Briefing**

Regular briefings are organised to provide the opportunity for us to update MSPs on key issues. Councillor Andrew Burns, Leader of the Council, welcomed everyone to the meeting and Sue Bruce, Chief Executive, provided an

More information is available from Rosie Wilson on 469 3960 or [rosie.wilson@edinburgh.gov.uk](mailto:rosie.wilson@edinburgh.gov.uk)

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

More information is available from Karen Prophet on 469 3058 or [karen.prophet@edinburgh.gov.uk](mailto:karen.prophet@edinburgh.gov.uk)

More information is available from Crawford McGhie on 469 3149 or [crawford.mcghie@edinburgh.gov.uk](mailto:crawford.mcghie@edinburgh.gov.uk)

update on developments in Edinburgh. Karen Prophet, Senior Education Manager, provided a comprehensive overview on the New Qualifications in Secondary Schools. This was followed by an informative briefing on Rising School Rolls and Strategic Management of School Places by Crawford McGhie, Asset Planning Manager and Moyra Wilson, Senior Education Manager. Both of these presentations were appreciated by those attending.

### **Scottish Government PE target met**

The PE audit from February 2014 carried out in schools shows yet further improvement in meeting our targets for the Scottish Government. The target set is for 2 hours of quality PE for all P1 to S4 pupils. Currently 95 Percent of Primary schools are achieving this target and 96% of Secondary schools. Our Special schools are also doing well with 92% meeting the PE target. This has improved from 2010/11 results that were had Primary achieving 62% achieving and Secondary 39% and just over 57% in our Special schools. We are continuing to work with schools to help us move towards increasing the percentage even more.

### **Achievement Awards**

Children and Families Achievement Awards call for applications has been launched. Judging will take place on 15 August. The Award ceremony will take place on 11 September 2014 in the Assembly Rooms hosted by Grant Stott.

More information is available from Karen Prophet on 469 3058 or [karen.prophet@edinburgh.gov.uk](mailto:karen.prophet@edinburgh.gov.uk)

More information is available from Gillian Hunt on 469 3072 or [gillian.hunt@edinburgh.gov.uk](mailto:gillian.hunt@edinburgh.gov.uk)

### **Forthcoming activities:**

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Arrangements for the neighbourhood briefings are being finalised to take place before the end of the summer. Details will be circulated shortly.

Policy Development and Review Sub-Committee on 16 June 2014 will cover the following topics: Estate strategy and rising rolls; Improving community access to schools and Grants to third parties.

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Early Years Change Fund – Progress update on Year Two

Item number	7.1
Report number	
Executive/routine	
Wards	All

### Executive summary

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This report provides an update on progress and performance during year two of the Change Fund and updates members on the work of the Early Years Collaborative.

The financial objective of the Early Years Change Fund is to reduce expenditure on high-tariff services such as purchased fostering, residential care and secure accommodation and increase expenditure on preventative services which will avoid the need for children to become Looked After.

The services implemented as a result of Change Fund investment and the work of the Early Years Collaborative are having a positive impact on the Council's pledges and strategic objectives to improve outcomes for vulnerable children through earlier intervention and achieving a shift in the balance of care.

### Links

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Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO1-CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>
Appendices	<a href="#">1-5</a>



## Early Years Change Fund – Progress update on Year Two

### Recommendations

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- 1.1 To note progress on the implementation of the Early Years Change Fund to March 2014.
- 1.2 To note progress on performance indicators in relation to Change Fund goals.
- 1.3 To note investment in service development in relation to the Change Fund to March 2014.
- 1.4 To note progress made on the work of the Early Years Collaborative.
- 1.5 To request a report on the final year of the Change Fund be brought to the Committee in August 2015.

### Background

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- 2.1 The Scottish Government set up the Early Years and Early Intervention Change Fund in 2012/13 for a minimum of three years with a vision to deliver tangible improvements in outcomes and reduce inequalities for vulnerable children; shift the balance of resources towards early intervention and prevention by 2016 and sustain this change to 2018 and beyond.
- 2.2 The Council's commitment to this fund is £8.5m over three years from 2012/13. In addition the Scottish Government has provided additional resources for Family Support/Centres and early learning and childcare for vulnerable two years olds. Funding has also been ring fenced by NHS Lothian to deliver the priorities of the Early Years Change Fund. The Edinburgh Children's Partnership chaired by the Director of Children and Families, provides oversight of the Fund
- 2.3 At the Education, Children and Families Committee on 21 June 2012 members approved a strategy and investment to develop a range of services across the city to deliver consistent and appropriate services to children in need and their families; and to improve their outcomes and reduce the need for children to require higher levels of intervention or become Looked After. Members received a further report on 21 May 2013 detailing progress made during year one of the Change Fund.

- 3.1 A report to the Committee on 21 June 2012 set out four main objectives, each with a set of actions, and described what success would look like. In addition the report stated that plans for preventative approaches should be sustainable through delivery of savings in residential, secure and fostering services.
- 3.2 It was recognised that success across the work streams would require the long term shared commitment of the Children's Partnership and that measurable success may take some time to become evident.
- 3.3 This report provides an update on progress and performance through investment in service development during year two of the Change Fund and updates members on the work of the Early Years Collaborative.

### **Early Years Change Fund progress update**

- 3.4 Performance indicators are consistent with those in place to measure progress in the Single Outcome Agreement; Edinburgh's Integrated Plan for Children and Young People and the Children and Families Service Plan. Regular reporting of performance to the multi-agency Core Group is in place. Key measures of success and targets set for March 2014 and March 2018 are shown in Appendix Two.
- 3.5 Since the implementation of the fund good progress has been made towards delivering each of the four objectives.
  - 3.5.1 Strengthen universal antenatal and early years services especially for vulnerable\* children and families;
  - 3.5.2 Reduce the need for children and young people to become Looked After;
  - 3.5.3 Improve support for children and young people Looked After at home to reduce the need for children to be accommodated;
  - 3.5.4 Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements.

\* *Vulnerable* includes those children at risk, with a complex disability or with additional support needs.
- 3.6 To achieve these objectives there has been strong emphasis and focus on:
  - 3.6.1 strengthening universal antenatal and early years services especially for vulnerable children and families focusing on prevention and early intervention;
  - 3.6.2 building parenting and family capacity and confidence pre and post birth;
  - 3.6.3 working effectively with parents and carers as partners;
  - 3.6.4 helping communities to provide a supportive environment for children, young people and families;

- 3.6.5 delivering high quality integrated services that meet the holistic needs of children and families;
  - 3.6.6 achieving an appropriate mix of universal and targeted services;
  - 3.6.7 ensuring children are supported to reach appropriate developmental milestones through effective earlier identification;
  - 3.6.8 developing a workforce with the skills to deliver prevention and early intervention.
- 3.7 A detailed update of the specific action identified to deliver the objectives of the Early Years Change Fund is set out in Appendix 1.
- 3.8 The financial objective of the Early Years Change Fund is to reduce expenditure on high-tariff services such as purchased fostering, residential care and secure accommodation and increase expenditure on preventative services which will avoid the need for children to become Looked After later in childhood.
- 3.9 Details of specific investment in service developments to achieve the objectives are set out in appendix 3.

#### **The Development Fund**

- 3.10 In partnership with Edinburgh Voluntary Organisations' Council (EVOC) a development fund, funded by Change resources of £500k was launched in September 2013. The Development Fund which is administered and monitored by EVOC provides an opportunity for the voluntary sector to contribute innovative services to meet the priorities of the Early Years Change Fund. Of the 30 applications received 13 projects were awarded funding. Services are being delivered over the period January 2014 to June 2015. A list of the projects is attached at Appendix 4.

#### **Early Years Collaborative**

- 3.11 The Scottish Government launched The Early Years Collaborative in October 2012 and there are now five work streams contributing to the ambition of the collaborative "To make Scotland the best place in the world to grow up..." and exploring the issues that affect children from pre birth to 8 years. The collaborative is based on an established Model for Improvement. Appendix 5 details the stretch aims for each work stream.
- 3.12 There has been a great deal of activity in Edinburgh and key learning has been around using the Model for Improvement to support our Early Years Collaborative projects in gathering both qualitative and quantitative data. This has involved reconsidering the way we think about improvement and rather than implementing widespread changes. Projects make small scale changes e.g. with one family, then five families, then 25 families etc, and apply learning from the changes along the way.
- 3.13 There are currently twenty active Early Years Collaborative projects in Edinburgh involving a range of agencies working together to address issues that will

improve outcomes for our children and support for families. The key themes being addressed are Early Intervention and Maternity Services, Attachment, Transitions, the 27-30 month review, Developing Parenting Skills, Family Engagement to Support Learning and Income Maximisation.

- 3.14 The Early Years Change Fund has been used to develop of a wide range of services provided by the City of Edinburgh Council, Lothian Health and Voluntary Sector partners. The services implemented through the Change Fund and the work of the Early Years Collaborative are starting to make an impact on our long term strategic objectives to improve outcomes through earlier intervention and a shift in the balance of care.

## Measures of success

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- 4.1 The actual position as at March 2014 is detailed below relative to targets set to be achieved by 2016.
- 4.1.1 The need for children to be looked after is reduced with the number of Looked After Children to be no more than 1,433. *The actual figure is 1,405 and this is ahead of target;*
- 4.1.2 The number of LAC that are in foster care is maintained at 608. *The actual figure is 594 and this is ahead of target;*
- 4.1.3 The percentage of foster care placements that are provided by CEC is increased to 61%. *The actual figure is 56% and this is behind target;*
- 4.1.4 The percentage of the LAC population that is in kinship care is increased to 21%. *The actual figure is 23% and this is ahead of target;*
- 4.1.5 The number of young people in secure accommodation is reduced to 9. *The actual figure is 12 and this is behind target;*
- 4.1.6 Out of Council residential and day educational commitments (£m) is reduced to £3.52m. *The actual figure is £3.41m and this is ahead of target.*

## Financial impact

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- 5.1 There are no direct financial implications arising from this report.
- 5.2 The Council's commitment to the Early Years Change Fund is £8.5m over three years from 2012/13. For the same period the Scottish Government has allocated £190,000 each year to support the work of the Early Years Task Force Sub Group on Family Support and Family Centres and £117,000 each year for the provision of early learning and childcare for all looked after 2 year olds.

- 5.3 In addition to local authority and Scottish Government allocations, funding has been ring fenced by NHS Lothian to deliver the priorities of the Early Years and Early Intervention Change Fund.
- 5.4 Appendix 3 sets out actual spend for 2012/13, 2013/14 and proposed expenditure for year three of the fund 2014/15.

## **Risk, policy, compliance and governance impact**

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- 6.1 There is no risk, policy, compliance and governance impact arising directly from this report.

## **Equalities impact**

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- 7.1 The implementation of the priorities of the Early Years Change Fund will continue to advance equality of opportunity for vulnerable children and families.

## **Sustainability impact**

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- 8.1 There are no adverse environmental impacts arising from this report.

## **Consultation and engagement**

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- 9.1 Where investment in service development requires statutory or formal consultation with trade unions, the public or the Scottish Government the relevant consultation and engagement process and procedure have been carried out.
- 9.2 There was significant consultation and engagement with a wide range of voluntary sector providers in the development and implementation of the Development Fund.

## **Background reading/external references**

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- [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 - Governance, Risk and Best Value Committee 6 March 2014](#)

Gillian Tee

Director of Children and Families

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









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






## Links

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<b>Coalition pledges</b>	P1 - Increase support for vulnerable children, including help for families so that fewer go into care.
<b>Council outcomes</b>	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. CO3 - Our children and young people at risk, or with a disability, have improved life chances. CO4 - Our children and young people are physically and emotionally healthy. CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities. CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality.
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Action plan update</li><li>2. Key performance indicators</li><li>3. Budget allocations</li><li>4. Development Fund Projects</li><li>5. Early Years Collaborative Stretch Aims</li></ol>

## Early Years Change Fund – Progress on actions








Ref.	Commitment	Update	Status
<b>Objective 1 Strengthen universal ante natal and early years services especially for vulnerable children and families</b>			
1.1	Work with parents and carers including those who are “hardly reached” to inform future priorities and influence practice.	Survey complete. 270 responses including 80 from parents who would be grouped as “hardly reached”. Feedback taken into account when developing out early years services. Additional survey has been completed in relation to the implementation of 600 hours early learning and childcare. The online survey generated 1828 responses and was informed after focus groups took place with parents who are “hardly reached”.	
1.2	Ensure that at least 80% of all pregnant women have booked in for antenatal care by the 12th week of gestation.	This is a HEAT Target and we are exceeding our target (approximately 90%). Revised model of Midwifery will look at reasons why women have not been booked in i.e. are they receiving another service?	
1.3	Develop early years hubs in all localities and increase the range of services provided through partnership working and more flexible use of resources.	Funding to open new/enhanced early years provision in each area of the city. Fort Early Years Centre - enhanced provision fully operational from August 2013. Craigentiny Early Years Centre - new provision at operational from August 2013. Royal Mile Early Years Centre - new provision at opened from August 2013 and fully operational from August 2014. Oxgangs Early Years Centre - new provision at operational from April 2013. Fox Covert Early Years Centre - proposal to open new provision to be operational from August 2015. Pilot of additional hours took place in 6 nursery classes in Jan/February 2014..	
1.4a	Increase the number of places for vulnerable two year olds across the city.	Working group established to look at practice across early years including implementation of 600 hours early learning and childcare from August 2014. Recent national announcements will mean an entitlement for an increased number of two year olds and planning is at an early stage.	
1.4b	Introduce the 24-30 month Health Visitor assessment.	A 27-30 Month Assessment established April 2013 and has been implemented.	
1.5	Provide a specialist worker in Early Years hubs to support children with additional support needs.	No additional funding available. This action is being delivered by staff working in Early Years' centres that have specialist knowledge and access to services to support children with additional support needs.	
1.6	Provide more pre-school provision in special schools.	All pre-school children, including children in specialist nursery provision will have access to additional hours arising from the implementation of the Children's Bill. Inc 2 year olds who are LAC or subject to a kinship care order. Nursery provision at Oaklands and Braidburn Special Schools will extend to 600 hours as above.	
1.7	Provide pre-school support for children with additional support needs during school holidays.	No additional funding available. This action is being through existing disability services which continue to run throughout the school summer holidays. Calderglen pilot was reported to EYCF 19/12/13. The outcome of the evaluation will be considered including 600 hours over 52 weeks; a	

		scoping exercise to identify how many children become LAC; and affordable child care through commissioning work.	
1.8	Identify approaches to measure readiness for school including literacy, numeracy and health and wellbeing.	Linked to 27-30 month Assessment. There is currently work ongoing to look at measures and how these will be reported back. This will be included as a test of change through the EYC.	
1.9a	Deliver a range of evidence based programmes.	Development Officer in place since October 2012 to take forward recommendations in the review of Parents as Early Educators (PEEP) report. Additional resources allocated to all nurseries to dedicate time to supporting parents.	
1.9b	Implement the quality assurance framework for 0-3 in all establishments.	Being taken forward through Early Years strategy and initial audit indicates improved grades from the Care Inspectorate for the Quality of Staff in 0-3.	
1.10	Place Family Nurse Partnership and the PrePare Service on a longer term footing.	Second Family Nurse Partnership team in place since June 2013. The EYCF has made up the shortfall in funding to enable the PrePare service to be mainstreamed.	
1.11	Parenting support would be available for all families locally.	Parent and carer support team has been enhanced with a co-ordinator in each neighbourhood. The Senior Training officer has developed and delivered training to multi-agency staff in working with families at a basic level, and a more advanced level, as well as training in group work, essential to delivery of group-based programmes. Additional resources allocated to all nurseries to dedicate time to supporting parents during 2013/14.	



## Objective 2 Reduce the need for children and young people to become Looked After




2.1	Support families earlier so children can remain safely in that setting and parent's capacity and confidence is increased.	Departmental guidance on applying a systemic approach to family work has been developed and will be included in the refresh of the Parent and Carer Framework	
2.2	Identify specific cohorts of young people "in need" aged 0-5, 5-12 and 12+ and ensure each child has a clear Plan with an identified Lead Professional and key worker allocated.	Families identified. Child's Plan in place. Build in clear reviewing and sampling practice – link to roll-out of SMART Planning, Effective Assessment and role of Lead Professional training at locality level	
2.3a	Increase support during school holidays for families of children with ASN.	A tender exercise has been completed and the successful contractor appointed to double play schemes for children with disabilities from 3 weeks holiday respite provision to 6 weeks from August 2014.	
2.3b	Reduce the length of time that families wait for respite care for children with additional support needs.	The new Seaview build will provide slightly more residential capacity. Children do not currently wait for day services if assessment evidences, on the priority rating scale, a need for support.  Additional resources to double the Intensive Behaviour Support Service for families affected by disability the have been in place since October 2013. The service provides a unique flexible and intensive service to parents to support the implementation of behaviour strategies and build their own capacity and resilience preventing them from going into crisis and breakdown.	







2.4a	Make sure there are closer links between adult treatment and support services and resources for children and families.	This work is being taken forward within EADP and will be reflected in the emerging commissioning plans for adult treatment and children, young people and families' services. Activity at a locality level is coordinated by the CSMGs using the recently published Needs Assessment in respect of CAPSM (Children affected by Parental Substance Misuse) and will be reported through the EADP structures and, where relevant, to the Children's Partnership	
2.4b	Embed evidenced based approaches to family support and capacity building.	Supporting Parents and Carers Framework is currently being revised. The draft Framework will be expanded to reflect ante-natal and early years NHS provision for parents and carers of very young children and to accurately demonstrate wider work to engage and support parents through CLD, Early Intervention and voluntary sector partners.	
2.5	Work with Edinburgh's Alcohol and Drug Partnership to increase support to young women leaving care	Two Mental Health workers have been in post from early July 2013. Access to Swift and NHS IT systems are in place. Service now taking referrals from young people eligible for the service.	
2.6	Work with local Children's Services Management Groups and distribute resources based on evidenced need and priorities.	Area Coordinators have been working with multi agency CSMGs in each Children and Families neighbourhood to develop local action plans to deliver on the city's agreed strategic priorities. This work will inform, on an ongoing basis, reports to the Children's Partnership on activity within the agreed Strategic Outcome areas in the Integrated Plan.	
2.7	Increase the range of family support services.	The Family Solutions Service was established in July 2013 to work alongside families a systemic way by providing practical support in their homes and local community to build on their own strengths and prevent the need for greater intervention. From July 2013 to March 2014 Family Solutions had worked with 576 young people.	
2.8	Social Care Direct ensures that all concerns notified to them but not allocated are routed to the Named Person quickly.	Social Care Direct has a process in place to ensure all child welfare concerns are passed quickly to the Named Person in cases which do not meet the threshold for social work intervention. This has meant the named persons can take account of child concerns which may not be known to them, when formulating plans to support the child and the family. This development has been key to full implementation of GIRFEC principles, specifically the appropriate sharing of information regarding child concerns. Additional resources have been in place since February 2013.	
2.9	Evaluation of children's plans demonstrates impact of early intervention.	This year the Quality Assurance focus has been on improving planning through training, practice development and supported improvement visits. This is particularly appropriate with the introduction of the Case Management Review Group process which is highlighting quality issues at an early stage. An approach is to be developed to audit Child's Plans for under 5s.	

### Objective 3 Improve support for children and young people Looked After at home to reduce the need for children to be accommodated

3.1	Undertake an analysis of the needs of the LAC at home population and the population of children who were accommodated in the last year and consult with stakeholders regarding levels of unmet need.	Complete. Key messages will continue to be disseminated and the outcomes will include development of more systemic practice across children's social work services and other services, linked to critical reflection on practice based on the key messages.	
3.2	Determine what changes to practice and services would allow needs to be better met and risk to be	As above	

	managed to prevent the need for children to be accommodated.		
3.3	Plan and implement change in practice and services including expanding practical family supports, evidence-based parenting programmes (e.g. Incredible Years, Teen Triple P) and a multi systemic team.	Establishment of Family Solutions as detailed above and the establishment of the Multi Systemic Therapy (MST) an intensive family and community based intervention that targets the multiple causes of antisocial behaviour in young people aged 12-17, who, without intervention could be at risk of out-of-home placement. Two MST teams have been operational since June 2013. Between June 2013 and March 2014 the service worked with 42 families. At full capacity the service is expected to work with 80 families.	
3.4	Implement the Whole System approach in collaboration with Lothian and Borders Police.	The Youth Offending Service secured funding from the Scottish Government for 2012/2013 to support the implementation of the Whole System Approach (WSA) in Edinburgh. In order to support service development in this area regular updates are provided to the Youth Justice Strategy Group (YJSG).	
3.5	Further develop and consistently implement independent reviewing of Looked After children at home.	Plans to progress this action in year 3 are on hold given implications of wider budget discussions and priority for Children's Practice Teams. It is proposed to remove this action.	

**Objective 4 Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements**

4.1	Increasing the number of foster carers by 50 net places year on year for three years, increasing current capacity by 150 over a five year period.	Investment in additional staffing resources to support the application process and provide support for 25 new placements during 2013/14 has been in place since September 2012. An exercise to interview all existing foster carers took place in July and August 2013. The aim was identify the potential to increase placement capacity with existing foster carers and the actions required to make this happen. Work is being progressed with these carers on the necessary adaptations on a spend to save investment. Resources have been made available to review the carer database within Family Based Care to ensure real time information is available on carer vacancies.	
4.2	Increase hours of day care available by 10% per year for the three years of this funding.	There are no plans to increase this service by 10% per year, to do so would require a budget allocation from the fund of in excess of £200K. The current day care service budget has been reduced through wider budget discussions. It is proposed to remove this action.	
4.3	Increase the numbers of kinship carers to at least the Scottish average and practical and professional support to kinship carers to increase and sustain placements.	Investment through the EYCF to enhance the Kinship Care Team, dedicated support to kinship carers through a contract with Circle and additional resources within Family Group Conferencing have seen an increase in the number of kinship placements. Increased resources within the Family Group Decision Making Team have enabled the service to work with 332 families of which 201 have led to a family group meeting.	
4.4	Increase and enhance foster care recruitment and approval activity.	Increased resources within the Family Based Care Team and additional funding to deliver a targeted marketing campaign is continuing to be developed to attract carers for the harder to recruit clients such as teenagers, sibling groups, children with disabilities and permanent placements.	



Action complete



Action agreed and on target



On track but not met

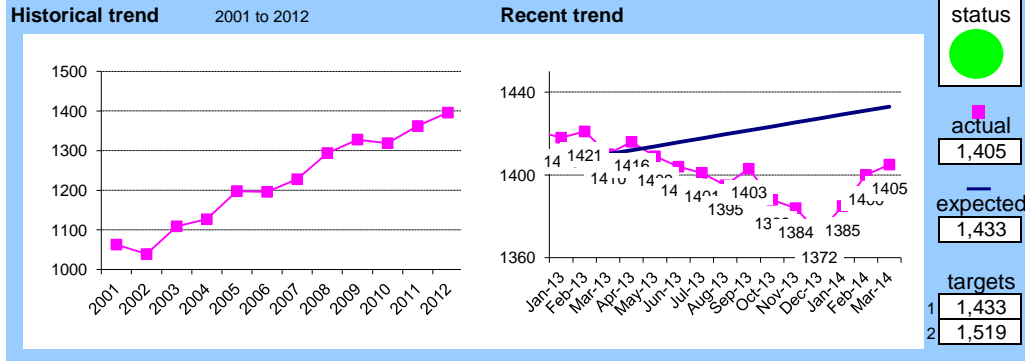


Action not complete

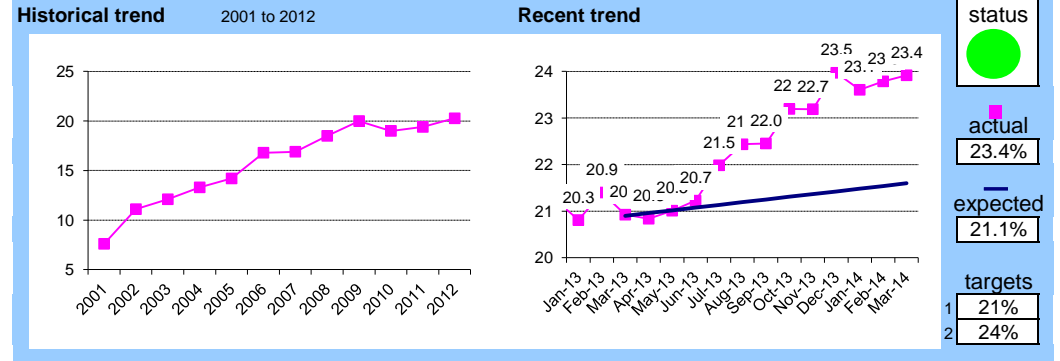
## Early Years and Early Intervention Change Fund - Shifting the resources : six key indicators

Position as at March 2014

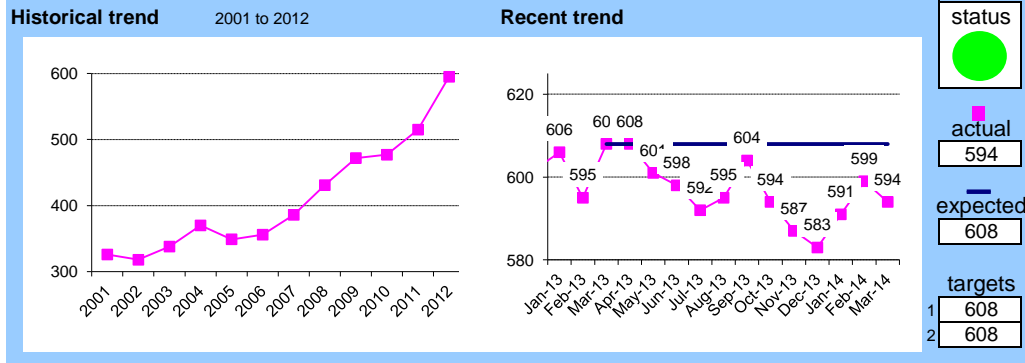
### The LAC population



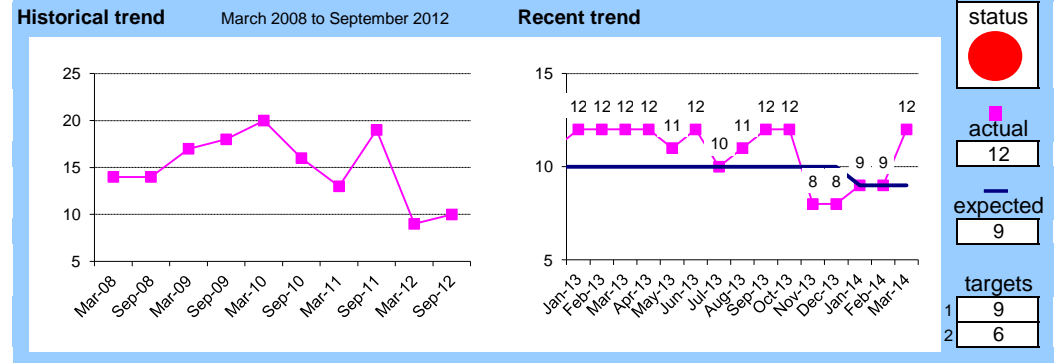
### The percentage of the LAC population that is in kinship care



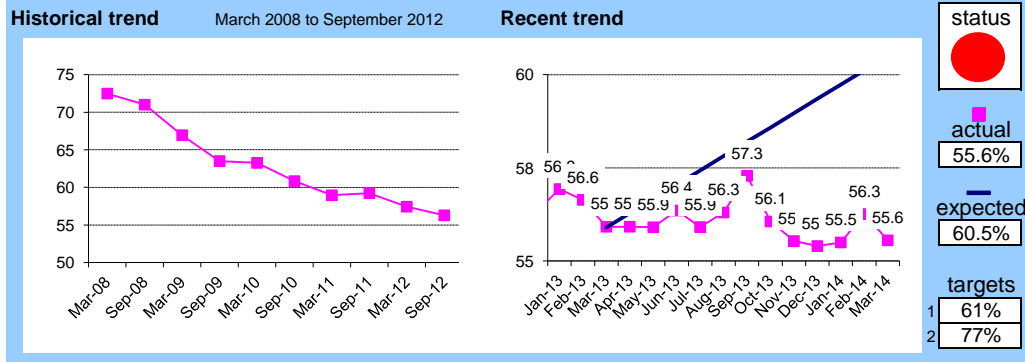
### The number of LAC that are in foster care



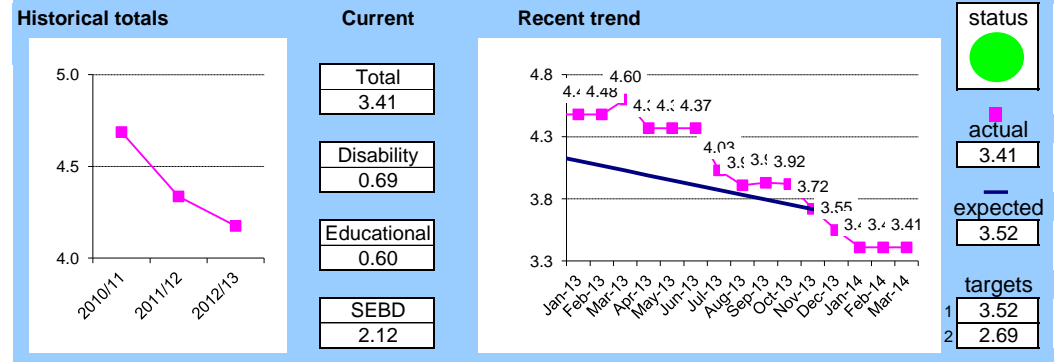
### The number of young people in secure accommodation



### The percentage of foster care placements that are provided by CEC



### Out of Council residential and day educational commitments (£m)



target 1 is for March 2014 and target 2 is for March 2018

the Red/Amber/Green status is calculated from the actual current value versus the expected value (required to be 'on target')

<b>Early Years Change Fund</b>				
<b>12/13 and 13/14 actual and 14/15 draft budget allocations - May 2014</b>				
<b>Description</b>	<b>12/13 Actual</b>	<b>13/14 Actual</b>	<b>Draft 14/15 Budget</b>	<b>Total 12/13 - 14/15</b>
<b>1. Strengthening universal early years services especially for vulnerable children</b>				
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	39,989	44,269	128,838	213,096
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigtinny	0	94,787	217,468	312,255
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	0	38,605	155,686	194,291
Provide Early Years Centre Services in each neighbourhood - Oxfgangs PS	2,600	17,046	64,806	84,452
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch (Fox Covert)	0	0	200,000	200,000
Early Years Officer to support the development of PEEP	8,069	21,303	9,430	38,802
Pilot of 15hpw provision for 2 weeks across 5 nurseries	0	0	0	0
	<b>50,658</b>	<b>216,010</b>	<b>776,228</b>	<b>1,042,896</b>
<b>2. Reduce the need for children to become Looked After</b>				
Family Group Decision Making - expand and reprioritise	73,754	185,860	178,265	437,879
Evidence based parenting support programmes	0	14,016	36,000	50,016
Parenting Support for parents of older children - expansion	44,681	111,220	121,200	277,101
Expand family support service to provide practical help for families	0	200,036	272,700	472,736
Consistent feedback to named person from Social Care Direct	21,771	71,988	71,362	165,120
Supervised Contact arrangements	0	21,000	141,198	162,198
Intensive Behaviour Support Service	0	6,053	90,289	96,342
Playschemes for children with disabilities	0	44,582	356,000	400,582
Prepare	0	18,845	30,000	48,845
Befriending	0	0	80,000	80,000
	<b>140,206</b>	<b>673,599</b>	<b>1,377,013</b>	<b>2,190,819</b>
<b>3. Reduce the need for children to become Looked After and accommodated</b>				
Multi Systemic Therapy	15,484	504,447	656,500	1,176,431
Expand family support service to provide practical help for families	0	200,036	272,700	472,736
Permanence Team expansion	0	0	239,370	239,370
	<b>15,484</b>	<b>704,482</b>	<b>1,168,570</b>	<b>1,888,536</b>
<b>4. Increase CEC fostering capacity and strengthen kinship care arrangements to achieve best value placements</b>				
Increased support to families with kinship care arrangements	73	96,622	174,898	271,592
Recruit more CEC carers	146,561	359,720	558,530	1,064,811
Permanence Panel co-ordination	51,840	51,840	52,358	156,038
Carer adaptations	0	26,666	470,000	496,666
	<b>198,474</b>	<b>534,848</b>	<b>1,255,786</b>	<b>1,989,108</b>
<b>5. Programme Support</b>				
Programme Support	40,925	94,441	68,175	203,541
<b>6. Development Fund</b>				
Approved projects	0	91,666	366,664	458,330
EVOC funding	0	25,000	25,000	50,000
	<b>0</b>	<b>116,666</b>	<b>391,664</b>	<b>508,330</b>
<b>TOTAL APPROVED PROJECTS</b>	<b>445,747</b>	<b>2,340,047</b>	<b>5,037,436</b>	<b>7,823,230</b>
<b>PROJECT PROPOSALS TO BE ASSESSED</b>		<b>0</b>	<b>752,747</b>	<b>752,747</b>
<b>TOTAL COST OF PROJECTS</b>	<b>445,747</b>	<b>2,340,047</b>	<b>5,790,183</b>	<b>8,575,977</b>
<b>FUNDING</b>				
Budget	1,630,000	2,874,000	4,071,977	8,575,977
Brought forward		1,184,253	1,718,206	2,902,459
Carry forward	-1,184,253	-1,718,206		-2,902,459
<b>TOTAL FUNDING</b>	<b>445,747</b>	<b>2,340,047</b>	<b>5,790,183</b>	<b>8,575,977</b>

EARLY YEARS CHANGE FUND – DEVELOPMENT FUND  
SUCCESSFUL PROPOSALS

Name of Organisation	Proposal Title	Amount Awarded
Edinburgh Young Carers (EYC)	<p><b>Relieving the Pressure</b> The award will help increase the capacity of EYC to identify and work with high priority young carers between 12 and 15 years to reduce the likelihood of crisis in their home situation leading to the need for the young carer and siblings to be accommodated</p>	£16,407.00
Circle & Stepping Stones	<p><b>PrePare Father's Support</b> This project builds on successful practice in delivering services to children and families at risk by building on a pilot being undertaken as part of Early Years Collaborative "test for change". A Fathers' Worker will be employed to work with partners of women referred to Prepare, working with men during the antenatal phase and post natal to provide ongoing support.</p>	£45,000.00
Citadel Youth Centre	<p><b>Citadel Families Project</b> The project will focus on providing increased support and capacity building to vulnerable families at an early stage. The main criteria for the target group will be children at risk of being Looked After, or who are already Looked after and at risk of becoming accommodated</p>	£45,000.000
Richmond Craigmillar Church	<p><b>Muirhouse Satellite Base</b> Richmond's Hope provides support at its Craigmillar base to children between the ages of 4 and 18 who have suffered bereavement which has been traumatic for them. The funding will enable a base to be established in Muirhouse to support families in the North of the City.</p>	£19,945.00
Oxgangs Care	<p><b>Family Playtime</b> The funding will support a Play at Home Service to families who have a child under 3 who has been identified as having an Intensive or Additional Record of Need.</p>	£27,000.00
Aberlour	<p><b>Children affected by Parental Substance Misuse Looked After at home</b> Increased targeted support for pre-school children Looked After at Home and affected by parental substance use.</p>	£50,000.000
Circle & Crossreach	<p><b>Recovery Hubs: Children &amp; Families Outreach Project</b> To develop a children and families outreach service in Recovery Hubs in the SE and NE of the City.</p>	£65,000.00
Homelink Family Support	<p><b>Antenatal and Postnatal Befriending Service</b> Funding will enable engagement with "parents to be" who do not take up ante or post natal support and who have been identified by Health and SW as being "at risk" of not coping with their new baby</p>	£45,000.00

EARLY YEARS CHANGE FUND – DEVELOPMENT FUND  
SUCCESSFUL PROPOSALS

AFASIC Scotland	<b>Unlocking Speech &amp; Language for Children &amp; Parents</b> The service will deliver innovative interventions for at least 60 parents and children, in groups and individually, where a child's speech, language and communication impairment has been identified	£43,000.00
Cyrenians	<b>Support, Mediation &amp; Conflict Resolution for Young People &amp; Families</b> Via support, mediation and conflict resolution, the project will help young people and those responsible for their welfare and wellbeing to be more happy and confident in their relationships and better able to cope with relationships at home or within Kinship Care arrangement, reducing or removing risk of becoming accommodated	£38,892.93
Criagmillar Books for Babies	<b>Family Support @ Home Programme</b> The Project will offer support to families of children aged 2-3 years with additional support needs identified at the 27 month health check. This will include a home visiting programme and 1-1 support in community settings too	£29,459.69
Scottish Adoption Society	<b>Supporting Birth Mothers in Edinburgh</b> The Project will provide support to birth mothers who have experienced the loss of their child through adoption and break the existing pattern of birth mothers having several children who are accommodated in local authority care and then adopted.	£16,292.00
Children 1st	<b>Intensive Family Support</b> will target families who are barely coping and whom services are not reaching. These families will have indicators of vulnerability and risk. The service will intervene before difficulties escalate or become entrenched; reducing the need for children to require more intensive services or become Looked After	£60,000.00
	<b>Subtotal</b>	<b>£500,996.62</b>

### The Early Years Collaborative Stretch Aims

Workstream 1	To ensure that women experience positive pregnancies which result in the birth of more healthy babies as evidenced by a reduction in the rates of stillbirths (from 4.9% per 1,000 births in 2010 to 4.3% per 1,000 births in 2015) and infant mortality (from 3.7% per 1,000 live births in 2010 to 3.1% per 1,000 live births in 2015)
Workstream 2	To ensure that 85% of all children within each CPP have reached all of the expected developmental milestones by the time of the child's 27-30 month child health review, by end of 2016.
Workstream 3	To ensure that 90% of children within each CPP have reached all of the expected developmental milestones at the time the child starts primary school, by end of 2017.
Workstream 4	To ensure 95% of children reach all of the expected developmental milestones and achieve Level 1 of Curriculum for Excellence at the end of Primary 4 by 2021.
Workstream 5	To provide the Leadership System to support quality improvement across the Early Years Collaborative and timely delivery of all workstream "stretch aims"

# Education Children and Families Committee

10am, Tuesday, 20 May 2014

## Early Years Strategy Progress Report

Item number	7.2
Report number	
Executive/routine	
Wards	All

### Executive summary

This report outlines the national priorities for development in early years and highlights The City of Edinburgh Council's progress towards implementation of requirements in line with current legislation, strategies policies and the Early Years Collaborative. The report also includes the key achievements and identifies the priorities for the future development of the early years service. Actions to deliver the entitlement of 600 hours early learning and childcare for all 3 and 4 year olds and identified two year olds are also included.

### Links

Coalition pledges [P1 and P6](#)

Council outcomes [CO1](#)

Single Outcome Agreement [SO3](#)



## Early Years Strategy Progress

### Recommendations

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- 1.1 Note the content of the report and priorities for the next stage of development within early years.

### Background

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#### Early Years Strategy

- 2.1 The Early Years Strategy January 2010 sets out a vision and long term commitment to improve the life chances for children, supporting the coalition agreement to ensure every child has the best start in life.
- 2.2 The strategy has four aims:
  - Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families.
  - Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality early years service.
  - Aim 3: To strengthen and develop universal services in partnership to provide support for all children and families.
  - Aim 4: To develop learning through play opportunities and active learning as integral parts of the early years service.

#### Play Strategy

- 2.3 In June and November 2013, the Scottish Government launched the national [\*Play Strategy for Scotland: Our Vision, and Play Strategy for Scotland: Our Action Plan\*](#). Over the past year the City of Edinburgh Play Development team has been actively involved in the working group of the national *Play Strategy for Scotland*. Subsequently the City of Edinburgh is now developing a play strategy in line with national policy.

#### Supporting Parents and Carers Strategy

- 2.4 The City of Edinburgh Council, Children and Families Department, in partnership with NHS Lothian, has produced a strategy to strengthen support for parents and carers in their task of raising children.

## **Early Years Change Fund**

- 2.5 The Scottish Government's Early Years and Early Intervention Change Fund has supported the development and strengthening of early years services especially for vulnerable children and their families.

## **Early Years Collaborative**

- 2.6 The Early Years Collaborative was launched in October 2012 and there are now five work streams contributing to improved outcomes for our children and their families. The stretch aim is: "To make Scotland the best place in the world to grow up, by improving outcomes, and reducing inequalities, for all babies, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed".

### **Workstreams:**

- Workstream 1: Pre-conception to one year aim to reduce stillbirths and infant mortality by 15% by 2015.
- Workstream 2: One year to 30 months aims to ensure developmental milestones at 27/30month review reached by 85% of children by 2016.
- Workstream 3: 30 months to starting primary school  
Developmental milestones at start of primary schools reached by 90% of children by 2017.
- Workstream 4: Five years to eight years aims to ensure developmental milestones at end of primary four reached by 95% of children by 2021.
- Workstream 5: Leadership: Support and ensure the timely delivery of all the workstreams.

## **Children and Young People Act (Scotland) 2014**

- 2.7 The Children and Young People (Scotland) Act sets out a requirement to expand free nursery provision from 475 hours to 600 hours a year in August 2014 for all three and four year olds and for two year olds who are, or have been at any time since turning two, looked after or subject to a kinship care order. This will add to pressure on the provision of nursery places in the city. Recent announcements from the Scottish Government indicate that we will be required to provide 600 hours of early learning and childcare for 15% of two year olds from August 2014, increasing to 27% of two year olds from August 2015. The aim of this expansion is to "Strengthen the role of early years support in children and families lives by increasing the amount of flexibility of funded early learning and childcare".

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

#### **Quality of services**

- 3.1 During 2013–2014 Education Scotland carried out inspections of seven nursery classes, (including one follow through inspection), four partner providers (one not yet published) and one under fives centre. Forty three evaluations ranged from excellent to weak as follows, 6 excellent, 12 very good, 13 good, 4 satisfactory and 8 weak (see Appendix 1). All Council nurseries were graded good or better.
- 3.2 Education Scotland recently awarded Cowgate Under 5s centre five evaluations of excellent. This was an integrated inspection with Care Inspectorate which also awarded the centre four excellent grades making this the best early years inspection nationally. The report highlighted key strengths as *'the ethos based on trust and mutual respect which reflects the strong vision and shared values of the centre'* and *the exceptional skills of staff in responding to individual children's interests and needs'*.
- 3.3 St Peter's Nursery class was awarded an excellent evaluation for Quality Indicator 1.1 Improvements in Performance. The inspection team praised the *'high quality of children's learning and achievement in the nursery'*. Similarly, an excellent evaluation at Castleview nursery class for Quality Indicator 5.1 Curriculum praised the *'high quality of learning and the positive engagement of the community to enhance experiences for children'*.
- 3.4 Education Scotland visited Hailesland Early Years Centre in March to evaluate the provision for literacy; identify strengths and priorities for future improvement; and to share good practice. This was part of the 3 – 18 Curriculum Impact Reviews and complemented the general inspection programme. The outcome of this inspection visit was very positive and key strengths in early literacy were identified
- 3.5 Overall, across the sector, Education Scotland acknowledged the high quality of children's learning and achievement and the commitment of staff to supporting children and families. Areas for development continue to focus on 'increased expectations' for quality indicators 5.1 Curriculum and 5.9 Self Evaluation. The need to further develop aspects of curriculum for excellence and improve approaches to self evaluation to improve children's experiences was identified in most inspections.
- 3.6 The City of Edinburgh Council implements the termination of contracts protocol for centres receiving grades of weak or unsatisfactory. The authority provides additional support to centres throughout this process and to secure improvement and the decision to end contracts is taken as a last resort.

## Support and Challenge

- 3.7 The Early Years Quality Improvement Officers (QIO) provided support and challenge for 118 partner providers, 14 early years centres and 13 nursery schools. Support was also given to nursery classes as required, in liaison with Primary QIOs. The team of peripatetic teachers provided additional support to partner provider centres and to some nursery classes as directed by the early years QIOs.
- 3.8 Support for 'increased' expectations for quality indicators 5.1 Curriculum and 5.9 Self evaluation has been a key focus of support and challenge visits. To further develop the implementation of the curriculum, a range of resource materials has been produced and shared with all early years centres (literacy rich environment toolkit – indoors and outdoors, numeracy rich environment toolkit - indoors and outdoors, focused learning exemplars for numeracy and mathematics, good practice in early numeracy and mathematics, early level science curriculum development). Similarly, a series of continuing professional development sessions engaged staff in the extension of self-evaluation strategies. The early years' quality improvement team are currently reviewing and re-writing the 'Improvement Through Self-evaluation' Guidelines.
- 3.9 Officers have also produced a 'Pre Birth to Three Self Evaluation Toolkit' and feedback from staff has been very positive.
- 3.10 The annual Early Years conference in February focused on mathematics and numeracy. This event was attended by over 300 delegates and feedback was very positive. Keynote speakers inspired the audience with their enthusiastic approach to mathematics and highlighted the need to inspire young children at the very earliest stage.
- 3.11 The Pre Five Literacy and Numeracy Assessment and Planning Trackers have been circulated to all early years establishments and are being widely used across partner provider and authority centres. Education Scotland have commented positively on the impact on children's learning and in staff's ability to assess and track children's progress.
- 3.12 In response to children's entitlement to the increase in hours from August 2014, Children and Young People (Scotland) Act 2014, a focus group for planning, assessment, and transition was established. Its function was to streamline paperwork, to compile a new transition report and to provide a consistent approach from nursery to primary one. This was shared at the Curriculum for Excellence session in May.
- 3.13 [The Integrated Literacy Strategy Early Years](#) launched in October 2013, provides a comprehensive overview of progress with early years priorities in the Integrated Literacy strategy 2012/13 action plan. Further to this, the early years literacy support group has produced an audit report on the implementation and

impact of the 'CIRCLE Collaboration (2011) Up Up and Away' ( Building Foundations for Literacy in the Early Years, Planning to meet the need (City of Education Council, Queen Margaret University and NHS Lothian,) in Early Years Centres. Literacy Support Coordinators have now been identified in all Early Years Centres to continue to improve the implementation of the resource. The Literacy Support Group will organise further training sessions for coordinators and whole staff teams.

### **Successful Transitions**

- 3.14 The Curriculum for Excellence early level spans nursery to end of primary one and consequently there is a significant focus to ensure effective transition arrangements and continuity of learning experiences for children. Smaller class sizes in many schools support children's learning experiences in primary one. It is important that key features of active learning approaches evident within nursery are reflected in the day to day organisation in primary one. Senior managers and primary one teachers attended a series of Continuing Professional Development sessions to further support transitions. These explored the key features of good practice in creating an enabling environment in a primary one class and how the principles of an active learning approach can be reflected in the day to day organisation and planning in primary one.
- 3.15 A series of roadshows for parents highlighted issues and concerns around deferrals and delayed entry into primary one. Subsequently many parents have been reassured that schools are taking account of active learning approaches to ensure a smoother and seamless transition for children and parents between nursery and primary one.

### **Pre Birth to Three**

- 3.16 Support and training has continued to be provided to improve the quality of experiences for children under three across a range of childcare settings. A comprehensive training programme has been delivered to approx 300 practitioners; 40 establishments received support visits.

### **Nursery Application Management System (NAMS)**

- 3.17 The Nursery Application Management System (NAMS) has been used within all local authority nursery schools and classes to manage the allocation of nursery places and has now been updated to NAMS2.

The system will go 'live' in August 2014 and all 119 partner provider centres have now received the necessary training. The payment of pre-school funding will be processed through NAMS2 and this gives the added benefit of a more robust and secure monitoring procedure.

## **Capital Improvement**

- 3.18 On 10 December 2013 the Education, Children and Families Committee approved that a statutory consultation should be carried out regarding the proposed new nursery classes at Fox Covert Primary Schools and Wardie Primary School. The statutory consultation period ran from 16 December 2013 to Wednesday 12 February 2014. The new nursery classes were approved at Council on 1 May 2014.
- 3.19 A replacement nursery class at Duddingston Primary School is planned to open in August 2015.
- 3.20 A new early years centre for children from 0-5 was created by merging Pilrig Child and Family Centre with the nearby Craigentenny nursery class.
- 3.21 Replacement nursery classes were established at Towerbank and James Gillespies primary schools.
- 3.22 The Scottish Government has made additional capital funding available for 2014-15 to all Local Authorities aligned to the policy commitment to increase nursery provision for three-five year olds from 475 to 600 hours per annum and the introduction of the same level of provision for two year olds who are (or have been) looked after or are under a kinship care order. The level of capital funding available for 2014-15 to the City of Edinburgh Council has been confirmed as £2.510m.
- 3.23 A compliance audit has been commissioned through Services for Communities to ensure that the requirements for the Care Inspectorate are met. The initial focus will be on six locations currently providing extended services to care for two year olds.
- 3.24 A review of condition survey is being carried out to identify accommodation most in need of replacement. An analysis of birth rates and current nursery registrations to identify opportunities for expanded or new facilities is being undertaken.

## **Future priorities**

- 3.25 The early years Quality Improvement Officers will continue to focus on supporting the 'increased expectations' from Education Scotland through support and challenge visits, peripatetic teacher support, resources and training. A Curriculum for Excellence training session in May for 180 delegates has been arranged to support staff in moving forward with current advice. Resources to support development of curriculum for excellence continue to be provided and shared with staff.
- 3.26 Supporting the smooth implementation of increased hours to 600 hours early learning and childcare will be a major priority for the early years team. We will

continue to arrange consultation and engagement sessions to address challenges and plan for next steps in this process.

- 3.27 The early years QIOs will continue to work together with primary QIOs to improve transition at early level. The use of the Pre-five Assessment and Planning Trackers for literacy and numeracy will ensure a more effective transfer of assessment information to build on children's prior learning at nursery. Primary QIOs will continue to support the development of active learning approaches through development of appropriate learning environments in Primary school.

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

- 3.28 Early years staff both within the local authority and partner provider nurseries have continued to be supported to meet Scottish Social Services Council (SSSC) registration requirements. This year registration for support workers has been introduced. To date, 132 local authority employees are now appropriately registered.
- 3.29 It is essential that all early years services registered with the Care Inspectorate have sufficient numbers of appropriately registered staff by 30 June 2014, the date by which all care staff must be registered. The City of Edinburgh Council must not permit an unregistered worker to work in a service beyond this date otherwise we will be in breach of the Regulation of Care (Scotland) 2001.
- 3.30 To meet legislation, all newly appointed registered workers must achieve registration within six months of taking up employment.
- 3.31 In total 41 practitioners in partner provider and 18 members of local authority staff are studying for the BA Childhood Practice. Seventeen practitioners have completed their degree.
- 3.32 Nine practitioners in partner providers are being funded for Professional Development Award in Childhood Practice level nine and seven practitioners have been funded to complete the Froebel qualification. One post graduate diploma and one SVQ4 Childcare Learning and Development are also being funded.
- 3.33 To support the implementation of 600 hours entitlement, additional staffing is required for all establishments. This has given us the opportunity to be creative and ambitious with our future plans for developing the workforce to enable and sustain this considerable increase in staffing. Arrangements are in place to increase the modern apprentice programme by 15 apprentices and introduce a new trainee position for a further 15 staff. An additional strategic development officer post is being created to organise, support and oversee training. This post

will also support the qualification of 40 Pupil Support assistants/Early Years Assistants to gain SVQ 2 Children's Care Learning and Development as required for Scottish Social Services Commission (SSSC) registration.

- 3.34 A review was undertaken of the staffing structure within the free standing nursery schools. Consequently the management structure of these establishments has been strengthened by the introduction of 8 senior early years officer posts. As well as furthering the career structure of the early years workforce, this also increases capacity within these establishments to respond flexibly to the need to support parents and to the increasing entitlements of early learning and childcare

### **Future priorities**

- 3.35 To arrange a bespoke training programme for up to 40 pupil support assistants / early years assistants and 15 modern apprentices to gain SVQ 2 Children's Care Learning and Development qualification to meet the additional staffing requirements for implementation of 600 hours early learning and childcare. Across the service we could introduce up to 30 training posts.

### **Aim 3: To develop universal services in partnership to support all children and families.**

- 3.36 The early years collaborative uses a multi agency approach to improving services for children and families across Scotland. The model for improvement promotes a trial and learning approach to develop, test and implement change. Measuring the impact of these changes along the way plays a key role in the improvement efforts. Further details are outlined within section National Developments.

### **Support to Parents and Carers Framework**

- 3.37 The Council's element of the Supporting Parents and Carers framework has been revised and will continue to support families with children from 0 – 18 years. As well as providing more targeted interventions and programmes, Children and Families will work in partnership with NHS Lothian and the voluntary sector to ensure that families receive the information, advice, encouragement and practical support they need to raise their children with confidence and manage their successful transition into adulthood.
- 3.38 We recognise the important role that both mothers and fathers have in parenting and we are keen to ensure all our parenting programmes reflect this. For example we have sought advice from the Fathers Network to "father proof" our approaches.
- 3.39 Parents Early Education Partnership (PEEP) a programme to support parenting skills continues to support parents across the city. An audit has been carried out to inform future developments and training and support needs and evaluate the



impact of the programme. Two cohorts of early years professionals will be trained in 2014. Local support networks will be established for practitioners.

- 3.40 Mellow Parenting is an intensive targeted therapeutic parenting programme for vulnerable and seldom reached parents who often have trouble engaging in services. The focus is on improving the relationship between parent and child to allow optimal development. The programme runs for one full day per week for 14 weeks. During 2013–2014 21 families completed the programme. The parent and carer support team in conjunction with Early Years team are working towards extending delivery of Mellow Parenting in 2014 to include one more neighbourhood opportunity, namely South or West of the city.
- 3.41 Incredible Years is a programme for parents to prevent and treat children's behaviour difficulties and promote their social emotional and academic competence. Children and Families delivered 10 parenting groups in four different neighbourhoods throughout 2013.
- 3.42 A review of breakfast clubs in primary schools is being undertaken in 2014/15 in order to establish the most effective way of developing and sustaining this provision. This review will take account of the current funding model, the effective use of the school estate, and also the value and impact for families and school community.
- 3.43 A plan is being developed to support organisations that are currently interested in pursuing a co-operative model. Children and Families have established a service level agreement with Lothian Association of Youth Clubs (LAYC) to provide support and advice to the out of school care sector to support organisations who may be interested in the co-operative model. LAYC is developing a charter with the out of school care sector to promote the development of co-operative principles and collaborative practices amongst the community led organisations. It is anticipated that this will be launched in June 2014.
- 3.44 A plan is being developed to support playgroups, using co-operative principles with a view to developing collaborative practices.

#### **Support for vulnerable twos**

- 3.45 A review of services for under twos has been undertaken and longer term plans are being developed to ensure that available resources are used to best effect for providing for two year olds who have an entitlement for early learning and childcare.

#### **Aim 4: Learning through play opportunities and active learning are developed as integral parts of the early years service**

- 3.46 Curriculum for Excellence acknowledges that throughout the early years all areas of the curriculum can be enriched and developed through play. Active learning engages and challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by; spontaneous play, planned purposeful play and investigative and explorative play. Active learning approaches enable children to develop vital skills and knowledge and a positive attitude to learning.
- 3.47 National Play Strategy actions 7.3 and 7.5 (to audit current levels of community access to school grounds for play and identifying key influencing factors, and disseminate good practice guidance) are being piloted in Edinburgh primary schools in partnership with the Play Strategy Implementation Group and Grounds for Learning.
- 3.48 Scotland's Play Strategy action 9.15 aims to establish a network of play champions. Councillor Keith Robson has been appointed play champion for Edinburgh.
- 3.49 The launch of the Edinburgh Play Forum took place in February 2014. The Play Forum is a partnership with voluntary sector play providers, supported by the City of Edinburgh Council and Inspiring Scotland, to build play opportunities in communities and provide a vehicle to attract additional funding for play projects. The forum will inform the Council's Play Strategy Working Group.
- 3.50 Work with Grounds for Learning has resulted in six Edinburgh primary schools receiving grants and support worth a total of £150,000 to transform their school grounds for natural play and outdoor learning opportunities. These schools will act as exemplars for Scotland. The playground improvements at Carrick Knowe, Castlevue, Lorne, Granton, and Sighthill primary schools will be open to pupils from April and Buckstone Primary from June.
- 3.51 Whole school training has been delivered to all pupils, teachers and support staff at the six Grounds for Learning Schools to foster a consistent approach to free play and dynamic risk assessment.
- 3.52 Cramond Primary School and Bruntsfield Primary School have both been awarded Legacy 2014 funding to improve their school grounds.
- 3.53 The promotion of playful active learning outdoors continues to be targeted through Outdoor Play and Active Learning (OPAL) training. Training is delivered through: conferences and workshops; Continuing Professional Development and bespoke training days for individual schools.
- 3.54 Training and development to improve the grounds in a range of primary schools across the city has been delivered. A variety of other early years and primary

establishments have received support and advice through visits and meetings as requested.

- 3.55 A total of 750 staff, parents and children attended 22 training opportunities on play and active outdoor learning. PEEP, Play @home and pre-birth to three training has been delivered to 125 Early Years staff.
- 3.56 The Outdoor play and learning (OPAL) water play project, introduced to 40 nurseries, was recognised as an outstanding contribution to play and awarded the Best Play Initiative 2013 by the national Nancy Ovens Awards for Play.
- 3.57 Edinburgh's annual playday event in the Royal Mile on 31 July 2013 attracted almost 2, 000 children, parents and visitors. The event highlighted the importance and value play of opportunities.
- 3.58 Play staff continue to contribute to local and national conferences.

### **Future priorities**

- 3.59 The publication of the Play Strategy for Scotland has national influence on the way that play should be addressed and includes a rights based approach. The proposed new Play Strategy for the city of Edinburgh will be reported to Committee in October.
- 3.60 Further development of the Edinburgh Play Forum is a priority. Partnerships to provide Play Rangers and other pilot outdoor play opportunities in communities across the city during the summer are being developed.
- 3.61 Grounds for Learning Edinburgh based natural play projects have organised a conference which will be attended by delegates from across Scotland.
- 3.62 Supporting the development of school's grounds to encourage outdoor play and active learning is a priority for the council.
- 3.63 The play development officer will co deliver Forest School Level 1, 2 and 3 to a minimum of 20 staff from Edinburgh early years establishments and primary schools in 2014. This training will run from May 2014 –December 2014 and is funded at 50% by the Forestry Commission in partnership with Edinburgh Forest Education Initiative cluster group.
- 3.64 The play development officer with Grounds for Learning and colleagues from outdoor education will deliver training for a General Teaching Council (GTC) approved accreditation programme 'Lead Teacher in Outdoor Learning' to 40 teachers from Edinburgh schools between August 2014 and August 2015.
- 3.65 Edinburgh's annual playday event will take place in the Grassmarket on 30 July 2014 to promote the value of play to parents carers and visitors.
- 3.66 Play development officers will continue to deliver bespoke training to develop outdoor play and active learning in the early years.

- 3.67 Quality Improvement Officers will produce a document to support effective transitions from nursery to primary one. This will provide guidance on supporting active learning approaches within curriculum for excellence at early level.

## **National Developments**

### **Early Years Collaborative**

- 3.68 Since the launch of the Early Years Collaborative in October 2012 there have been four national two full day learning sessions to facilitate a multi agency approach. This approach brings together a range of professionals from health, education, police, housing and the voluntary sector to share knowledge and ideas on areas for improvement and develop the five workstreams to make a positive difference to the lives of children and families in Scotland.
- 3.69 Each workstream meets regularly to explore how to apply quality improvement methodology and discuss the progress achieved. Tam Baillie, Scotland's Commissioner for Children and Young People and a member of the Early Years Taskforce has joined the Edinburgh Early Years Collaborative team and is a member of our Leadership workstream.
- 3.70 There are currently twenty active EYC projects in Edinburgh involving joint working to address key issues that will improve outcomes for our children and support for families. The key themes being addressed are; early Support for Pregnancy and Beyond, attachment, transitions, the 27-30 month child review, developing parents' skills, family engagement to support early learning and addressing child poverty - income maximisation.
- 3.71 Edinburgh currently has two key change pioneer sites. In Leith we are aiding income maximisation by addressing the issues that make it difficult for families to register for Healthy Start food vouchers. To support the key change theme for transitions, St Catherine's primary school is exploring how our assessment and planning trackers can be used more effectively to support the transition from nursery to primary school for our most vulnerable children.
- 3.72 Further details will be included in the Early Years Change Fund – Progress update on Year 2 to be presented to the Education Children and Families on 20 May 2014.

### **Future Priorities**

- 3.73 The Early Years Collaborative will continue to build on progress in improving the lives of children and families by addressing issues within the key change themes:
- Early support for pregnancy and beyond
  - Attachment
  - The 27-30 month child health review

- Developing parents' skills
- Transitions
- Family engagement to support early learning
- Addressing child poverty through income maximisation

We will do this by developing skills in using the model for improvement and ensuring the changes we make lead to evidence based improvements.

### **Children's and Young People (Scotland) Act 2014 – Implementation of Additional Hours of Early Learning and Childcare for children aged 3-5 years**

- 3.74 The [Children and Young People \(Scotland\) Act](#) sets out a requirement to expand free nursery provision from 475 hours to 600 hours. The Act was passed in March 2014.
- 3.75 Within the Act there is a requirement on Local Authorities to consult with parents and carers every two years and to publish plans on how they propose to deliver the entitlement based on the outcome of the consultation.
- 3.76 In March 2013 a short life working group was set up to oversee the consultation process with parents and key stakeholders on the models initially proposed by the Scottish Government. Five models of delivery were used in small focus groups and this was narrowed to three models and a survey undertaken from 25 October 2013 until 24 January 2014.
- 3.77 Briefings and a link to an on-line survey were sent to all local authority early years provision and partner providers in order to engage as many parents as possible. A total of 1828 parents responded to the online survey and 91% of parents and carers said that they would use the additional hours.
- 3.78 The three models given as options were:
- Model 1: Three hours each day from Monday to Friday during term time and two weeks of the school holidays.
  - Model 2: Two full eight hour days each week during term time only.
  - Model 3: Three hours and 20 minutes each day from Monday to Friday during term time only.
- 3.79 The extended session detailed in Model 3 was favoured by parents with 45% opting for this delivery model.
- 3.80 The requirement for local authorities from August 2014 is to deliver the additional hours and in future years to consider more flexible models. In line with other local authorities we will implement a model of three hours and ten minute sessions delivered over 38 weeks from August 2014.
- 3.81 The Act sets out an intention to deliver early learning and childcare in a variety of ways to meet the needs of parents and carers taking account of patterns of

employment. The Act does specify that the entitlement should be over 38 weeks and in sessions no longer than 8 hours.

- 3.82 The Scottish Government has made revenue funding available to support the implementation of the Act. The sum available for 2014-15 is £4.23m increasing annually to enable Local authorities to deliver more flexible models.

#### **Implications for Local Authority**

- 3.83 In order to provide the additional hours increased staffing is required. It has been anticipated that this would present difficulties in finding the appropriate number of suitably qualified staff. To avoid movement of staff from our partner providers to the council which may have had an adverse effect on the quality for our partners, we have planned a training programme to recruit staff. We are recruiting a number staff who require additional qualifications to be trained in house. This includes up to 15 modern apprentices and 15 trainees Early Years Practitioners.
- 3.84 The apprentices/trainees will be employed on temporary contracts with a two year training programme which will provide a sustainable high quality workforce for the future.
- 3.85 An additional strategic development is being employed with a lead role to organise, plan and deliver the underpinning knowledge and assessment to SVQ level 3.
- 3.86 The skills and knowledge within the early years sector will be utilised through head teachers and heads of centres being involved in delivering workshops and presentations to ensure a sharing of the high quality skills and expertise available.
- 3.87 Following information sharing sessions head teachers and head of centres were given options for opening and finishing times and staffing models. This included either a 0.5 early years practitioner or a full time modern apprentice/trainee. Discussion within staff teams determined the most appropriate option for particular establishments.

#### **Implications for Partner Providers**

- 3.88 Within the contract between the local authority and the partner provider centres there is an expectation that they will provide the 600 hours of early learning and childcare over 38 weeks.
- 3.89 The rate of payment for the delivery of 600 hours of early learning and childcare entitlement will be increased from £3.26 to £3.50 per hour. This means that the full year entitlement per child will be £2,100. It is anticipated that this rate may be increased further in future years with the expectation of more flexible models of delivery.

### **Implications for Voluntary Sector Partner Providers**

- 3.90 The voluntary sector has particular funding issues as they require payments prior to children starting in order to employ their staff. It has been agreed that the pattern of payments to the voluntary sector will remain the same i.e. an early payment in August based on an estimate of the number of children in the autumn term with any adjustment being made to align payments and actual numbers throughout the year.
- 3.91 A new strategic development officer post has been introduced to provide appropriate support for the voluntary sector to support their specific needs.

### **Entitlement of Additional Hours for Two Year Olds**

- 3.92 Recent announcements from the Scottish Government indicate that we will be required to provide 600 hours for two year olds who are looked after and accommodated, in kinship care and those in workless households. The requirement for 2014 is to meet between 15% and 27%. This will mean approximately 200 additional placements will be required by 2014.
- 3.93 We are confident that we can deliver for two year olds who are looked after or subject to a kinship care order in our existing early years centres. We will however need to adapt physical accommodation, staffing models and admission procedures to accommodate the additional two year olds who are eligible in the recent announcements to include two year olds in workless households.
- 3.94 We currently have six existing facilities where we have some provision for two year olds in primary schools. These are located in the following primary schools: Hillwood, Gylemuir, Clermiston, Broomhouse and St Josephs joint campus, Oxgangs and Royal Mile. We have undertaken a provisional compliance audit to look at adaptations that would be required to make them fit for purpose for 600 hours of early learning and childcare. There is a variation between establishments about the type of work required depending on age and current condition of the accommodation. We anticipate that these six facilities would provide an additional 60 to 80 morning and afternoon places. This would contribute to meeting the above requirements within the Act.
- 3.95 We have identified that for some wards where it would not be easy to provide places in local authority settings or where the number of children in a locality is low, we would explore the feasibility of commissioning places with our partner providers.

### **Implications for children with additional support needs**

- 3.96 An additional budget has been ring fenced to support the 600 hours for children with additional support needs aged two to five years. This amounts to 4% of the total allocation (£162,797). This additional funding will be universally applied to all children currently in receipt of, or those assessed as requiring, targeted support.

- 3.97 Currently we are able to provide the additional hours for all children three to five years accessing special school provision at Oaklands and Braidburn Schools. However, some adjustments to children's hours will be required for session 2015 – 2016 to continue to meet the requirements.
- 3.98 All two to three year olds with additional support needs eligible for additional hours will continue to access this provision within our early years centres.
- 3.99 We are exploring the possibility of expanding the nursery provision for two to three year olds within the special schools to support the transition for children who will subsequently access early learning and childcare within these schools.

## **Measures of success**

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

## **Financial impact**

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- 5.1 Details of the additional funding available for capital investment is contained in section 3.22 of the main report. Details of the additional revenue funding is detailed in section 3.82. All other developments within early years will be funded through the revenue budget and the early years change fund.

## **Risk, policy, compliance and governance impact**

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- 6.1 There is no risk, policy, compliance and governance impact arising directly from this report.

## **Equalities impact**

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

## **Sustainability impact**

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



## Consultation and engagement

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- 9.1 The necessary consultation has been undertaken with all key stakeholders in the following areas of development within early years:
- Expansion to 600 hours of early learning and childcare. The following engagement sessions took place across the year; consultation with parents and children, Leading the Agenda sessions for senior managers in early years, Sharing the Agenda for all other local authority staff, partner provider seminar and specific focus groups for partner providers for independent schools and the voluntary sector.
  - The development of early years provision at Wardie and Fox Covert Primary Schools through a statutory consultation process in both locations.
  - Engagement with the school community at Duddingston Primary School.
  - Early Years staffing review.
  - The development of childcare co-operatives.
  - The development of a new play strategy for Edinburgh.

## Background reading / external references

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

### Gillian Tee

Director Children and Families

Contact: Aileen MacLean, Senior Education Manager (Early Stages)

E-mail: [aileen.maclean@edinburgh.gov.uk](mailto:aileen.maclean@edinburgh.gov.uk) | Tel: 0131 469 3300

## Links

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<b>Coalition pledges</b>	P1 - Increase support for vulnerable children, including help for families so that fewer go into care P6 – Establish city-wide co-operatives for affordable childcare for working parents
<b>Council outcomes</b>	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
<b>Single Outcome Agreement</b>	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	Appendix 1 Education Scotland evaluation structure

CHILDREN AND FAMILIES

**SCHOOLS AND COMMUNITY SERVICES**  
Education Scotland  
Nursery Class Results

August 2013 – July 2014

Key to evaluations:	6 = excellent	5 = very good	4 = good	3 = satisfactory	2 = weak	1 = unsatisfactory
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		1.1	2.1	5.3
Date Published	School	Improvements in performance	Children's experiences	Meeting learning needs
20.08.13	St David's RC P S Nursery Class	4	5	5
21. 08.13	Craigroyston Nursery class follow through	No grades awarded during a follow through inspection		
27.08.13	Craigentiny P S Nursery Class	4	5	5
17.09.13	Castlevew P S Nursery Class	5	5	5
29.10.13	Liberton P S Nursery Class	4	4	4
26.11.13	Abbeyhill P S Nursery Class	4	4	4
26.11.13	St Peter's RC PS Nursery class	6	5	5

**Education Scotland  
Nursery Schools  
and  
Early Years Centres Results**

**August 2013 – July 2014**

<b>Key to evaluations:</b>	<b>6 excellent</b>	<b>5 very good</b>	<b>4 good</b>	<b>3 satisfactory</b>	<b>2 weak</b>	<b>1 unsatisfactory</b>
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		<b>1.1</b>	<b>2.1</b>	<b>5.3</b>	<b>5.1</b>	<b>5.9</b>
<b>Publication date</b>		<b>Improvements in performance</b>	<b>Children's experiences</b>	<b>Meeting learning needs</b>	<b>The Curriculum</b>	<b>Improvement through self-evaluation</b>
11.03.14	Cowgate Under 5s Centre	6	6	6	6	6

## Education Scotland Partner Provider Results

August 2013 – July 2014

<b>Key to evaluations:</b>	6 <b>excellent</b>	5 <b>very good</b>	4 <b>good</b>	3 <b>satisfactory</b>	2 <b>weak</b>	1 <b>unsatisfactory</b>
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		1.1	2.1	5.3	5.1	5.9
Publication date		Improvements in performance	Children's experiences	Meeting learning needs	The Curriculum	Improvement through self-evaluation
04 03 14	The Tower House Nursery	2	2	2	2	2
11 03 14	Currie Playgroup	4	4	3	3	4
29 04 14	Victoria Quay	5	5	5	4	4
29 04 14	Grange Private Nursery	3	3	2	2	2

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Primary School Estate Rising Rolls

<b>Item number</b>	7.3
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All

### Executive summary

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This report provides an update on the potential accommodation pressures which may arise in August 2015 and beyond at Bruntsfield, Clermiston, East Craigs, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho, South Morningside and Wardie Primary Schools. It is proposed to progress the detailed development of solutions to respond to the potential pressures at most schools to allow these to be delivered, if required, in advance of August 2015 with the decision to progress to implementation being taken in January 2015. Any new build accommodation would, as in previous years, be delivered by hub South East Scotland Ltd.

The exception is Bruntsfield Primary School which does not require any additional new accommodation to be provided for August 2015 however it is proposed that a feasibility study is undertaken to determine options to deliver the additional accommodation which it is anticipated may be required at the school for August 2016.

A long term solution to the significant accommodation pressures involving three primary schools in south Edinburgh – Bruntsfield, James Gillespie's and South Morningside – is being considered and will be presented to Committee later in the year.

### Links

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<b>Coalition pledges</b>	<a href="#">P4</a>
<b>Council outcomes</b>	<a href="#">C01</a> and <a href="#">C02</a>
<b>Single Outcome Agreement</b>	<a href="#">S03</a>

## Primary School Estate Rising Rolls

### Recommendations

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- 1.1 To note the content of this report.
- 1.2 To approve that new accommodation is provided at the following primary schools subject to the final decision regarding the necessity for such provision being delegated to the Director of Children and Families to be taken in January 2015 (or earlier if appropriate) upon assessment of pupil registration figures:
  - 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
- 1.3 To approve that a feasibility study is carried out to assess opportunities for increasing classroom provision at Bruntsfield Primary School with a view to this being required for August 2016.
- 1.4 To delegate authority to the Director of Children and Families to:
  - i. Agree, including where alternative options exist for the delivery of new accommodation (e.g. between the provision of permanent or temporary stand-alone units), what the most appropriate final solution for each school would be taking into consideration factors such as cost, deliverability and the impact on the school.
  - ii. Approve the final costs of the most appropriate final solution (whilst always ensuring that value for money is achieved) and conclude and authorise the necessary contracts to deliver the identified solutions.

## Background

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- 2.1 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.
- 2.2 An update on projected primary school roll projections at a city-wide level was included in a report to Committee on [8 October 2013](#). A subsequent report to Committee on [10 December 2013](#) set out how the latest initial projections had been 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.
- 2.3 As a result of the further detailed analysis ten primary schools were identified as potentially facing accommodation pressures in August 2015 and beyond. The ten schools, together with a range of potential solutions which had been identified for each school to address the accommodation pressures, were detailed in a report to Committee on [4 March 2014](#). Three of these schools are in the southern city centre area within which the accommodation pressures are particularly acute; these were therefore subject to a separate [report](#) to the same Committee.
- 2.4 For each of the schools, working groups were established involving the Head Teacher and other school staff, representatives from the school's Parent Council and officers from the Asset Planning Team to identify the preferred and proposed accommodation solution.
- 2.5 Two working group meetings have now been held with each school community and this report outlines the outcomes of these meetings including the proposed solution for each school. In some cases where further work is required to confirm the precise scope of the preferred solution, additional feasibility studies are identified as being necessary. As in previous years, due to the tight delivery timescales required for new build accommodation it is recommended that the final decisions regarding implementation be delegated to the Director of Children and Families, these being taken in January 2015 (or earlier if appropriate) upon assessment of pupil registration figures.
- 2.6 Provision of accommodation solutions for August 2015 will be 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. For August 2014



additional new build stand alone accommodation is currently being delivered at Broughton, Craigour Park, St David's RC and Victoria Primary Schools with further classrooms being provided through internal reconfiguration at Bruntsfield, Gylemuir, Fox Covert and Stockbridge Primary Schools.

- 2.7 At its meeting on 4 March 2014, Committee noted that details of the strategy for increasing uptake at Tollcross Primary School would be included in a future report; an update is included within this report.

## Main report

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### **Schools Facing Possible Accommodation Pressures for August 2015**

- 3.1 The following schools were identified as facing potential accommodation pressures in August 2015 and beyond:
- 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
- 3.2 Working groups involving school staff and Parent Council representatives were established at each school to discuss the analysis undertaken and agree the preferred and proposed accommodation solution. Two meetings with each working group have taken place with wider information events for the school communities also being provided when required. A summary of the proposed solution for each school is provided in the table below with further detail included in Appendix 1. Where the provision of permanent or temporary stand-alone accommodation is proposed the working group at each school will continue to further develop these options through the design and approval stages.
- 3.3 The table also summarises any other issues which have been identified by each working group. Many of these issues are not within the scope of the rising rolls project however liaison will be undertaken with colleagues in other areas of the Council to establish if these issues can be addressed with feedback being provided to the school and Parent Council at future working group meetings.

<b>Primary School</b>	<b>Proposed Solution</b>	<b>Other Issues Raised by Working Group</b>
Clermiston	Permanent four class stand-alone building	The temporary unit adjacent to the staff car park at Clermiston is currently a shared resource used as an Early Years Centre and as occasional General Purpose space by the school. Clermiston is one of the priority locations identified by the Early Years team to cater for the new policy requirement to provide care for 2 years olds across Edinburgh. The rising rolls team will continue to liaise with Early Years during the delivery of the project.
East Craigs	Permanent three class stand-alone building	The issue of the existing limited hall space being placed under further pressure by rising rolls and the introduction of free school meals for P1-P3 from January 2015 was raised as an ongoing concern by the school and the Parent Council. This is acknowledged to be an issue which requires a solution.
Flora Stevenson	Permanent three class stand-alone building	The provision of new classrooms at this school will mean the reduction in already limited playground space. As such a customised solution with a roof garden and additional works to make better use of the remaining playground area are required to be delivered as part of the overall project.
Gilmerton	Permanent four class stand-alone building	Further to the increase in accommodation required due to rising rolls, additional feasibility work is required as a result of proposed Local Development Plan (LDP) sites in the Gilmerton Primary School catchment area. Should further extension of Gilmerton Primary School be the preferred solution to accommodate pupils generated by LDP sites the implications for the proposed solution to the issue of rising rolls would require to be assessed.
Pentland	Permanent three class stand-alone building	Early discussions regarding potential locations for the new building suggest the best option may interfere with outdoor education facilities or areas of the grounds currently used for sports provision. This is an issue which has been addressed in other projects by the

Primary School	Proposed Solution	Other Issues Raised by Working Group
		relocation of existing facilities if required. This issue will be monitored throughout the design phase of the project and any necessary compensatory measures will be included in the final scope of works.
Ratho	Permanent four class stand-alone building	The primary school is adjoined to the Community Centre which the school makes occasional use of for after school activities and limited timetabled PE. The nursery, which is managed by the Head Teacher, is accessed from the school via the Community Centre. The increase in pupils and the introduction of free school meals for P1-P3 will require the school to make increased use of the Community Centre Hall for PE and this will require to be managed by the Head Teacher and Community Centre management.
Wardie	Permanent two class stand-alone building	The Parent Council raised concerns regarding the number of different buildings which will potentially be developed in the school grounds due to the new nursery and the potential for an additional two classrooms. Options identified by the Parent Council for alternative locations for the nursery will be fully appraised during the detailed design process to determine if a different approach to providing the further two classes, compared with that for which planning permission has already been secured, would be appropriate.

### Primary Schools in South Edinburgh

Primary School	Proposed Solution	Other issues raised by Working group
Bruntsfield	Feasibility study to be carried out to determine best solution for August 2016	An additional class is required for August 2014 however this can be provided from the existing rooms in the main school building with very minimal alterations required to one room over the summer. The feasibility study will be commissioned and completed over the summer to inform the exercise considering the long term permanent accommodation solution in the south Edinburgh area.

Primary School	Proposed Solution	Other issues raised by Working group
James Gillespie's	Permanent four class stand-alone building	A permanent solution is proposed which would also allow the existing shortage of suitable General Purpose space to be addressed in the interim and long term. The new stand-alone building would remain irrespective of any long term accommodation solution delivered for the wider south Edinburgh area.
South Morningside	Replacement of the existing temporary units with (a minimum of five) modern temporary classrooms for August 2015. Further feasibility work to be carried out to determine the best solution for provision of new accommodation including the number of classroom spaces to be provided and consideration of links to the long term accommodation solution for the wider south Edinburgh area.	Issues regarding the condition of the existing temporary units would be addressed by the preferred solution. The Parent Council has raised concerns about the suitability of the ongoing use of the Cluny Centre as an annexe for the school and the lack of adequate dining, PE and playground space to cater for the needs of all pupils. Ultimately these issues will not be fully addressed until a permanent solution for the south Edinburgh area is delivered however any improvements to the current situation which can be provided alongside the preferred interim solution should be considered.

- 3.4 The solutions proposed for August 2015 at both James Gillespie's Primary School and South Morningside Primary School are interim solutions pending a long term solution to the accommodation issues in south Edinburgh also being developed. As Bruntsfield Primary School will also be involved in the long term solution for south Edinburgh and may require an interim solution for August 2016, a working group with this school has also been established.

#### **Delivering the New Accommodation**

- 3.5 New stand-alone accommodation was successfully delivered at Granton, Wardie and Trinity Primary Schools for August 2013. The new accommodation is of a very high quality and specification, is energy and carbon efficient (utilising air source for heating and cooling) and is spacious and light. The new facilities have been very well received at all schools by staff, pupils and parents. The process which was successfully followed for August 2013 is also being used for the delivery of new stand-alone accommodation at Broughton, Craigour Park, St David's RC and Victoria Primary Schools to be completed by August 2014.
- 3.6 The new accommodation in August 2013 was delivered by hub South East Scotland Limited and, whilst the quality of the final solution was not in question, there were deficiencies in the design development and associated consultation and engagement process and improvements were identified as being necessary.

The continued use of hub South East Scotland Limited to deliver new accommodation in August 2014 was subject to their acceptance of a number of conditions, the most important being:

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

3.7 These conditions were accepted by hub South East Scotland Limited and have been met. There have been considerable improvements in the process followed during 2014 for design development and the associated consultation and engagement required. The average construction cost associated with delivering the new accommodation for August 2014 is £1,817/m<sup>2</sup>. Whilst the larger buildings being delivered (compared to those in 2013) do result in economies of scale this also reflects the cost efficiencies which have been achieved.

3.8 Due to the improvements made in the process during 2014 and the effective partnerships which have been developed it is recommended that, subject to satisfactory terms being agreed, the use of hub South East Scotland Limited remains the preferred delivery option for the provision of any new stand-alone accommodation required for August 2015. This process involves less risk in the timing of delivery as it does not involve the necessity for a protracted procurement process. However, the process still allows value for money to be achieved through external benchmarking. The process is now well established and therefore should continue to be more efficient as the scope of works is known, the projects are very similar to those delivered in previous years and the onerous contract documentation required is also in place.

3.9 As identified in the table above, the delivery of new stand-alone accommodation is the preferred delivery option at eight schools for August 2015 and contract negotiations with hub South East Scotland Limited will be progressed in relation to these projects.

3.10 This leaves Bruntsfield and South Morningside Primary Schools regarding which the final preferred solution has not been fully identified. At Bruntsfield a feasibility study is required to determine all options which might be available for the delivery of the increased accommodation which it is anticipated will be required for August 2016.

3.11 At South Morningside the proposed solution identified is the removal of the existing temporary units which currently accommodate four classrooms but are in very poor condition and their replacement with new temporary units with

increased class room provision (a minimum of five classes). The location and design of these new temporary units requires further assessment including consultation with Planning in relation to the potential impact on surrounding properties.

### **Progress and Next Steps**

- 3.12 An Investment Steering Group oversees the delivery of the primary school rising rolls programme, including the delivery of any new accommodation required. This operates based on the project management principles of Prince 2 following the same governance structure as all other Council major projects including the delivery of new schools. It is chaired by Children and Families and involves Council officers from other service areas and also representatives from hub South East Scotland Limited.
- 3.13 The working groups at each school will continue so the design team and staff from Children and Families can continue to work with the schools and parent representatives to discuss the delivery of the proposed solutions including suitable locations for any new accommodation which ultimately has to be delivered. The location of any new accommodation will be determined in part by the location of utilities and guidance from Planning.
- 3.14 This is the start of an iterative design development process which will involve a significant level of engagement with, and involvement of, the schools and parent representatives in agreeing the detail of the final solution. Following agreement of the location of the new extensions and the subsequent detailed design of the buildings the next step will be the submission of planning applications which are anticipated by the end of October 2014.
- 3.15 This approach also allows the Council to refine its projections of where the classrooms are needed once annual information on anticipated pupil numbers is available in January each year. A final decision regarding which schools will require additional accommodation for August 2015 will be taken by 31 January 2015. This will mitigate the risk of any unnecessary expenditure by closely monitoring, and then responding to, each school's intake numbers and only delivering new accommodation if it is definitely required.
- 3.16 Should it be decided that additional accommodation is required this will then be delivered in the same way as in previous years with on-site construction starting in March or April 2015. The main structure of the building would be constructed off-site in factory conditions and then constructed on-site in a relatively short time period to minimise disruption to the school.

### **Accommodation pressures in future years**

- 3.17 Current projections show there will be an ongoing requirement for additional accommodation in primary schools until at least August 2018. A financial

forecast based on the latest projections has been carried out and an overview is provided in the financial implications section below.

- 3.18 Updated roll projections will be produced and reported to Committee later this year.

### **Tollcross Primary School**

- 3.19 At its meeting on 4 March 2014 Committee noted that details of the strategy for increasing uptake at Tollcross Primary School would be included in a future report. At that meeting, one of the deputations suggested that the Council should consider how it could use the spare capacity at Tollcross Primary School [to help alleviate the accommodation pressures in south Edinburgh].
- 3.20 The option of catchment change as a possible solution to the potential accommodation pressures in any of the adjacent schools is not considered to be feasible or appropriate, even as an interim solution. However Tollcross Primary School is promoting itself widely and is experiencing increased rolls including some pupils from out of the catchment area whose parents work in local businesses.
- 3.21 The increased roll at Tollcross Primary School has been assisted by the school implementing a number of improvements at the end of the 2012/13 session when the Gaelic Medium pupils left to join their new school. The space created by this move allowed the school to reinstate General Purpose space which had previously been used to accommodate pupils. A music room, ICT Suite, library and an active play room are all now provided at the school. Eight classrooms have been painted and carpeted and will be fitted with new blinds creating a fresh, new learning environment.
- 3.22 In October 2013, Tollcross Primary School assumed responsibility for the management and leadership of two nurseries; Grassmarket which is located in the school itself and Lochrin which is located adjacent to it. This has provided opportunities for collaborative working and partnerships.
- 3.23 The school roll at the start of the 2013/14 session was 159 and now stands at 161. Classes are currently full at P1 and P2 with space being available in the other year stages. There are 22 catchment pupils enrolled in P1 for 2014/15 with a further 16 non-catchment pupils also currently registered. This will allow the school to grow to eight classes next session. The school has a growing number of pupils whose parents work in local offices and use the childcare services of Gingerbread, who are located in the Tollcross Community Centre.

## **Measures of success**

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- 4.1 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.

- 4.2 The delivery of any accommodation required to a design specification which fully meets all educational related requirements.
- 4.3 Delivery of the agreed projects on time, within budget and to the necessary quality.

## Financial impact

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### Capital Expenditure

- 5.1 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 2014 and future years.
- 5.2 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 £19.874m. 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 87 (these totals exclude any spaces which are anticipated would be created through low cost minor adaptations).
- 5.3 This represents an increase compared to the total reported to Committee in March 2014; the main reasons for this are the inclusion of estimated costs for works which may be required to Bruntsfield Primary School to create additional capacity for August 2016; the inclusion of a permanent four class stand-alone building at James Gillespie's Primary School and a further increase in estimated future construction cost inflation. The costs reported in March 2014 excluded any impact from the potential future accommodation pressures which may arise at any of the three schools in the south Edinburgh area which were subject to a separate report to Committee.
- 5.4 This would represent a funding deficit of £4.972m for which additional resources would need to be identified. The latest forecast takes into consideration the proposed solution for the schools which may require additional accommodation in August 2015 but makes certain assumptions relating to the use of new build



for delivering additional accommodation at other schools in later years where potential accommodation pressures have been identified.

- 5.5 Whilst there is an overall funding deficit, the projected costs required to deliver the new accommodation which has been identified as potentially being necessary for August 2015 together with the new accommodation which has previously been delivered in 2013 and is being progressed for August 2014 can be accommodated from within the existing budget provision of £14.902m. However, this would require funding which is currently allocated to later years of the Capital Investment Programme to be brought forward.
- 5.6 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 has been subject to discussion with the school as part of the consultation and engagement process.
- 5.7 Council officers are currently assessing dining facilities across the Children & Families estate in light of the Government's policy announcement on extending free school meal entitlement. We are currently in discussions with the Scottish Government on the matter and the specific issue of capital works which may be required to facilitate the delivery of the policy. Whilst the Scottish Government has intimated that additional capital funding may be available in such circumstances no details have yet been provided.

#### Revenue Costs

- 5.8 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.
- 5.9 The removal of the existing temporary units at South Morningside Primary School and their replacement with new temporary units would be a revenue cost. The costs have not, as yet, been determined but will need to be funded from future revenue budgets as, and when, necessary.

#### Loans Charges

- 5.10 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.

- 5.11 This report identifies that the capital funding necessary to respond to the challenges arising from rising primary school rolls may increase to £19.874m. 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 £19.874m and interest of £12.656m, resulting in a total cost of £32.530m based on a loans fund interest rate of 5%. The annual loan charges would be £1.627m.
- 5.12 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 £19.874m was to be required there would be a funding deficit of £4.972m and additional resources would have to be made available to fund the associated additional annual loan charges arising of £0.407m.
- 5.13 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.

## **Risk, policy, compliance and governance impact**

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- 6.1 All Children and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school is the key objective of the primary school rising rolls programme and there is a significant reputational risk to the Council if this is not achieved.
- 6.2 The primary school rising rolls programme is overseen by an Investment Steering Group which operates based on the project management principles of Prince 2 following the same governance structure as all other Council major projects including the delivery of new schools. The consideration and management of risk is undertaken through this group.
- 6.3 The contractors delivering the accommodation will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The school community will be kept informed of any issues that arise during the construction process which again mitigates against the risk of criticism of the Council in relation to these high profile and visible projects.

- 6.4 The engagement of hub South East Scotland Ltd for delivery of the new build accommodation reduces the risk of project delay as procurement timescales are reduced and provides a considerable degree of cost certainty by establishing affordability caps prior to the finalisation of contracts.

## Equalities impact

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- 7.1 There are no negative equality or human rights impacts arising from this report.
- 7.2 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.
- 7.3 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

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- 8.1 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

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- 9.1 Working groups involving school staff and parent council representatives have been established at all schools to consider the analysis previously undertaken and agree the proposed accommodation solution. Two meetings with each working group have already taken place with wider information events for the school communities also being provided when required.
- 9.2 The working group at each school will continue to allow the design team and staff from Children and Families to work with the school and parent representatives to progress the delivery of the proposed solution including identification of the suitable location for any new accommodation which ultimately has to be delivered and its detailed design.

## Background reading/external references

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There have been three previous reports to the Education, Children and Families Committee including sections regarding the general issue of rising school rolls on [9 October 2012](#); [8 October 2013](#) and [10 December 2013](#). Further to this, reports to the Education Children and Families Committee on March 4 on [Primary School Estate Rising Rolls](#) and [Primary School Capacity Pressure in South Edinburgh](#) provided specific analysis of the accommodation pressures expected at primary schools for the August 2015 intake.

### Gillian Tee

Director of Children and Families

Contact: Billy MacIntyre, Head of Resources

E-mail: [billy.macintyre@edinburgh.gov.uk](mailto:billy.macintyre@edinburgh.gov.uk) | Tel: 0131 469 3366

## Links

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<b>Coalition pledges</b>	<a href="#">P4</a>
<b>Council outcomes</b>	<a href="#">C01</a> and <a href="#">C02</a>
<b>Single Outcome Agreement</b>	<a href="#">S03</a>
<b>Appendices</b>	1. Schools Facing Accommodation Pressures for August 2015

## Appendix 1

### Schools Facing Accommodation Pressures for August 2015

#### 1 **Introduction**

- 1.1 This appendix provides details of the potential accommodation pressures at the ten schools identified in the main report and the proposed solutions.

#### 2 **Clermiston Primary School**

##### **Accommodation Issues**

- 2.1 Clermiston Primary School has a capacity of 13 classes and is currently operating at its classroom capacity. By the end of April 2014 there were 67 P1 catchment registrations for the 2014/15 session. It is anticipated that this will fall prior to the actual P1 intake in August. Accordingly, an intake limit of 60 P1 pupils has been established for August 2014. If intakes do fall to this level, the ability to team teach in the larger P1 classrooms would mean that no additional accommodation would be required for 2015/16.
- 2.2 However, the school has been experiencing double stream intakes (50 or more) for the past three years. Projections suggest that this will continue with P1 intakes of up to 66 pupils being necessary from 2016/17. Sustained intakes of 66 pupils are better associated with a 16 class school. Accordingly, current and projected intake levels cannot be sustained within a 13 class organisation and successive double stream intakes in 2014/15 and 2015/16 would make the provision of additional accommodation a necessity for 2016/17.

##### **Solutions**

- 2.3 The working group concluded that new build accommodation is the preferred solution. As projections suggest a requirement for sustained intakes of 66 pupils in future years, the new accommodation required is four class spaces. To limit the loss of play area, the new building should be built over two storeys.
- 2.4 The working group was not in favour of the option of catchment review with either East Craigs Primary School or Fox Covert Primary School.
- 2.5 No other alternative options were identified by the group.

##### **Next Steps**

- 2.6 The working group has started to consider location options for a new building ahead of engagement with the design team prior to the end of the summer term.

### **3 East Craigs Primary School**

#### **Accommodation Issues**

- 3.1 East Craigs Primary School has a capacity of 14 classes and is currently operating at its classroom capacity. P1 registrations for August 2014 have dropped from 74 pupils in January 2014 to 63 by the end of April 2014. If the intake in 2014/15 is 60 pupils or less the forecast intake of 66 may be accommodated in 2015/16 through a single team teaching arrangement and the potential requirement for additional accommodation delivered in that year would be reduced. The significant fall in registrations since January 2014 suggests this scenario is increasingly likely.
- 3.2 However, in the longer term, 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 the current 14 class capacity.
- 3.3 If the intake in 2014/15 remains above 60, there may be a requirement for an additional team teacher to be carried forward into P2 and P3. A further P1 intake of 66 in 2015/16 would require a further team teaching arrangement. 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 should be implemented for August 2015.
- 3.4 Due to the variations which may occur between registrations and actual intakes this demonstrates the benefit of securing planning permission for new accommodation during 2014 and waiting until January 2015 (when the latest registration and projection data will be available) to make a final decision about whether delivery will be required for August 2015.
- 3.5 The school also 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. 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.
- 3.6 Council officers are currently assessing dining facilities across the Children & Families estate in light of the Government's policy announcement on extending free school meal entitlement. We are currently in discussions with the Scottish Government on the matter and the specific issue of capital works which may be required to facilitate the delivery of this policy. Whilst the Scottish Government has intimated that additional capital funding may be available in such circumstances no details have yet been provided.

## **Solutions**

- 3.7 The working group concluded that new build accommodation is the preferred solution.
- 3.8 Projections suggest a requirement for sustained intakes of 66 pupils in future years requiring a further two class spaces. However, GP provision within the main building, while sufficient in terms of floor area, predominantly comprises open plan spaces. The only enclosed General Purpose space is a small ICT room. As the number of classes increases it is desirable to maintain access to spaces that may be timetabled effectively. Accordingly, it is suggested that the accommodation provided consists of three class spaces rather than two, allowing provision of a full-size enclosed space that may be effectively timetabled for class use. Providing a General Purpose space within the new building would mean that all pupils would have the opportunity to benefit from this new facility although how the spaces within the new building are used would ultimately be a school management decision.
- 3.9 The working group was not in favour of the option of catchment review with either Clermiston Primary School or Fox Covert Primary School.
- 3.10 No other alternative options were identified by the group.

## **Next Steps**

- 3.11 The working group have started to consider location options for a new building ahead of engagement with the design team prior to the end of the summer term.

## **4 Flora Stevenson Primary School**

### **Accommodation Issues**

- 4.1 Flora Stevenson Primary School currently operates with an 18 class organisation. Internal adaptations undertaken in 2013 have increased the school's capacity to 19 classes. By the end of April 2014 there were 91 P1 pupils registered for August 2014 and, as this is expected to fall, an initial intake limit of 81 P1 pupils has been set. This level of intake will require that the school operate at its new capacity of 19 classes.
- 4.2 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 the 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 in August 2015 within the existing capacity of the school. Accordingly, an accommodation solution is required for the 2015/16 session.

## **Solutions**

- 4.3 The working group has met on several occasions since its first meeting in August 2013 when projections first suggested that an increase to a 21 class capacity would be necessary to accommodate a sustained three stream intake in future years.
- 4.4 Due to site constraints the options considered were extensive and included catchment review, extension of the existing building, a stand-alone building and relocation of the nursery. Details of the options considered by the working group are contained in the 'Primary School Estate Rising Rolls' report considered by Committee on 4 March 2014.
- 4.5 The working group agreed that the solution to be progressed was an option identified in a feasibility study undertaken to consider new build options. The preferred solution would address concerns about the impact of a new build option on play space by developing a three classroom building with a usable, green roof space.
- 4.6 A further commitment has been given to work with the school and Parent Council to identify playground improvements that would make more effective use of the space available.
- 4.7 An open evening presentation by the working group for parents outlining the options considered and how the preferred solution was reached took place on 3 April 2014.

## **Next Steps**

- 4.8 The working group will reconvene following the appointment of the design team for the project prior to the end of the summer term.

## **5 Gilmerton Primary School**

### **Accommodation Issues**

- 5.1 Gilmerton Primary School operates a 16 class organisation and has capacity for 16 classes. By the end of April 2014 there were 89 P1 registrations for August 2014 which is below the initial P1 intake limit of 90 established in January 2014. 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.
- 5.2 However, the P1 intake in August 2013 was 84 pupils and the school will not be able to accommodate a third successive three stream intake in August 2015.
- 5.3 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. 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 skewed by a high degree of change in the area, particularly in relation to developments such as those in the Moredun and Hyvots areas.

- 5.4 Forthcoming residential development of the areas of Gilmerton Dykes Road, Gilmerton Station Road and the Drum set out in the proposed Local Development Plan are indicative of continued development, growth and change in this area of the city.

### **Solutions**

- 5.5 The working group has considered a number of new build and internal reconfiguration options to address any potential capacity issues which may arise in the short term as a result of rising rolls and in the longer term as a result of continuing new housing development in the area. The working group was not in favour of any form of catchment review and no alternative options were identified by the group.
- 5.6 Classrooms within Gilmerton Primary School are consistently large. By providing the equivalent of three additional classroom spaces and increasing the capacity of the school to 19 classes, the school would be in a position to accommodate larger three stream intakes in the short to medium term and sustain intakes of approximately 75 on a long-term basis. However, in order to provide flexibility in the future for further extension which may be required due to new housing development in the catchment area the delivery of a two-storey four classroom stand-alone building has emerged as the preferred option as this could be designed in a way that it could be extended in the future should that be necessary.

### **Next Steps**

- 5.7 The working group will reconvene following the appointment of a design team to the project prior to the end of the summer term.
- 5.8 An open information session for parents will be held by the working group on 19 June 2014.

## **6 Pentland Primary School**

### **Accommodation Issues**

- 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. By the end of April 2014 there were 73 P1 registrations for August 2014 and, as a drop in this number is expected, an initial 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. However, should the P1 intake exceed 66 pupils, 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 General Purpose space provision.

- 6.2 Projections suggest that an intake of 66 pupils will also be required in 2015/16 which may require the formation of a seventeenth class. However, projections also suggest that intakes of greater than 60 pupils (the optimum intake for a 14 class capacity school) are unlikely beyond 2015/16. This would suggest that the requirement for additional accommodation may not be sustained in the long term. The actual intake in 2014/15 and registrations in 2015/16 will continue to be closely monitored.
- 6.3 Due to the variations which can occur between registrations and actual intakes this demonstrates the benefit of securing planning permission for new accommodation during 2014 and waiting until January 2015 (when the latest registration and projection data will be available) to make a final decision about whether delivery will be required for August 2015.

### **Solutions**

- 6.4 The working group has considered a number of solutions including internal reconfiguration of existing accommodation, catchment review and new build. While the classrooms within the existing school building are large, they do not offer significant or easily achievable reconfiguration opportunities. In addition, the group voiced significant concerns about catchment review. Accordingly, the working group concluded that new build accommodation is the preferred solution.
- 6.5 Due to the uncertainty at this stage regarding whether the accommodation would be required for August 2015 the preferred option is to progress with the planning for a three classroom stand-alone building and monitor intakes and projections closely before making a final decision about delivery, or otherwise, in January 2015.

### **Next Steps**

- 6.6 The working group will reconvene following the appointment of the design team for the project prior to the end of the summer term.

## **7 Ratho Primary School**

### **Accommodation Issues**

- 7.1 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 composite classes to be used. 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.

- 7.2 By the end of April 2014 there were 42 P1 registrations for August 2014 compared with an average P1 intake of 20 pupils over the last five years. 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 a double stream intake from its catchment population. Accordingly, an initial intake limit of 50 has been applied for August 2014.
- 7.3 However, with the current P6 exiting in August 2015, the ability to compress classes at a later stage will be 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.
- 7.4 This increase in demand within the catchment area is as a result of a combination of growth within established areas and significant residential development.
- 7.5 Cala's Moorings development which is almost complete has so far generated 13 pupils across all year groups however 10 of the 42 P1 registrations for August 2014 have been generated by this development, far exceeding the number of pupils from a single year group a development of this size would ordinarily be expected to generate. Previous experience of new developments suggest that this level of pupil generation across a single year group is unlikely to be sustained and may indicate a pattern of home buyers choosing to move to these properties prior to a child starting primary school.
- 7.6 However, even within the longer established catchment population, 32 P1 registrations represents significant growth that far exceeds forecasts. This may be indicative of higher level of migration of younger families to this area.
- 7.7 Accordingly, the projections model, which is based on the relationship between births from five years prior and P1 catchment pupils generated, does not necessarily fully reflect the circumstances in Ratho.

### **Solutions**

- 7.8 While pupil generation at P1 level from the new Moorings development is not expected to match that to be experienced in August 2014, and pupil generation from the existing catchment may be at a peak, a second Cala development of similar size on the opposite side of the village at Craigpark Quarry has planning permission with a target completion date of 2018. In the long term this may sustain intakes at a high level. Furthermore, while a recent development proposal by Stewart Milne on the outskirts of the village has thus far failed to gain planning permission, it is indicative of the attraction of this area to developers.
- 7.9 Assuming the requirements for a further double stream intake in 2015, there is a requirement for at least two additional class spaces at Ratho Primary School.

However, to allow intakes to be sustained at the level forecast for 2014 and to provide a greater degree of flexibility to address issues arising in future years, four additional classrooms are required.

- 7.10 Ratho Primary School shares its building with Ratho Community Centre while the nursery is located adjacent to the main school building. The working group has, in particular, raised concerns about the availability of nursery places in future years. While the proximity of these facilities on a single site may offer opportunities for a collaborative approach to addressing growing demand for services in this area, the required timescales for the delivery of new classroom accommodation make the delivery of a bespoke build solution incorporating several services in essence an impossibility in practical terms. However, in the longer term, should an additional phase of expansion be required, there would be merit in considering the accommodation on the site as a whole.
- 7.11 Accordingly, to address an immediate requirement for additional class space, the working group concluded that new build of four classroom spaces within the grounds of the school represents the best solution.

#### **Next Steps**

- 7.12 The working group will reconvene following the appointment of a design team for the project prior to the end of the summer term.

## **8 Wardie Primary School**

### **Accommodation Issues**

- 8.1 Wardie Primary School was extended to a 17 class capacity under the first phase of the primary school rising rolls project in 2013; in 2013/14 the school is operating with a 16 class organisation. By the end of April 2014 there were 73 P1 pupils registered for August 2014, 68 of whom were catchment. This has necessitated that an initial P1 intake limit of 75 be established. Intakes of this size are relatively new at Wardie and in 2012/13 the classes beyond P2 were all less than 60 pupils. Accordingly, the existing expanded accommodation means there is capacity within the school to accommodate a third consecutive three stream intake.
- 8.2 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.
- 8.3 Unless the intake in 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. Projections currently suggest that three stream

intakes will be required until 2017/18 after which intakes of two and a half streams will be sustained. Therefore, actual intakes will be monitored closely to determine if and when new accommodation is required.

### **Solutions**

- 8.4 Wardie Primary School was previously expanded in August 2013 with the construction of a new three class building. As the projections suggested that an additional tranche of accommodation would most likely be required in the near future, a second tranche of accommodation (for a further two classes in a separate stand-alone building) was also designed for which the relevant planning permission has already been secured.
- 8.5 The provision of a new nursery at Wardie Primary School was approved by Council on 1 May 2014. The requirement to now deliver both a new nursery and also a further two classes on the school site will be assessed to determine the most appropriate design solution and location for both; this may have an implication for the existing design, location and planning consent for the existing planned two class extension should there be considered merit in amending this.

### **Next Steps**

- 8.6 The working group will reconvene following the appointment of a design team for the project prior to the end of the summer term.

## **South Edinburgh Schools**

### **9 Bruntsfield Primary School**

#### **Accommodation Issues**

- 9.1 Bruntsfield Primary School has a capacity of 18 classes and is currently operating at its classroom capacity. By the end of April 2014 there were 92 P1 catchment registrations for the 2014/15 session. It is anticipated that this will fall prior to the actual P1 intake in August. Accordingly, an intake limit of 84 P1 pupils has been established for August 2014. This represents a three stream intake. As only two P7 classes will exit at the end of the 2013/14 session there will be a requirement for a nineteenth class in August 2014.
- 9.2 Projections suggest that the P1 intake in 2015/16 will be significantly smaller than that experienced in 2014/15. Accordingly, having provided an additional classroom for the 2014/15 session there should be sufficient capacity to support the 2015/16 intake. However in 2016/17 a further three stream intake is forecast with only a double stream P7 exiting. Accordingly, a twentieth class will most likely be required for August 2016. The level of General Purpose space provision required by the Council is greater for a 20 class organisation which may necessitate the creation of a further class space for August 2016.

## **Solutions**

- 9.3 The working group has concluded that a new classroom may be formed for August 2014 through minor reconfiguration of larger classroom spaces in the existing school building. This work has now been commissioned and will be completed during the summer holiday.
- 9.4 The school site is small, and parent representatives on the working group have strongly objected to any proposal that would further reduce play space. Accordingly, identification of further classroom space in the existing school building will require significant architectural input at an early stage. As no additional accommodation will be required until August 2016, the working group have agreed that a feasibility study considering all the building options available should be undertaken.

## **Next Steps**

- 9.5 The work required for August 2014 to create the new classroom has been commissioned and the working group will be kept apprised of progress.
- 9.6 A feasibility study considering how a further two classroom spaces may be gained within the existing school building will be commissioned. The outcome will be considered by the working group in autumn 2014 with the necessary work undertaken as required after that time.
- 9.7 The working group will also continue to provide input into the broader exercise considering long-term options for the accommodation pressures in south Edinburgh.

## **10 James Gillespie's Primary School**

### **Accommodation Issues**

- 10.1 James Gillespie's Primary School currently operates a 15 class organisation and has capacity for 16 classes. This level of capacity is suitable for sustained intakes of approximately 66 pupils however by the end of April 2014 there were 90 P1 catchment registrations for August 2014 all of whom are catchment. This level of intake will require that the school operates with 16 classes in 2014/15 and will cause continued capacity issues in future years as this cohort rolls forward.
- 10.2 Projections suggest that the P1 intake in 2015/16 will also be approximately 90 pupils but that the intake will fall sharply in 2016/17 before levelling out at around 72 pupils up to 2020. This level of demand may be accommodated within an 18 class capacity.
- 10.3 The Parent Council has expressed a preference for the school to return to a 14 class capacity. However, until such time as a permanent solution is identified and delivered to address accommodation pressures in the south Edinburgh

area, and the impact of this solution on James Gillespie's Primary School has been assessed, there is a requirement to address the short to medium term demand from the James Gillespie's Primary School catchment area.

### **Solutions**

- 10.4 Catchment review was discussed by the working group as a potential option as it could be used to reduce the catchment population to a level consistent with a 14 class capacity. However, it would not address the immediate issues and, due to the proximity of the school to its existing catchment boundary, may not be deliverable.
- 10.5 The working group intimated that when considering the addition of new accommodation either on a permanent or temporary basis; loss of playground space, the number of classrooms within the main school building that fall below the floor area standard expected by the Council and the fact that the school has only one full-size General Purpose space should all be taken into consideration.
- 10.6 Accordingly, the working group concluded that the provision of a four classroom building over two storeys would be the appropriate solution. Having considered whether this should be a temporary or permanent building, the preferred solution was the construction of a permanent solution as this would provide the opportunity in future years to return to a 14 class capacity by:
- Allowing the removal of the existing two class temporary unit; and
  - Allowing the re-configuration of the six small classrooms in the main building to create four standard size classrooms.

This solution would provide the school with more and higher quality general purposes spaces and may create opportunities in future years for the Council to meet its objective to reduce the number of temporary units in the school estate and, by reconfiguring existing small classrooms, address suitability issues within the main school building. Accordingly, it is a solution to short/medium term accommodation pressures that provides opportunities to improve the quality of accommodation at James Gillespie's Primary School in the longer term.

### **Next Steps**

- 10.7 The working group will reconvene following the appointment of a design team to the project prior to the end of the summer term.
- 10.8 The working group will also continue to provide input into the broader exercise considering long-term options for accommodation pressures in south Edinburgh.

## **11 South Morningside Primary School**

### **Accommodation Issues**

- 11.1 South Morningside Primary School has a capacity of 21 classes and is currently operating at its classroom capacity. By the end of April 2014 there were 104 P1

catchment registrations for the 2014/15 session. It is anticipated that this will fall prior to the actual P1 intake in August. Accordingly, an intake limit of 99 P1 pupils has been established for August 2014. However, this exceeds the optimum intake for a three stream school and will require the formation of two team teaching classes of 37 pupils at P1.

- 11.2 Projections suggest that P1 intakes of up to 99 pupils may also be required in 2015 and 2017. This level of intake may be accommodated within legislative class size limits at P4-P7 and may be accommodated through team teaching (as is the case in 2014) in P1. However, to accommodate these intakes at P2 and P3 stages it is suggested that an additional classroom would be required. This additional classroom space would be required by August 2015.
- 11.3 The significant accommodation challenges at South Morningside Primary School were set out in full in the 'Primary School Capacity Pressure in South Edinburgh' report to Committee on 4 March 2014. This report also identified a number of potential long term strategies to address these accommodation issues including the establishment of a new primary school in the south of the city centre. The work required to develop and fully consider these options is progressing and a report will be taken to Committee for consideration later this year.
- 11.4 Until such time as a permanent solution is identified and delivered for the south Edinburgh area and the impact of this solution on South Morningside Primary School is understood, there is a requirement to identify how demand for places within the existing school catchment area can be met.

### **Solutions**

- 11.5 The Parent Council members on the working group have expressed a strong desire to avoid increasing the number of pupils accommodated on the main South Morningside Primary School site.
- 11.6 However, with an intake of 99 pupils in August 2014, it is likely that an additional classroom would be required for August 2015. As a catchment review would require that a statutory consultation process be undertaken, and that the outcome of this would have to be ratified prior to the P1 registration process in November 2014, it is unlikely that this could be delivered. Furthermore, if the consultation proposal were ultimately to be rejected, no alternative options would be available.
- 11.7 The establishment of an annexe, either on a new site or within an existing educational establishment, would also require statutory consultation. There are also significant logistical problems associated with the operation of an annexe facility – something highlighted by parents in relation to the existing annexe at Cluny Church.
- 11.8 Accordingly, the proposed solution identified for South Morningside is the removal of the existing temporary units which currently accommodate four



classrooms but are in very poor condition and their replacement with new temporary units with increased class room provision (a minimum of five classes). The location and design of these new temporary units requires further assessment including consultation with Planning in relation to the potential impact on surrounding properties.

- 11.9 The delivery of this reconfigured accommodation would provide South Morningside Primary School with the classroom capacity it requires to address projected catchment demand, address the condition and suitability issues associated with the existing temporary units and possibly provide the school with a further General Purpose space.

**Next Steps**

- 11.10 The working group will reconvene following the appointment of a design team to the project prior to the end of the summer term.
- 11.11 The working group will also continue to provide input into the broader exercise considering long-term options for accommodation pressures in south Edinburgh.

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Children and Families Service Plan 2014-17 and Standards and Quality Report 2014

Item number 7.4  
Report number  
Executive/routine  
Wards

### Executive summary

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To advise the Education, Children and Families Committee of the Children and Families Service Plan 2014-17 and the Standards and Quality Report 2014.

The Children and Families Service Plan 2014-17 articulates: Our vision for children and young people in Edinburgh; Our seven strategic outcomes – why they are important and how we will measure progress towards them; Our seven priorities for action – based on regular monitoring of progress.

The Standards and Quality Report is our annual performance report. It highlights the good progress and improvement achieved across all Children and Families Services over the period April 2013 to March 2014 and refers to the outgoing Service Plan 2013-16.

### Links

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Coalition pledges	<a href="#">P1 – P6</a>
Council outcomes	<a href="#">CO1 – CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>
Appendices	<a href="#">Children and Families Service Plan 2014-17</a> <a href="#">Standards and Quality Report 2014</a>

## Children and Families Service Plan 2014-17 and Standards and Quality Report 2014

### Recommendations

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- 1.1 It is recommended the Education, Children and Families Committee notes:
  - 1.1.1 The Children and Families Service Plan 2014-17;
  - 1.1.2 The Standards and Quality Report 2014.

### Background

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- 2.1 Children and Families is committed to continuous improvement with service planning and performance monitoring at the core. The production and publication of an annual service plan and standards and quality report is now well-established as part of the planning and performance framework.
- 2.2 Additionally, the production of the standards and quality report meets the requirement set out in the Standards in Scotland's Schools (2000) Act for all education authorities to produce such a report.
- 2.3 The content within the Children and Families Standards and Quality Report is based on the wide range of performance reports and indicators which are regularly reviewed by the Education, Children and Families Committee.

### Main report

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- 3.1 To advise the Education, Children and Families Committee of the Children and Families Service Plan 2014-17 and the Standards and Quality Report 2014.
- 3.2 The Children and Families Service Plan 2014-17 articulates:
  - 3.2.1 Our vision for children and young people in Edinburgh;
  - 3.2.2 Our seven strategic outcomes – why they are important and how we will measure progress towards them;
  - 3.2.3 Our seven priorities for action – based on regular monitoring of progress.
- 3.3 The plan aligns fully with the Edinburgh Partnership's Community Plan (Single Outcome Agreement), the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Capital Coalition Pledges.

- 3.4 The Children and Families Standards and Quality Report highlights the good progress and improvement achieved across all Children and Families Services over the period April 2012 to March 2013. It also highlights what we will do next to address areas that have been identified for further development. It includes a technical appendix with details of all the indicators set out in the Children and Families Service Plan 2013-16.

## **Measures of success**

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- 4.1 The Children and Families Service Plan lays out in detail how progress will be measured. There is a full set of performance indicators showing current performance and targets for the next three years.
- 4.2 The Children and Families Standards and Quality Report is our annual performance report showing progress towards each outcome and improvement priority.

## **Financial impact**

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- 5.1 There is no financial impact arising directly from this report.

## **Risk, policy, compliance and governance impact**

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- 6.1 There is no risk, policy, compliance and governance impact arising directly from this report.

## **Equalities impact**

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- 7.1 There is no equalities impact arising directly from this report. Both the Service Plan and the Standards and Quality report make direct reference to equalities implications where appropriate.

## **Sustainability impact**

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- 8.1 There is no sustainability impact arising directly from this report.

## Consultation and engagement

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- 9.1 Engagement has taken place with regard to both the Service Plan and Standards and Quality report with service managers across Children and Families.

## Background reading/external references

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Children and Families Service Plan 2013-16

### Gillian Tee

Director of Children and Families

Contact: Karen Brannen, Performance Manager

E-mail: [karen.brannen@edinburgh.gov.uk](mailto:karen.brannen@edinburgh.gov.uk) | Tel: 0131 469 3494

## Links

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<b>Coalition pledges</b>	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people 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</p>

fear of harm, and do not harm others within their communities  
CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality

**Single Outcome Agreement**

SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential

**Appendices**

Children and Families Service Plan 2014-17  
Standards and Quality Report 2014

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# Service Plan

## Children & Families 2014-17



# Foreword

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

Overall our aim is to shift the balance of resources from intensive service provision to early intervention, providing the support to ensure that every child has the best start in life and continues to thrive. We are also committed to the use of the most effective methods including innovative approaches, such as provision of childcare co-operatives.

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

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

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

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

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

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



**Gillian Tee**  
Director of Children and Families



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

**getting  
it right**  
for *every* child

# Children and Families

Our vision is for Edinburgh's children and young people to enjoy their childhood and fulfil their potential. This Service Plan outlines our key priorities for the next three years in achieving this vision and in improving outcomes for children and young people and their families. The plan helps us deliver our priorities and helps our stakeholders understand what we are seeking to deliver and how we are planning to achieve it.

We regularly assess our progress and each year we produce a Standards and Quality Report which details how well we've been doing over the previous year.

Children and Families provides a wide range of services for Edinburgh's children, young people and families which are summarised below. Further information can be found at [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk)



<b>Support to Children and Young People</b> <i>Alistair Gaw</i>	<b>Schools and Community Services</b> <i>Andy Gray</i>	<b>Resources</b> <i>Billy MacIntyre</i>	<b>Planning and Performance</b> <i>Lynne Porteous</i>	<b>Chief Social Work Officer</b> <i>Michelle Miller</i>
<ul style="list-style-type: none"> <li>• Children's Social Work Practice Teams</li> <li>• Disability Services</li> <li>• Family and Community Support</li> <li>• Looked After and Accommodated Children</li> <li>• Professional Support</li> <li>• Special Schools and Specialist Provision</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years</li> <li>• Schools</li> <li>• Community Services</li> <li>• Inclusion and Pupil/Parent Support</li> <li>• Quality and Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Major Capital Project Implementation</li> <li>• Asset Planning</li> <li>• Facilities Management</li> <li>• ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Service Planning</li> <li>• Performance Management</li> <li>• Getting it Right for Every Child</li> <li>• Workforce Learning and Development</li> <li>• Commissioning</li> <li>• Resilience</li> <li>• Equalities</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Social Work Quality Improvement</li> <li>• Social work complaints</li> </ul>

## Using our resources

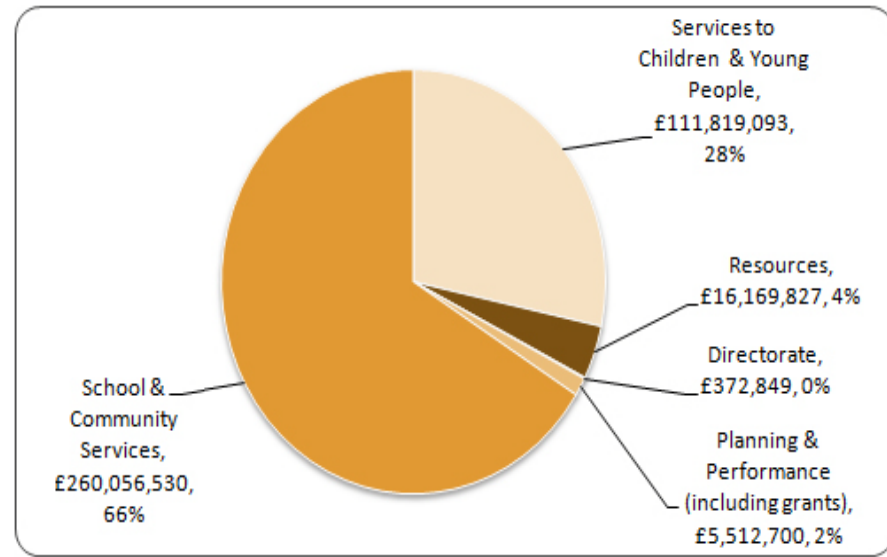
We are committed to delivering the highest level of service for every child and across Edinburgh. We continue to work to redesign services and use our resources efficiently to improve outcomes for all of Edinburgh's children and young people. The services which we commission and deliver are also essential to achieving this

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

The financial context remains challenging for local authorities and in meeting the Council's requirement for further extensive savings over the next few years, further budget reductions will be required.

Our long term financial planning takes account of current and projected demographics with increased resources being targeted to reflect the rise in numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and those, in turn, entering primary education, and work to reduce class sizes.

## Children and Families Approved Budget 2014/15



The following tables provide a summary of our equalities employment data, and staffing data, as at 31<sup>st</sup> March 2014.

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4784	3386.37
Teaching staff	4282	3454.01

Equalities Employment data	Male Chief Officers	Female Chief Officers	Male at Grades GR10-12	Female at Grades GR10-12	BME	Disabled
Children and Families	80.0%	20.0%	44.4%	55.6%	2.2%	1.5%
Council	60.0%	40.0%	57.1%	42.9%	2.8%	1.8%

# Context

**Edinburgh's Community Plan** - The Edinburgh Partnership is the city's community planning partnership working to improve outcomes for the city and its people. The Community Plan (formerly known as the Single Outcome Agreement) presents the Edinburgh Partnership's agreed priorities for the city and the outcomes to be delivered by partners. The vision of the Edinburgh Partnership is that Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced.

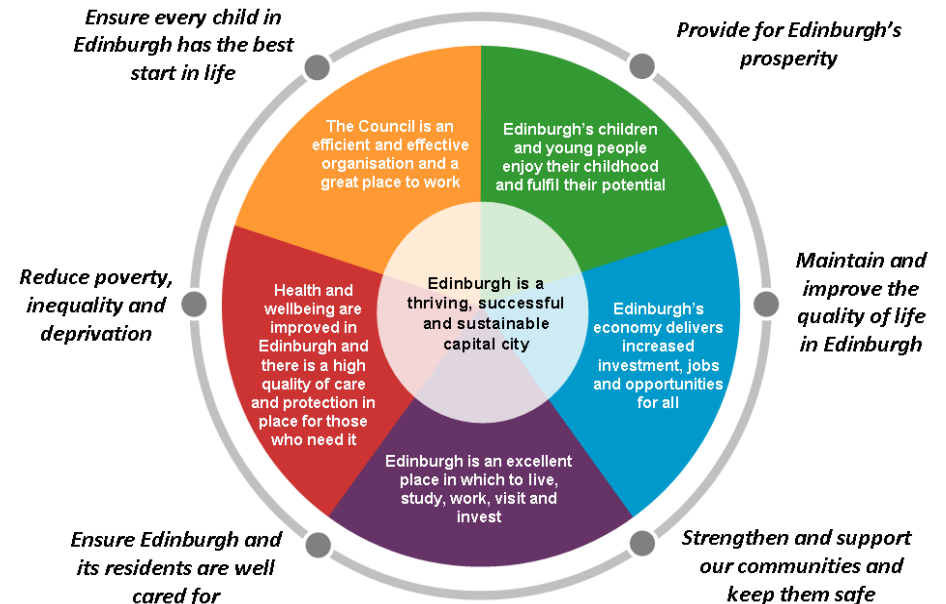
The four outcomes identified to achieve the vision are:

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

**Integrated Plan for Children and Young People** - The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The vision, outcomes and priorities of the Children's Partnership are underpinned by the principles and Core Components of *Getting it Right for Every Child* and are fully aligned to those detailed in the Edinburgh Partnership's Community Plan and to the Children and Families Service Plan.

**City of Edinburgh Council's Strategic Plan** - The Council has a vision that 'Edinburgh is a thriving, successful and sustainable capital city'. The Council's five strategic outcomes to achieve this are shown in the diagram adjacent and are described in the Strategic Plan. Children and Families works alongside partners and

communities to deliver on the outcome *Edinburgh's children and young people enjoy their childhood and fulfil their potential*. This Service Plan sets out how we will do this.



**Capital Coalition Agreement and Pledges** - Following the local government elections in May 2012 the new Council set out 53 specific pledges which they aim to deliver during their five-year term. The Council pledges are based on six high level commitments shown in the diagram above, circling the outcomes. Throughout this plan we demonstrate how Children and Families will deliver on these, and all other relevant, pledges and actions.

# Background and Key Drivers

**Legislation** – There are many key pieces of legislation which underpin the delivery of services for children, young people and their families. There are too many to list here but legislation which will place extra demands on our services in the coming year include Social Care (Self-directed Support)(Scotland) Act 2013, the Children and Young People (Scotland) Act 2014 and the Children's Hearings (Scotland) Act 2011.

**Local and National Priorities and Strategies** – Our delivery of services for children, young people and their families is set within the context of locally and nationally identified priorities and strategies. Those informing services delivered by Children and Families include: Getting it Right for every child; Guidance on Equalities; Accessibility Strategy; Supporting Communities; Edinburgh Parent and Carer Support Framework; Early Years Collaborative; Curriculum for Excellence; More Choices, More Chances; National Guidance for Community Learning and Development; National Parenting Strategy; NHS Lothian's Children and Young People's Health Strategy.

**Demographics** – Edinburgh's population is projected to grow at a faster rate than any other Scottish city. It is anticipated that the number of children in our schools will rise by 16% between now and 2024. This rise in population will see increasing demand for services such as schools and early years' services. The changing demographic picture in the city has led to increases in demand for specific services amongst a number of population groups including: black and minority ethnic children; children and young people requiring English as an Additional Language support; children and young people who require to be looked after and learners identified as having exceptional support needs, in particular children diagnosed as having an autism spectrum disorder.

**Performance Management** – The drive for continuous improvement supports the development of all strategies and plans across Children and Families. We have implemented a number of performance management processes in line with our Performance Improvement

Framework. All key aspects of Children and Families are regularly monitored and reported, in accordance with this framework.

**Self-Evaluation** – Outcome focused self-evaluation is increasingly well embedded across Children and Families. Centres, teams and schools are all involved in processes of self-evaluation and these continue to contribute to our understanding of how we are performing against our strategic outcomes and improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to, and informed by, the wide range of external scrutiny arrangements to which we are also subject.

**Service user engagement** – Children and Families is committed to the engagement of children, families, partner organisations and communities in the development of our services. We are continually seeking and responding to feedback from children and young people, parents/carers and partner organisations to improve our services.

**Risk Management** – Anticipating and managing risk is key to achieving our outcomes. We regularly assess, monitor, manage, control and plan around risk through the maintenance of a comprehensive Risk Register.

**Equality** – The Equality Act 2010 increased duties in respect of disability, race, gender, sexual orientation, faith, age, pregnancy/maternity, gender reassignment and marriage/civil partnerships. Looked After Children, young carers and families in areas of multiple deprivation are also considered as equalities groups. Equalities and Rights Impact Assessments are carried out as part of our planning process and Children and Families contributes to the Council wide Framework and Action Plan to address inequality.

**Commissioning** – The Commissioning Plan for Children and Families 2015-2020 will show how service development will be guided and shaped by our partnership strategic objectives and by Council-wide Commissioning Strategies. It will explain our commissioning objectives as we move forward in developing services for the next 5 years.

## Children and Families Service Planning

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

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

**SO1** – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

**SO2** – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

**SO3** – Our children and young people in need, or with a disability, have improved life chances

**SO4** – Our children and young people are physically and emotionally healthy

**SO5** – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

**SO6** – Our children's and young people's outcomes are not undermined by poverty and inequality

**SO7** – Providing quality services and making best use of our resources

### What Have We Achieved?

The 2012 joint inspection of children's services judged our services in Edinburgh as 'good' and noted a number of key strengths:

- The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families
- The actions taken to keep children and young people at risk of abuse and harm safe
- The very wide range of measures to consult and seek the views of children, young people, families and other stakeholders

- A strong culture and ethos of positive partnership working for the benefit of children, young people and families at all levels
- The visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention

Several key improvements have been noted through our regular performance monitoring during 2013/14. These include:

- Sustained improvement in the number of school leavers entering a positive destination
- All seven National Priority secondary school attainment measures show continued year-on-year improvement and are now better than, or in line with, the national average
- High levels of attendance at school, now above or equal to the national average at primary, secondary and special
- Exclusions continue to reduce with rates at both primary and secondary below the national average
- Continued improvement in the number of young people being referred the Reporter on offence grounds
- The percentage of Primary 1s who are at risk of obesity has improved and is now below the national average
- Record levels of young people participate in both the Duke of Edinburgh and the Junior Award Scheme Scotland
- Improvements to the built fabric with new buildings, extensions and new accommodation
- Newly established Looked After Children Transformation Programme to both reduce the need for children to become Looked After and to shift the balance of care to meet children's needs earlier
- Investment in early years and early intervention services resulting in a reduction in the annual rate of growth of the number of children needing to be Looked After and the proportion with kinship carers

## What Are We Focusing On?

There are a number of areas which require particular attention this year:

- Successfully implementing Curriculum for Excellence and the new exam system
- Introducing 600 hours of early learning and childcare together with the development of more flexible and affordable childcare
- Taking forward the co-operative approach across all services, including co-operative childcare
- Extending free school meals to all P1-P3 pupils from January 2015
- Implementing new duties in the Children and Young People's Act
- Responding to the projected 16% increase of children in our schools
- Responding to a continuing increase in the rate of children requiring to be looked after by increasing the proportion of those children looked after in kinship, and in foster care provided by City of Edinburgh Council foster carers
- Responding to all of the demographic increases noted above, particularly in the continued increase in the number of children who have additional support needs
- Responding to pressure on school places in specific areas of the city
- Moving towards the delivery of integrated children's services including health services
- Continuing to balance the budget
- Improving the physical condition of our buildings to bring them in line with 21<sup>st</sup> century expectations
- Responding to the educational infrastructure requirements arising from the additional housing identified in the Local Development Plan

## What Are Our Priorities for Improvement?

We will continue to respond to the 2012 inspection findings by:

- Improving and extending help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse
- Improving planning to meet needs so that children and young people experience long-lasting improvements
- Implementing more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people
- Continuing 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

To achieve the above and progress towards our outcomes we have identified areas as priorities for action. Our seven priorities for improvement are:

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse
- to improve the educational attainment of the lowest achieving pupils
- to improve life chances for Looked After Children
- to improve health outcomes for children and young people, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- to reduce the risk of children and young people causing harm to themselves and to others
- to increase the number of young people who enter and sustain positive destination

## Strategic Outcome 1 –

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

### Priority

To improve support in early years so that all children reach appropriate developmental milestones

### Pledges

Establish city-wide childcare co-operatives for affordable childcare for working parents

Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government

### Supporting Strategies and Plans

Early Years Strategy and Action Plan

Early Years Collaborative

Integrated Literacy Strategy

Early Years Change Fund Action Plan

Additional Support for Learning Priorities

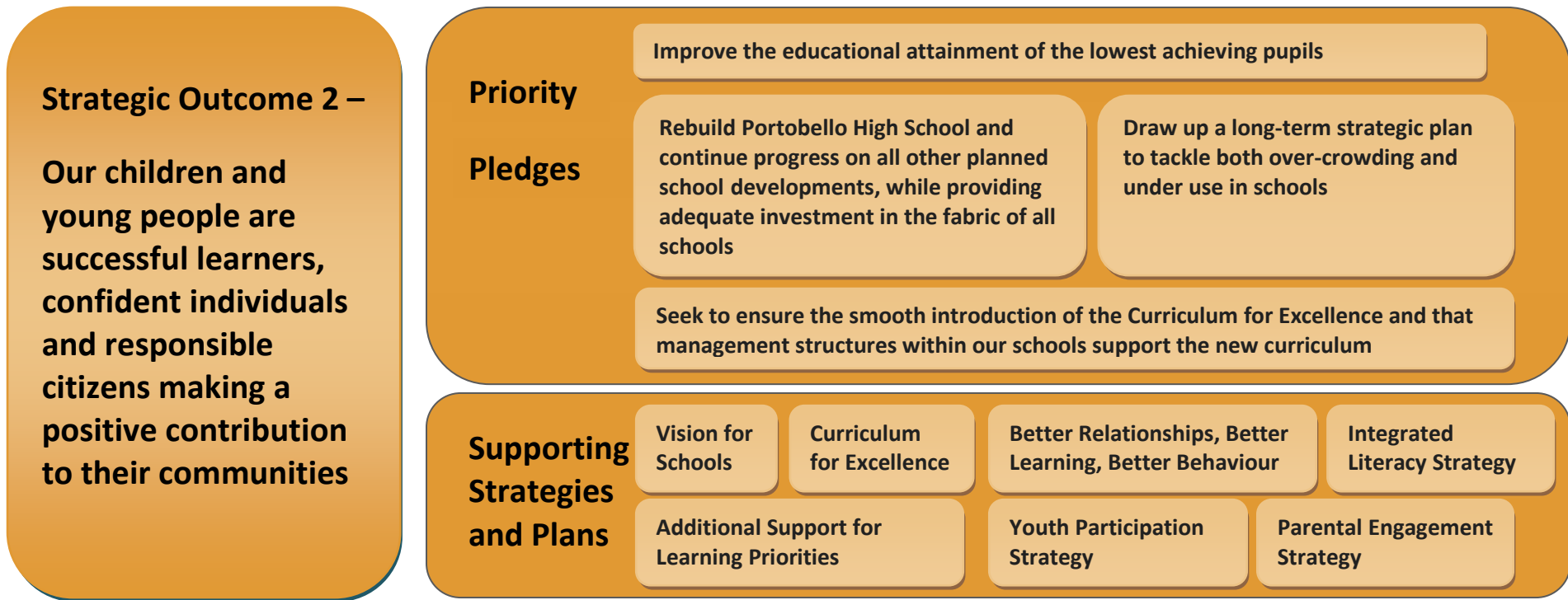
All children deserve to have the best start in life and we know that what they experience in their earliest years is key to their success in adulthood.

In order to ensure positive long term outcomes for children we will work with our stakeholder partners to provide holistic support for children and their families from pre-birth into the early stages of education. We will deliver 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are looked after or in kinship care placements, by August 2014. We will also secure the same level of provision for those 2 year olds in households in receipt of out of work benefits as identified in the Children and Young People (Scotland) Act 2014. We will continue to promote positive relationships with parents and carers, seeking their views on flexible childcare requirements to support family life and reduce childcare costs in the city, in line with the Council's commitments. We will provide targeted support where it is required to children and their parents and carers, within strengthened universal settings where possible, including support through the key transition stages. We will contribute to, and use, learning from national partners in the Early Years Collaborative focusing on the themes of early intervention and Maternity Services, Attachment, Transitions, 27/30 month review, developing parenting skills, CLD Family Learning, Family Engagement to Support Learning.

The family is the most important context for children's growth and development, learning, health and wellbeing. We want to build on the current contributions of all services so that parents and carers receive the information, advice, encouragement and support they need, when they need it, so that they can raise their children with confidence and successfully manage their transitions throughout their childhood.



Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	475	600	600	600	We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014.	Aileen McLean
Percentage of P1 pupils in class sizes of 25 or fewer	99%	100%	100%	100%	Where a lack of accommodation restricts additional classes being established, team teaching arrangements are used in accordance with Scottish Government guidelines. As at census in September 2013, there were 2 P1 classes in 2 schools with a class size of 26 due to an excepted pupil on Placing Appeal in each.	Aileen McLean
<b>Long-term outcome</b>						
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	92%	92%	92%	Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.	Aileen McLean
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	89%	90%	90%	90%	Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.	Aileen McLean



We are committed to providing high quality inclusive schools which work with families to meet the needs of all children. We recognise that many children face additional barriers to learning and that these may arise in school and/or as a result of family or social circumstances. We are committed to the delivery of effective provision for additional support needs. The implementation of *Getting it right* through a well-informed assessment of need and a single integrated child's plan which addresses all aspects of the wellbeing of children, is a key priority.

By enabling children and young people to develop the knowledge, skills and attributes they will need in order to flourish in life, learning and work, they will become successful learners, confident individuals, responsible citizens and effective contributors. In addition to attainment measures we are developing ways to measure wider achievement in areas such as Duke of Edinburgh and John Muir Awards, outdoor learning, volunteering and creative learning. We also recognise the contribution that children and young people make to their own learning, development and achievement when they engage in youth work and other Community Learning and Development activities supporting outcomes across Curriculum for Excellence.

New National qualifications were introduced in 2013/14 as part of the continuing implementation of Curriculum for Excellence. New Higher qualifications will be introduced from 2014/15. Within the Senior Phase (S4-S6), schools continue to work with a wide range of partners including Edinburgh College, Universities, Community Learning and Development and employers to deliver a rich curriculum which meets the needs of all learners. A new Senior Phase benchmarking tool (*Insight*) is currently being developed which will provide advice on future measurements of improvement. Measures of performance in attainment and achievement by the end of P1, P4, P7 and S3 will be based on

pupils achieving the expected Curriculum for Excellence levels for their stage in Numeracy and Literacy English. These measures will be published in future reports.

Special Schools are continuing in the implementation of Curriculum for Excellence and track individual learners' progress through various means including setting and regular reviewing of targets within Individual Educational Programmes covering the key areas of Literacy, Numeracy and Health and Wellbeing. Children are experiencing challenge within the broad general curriculum to help equip them with skills for learning, life and, where possible, work.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. We will implement the new policy guidance on Better Relationships, Better Learning, Better Behaviour to ensure that this environment is promoted effectively.

Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	616	627	658	691	Latest performance is highest recorded to date with 52 gold, 106 silver and 458 bronze	Robin Yellowlees
Number of pupils in mainstream schools accessing instrumental music tuition	4,758	4,850	4,950	5,100	Edinburgh currently offers free tuition in every school according to school roll.	Linda Lees
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well	78%	80%	82%	84%		Martin Vallely
Number of young people (11-18) taking part in structured informal learning opportunities through CLD	7,500	7,500	7,500	7,500	Opportunities include open youth club provision, award scheme groups, specific activity groups.	Maria Gray
<b>Long-term outcome</b>						
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	71	75	77	78	Data relates to 2012/13 pre-appeal. Targets may be revised to take the Senior Benchmarking Phase tool development into account.	Karen Prophet
Average tariff score of highest performing 80% of S4 pupils in mainstream schools	221	222	223	224	The aim is to narrow the gap between the highest and lowest achieving pupils whilst improving attainment for all.	

## Strategic Outcome 3 –

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

### Priority

To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse

To improve life chances for Looked After Children

### Pledges

Increase support for vulnerable children, including help for families so that fewer go into care

### Supporting Strategies and Plans

Corporate Parenting Action Plan

Early Years Change Fund Action Plan

Additional Support for Learning Improvement Plan

City of Edinburgh Council Adoption Plan

Integrated Literacy Strategy

Balance of Care Project Plan

Strategic Plan for Children with disabilities

Self-Directed Support Act

Edinburgh Joint Carers' Strategy

In Children and Families we want to make sure we provide the right services to help children to grow and develop and have their needs met. The children and young people we are focusing on within this Strategic Outcome range from children in need, through looked after at home and away from home to those requiring Child Protection. A child is deemed to be “in need” if they require services to be put in place in order to attain a satisfactory state of health and development. The level of intervention we put in place should be proportionate to the level of assessed need and risk: a number of factors can mean that these levels fluctuate over time, and our services need to be alert and responsive to this. We want to have a specific focus on children and young people affected by homelessness, parental substance misuse and domestic violence.

Overall, we want to reduce the rate of growth in the number of children and young people who need to become looked after, by engaging and supporting families earlier and more effectively when concerns are identified. We will help Looked After Children to remain within their own family networks by supporting kinship care placements where these are assessed as safe and able to meet the child's needs: we are also working to improve support for those who are looked after at home in order to reduce the need for children to be accommodated. This approach will put us in a stronger position to invest more in early and effective identification and prevention work as we go forward. We are also aiming to further shift the balance of care by increasing the number of City of Edinburgh Council foster placements to improve outcomes for children and young people who need to be placed away from home and to also achieve best value.

By offering a range of services including early support, behavioural strategies and short breaks from caring, we aim to build capacity and resilience in families with children affected by disability and thus prevent family breakdown wherever possible.

This will be supported by early and effective assessment of need and planning that addresses all aspects of a child's wellbeing. As we progress with the implementation of *Getting it Right* our expectation is that many children in need will be identified and have their needs met at an earlier stage.

Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Percentage of the Looked After Children population that is in kinship care	(July 2013) 21%	22%	23%	24%	The introduction of the Kinship support team has improved capacity to support kinship carers. As of March 2014, 39 families are receiving advice and support from the team.	Scott Dunbar
Percentage of children placed with City of Edinburgh Council foster carers	(July 2013) 56%	67%	70%	73%	The ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places.	Scott Dunbar
Percentage of children with a disability in mainstream secondary schools saying they enjoy learning in school	(June 2013) 64%	-	75%	-	Data taken from the recent self-evaluation survey undertaken in schools. The survey is now biennial with next data available in June 2015.	Diana Dodd
Percentage of Section 23s assessed within timescale	56%	60%	65%	70%	Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them.	Carol Chalmers
<b>Long-term outcome</b>						
Number of children who need to be looked after (rate per 1,000 0-17)	(July 2013) 16.9	16.7	16.7	16.7	We aim to reduce the rate of expected increase in the overall number of children who need to be looked after through early support for children and families.	Alistair Gaw
Average tariff score for Looked After Children	(2011/12) 88	100	105	110	Latest performance data from the Scottish Government publication 'Educational Outcomes of Looked After Children' published in June 2013. National performance was 106.	Karen Prophet
Percentage of Looked After Children in a positive destination six months after leaving school	(2011/12 leavers) 60%	75%	80%	85%	See note above. Note that the definition of the indicator changed from the initial to the follow up survey.	Karen Prophet



It is important that children and young people have opportunities, encouragement, support and guidance to maximise their chances to live longer and healthier lives, developing positive and sustaining relationships and enjoying good emotional health. We know that children learn better, achieve more and have better life chances when they are healthy and happy. The work we do is to provide settings, services and resources that help our children and young people make healthy lifestyle choices and lessen – or, if possible, remove – the negative impacts of obesity, unsafe sex, unintended pregnancy and substance misuse (both their own and that of their parents or carers).

Research has found that there are a number of key things that help support children’s social and emotional development. These include positive relationships and role models, school attendance, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Children learn positive ways to look after their minds and bodies not just through teaching but through imitation and interaction with others. It is therefore also important to promote positive physical and emotional wellbeing in the adults that work with and care for our children so they can be the positive role models that our children need.

We have a particular focus on developing quality Physical Education in addition to meeting Scottish Government targets. Schools supporting each other in their clusters and working with Active Schools increases the quality of experience in PE for children and young people, and provides more opportunity for increased physical activity each week.

We intend to be a city which promotes a healthy and responsible attitude to alcohol and where recovery from problem alcohol and drug use is a reality. We will contribute to the work of the Edinburgh Alcohol and Drugs Partnership which aims to ensure that children, young people and families’ health and wellbeing is not damaged by alcohol and drugs.

Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	95%	100%	100%	100%	Information was collected in April 2014. All schools should meet target by August 2014.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	96%	96%	96%	100%	Information was collected in April 2014. The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built.	Karen Prophet Robin Yellowlees
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	92%	100%	100%	100%	The planned recruitment of a Lead Officer dedicated to special schools and introduction of sporting events for special school pupils will support the development of quality PE	Rosie Wilson Robin Yellowlees
<b>Long-term outcome</b>						
Percentage of P1 pupils who are obese	8.3%	8.1%	8.0%	7.9%	Data is for the City of Edinburgh Council area and refers to school year 2012/13. The Edinburgh figure remains below the national average of 9.3%.	David Bruce
Rate (per 1,000) of teenage pregnancies amongst under 16 year olds	6.8	7.4	7.4	7.4	The 2010/11 NHS Lothian target was 7.4 per 1,000. Data are reported as a three year rolling average. The figures for Edinburgh are slightly higher than the national average which was 6.6 in 2009/11, a reduction from the previous period when it was 7.4.	David Bruce
Percentage of 15 year olds who are regular smokers	13%	10%	-	-	Data is only available at the local level every 4 years. Performance improved from 2006 when it was 14%.	
Percentage of 15 year olds drinking once a week or more	18%	15%	-	-	Data is only available at the local level every 4 years. Performance improved from 2006 when it was 32%.	
Percentage of 15 year olds who have used or taken drugs in the previous month	11%	10%	-	-	Data is only available at the local level every 4 years. Performance improved from 2006 when it was 15%.	

**Strategic Outcome 5 –**

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

**Priority** To reduce the risk of children and young people causing harm to themselves and to others

**Supporting Strategies and Plans**

- Child Protection Improvement Plan
- Youth Offending Strategy
- Community Safety Strategy
- Reducing Reoffending Strategy

Redesigned and improved services have been put in place to help keep children safe and to prevent and reduce harm. The Family Solutions service has a small team in each neighbourhood which works alongside the practice team to build strengths in families and communities to meet children’s needs to prevent the need for levels of intervention. The Multi-Systemic Therapy (MST) team works with teenagers where there is anti-social or offending behaviour. A range of programmes and supports are available across the city to help parents develop confidence in promoting positive behaviour in their children and young people.

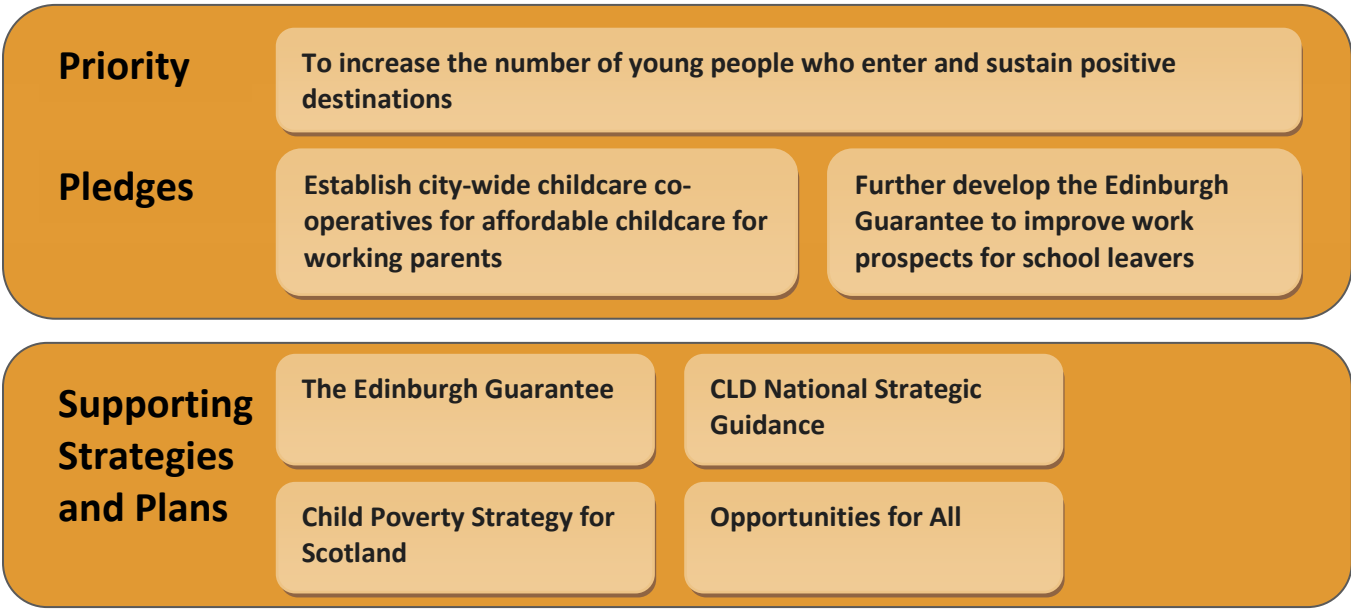
The Youth Offending Service has merged with Integrated Community Support Service to create a new Young People’s Service. This broadens the scope of the service beyond youth offending to include a wider range of young people who are engaged in risk taking behaviour. There has been an increase in the number of young people for whom this service acts as lead professional. This will assist to manage the increasing level of demand in relation to high risk young people known to the children’s practice teams and schools. We are implementing the Mentors in Violence Prevention (MVP) peer led programme in a number of secondary schools following the positive evaluation of the pilot in Portobello High School, demonstrating real culture change and skill development in peer groups of young people in dealing with gender based violence.

Without safety it is impossible to achieve all other aspirations for our children, young people and families. When young people behave antisocially, we are concerned both for the community and individuals affected and for the offending young person. We work closely with the Police and other Council services to get the right help to the young person and his or her family, with a referral to the Children’s Reporter when that is necessary. Domestic abuse of one parent by another impacts powerfully on children and young people. Our work with perpetrators is combined with support to keep everybody in the family safe.



Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years	68%	70%	71%	72%	The latest data refers to young people exiting the Youth Offending Service between April 2009 and March 2010. The target is to increase by 1% each year.	Donny Scott
Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years	(2012/13) 7%	-	-	-	The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.	Andy Jeffries
Percentage of pupils who said their school was good or fairly good at dealing with bullying	75%	80%	85%	90%	Recent data from the annual Safe From Bullying Survey. A record 7,611 pupils took part in November 2013.	Diana Dodd
<b>Long-term outcome</b>						
Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	(2012/13) 7	7	7	7	The target is to maintain the good performance. National performance was 8.	Donny Scott

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



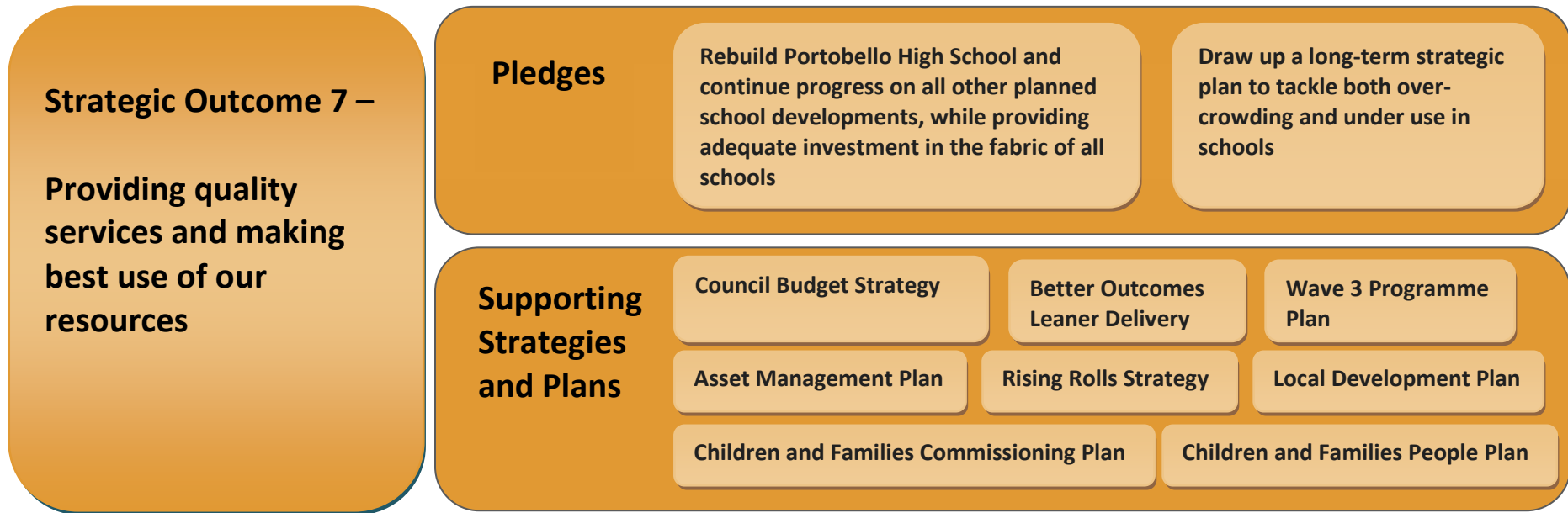
We know our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. We want to minimise potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population by building resilient communities and releasing the talents of people (particularly those of our young people) across Edinburgh. We believe that by prioritising early intervention and prevention, building on the assets of individuals and communities, and ensuring that children’s and families’ needs and abilities are at the centre of service design and delivery, we can replicate the success of asset-based approaches such as Total Craigmyle and Total Neighbourhood East. These are improving the outcomes for children, families and their communities and, in so doing, challenging the impact of poverty and inequality.

Our aim in promoting social inclusion is to work with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, those previously marginalised can, through their active engagement in learning, reduce dependency relationships and contribute effectively to their communities.

The Edinburgh Guarantee continues to provide opportunities for those leaving school to move into positive destinations through training, activity agreements, further and higher education and employment. Close working with Economic Development ensures that the provision matches the profiles of young people about to leave school. Tracking of those young people who are not in a positive destination takes place by Skills Development Scotland in partnership with Children and Families and Economic Development. All schools now have robust procedures in place to monitor, track and support young people. CLD staff will continue to support those young people at risk of entering a negative destination to engage with Activity Agreements.

We want to help individuals and communities develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality; ensure that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions. CLD regulations for the implementation of the Strategic Guidance will ensure that CLD support is targeted on the most disadvantaged communities. CLD staff will be equipped to deliver the policy framework associated with the Guidance.

Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Percentage of pupils gaining 5+ SCQF awards at Level 5 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	16.4%	Targets not currently set due to the changes to the exam system. When new indicators are developed to replace the existing the indicators, these will be included.			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme.	Karen Prophet
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.1%					
Percentage of adults achieving all or part of their agreed learning goals	90%	92%	95%	97%	The total number of adult literacy and numeracy learners in 2012-13 was 2,524.	Maria Gray
<b>Long-term outcome</b>						
Percentage of school leavers who are in a follow-up positive destination	(2011/12 leavers) 89.8%	Exceed national average	Exceed national average	Exceed national average	Data is from the followup survey, sourced in the March following leaving mainstream school. The target was to reach the national average (89.5% for 2011/12 leavers) by 2013/14, then exceed that position.	Karen Prophet
Percentage of young people leaving special schools who go on to an appropriate and/or positive destination.	(2012/13 leavers) 64.6%	65%	65%	65%	Data used reflects only the number of learners leaving special schools who achieved a positive destination as defined by the Scottish Government. In addition to this a significant number of leavers from special schools have gone on to an appropriately structured destination/package of support to meet their continuing learning needs. No national data about learners from special schools is available for comparison.	Rosie Wilson



Our aim is to consistently make the best use of our resources, within the challenging financial context, to effectively support all work to improve outcomes for children, young people and their families.

We aim to provide services, resources and physical accommodation which are high quality and delivered in an efficient and effective way supported by financial stability. We will do this with high levels of risk-awareness and business continuity at all levels of planning.

Key to successfully achieving high quality service delivery is to ensure that staff are motivated, high performing and have the skills, experience and expertise to excel and to provide excellent customer service. We will continue to use the results from staff engagement activities, such as the biennial Employee Survey, alongside evaluations such as Customer Service Excellence and Investors in People to inform improvement planning through the People Plan.

As we go forward our Commissioning Plan for services will help us work with other service providers to provide resources which deliver improved outcomes and also achieve best value.

Indicator	Latest Performance	Targets			Note	Lead
		2014/15	2015/16	2016/17		
<b>Short-term improvement</b>						
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	At month eight (the latest reported position) the projected outturn for the Children and Families department is a balanced position. The final outturn position will be reported to full Council in June.	Billy MacIntyre
Capital outturn as a % of the annual budget	93%	100%	100%	100%		
Percentage of days lost due to staff sickness absence across Children and Families	3.57%	Maintain below 3.57%	Maintain below 3.57%	Maintain below 3.57%	The target is to continue to reduce sickness absence levels.	Lynne Porteous
Percentage of days lost due to staff sickness absence for teaching staff	3.12%	Maintain below 3.12%	Maintain below 3.12%	Maintain below 3.12%	The target is to continue to reduce sickness absence levels.	Andy Gray
Percentage of parents/carers satisfied with their school	91%	97%	100%	100%	Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.	Karen Prophet Rosie Wilson
Percentage of primary school condition assessed at Level A or B	(2013) 91%	100%	100%	100%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 82%.	Billy MacIntyre / Service for Communities
Percentage of secondary school condition assessed at Level A or B	(2013) 91%	100%	100%	100%	See above note. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 83%.	
Percentage of special school condition assessed at Level A or B	(2013) 93%	100%	100%	100%	See above note. National average for 2011/12 was 72%.	

We would be pleased to receive your comments and feedback on this plan. Please send them to:

Karen Brannen  
Performance Manager  
Children and Families  
City of Edinburgh Council  
4 East Market Street  
Edinburgh, EH8 8BG

Tel: 0131 469 3494  
e-mail [karen.brannen@edinburgh.gov.uk](mailto:karen.brannen@edinburgh.gov.uk)



**HAPPY TO TRANSLATE**

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# Standards and Quality Report Children and Families 2014

getting  
it right  
for every child





# Foreword

In Children and Families, we are constantly striving to improve services to ensure that every child in Edinburgh gets the best start in life. This report demonstrates the progress made over the last year. It shows continued improvements in our services and outcomes for children and young people across the city.

Improving services at a time when overall budgets are declining is an increasingly difficult task, but we are determined to further improve the services we deliver and to ensure that we target our efforts and resources where they are most needed. In doing this and despite the current difficult economic circumstances we have a great number of success stories and achievements.

The Edinburgh Guarantee continues to be one of our greatest successes, alongside the Careers Academy and has shown partnership working and co-operation at its best. This work helps to ensure that every young person leaving school in Edinburgh goes on to a positive destination when they leave school. This year has been the best result so far for young people moving onto a positive destination and this will remain an important priority.

We have also seen good improvement in our social work services for children at risk and we are continuing to reduce the rate of children requiring to be looked after.

In our schools we are delighted to see strong performances continue whilst there is still a strong focus on working to improve attainment for those lower attaining children particularly in both literacy and numeracy. Attendance overall has improved, whilst exclusion rates have reduced. Curriculum for Excellence continues to become embedded in our schools to make learning more about the application of knowledge and understanding. We are also achieving Scottish Government targets for meeting 2 hours of quality physical education.

In Early Years the majority of our nurseries continued to have positive Education Scotland Inspections with one outstanding Inspection for Cowgate Under 5's centre. There has been a great deal of innovative and collaborative work in the Early Years area to ensure we are able to fulfil the Scottish Government's commitment to achieving the 600 hours for those eligible children from August 2014.

The overall commitment in the City to children and young people making a more positive contribution to the Community has shown very encouraging improvement. There are a record number of young people involved in the Duke of Edinburgh Award Scheme and the new Junior Award Scheme for Schools. Additionally there are more children and young people achieving other accredited awards that are developing them into more responsible citizens. Providing this opportunity for wider achievement for all and actively encouraging our young people to play a positive role within their communities is something we can be rightly proud of. It is at the heart of our desire to be a 'Cooperative Capital'.

For 2014/15 I remain committed and determined to continue to build on these successes and further improve outcomes for all children and young people in Edinburgh.



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

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# Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2014. The report covers the period from April 2013 to March 2014 and sets out how our services have performed during this time.

Significant year on year improvements have been achieved across a wide range of performance indicators across the service. Assessing our progress helps us understand where we need to improve so that we realise our vision for all children and young people in Edinburgh.

Our services were the subject of a pilot joint inspection led by the Care Inspectorate about which a report was published in April 2013. The inter-agency provision of services to children in Edinburgh was assessed as 'good'. This was a significant improvement on previous inspections and reflects the high quality improvement activity which has been ongoing for a number of years. The following particular strengths were identified as making a difference to children, young people and families:

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

Inspectors are very confident that services will be able to make the necessary improvements in the light of the inspection findings.

Children and Families continues to work to implement a number of key strategies including:

- Curriculum for Excellence to improve educational outcomes for all of our pupils
- The Edinburgh Guarantee to increase the number of young people leaving school into a positive destination
- Our inter-agency Corporate Parenting Action Plan to improve opportunities and outcomes for Looked After Children
- Our inter-agency Early Years and Early Intervention Action Plan.

This report covers progress in these areas and many others, and I invite you to read on to learn more about what Children and Families services have achieved over the past year and what we will do next.



**Gillian Tee**  
**Director of Children and Families**

# The National and Local Planning Framework

## Our Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. Our mission is to place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood. Ultimately, we want all young people to leave school and enter adult life with positive options, making positive choices.

We believe that children and young people do best when they:

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

We all (Health, Police, Council and the Voluntary Sector) recognise that we need to work together to do all we can to strengthen support for families, schools and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range of services to meet local people's needs.



## Our Strategic Outcomes, Priorities for Improvement and Capital Coalition Pledges

We have continued to make good progress across all seven of our Strategic Outcomes. We have also identified seven Priorities for Improvement based on an assessment of areas where we need to target more effort to secure improvement, alongside those areas identified in the recent joint inspection of children's services and the Capital Coalition Pledges. These priorities have been agreed together with our partners in the Edinburgh Children's Partnership. Our Strategic Outcomes, their associated Priorities for Improvement and Capital Coalition Pledges are detailed in the next section.

# Our Strategic Outcomes, Priorities and Pledges

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

**Priority for Improvement:** Improve support in early years so that children reach appropriate developmental and social milestones

**Capital Coalition Pledges:** Establish city-wide childcare co-operatives for affordable childcare for working parents; Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations

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

**Priority for Improvement:** Improve the educational attainment of the lowest achieving pupils

**Capital Coalition Pledges:** Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools; Draw up a long-term strategic plan to tackle both over-crowding and under use in schools; Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum

## 3. Our children and young people in need, or with a disability, have improved life chances

**Priorities for Improvement:** To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse.

**Capital Coalition Pledge:** Increase support for vulnerable children, including help for families so that fewer go into care

## 4. Our children and young people are physically and emotionally healthy

**Priority for Improvement:** To improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk taking behaviours

## 5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

**Priority for Improvement:** To reduce the risk of children and young people causing harm to themselves and to others.

## 6. Our children's and young people's outcomes are not undermined by poverty and inequality

**Priority for Improvement:** Increase the number of young people who enter and sustain positive destinations

**Capital Coalition Pledges:** Establish city-wide childcare co-operatives for affordable childcare for working parents; Further develop the Edinburgh Guarantee to improve work prospects for school leavers

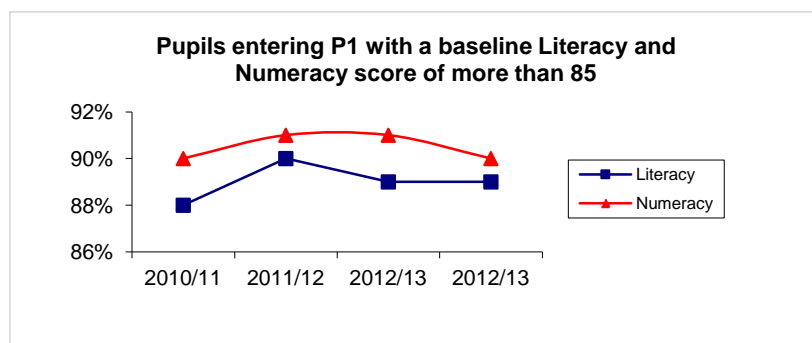
## 7. Providing quality services and making best use of our resources

**Capital Coalition Pledges:** Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools; Draw up a long-term strategic plan to tackle both over-crowding and under use in schools

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

## How are we doing?

- 100% of Local Authority Early Years establishments inspected by *Education Scotland* graded as *good or above*
- Cowgate Under 5's Centre became only one of a handful in Scotland to achieve *excellent* grades in all nine inspection categories
- All children in Local Authority classes have access to a qualified teacher
- £8.5m allocated to early intervention and vulnerable children through the *Early Years Change Fund*
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- Importance of outdoor play and active learning emphasised with over 700 staff attending CPD opportunities
- 1,350 parents and carers participated in *Family Learning* opportunities
- Over 300 delegates attended the annual early years conference which focused on mathematics and numeracy

- 1,828 parents responded to consultation survey regarding the provision of 600 hours of early learning and childcare with 91% of parents and carers saying they would use the additional hours
- Produced a *Pre Birth to Three Self Evaluation Toolkit* with positive feedback from staff
- *Edinburgh Play Forum* formed with voluntary sector partners to promote play, and play champion appointed to represent the interests of children's play
- Annual *Play Day* event held highlighting the value of free play opportunities, involved over 2,000 children, parents and visitors
- *OPAL* (Outdoor Play and Learning) Waterplay Project introduced to 40 nurseries was declared the *Best Play Initiative 2013* at the national *Nancy Owens Awards for Play*



**Moffat Early Years Centre, Gylemuir Primary Nursery Class, Gilmerton Early Years Centre & Cameron House Nursery**

- Six primary schools have been supported to develop their playgrounds for natural play, funded by *Grounds for Learning*
- *PEEP*, *Play@home* and pre-birth to three training has been delivered to 125 early years staff
- Service Level Agreement with *Lothian Association of Youth Clubs* to provide support and advice to the Out of School Care sector to support organisations interested operating a co-operative model

## What we will do next

- Improve and extend support in early years so that children reach appropriate developmental milestones
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government
- Plan for the provision of a minimum of 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are Looked After or in Kinship Care placements
- Plan for the provision of more flexible and affordable childcare including through the development of a childcare cooperative
- Plan for the provision of free school meals to all P1-P3 pupils from January 2015
- Improve levels of literacy and numeracy in P1
- Continue to improve the quality of early years settings as assessed by *Education Scotland* and the *Care Commission*
- Implement the *Early Years Strategy and Action Plan*
- Continue to implement the *Early Years Change Fund Action Plan*
- Continue to contribute to the developments in the *Early Years Collaborative*
- Ensure each neighbourhood, community and cluster has access to integrated flexible early years services
- Continue to increase the number of available nursery places to meet local demand wherever possible
- Support childcare workers to gain degree level qualifications in order to ensure the sector has suitably qualified managers to meet SSSC requirements
- Improvement and commitment to the development of pre-birth to three services will continue
- Further develop the *Lead Officer for Outdoor Play Programme* through development of training programmes and establishing pathways for continued professional development

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

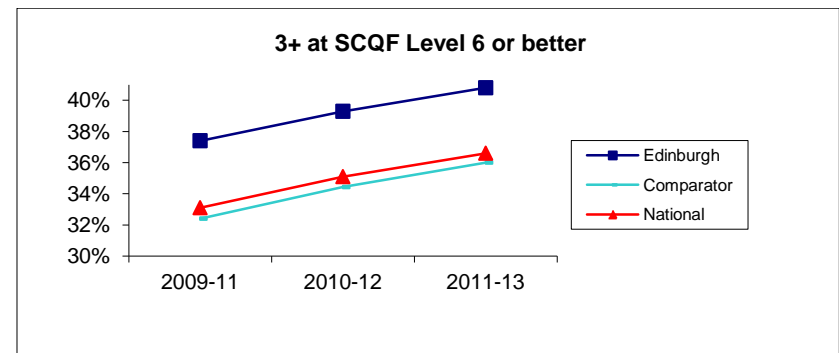
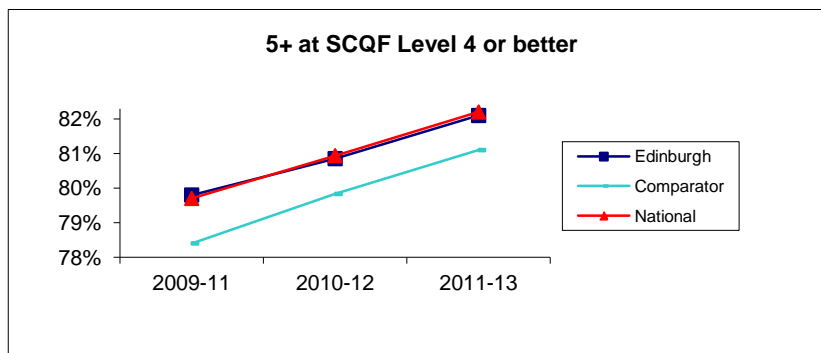
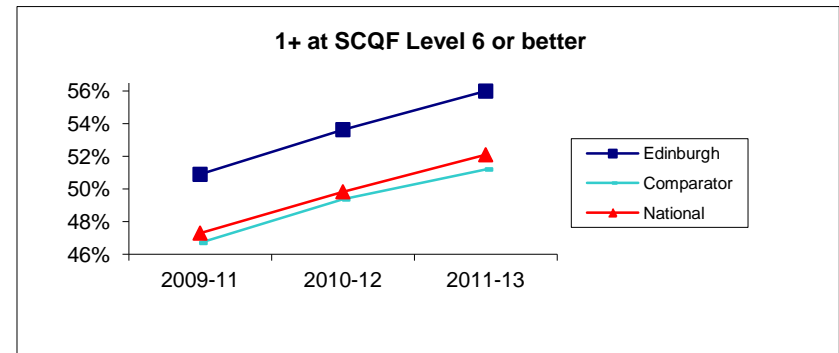
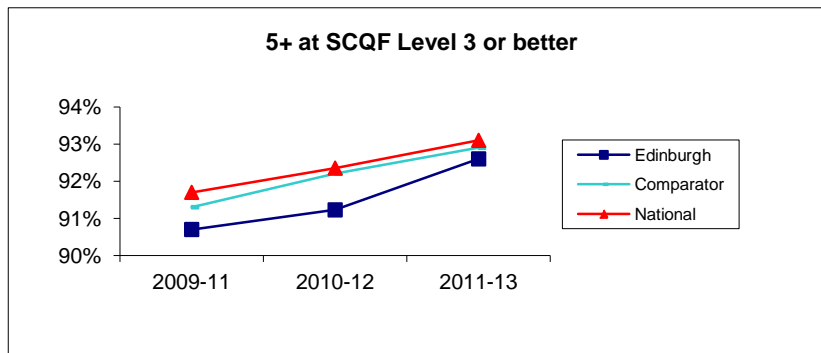
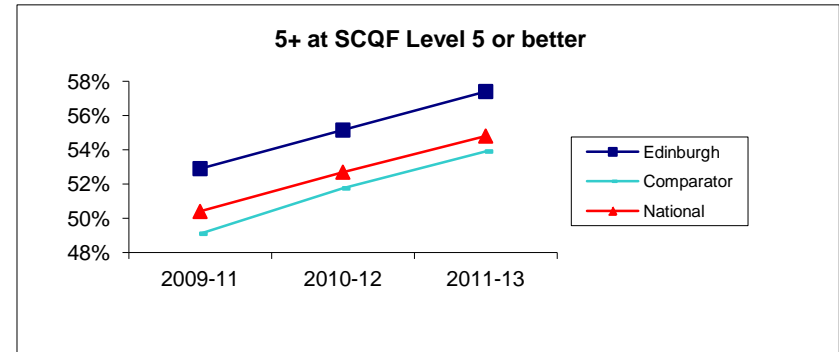
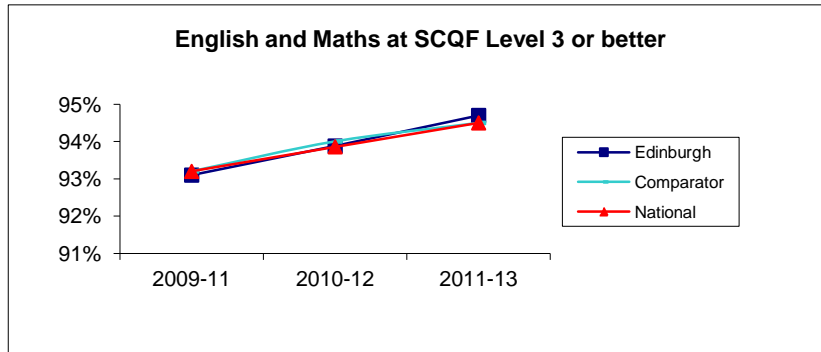
## How are we doing?

- Educational attainment measured against all seven National Priority measures show continued year-on-year improvement with all measures are better than, or in line with, the national average
- Almost all schools that were inspected achieved positive ratings in reports published by *Education Scotland*
- Both learning communities that were inspected achieved positive ratings in reports published by *Education Scotland* with all quality indicators assessed as *good or very good*
- *Curriculum for Excellence* continues to be embedded in all schools and early years establishments 3-18 with new National qualifications introduced for S4 pupils
- Our Literacy strategy and our inter-authority Literacy work has been positively evaluated through an external Scottish Government review
- Over 9,000 iPads are now in use in our schools to promote the effective use of ICT in learning and teaching
- 457 young people engaged in new youth work participation strategy which included youth gatherings, a participation festival, action /research groups/participation mentor training locally and in citywide, Scottish Youth Parliament election
- 94.9% (down from 95.25%) attendance at primary, 92.5% (up from 92.1%) at secondary and 91.7% (slightly down from 91.9%) at special in 2012/13. All are better than or equal to the national average.
- Permanent exclusions reduced to 10 in 2012/13 from 21 in 2011/12
- 9 (down from 12) pupils per 1,000 excluded at primary and 43 (down from 51) at secondary in 2012/13. Both are better than the national figures of 10 and 58 respectively.
- Exclusion incidents decreased from 1,546 in 2010/11 to 1,151 in 2012/13 with incidents reducing by 12% in special schools
- Increased accreditation amongst special schools for *ECO schools* and *Health Promoting Schools*
- 133% increase in primary and 200% in secondary of applications to participate in Creative Learning IDL partnership project with the Lyceum Theatre
- 38 Early Stages practitioners from schools, nurseries, partner providers and childminders participated in a pilot *Creative Skills* professional learning programme in partnership with *Starcatchers* using the skills learned in establishments
- The number of young people performing in public representing the council at local and national events has seen a steady upward trend since 2010/11
- The number of children on Instrumental Music Service timetables and receiving free schools meals increased by 23% between 2011/12 and 2012/13
- 3,633 young people participated in the *Duke of Edinburgh Award* with 52 gold, 106 silver and 458 bronze awards achieved, and a record high participation rate amongst pupils in special schools
- 8,050 children and young people took part in learning opportunities provided by Community Learning and Development open youth work provision





**Attainment**, measured by three-year rolling averages of achievements by the end of S6



## What we will do next

- Improve the educational attainment of the lowest achieving pupils
- Increase the number of young people who enter and sustain a positive destination
- Successful implementation of *Curriculum for Excellence*, ensuring management structures within school support the new curriculum, and the new exam system
- Implement where possible the co-operative approach
- Focus on improving children's literacy and numeracy skills for all pupils but particularly for the lowest attaining pupils
- Focus on recognising and celebrating wider achievement in and through the expressive arts and creative learning across the curriculum
- Plan for the provision of free school meals to all P1-P3 pupils from January 2015
- Plan for a response to the projected 16% increase in the number of children in our schools
- Plan for the provision of services to an increased number of children who have additional support needs
- 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
- Focus on identifying and supporting all schools to manage young people at risk of exclusion and ensure approaches are in line with the revised policy and procedures
- Pilot the new policy and procedure on *Better Relationships, Better Learning, Better Behaviour* and use the feedback to further refine the document
- Continue to improve school attendance, particularly amongst Looked After Children
- Further enhance developments to meet the needs of learners with social and emotional needs across mainstream and special provision
- Continue to develop a robust process for accurate and relevant data collection for special schools on an annual basis for performance reporting and share this work with other schools and across other authorities
- Continue to support special schools with the development of the curriculum, focussing for the next year on the senior phase linking with work on positive destinations
- For learners with significant and complex needs associated with Autism Spectrum Disorder and learning disability, improve the learning environment through consultation and planning of the new senior school for St Crispin's learner population, staff and the community
- Take forward the recommendations from the review of special secondary resources provision
- Continue to support the implementation of the parental engagement strategy across the authority and ensure approaches are fully embedded across the city

# Our children and young people in need, or with a disability, have improved life chances

## How are we doing?

- Mainstreaming of the *Getting it Right for Every Child* approach is being further consolidated
- Newly established *Looked After Children Transformation Programme* to both reduce the rate of growth in the number of children who need to be Looked After and to shift the balance of care to meet children's needs earlier
- Around 1,400 children need to be looked after in Edinburgh
- 100% of units (Young People's Centres, Residential, Secure and Fostering and Adoption services) achieved *Care Commission* inspection grades of *good or better*
- Health inequalities for Looked After Children being addressed by embedding health promoting activity through the health promoting unit strategy
- 60% of Looked After Children were in a sustained positive destination in 2011/12 (67% nationally)
- 88.7% attendance at school for Looked After Children in 2010/11 (88.6% nationally)



**The recent Foster Me Foster Us Campaign**

- *Foster Me Foster Us* came out on top in the finals of the *Association of Public Service Excellence Awards 2013*
- 56% of children placed with City of Edinburgh Council foster carers
- 21% of looked after children are in kinship care
- 48 children left care through adoption
- Three additional *Adoption, Fostering and Kinship Approval* panels established
- Refreshed the *Corporate Parenting Action Plan*
- The *Throughcare and Aftercare* team now has staff who specialise in Emotional Health, literacy and Housing to support young people leaving care
- Playschemes for disabled children during school holidays extended from three weeks to six weeks
- Children with disabilities and their families consulted on their views of current services and service deficits
- Successful model of practice evaluation implemented which helps us learn about the quality of our intervention
- *Children's Social Work Practice Panel* continued to build a learning culture through effective partnership between managers, practitioners, the University of Edinburgh and our Workforce, Learning and Development team

*"The number of high quality nurturing and stable environments for children who are unable to live at home is increasing rapidly. Children and young people who are unable to remain in the care of their parents are supported in high quality foster placements or kinship care"* Care Inspectorate, *Joint Inspection Report April 2013*

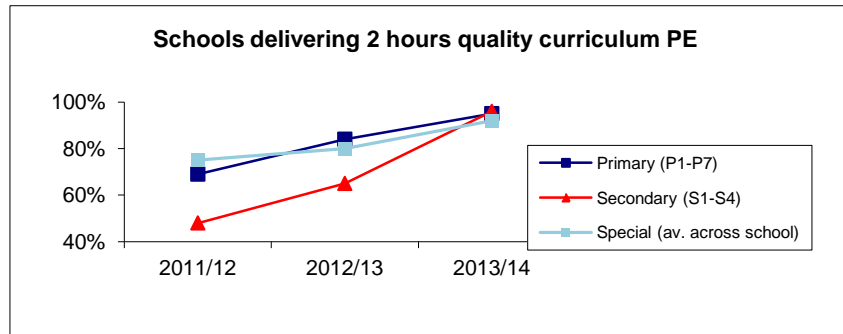
## What we will do next

- Improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse
- Improve life chances for Looked After Children
- Strengthen early support for families so fewer children need to be looked after
- Implement the recommendations in the *Children and Young People's Act*
- Continue to reduce the rate of growth of the number of children requiring to be looked after and to increase those children looked after in kinship, and in foster care provided by City of Edinburgh Council foster carers
- Plan for the continued increase in the number of children who have additional support needs
- Plan for the move towards the delivery of integrated children's services including health services
- 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
- 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
- Launch the refreshed Corporate Parenting Action Plan
- Develop and implement a strategy to further engage children and their families with the services they receive
- Increase the number of adopters to meet the range of needs of children requiring adoption
- Enhance participation of looked after children and young people in service planning through enhancement of the *Young People in Care Council (YPiCC)*
- Focus on improving life chances of looked after children through expressive arts and creative learning
- Further develop practice evaluation in order to increase organisational wisdom about the impact of intervention on outcomes for children
- Develop drop-in facilities for children with a disability and their families in local communities which show the most densely recorded population of children with disabilities
- Implement the new *Self Directed Support Legislation* offering families increased choice and involvement and giving children and their carers more control over the services provided to them
- Work in partnership with health on the care pathway for children with high health needs of challenging behaviour, exploring service gaps and plan for the shape of future joint service pathways

# Our children and young people are physically and emotionally healthy

## How are we doing?

- 53 (61%) primary schools delivered cycle training in 2012/13, exceeding our target of 50%, with over 2,000 P6 pupils receiving training
- 7,014 pupils received swimming lessons with 62% (up from 55%) of those tested passing level C5 and considered safe swimmers



- 95% of primary schools, 96% of secondary schools and 92% of special schools met the PE target of 2 hours/periods per week
- Partnership agreement established with the *John Muir Trust*
- 686 *John Muir Awards* achieved in the last year a significant increase from 259 in the previous year
- Online risk-taking behaviours resource for secondary schools developed and made available online
- Risk-taking behaviour training for part-time youth work staff delivered by Community Learning and Development
- Service directory of *Young People's Substance Misuse Services* developed and distributed to relevant staff and partner agencies

- 276 streetwork sessions delivered by *North Edinburgh Alcohol Initiative Collaborative* to young people to raise awareness of the risks associated with drinking alcohol and how to stay safe
- *Sexual Health Seminars* continued to be delivered to S5 pupils with feedback from 1,158 pupils giving the seminar an overall acceptable score of 89%
- 6.8 pregnancies per 1,000 in under 16-year olds in 2011/12, down from 8.8 in 2008/09 (6.6 nationally)
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2010* generally shows reductions in smoking, drinking and drug use
- The percentage of Primary 1 pupils who are at risk of obesity reduced from 9.4% to 8.3% in 2012/13, better than the national average of 9.3%
- *Health 4 U*, an adolescent girls' health and wellbeing schools programme was delivered to S3 girls in 11 Edinburgh secondary schools
- 87% of *Health 4 U* participants felt more confident and motivated to lead a healthier lifestyle.
- 232 parents and carers participated in *Raising Children With Confidence* with 92% reporting that they felt the course had a positive impact on their relationship with their child.
- Over 12,000 P3-P7 school pupils took part in the *Pupil Well-being Questionnaire* with 84% saying they have lots to be proud of



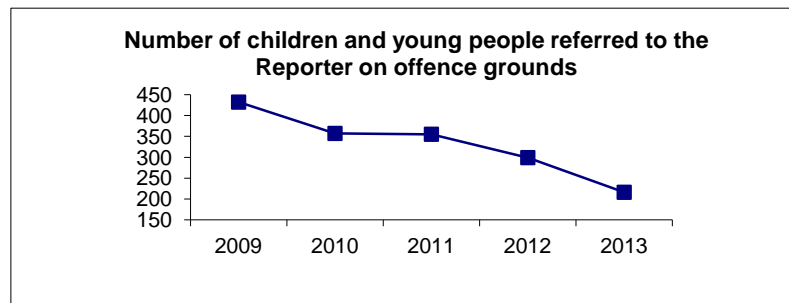
## What we will do next

- Further improve all health outcomes for children with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- Develop parenting support for substance misusing parents
- Develop community based interventions around obesity and poor nutrition
- Increase the number of schools delivering cycle training at *Bikeability* Level 2, and increase the number of P6 pupils receiving cycle training
- Further increase the number of children/young people receiving the national target of 2 hours/periods of quality curriculum PE per week eg through increasing the work of the Lead Officers
- Support the delivery of the *John Muir Award* in primary, secondary and special schools across the city and further develop training for delivery and leadership opportunities
- Roll out of *North Edinburgh Alcohol Initiative Collaborative* to South and South-West CSMG areas
- Implement recommendations from Barnardos report 'Care Pathways for children and young people who misuse drugs and alcohol' (March 2013) to develop tiers 3 and 4 of *Young People's Substance Misuse Service*
- Continue to embed *Confident Staff, Confident Children* and build on this training across the early years and primary sectors
- Develop clear links between the parent and carer support framework, *Creating Confidence*, and attachment promoting practice for children in need
- Develop appropriate resources or training for staff, parents and pupils, within secondary schools on mental health and wellbeing
- Continue to run risk-taking behaviour seminars with S4 pupils
- Develop links with adult alcohol and drug treatment services to improve early intervention and support for children living in substance-using households
- Roll out a calendar of sporting events for the Commonwealth Games in 2014

# Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

## How are we doing?

- 7 per 1,000 children reported to the Reporter for offending, lower than the national figure of 8
- Inter-agency pre-referral screening continues to keep the number of children referred to the *Scottish Children's Reporter Administration* on offence grounds to a minimum (216 in 2012/13, down from 732 in 2008/09)



- *Young People's Service* (formerly *Youth Offending*) supports young people to remain safely with their families as an alternative to residential care

*"Superb support from the social worker. If the family have a good relationship with the social worker it will work", Client of Young People's Service*

- 77% of primary pupils and 73% of secondary pupils said that the school was *very good or good* at dealing with bullying from a record response from over 7,500 pupils to the *Safe from Bullying Survey*
- Implemented the *Procedures to Prevent and Respond to Bullying and Prejudice* amongst children and young people in social work establishments – young people in residential care contributed to the development of this procedure



- 'The actions taken to keep children and young people at risk of abuse and harm safe' was named as a strength in the *Joint Inspection of Services* for children and young people in Edinburgh
- Around 290 children are on the *Child Protection Register* in Edinburgh
- 98% of initial supervision visits were made within timescale
- Advocacy service put in place which engages directly with children when they are subject to a *Child Protection Case Conference*, ensuring their views are represented
- *Electronic Interagency Referral Discussion* tool (eIRD) updated to electronically notify the child's GP of the nature of concerns
- CLD staff contributed to the pilot of the *Mentors in Violence Prevention* (MVP) in Portobello High School and Jack Kane Community Centre
- The *Multisystemic Therapy* (MST) service is now providing 24/7 support to parents in addressing their teenage children's problem behaviour

## What we will do next

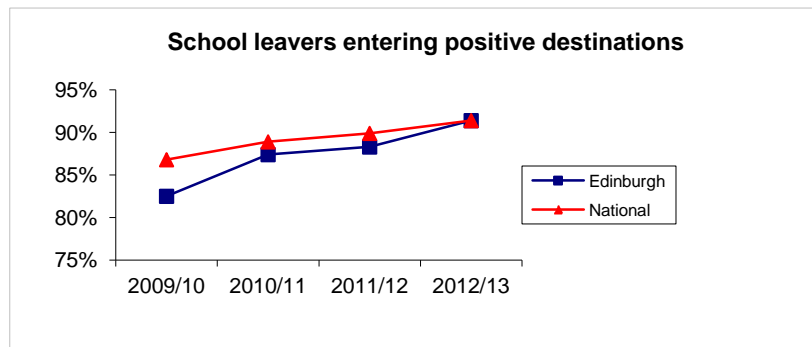
- Reduce the risk of children and young people causing harm to themselves and others
- Increase support for vulnerable children, including help for families so that fewer go into care
- Improve planning to meet needs so that children and young people experience long-lasting improvements
- Implement more 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
- Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice
- Further develop measures and systems to effectively assess the reduction in the numbers of young people going on to the adult system and the reduction in repeated offending
- Increase the percentage of pupils who say their school is good at dealing with bullying
- Provide advice for schools to implement actions arising from the analysis of the pupil self-evaluation survey
- Work with *ENABLE* (the charity run with and for young people and adults with learning disabilities) to improve understanding of learning disabilities and support the development of curricular resources
- Continue to develop the *Whole Systems Approach* by increasing the range of services for 16 and 17 year olds who offend
- Lead on Child Protection priorities including sharing of learning on a multi-agency basis and the maintenance and development of tools such as the eIRD
- Contribute to the development of the new multi-agency guidance on *Forced Marriage* and *Female Genital Mutilation (FGM)* with the Child Protection Committee
- Target training provision on new FGM guidance



# Our children's and young people's outcomes are not undermined by poverty and inequality

## How are we doing?

- 91.4% (up from 88.3%) of school leavers from 2012/13 entered positive destinations from mainstream schools, the best performance for over a decade (equalling the national average for the first time)
- 64.6% of young people leaving special schools in 2012/13 entered positive destinations
- 89.8% (up from 86.5%) of school leavers from 2011/12 were in a sustained positive destination, now in line with the national average of 89.5%



- 16.4% of pupils living in the most deprived areas of the city gained five or more awards at SCQF Level 5 or above, up from 14.5%, below the national average of 19.5%
- Secured places for a significant number of young people in special schools in personal/ skills development 'packages' sourced by either the Council's Transition Team or through *Activity Agreements*
- Working as part of the *Edinburgh Literacies Partnership*, over 9,000 adult literacy and numeracy learners were served in 2013/14
- The *Literacies for Employability Pipeline Project* was targeted to 16-25 year-olds and all job seekers with few qualifications, resulting in the registration of 452 learners

- 36 *Modern Apprentices* completed and left the programme to move into employment both within the Council and other employers with a further 10 completing their MA qualification



Sue Bruce with CEC Modern Apprentices

- Family Learning staff worked across 46 establishments organising a range of literacy-related activities for parents in 2012/13

*"The confidence I have gained through my involvement with Family Learning has led me to college. I am now part way through a degree in Childhood and Youth Studies."* Family Learning participant

- In 2013/14, 719 classes in 42 venues saw 11,637 participants in the *Adult Education Programme*
- 90% of adults achieved all or part of their learning goals
- 840 students within CLD partner provision and 204 within Edinburgh College were provided with *English for Speakers of Other Languages* (ESOL) tuition in 2013/14

## What we will do next

- Increase the number of young people who enter and sustain positive destinations
- Further develop the *Edinburgh Guarantee* to improve work prospects for school leavers
- Focus on positive and sustained destinations as a result of engagement with expressive arts and creative learning
- Work with partners to develop a poverty and inequality strategy for Edinburgh
- Focus on improving outcomes for those disadvantaged by poverty and inequality
- Work with partners to embed *Children's Rights* across our service planning and delivery
- Continue to work with young people identified as at risk of entering a negative destination and provide appropriate support towards a positive destination, including *ESOL Curriculum for Excellence* support for migrant young people
- Deliver the senior phase of *Curriculum for Excellence* providing relevant learning experiences for all young people including those who are disengaged
- Integration of the *Community Access to Schools* (CATs) initiative into Community Learning and Development, commencing September 2014
- Increase youth work participation, particularly amongst Looked After Children
- Fully implement Edinburgh's new youth work strategy
- Increase the numbers of *Family ESOL and Cultural Integration* projects to provide support to migrant families and build community cohesion and integration
- Increase number of parents engaged with literacies for employability
- Contribute to the further development of affordable childcare options
- Welfare Benefit recipients with low confidence and poor literacy skills to be supported through Community Learning and Development to complete forms
- Community Centres will offer drop in sessions and access to computer suites for supported learning sessions on how to access online benefit forms
- Develop online enrolments for the *Adult Education Programme* with a view to going live in September 2014

# Providing quality services and making best use of our resources

## How are we doing?

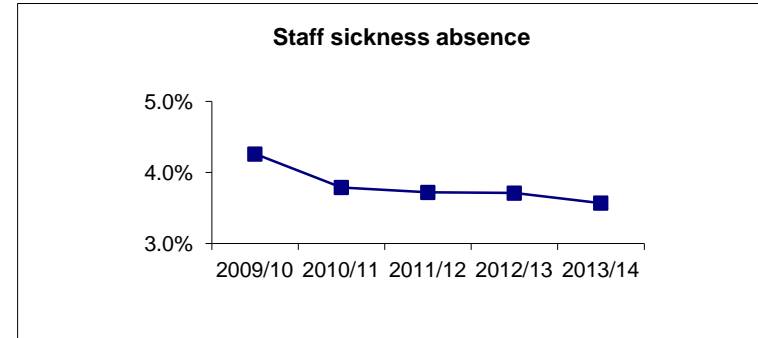
- ‘The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families’ was named as a strength in the Joint Inspection of Services for children and young people in Edinburgh
- ‘The very wide range of measures to consult and seek the views of children, young people, families and other stakeholders’ was named as a strength in the Joint Inspection of Service for children and young people in Edinburgh
- Balanced revenue budget for the fourth consecutive year
- £118m capital investment by Council planned over the next five years in schools and the wider estate
- Work started on new James Gillespie’s High School with work on the new Boroughmuir High School due to start in August 2014
- Significant new extensions delivered at five primary schools with a further four being planned



Seaview Respite Centre’s outdoor play areas

- New Gaelic Primary School and Seaview Respite Centre opened
- Craigentiny Early Years Centre created by merging Pilrig child and family centre with the nearby Craigentiny nursery class
- New nursery classes established at Towerbank and James Gillespies primary schools

- Almost 4,000 parents and carers took part in our citywide self-evaluation survey of schools with results showing parents and carers being very positive about their child’s experience at school



- Staff sickness absence reduced again to 3.57% from 3.71%
- The average number of days lost by teachers to sickness absence dropped from 7.4 in 2011/12 to 5.3 in 2012/13, with Edinburgh’s ranking against other Councils improving from 16th (equal) to fourth
- *People Plan* further developed to ensure staff feel valued, achieve their potential and deliver on departmental objectives, providing high-quality services to children and their families, is now well-established
- Children and Families (along with all other areas of the Council) retained *iIP Gold* status
- There is good evidence of *Getting it right for every child* approaches being implemented across our establishments and teams and improving outcomes for children and young people
- The Commissioning Team, working alongside service managers, has prepared seven service specific consultation documents

## What we will do next

- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.
- Improve the physical condition of our buildings to bring them in line with 21<sup>st</sup> century expectations
- Respond to the educational infrastructure requirements arising from the additional housing identified in the Local Development Plan
- Respond to pressure on school places in specific areas of the city as necessary
- Continue to balance the budget
- Increase the level of use of schools' facilities, primarily by the local community
- Provide additional support in ways that increase the resilience and wellbeing of children and young people, supports and builds capacity in families, improves performance in universal services and makes the best use of specialist resources
- Continue to improve our approach to customer service across Children and Families and achieve *Customer Service Excellence* accreditation for more services
- By September 2015 work with strategic partners to produce a plan for the delivery of CLD activity within the city (CLD Strategic Guidance)
- Continue our work towards ensuring that all children who need extra help or support have a single plan and a clearly identified *Lead Professional* to coordinate actions and monitor progress
- Continue to monitor, update and implement the actions identified under the five areas of the *People Plan*
- Ensure the *People Plan* is developed and includes feedback from the liP review, Staff Talkabouts and the Employee Survey
- Continue to promote and undertake an annual service user engagement survey programme
- Continue Looked After Children service user group to inform service provision
- Sustain the business systems, including business support, required to provide timely information to managers and practitioners
- Continue to develop planning for improvement through the Lean Review of Pupil Admissions P1 and S1, Placing Appeals, Free School Meals, Free School Clothing and Education Maintenance Allowance










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# Children & Families Service Plan Monitoring 2013-16













## Technical Appendix to Standards and Quality Report 2014

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
















PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO1-01	Percentage of pre-school settings achieving positive (satisfactory or better) Education Scotland inspection reports	100%	100%	82%	95%				Latest data is from 11 inspections of seven local authority nursery centres and four partner providers in school year 2013/14. All Local Authority centres were assessed as good or above with Cowgate Under 5s Centre was assessed as excellent in all quality indicators. One partner provider centre was assessed as weak and another was assessed as weak in one indicator. Small number of establishments causes fluctuations in the percentage.
CF-1316-SO1-03	Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	91%	90%	92%				Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.
CF-1316-SO1-04	Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	90%	89%	89%	90%				Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.
CF-1316-SO1-05	Percentage of partner provider pre-school establishments with access to qualified teacher	38%	41%	41%	39%				
CF-1316-SO1-06	Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	848	1,000	1,350	1,000				The aim is to maintain at 1,350




























PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO1-07	Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	475	475	475				Current levels maintained. We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014.
CF-1316-SO1-08	Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools	48.6%	37.9%	17.2%	50%				Current performance data taken from pupil census in September 2013. Some positive actions schools are retaining more of their catchment pupils due to more parents being unsuccessful with placing requests as a result of rising rolls. This, along with the inability to legally restrict the classes to 18 has meant that more schools have fallen short of the target.
CF-1316-SO1-09	Percentage of P1 pupils with a pupil: teacher ratio of 25:1 or under	87%	97%	99%	100%				Where a lack of accommodation restricts additional classes being established, team teaching arrangements are used in accordance with Scottish Government guidelines. As at census in September 2013, there were 2 P1 classes in 2 schools with a class size of 26 due to an excepted pupil on Placing Appeal in each.

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







PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO2-01	Percentage of primary schools achieving positive (satisfactory or better) inspection reports	93%	96%	95%	93%				Data are from 3 year average of Education Scotland inspections with the latest data from inspections taking place from 1 April 2011-31 March 2014 of 19 primary schools. Note that the performance was 18 schools out of 19 achieving positive inspection reports with one school not achieving satisfactory on only one Quality Indicator. National performance for 2008-12 was 91%.
CF-1316-SO2-02	Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	78%	83%	83%	90%				Data are from 3 year average of Education Scotland inspections with the latest data from inspections taking place from 1 April 2011 to 31 March 2014 of 6 secondary schools. Note that the performance was 5 schools out of 6 achieving positive inspection reports with one school not achieving satisfactory on only one Quality Indicator. Due to small numbers, the percentage figure can fluctuate. National performance for 2008-2012 was 88%.
CF-1316-SO2-03	Percentage of pupils achieving SCQF Level 3 in maths and English by the end of S6	93.9%	94.7%	N/A	93.8%				This data is a 3-year rolling average with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least Level 3 in English and Maths by the end of S6 (post-appeal). Performance in this indicator is in line (within 1%) with both the national average and the comparator authorities' average of 94.5%.
CF-1316-SO2-04	Percentage of pupils achieving 5+ awards at SCQF Level 3 or above by the end of S6	91.2%	92.6%	N/A	92.1%				This data is a 3-year rolling average (post appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 3 or above by the end of S6. Performance in this indicator is in line (within 1%) with the national average of 93.1% and the comparator authorities' average of 92.9%.



PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO2-05	Percentage of pupils achieving 5+ awards at SCQF Level 4 or above by the end of S6	80.6%	81.8%	N/A	81.1%				This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 4 or above by the end of S6. Performance in this indicator is (within 1%) with the national average of 81.9% and better than the comparator authorities' average of 80.8%.
CF-1316-SO2-06	Percentage of pupils achieving 5+ awards at SCQF Level 5 or above by the end of S6	55.2%	57.4%	N/A	53.7%				This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 5 or above by the end of S6. Performance in this indicator is better than the national average of 54.8% and the comparator authorities' average of 53.9%.
CF-1316-SO2-07	Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by the end of S6	53.1%	55.5%	N/A	51.3%				This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least one award at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than the national average of 51.6% and the comparator authorities' average of 50.7%.
CF-1316-SO2-08	Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by the end of S6	39.3%	40.8%	N/A	38.2%				This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least three awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than the national average of 36.6% and the comparator authorities' average of 36.0%.
CF-1316-SO2-09	Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by the end of S6	27.8%	29.1%	N/A	26.7%				This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than the national average of 25.2% and the comparator authorities' average of 24.7%.

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO2-10	Attainment of children - percentage of those achieving 5+awards at Level 5 by the end of S4 (Single Year) (Improvement Service Benchmarking Indicator)	39%	41%	N/A					Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national average for 2012/13 was 39%.
CF-1316-SO2-11	Attainment of children - those achieving 5+awards at Level 6 by the end of S6 (Single Year) (Improvement Service Benchmarking Indicator)	29%	30%	N/A					Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national average for 2012/13 was 26%.
CF-1316-SO2-12	Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	72	71	N/A	65				Latest data relates to 2012/13 pre-appeal. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account. No national data as yet available for 2012/13.
CF-1316-SO2-13	Average tariff score of highest performing 80% of S4 pupils in mainstream schools	221	221	N/A	220				
CF-1316-SO2-14	Percentage of half days attended by pupils in primary schools	95.2%	94.9%	N/A	94.9%				Latest data relates to performance over the school year 2012/13 and shows a slight decline. The national average was 94.9%.
CF-1316-SO2-15	Percentage of half days attended by pupils in secondary schools	92.1%	92.5%	N/A	91.4%				Latest data relates to performance over the school year 2012/13 and shows continued improvement. The 2011/12 figure was amended (from 92.8%) due to an issue with the reporting software. The national average was 91.9%.
CF-1316-SO2-16	Percentage of half days attended by pupils in special schools	91.9%	91.7%	N/A	90.3%				Latest data relates to performance over the school year 2012/13 and shows a slight decline. The 2011/12 figure was amended (from 90.4%) due to an issue with the reporting software. The national average was 90.5%.
CF-1316-SO2-17	Exclusions per 1,000 pupils from primary schools	12	9	N/A	11				Latest data relates to performance over the school year 2012/13 and shows improvement. The national figure is 10.
CF-1316-SO2-18	Exclusions per 1,000 pupils from secondary schools	51	43	N/A	52				Latest data relates to performance over the school year 2012/13. The national figure is 58.

















PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO2-19	Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme	89%	92%	92%	93%				The programme continues to perform well and maintains steady progress with only a small number of council run Child and Family Centres, partner provider or independent nurseries still to register.
CF-1316-SO2-20	Percentage of schools (all local authority schools, independent and partner providers) with at least 1 eco-school award	79%	79%	84%	80%				
CF-1316-SO2-21	Number of schools with Rights Respecting School Award (at all levels)	2	4	N/A	4				This programme is changing and this may affect our school's participation. Targets will be revisited when required.
CF-1316-SO2-22	Schools (all sectors) carrying out citizenship work with partners in developing countries	63	70	N/A	65				We have exceeded the current target and achieved 70 which is the target for 2014/15. External funding is changing so targets may need to be revised.
CF-1316-SO2-23	Number of schools with British Council International School Award (at all levels)	9	15	N/A	12				
CF-1316-SO2-24	Number of pupils in mainstream schools accessing free instrumental music tuition	4,553	4,710	4,758	4,750				Edinburgh currently offers free tuition in every school according to school roll.
CF-1316-SO2-25	Percentage of young people accessing instrumental music service who receive free school meals	5.18%	6.4%	N/A	7%				New data expected June 2014
CF-1316-SO2-26	Number of young people participating in Duke of Edinburgh Awards (Gold, Silver and Bronze)	2,202	2,986	3,633	3,135				Record numbers of young people are participating in the scheme,
CF-1316-SO2-27	Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	N/A	432	616	457				Bronze 458, Silver 106 and Gold 52
CF-1316-SO2-28	Percentage of young people from lowest achieving and priority groups participating and achieving in Duke of Edinburgh Awards	20%	17%	16%	20%				93 in total: 65 bronze, 22 silver and 6 gold
CF-1316-SO2-29	Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads	80%	82%	N/A	82%				This indicator currently relates to four sports: girls football, basketball, badminton and cricket. It will be revised for forthcoming years to include to further sports (athletics and rugby) and the target will be revised to 75%.

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO2-30	Number of young people who take part in Open Youth Work provision	7,300	7,500	8,050	7,500				
CF-1316-SO2-31	Number of young people who take part in Edinburgh Youth Gathering and Annual Conference	N/A	350	457	350				

### 3. Our children and young people in need, or with a disability, have improved life chances

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO3-01a	Number of children who <u>need</u> to be looked after (rate per 1,000 0-18)	15.2	15.5	15.8					Through early support for children and families (while still responding to need), we aim to reduce the rate of growth in the number of children who need to be looked after. Previously set target of 14.6 was the national average. Detailed work in analysing performance in this area has shown that this target is not appropriate. New targets have been set for future performance.
CF-1316-SO3-02	Percentage of Looked After Children who are looked after at home	27%	26%	N/A	33%				
CF-1316-SO3-03	Percentage of the LAC population that is in kinship care	20%	21%	N/A	21%				The introduction of the Kinship support team has improved capacity to support kinship carers. As of March 2014, 39 families are receiving advice and support from the team. 21% is based on the published figures and is as at end July 2013.
CF-1316-SO3-04	Number of young people in secure accommodation	7	10	N/A					Figures from CLAS publication (as at end July)
CF-1316-SO3-05	Percentage of children placed with City of Edinburgh Council foster carers	56%	56%	N/A	65%				
CF-1316-SO3-06	Number of children using family based day care services	141	141	151	150				
CF-1316-SO3-07	Percentage of units/services achieving Care Commission inspection reports with average gradings of Good or better	82%	82%	91%	90%				Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2012/13.
CF-1316-SO3-08	Percentage of Permanence Registration Panels held within 12 weeks of decision of LAC Review to refer child for Permanence consideration	N/A	74%	83%					Local procedures set the requirement for this indicator underpinned by the need to ensure permanence planning is progressed without delay. 100 out of 121 were completed on time.


PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO3-09	Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales	81%	77%	78%	90%				
CF-1316-SO3-10	Percentage of formerly looked after children with pathway co-ordinators	64%	86%	N/A	57%				
CF-1316-SO3-11	Percentage of formerly looked after children with pathway plans	60%	61%	N/A	57%				
CF-1316-SO3-12	Percentage of those eligible receiving aftercare services	84%	88%	N/A	85%				
CF-1316-SO3-13	Percentage of half days school attendance for Looked After Children	88.7%	N/A	N/A					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2012. Targets are under development. National performance was 88.6%. New data available in June 2014.
CF-1316-SO3-14	Rate of exclusion for Looked After Children (per 1,000 population)	332	N/A	N/A					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2012. Targets are under development. National performance was 326. New data available in June 2014.
CF-1316-SO3-15	Average tariff score for Looked After Children	84	88	N/A					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2013. Targets are under development. National performance was 106. New data available in June 2014.
CF-1316-SO3-16	Percentage of Looked After Children entering a positive destination on leaving school	63%	60%	N/A					Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2013. Targets are under development. National performance was 88.6%. New data available in June 2014.
CF-1316-SO3-17	Number of children receiving a service funded by Disability Services (excluding those who attend Playschemes)	N/A	381	381	381				Target is to maintain at current levels.












PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO3-18	Number of children attending Playschemes	N/A	400	400	400				Target is to maintain at current levels.
CF-1316-SO3-20	Percentage of overnight respite nights not in a care home	36%	32%	N/A	40%				
CF-1316-SO3-21	Number of families who have received a service through the Intensive Behaviour Support Service	N/A	36	46	50				
CF-1316-SO3-22	Percentage of Section 23s assessed within timescale	45%	35%	77%	68%				Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them.
CF-1316-SO3-23	Number of families accessing direct payment (self directed care)	28	29	32	33				
CF-1316-SO3-24	Percentage of children who have a disability in mainstream secondary education who say they enjoy learning at school	N/A	64%	N/A					Data taken from the biennial secondary school pupil survey last carried out in 2012/13; will be carried out next in 2014/15.













#### 4. Our children and young people are physically and emotionally healthy

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO4-01	Percentage of staffed Community Centres accredited as Health Promoting - Bronze	40%	80%	80%	100%				Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'.
CF-1316-SO4-02	Percentage of residential services accredited as Health Promoting - Tier 1	90%	66%	100%	100%				Tier 1 100% Tier 2 50%
CF-1316-SO4-03	Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	69%	84%	95%	100%				All schools should meet target by August 2014. Continued funding from SportScotland allows for a focus on developing quality curricular PE
CF-1316-SO4-04	Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	48%	65%	96%	96%				The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built.
CF-1316-SO4-05	Percentage of special schools delivering 2 hours/periods quality curriculum PE (averaged across school)	75%	80%	92%	100%				The planned recruitment of a Lead Officer dedicated to special schools and introduction of sporting events for special school pupils will support the development of quality PE
CF-1316-SO4-06	Percentage of pupils participating in Active Schools activities - primary	30%	35%	N/A	39%				For academic year 2012-13 there were 4,535 males and 4,784 females participating in Active Schools activities. New figures available in June 2014.
CF-1316-SO4-07	Percentage of pupils participating in Active Schools activities - secondary	27%	31%	N/A	36%				For academic year 2012-13 there were 3199 males and 2560 females participating in Active School activities. New figures available June 2014.
CF-1316-SO4-08	Percentage of primary pupils achieving swimming level C5	55%	62%	N/A	71%				Increase in swimming attainment is partly subject to continuation of Swimming Top Up funding from sportscotland which allows us to pay for additional teaching support. Rising school roles and pool access can impact on the effective delivery of primary swimming. Targets may need to be reviewed. New figures collected in June 2014.










PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO4-09	Percentage of P6 pupils completing cycle training to Bikeability Level 2	N/A	54%	N/A	50%				Funding from cycling scotland has been used to provide cycle training mentors and bike maintenance courses, co-ordinated by the Active Schools team. New data for 2013/14 expected in June 2014. (Mainstream schools only)
CF-1316-SO4-10	Number of young people participating in JASS (Junior Award Scheme Scotland)	N/A	4,530	6,436	4,983				Junior Award Scheme for Schools (JASS) packs were sold in high schools, primary schools, special schools and community centres. The latest performance reflects the highest achievement to date for JASS and exceeds the target originally set for 2016/17.
CF-1316-SO4-12	Percentage of P1 pupils who are obese	9.4%	8.3%	N/A	8.5%				Data is for the City of Edinburgh Council area and refers to school year 2012/13. The Edinburgh figure remains below the national average of 9.3%.
CF-1316-SO4-14	Rate of teenage pregnancies among under 16 year olds	8.1	8.3	6.8	7.4				The NHS Lothian target is 7.4 per 1,000. Data are reported as a three year rolling average. Data published by ISD on 25th June 2013. National rate was 6.6.
CF-1316-SO4-15	Percentage of 13 year olds who are regular smokers	N/A	3%	N/A	2%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady from 2006 at 3%. National performance improved from 4% to 3%.
CF-1316-SO4-16	Percentage of 15 year olds who are regular smokers	N/A	13%	N/A	10%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2006 when it was 14%. National performance improved from 15% to 13%.

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO4-17	Percentage of 13 year olds drinking once a week or more	N/A	5%	N/A	4%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2006 when it was 8%. National performance improved from 9% to 6%.
CF-1316-SO4-18	Percentage of 15 year olds drinking once a week or more	N/A	18%	N/A	26%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2006 when it was 32%. National performance improved from 26% to 20%.
CF-1316-SO4-19	Percentage of 13 year olds who have used or taken drugs in the previous month	N/A	3%	N/A	1%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady from 2006 at 3%. National performance remained steady at 3%.
CF-1316-SO4-20	Percentage of 15 year olds who have used or taken drugs in the previous month	N/A	11%	N/A	10%				Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2006 when it was 15%. National performance improved from 13% to 11%.
CF-1316-SO4-21	Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate	84%	86%	87%	86%				From August 2013, Sexual Health Seminars (attended by S5 pupils) have been replaced with Risk Taking Behaviour Seminars and are delivered to S4 pupils.


















PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO4-22	Percentage of S5 pupils feeling confident in their knowledge of alternatives to sexual intercourse	83%	75%	81%	77%				From August 2013, Sexual Health Seminars (attended by S5 pupils) have been replaced with Risk Taking Behaviour Seminars and are delivered to S4 pupils.
CF-1316-SO4-23	Percentage of primary children who say they can usually work out a way to deal with a problem	77.2%	77.9%	N/A	78%				A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15.
CF-1316-SO4-24	Percentage of primary children who ask for help when they need it	87.7%	87.5%	N/A	89%				
CF-1316-SO4-25	Percentage of primary children who feel they have lots to be proud of	82.5%	83.9%	N/A	84%				










## 5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO5-01	Reduce the number of children referred to Scottish Children's Reporter Administration (SCRA) on offence grounds	299	216	N/A	340				The continued work of the multi-agency pre-referral screening group has ensured continued improvement in this area with the latest figure dropping again to 216 from 299 in 2011/12, exceeding the target of 340.
CF-1316-SO5-02	Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	9	7	N/A	8				The target is to maintain the good performance. National performance was 8.
CF-1316-SO5-03	Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending Service or the Criminal Justice Service within 2 years	68.5%	68%	N/A	70%				The latest data refers to young people exiting the Youth Offending Service between April 2009 and March 2010. The target is to increase by 1% each year.
CF-1316-SO5-04	Number of young people (aged 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	14	35	30	25				With improved data sets we are now better able to count all individuals referred to the Reporter on offence grounds (age 12+) on 5+ occasions in a rolling 6 month period.
CF-1316-SO5-05	Percentage of initial visits made within 15 days of a new supervision requirement	98%	89%	98%	100%				Performance in this area has shown significant improvement since it was 60% in 2007/08. Exceptions are monitored on a monthly basis.
CF-1316-SO5-06	Percentage of reports (IARS and SBRs) including offence focussed reports submitted to SCRA within timescale	83%	88%	85%	75%				Since SCRA moved to a new recoding system we have been unable to get figures. The figures reported for the past three year are CEC recorded figures. 75% is the national target.
CF-1316-SO5-07	Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	6%	7%	7%					The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.
CF-1316-SO5-08	Percentage of pupils who said their school was good or fairly good at dealing with bullying	73%	75%	N/A	77%				The data for 2012/13 includes P6/7 pupils. Previously, only S2 pupil's views were included.





















PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO5-09	Percentage of secondary pupils who said that they have adults in schools they can speak to if they are upset or worried about something	81%	77%	N/A	91%				Data taken from the biennial secondary school pupil survey last carried out in 2012/13; will be carried out next in 2014/15.
CF-1316-SO5-10	Percentage of primary pupils who said that they would talk to an adult if they were very worried	74%	76%	N/A	84%				A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15.
CF-1316-SO5-11	Percentage of secondary pupils who said they feel safe and cared for in school	75%	75%	N/A	85%				Data taken from the biennial secondary school pupil survey last carried out in 2012/13; will be carried out next in 2014/15.
CF-1316-SO5-12	Percentage of primary pupils who said they feel safe at school	74%	88%	N/A	85%				A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15.
CF-1316-SO5-13	Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	53	N/A	N/A	45				Figures are for between August 2011 and July 2012
CF-1316-SO5-14	Number of women partners of men associated with the WWM project receiving a service	49	N/A	N/A	35				Figures are for between August 2011 and July 2012

## 6. Our children's and young people's outcomes are not undermined by poverty and inequality

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO6-01	Percentage of pupils gaining 5+ SCQF awards at Level 5 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	14.5%	16.4%	N/A					Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. Latest data showed a further improvement in the indicator. The national average for 2012/13 was 19.5%.
CF-1316-SO6-02	Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	7.8%	8.1%	N/A					Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. Latest data showed a further improvement in the indicator. The national average for 2012/13 was 10.1%.
CF-1316-SO6-03	Percentage of school leavers who go on to positive destinations	88.3%	91.4%	N/A	91.4%				Data is for leavers from 2012/13 school session from mainstream schools. The target to reach the national average for 2011/12 leavers was met for the first time this year. Future targets are to maintain and exceed that position.
CF-1316-SO6-04	Percentage of school leavers who are in a follow-up positive destination	89.8%	N/A	N/A	89.5%				Data is from the followup survey, sourced in the March following leaving mainstream school. The target ws to reach the national average by 2013/14.
CF-1316-SO6-05	Percentage of looked after children receiving after care service who are economically active	30%	37%	N/A	40%				
CF-1316-SO6-06	Number of young people involved in 16+ non-formal learning	1,080	1,140	1,250	1,200				Additional ESF funding to support literacies and employability work has resulted in high levels of learners on 16+ Activity Agreements
CF-1316-SO6-07	Numbers of young people supported by CLD to engage in Activity Agreements	150	227	150	230				










PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO6-08	Percentage of adults achieving all or part of their agreed learning goals	85%	90%	90%	90%				The figure relates to adult literacy and numeracy learners. This has shown continuous improvement.
CF-1316-SO6-09	Number of non-English speaking people receiving English language tuition	1,000	1,044	1,004	1,050				The successful partnership with the colleges and a joint levelling system ensures integrated progression for learners. CLD attracted more than the target number of learners in 2012/13. Maintain target.
CF-1316-SO6-10	Number of adults participating in learning opportunities/week (based on November data collection week)	17,200	17,500	19,655	17,500				Participation in Adult Education Programme, Literacy, Community Capacity Building. Please note increase target to be maintained

## 7. Providing quality services and making best use of our resources

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO7-01	Revenue outturn as a percentage of the annual budget	100%	100%	100%	100%				Children and Families has achieved a balanced budget for four consecutive years.
CF-1316-SO7-02	Capital outturn as a percentage of the annual budget	100%	100%	93%	100%				
CF-1316-SO7-03	Cost per primary school pupil	£4,436	£4,202	£4,310					Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £4,752.
CF-1316-SO7-04	Cost per secondary school pupil	£6,537	£6,442	£6,464					Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £6,427.
CF-1316-SO7-05	Cost per pre-school registration	£2,665	£2,574	£2,443					Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £3,106.
CF-1316-SO7-06	The gross cost of 'Children Looked After' in residential based services per child per week	£3,589	£3,539	£3,419					Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £2,928.
CF-1316-SO7-07	The gross cost of 'Children Looked After' in a community setting per child per week	£266	£256	£353					Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £250.
CF-1316-SO7-08	Percentage of staff receiving Professional/Performance Review and Development (grades 5-12)	89%	86%	N/A	100%				Data shows 86% of staff in grades 5-12 had PRDs completed to the required standard in 2012/13. These staff had a date recorded, competency level and objectives set.



PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO7-09	Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	82%	N/A	N/A	84%				Staff turnover in partner provider pre-school establishments runs at around 15% therefore the target is to ensure 85% meet SSSC requirements. 100% of Local Authority staff are registered.
CF-1316-SO7-10	Percentage of days lost due to staff sickness absence across Children and Families	3.72%	3.71%	3.57%	3.71%				The target is to maintain at the current low level.
CF-1316-SO7-11	Percentage of days lost due to staff sickness absence for teaching staff	3.24%	2.96%	3.12%	2.96%				The challenging target set of maintaining the excellent performance achieved in 2012/13 was not quite achieved. The average number of days lost by teachers to sickness absence dropped from 7.4 in 2011/12 to 5.3 in 2012/13, with Edinburgh's ranking against other Councils improving from 16th (equal) to fourth.
CF-1316-SO7-12	Percentage of team plans in place across central services	98%	100%	100%	100%				
CF-1316-SO7-13	Percentage of parents/carers satisfied with their school	N/A	91%	89%	94%				Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.
CF-1316-SO7-14	Percentage of primary school condition assessed at Level A or B	98%	91%	N/A	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 82%.
CF-1316-SO7-15	Percentage of secondary school condition assessed at Level A or B	87%	91%	N/A	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 83%.

PI Code	Description	2011/12	2012/13	2013/14	Target	On Target	Short Term Trend	Long Term Trend	Notes
		Value	Value	Value					
CF-1316-SO7-16	Percentage of special school condition assessed at Level A or B	100%	93%	N/A	100%				Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 72%.
CF-1316-SO7-17	Percentage of primary schools with an occupancy rate of between 75% and 100%	59%	61%	N/A	70%				Occupancy rates are based on a new capacity methodology.
CF-1316-SO7-18	Percentage of secondary schools with an occupancy rate of between 75% and 100%	61%	61%	N/A	68%				Occupancy rates are based on a new capacity methodology.

# Education, Children and Families Committee

10 am, Tuesday 20 May 2014

## Achieving Excellence Performance Report October 2013 to February 2014

Item number	7.5
Report number	
Executive/routine	
Wards All	

### Executive summary

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This report provides an update on Council performance against Children and Families strategic outcomes. The report is presented in line with the update of Council's Performance Framework approved by Corporate Policy and Strategy Committee in December 2013, and contains analysis of performance covering the period from October 2013 to February 2014.

### Links

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

## Achieving Excellence Performance Report October 2013 to February 2014

### Recommendations

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- 1.1 It is recommended that the Education, Children and Families Committee note the performance for the period from October 2013 to February 2014 and agree actions for improvement.

### Background

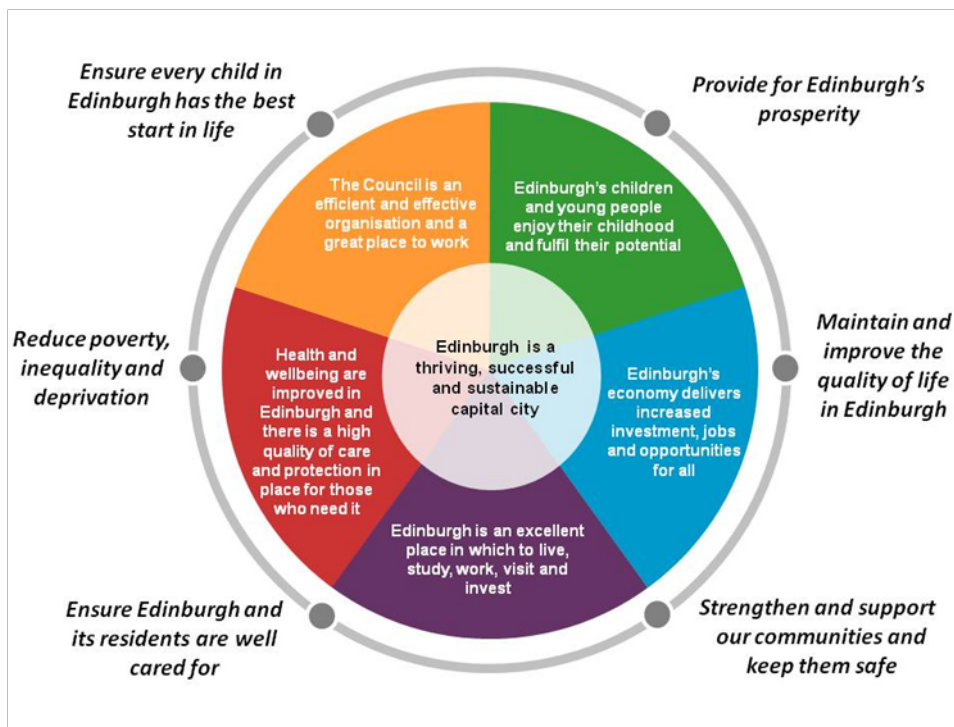
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- 2.1 The [‘Review of political arrangements’](#) report to the City of Edinburgh Council on 24 October 2013 approved a number of revisions to committee business. It was agreed by Council that performance monitoring, review and scrutiny will be led by the Executive Committees on a bi-annual basis with oversight by the Corporate Policy and Strategy Committee.
- 2.2 This report provides an update on performance for Children and Families for the period October 2013 to February 2014.

### Main report

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- 3.1 The Council’s Performance Framework is set out in the diagram on the following page and takes account of the Council’s vision, five strategic outcomes and the six key Capital Coalition pledges.



- 3.2 This report provides a performance update under the Council outcome shown above: Edinburgh's children and young people enjoy their childhood and fulfil their potential.
- 3.3 The Corporate Dashboard in [Appendix 1](#) provides an overview of performance in meeting these Council outcomes from October 2013 to February 2014. Further detailed information by indicator is provided in [Appendix 2](#).

## Measures of success

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- 4.1 This report provides detail on Council performance against delivery of Children and Families outcomes for the period from October 2013 to February 2014.

## Financial impact

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- 5.1 The financial impact is set out within the Council's Performance Framework.

## Risk, policy, compliance and governance impact

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- 6.1 Risk, policy, compliance and governance impact is integrated within the Council's Performance Framework.

## Equalities impact

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- 7.1 Reducing poverty, inequality and deprivation is integrated within the Council's Performance Framework.

## Sustainability impact

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8.1 The sustainability impact is set out within the Council's Performance Framework.

## Consultation and engagement

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9.1 Priorities and outcomes have been developed in consultation with stakeholders.

## Background reading / external references

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The [Council's Performance Framework](#) approved by Corporate Policy and Strategy Committee on 3 December 2013.

### Gillian Tee

Director of Children and Families

Contact: Jo McStay, Business Intelligence Manager

E-mail: [jo.mcstay@edinburgh.gov.uk](mailto:jo.mcstay@edinburgh.gov.uk) | Tel: 0131 529 7950

## Links

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<b>Coalition pledges</b>	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p>

**Single Outcome  
Agreement  
Appendices**

CO4 – Our children and young people are physically and emotionally healthy

CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6 – Our children's and young people's outcomes are not undermined by poverty and inequality

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

[Appendix 1: Corporate Dashboard](#)

[Appendix 2: Corporate Dashboard Indicator Detail](#)









# Appendix 1: Dashboard October 2013 - February 2014

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









Director's notes:

Recent data has shown improvements in school attendance, exclusions and leavers destinations. The implementation of the Edinburgh Guarantee has resulted in significant improvement in the percentage of school leavers entering positive destinations with this indicator now reaching the target of equalling the national average. Edinburgh's rank amongst the 32 local authorities has risen from 25th to sharing 16th position.

A challenging set of targets for the Looked After population has been set by the multi-agency Early Years and Early Intervention Change Fund Core Group with the aim being to reduce the need for children to become looked after and reduce the need for children to be accommodated. The targets were set through to 2018 and a group was set up to monitor progress towards these targets and oversee the role and contribution of the varying services working with these children, with a particular focus on early intervention.

	2010/11	2011/12	2012/13	Target
<u>Children's literacy at P1</u>	88%	90%	89% 	90%
<u>Attainment at Level 5 or above</u>	52.9%	55.2%	57.4% 	53.7%
<b>Attainment at Level 5 or above -national average</b>	<b>50.3%</b>	<b>52.7%</b>	<b>53.9%</b>	-
<u>Average tariff score of lowest attaining 20%</u>	63	72	71 	65
<u>Pupils gaining 5+ at Level 5 in the 20% most deprived areas</u>	n/a	14.5% 	n/a	n/a
<u>School leavers' destinations</u>	87.4%	88.3%	91.4% 	91.4%
<b>School leavers' destinations -national Average</b>	<b>88.9%</b>	<b>89.9%</b>	<b>91.4%</b>	-
<u>Follow-up destinations of school leavers</u>	86.5%	89.8% 	n/a	89.5%
<u>Primary school attendance</u>	94.5%	95.2%	94.9% 	94.9%
<b>Primary school attendance - national average published every 2 years</b>	<b>94.8%</b>	<b>n/a</b>	<b>94.9%</b>	-
<u>Secondary school attendance</u>	91%	92.1%	92.5% 	91.4%
<b>Secondary school attendance - national average published every 2 years</b>	<b>91.1%</b>	<b>n/a</b>	<b>91.9%</b>	-













	2010/11	2011/12	2012/13	Target
<u>Primary school exclusions</u>	13	12	9 	11
<b>Primary school exclusions - national average published every 2 years</b>	<b>11</b>	<b>n/a</b>	<b>10</b>	-
<u>Secondary school exclusions</u>	55	51	43 	52
<b>Secondary school exclusions - national average published every 2 years</b>	<b>72</b>	<b>n/a</b>	<b>58</b>	-
<u>Placements with Council foster carers</u>	60%	56% 	n/a	65%
<u>PE in primary schools</u>	62%	69%	84% 	92%
<u>PE in secondary schools</u>	61%	48%	65% 	96%
<u>Satisfaction with schools</u>	91%	n/a	91% 	94%
<u>Response to bullying</u>	67%	73%	75% 	77%
	<b>Dec-13</b>	<b>Jan-14</b>	<b>Feb-14</b>	<b>Target</b>
<u>Number of children who need to be looked after</u>	1,372	1,385	1,400 	1,433






# Appendix 2: Corporate Dashboard Indicator Detail


## October 2013 - February 2014





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

Indicator	2010/11	2011/12	2012/13	Target	Status	
Children's literacy at P1	88%	90%	89%	90%		Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.
Attainment - 5+ awards at Level 5 or above	52.9%	55.2%	57.4%	53.7%		This data is a 3-year rolling average (pre-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 5 or above by the end of S6. Performance in this indicator is better than the national average of 54.8% and the comparator authorities' average of 53.9%.
Average tariff score of lowest attaining 20%	63	72	71	65		Latest data relates to 2012/13 pre-appeal. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account.
Pupils gaining 5+ at Level 5 in the 20% most deprived areas	n/a	14.5%	n/a	n/a		Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.
Initial destination of school leavers	87.4%	88.3%	91.4%	91.4%		Data is for leavers from 2012/13 school session from mainstream schools. The target to reach the national average for 2011/12 leavers was met for the first time this year. Future targets are to maintain and exceed that position.
Follow-up destinations of school leavers	86.5%	89.8%	n/a	89.5%		
Primary school attendance	94.5%	95.2%	94.9%	94.9%		Latest data relates to performance over the school year 2012/13 and shows a slight decline. The national average was 94.9%.
Secondary school attendance	91%	92.1%	92.5%	91.4%		Latest data relates to performance over the school year 2012/13 and shows continued improvement. The 2011/12 figure was amended (from 92.8%) due to an issue with the reporting software. The national average was 91.9%.
Primary school exclusions	13	12	9	11		Latest data relates to performance over the school year 2012/13 and shows improvement. The national figure is 10.
Secondary school exclusions	55	51	43	52		Latest data relates to performance over the school year 2012/13. The national figure is 58.

[Back to corporate dashboard](#)

Indicator	2010/11	2011/12	2012/13	Target	Status	
Placements with Council foster carers	60%	56%	n/a	65%		56% is the figures at the end of July 2012. Ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places.
PE in primary schools	62%	69%	84%	92%		There has been significant improvement in the percentage of primary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 22%. <i>Latest data now available for February 2014 shows a further improvement to 95% with 84 out of 88 primary schools meeting the overall average of 120 minutes per week for P1-7.</i>
PE in secondary schools	61%	48%	65%	96%		The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built. <i>Latest data now available for February 2014 shows a further improvement to 96% (meeting the target) with only one school (Portobello) not meeting the national target of 2 periods per week at S1-S4.</i>
Satisfaction with schools	91%	n/a	91%	94%		Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.
School's response to bullying	67%	73%	75%	77%		The data for 2012/13 includes P6/7 pupils. Previously, only S2 pupil's views were included.

Indicator	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Target	Status	Latest Note
Number of children who need to be looked after	1,388	1,384	1,372	1,385	1,400	1,433		The number of children who need to be looked after has shown a steady increase since 2007 and is projected to continue to increase for the next 5 years. We aim to minimise this projected increase through early support for children and families (while still responding to need). The Balance Of Care Performance Monitoring Group has set targets for the next four years and monitors progress on a monthly basis.

Key							
	PI is below target and tolerances.		PI is below target but within tolerances.		On target.		Data only.

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Children and Young People (Scotland) Act 2014

Item number	7.6
Report number	
Executive/routine	
Wards	All

### Executive summary

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The Children and Young People Bill became law on 19th March, 2014. It is one of the most significant pieces of legislation affecting children, young people and their families since the Children (Scotland) Act 1995. The aims of the legislation are to:

- help the Scottish Government achieve its ambition to make Scotland “the best place in the world to grow up” (Scottish Government, 2012);
- strengthen children and young people’s rights, as described in the United Nations Convention on the Rights of the Child (UNCRC);
- improve and expand the services that support and protect children and families, including looked after children.

The legislation should enable positive changes for children and young people in Scotland including improving joint working and sharing of information amongst professionals, as well as some considerable improvements for care leavers. The impact will be determined to a large extent by secondary legislation and guidance. There remain concerns about resourcing of some elements of the legislation and these were expressed by the Parliament’s Finance Committee.

Council officers will continue to work with colleagues a local and national level on key issues that were raised during the drafting and passing of the Bill to support the development of the regulations and guidance that will follow.

### Links

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Coalition pledges

Council outcomes

Single Outcome Agreement [SO2](#), [SO3](#)

## Children and Young People (Scotland) Act 2014

### Recommendations

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- 1.1 The Committee notes the wide range of measures and potential impact of the Act.
- 1.2 A further report be brought to the Committee in 18 months setting out progress on implementation of the legislation in Edinburgh.

### Background

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- 2.1 The Children and Young People (Scotland) Act 2014 places children and young people at the heart of planning and services and aims to ensure that their rights are respected across the public sector. The Act has major provisions relating to children's rights, the planning and promotion of preventative services, early years and childcare and the most significant legislation for looked after children since 1995. Although most of the provisions will commence from April 2015, the provision for 600 hours of early learning and childcare comes into force this year. There are a number of areas where the impact of the legislation will be determined by forthcoming regulation and guidance.

### Main report

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#### Purpose

- 3.1 The policy memorandum described the objective of the Bill as “making Scotland the best place for children to grow up” by “putting children and young people at the heart of planning and delivery of services and ensuring their rights are respected across the sector”.
- 3.2 The main provisions:
  - 3.2.1 give recognition of the UN Convention on the Rights of the Child (UNCRC) in domestic legislation;
  - 3.2.2 extend the investigatory powers of the Children's Commissioner;
  - 3.2.3 provide a statutory basis for Getting it Right for Every Child (including provision for a 'Named Person' for everyone under 18 and a child's plan for those who need targeted interventions);
  - 3.2.4 aim to improve children's services planning including joint planning between health boards and local authorities;

- 3.2.5 extend provision for early learning and childcare;
- 3.2.6 extend support for kinship carers and care leavers;
- 3.2.7 create a statutory definition of corporate parenting and provide 'relevant' services for families;
- 3.2.8 create a statutory adoption register and amend the process for establishing local support structures for the Children's Hearings system;
- 3.2.9 make changes to the procedures for school closures (added at Stage 2).

## **Provisions**

### **Rights of children and young people**

- 3.3 To ensure that children's rights properly influence the design and delivery of policies and services the Act places a duty on the Scottish Ministers to keep under consideration and take steps to further the rights of children and young people, to promote and raise awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC). There is now a duty on public authorities (for example local authorities, health services and the police) to create reports every three years which explain what they are doing to encourage and support children's rights as set out in the UNCRC. Part 2 of the Act extends the powers of Scotland's Commissioner for Children and Young People, so that this office will be able to undertake investigations in relation to individual children and young people.

### **Children's Services Planning**

- 3.4 Local authorities already have an obligation under The Children (Scotland) Act 1995, to produce Children's Service Plans. The provisions in Part 3 of the new Act replace the provisions in the 1995 Act. There is now a new duty that requires public services to work together to design, plan and deliver services for children and families.
- 3.5 The plans should demonstrate what public authorities are doing to ensure that services are integrated for service users, they make the best use of resources and are meeting their aims to safeguard, support and promote wellbeing, early intervention and prevention. The plans will focus on how well children in the Edinburgh are doing, based on the description of wellbeing that will be issued in guidance accompanying the Act.
- 3.6 There should be consultation on the plans with service users and providers, including social landlords. Where there are disagreements among local partners, they should publish details. Ministers can "call in" plans and request changes if necessary.

### **Getting it Right for Every Child**

- 3.7 To improve the way services work to support children, young people and families, the Act ensures that all children and young people from birth to 18 years have access to a named person (usually a health visitor or head/senior teacher) available as a single point of contact. The Act puts in place a planning process to support children who require enhanced levels of support and places duties on public bodies

to coordinate the planning, design and delivery of services for children and young people with a focus on improving outcomes.

- 3.8 The purpose of the named person is to act as a single point of contact for children, young people and families to provide advice, information and support and to help deal with child protection concerns more effectively by having a duty to share information “likely to be relevant”. The named person will change as a child gets older. For example, from birth to school a health visitor may be the named person, and when they start school it will usually be the head teacher. Under the Act, legal responsibility does not lie with the individual named person, but with the service provider e.g. the local authority or NHS Board. In response to some concerns expressed during the passage of the Bill the Act now includes a new complaints procedure for parents if they are unhappy with aspects of the named person service.
- 3.9 The Act puts into law the established GIRFEC (Getting it Right for Every Child) to planning to meet the needs of individual children. If a child has enhanced levels of need a multi agency child’s plan can be prepared to meet whatever needs have been identified. The plan would be coordinated by a lead professional, usually but not always a social worker. Plans must be kept under review to ensure that needs are being met. There is a new complaints procedure for parents if they are unhappy with the service they have received.

#### **Early learning and childcare**

- 3.10 Part 6 of the Act focuses on increasing the number of hours of early learning and childcare that three and four-year-olds, and some two-year-olds, are entitled to. Details of how this will be implemented are expected in the forthcoming guidance and regulations from Scottish Government.
- 3.11 The following groups will be entitled to 600 hours of early learning and childcare:
- 3.11.1 all three and four-year-olds (previously entitled to 475 hours);
  - 3.11.2 looked-after two-year-old children or those subject to kinship care orders;
  - 3.11.3 two-year-olds in families seeking work (from 2014);
  - 3.11.4 two-year-old children who are entitled to free school meals (from 2015).
- 3.12 The Act specifies the provision for looked after 2-year-olds: all the other changes will be put into law via regulations. To strengthen the role of early years support in children’s and families’ lives, the Act makes provision for an increase in the amount and flexibility of free early learning and childcare from 475 hours a year to a minimum of 600 hours for 3 and 4 year olds, and 2 year olds who are, or have been at any time since turning 2, looked after or subject to a kinship care order or are living in a workless household.
- 3.13 Local authorities also have a duty to consult with local people, and publish plans, about whether and if so how they should provide school education for pre-school children (early learning and childcare) and day care and out-of-school care

- 3.14 It must be education and care of a kind that supports learning and development in a caring and nurturing setting.
- 3.15 In line with other local authorities Edinburgh will implement a model of 3 hours and 10 minute sessions delivered over 38 weeks from August 2014.
- 3.16 The Act sets out an intention to deliver early learning and childcare in a variety of ways to meet the needs of parents and carers taking account of patterns of employment. The Bill does specify that the entitlement should be over 38 weeks and in sessions no longer than 8 hours.
- 3.17 The Scottish Government has made revenue funding available to support the implementation of the early years provisions. The sum announced to date for Edinburgh in 2014-15 is £4.23m increasing annually to enable Local authorities to deliver more flexible models. Capital funding of £2.51m has also been made available for 2014-15 with further allocations due in 2015/16 and 2016/17. Further revenue and capital allocations will be made to support 2 year olds from workless families and those entitled to free school meals but allocations to individual local authorities have yet to be announced.

### **Children and Young People who are Looked After**

- 3.18 The Act contains significant provisions for looked after children and young people and those leaving care. There are significant new duties in relation to corporate parenting. The Act lists all organisations that are corporate parents and provides direction to make sure they are clear about their duties.
- 3.19 Corporate Parents have a duty to:
  - 3.19.1 assess children and young people's needs for services and support;
  - 3.19.2 promote their interests;
  - 3.19.3 provide opportunities to participate;
  - 3.19.4 plan, collaborate and report on how they propose to exercise their legal responsibilities as corporate parents.
- 3.20 The City of Edinburgh has an established elected member - led Corporate Parenting board and a well developed Action Plan. The Council and its partners are therefore well placed to use the opportunities provided by the new duties to further enhance the quality of care and improve outcomes for Looked After children.
- 3.21 In addition under the Act care leavers can ask their local authority for help up until the age of 26 and local authorities have a new responsibility to provide continuing care for looked-after 16-year-olds. For example, young care leavers are able to return to care up to the age of 21. The logic behind both of these provisions is that parental support in birth families extends well beyond 16 or 18 and Scotland's care system should reflect this for young people who do not have support from families of their own. There remain however, a number of questions about how this will work in practice and whether there will be sufficient resources and capacity in the system.



3.22 The Act provides for additional support to be given to kinship carers in relation to their parenting role through the kinship care order and provides families in distress with access to appropriate family counselling and relevant services. Parts 12 and 13 focus on improving services for children who are at risk of becoming looked-after or going into kinship care (cared for by relatives or friends who have agreed to look after a child full-time). Local authorities will have a duty to provide services, including information and counselling, to these children. The Act defines Kinship Care Orders and Scottish Ministers can specify (by Regulation) what types of assistance can be made available through such Orders. The Act specifies that assistance may include counselling, advice and information on any matter; financial support and any local authority service provided on a subsidised basis.

### **Other measures**

- 3.23 Parts 14 to 18 of the Act contain a range of important measures. These sections
- 3.23.1 place the use of a Scotland-wide Adoption Register on a statutory footing to help adoption of vulnerable children and give Ministers powers to set out what it should contain. There are safeguards on, for example, disclosure of information;
  - 3.23.2 clarify criteria for school closures, including rural schools, consultation requirements and school closure review panels;
  - 3.23.3 provide clarity on technical aspects of the Children's Hearings System and establish area support teams, including local authority admin and support;
  - 3.23.4 clarify the appeals process for detaining children in secure accommodation;
  - 3.23.5 modify the circumstances under which children's legal aid can be made available;
  - 3.23.6 provide legal authority for extending free school meals to all P1 to P3 pupils;
  - 3.23.7 provides definitions of how wellbeing should be assessed including what are known as SHANARRI measures: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible and Included.
- 3.24 Some of these changes were introduced at Stage 2 of the legislation.

### **Measures of success**

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- 4.1 The Council and partner agencies meet new legislative requirements including those set out in forthcoming Regulation and guidance.
- 4.2 Partnership working and information sharing is enhanced and a wider range of provisions are seen to be implemented effectively.
- 4.3 Fewer children and young people need to be looked after and accommodated as a result of effective earlier intervention.

## Financial impact

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- 5.1 The Scottish Government has made a guarantee to fund the implementation of the Act. This has resulted in revenue funding of £4.23m and capital funding of £2.51m being provided for 2014-15 to implement the early learning and childcare requirements for 3 to 4 year olds and Looked After 2 year olds from August 2014. Further revenue and capital funding will be made available from August 2014 for 2 year olds in workless households and from August 2015 for 2 year olds who would be entitled to free school meals, however, Edinburgh's allocation of funding has yet to be confirmed.
- 5.2 The level of revenue funding will increase each year to 2018-19 to allow for greater flexibility in service delivery. Exact allocations have yet to be confirmed but Edinburgh's share of the national revenue funding allocation is estimated to be 8.3% based on the 2014/15 allocation.
- 5.3 Further capital funding will be provided in 2015-16 and 2016-17 and is expected to be at similar levels to the amount provided in 2014-15.
- 5.4 Funding for the other areas of the Act has not been confirmed as yet, however, the Financial Memorandum indicated provisional national allocations for those areas of the Act that were originally consulted upon. As subsequent additions were made prior to the Bill being passed the Financial Memorandum does not cover all areas included in the Act.
- 5.5 The Scottish Government consulted on the costs associated with the original Bill and there was broad agreement from local authorities that the early learning and childcare funding was sufficient to meet the requirements. There was, however, differences of opinion between the Scottish Government, COSLA and local authorities on the cost implications of the other areas of the Bill. Further work is ongoing with the Scottish Government, COSLA and local authorities to fully understand the financial implications of the areas of the Act that were contained within the original consultation and those areas subsequently added prior to the Bill being passed.

## Risk, policy, compliance and governance impact

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- 6.1 The Council will engage with the Scottish Government and COSLA in discussions on the financial implications of the Act to work to ensure the costs of implementation are fully funded.

## Equalities impact

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- 7.1 The Act contains a number of specific measures to enhance and promote children and young people's rights.

- 7.2 The measures in the Act should support Council objectives to give all children the best possible start in life and improve outcomes for vulnerable children.

## Sustainability impact

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- 8.1 The Act promotes early intervention and community-based care solutions which are consistent with enhanced sustainability.

## Consultation and engagement

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- 9.1 The City of Edinburgh Council has been involved at every stage in the journey of the legislation, including providing written and oral evidence to the Committee. There has been significant engagement and consultation with children, young people and families on key aspects of the Bill.

## Background reading/external references

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### Gillian Tee

Director of Children and Families

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

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

## Links

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### Coalition pledges

- Council outcomes**
- CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
  - CO3. Our children and young people in need, or with a disability, have improved life chances
  - CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
  - CO6. Our children and young people's outcomes are not undermined by poverty and inequality

### Single Outcome Agreement

- SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
- SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential

### Appendices

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Review of Community Access to Schools

Item number	7.7
Report number	
Executive/routine	
Wards	All

### Executive summary

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This report updates elected members on progress in relation to the review of Community Access to Schools (CATS).

The Education, Children and Families Committee on 10 December 2013, considered a report on the review of CATS and approved the recommendations within that report.

This report provides a further update on progress of the CATS review to date and makes recommendations for consideration in the following areas:

- Implementation of a revised CATS management/staffing structure
- Implementation of a consistent scale of charges for use of school premises
- Development of an online booking system
- Adult Education Programmes
- Communication Strategy
- Finances

### Links

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Coalition pledges [P4](#)

Council outcomes [CO1](#), [CO2](#), [CO4](#), [CO23](#), [CO24](#)

Single Outcome Agreement [SO4](#)

## Recommendations

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To recommend that the Education, Children and Families Committee:

- 1.1. Note the contents of this report.
- 1.2. Note the successes achieved to date from testing and collaborative working with partners in relation to CATS in schools across the city.
- 1.3. Note the organisational review of staffing and support the implementation of a new management/staffing structure and the phased implementation of new CATS arrangements in secondary schools, subject to consultation with staff and Trades Unions.
- 1.4. Support the phased approach to the removal of Headteacher and Depute Headteacher Community High School allowances linked to the phased implementation of new CATS management arrangements.
- 1.5. Support the phased implementation of revised charges for use of secondary school facilities, from 1 April 2015. Further work will be undertaken to consolidate the revised scale of charges including the introduction of 'commercial rates' for businesses that utilise school facilities.
- 1.6. Note the current range of charges applied for participation in Adult Education programmes citywide and support the staged implementation of revised charges commencing in autumn 2015 followed by full harmonisation of charges in autumn 2016.
- 1.7. Support the removal of internal recharges for use of school premises by schools and other Children and Families staff during normal school operating hours from 1 April 2015.
- 1.8. Note the unique arrangement, as approved by Council on 25 October 2012, of allowing bookable free access to residents of the Portobello area which will apply in perpetuity to the pitches which would be created as part of the project to build a new Portobello High School on part of Portobello Park, in the event that the school was ultimately built in that location.
- 1.9. Note the progress made in relation to the development and testing of on-line booking and payment for CATS.
- 1.10. Support the phasing of primary school lets into the CATS neighbourhood management structure.
- 1.11. Note the range of stakeholders engaged through the CATS Communication Strategy and the continued development of communications with all relevant stakeholders.

## Background

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2.1 In 2012 a commitment was made by the Council to review the arrangements for Community Access to Schools (CATS). A Project Team was established in November 2012 led by a Senior Education Manager, bringing together representatives of all relevant sectors, to take forward the Council's commitment.

**The overall aims of the review are to:**

- Maximise use of school facilities within and outwith normal school operating hours by, where possible, increasing usage of facilities by local people and ensuring provision is responsive to local needs.
- Bring consistency to charges for use of school premises that takes account of the quality of facilities available.
- Ensure users and potential users of school facilities can access on-line information about facilities available and enrol for adult education classes and other activities.
- Improve collaborative working across council services including; Children and Families, Culture and Sport and library services, in addition to the development of new partnership arrangements with Edinburgh Leisure.
- Ensure facilities are also utilised to contribute to the implementation of national sports and culture strategies.

2.2 To support the vision for Community Access to Schools it is proposed to implement new management/staffing arrangements for CATS across the city through an organisational review of the existing management arrangements for school based community programmes. It is recommended that the management responsibility for existing staff, and responsibility for all aspects of CATS, remains with Schools and Community Services as part of Community Learning and Development in Children and Families.

2.3 It is proposed that the new arrangements for the management and operation of CATS is undertaken through a new area based structure. Implementation will be phased commencing with the introduction of CATS coordinators and development workers.

## Main report

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3.1 Vision for Community Access to Schools: Schools are at the heart of local communities. The key ambition of the CATS review is, where possible, to increase the level of community access to schools to ensure local needs are being addressed. This will be achieved through the development of new management and staffing arrangements which maximise use of schools and increases efficiency in the use of school buildings and associated facilities.

3.2 The review of CATS has focussed on a number of key areas:

- Management and staffing arrangements
- Scheme of charges for CATS
- Development of an online booking system
- CATS Testing
- Adult Education Programmes
- Communications
- Finances

The following provides detail of progress achieved in relation to each of these areas and makes recommendations for committee consideration and approval.

### 3.3 **Management and Staffing Arrangements**

The CATS project team has developed a proposed management/staffing structure – see Appendix 1, that ensures CATS is supported by the required number and range of staff that protects current levels of community access, will ensure best use of resources and, where possible, deliver increased levels of community access.

Headteachers and Depute Headteachers in the eight existing designated Community High Schools currently receive a Community Allowance in addition to their salary. At the full Council meeting in February 2014, a budget reduction removing these allowances was agreed. This recognised that the expected outcomes of the Community Access to Schools Review would result in Head Teachers and Depute Head Teachers of Community High Schools no longer being required to carry out additional duties related to the delivery of Community Programmes within these schools.

Phasing of the implementation of the CATS review will require all stages to be complete before these allowances can be removed. Headteachers will continue to work closely with officers to develop the revised management arrangements in order to ensure there is no reduction in the quality of services and programmes delivered and that the new management and operational arrangements are in place.

Further consideration will be given to Wester Hailes Education Centre (WHEC) given that it has a full scale leisure centre.

Officers will continue to work closely with Organisational Development to ensure that our approach to the removal of Community Allowances is managed appropriately with a plan for stakeholder engagement and full consultation with Trades Unions and Professional Associations.

Staff and Trades Unions will be consulted on the proposed management/staffing structure as part of the consultation exercise that will be undertaken in accordance with the Organisational Review Procedure.

### 3.4 **Scheme of Charges**

In May 2013 committee acknowledged the complexity of developing a revised scale of charges for community access to schools that takes account of council priorities to tackle inequality, poverty and disadvantage. Significant work has been undertaken by a sub-group of the CATS project team that has resulted in the development of a revised scale of charges that addresses the large variation in existing charges applied for use of secondary school facilities and would bring consistency across the city. See Appendix 2.

Revised charges will result in some current users of secondary school facilities having to pay more but for the majority there will be little impact and in many cases charges will be reduced. It is therefore proposed that the revised scale of charges is phased in over a period of two years commencing in April 2015.

It is also proposed to remove internal recharges for school and other Children and Families staff to use secondary school facilities during normal school operating hours from 1 April 2015.

At its meeting on 25 October 2012 Council approved additional compensatory measures to be included within the proposal to build a new Portobello High School on part of Portobello Park and to be applied in the event that the school was ultimately to be built in that location. One of these measures relates to access to the two 3G pitches which it is proposed would be created as part of that project. Council has approved that, although any required use by the school for curricular or extra-curricular activities would take precedence, at times when the pitches were available and not otherwise already booked, the use of these pitches would be free to, and could be pre-booked by, residents of the Portobello area. This arrangement is unique to Portobello High School and will be applied in perpetuity with letting charges only applying to use by those from outwith the Portobello area.

Following the implementation of a new CATS management, staffing and operational structure, primary school lets will continue to be administered by the centrally based team. It is proposed that the administration of primary school lets is incorporated into the CATS neighbourhood management arrangements and this will be undertaken within the next phase of the Organisational Review.

It should be noted that current arrangements to support school's use of their facilities outwith normal operating hours will be maintained.



### **3.5 Development of online booking system**

Testing of the online booking system for Adult Education Programmes delivered by CLD and Community High Schools will commence in April 2014 and will be fully rolled out for the term commencing September 2014.

It should be noted that in addition to online booking alternative methods of enrolment for adult education provision will continue to be offered to ensure equality of access to citywide adult learning opportunities.

### **3.6 CATS Testing**

Throughout the review there has been a focus on developing practice and testing new approaches to support CATS. Specific areas and schools were identified for testing because parallel workstreams linked to the ambitions of the CATS review were being undertaken or because partners had expressed a willingness to engage in new approaches or practices.

#### **3.6.1 Balerno/Currie**

A key achievement is that a 3G pitch is to be installed at Balerno Community High School and the school is supporting the development of joint activities between the school and local sports clubs in addition to wider community access to this facility.

#### **3.6.2 Queensferry Community High School**

A new partnership agreement is being developed between the City of Edinburgh Council and Edinburgh Leisure regarding the management of the school's P.E. facilities outwith school operating hours. Significant Council investment (£150k) has been spent improving the sports facilities including refurbishment of the games hall and new flooring. Edinburgh Leisure reports a considerable increase in levels of public access.

#### **3.6.3 Gracemount High School**

An agreement was reached between the headteacher and Edinburgh Leisure to work together to maximise and coordinate access to the school and local leisure centre.

The CATS review group will continue to monitor the impact of these areas of testing and will look to use the lessons learned to inform the development of the citywide management of community access to schools.

### **3.7 Adult Education Programmes**

Currently the citywide adult education programme developed and organised by CLD and the adult education programmes offered by the Community High Schools operate independently of each other and learners are charged varying rates to participate (see Appendix 3).

Implementation of new CATS management arrangements will present an opportunity to bring greater consistency to adult education provision across the city including; incorporating Community High School adult education opportunities into the citywide programme, harmonisation and full integration of processes that support the development and delivery of adult education programmes will be implemented from autumn 2015.

There is a need to also achieve consistency in charges applied for participation in adult education programmes across the city. It is therefore proposed that revisions in adult education charges are applied in two stages commencing in autumn 2015 when the charges detailed in table 1, in Appendix 4 would be applied.

In autumn 2016 it is proposed that all charges would be harmonised and consistency achieved citywide by applying the charges detailed in table 2 in Appendix 4.

### **3.8 Communication Strategy**

A CATS communication plan has been developed in conjunction with Corporate Communications that has increased awareness across Children and Families staff about the CATS review.

Key stakeholders have been communicated with. There has been considerable consultation including; Parent Council chairs, Headteachers, service users, Neighbourhood Partnerships and a Community Council. As the review has progressed communications have continued to be developed and have engaged additional stakeholders including; a survey of a representative group of existing service users and briefings for Neighbourhood Partnerships.

Information about the Organisational Review has been posted on the Internal Review section of the Orb. Briefings have been issued to all primary, secondary and special school headteachers and the CLD management team to share with their staff. In addition, meetings have been held with Headteachers, Community Programme Managers and Trades Unions.

Further consultation will be undertaken in line with the City of Edinburgh Council's Organisational Review Procedure.

Ongoing discussions are also being held with the Integrated Facilities Management team to ensure current levels of janitorial and cleaning services within non PPP schools are sustained and any future developments related to CATS are supported.

## Measures of success

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- 4.1 The review of CATS will result in the achievement of a number of outcomes:
- where possible, increased levels of community access to schools;
  - achievement of efficiencies through the implementation of new management arrangements;
  - improved collaboration with stakeholders including Edinburgh Leisure and Culture and Sport;
  - effective communication and information sharing across all stakeholders;
  - online booking and payment systems tested and implemented;
  - consistency in charges applied for use of school facilities across the city;
  - consistency in charges applied for participation in adult education programmes across the city.

## Financial impact

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- 5.1 The current costs to support the community related work of eight community high schools is £3.2m per annum. The income generated from community access to all schools across the city is currently £1.87m per annum. Implementation of the CATS review will assist in increasing income and reducing costs e.g. by increasing footfall and reducing management costs. Efficiencies of £300,000 approved in 2013 have been achieved in financial year 2014/15.

## Risk, policy, compliance and governance impact

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- 6.1 Key risks to the Council should the recommendations within this report be rejected include:
- an inability to achieve increased Community Access to Schools;
  - the continuation of an inconsistent approach across the city in relation to access and charging for Community Access to Schools;
  - an inability to meet the ambitions of better coordination and improved collaboration in relation to Community Access to Schools.

## Equalities impact

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- 7.1 A full equalities rights impact assessment (ERIA) of the CATS review has been undertaken and a summary included with this committee report. (Appendix 5)
- 7.2 A further EIRA of the Organisational Review of staffing is being developed in consultation with the Equalities Team and will be reported at a later date.

## Sustainability impact

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- 8.1 There are no adverse impacts arising from this report.

## Consultation and engagement

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- 9.1 Consultation and engagement will continue with a wide range of partners including; primary schools, secondary schools, nursery schools, special schools, Edinburgh Leisure, Culture and Sport, local communities, voluntary organisations, current users of school facilities, staff directly or indirectly affected by the review of CATS and Trades Unions.

## Background reading/external references

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- [Community Access to Schools Education Children and Families Committee Report 10 December 2013.](#)

### **Gillian Tee**

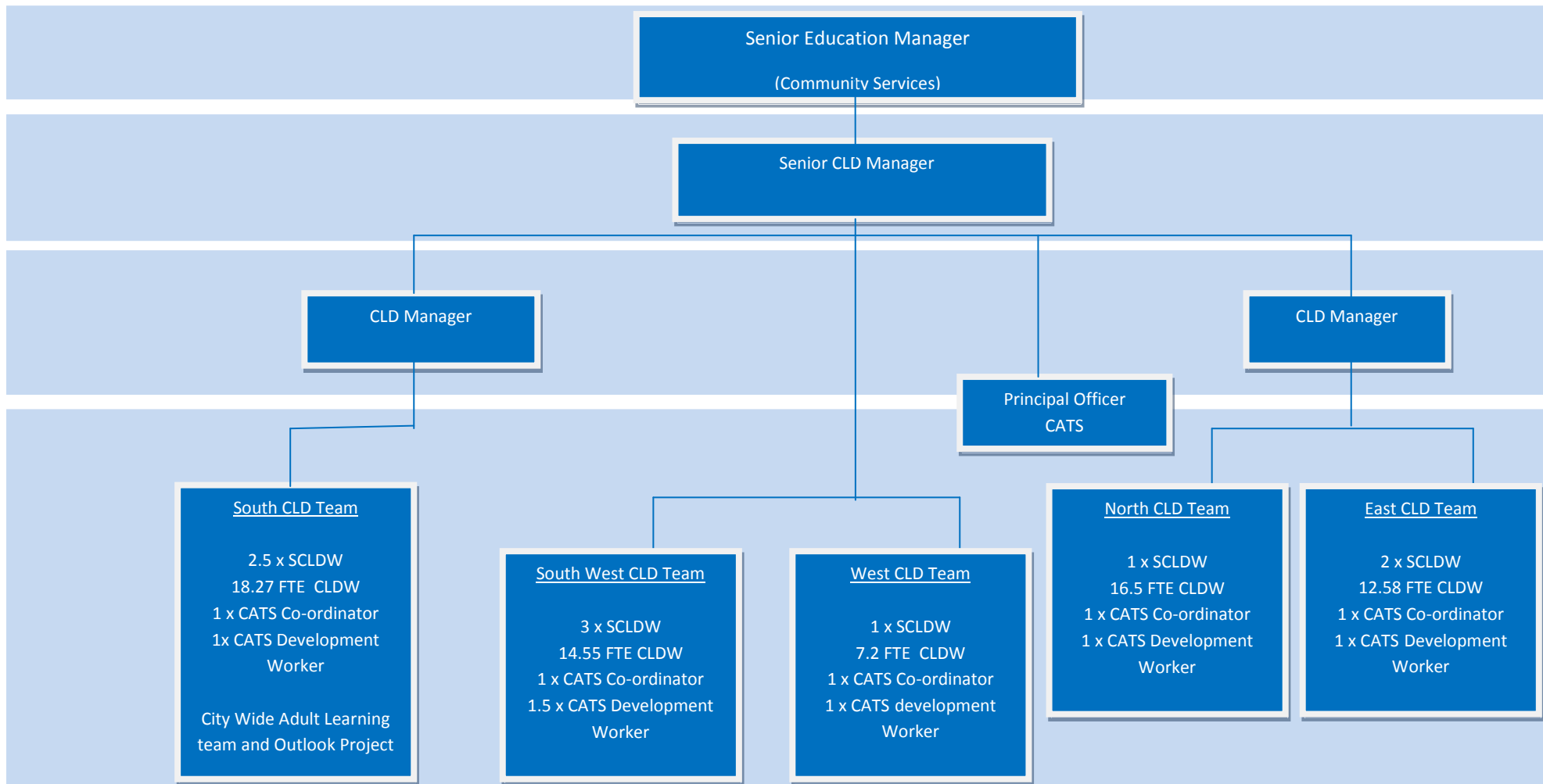
Director Children and Families

Contact: David Bruce, Senior Education Manager

E-mail: [David.Bruce2@edinburgh.gov.uk](mailto:David.Bruce2@edinburgh.gov.uk) Tel: 0131 469 3795

<b>Coalition pledges</b>	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.
<b>Council outcomes</b>	<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>CO4 - Our children and young people are physically and emotionally healthy.</p> <p>CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community.</p> <p>CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care.</p>
<b>Single Outcome Agreement</b>	SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
<b>Appendices</b>	<p>Appendix 1- CATS/CLD Proposed Area Management Structure</p> <p>Appendix 2 – Proposed scale of Charges for Use of School Facilities</p> <p>Appendix 3 - Scale of charges for participation in Adult Education programmes citywide</p> <p>Appendix 4 - Proposed scale of charges for participation in Adult Education programmes</p> <p>Appendix 5 - Equalities Rights Impact Assessment summary</p>

CATS/CLD PROPOSED AREA MANAGEMENT AND STAFFING STRUCTURE



Key:

CLD – Community Learning and Development

SCLDW – Senior Community Learning and Development Worker

CLDW – Community Learning and Development Worker

## Proposed Charges for use of School Facilities

Facility	Categories	Current Range	Average cost incurred by current users	Proposed Prices
3G Full	Adult	£50 to £75	£56.00	£52.50
Half		£25 to £30	£27.50	£32.00
1/3rd		£22.00	£26.00	£21.00
3G Full	Junior/OAP	£25 to £50	£37.00	£35.00
Half		£15.50 to £30	£22.75	£21.00
1/3rd		£11 to £17	£14.00	£14.00
3G Full	Concession			£26.25
Half				£15.50
1/3rd				£10.50
2G Pitch	Adult	£42 to £60	£52.00	£48.00
Half		£24 to £25	£24.50	£28.50
1/3rd		£16 to £20	£18.00	£19.00
2G Pitch	Junior/OAP	£20 to £59	£33.00	£32.00
Half		£16.67 to £20	£18.41	£19.50
1/3rd		£10 to £20	£13.00	£13.00
2G Pitch	Concession			£24.00
Half				£14.25
1/3rd				£9.50
Sport Hall	Adult	£23.50 to £47.50	£31.30	£35.00
Sport Hall	Junior/OAP	£11 to £25	£17.60	£23.30
Sport Hall	Concession			£17.50
Gym	Adult	£12.50 to £30	£22.00	£20.00
Gym	Junior/OAP	£9.35 to £19	£13.77	£13.30
Gym	Concession			£10.00
Bad C'rt	Adult	£6.75 to £9.20	£8.35	£8.00
Bad C'rt	Junior/OAP	£4.75 to £6.20	£5.20	£5.30
Bad C'rt	Concession			£4.00
Fit Suite	Adult			
Fit Suite	Junior/OAP			
Fit Suite	Concession			
Pool 15m x 4 lanes	Adult	£25 to £35	£32.00	£24.00
	Junior/OAP	£22.00	£22.00	£16.00
	Concession			£16.00
Pool 17m x 4 lanes	Adult	£15.41 to £38.50	£29.63	£28.00
	Junior/OAP	£22.00	£22.00	£20.00
	Concession			£20.00
Pool 25m x 4 lanes	Adult	£35.00	£35.00	£32.00
	Junior/OAP			£23.00
	Concession			£23.00
Grass Pitch	Adult	£25.75 to £42	£34.70	£10.00/hr
Grass Pitch	Junior/OAP	£12.36 to £24	£19.57	£6.60/hr
Grass Pitch	Concession			£5.00/hr
Assembly Hall	Adult	£9.61 to £75	£30.00	£26.50
Assembly Hall	Junior/OAP	£5.20 to £35	£19.00	£17.60
Assembly Hall	Concession			£13.25
Classroom	Adult	£4.40 to £25	£12.50	£5.00
Classroom	Junior/OAP	£4.30 to £25	£9.00	£5.00
Classroom	Concession			£5.00
Multi Purpose	Adult	£4.40 to £45	£17.50	£7.50
Multi Purpose	Junior/OAP	£3.50 to £45	£13.50	£7.50
Multi Purpose	Concession			£7.50
School returns indicate income generated in 2012/13 from current charges			<b>£1,035,964</b>	
Income forecast from implementation of proposed charges			<b>£1,045,163</b>	

**APPENDIX 3****Table of Adult Education Programme Charges****(Applicable from September 2014)**

<b>Provider</b>	<b>Standard Fee 10 weeks x 2 hours</b>	<b>Student Fee</b>	<b>Senior Citizen</b>	<b>Concession</b>
CLD Citywide Adult Education Programme	£61.20	£30.60	£24.48	£13.26
Balerno Community High School	£65.00	£32.50	£32.50	£32.50
Castlebrae Community High School	£50.00	£30.00 (Under 18)	£26.00	£13.00
Craigroyston Community High School	£50.00	£25.00	£25.00	£15.00
Currie Community High School	£55.00	£27.50	£27.50	£27.50
Drummond Community High School	£58.00	£33.00	£28.50	£14.00
Leith Academy	£57.00	£31.00	£26.50	£13.00
Sth. Queensferry Community High School	£60.00	£33.00	£26.00 (60+ Not employed)	£15.00
WHEC	£59.00	£33.00	£26.00	£13.00



## APPENDIX 4

**Table 1 Proposed Adult Education Programme Charges from Autumn 2015**

Provider	Standard Fee 10 weeks x 2 hours	Student Fee	Senior Citizen	Concession
CLD Citywide Adult Education Programme	£60.00	£30.00	£30.00	£15.00
Balerno Community High School	£60.00	£30.00	£30.00	£15.00
Castlebrae Community High School	£55.00	£30.00	£28.00	£15.00
Craigroyston Community High School	£55.00	£27.50	£30.00	£15.00
Currie Community High School	£57.50	£30.00	£30.00	£15.00
Drummond Community High School	£60.00	£30.00	£30.00	£15.00
Leith Academy	£60.00	£30.00	£28.50	£15.00
Sth. Queensferry Community High School	£60.00	£30.00	£28.00	£15.00
WHEC	£60.00	£30.00	£30.00	£15.00

**Table 2 Proposed Adult Education Programme Charges from Autumn 2016**

<b>Standard Fee</b>	<b>Student Fee</b>	<b>Senior Citizen</b>	<b>Concession</b>
£60.00	£30.00	£30.00	£15.00

## ERIA Summary Report for Council Decision Makers



**What report / CMT meeting / Committee / meeting date does this ERIA information relate to:**

**Review of Community Access to Schools (CATS)  
Education Children and Families Committee, 20 May 2014**

**What are the main impacts on equality?**

The review of CATS aims to introduce a new management and staffing structure that will ensure a more equitable service across Edinburgh, ensuring pockets of groups and communities sharing protected characteristics or experiencing socio economic deprivation or health inequality have increased opportunities to access school based provision. Currently a range of charges, including; concessionary and free, are available to participants in school based programmes and will continue. Where possible, community access to facilities, programmes and other opportunities available in the city's schools to individuals and groups will be enhanced. CATS strives to achieve a balance between contributing to meet educational, social and recreational needs of local communities and citywide.

It is envisaged there will be no negative impact on staff or any group or individual detailed in the Equality Act of 2010 or those impacted upon by socio economic deprivation or health inequality. Those who wish to utilise school facilities or engage in programmes and activities offered within schools, to pursue their educational or recreational interests, or achieve their goals will be supported to do so through the opportunities available through Community Access to Schools.

**What are the main impacts on rights?**

The review of CATS does not infringe any rights. A range of processes have/are being developed and implemented to inform and consult with a range of groups in relation to the review of CATS and what it aims to achieve, supporting people's right to be heard.

**What are the main ERIA recommendations?**

- To systematically monitor participation in school based community provision by the protected characteristics and report to the Children and Families Monitoring Group.
- Include details of how the citywide annual adult education programme is advancing equalities and meeting the other public sector duties in the annual adult education evaluation report.
- Incorporate the 3 public sector duties in the Equalities Act 2010 into a revised policy for letting and use of school premises .

**Further Information (name / position / contact details):**

David Bruce  
Senior Education Manager  
Level 1/1 Waverley Court  
4 East Market Street  
EH8 8BG  
Tel: 0131 469 3975  
[david.bruce2@edinburgh.gov.uk](mailto:david.bruce2@edinburgh.gov.uk)

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Additional Support Needs Planning and Performance Update 2013 – Follow up Report

Item number	7.8
Report number	
Wards	All

### Executive Summary

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In December 2013, the annual report on Additional Support Needs Planning and Performance provided an overview on performance, trends and planning in relation to provision for additional support needs. In considering that report Committee requested a follow up in six months to give further consideration in particular to views on ASL provision from parents and pupils.

This report provides a summary of feedback collected from parents and children in the day-to-day delivery of ASL services, parental surveys and service improvement initiatives. The report also provides an update on other aspects of progress in performance management arrangements for Additional Support for Learning.

### Links

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Coalition pledges	<a href="#">P1</a>
Council outcomes	<a href="#">CO3</a>
Single Outcome Agreement	<a href="#">SO3</a>

## **Additional Support Needs Planning and Performance Update 2013 – Follow up Report**

### **Recommendations**

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To recommend that the Education Children and Families Committee notes:

- 1.1 the positive feedback from parents and pupils in relation to the support provided by ASL Services;
- 1.2 the active role of ASL practitioners in supporting parents and learners to working in effective partnership with schools;
- 1.3 the high levels of satisfaction that most parents express in relation to their child's experience in school;
- 1.4 the initiative to strengthen the contributions of parents and learners in child planning, addressing areas of parental concern;
- 1.5 the active involvement of parents and learners in service design and improvement;
- 1.6 the report to the Scottish Parliament includes transitions planning for children with additional support needs at Woodlands Special School as an example of effective practice involving parents and young people;
- 1.7 the progress in the performance framework for ASL within Support for Children and Young People (SCYP) services and the additional performance indicators for targeted literacy intervention and parental satisfaction of children's progress.

### **Background**

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#### **Additional Support Needs Planning and Performance Update 2013**

- 2.1 The Additional Support Needs Planning and Performance Update 2013 report set out key features of the Council's assessment of the requirements in fulfilling statutory obligations to make provision for children with additional support needs. In particular, Committee noted:

- 2.1.1 the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh;
  - 2.1.2 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;
  - 2.1.3 the continuing progress in service improvement, in particular in literacy and integrated child planning;
  - 2.1.4 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;
  - 2.1.5 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;
  - 2.1.6 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;
  - 2.1.7 progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance;
  - 2.1.8 the provisions made to address demographic pressures and proposed savings in the period 2014-16 which is subject to consultation.
- 2.2 In addition, Committee moved that a follow up report be provided in six months, to give further consideration in particular to views on service performance from parents and pupils.
- 2.3 The views of parents and children with additional support needs are gathered in the day-to-day delivery of ASL services, independent evaluation/ improvement programmes and parental surveys.

### **Feedback in Day-to-Day Service Provision**

- 3.1 ASL services collect feedback from learners, parents, schools and their own staff to inform performance monitoring and service improvement. This reflects the commitment to high quality and improving provision from ASL services themselves and role that ASL services play in partnership working with parents, learners and their schools.
- 3.2 English as a Second Language is the most common single factor giving rise to the need for additional support for learning in the authority. The service routinely collects returns on an annual basis, to assist in assessing performance and identify areas for improvement. Both the parent and pupil questionnaires are in two parts: questions about the EAL Service and questions about areas of school life that concern the work of the EAL Service.

### **EAL Level of parental satisfaction**

- 3.3 In session 2012-13, feedback was gathered from schools, including responses from learners and from parents. Feedback from parents indicates that areas of strength in Primary schools are: parents are confident that EAL support helps their child (100%); EAL reports and parents meetings are informative (94%); parents find it easy to ask questions and get advice in their child's school (94%). Alongside this, the support parents receive to help them to communicate with their child's school (64.5%) was identified as a priority area for development.
- 3.4 Feedback from parents of secondary pupils indicates that areas of strength are: parents are confident that EAL support helps their child (95%); the school shows that it knows about my child's culture and values it (95%); and parent's knowledge that they can request an interpreter if they need one (90%). Areas for development are: only 70% of parents said they know how they can become involved in the parents' forum; and only 65% of parents agree that the school deals effectively with bullying when it occurs. This last point contrasts notably with parents agreeing that the school encourages learning and understanding about cultural diversity (85%).

### **EAL Level of pupil satisfaction**

- 3.5 Feedback from pupils in Primary indicates that areas of strength are: pupils value the support from their BSA or EAL Teacher and feel this helps their learning and English language development (88%); pupils value the feedback they receive from their EAL Teacher about their learning (82%); pupils feel safe and accepted in class and school (86%); pupils feel that they are included and can take part in whole-class and whole-school activities (94%); and pupils agree that the school teaches pupils about respect for all, anti-bullying and anti-racism (86%).

- 3.6 Areas for development include: transition – only 72% of pupils agreed that their EAL Teacher/BSA helped them settle into their new class and school; valuing pupils' language and cultural background (only 68% of pupils agreed that the school does value this). In Learning and Teaching, 68% of pupils agree that although their English is still developing, they are able to learn and show their knowledge and ability in different subjects, indicating that there is further work to do to support schools in differentiating tasks and in using appropriate assessment strategies. Only 58% of pupils agree that the school deals well with bullying or racism, although 86% do agree that the school teaches about respect for all, anti-bullying and anti-racism. This feedback mirrors feedback from parents.
- 3.7 Feedback from Secondary pupils is similar in that pupils value the support of their BSA or EAL Teacher (88%) and they agree that they feel safe and accepted in class (91%). In contrast to pupils in Primary, most secondary school pupils agree that although their English is still developing, they are able to learn and show their knowledge and ability in different subjects.
- 3.8 Areas for development include valuing pupils language and cultural background (73.5% agree that their language and cultural background are valued) and dealing effectively with bully or racism (67% of pupils agree that it is dealt with effectively).

### **Literacy and Dyslexia Support Service**

- 3.9 The integrated literacy strategy has been developed with the aim of closing the attainment gap between the lowest 20% and the rest of the pupil population. This involves a comprehensive programme of improvements for early literacy, primary and secondary populations. As part of this improvement programme detailed guidance and CPD on Literacy and Dyslexia is provided for nurseries and schools. Over and above this, the Literacy and Dyslexia Support Service provide targeted specialist support to those learners who face sustained difficulties in reading and writing. Feedback from parents is consistently very highly positive. The service's communication with parents is highly valued and as parents see progress in their child's learning, they feel more supported, resulting in a positive strengthening of the working relationship between school and home. Meanwhile, pupils are encouraged by their ability to make progress and feel more confident and included as learners.

#### **Examples of Parental Feedback (2012/2013)**

"I feel there have been many benefits ... confidence has soared and his reading skills have improved greatly."

"We are very happy with his progress. He is now also willing to try to read more words and to write his own stories."



“He is becoming more outgoing (taking part in Clubs.) I am sure his improved confidence is linked to the help from the Dyslexia Support Service.”

“Very happy with my son’s improvement. His overall confidence and attitude to attempting the reading part of homework is much better. No tears or frustration.”

### **Freshstart**

3.10 In September 2012, all learners in the Freshstart programme completed a Pupil Voice Survey consisting of 3 questions about their reading. These included:

3.10.1 Give yourself a mark out of 10 for reading;

3.10.2 How happy are you to read in class?

3.10.3 Do you like reading books, magazines or comics in your spare time?

3.11 This was repeated in June 2013 to provide comparative data. In these returns learners gave very positive feedback on the programme and made helpful suggestions about how their experience could be improved.

### **Examples of comments have been made by pupils about Freshstart programme**

‘I’ve liked learning new words and how to pronounce them, I didn’t know you could get lots of different As and Es’

‘It’s great fun- it makes sense’

‘I like how it makes me good at reading and spelling’

‘I like the sound posters on the wall and the sound stories – I liked making the sound charts for our desks’

‘I liked being the teacher for other children when practicing our sounds’

‘I like Fresh Start because it makes my imagination better’

‘I like holding a sentence because it improves my memory’

‘When you come you might not be able to spell much but when you leave you’ll be able to spell half the words in the world!’

3.12 Parental feedback was sought via a questionnaire that included the following questions:

3.12.1 What do you think your child has gained from Fresh Start lessons?

3.12.2 Have you noticed any changes in your child’s approach/attitude to learning e.g. homework?

3.13 Similarly to the pupil’s, the responses to this intervention the feedback from parents were overwhelmingly positive.

### **Examples of Parental Feedback:**

What do you think your child has gained from Fresh Start lessons?

‘I certainly feel that his reading has improved’

‘He is more confident at trying to read and write on his own’

‘She seems more confident when approaching tasks’

Have you noticed any changes in your child’s approach to homework or reading at home?

‘Yes, he sits and does homework without any tears’

‘She is getting on well with reading and writing’

‘Her confidence towards tasks/workbooks is much more evident’

‘He feels more able in his work and feels he is able to achieve on his own with less help’

### **Hospital and Outreach Teaching Service**

- 3.14 The Hospital and Outreach Teaching Service supports learners whose education is at risk of disruption because of serious health or social and family problems. This includes pupils who have been excluded from school and Looked After Children (examples of feedback from learners parents/carers are set out in Appendix 1).

### **Independent Evaluation**

- 3.15 In circumstances where significant new programme or approaches are being introduced Psychological Services conducts an independent evaluation which includes gathering learner and parental feedback. Currently, in line with improvement priorities evaluation has been undertaken in relation to key literacy interventions in Primary (Freshstart) and Secondary (SRA).

### **Children and Families Parental Survey**

- 3.16 The annual parent survey collects feedback from parents across the authority and this allows the views of parents whose children have additional support needs to be monitored. The data also allows for comparison between parents whose children have additional support needs and the wider population.
- 3.17 The returns for 2012 and 2013 are set out in Appendix 2 together with evaluative comments that help to inform our programme of service improvement. In 2013, 758 returns were made from parents who indicated that their child had additional support needs. In general terms parents of children with additional support needs express very high level of satisfaction. For example, 90% or more agree that ‘school helps my child to be more confident’ and ‘My child enjoys learning at school’, ‘My child feels safe at school.’ and ‘My child is treated fairly at school’.

- 3.17.1 The returns do indicate, however, that generally parents of children with additional support needs tend to be slightly less highly satisfied with the provision for their child than the wider population. Within this there are a number of areas where we are aiming to improve satisfaction through new approaches to child planning, which give a stronger voice and accountability to parents and to learners. In this regard, we aim to see continuing improvements in the following indicators:
- 3.17.1.1 The school sets suitable targets for my child's learning;
  - 3.17.1.2 My child's learning is progressing well in relation to these targets;
  - 3.17.1.3 The school keeps me well informed about my child's progress;
  - 3.17.1.4 I feel staff really know my child as an individual and support them well;
  - 3.17.1.5 The school asks for my views;
  - 3.17.1.6 The school takes my views into account;
  - 3.17.1.7 My school has the resources it requires to deliver a high quality education to its pupils.
- 3.17.2 Whilst progressing systemic improvement to address areas of parental concern we will remain vigilant to respond to individual expression of concern and seek to resolve these wherever possible on a continuing basis.

### **Collaborative Planning and Service Improvement**

- 3.18 As noted above, improvements in child planning arrangements are already underway. A solution-focused approach to child planning has been introduced, with a view to strengthening the voice of the parents and the learners, as part of a collaborative approach to meeting additional support needs and promoting wellbeing.
- 3.19 Against the background of wider improvements in child planning arrangements, planning and support for children who have an autism spectrum condition was identified as a key priority for improvement as a result of self-evaluation and in particular feedback from parents. The design of these improvements and the associated staff development, followed from detailed interviews with children and with parents. Following this parent focus groups have been organised and the ASL Forum, convened by Kindred (a parent led support organisation), provided opportunities for detailed feedback on the improvement measures that are now being put into effect in a number of pilot schools.

### **Collaborative Service Improvement – Example of parental feedback**

“As parents of a child on the autistic spectrum we were hugely impressed by the collaborative improvement work that has been undertaken ..... The team visited our house and spent a long time listening to us and to the views of our child.

Seeing strategies that we and our autistic son had suggested end up in the training materials showed that the consultation was genuine. Our son was very pleased to see that others would benefit from the experience that he could offer.

We were also included in the ASL forum sessions that consulted on the new materials prior to them being piloted in schools. Again it was evident that the team really valued parental engagement and had a true desire to learn from the enormous experience that parents have to offer.

The whole school approach to autism training that the team have adopted is great as strategies to support and include children of the spectrum really do need buy-in from everyone. This is complemented by an emphasis on recognising the value of parents as experts in the support of their own child and working together with parents in partnership. There is no doubt that the project will bring improvements across the city to the benefit of children, families and teachers alike, and we hope that the fantastic work will continue long into the future.”

### **Other updates**

- 3.20 On 8 April 2014, the Scottish Government presented its latest report on the implementation of the ASL Act to the Scottish Parliament. The report provides an overview of progress and summary statistics from local authorities. The report includes illustrations of good practice identified by Education Scotland, including work on transitions at Woodlands Special School.

‘A key aim is to ensure that each young person leaves school equipped with the skills they will need for life, learning and work. In order to achieve this, staff have developed a robust whole school approach to transitions. Planning for each transition, including primary to secondary and moving on from school, is highly personalised and designed to ensure that young people’s learning needs are clearly identified and met. A strong feature of their approach is partnership working, especially with parents. This is highly developed with responsibilities and timeframes clearly defined. Young people benefit from access to a wide range of innovative programmes..... The school regularly asks for the views of young people, their parents and other partners in order to improve its approaches to transitions and ensure success.

p44-5 Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament 2013

- 3.21 The report to Parliament highlights the continuing growth of the population of learners with additional support needs nationally, which increased from 18% in 2012 to 19.5% in 2013. This compares with the 2013 figure for Edinburgh reported in the December report as 18%. Across Scotland, 30% of children with additional support needs have an individualised educational programme (IEP), which is a higher proportion than in Edinburgh (16%), meanwhile 5% of children in Edinburgh have Child’s Plans compared with 2.4% nationally. Whilst there are problems with the reliability of the national data, as part of the new approach to child planning we are giving this scrutiny to ensure that all children who require and individualised approaches have this reflected in their plan.
- 3.22 The Scottish Government is aware of the limitations of the data as currently collated and it is engaging with the Additional Support Needs Advisory Group and ADES to address this and to agree key performance indicators that can assist strategic management at national and local levels. Children and Families have senior representation in these groups contributing to this work. Meanwhile, a number of steps are underway internally to improve performance data to support the shift in the balance of care and best value. As part of this an updated performance monitoring framework is being brought into effect in SCYP this year and the following additional measures are proposed for the 2014-17 Children and Families Plan:

Indicator	Latest Performance	Targets		
		2014/15	2015/16	2016/17
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well in relation to their targets for learning at school.	78%	80%	82%	84%
Percentage of learners in Freshstart Programme making progress in literacy by standardised assessment of reading	70%	72%	74%	76%

### Next Steps

3.23 The ASL services are currently being reorganised to provide a more integrated and efficient approach. As part of this process there will be continuing opportunities for parents to contribute to service improvements and for the experiences of learners and parents to be systematically monitored and reviewed to support continued improvement. We will continue to work with Scottish Government and ADES on national performance measures for ASL. We will continue to implement solution focused child planning including the effective use of individualised educational programmes and monitor parental views via the Children and Families survey.

### Partnership Funding

3.24 The integrated literacy programme receives part funding (£37k p.a.) from the Fairer Scotland Fund administered by Children and Families.

## Measures of success

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- 4.1 Quality Management in Education 2 - a systematic approach to the self-evaluation for local authorities in relation to their education functions (QMIE), HMIE 2006.
- 4.2 Children and Families Improvement Plan.

### 4.3 Targets:

- 4.3.1 All learners with additional support needs have their needs met.
- 4.3.2 Reducing the children in third party foster placements outside Edinburgh.
- 4.3.3 Minimising the number of children requiring Out of Council school provision.
- 4.3.4 Reducing the rate of growth in Looked after Children and increasing kinship placements, which are more likely to be in Edinburgh.
- 4.3.5 Providing effective, proportionate and timely support to children in need.

### **Financial impact**

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- 5.1 There are no additional financial implications arising from this report.

### **Risk, policy, compliance and governance impact**

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- 6.1 Practice described in this report is in compliance with statutory regulations for Additional Support for Learning. There are no implications for policy, compliance or governance arising from the recommendations in this report.

### **Equalities impact**

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- 7.1 The proposals in this report are directed towards preventing adverse impact on equalities arising from demographic and socio-economic factors giving rise to growing needs and service pressures.

### **Sustainability impact**

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- 8.1 There are no adverse impacts arising from this report.

### **Consultation and engagement**

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- 9.1 Additional Support Needs provision is characterised by high levels of partnership working involving learners, parents, the NHS, the Voluntary Sector and other Council Service. There is a wide range of formal and informal mechanisms for consultation in operation.

## Background reading / external references

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[Implementation of The Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\): Report to Parliament 2013.](#)

### Gillian Tee

Director of Children and Families

Contact: Martin Vallely, Service Manager Professional Services

E-mail: [martin.vallely@edinburgh.gov.uk](mailto:martin.vallely@edinburgh.gov.uk) | Tel: 0131 469 3019

### Links

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<b>Coalition pledges</b>	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	CO3 – Our children and young people in need, or with a disability, have improved life chances
<b>Single Outcome Agreement</b>	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfill their potential
<b>Appendices</b>	Appendix 1: Hospital and Outreach Teaching Service – Views of learners and parents Appendix 2: Parent Carer Survey 2012 and 2013 comparison



## Appendix 1

### Hospital and Outreach Teaching Service – Views of Learners and Parents

‘The HOTS Service helped me get into college. The HOTS teacher helped me prepare for a drama interview. My HOTS teacher accompanied me to college so I could learn the route by bus. Helped me to pass access 3 maths.’

‘FP has provided an invaluable support to S especially leading up to the transition to high school. She has helped to keep him engaged in his learning by her positive, supportive manner. She has also been a trusted person whom he has felt able to talk to freely. The level of support from HOTS has positively impacted on his basic literacy and numeracy, building his confidence in these areas.’

‘SL work has been of absolutely vital importance in re-engaging D in schooling after a considerable number of exclusions. Her work has been of a very great benefit in – providing positive stimulation & education appropriately tailored to his interests – boosting his self- esteem & confidence as this was rock bottom – providing emotional support during a turbulent and challenging time of changing school – engaging very positively in a multi- agency process.’

‘a fantastic support for the child in question & has been a pivotal part in keeping the door open to a positive engagement with education. She has also played a key role in a difficult & uncertain transition to High School.’

‘AP has been amazing with my son. She has helped him to be more confident within the school and outside. AP has done a great job at getting him back into school and I am grateful for all the good things that she has done.’

‘I have managed to go into school & have more confidence to sit my prelims.

I have learned more with HOTS in the last few months, than I did in 3 years of school. Having discussed my situation with the HOTS teacher, I am more able to make positive choices about my future.’

‘C thoroughly enjoyed his time with HOTS teacher & feels so much better that he can go back to school with lots of information on his class topic. Thank you for all your help.’

‘In Hospital teachers are an excellent service for children who will miss lots of school. I would like to see the scheme extended significantly.’

‘I have benefitted from the 1 to 1 help I have had & I like the more relaxed approach to some work seeing as I’ve found it so hard to concentrate a lot of the time.’

‘HOTS Service was excellent from start to finish & I cannot praise the staff enough. HOTS really is a fantastic service and was of great benefit to my son during his time in hospital. The staff were friendly, enthusiastic & efficient.’

'I feel very happy with the improvement in my sons wellbeing and AN has worked extremely hard with my son's confidence and getting him a place at college. I don't know how to thank her enough.'

'The support GB provides to D is invaluable. This is evident not only in D consistent attendance & effort, but also in her relationship with GB. D has experienced significant trauma in her life, and the aim is to provide consistency & safety so that D can achieve her full potential. D has really benefitted from GB's teaching.'

'K has come on with the help from KD she has been amazing with him & he has been a lot happier to go to school & enjoys school more.'

'HOTS helped me get back to school. HOTS supported me in the subjects and the teachers were nice & helpful. I feel confident about doing my exams due to the help I had from HOTS.'

'It was awesome, fun, enjoyable. Learnt a lot. I can see my progress.'

## Appendix 2: Parent Carer Survey 2012 and 2013 comparison

	Agree				Disagree				Don't know			
	Other Parents		ASL Parents		Other Parents		ASL Parents		Other Parents		ASL Parents	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
The school helps my child to be more confident.	93%	92%	89%	90%	5%	5%	8%	6%	2%	4%	3%	4%
My child enjoys learning at school.	97%	96%	92%	91%	3%	2%	7%	7%	0%	2%	1%	2%
The school sets suitable targets for my child's learning.	87%	85%	81%	80%	8%	8%	14%	12%	6%	7%	5%	7%
My child's learning is progressing well in relation to these targets.	86%	85%	76%	78%	7%	7%	15%	12%	8%	9%	8%	9%
The school keeps me well informed about my child's progress.	80%	77%	74%	76%	19%	17%	24%	18%	1%	6%	3%	5%
My child feels safe at school.	95%	95%	90%	92%	4%	4%	7%	5%	1%	2%	3%	3%
My child is treated fairly at school.	93%	92%	89%	91%	4%	4%	8%	6%	3%	4%	3%	3%
I feel staff really know my child as an individual and support them well.	85%	84%	83%	82%	8%	8%	14%	12%	6%	8%	4%	6%
My child benefits from school clubs and activities provided outside the classroom.	74%	90%	70%	90%	19%	5%	24%	5%	8%	5%	8%	5%
The school asks for my views.	76%	76%	75%	76%	19%	15%	22%	17%	4%	10%	3%	8%
The school takes my views into account.	64%	65%	68%	69%	17%	15%	21%	15%	19%	21%	11%	15%
The school is well led.	87%	86%	85%	86%	7%	6%	9%	7%	7%	8%	7%	6%
Overall, I am happy with the school.	93%	90%	86%	87%	5%	6%	7%	9%	2%	4%	2%	5%
My school has the resources it requires to deliver a high quality education to its pupils.	67%	69%	65%	68%	23%	21%	27%	23%	10%	9%	9%	9%

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Schools Energy Report – Outcomes from Small Steps Awareness Campaign Pilot

<b>Item number</b>	7.9
<b>Report number</b>	
<b>Executive/routine</b>	Executive
<b>Wards</b>	All

### Executive summary

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A pilot energy awareness campaign in schools aims to raise awareness of energy use and target a positive change in behaviour that would result in a reduction in energy consumption.

The Small Steps Energy Awareness Campaign was launched in mid-November 2013 as a pilot across six schools and ran until the end of March 2014. The programme has been well received and supported directly by schools. This report evaluates the learning outcomes of the campaign and presents information on the wider roll out across the schools estate.

### Links

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<b>Coalition pledges</b>	<a href="#">P50</a>
<b>Council outcomes</b>	<a href="#">CO18, CO25</a>
<b>Single Outcome Agreement</b>	<a href="#">SO3, SO4</a>

## Schools Energy Report – Outcomes from Small Steps Awareness Campaign Pilot

### Recommendations

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That Committee:-

- 1.1 Notes the content of this report and the significant work and collaboration which has been undertaken to develop the pilot awareness campaign.
- 1.2 Approves the approach to the roll-out of the campaign across the wider school estate.
- 1.3 Notes that the next phase of the campaign will launch after the schools return from the 2014 summer break.
- 1.4 Requests that an update on the campaign is submitted to Education, Children and Families Committee's Policy Development and Review Sub-Committee six months after the commencement of the campaign roll-out.

### Background

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- 2.1 The Council currently spends over £10m a year on energy across its operational estate. The Children and Families estate is the largest in the Council and the highest energy user accounting for half of the Council's total carbon footprint and energy spend.
- 2.2 With increasing energy costs, more stringent legislation and concern over climate change, the Council is seeking to manage its energy as effectively as possible. Whilst savings can be made through improving building fabric, heating plant and lighting, it is critical that building occupants use energy efficiently. A 20% reduction in energy consumption by 2020 is targeted across the Council's operational buildings<sup>1</sup>. Technical interventions will play a significant role in delivering this saving, however all establishment users have a contribution to make in achieving this target.
- 2.3 At its meeting on 8 October 2013, Education, Children and Families Committee considered a report on energy in schools. It approved a pilot energy awareness

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<sup>1</sup> This target is based on annual consumption data across the Council's operational property portfolio and is measured against a baseline of average annual consumption from 2009/10 to 2011/12.

campaign across six schools. The overarching objective of the campaign is to raise awareness of energy and target a positive change in behaviour towards energy efficiency. It would act as a test bed for developing campaign materials and inform the strategy for a campaign roll-out across the wider schools estate.

- 2.4 Committee requested an interim report after six months providing detail on progress and outcomes of the pilot energy awareness campaign, which is the purpose of this report.

## Main report

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- 3.1 Through the campaign the Council is targeting a holistic approach to energy efficiency across its buildings by creating an environment that encourages positive behavioural change and helps contribute to [Capital Coalition pledge 50](#) to meet greenhouse gas targets, including the national target of a 42% reduction by 2020. In addition, the campaign has the potential to contribute towards learning and teaching strategies.

### Small Steps Energy Awareness Campaign

- 3.2 The Small Steps Energy Awareness Campaign was launched in mid-November 2013 as a pilot across six schools and ran until the end of March 2014. The schools involved were:
- Liberton High School;
  - St Thomas of Aquins' High School;
  - Gilmerton Primary School;
  - Liberton Primary School;
  - Prestonfield Primary School; and
  - Sciennes Primary School.
- 3.3 Consultation with the pilot schools started in June 2013 and focused on options for developing and integrating an energy awareness campaign into existing curricular activities. School head teachers nominated representatives to co-ordinate and manage the campaign within schools.
- 3.4 Over the 2013 school summer holidays, campaign materials and a toolkit were developed. These were presented to the pilot schools in the autumn term and developed into a campaign toolkit for the November launch. A selection of materials from the campaign toolkit has been included in Appendix 1. The resource pack for schools included:
- A campaign guide;
  - Case studies with suggested learning activities and discussion points;
  - Worksheets with suggested learning activities and discussion points;

- Fact sheets;
  - Campaign posters, stickers and labels;
  - Action plan templates;
  - Energy charter template;
  - Cost comparisons and checklists; and
  - Energy awareness training for FM staff.
- 3.5 As part of the campaign, a number of workshops were held to raise awareness about energy including:
- Smoothie bike workshop using pedal power to blend fruit;
  - Thermal camera technology to highlight different temperatures and heat loss in buildings;
  - Making personalised draught excluders; and
  - Energy audit 'walkround' to help identify opportunities for energy saving in a school.
- 3.6 In addition to the workshops and toolkit, bi-monthly meetings with school representatives were held and regular support was provided to schools by the energy team from Corporate FM and the Eco-Schools team within SfC's Parks and Greenspace team. Energy awareness training was also delivered to FM staff from across the campaign schools. This was a key element of providing an integrated whole school approach to raising awareness.

### **Campaign Feedback**

- 3.7 Obtaining feedback from the schools and campaign staff is critical to informing future direction. Information on the key successes of the campaign are detailed below.
- The workshops proved very successful with schools and have often kick-started involvement or raised the profile of campaigns. They enabled pupils to participate in visual learning, demonstrating energy use in real-life situations. Scheduling workshops throughout the duration of the campaign has been central to maintaining momentum.
  - Face-to-face communication between the campaign team and school staff (both curricular and FM) has reinforced campaign messages and objectives. Support included visiting schools, talking through the campaign, re-emphasising aims and objectives, discussing energy audits and providing information on energy consumption.
  - Presenting the Small Steps campaign at staff meetings meant that the whole school had access to the campaign and gave teachers an opportunity to become involved and question campaign project co-ordinators directly.
  - The campaign developed better in schools where the representatives had time to dedicate to it. There were clear tie-ins with the Eco-schools programme as there was already an established representative.

- Encouraging FM staff and campaign representatives to monitor consumption locally has helped keep the campaign focused on energy consumption and helped schools to complete wall charts showing energy consumption.
- The resource pack has been well received by each school and wider Council staff. At the outset of the campaign emphasis was placed on creating a strong identity for campaign materials. The look and feel of the campaign has given it credibility and has helped to encourage staff, pupils and senior managers to engage proactively.
- The campaign links well with the Eco-Schools programme and can also assist schools that are working towards the Eco-Schools Green Flag Award.

3.8 As well as gaining an understanding of what worked well, the pilot campaign helped identify areas for further development:

- Each school was set a target energy reduction of 3%. In practice it was very difficult to monitor the impact of the pilot campaign on energy consumption. Due to milder weather over the trial period, all schools witnessed a drop in consumption. This drop was also reflected across the wider estate. It was not possible to discern the impact of the milder weather from campaign activities.
- Some schools found it technically challenging to take meter readings and monitor consumption. The main objective of monitoring consumption was to make staff and pupils aware of how much energy they use and to increase the accuracy of energy data so changes in consumption can be monitored against set targets.
- Pupils and teaching staff have little control over a large portion of the energy used in a school. In many cases, a mixture of FM support and investment is required to resolve consumption problems. When engaging pupils through activities such as the pupil energy audits, this lack of influence over energy use was frustrating for the children.

#### **Wider Roll-Out of Small Steps Awareness Campaign – Phase 2**

3.9 The pilot campaign has been well received and supported by schools. There are clear lessons from the pilot campaign that need to be integrated into the strategy for the wider roll-out. Detailed consideration needs to be given to the scale of the roll-out and resource required to deliver the desired outcomes. It is evident that some schools will pick up on the campaign quickly and start raising awareness and running activities in the school straight away. Others will require more support, guidance and time to set up a campaign.

3.10 The learning outcomes from the pilot awareness campaign that will inform the wider roll-out of the Small Steps campaign are listed below:

- Schools with established and active Eco-schools groups and co-ordinators adopted the campaign with greater ease than schools that had less developed groups.



- The workshops were very useful in encouraging and providing a focal point for participation in the campaign.
- The response from schools can be broken in to three categories: schools that will move the campaign forward under their own initiative; schools that need prompting to progress the campaign; and, schools that need a lot of support and motivation to progress the campaign.
- In general, the primary schools were more successful at adopting the campaign. More support will be required in Phase 2 to establish a successful approach for managing the campaign in secondary schools.
- Many of the lesson plans are targeted at older children. The campaign worked particularly well with children at P6 and P7 level. It was possible during the campaign to modify/develop activities for younger children. Creating a forum that would allow for ideas to be shared with teachers at other schools would help the campaign evolve and develop.
- Many elements of the pilot campaign, such as co-ordinating the workshops, were resource intensive. It will be difficult to deliver this level of support across the whole school estate.

### **Campaign Approach – Phase 2**

- 3.11 Elements of the pilot campaign required significant input and support from the campaign team. It will be necessary to streamline and re-focus aspects of the campaign to make the wider roll-out of the campaign sustainable. This can be achieved by structuring the campaign to allow individual schools to take greater responsibility for co-ordinating materials for workshops. Some targeted areas for change are highlighted below.
- 3.12 *Campaign Autonomy* – Having sufficient resource for campaign co-ordinators to spend face-to-face time with individual schools at key points will be an important aspect of the campaign roll-out. Creating the mechanisms that will empower and motivate teachers to take ownership over their own campaign will be a critical element of success. In addition to the campaign toolkit, this will be achieved by sharing progress and examples of best practice through communications, events and forums.
- 3.13 *Targeting the Campaign* – Schools will be left to define how they target their campaign within their own school. Guidance will be given on where the campaign worked best within the pilot schools. For example, within primary schools, P6 and P7 pupils responded best to campaign materials. Sign-up to the campaign will be open to secondary schools, however primary schools will be specifically targeted for sign-up over the short term until a more successful model of engagement with secondary schools has been established. There are specific challenges for the campaign in secondary schools due to exam/curriculum pressures and the periodic nature of lessons which will need to be addressed.
- 3.14 *Workshops* – All the tools necessary to run a successful workshop will be provided to the school. In the main, workshops will be arranged directly by the

school. Where it is beneficial to have an awareness officer present during workshops then this will be co-ordinated to allow other activities such as presenting to teaching staff or FM staff is arranged for the same day.

- 3.15 *Campaign Monitoring* – It is proposed that each school will monitor its campaign progress and success through a ‘milestone matrix’ where the campaign can be benchmarked against carrying out set activities and achievements or milestones. This will distinguish campaign success from the complexity and variables associated with monitoring energy consumption data.
- 3.16 *Campaign Determination* – It will be difficult for the campaign to be adopted successfully where there is little support or motivation within the school. Each school is required to sign-up to join the campaign and receive support. School head teachers and teachers will be targeted via a communications exercise and through senior management to encourage sign-up.
- 3.17 *Campaign Innovation* – The campaign will continue to develop an innovative approach to awareness raising to maintain interest and momentum over the longer term. This will include looking at how the Council’s outdoor centres could be used to provide key educational and awareness raising messages.
- 3.18 *School Energy Audits* – Pupils and staff in campaign schools will be given access to the current energy audits for their school. These will provide pupils and staff with information on the current energy performance of the school as well as presenting recommendations for energy efficient improvements. Campaign co-ordinators will work with school representatives to identify key areas in the audits for use as awareness raising and discussion points for children and staff and give an understanding of the physical characteristics of the building.

### **Campaign Resources – Phase 2**

- 3.19 The financial support and resources required to roll-out the campaign is currently under review and will be informed by the experience gained during the pilot campaign.
- 3.20 Significant resource in the form of staff time has already been invested in the development of campaign materials for the pilot campaign. For the campaign roll-out it will be necessary to dedicate resource to refreshing and creating materials, however, the majority of time will be spent on promoting the campaign and engaging with schools. Therefore, the staff resource required to support the campaign will be proportional to the scale of roll-out. Successful delivery of Phase 2 will require continued support from the Council’s Eco-Schools Officer and Corporate Communications.

### **Timescales – Phase 2**

- 3.21 The next phase of the campaign will launch after the schools return from the 2014 summer break. Communication and engagement will take place during the

summer term and prior to the holidays to make schools aware of the campaign and encourage sign-up. Prior to and during the summer break, contact will be made with local facilities staff within the campaign schools to help identify potential energy saving opportunities and provide guidance on their campaign role.

- 3.22 Once the campaign is live, each school will be able to sign-up for workshops and receive campaign support from the energy team. Face-to-face visits to campaign schools will be arranged both to provide support to local campaign staff and to help raise awareness across the school. A campaign timeline can be found in Appendix 2.

### **Conclusion**

- 3.23 For energy awareness campaigns to be successful, they require appropriate resources and support, and an ability to refresh and reinvent. It is recognised that raising awareness of energy use and encouraging a positive response to energy reduction is a key tool in delivering on the Council's carbon reduction targets.
- 3.24 Studies and literature confirm that an awareness campaign will have a positive impact on energy reduction and behaviour change, however, the results are not necessarily directly visible in energy data. It has not been possible to attach a savings projection to the awareness campaign roll-out because on a wide scale it is difficult to discern reductions through awareness based intervention with any reliability. Similarly, not all reductions will be an immediate response to the campaign, but instead may be a result of cumulative awareness raising over a sustained period. Measuring behaviour change is also challenging and takes time. Establishing effective quantitative and qualitative measures of energy awareness levels will be targeted as part of the campaign.
- 3.25 The Council requires a coherent and sustained response, both to reducing its energy consumption as well as to rising energy prices. Ensuring that staff and building users have awareness of the drivers for reducing energy and the motivation and means to intervene is critical to achieving wider goals. The Small Steps Awareness Campaign supports the delivery of this goal and also has a wider educational and quality of life benefits for Edinburgh residents.

### **Measures of success**

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- 4.1 Increased awareness amongst staff, pupils and establishment users of energy use and the actions that can be taken to reduce energy consumption.
- 4.2 Positive attitude amongst staff, pupils and establishment users in relation to energy efficiency and reduction.
- 4.3 Increased communication and collaboration between schools staff, pupils and establishment users in targeting energy efficiency in schools.
- 4.4 Increased reporting of inefficient use of energy in schools.

#### 4.5 Reduced energy use in schools.

### Financial impact

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- 5.1 The campaign has the potential to have a significant impact on the Council's energy spend within its school estate. Given the variables involved it is not possible to predict this with any certainty at this time. Achieving the target 3% energy reduction in the pilot schools would yield a saving of £10,000 per annum. Across the whole school estate this would yield a saving of £153,000 per annum.

### Risk, policy, compliance and governance impact

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- 6.1 The implementation of a structured energy awareness programme is in line with the ethos of the Council's Energy Policy and Energy Policy Action Plan.
- 6.2 Legislation has been used as a means to drive forward change to reflect EU targets on emission reduction. Increasingly legislators are looking towards public bodies adopting a planned response for to energy efficiency and carbon reduction. It is important that the Council is receptive to the likelihood of increased legislation and develops plans and strategies to improve the efficiency of its built environment.
- 6.3 Whilst the Council benefits from a competitive energy contract it is still subject to the energy price trends. There is an opportunity to mitigate exposure to current price increases through increased awareness and energy efficiency.

### Equalities impact

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- 7.1 The campaign team will work with appropriate partners and stakeholders within Children and Families to ensure that the campaign can be tailored to suit the specific needs of participants. This will include ensuring that there are campaign materials and workshops that are accessible to different user groups.

### Sustainability impact

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- 8.1 There is significant potential for sustainability benefits through the delivery of a successful energy awareness campaign. The holistic approach to energy reduction within Council property provides a platform and structure that could be used to deliver other sustainability messages.

### Consultation and engagement

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- 9.1 The six pilot schools were approached at an early stage of campaign planning. School representatives attended campaign meetings, where they had the opportunity to present progress and provide feedback on campaign materials

and activities. Members of the campaign team visited each school on a number of occasions to attend workshops and provide campaign support.

- 9.2 The Council's Eco-Schools Officer played a central role in supporting the campaign and ensuring that synergies with the existing Eco-Schools programme were maximised.
- 9.3 Children and Families were involved in campaign decision making through their attendance at campaign meetings. Presentations were also made to Children and Families SMT and the Head Teachers Executive.
- 9.4 The Communications Service was heavily involved in the campaign and the development of the campaign's communication strategy and campaign materials.

## Background reading / external references

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Orb page on [Small Steps Campaign](#)

### John Bury

Acting Director of Services for Communities

Contact: Jim Davidson, Corporate Facilities Manager

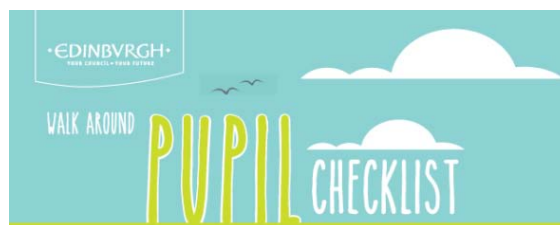
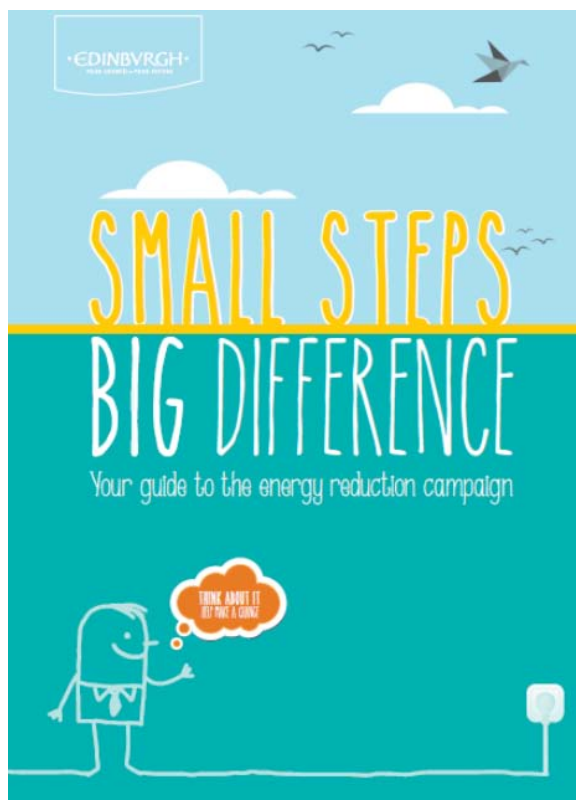
E-mail: [jim.davidson@edinburgh.gov.uk](mailto:jim.davidson@edinburgh.gov.uk) | Tel: 0131 529 5233

## Links

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<b>Coalition pledges</b>	P50 - Meet greenhouse gas targets, including the national target of 42% by 2020.
<b>Council outcomes</b>	CO18 - Green – We reduce the local environmental impact of our consumption and production. CO25 - The Council has efficient and effective services that deliver on objectives.
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential. SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
<b>Appendices</b>	Appendix 1 – Small Steps Toolkit Samples Appendix 2 – Campaign Timeline

## Appendix 1 – Small Steps Tool-Kit Samples



Use this sheet to do a walk round of your school or classroom and list all the things that use energy. Think about when they need to be used and if there's anything you can do to make them use less energy. Think about what they are used for and how long they need to be switched on for. Do they need to be switched on all the time?

Once you've completed the walk round you should create an action plan to save energy for your class or school.

Item	What type of energy does it use?	When does it need to be switched on?	Is there anything you can do to reduce how much energy this uses?



### Reporting faults and repairs can help to save money and energy in the long run

To help with ventilation the window in the kitchen of a Victorian building sometimes needed to be left open. However, the rope control for opening and closing it was broken and this meant the windows were left open all year round, leaving the room cold in the mornings.

To counteract this, electric heaters were brought in to heat the room and the fault went unreported. It would have cost £500 to replace the controls for opening and shutting the windows, saving £480 per year on energy. The payback period for these repairs would have been 12.5 months.

Reporting faults and repairs can help to save money and energy in the long run. As well as saving money it also helps to reduce our carbon footprint.







**Get help from members of the energy team**

Several years ago the remote control that operated the cover of a swimming pool was thrown into the water. The cover helped to preserve significant amounts of heat and energy when the pool wasn't in use.

At a cost of £200 for a new remote control, it was decided not to replace it. Unfortunately this meant the pool lost heat for eight years at an estimated cost of £1,500 per year in wasted energy.

The payback period for replacing the remote would have been 48 days.

Taking time to seek energy advice can help identify environmentally friendly solutions that will also save money.



# COSY UP

Keeping doors and windows closed in the winter helps keep the heat in.

**SMALL STEPS. SMALL FOOTPRINT**  
If we all play our part we can all help reduce the council's environmental footprint and save the council money too!

**• EDINBURGH •**  
YOUR COUNCIL - YOUR FUTURE

# PSSSSSSST

Did you remember to turn off the lights?

**SMALL STEPS. BIG DIFFERENCE**  
It's the little things we do that can make a big difference to our carbon footprint

**• EDINBURGH •**  
YOUR COUNCIL - YOUR FUTURE



## Appendix 2 – Campaign Timeline

Feb-14	Mar-14	Apr-14	May-14
Inception, Review of Phase 1 and Proposal Creation			
Creation of proposal document			
	Review of proposal document		
		Present proposal to stakeholders	
		Appoint Project Leader	
		Decision making and Planning	
		Select schools engagement strategy	
		Review of resources	
		Develop communications plan	
		Develop milestone matrix	
		Recruit participating schools for Phase 2	
			Preparation for the campaign
			Review existing resource pack
			Prepare pre campaign questionnaire
			Finalise resource pack changes
			Start schools recruitment communications

Jun-14	Jul-14	Aug-14
Recruit participating schools for Phase 2		<b>Campaign Launch</b>
<b>Schools Engagement</b>		
Sign up schools at Eco Schools event		
Assist schools in planning for campaign		
Continue recruitment Comms and start engagement Comms		
Reps/Champions appointed		
	<b>Campaign Planning</b>	
	Finalise plan of cluster rotation and bookings for workshops	
	Develop a framework for schools to coordinate their own workshops	
	Plan campaign launch communications	
	Print resource packs/posters and distribute	

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Food for Life Accreditation in Edinburgh's Schools

Item number	7.10
Report number	
Executive/routine	Executive
Wards	All

### Executive summary

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At its meeting on 30 May 2013, Council considered a report "Trust in the Food we Eat" and noted plans to expand the Food for Life Catering Mark standard across all Council catering operations, starting with schools, and to receive a further report.

This report provides Education, Children and Families Committee with progress to achieving the Food for Life accreditation in the city's schools.

The aim is to have all schools accredited by April 2015.

### Links

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Coalition pledges	<a href="#">P43</a>
Council outcomes	<a href="#">C010; C015</a>
Single Outcome Agreement	<a href="#">S02</a>

## Food for Life Accreditation in Edinburgh's Schools

### Recommendations

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Committee is asked to note:

- 1.1 The work achieved to date towards the Food for Life roll out across Council schools with plans on track to have Catering Mark accreditation in place in all schools by April 2015.
- 1.2 That the Food for Life roll out is forming a key part of the newly formed "Catering Improvement Programme" set up to manage the various emerging requirements for the school meals service including free school meals for Primary 1-3 pupils, meeting Food for Life standards as well as any emerging requirements from ongoing quality and efficiency reviews.
- 1.3 That the Food for Life roll out plans align with recent recommendations within the Scottish Government's *Better Eating, Better Learning* report, demonstrating that the Council is well prepared to meet or exceed those recommendations through this programme.
- 1.4 The programme involves both Council-run and Public Private Partnership (PPP) schools.
- 1.5 That an update will be provided on financial implications arising from moving towards silver and gold standards for all schools once bronze is achieved.

### Background

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- 2.1 At its meeting on 30 May 2013, the Council noted plans to expand the Food for Life Catering Mark standard across all Council catering operations, starting with schools, and to receive a further report. This report outlines an action plan for implementing the roll out for schools and details progress to date.
- 2.2 Since May 2013, the Scottish Government has announced that free school meals are to be made available to all primary 1-3 pupils from January 2015. Uptake of this is expected to be around 75% and approximately 60% across all Council primary schools.
- 2.3 A "Catering Improvement Programme" (CIP) short-life working group comprising representatives of Children and Families, Corporate Property and Soil

Association Scotland has been established to explore how the Council might best harness the potential opportunities arising within school catering to create an excellent service across Edinburgh. The CIP will develop a programme which meets the combined needs detailed above whilst continuing to increase both free and paid-for school meal uptake and therefore the income received by the service to ensure the costs to the Council reduce over time.

Recommendations arising from the CIP will be submitted to the relevant committee(s) once they are developed. They are not expected to impact significantly on the recommendations made within this report because Food for Life standards are expected to fit with whatever service structure is established.

## Main report

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- 3.1 Funded by the Scottish Government, the Soil Association's Food for Life Scotland programme aims to transform food culture so we can all eat healthy, local and seasonal food that is good for us, our communities and the planet.
- 3.2 The Food for Life Catering Mark underpins the programme, and helps organisations demonstrate a clear commitment to serving fresh, healthy food which is environmentally sustainable and ethically sourced. It includes standards of traceability, quality and provenance for meals with annual inspections to ensure standards are met. The Catering Mark offers a step-wise framework for progression, working from bronze to silver and gold standard (detailed in appendix 1). The standards are overseen by an independent committee of industry professionals.
- 3.3 As well as the City of Edinburgh Council, eight other local authorities in Scotland have achieved the Food for Life Catering Mark with a further five engaged with the Food for Life programme. This means that one in 3 primary schools in Scotland now serve Catering Mark certified meals to children (details of the programme's progress across Scotland are detailed in appendix 2).

### Edinburgh Food for Life Pilot Project

- 3.4 In November 2012, the Council agreed to work with NHS Lothian and the University of Edinburgh to pilot the Food for Life Catering Mark in selected sites.
- 3.5 Three pilots in Edinburgh have attained the bronze standard, including two Council schools; Currie High and Buckstone Primary along with the Council-run Clovenstone Care Home. The University of Edinburgh has the bronze award in all its public catered sites and food served to students at Pollock Halls of Residence. NHS Lothian continues to explore achieving the Catering Mark within hospitals and has also invited Soil Association Scotland to sit on its Catering Strategy Steering Group, to help inform the long term structure of the catering service.

- 3.6 The pilot project is funded until summer 2015 and work is underway in the Council towards achieving a silver award in the pilot schools to ensure this is achieved by the end of the pilot project.

Progress made to date towards the roll out

- 3.7 To deliver the Food for Life standard for the city's schools, a steering group is in place, supported by the Soil Association Scotland. A project manager is in place and plans are progressing positively.

Action Plan Rationale – Menu Conversion

- 3.8 Experience from the Edinburgh pilot project, Food for Life projects elsewhere in the UK and from comparable initiatives (e.g. Copenhagen House of Food) indicate that the key to rolling out a programme such as the Food for Life Catering Mark without incurring additional ongoing revenue costs is menu conversion.

- 3.9 Menu conversion is a key control measure for accreditation. It involves the following:-

- more local and freshly prepared ingredients (rather than processed foods).
- more seasonal fruit and vegetables, working with contracted suppliers to increase the produce coming direct from local farms.
- more and different uses of breads, grains and potatoes.
- eating less but better quality meat, using different cuts or cooking it in different ways, (e.g. North Ayrshire Council introduced a “meat free” day).
- good housekeeping: enhancing cooking skills and techniques to ensure more efficient use of energy and water, and producing less waste.

Action Plan - Further Detail

- 3.10 A cross service roll out working group has been established to lead on the operational changes needed to meet the standards.
- 3.11 The roll out working group is working to a plan (timeline attached, see appendix 3) for all Council schools, including primary, secondary and special schools to achieve the Food for Life bronze Catering Mark by April 2015, with pilot schools achieving a minimum of silver at the same time. The pilot, which is funded until July 2015, will be reviewed prior to its end in order to inform potential progression to the silver/gold standard across all Council schools thereafter.
- 3.12 The Food for Life Programme supports a “whole school approach”, whereby food education is developed alongside the school food service, meeting curriculum requirements and helping to ensure that children of all ages learn more about where food comes from, the importance of a healthy diet, and can relate this to the food they eat at school. It is closely aligned with initiatives such as Eco-Schools.

- 3.13 Using the knowledge gained through piloting the Food for Life bronze standards at Currie High School, menu development is underway to ensure the city's secondary schools are able to achieve the Food for Life Catering Mark whilst still offering a varied and attractive menu to Edinburgh's young people. There are plans to be more innovative in what pupils are offered in secondary schools to promote a continued increase in uptake whilst meeting customer needs in terms of speed of service, dining provision and the types of food served. The aim is to develop a simple, good value and high quality school catering service across Edinburgh, where everybody recognises that the best choice for lunch is a school meal.
- 3.14 The roll out working group will ensure appropriate levels of catering staff skills are in place to meet the requirements of the standards within established budgets wherever possible, by developing a suitable training schedule.
- 3.15 The roll-out working group will continue to work with procurement staff to ensure that relevant Council food and catering contracts include a standard specification for a minimum Food for Life bronze Catering Mark standard. The main requirements in this regard are UK Farm Assured meat and the absence of particular undesirable additives, GM produce and trans-fats, as well as seasonal produce wherever possible. The full list of Bronze Food for Life Catering Mark standards is detailed in appendix 1.
- 3.16 The recent increase in Scottish local authority demand for produce which meets Food for Life standards has led to Scotland Excel carrying out contract reviews. It is expected that economies of scale on a national level should further assist with ensuring best value for the Council.
- 3.17 It is considered that good planning, management and operational systems present the best opportunity to achieve Food for Life accreditation by balancing cost increases in one area against savings in another. This is further enhanced by the Council's involvement in Food for Life Scotland's Menu Advisory Panel, a national network of school cooks aiming to develop a suite of healthy, appealing and cost effective recipes for schools across Scotland which the Council's menu development staff will have access to.
- 3.18 Communication is a key element of the roll out's success. Parents, pupils, teachers and the wider community are being informed of the changes to the school food service, to help them understand why the changes are being made and to encourage them to engage with the process. Catering staff are being informed what is expected of them, including how to produce the meals that meet the standards. Some of this communication is underway, with a full briefing made to kitchen supervisors during April 2014 and a Cook's Network being established, comprising a group of Council catering staff to share ideas to support ongoing improvements. One of the key new tools being developed to support communication relating to school food is to publish photographs of all dishes so that pupils, parents and cooks are fully aware of how they should

appear. Pupil and parent engagement will also be assisted with information leaflets, posters, etc.

## Measures of success

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- 4.1 All Council schools receive the Bronze Food for Life Catering Mark award by April 2015, demonstrating the Council's provision of high quality, freshly prepared and healthy food to the city's children and young people.
- 4.2 Pilot schools (Currie High and Buckstone Primary) achieve the silver Catering Mark award by April 2015.
- 4.3 Uptake continues to increase across Council schools.

## Financial impact

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- 5.1 All financial requirements of achieving and maintaining Food for Life Bronze Catering Mark within Council schools are expected to be met within existing budgets.
- 5.3 An annual inspection is required to maintain Food for Life accreditation for each individual catering operation or group of operations. Currently the Local Authority fee for this is £995 (ex. VAT).
- 5.5 Where further inspections are required to provide evidence that the standards are in place in different settings, for example where different menus, procurement processes and training methods apply (such as within PPP schools or in non-school settings such as care homes) a further fee applies to cover the costs of the inspection and certification process. The relevant catering provider will be expected to cover this cost.
- 5.6 There may be further financial implications for the wider Catering Improvement Programme such as investment to increase the capacity of the service (kitchens and dining areas), equipment, furniture etc. to ensure adequate provision of a high quality free and paid-for school meal service that meets demand. This will be reported to the relevant Committee for approval at the appropriate time.
- 5.7 There may also be financial implications arising from moving towards silver and gold standards for all schools once bronze is achieved. These will be calculated using data gathered from the pilot work at Currie High and Buckstone Primary Schools and submitted to the relevant committee once available.

## Risk, policy, compliance and governance impact

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- 6.1 None identified.



## Equalities impact

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- 7.1 Food for Life Scotland is embarking on a comprehensive evaluation programme, to commence shortly and to be completed by the end of 2014. This will include some research into the impact on equalities. Alongside the local evaluation work being conducted to support the pilot, this will provide more insight into the equalities impact of achieving the Food for Life Catering Mark award – which are expected to include greater equality in the health and wellbeing, the knowledge of food issues and a range of other metrics among pupils with different backgrounds and from different areas of the city.

## Sustainability impact

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- 8.1 As detailed above, Food for Life Scotland is embarking on a comprehensive evaluation programme, to commence shortly and to be completed by the end of 2014. This will include some research into the impact on sustainability. Alongside the local evaluation work being conducted to support the pilot, this will provide more insight into the sustainability impact of achieving the Food for Life Catering Mark award. This is expected to include carbon reduction, reduced pollution and greater biodiversity on the farms used to source food for Edinburgh's schools.

## Consultation and engagement

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- 9.1 Consultation with all stakeholders is ongoing. A communications and engagement plan forms a core part of the project plan which includes mechanisms to gather feedback on an ongoing basis from all parties affected by the programme including schools, cooks, parents, pupils and the wider community.

## Background reading / external references

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Better Eating Better Learning Report -  
[www.scotland.gov.uk/Resource/0044/00445740.pdf](http://www.scotland.gov.uk/Resource/0044/00445740.pdf)

Food for Life Catering Mark Standards - [www.sacert.org/catering/standards](http://www.sacert.org/catering/standards)

## John Bury

Acting Director of Services for Communities

Contact: Jim Davidson, Corporate Facilities Manager

E-mail: [jim.davidson@edinburgh.gov.uk](mailto:jim.davidson@edinburgh.gov.uk) | Tel: 0131 529 5233

## Links

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<b>Coalition pledges</b>	P43 – Invest in healthy living and fitness advice for those most in needs.
<b>Council outcomes</b>	C010 – Improved health and reduced inequalities. CO15 – The public is protected.
<b>Single Outcome Agreement</b>	S02 – Edinburgh citizens experience improved health and well-being, with reduced inequalities in health.
<b>Appendices</b>	Appendix 1 - Food for Life Catering Mark Standards. Appendix 2 - Food for Life Catering Mark in Scottish Schools – Progress (April 2014). Appendix 3 – CEC Food for Life Bronze Catering Mark for all Schools.

## Appendix 1

### Food for Life Catering Mark Standards

#### **Bronze Standards**

- Meals contain no undesirable food additives or hydrogenated fats
- 75% of dishes are freshly prepared
- Meat is from farms which satisfy UK welfare standards
- Eggs are from cage-free hens
- Menus are seasonal
- Training is provided for all catering staff
- No GM ingredients are used
- Free drinking water is prominently available
- No fish are served from the Marine Conservation Society (MCS) 'fish to avoid' list
- Information is on display about food provenance
- All suppliers have been verified to ensure they apply appropriate food safety standards
- Caterers in schools, early years and residential care settings can demonstrate their compliance with national standards or guidelines on nutrition
- Menus provide for all dietary and cultural needs.

#### **Silver and gold Standards**

Whilst meeting all bronze Standards, the silver and gold standards are assessed on a points system, and recognise caterers making step by step progress to further improve the food they serve.

Food providers are rewarded for every percentage of their ingredient spend on **ethical** and **environmentally friendly** food, **locally sourced** ingredients and steps to offer **healthier menus**.

Within silver Catering Mark menus, 5% of the total spend on a menu must be on organic produce. At gold, this figure rises to 15%.

To see the standards for each level in further detail: [www.sacert.org/catering/standards](http://www.sacert.org/catering/standards)

## Appendix 2

### Food for Life Catering Mark in Scottish Schools – Progress (April 2014)

1. [City of Edinburgh Council](#) has the bronze Catering Mark for both [Currie High School](#) and [Buckstone Primary School](#), serving around 170 meals per day across the two schools.
2. [North Ayrshire Council](#) has the gold Catering Mark for their primary school meals service across 53 primary schools and their school meals service in 1 secondary school, collectively serving around 5,500 meals per day
3. [East Ayrshire Council](#) has the gold Catering Mark for their primary school meals service which serves around 3,000 meals per day across 39 primary schools
4. [Highland Council](#) has the bronze Catering Mark for their primary school meals service which serves around 9,000 meals per day across 177 primary schools
5. [Stirling Council](#) has the silver Catering Mark for their primary school meals service which serves around 2,000 meals per day across 37 primary schools and 5 nurseries.
6. [South Lanarkshire Council](#) has the bronze Catering Mark for its 124 Primary schools and 5 of its nursery schools, serving 12,441 meals each day across all sites
7. [East Lothian Council](#) has the bronze Catering Mark for their primary school meal service which serves around 2,770 meals per day across 35 primary schools
8. [Fife Council](#) has the bronze Catering Mark for their primary school meal service which serves around 11,000 meals per day across 144 primary schools
9. [Argyll and Bute Council](#) has the bronze Catering Mark for their school meals service across 75 Primary Schools, serving 2,858 meals per day

### Appendix 3

#### City of Edinburgh Council - Food for Life Bronze Catering Mark in all Schools – Project Timeline



# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Special Schools

<b>Item number</b>	7.11
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All

### Executive summary

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This report provides a summary of the improvements in evaluating performance across City of Edinburgh special schools for session 2012/13. In addition, in response to a request by the Committee in October 2013, this report provides a specific overview of the engagement and consultation activities in one particular special school, Panmure St Ann's.

The performance of special schools is improving and special schools have fully engaged with identifying their strengths and areas for development through self-evaluation, using increasingly robust data. Overall, the evaluation of improvements in performance across the 13 special schools is good.

Panmure St Ann's became a school offering full-time places for up to 54 secondary aged young people, in August 2013. Consultation and engagement activities with staff, pupils and parents have identified strengths and areas for development. Through this continued engagement and self-evaluation, the school is able to reflect on the needs of the young people and their families and to develop the provision appropriately.

### Links

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<b>Coalition pledges</b>	<a href="#">P1</a> , <a href="#">P5</a> , <a href="#">P7</a> , <a href="#">P29</a>
<b>Council outcomes</b>	<a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO5</a> , <a href="#">CO6</a>
<b>Single Outcome Agreement</b>	<a href="#">SO3</a>

## Special Schools

### Recommendations

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The Committee is asked to note progress on:

- 1.1 The positive engagement in the improvement process and the overall improvements in performance across special schools.
- 1.2 The transition of Panmure St Ann's to a school offering young people full-time educational provision.
- 1.3 The engagement and consultation with staff, young people and parents at Panmure St Ann's.

### Background

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- 2.1 The Children and Families service makes provision for approximately 1.5% of the school population in Edinburgh to have their needs met within 13 special schools. A range of needs is met within special schools. The factors giving rise to additional support needs include: social and behavioural needs, autism spectrum disorder, significant visual/sensory/health and medical needs and learning disability. Almost all learners in special schools have a complexity of needs arising from significant additional support needs.
- 2.2 Three special schools are primary only and six schools are secondary only. Two schools have nursery to secondary aged learners and the remaining two schools have primary and secondary aged learners.
- 2.3 The performance within each special school and across the special schools has continued to be monitored and tracked within the framework developed over the last few years.
- 2.4 Following a decision of the Education, Children and Families Committee in January 2013, Panmure St Ann's became a school in August 2013 offering full-time places for up to 54 secondary aged young people.
- 2.5 In October 2013, the Education, Children and Families Committee requested an update in 2014 on the continued engagement with the school staff about the school's improvement.

### Performance in Special Schools

- 3.1 Over the last few years each special school has developed models of collecting and analysing information and data within a consistent framework, to identify strengths and next steps for development in performance. Individual schools have customised data sets for the population of learners whose needs they meet within their schools through focused self-evaluation. Through more consistent and robust self evaluation, performance has been both more rigorously tracked and improved. This is reflected in each school's annual Standards and Quality report where trends are recorded, with clear baseline data to establish areas of improvement.
- 3.2 A reporting schedule has been developed and shared with all schools. This outlines the roles and responsibilities of all stakeholders throughout the session and clearly demonstrates the interconnections between individual schools and different sections within Children and Families. The development of whole system leadership has been pivotal in improvements in performance within and across special schools.
- 3.3 All schools continue to learn from and support each other to improve outcomes for learners. Joint continuing professional development takes place and there are many more opportunities for professional dialogue within and across the schools. On the 24<sup>th</sup> January 2014, a continuing professional development session for teachers across the special schools took place with a keynote speech from Education Scotland. Each school presented a workshop activity on an area of work which has supported in raising attainment and achievement. Over 130 staff attended the event, including staff from the secondary resources provision and the primary language classes. The evaluations were very positive.
- 3.4 The performance of special schools is improving and special schools have fully engaged with identifying their strengths and areas for development through self-evaluation using increasingly robust data. Partnership working in this area with Edinburgh University and Education Scotland has developed over the last few years and a report issued in February 2014 by the University of Edinburgh described the work in this area as follows:
- “The introduction of this standardised framework across the special school sector represents a radical approach and leads the way for Scotland in terms of responding to the need to provide an overview of learner progress”.*
- Dr Gillean McCluskey, University of Edinburgh, February 2014
- 3.5 Overall, the evaluation of improvements in performance across the 13 special schools is good. An evaluation of this area using the national framework, ‘How good is our school? Part 3’ (HGIOS) is provided in **Table 1**: The number of



special schools at each level of HGIOS 3 evaluation as determined through self-evaluation.

**Table 1:** The number of special schools at each level of HGIOS 3 evaluation as determined through self-evaluation.

Evaluation Level from HGIOS 3	Number of schools
1 - Unsatisfactory	0
2 - Weak	1
3 - Satisfactory	2
4 - Good	7
5 - Very Good	3
6 - Excellent	0

- 3.6 This session, work has continued to develop an increasingly rigorous understanding of the evaluation reached at school level through professional dialogue with small groups of schools and using performance information from Education Scotland in relation to the national picture.
- 3.7 There have been a number of successes and achievements which demonstrate the increasing capacity in the special schools to develop staff and their learning communities to raise attainment and achievement. Areas of strength last session include:
- 3.7.1 a further reduction in instances of exclusions in special schools by 12%;
  - 3.7.2 an increase of positive destinations (as defined by the Scottish Government) for 64.6% of young people leaving special schools;
  - 3.7.3 securing places for a significant number of young people in personal/skills development 'packages' sourced by either the Council's Transition Team or through Activity Agreements;
  - 3.7.4 An increase by 63% in the number of pupils in special schools working towards and completing the Junior Award Scotland Scheme (JASS) and Duke of Edinburgh Awards (currently 272 children and young people involved);
  - 3.7.5 increased accreditation of ECO School Awards and Health Promoting schools;
  - 3.7.6 significant progress made in raising the expectations of individual and whole school performance for learner attainment and achievement;
  - 3.7.7 greatly increased participation and achievement within special schools at local and national levels.

## **The Development of Panmure St Ann's**

- 3.8 The reports to the Committees in January 2013 and October 2013 set out three main objectives for the development of Panmure St Ann's.
- 3.8.1 Development of a shared vision of future provision;
  - 3.8.2 Development of agreed referrals system, capacity and full-time provision;
  - 3.8.3 Development of the curriculum.
- 3.9 Panmure St Ann's became a school offering full-time places for up to 54 secondary aged young people, in August 2013 and over the last year it has continued to develop the provision in line with the objectives above. Consultation and engagement activities with staff, pupils and parents have identified strengths and areas for development. Through this continued engagement and self-evaluation the school is able to reflect on the needs of the young people and their families and develop the provision appropriately. The consultation and engagement activities are set out below.
- 3.10 In October 2013 Panmure was visited by a team of European School Inspectors led by a senior HM Inspector of Education from Education Scotland. They visited classrooms and talked to staff and young people. In discussion with Education Scotland after the visit, the European inspectors noted the:
- 3.10.1 'strong and passionate' leadership and the headteacher's knowledge of the pupils and school;
  - 3.10.2 headteacher's clear and open agenda for improvement;
  - 3.10.3 clear focus of some staff on meeting learning needs;
  - 3.10.4 quality of support from the education authority.
- 3.11 In March 2014, a whole school survey was undertaken as part of the range of processes in place, to gather the views of the young people about their educational experience. The response rate was 54%. Most young people who responded to the survey indicated that their attendance had improved, with the majority indicating there had been a 'huge' improvement in their attendance. Overall, the young people reported that they were more interested in learning and that their confidence in the future had increased. Almost all young people indicated they were coping with the full-time timetable. The comments made by the young people highlighted that they felt there was not enough space in the school and there were limited social and playground areas. Table 2 details some of the responses made by the young people about their educational experience.

**Table 2:** Extract from the March 2014 consultation survey of young people

Statement	Response scale			No of responses
	1 is equal to no improvement and 10 represents a huge improvement			
	1 - 4	5 - 7	8 - 10	
My attendance has improved	12% (3)	24% (6)	64% (16)	25
I am more interested in learning	27% (7)	23% (6)	50% (13)	26
I am more confident about the future	8% (2)	38% (10)	54% (14)	26
	1 is equal to 'not coping at all' and 10 means 'coping very well'			
How are you coping with a full-time timetable?	4% (1)	38% (10)	58% (15)	26

3.12 In a parental survey carried out in December 2013, 19 parents responded. The response rate was 40%. The majority of the respondents (78%) believed that their child was managing a full-time timetable and 88.5% believed that their child was more interested in learning. When asked what parents/carers were particularly happy about, responses included:

3.12.1 'Her work is excellent, she clearly feels very proud... her numeracy and literacy are improving every day';

3.12.2 'I'm really happy as A has come on really well in studies, running, art, music. These are really good studies for A to advance himself. The support he has had is fantastic. He really enjoys Panmure St Ann's, which is a great thing as he never went to school before, or was interested in anything before';

3.12.3 'More subjects, she is learning more this year';

3.12.4 'I can see positive improvements. He wants to stay on and go to college'.

3.13 Whilst there were no negative comments from the parental survey, there were some constructive comments regarding possible next steps for Panmure St Ann's. Some parents requested more communication about how young people were progressing, including the introduction of report cards and parents evenings.

3.14 All staff (35) responded to a comprehensive staff survey undertaken in November 2013 which included the areas of management and leadership, the change-management process and impact on learners. Overall, the responses were positive and a selection of the responses is provided in the following sections.

- 3.15 Most staff indicated that they had understood and supported the changes in Panmure St Ann's and that the young people would benefit from the changes. Whilst the majority of staff felt they have been fully consulted and involved in the change process, some staff indicated that they felt that this was not the case. The majority of staff indicated that the management had a clear vision and listened to staff views. However, the majority of staff indicated that the management team was not united in the vision for the future.
- 3.16 It has been recognised that at a time of significant transformational change in Panmure St Ann's there is a need for the management team to work together and to continue to build capacity of the staff team. The school will continue to work towards an increasingly shared understanding of the vision for the school as it develops over the next few years. It is envisaged that the consultation process with staff will continue throughout the next session as part of the school's self-evaluation processes. Appendix 1 provides an overview of the staff responses to the change-management process and the development of the vision for Panmure St Ann's.
- 3.17 In addition, the staff survey indicated that most staff agreed that young people were entitled to a full-time curriculum and that the young people were happy to attend full-time. The majority of staff agreed that the young people valued the opportunity to achieve more qualifications. However, a minority of the staff felt some of young people exhibited more challenging behaviour and that the behaviour of some of the young people was not always acceptable in the local community.
- 3.18 Work to build partnerships and engage with local residents is ongoing. The young people and staff from the school are building links with local residents and business owners. Young people from Panmure St Ann's have participated in 'litter picks' which has resulted in a positive response from local residents. Similarly, there has been a successful visit to Fountain Court sheltered housing which has resulted in plans for more partnership working including, work experience placements, musical performances and fundraising coffee mornings. In addition, one local resident has recently made a significant donation to the young people attending Panmure St Ann's. Whilst it is recognised that the location of Panmure St Ann's will present ongoing challenges in terms of managing behaviour and relationships within the local community, there have, nonetheless, been many small significant steps taken to improve community relationships.

## Measures of success

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- 4.1 Educational outcomes for children with significant additional support needs are improved through robust and consistent self-evaluation.

- 4.2 Headteachers and staff continue develop processes to monitor performance at all levels in each establishment.
- 4.3 The education needs of children and young people are met within the city of Edinburgh.
- 4.4 The young people in Panmure St Ann's continue to attend, achieve and attain in a supportive educational environment.

## **Financial impact**

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- 5.1 There are no financial implications arising from this report.

## **Risk, policy, compliance and governance impact**

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- 6.1 The continuing developments in improving performance in special schools and in developing Panmure St Ann's as a school contributes to ensuring compliance with Additional Support for Learning and Equalities related legislation.

## **Equalities impact**

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- 7.1 There are considered to be no infringements of the rights of the child and a positive impact on children and young people with disabilities and other protected characteristics.
- 7.2 A positive impact in measuring improvements in performance in special schools will identify areas of strength which can be shared across all schools to improve outcomes for learners.
- 7.3 The implementation of the recommendations from the report will continue to advance equality of opportunity for children and young people with significant additional support needs.

## **Sustainability impact**

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- 8.1 No adverse environmental impacts arising from the developments outlined in this report have been identified to date.
- 8.2 Ongoing communication between Panmure St Ann's and the local community will continue to allow for further monitoring in this area. In addition, young people from Panmure St Ann's are supporting their local community to keep it clean by, for example, participating in litter picking days.

## Consultation and engagement

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- 9.1 All special schools have been involved in improving performance within and across special schools.
- 9.2 The staff, parents and young people in Panmure St Ann's have been involved in consultation and engagement activities to provide full-time education.

## Background reading/external references

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- [Item 20 - Performance Report: Special Schools – Reports, 40.61 KB](#)
- [Item 14 - Special Schools; Proposals for the Future Development of Panmure St Ann's – Reports, 34.86 KB](#)
- [Item 7.9 - Special Schools - Proposals for the Future Development of Panmure St Ann's – Reports, 55.7 KB](#)

### Gillian Tee

Director of Children and Families

Contact: Rosie Wilson, Service Manager: Special Schools and Specialist Provision

E-mail: [rosie.wilson@edinburgh.gov.uk](mailto:rosie.wilson@edinburgh.gov.uk) | Tel: 0131 469 3960

## Links

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<b>Coalition pledges</b>	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care.</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.</p> <p>P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers.</p> <p>P29 - Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work.</p>
<b>Council outcomes</b>	<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>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**

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

**Appendices**

1. Extract from the November 2013 staff consultation survey in Panmure St Ann's.

**Appendix 1:** Extract from the November 2013 staff consultation survey in Panmure St Ann's

<b>Statement</b>	<b>Strongly agree or tend to agree</b>	<b>Neither agree nor disagree</b>	<b>Tend to disagree or strongly disagree</b>	<b>No of responses</b>
I understand the need for the changes.	80.0% (28)	8.6% (3)	11.4% (4)	35
The reasons for change have been well communicated to me.	77.1% (27)	8.6% (3)	11.4% (4)	34*
I support the need for change and improvements.	85.7% (30)	8.6% (3)	2.9% (1)	34
I am fully consulted and involved in the change process when it affects my job.	73.5% (25)	5.9% (2)	20.5% (7)	34
In terms of meeting the needs of young people, I feel that the changes will benefit young people.	76.4% (26)	2.9% (1)	14.7% (5)	32
The management team has a clear vision of where the school is going.	60.0% (21)	17.1% (2)	14.3% (5)	28
The management team is united in its vision of the future.	14.3% (5)	20.0% (7)	54.3% (19)	31
The management team is not interested in listening to staff opinions.	11.5% (4)	8.6% (3)	77.2% (27)	34
I have confidence in the management team.	71.7% (25)	17.1% (6)	8.6% (3)	34
I look forward to the challenges of the next few years.	80.0% (28)	11.4% (4)	8.6% (3)	35
I enjoy working at Panmure St Ann's.	85.7% (30)	11.4% (4)	2.9% (1)	35

*\*The responses do not include 'don't know'.*



# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Progress on the Implementation of Self-directed Support in Children and Families

Item number 7.12  
Report number  
Executive/routine  
Wards All

### Executive summary

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The Scottish Government launched the 10 year National Strategy for Self-Directed Support in 2010, signalling a significant shift in the way in which social care support is delivered in Scotland.

The focus of the Strategy is to offer families the option to exercise choice and control in the way they receive support for their child/young person. Families will require to be assessed for eligibility and can then be offered an indicative budget which is based on the agreed individual outcomes for their child/young person.

This report sets out the progress made in Edinburgh for the implementation of the National Strategy and in particular, the requirements of the Social care (Self-Directed Support) (Scotland) Act 2013. It seeks approval for the proposed approach to be taken in specified areas.

### Links

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Coalition pledges [P1](#)  
Council outcomes [CO3](#)  
Single Outcome Agreement [SO3](#)

## Progress on the Implementation of Self-directed Support in Children and Families

### Recommendations

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The Council is asked to:

- 1.1 note the progress being made in implementing the requirements of the national Strategy for Self-directed Support and the Social Care (Self-directed Support) (Scotland) Act 2013, in respect of children and families.
- 1.2 agree the approach being taken to the development of a Funding Allocation System to inform people of the indicative budget available to meet their social care needs.

### Background

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- 2.1 The Scottish Government's vision for the future delivery of social care support is set out in 'Self-directed Support a National Strategy for Scotland' published in 2010 and the Social care (Self-directed Support) (Scotland) Act 2013 which came into effect on 1 April 2014. Draft regulations and statutory guidance relating to the Act were the subject of public consultation during the summer of 2013. The Council's response to the consultation was approved by Corporate Policy and Strategy Committee on the 6<sup>th</sup> of August 2013. The Scottish Government published guidance in January 2014.
- 2.2 The Social Care (Self-directed Support) (Scotland) Act 2013 places a number of duties on local authorities. The main duties are set out below:
  - 2.2.1 To have regard to the following principles when carrying out its duties:
    - 2.2.1.1 Children, young people and families must have as much involvement as they wish in both the assessment of their needs and the provision of any support to meet these needs;
    - 2.2.1.2 Children, young people and families must be provided with any assistance that is reasonably required to enable them to express their views about the options available to them, and make an informed choice about these options;
    - 2.2.1.3 Local authority employees and representatives must collaborate with the individual in relation to the assessment of their needs and provision of support to meet them;

- 2.2.1.4 Local authority employees and representatives must take reasonable steps to facilitate the principles that a person's dignity and right to participate in community life are respected.
  - 2.2.2 To offer children, young people and families eligible for social care support a choice of four mechanisms, referred to as the four options of self-directed support, through which their care and support needs can be met which meet agreed outcomes.
    - 2.2.2.1 Option 1 – a direct payment – the money available to meet the child/young person's needs is transferred to them in order for them to purchase and manage their own care;
    - 2.2.2.2 Option 2 – the child/young person requiring support chooses the way in which their support will be provided and asks the Council or a third party to arrange it on their behalf;
    - 2.2.2.3 Option 3 – the council chooses and arranges the support;
    - 2.2.2.4 Option 4 – the child/young person's needs and outcomes are met through a mix of the above options.
  - 2.2.3 To provide a child/young person, and their family who will be offered the four options of self-directed support an estimate of how much the Council thinks it will cost to meet their needs (indicative budget); this is the amount available to them and their social worker or whoever is supporting them, to plan how their needs will be met and will achieve agreed outcomes.
  - 2.2.4 To facilitate the development of a diverse market with a variety of suppliers offering a wide range of services for families.
- 2.3 The Council must implement the new legislation for all new referrals and all reviews of existing service users taking place after April 2014. Existing service users will be advised of their rights under the self-directed support legislation, as part of the ongoing review process. It is envisaged that all existing service users will have been transferred to one of the four options of self-directed support within a period of three years from the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013.

### **Overall approach to implementing personalisation and self-directed support**

- 3.1 The Council's strategic approach to the implementation of self-directed support has been to take the opportunity to carry out a wider review of the way in which social care to individuals and families of all ages is provided in Edinburgh. This approach has involved considering not only the requirements of the National Self-directed Support Strategy and Social Care (Self-directed Support) (Scotland) Act 2013, but also wider considerations, for example the recommendations of the Christie Commission on Public Sector Reform.
- 3.2 Delivery of the changes required for personalisation and self directed support is being taken forward through a programme approach led by Health and Social Care on behalf of the Council. It involves Children and Families, Finance and Legal services, partners from the third and independent sectors and people who use social care services. The Personalisation Programme has nine separate workstreams, each of which is dealing with a key aspect of the agenda. Children and Families has its own workstream as well as representation in the other eight (Prevention, New Models of Delivery; Market Shaping; Financial Frameworks; Communication and Engagement; Network to Shape our Future; Workforce and Organisational Development and Supporting Infrastructure), ensuring that the interests of children and families are taken into account fully.

### **Embedding the principles**

- 3.3 The principles underpinning the Social Care (Self-directed Support) (Scotland) Act 2013, reflect core social work values: treating people with dignity and respect; involving and collaborating with people in order to identify how best to meet their needs and aspirations; supporting people to exercise informed choice; and take part in the life of their community. The introduction of the new legislation provides a welcome opportunity for the Council and its employees to reflect on the extent to which these principles are embedded in practice and to consider ways in which the principles can be reinforced. This has led to two main developments:
- 3.3.1 the development of a new outcome focused assessment tool, which encourages a shared approach to assessment;
- 3.3.2 the development of an online resource directory Edinburgh Choices containing information about a wide range of services available across the city from community activities to mainstream care and support services. The directory is available to both professionals and the general public, with the organisations whose details are included in the directory taking responsibility for updating their own information regularly.

- 3.4 The approach being taken to assessment and the identification of desired outcomes also encourages staff to focus not only on the assessed needs, which the Council has a statutory duty to meet; but to support people to connect with other activities within their communities, which may assist them to meet other needs and outcomes outside the remit of statutory services.

#### **Offering the four options of self-directed support**

- 3.5 The four options of self-directed support are set out in section 2.2 above.
- 3.6 The Council currently offers direct payments as an alternative to the provision of care and support services and so is already in a position to offer Option 1.
- 3.7 Option 3 is the way in which most care and support services are currently provided - the Council selecting and arranging the most appropriate form of support following assessment. The challenge will be to ensure that people whose support is arranged or provided through Option 3 have the opportunity to benefit from the same kind of innovative services available to those using Options 1 and 2.
- 3.8 Option 2 is not currently offered by the Council, it provides a mechanism through which people can exercise more control over the way in which their care and support needs are met, without having to take on responsibility for managing the money themselves through a direct payment. Typically the way in which Option 2 might work is as follows:
- 3.8.1 the local authority identifies the amount of money available to meet the individual's support needs, based on an assessment;
  - 3.8.2 the individual, with support if required, selects the support services they would like and asks the local authority either to procure or arrange that support on their behalf, or to delegate the resource to one or more third party providers who will provide and or procure the support on their behalf;
  - 3.8.3 The local authority or third party provider manages the support as directed by the individual and provides the individual with regular statements detailing how their personal budget has been utilised.
- 3.9 The arrangement described above is sometimes referred to as an Individual Service Fund.
- 3.10 In practice, the implementation of the proposed arrangements to offer Option 2 will mean:
- 3.10.1 the Council managing 'virtual' budgets for individuals and procuring services at the individual's request, from providers chosen by the individual;
  - 3.10.2 third and independent sector providers who choose to do so, managing virtual budgets on behalf of individuals, including paying themselves for

directly provided services and procuring services from other providers as directed by the individual service user.

3.11 It is proposed that the Council adopts the following definition of Individual Service Funds (ISF):

3.11.1 An **Individual Service Fund** allows people to have increased control over the way in which their care and support needs are met without the responsibilities of a direct payment. The key aspects of an Individual Service Fund are:

3.11.1.1 the Personal Budget is managed by a service provider chosen by the individual (which can include the Council) on their behalf;

3.11.1.2 the individual decides how they want the Personal Budget to be spent;

3.11.1.3 the service provider is accountable to the individual;

3.11.1.4 the service provider commits to spend the individual's Personal Budget only on meeting the needs and outcomes set out in the individual's support plan;

3.11.1.5 the individual can choose to have some of their Personal Budget spent on purchasing services from other providers although the budget is managed on their behalf by the main provider.

3.12 Scotland Excel is working with a number of local authorities, including the City of Edinburgh Council, to develop a model contract in respect of Individual Service Funds. It is proposed that the Council only agrees to the operation of Individual Service Funds by organisations that are willing to sign up to the terms and conditions within the Scotland Excel model contract.

3.13 Option 4 recognises that the needs of some individuals may best be met by a combination of Options 1, 2 and 3. It places a duty on local authorities to make such a combination available. In practice, as long as the Council is able to offer the first three options, it can also offer Option 4.

3.14 It is vital that people are supported appropriately to make informed choices about the most appropriate option of self-directed support for them. In some circumstances, individuals will be clear from the outset about the option they want to choose, whilst for others the right option will only become clear once they have decided how they want their care and support needs to be met. In the main, this support will be provided through assessment and care management services within Children and Families. However, in the spirit of the legislation, people also need to have the option to seek independent advice about the best option for them and the most effective way of meeting their care and support needs, in a way that also helps them achieve their aspirations. It is not possible at this stage to quantify the likely level of demand for this type of independent

brokerage service. It is therefore proposed that, with Health and Social Care, officers identify two existing providers of information and advice services as the preferred providers to offer this service during 2014/15, which will allow a more detailed analysis of demand to be undertaken.

- 3.15 The option of self-directed support chosen by the individual will be discussed as part of the regular review process to ensure that it is meeting the needs of the individual, operating as it should and that it continues to be the most appropriate option. A system is already in place to audit the use of direct payments and address any issues which arise. Audit arrangements will also be put in place in respect of Individual Service Funds.

### **Allocation of resources to individuals**

- 3.16 In order for individuals to exercise choice over how their care and support needs are met, they require some idea of the amount of money available to meet those needs. The legislation refers to this estimate by the Council as the “relevant amount”. In practice, it is usually referred to as the “indicative budget”. The indicative budget is the amount of money, which the individual and their social worker or whoever else is assisting them to develop their support plan, should use as a guide. It will be vital to ensure that both workers and individuals understand that the ‘indicative budget’ is an estimate and not an absolute entitlement that they can spend up to. The duty of the Council is to ensure that sufficient resources are made available to meet the eligible needs of the individual in a way that also helps achieve the individual’s agreed outcomes. If the individual and the Council agree that the needs and outcomes of the individual can be met for less than the indicative amount, this will be the amount allocated to the individual and referred to as their ‘personal budget’. A mechanism also needs to be established to deal with situations where the cost of the proposed support plan is higher than the indicative budget. In all cases a costed support plan setting out how the needs and outcomes of the individual will be met must be agreed by the Council and the individual before any of the options of self-directed support can be put in place.
- 3.17 The proposed approach being developed in Edinburgh is to use a Funding Allocation System, which links the allocation of resources to the assessed level of an individual’s need and the overall available budget.
- 3.18 The level of need will be identified using both the revised current Section 23 Assessment of Need and Risk alongwith the outcome focused Funding Allocation Questionnaire, which has been developed in line with the Getting It Right for Every Child well-being indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included).The tool also allows the social worker to refine further their assessment of the person’s level of need by matching them to a banding within the assessed level of need (see Appendix 1).

- 3.19 As there are no new resources available to fund self-directed support on an ongoing basis the conversion of the score generated through the outcome focused assessment into an indicative budget needs to take account of the budget available to meet the cost of providing social care support.
- 3.20 It is the budgets used to provide or procure these services now, which will be allocated to individuals through the Funding Allocation System. In many cases, people will use their personal budgets to procure existing services, although in the future it is increasingly likely that people will choose to access different forms of support.
- 3.21 Services that are provided in response to a crisis or that form part of an assessment in order to determine a person's long-term needs, will not be accessed through self-directed support.
- 3.22 In order to calibrate the Funding Allocation System and establish the relationship between scores generated through the outcome focused assessment and the cost of meeting an individual's needs, a sampling exercise has been undertaken. This has involved the completion of 100 assessments using the outcome focused assessment tool. The data from these assessments/reviews are being extracted, together with information about the package of care put in place and analysed to establish the link between scores and costs. Individuals whose assessments have generated the same score should receive care packages of a similar cost; with high scores resulting in high cost packages and low scores in low cost. In reality, the situation is more complicated, with discrepancies resulting from differences between service user groups or different providers charging different rates. Work is underway to complete further analysis of the data and arrive at a cost neutral calibration for the Funding Allocation System by the end of June 2014.
- 3.23 The indicative budget generated through the Funding Allocation System is an estimate of the cost of meeting an individual's care and support needs. The indicative budget is not an absolute entitlement and the cost of the agreed support plan is unlikely to be exactly the same as the indicative budget. In reality, it is expected that the Funding Allocation System will deal with 80 – 90% of all cases. Very high cost placements are excluded from SDS to avoid the risk of the calibration inflating allocations unnecessarily.
- 3.24 The proposed Funding Allocation System has been developed in line with the principle that any system adopted by the City of Edinburgh Council should be:
- 3.24.1 empowering – so that people know their entitlement, in order that they can determine how best their needs can be met;
  - 3.24.2 transparent and simple to understand and use;
  - 3.24.3 equitable – applied consistently, regardless of which option the person selects;
  - 3.24.4 legal – consistent with legislation, case law and the duty of care;



- 3.24.5 sustainable – sufficient to allow people to meet their needs and stay safe, whilst also being affordable, taking account of the Council’s financial position;
  - 3.24.6 flexible – allowing for professional judgement and exceptional circumstances;
  - 3.24.7 encouraging innovation and allowing people to exercise real choice in the way in which their personal budget is utilised to meet agreed outcomes;
  - 3.24.8 reasonable – logical, consistent and taking account of individual circumstances;
  - 3.24.9 efficient – bureaucracy should be minimised.
- 3.25 The amount of an individual’s personal budget will be reassessed in the light of any changes in need or circumstances identified through the regular review process operating in Children and Families.
- 3.26 Following consideration of this report, a draft policy in respect of personalisation and self-directed support in relation to Children and Families will be completed.

### **Children in Need**

- 3.27 The Self-Directed Support legislation applies to the provision of services under Section.22 of the Children (Scotland) Act 1995 which requires a local authority to safeguard and promote the welfare of children in their area who are in need; and, so far as is consistent with that duty, promote the upbringing of such children by their families, by providing a range and level of services appropriate to the children’s needs. These services may be provided to members of the child’s family, and in exceptional circumstances cash payments have always been a legal option.
- 3.28 Further work is required to clarify which types of services are included in the requirement to offer the four options as detailed above in Section 2.2. The Statutory Guidance makes clear that in certain circumstances local authorities do have discretion not to make this offer.
- 3.29 The critical factor in exercising this discretion is the form of support, in particular, whether the particular form of support which has been decided is necessary in the individual’s case is incapable of being delivered through the 2013 Act’s four options, that is instances where the nature of the support means that it cannot be delivered through an alternative self-directed option such as a direct payment or individual service fund.
- 3.30 Draft guidelines for professionals provided by ADSW suggests that the formal offer of the four options does not apply:
- 3.30.1 when a person’s lifestyle requires stabilising before their longer term support needs are identified and addressed, nor;

- 3.30.2 when a person's outcomes can be best achieved through a relationship with a practitioner, access to universal services or community resources rather than through access to support that requires an individual budget.
- 3.31 There are therefore many cases, classed as "children in need" cases, in which at particular times it will not be appropriate to offer the four options. It is possible that as circumstances change, for example with the establishment of a long term stable support plan, it may become appropriate.
- 3.32 It is recognised in the statutory guidance and the Direct Payments Regulations 2014 that there can be circumstances in which making a direct payment might place a vulnerable person at risk, and in that situation the local authority is not required to make the payment.
- 3.33 The statutory guidance and the advice in the ADSW guidelines offer scope for interpretation and in the early stages of implementation it will be necessary to have legal advice on the conditions that would be likely to lead to legal challenge. Any such advice will be combined with consideration and analysis of the work involved in typical "children in need" cases.
- 3.34 The underlying principles and values behind the Self Directed Support legislation should apply in all cases, including those to which Self Directed Support duties may not apply. For example there will be cases in which it may be helpful to disaggregate the elements of provision with a view to considering whether it would be helpful to give more control over the provision directly to the family.

## Measures of success

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- 4.1 The Council meets the requirements of the Social Care (Self –directed Support) (Scotland ) Act 2013 which will be evidenced by:
  - 4.1.1 compliance with the principles underpinning the legislation;
  - 4.1.2 the ability to offer people who are eligible for social care support four options as to how that support is organised and managed;
  - 4.1.3 the ability to notify people eligible for the four options of self-directed support of an estimate of the cost of meeting their care needs and support needs;
  - 4.1.4 the emergence of new types of services to meet care and support needs.

## Financial impact

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- 5.1 The Implementation of the requirements of the Social care (Self-Directed Support) (Scotland) Act 2013 by April 2014, requires a change in the way in which support is provided to children, young people and families eligible for assistance. Rather than providing or arranging services to meet the assessed need, the Council is required to provide to families an estimate of the cost of meeting their social care needs and to then support them to exercise as much choice and control as they wish in meeting these needs, within the resources available. In the longer term this may lead to significant change in the range and types of services available.
- 5.2 The report sets out the way in which it is proposed the City of Edinburgh Council responds to the new duties by implementing a Funding Allocation System, calibrated to ensure as far as possible that the financial impact of introducing self-directed support is neutral.

## Risk, policy, compliance and governance impact

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- 6.1 The implementation of Self-directed Support across Edinburgh is thought by Scottish Government to be cost neutral. There will, however, be work load pressures in the implementation of this new way of working particularly in the Disability Practice Team.
- 6.2 The uncertainty in the future shape of services will be monitored closely and will inform future market shaping of both in-house and external providers.
- 6.3 Despite the amount of work which is being undertaken to ensure the Funding Allocation System is calibrated to meets the needs of individuals and to be affordable, this is to some extent uncharted territory. Audit Scotland has recently identified as a risk for all Scottish councils the requirement to provide individuals

with an estimate of the cost of meeting their care and support needs. This risk needs to be managed and monitored carefully.

- 6.4 The operation of the Funding Allocation System will be closely monitored to evaluate the following factors:
  - 6.4.1 the Funding Allocation System is sufficiently flexible to be adjusted in response to issues identified through experience in operating the system;
  - 6.4.2 the Funding Allocation System is calibrated in order both to meet the needs of individuals and remain affordable to the Council.
- 6.5 In order to mitigate against the inherent risks involved in such a significant change to the allocation of resources, the following controls will be put in place from 1 April 2014:
  - 6.5.1 all assessments will be checked by a Funding Allocation Panel prior to the generation of an indicative budget, to ensure that the detail within the assessment supports the level of need identified by the social work practitioner;
  - 6.5.2 any requests for a level of funding over the amount of the indicative budget will be subject to consideration and approval by a senior manager;
  - 6.5.3 monitoring will take place on a monthly basis comparing:
    - 6.5.3.1 the indicative budget with the amount of funding allocated and agreed through support planning;
    - 6.5.3.2 expenditure on new cases compared with that for the same period during the previous year.

## Equalities impact

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- 7.1 The fundamental principles of self-directed support are choice and control, enabling people to choose how to live their life and have control over the way in which their care needs are met. The Social Care (Self-directed Support) (Scotland) Act 2013 seeks to ensure that the principles of human rights and equality are central to the delivery of social care by placing a duty on local authorities to have regard to inclusion, collaboration and dignity when carrying out their duties. This report details the way in which it is proposed that these principles are embedded in Edinburgh.
- 7.2 There is an overall Equality Rights Impact Assessment which has been completed in respect of the Personalisation Programme and separate assessments are being undertaken on specific aspects of the programme, such as the assessment tool and the Funding Allocation System.

## Sustainability impact

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- 8.1 The impacts of this report have been considered in relation to the three elements of the Climate Change (Scotland) Act 2009 Public Bodies Duties. There are no sustainable impacts in relation to the implementation of Self-directed Support legislation.

## Consultation and engagement

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- 9.1 All parents and carers of children with disabilities who currently receive a service were invited to consult on self-directed support (SDS), service provision and related issues. The consultation consisted of an online/paper survey and three focus groups. Parents/carers were contacted by letter, through a newsletter and through partner agencies and providers. A total of 52 parents/carers responded to the online survey and 30 people attended the focus groups. Some people attended a focus group and completed the survey.(See Appendix 2).
- 9.2 It is recognised by the Scottish Government and Audit Scotland that the implementation of the Self-directed Support legislation will take time and will continue to be developmental. In order to support ongoing consultation a Parents/Carers Checkpoint Group has been established. It is proposed that the group will meet on a regular basis to discuss matters in relation to Self-Directed Support. There will therefore be ongoing consultation on the operation of the Funding Allocation System and other aspects of self-directed support over the coming months, as the Council continues to collaborate with key stakeholders through the Personalisation Programme.
- 9.3 A newsletter has been developed and issued on a 3 monthly basis through a school-bag drop to all children who receive special or additional education services. The purpose of this newsletter is to keep children and their families up to date with Self-Directed Support and service developments.
- 9.4 There has been regular engagement and consultation sessions with providers who support children with a disability. Self Directed Support legislation was introduced at an initial provider's event in September 2013 and looked at the possible impact on providers both existing and new. This was followed by a Soft Market Test which was designed by the Disability strategic development officers in discussion with colleagues from commissioning and procurement. This went out in October 2013. A second provider's event in March 2014, facilitated by advocacy group In-control, provided a forum for the soft market test to be discussed and to also look at the results of a consultation which was undertaken with parents and carers. The results of this consultation will help our providers develop their services in a more localised way by having information on demographics, priority areas for families and what families hope Self Directed Support will do for them.

## Background reading / external references

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National Self-directed Support Strategy

Social care (Self-directed Support) (Scotland) Act 2013

A Whole Systems Approach to Self-directed Support in Edinburgh

Response to Scottish Government Consultation on Draft Guidance and Regulations  
Linked to Self-directed Support.

## Gillian Tee

Director of Children and Families

Contact: Carol Chalmers, Service Manager Children with Disabilities

E-mail: carol.chalmers@edinburgh.gov.uk | Tel: 0131 4693348

## Links

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<b>Coalition pledges</b>	P1 – Increase support for vulnerable children including help for families so that fewer go into care
<b>Council outcomes</b>	CO3 – Our children and young people in need, or with a disability, have improved life chances
<b>Single Outcome Agreement</b>	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Example of scoring system used within the Funding Allocation Questionnaire</li><li>2. Extract from the Self-Directed Support and Service Provision Consultation Report January to February 2014</li></ol>

## Appendix 1: Example of scoring system used within the Funding Allocation Questionnaire

<b>7 To be safe</b>			
No additional support required	Some support	Lots of support	Exceptional Support
<b>0</b>	<b>14</b>	<b>22</b>	<b>27</b>

**No additional support is required** – This would include children who:

- Are safe at home with their family.
- Avoid danger in the home most of the time (commensurate with their age)
- Are safer because of aids /adaptations in the house e.g safety gates, window locks etc.
- Are safe in their play and can be left alone in another room for short periods of time commensurate with their age and stage.

**Some support is required** – This would include children who:

- For the most part are able to stay safe.
- Can struggle to remember the explanation of risks and need to be continually reminded about danger.
- Can play safely for very short periods of time but needs an adult to regularly check that they are safe if they are unsupervised in a room in the home (more frequently than would usually be required for a child at their age and stage).

**Lots of support is required** – This would include children who:

- Have the ability to reach dangers in the home, and adult supervision in the same room is constantly needed to stop them from becoming hurt.
- Without continual supervision in the same room the child would be at risk of harm.
- Cannot move out of the way of danger or who, if unsupervised, would not be able to change their posture.
- There have been child welfare concerns about due to the behaviour/risks presented by others.

**Exceptional support is required** – This would include children who:

- Have an ability to place them self in danger even when they are continually supervised.
- Are subject to child protection measures and plans and require monitoring on a day to day basis by professionals to ensure their safety due to the behaviours/risks presented by others.

**Appendix 2: Extract from the Self-Directed Support and Service Provision Consultation Report January to February 2014**

**In terms of Self-Directed Support, parents/carers were provided with information on the Scottish Government’s four possible options and asked which they would prefer:**

<b>Answer choice</b>	<b>Response</b>
Option 1 – direct payment	19% (10)
Option 2 – the person directs the available support	0
Option 3 – the local authority arranges the support	4% (2)
Option 4 – a mix of the above	50% (26)
Don’t know enough to say at this stage	27% (14)

**Parents/carers were asked if they had received information on Self-Directed Support:**

<b>Answer choice</b>	<b>Response</b>
Yes	34% (17)
No	60% (30)
Not sure	6% (3)

**Parents/carers raised a number of concerns in relation to SDS including:**

- It could be a very isolating experience for young people and for parents – there might be much less opportunity for children to get to know each other and for parents to meet and discuss issues/share solutions.
- Concerns about Section 23 – inconsistency, delays in getting an assessment, being assessed as just under the level at which you would get a service meaning that you are not eligible whereas others are.
- SDS might be a way of closing down opportunities for children with complex needs – might be a cover for cutting budgets.
- It’s important for parents to have a named person to contact if things go wrong – getting to know families and building relationships really helps.



- Currently if things go wrong (e.g. if staff are off sick), Council staff or agencies have to arrange cover, if parents are responsible will they be able to do that?
- Children with invisible disabilities are often disadvantaged.
- Concerns about the effects of moving to a market system – will it cause disruption, will demand outstrip supply and lead to higher costs? How quickly will the market be able to respond to changing demand?
- Services need to be available in the first place for parents to choose them (at present, it's all very well having the entitlement but if there aren't staff or services available you can't access them).
- SDS might serve articulate, confident parents well but it might disadvantage others who are not so confident to find out what's available and make demands of services.
- Good relationships with social workers are key for families – the workers then know their context, issues and concerns and have a genuine understanding of what they need – will SDS help or hinder with building these relationships? (Often a simple phone call – 'how are things working out?' - is all that's needed rather than a formal meeting).
- That there won't be enough information available to make informed choices – there needs to be a lot of information about opportunities and services, problem-solving and how other parents have used SDS or direct payments.
- Relationships of trust with workers are key – high turnovers of staff, less experienced staff can cause difficulties. Often something as simple as a phone call every so often to ask how things are going would be really helpful.
- Although the assessed need is for the disabled child, the whole family, including siblings, are part of the situation and are affected – they need to be considered too.

**Parents/carers saw SDS as offering a number of opportunities including:**

- More flexibility and choice for parents – this sounds great.
- The ability to spend money on things other than services, i.e. to spend it on equipment or leisure opportunities, is really interesting.
- It should give parents the opportunity to mix and match opportunities and services – not just all of one thing and none of another.
- Sounds like a great idea but there are a lot of practical difficulties in making it work.

# Education, Children and Families Committee

10am, Tuesday, 20 May 2014

## Appointment to Sub-Committees and Working Groups – 2014-15

Item number	7.13
Report number	
Executive/routine	Executive
Wards	

### Executive summary

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The Education, Children and Families Committee is required to annually re-appoint the membership of its Sub-Committees and Working Groups. The current membership is detailed in the appendix to this report.

### Links

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Coalition pledges

Council outcomes [CO25](#)

Single Outcome Agreement

## Appointments to Sub-Committees and Working Groups – 2014-15

### Recommendations

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- 1.1 To appoint the membership of the Sub-Committees and Working Groups for 2014/15 as detailed in the appendix to this report.
- 1.2. To appoint the membership of the Committee as members of the Policy Development and Review Sub-Committee in line with the Committee Terms of Reference and Delegated Functions.
- 1.3 To appoint the Vice-Convener of the Education, Children and Families Committee as the Convener of the Policy Development and Review Sub-Committee.
- 1.4 To note that the Early Years, Estate Strategy and Rising Rolls and Strengthening Support for Pupils with Behavioural Difficulties Working Groups were no longer required to be appointed, as the work of these groups had been subsumed within the work programme of the Committee's Policy Development and Review Sub-Committee.

### Main report

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#### Appointments to Sub-Committees and Working Groups, etc

- 2.1 The Education, Children and Families Committee on 21 May 2013 had appointed membership to its Sub-Committees and Working Groups for 2013/14.
- 2.2 The Committee is requested to re-appoint the membership of its Sub-Committees and Working Groups for 2014/15 and to note the position with the Working Groups detailed at paragraph 2.4 below.

#### Early Years, Estate Strategy and Rising Rolls and Strengthening Support for Pupils with Behavioural Difficulties Working Groups

- 2.3 The Committee had previously appointed membership of the above working groups for 2013/14.
- 2.4 As part of its consideration of a report on the Work Programme for the Committee's Policy Development and Review Sub-Committee on 10 December 2013, the Committee had noted that the work of the Early Years and Estate Strategy and Rising Rolls Working Groups would be subsumed within the work

programme of the Policy Development and Review Sub-Committee. The Committee further noted that the Strengthening Support for Pupils with Behavioural Difficulties Working Group would continue until May 2014 at which point it would also be subsumed within the work programme of the Policy Development and Review Sub-Committee.

- 2.5 As the work of these Working Groups has now concluded, appointments for 2014-15 are not required.

### **Policy Development and Review Sub-Committee**

- 2.6 The Committee Terms of Reference and Delegated Functions specify that membership of the Committee's Policy Development and Review Sub-Committee will be the same as the parent Committee, and that the Vice-Convenor of the parent Committee will be the Convenor of the Sub-Committee.

### **Sub-Committee on Standards for Children and Families**

- 2.7 As part of a review of the Council's political management arrangements, the Council on 24 October 2013 had agreed to reduce the number of Sub-Committees on Standards for Children and Families from five to one.
- 2.8 The Education, Children and Families Committee on 10 December 2013 appointed the Convenor and membership of the sub-committee as detailed in the appendix to this report.

### **Measures of success**

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- 3.1 Not applicable

### **Financial impact**

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- 4.1 Not applicable

### **Risk, policy, compliance and governance impact**

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- 5.1 The Sub-Committees will be unable to take decisions unless a membership is appointed by the Committee in line with the Committee Terms of Reference and Delegated Functions.

### **Equalities impact**

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- 6.1 Not applicable

### **Sustainability impact**

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- 7.1 Not applicable

### **Consultation and engagement**

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- 8.1 Not applicable

## Background reading / external references

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[Committee Terms of Reference and Delegated Functions](#)

[Policy Development and Review Sub Committee Work Programme - report to Education, Children and Families Committee 10 December 2013](#)

[Minute of Education, Children and Families Committee - 10 December 2013](#)

[Minute of Education, Children and Families Committee - 21 May 2013](#)

### Alastair D Maclean

Director of Corporate Governance

Contact: Morris Smith, Senior Committee Officer

E-mail: [morris.smith@edinburgh.gov.uk](mailto:morris.smith@edinburgh.gov.uk) | Tel: 0131 529 4227

## Links

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### Coalition pledges

**Council outcomes** CO25 – The Council has efficient and effective services that deliver on objectives.

### Single Outcome Agreement

**Appendices** Current Membership of the Education, Children and Families Committee's Sub-Committees and Working Groups etc

**Sub-Committee on Standards for Children and Families (Current Membership)**

<b>9 Members</b> – 3 Labour, 2 SNP, 2 Conservative, 1 Green and 1 Religious Representative	
Councillor Godzik (Convener) Councillor Aitken Councillor Child Councillor Fullerton Councillor Lewis	Councillor Main Councillor Paterson Councillor Redpath Craig Duncan (Religious Representative)

**Working Groups etc (Current Membership)**

<b>Consultative Committee with Parents</b> – 8 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group and 1 Teacher Representative	
Councillor Godzik (Convener) Councillor Aldridge Councillor Corbett Councillor Dixon	Councillor Fullerton Councillor Redpath Councillor Rust John Swinburne (Teacher representative)
<b>Joint Officer/Member Group on Corporate Parenting of Looked After Children</b> – 14 members - Convener and Vice-Convener of Education, Children and Families Committee and two members from each political group, 1 Religious Representative and 1 Teacher Representative	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Godzik	Councillor Howat Councillor Key Councillor Main Councillor Rust Councillor Shields Rev Thomas Coupar (Religious Rep) Allan Crosbie (Teacher Representative)

## Working Groups etc (Current Membership)

<b>Edinburgh Youth Issues Forum – 7 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group.</b>	
Councillor Day (Convener) Councillor Aldridge Councillor Nick Cook Councillor Godzik	Councillor Fullerton Councillor Main Councillor McVey
<b>Improving Community Access to Schools Working Group – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative</b>	
Councillor Lewis (Convener) Councillor Aldridge Councillor Austin Hart Councillor Brock Councillor Child	Councillor Corbett Councillor Jackson John Swinburne (Teacher representative)

# Education, Children and Families Committee

10am, Tuesday 20 May 2014

## Engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh

Item number	8.1
Report number	
Executive/routine	
Wards	All

### Executive summary

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The purpose of this report is to provide an update on the engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh. The report provides information on the annual school survey, developments since the Children's Services Inspection and a wide range of engagement activities and consultations across Children and Families.

### Links

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Coalition pledges	<a href="#">P1</a> , <a href="#">P3</a> , <a href="#">P5</a> , <a href="#">P7</a> , <a href="#">P33</a> , <a href="#">P36</a>
Council outcomes	<a href="#">CO1-CO6</a> , <a href="#">CO23- CO26</a>
Single Outcome Agreement	<a href="#">SO3</a>



## Engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh

### Recommendations

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The Education, Children and Families Committee is requested to:

- 1.1 Note the contents of this report and the progress made in terms of engagement.
- 1.2 Agree to receive a further report on progress in engagement in May 2015.

### Background

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- 2.1 The Committee receives an annual report on progress in relation to engagement. This report summarises progress made over the past year.

### Main report

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- 3.1 This report provides an overview of a wide range of engagement activities across Children and Families. It provides a brief summary of the parent/carer survey, an update on Customer Service Excellence and information on a range of activities and consultations across the service.
- 3.2 The way in which **school surveys** are carried out has been changed following a discussion at the Head Teachers Executive in May 2013. Rather than ask schools to carry out parent/carer and pupil surveys each year, we now survey both groups on a biennial basis with the parent/carer survey carried out in 2013/14, the pupil surveys in 2014/15 and so on.
- 3.3 A small group of head teachers from each sector as well as engagement and equalities staff met to review progress with surveys and recommend ways forward. As a result:
  - 3.3.1 minor changes were made to the wording of some questions;
  - 3.3.2 response options were amended;
  - 3.3.3 a calendar of surveys was created to help schools to plan more effectively;

- 3.3.4 an Orb page has been created on school surveys with briefings, information on parental engagement and on issues arising from the surveys such as pupil/student councils etc.
- 3.4 The group will meet annually to review and develop survey processes, consider findings and explore potential improvement actions.
- 3.5 The briefing for the parent/carer survey was distributed earlier than previously (before the October week). There were **4,607** responses overall which represents an increase of 16% on last year's total (which was itself a 62% increase on the previous year).
- 3.6 Parents/carers remain overwhelmingly positive about their child's experience, with almost all agreeing ('strongly agree' and 'agree') that:
- 3.6.1 My child enjoys learning at school: 94%;
- 3.6.2 My child feels safe at school: 94%;
- 3.6.3 The school helps my child to be more confident: 91%.
- 3.7 89% agreed with the statement, 'Overall, I am happy with the school'.
- 3.8 Each school has received a report on the feedback from its parents/carers.
- 3.9 Data from the 2013 Edinburgh People's Survey again shows a high and improving level of satisfaction with secondary schools (up 10%), primary schools (up 7%) and nurseries (up 9%) in respondents' neighbourhoods.
- 3.10 **Customer Service Excellence** is the national standard for delivering excellent customer-focussed services. The first phase of CSE accredited services in Children and Families – Family and Community Support, Planning and Performance, the Education Welfare Service and Queensferry High School - has successfully completed its annual re-accreditation, with each gaining compliance in elements where they had previously been partially compliant and one, the Education Welfare Service, picking up a further compliance plus - 'viewed as exceptional or an exemplar for others' - for its partnership working.
- 3.11 The position statement on participation which was prepared for the Children's Services Inspection last year indicated where we needed to make improvements across the Children's Partnership. The most significant of these was to:
- 'Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback'.*
- 3.12 A working group made up of staff from across Children and Families, the NHS and the voluntary sector met to develop a joint approach towards participation across the Partnership. The group produced a paper, 'Joint approach to participation' (see appendix 1) which was approved by the Children's Partnership in October 2013. The paper sets out five commitments – including 'You said, we did' - on participation and a common approach to engagement terminology. The task is now to ensure that the commitments are implemented across the Partnership. The paper has been shared widely across the

Partnership, is on its website and has been incorporated into the template for performance reports to the Partnership.

- 3.13 The position statement itself has been updated. Although the scope of the statement is partnership-wide, it includes information on progress in relation to the following areas which Children and Families leads on:
- 3.13.1 Anti-bullying survey;
  - 3.13.2 Involvement in individual planning and decision-making;
  - 3.13.3 Family Group Decision-Making;
  - 3.13.4 Engaging with very young children through Talking Mats and Emotions Talk;
  - 3.13.5 Youth participation – Edinburgh Youth Issues Forum, Scottish Youth Parliament, Student Councils;
  - 3.13.6 Young People in Care Council;
  - 3.13.7 Family Based Care Participation Strategy;
  - 3.13.8 Engagement of children with disabilities and their families;
  - 3.13.9 Hospital and Outreach Service;
  - 3.13.10 English as an Additional Language Service;
  - 3.13.11 Parent/Carer Support Framework;
  - 3.13.12 Total Craigroyston;
  - 3.13.13 Commissioning consultation;
  - 3.13.14 Advocacy and engagement for children involved in the child protection process.
- 3.14 Working with a consultant from the Consultation Institute, a group of staff from across the Council, led by colleagues in Service for Communities, has developed a **Consultation Framework** which aims to create a ‘practical tool to support staff to design, conduct and evaluate meaningful and effective consultations’. The intention is that a common approach is embedded across the Council towards consultation with guidance on planning, carrying out and evaluating consultations and an e-learning module for staff. Children and Families has been able to play a part in developing the framework ensuring that the need to engage with hardly reached/seldom heard groups is included and that it is consistent with the commitments in the Children’s Partnership ‘Joint approach to participation’.

- 3.15 **Getting it Right staff engagement:** five 'Team around the Cluster' development sessions were delivered to staff in East and West neighbourhoods in May, June and September 2013. Participants took part in discussions about issues in their areas and about the role of the Team around the Cluster and who should be involved in it. In all, about 100 people from across the Council and partner agencies took part. Two staff surveys in relation to Getting It Right were also carried out. 336 people completed the Getting It Right Maturity Survey for those who have completed training or are linked to Team around the Clusters and 41 people completed the CSMG Maturity Survey. Both surveys have delivered a wealth of data which will be used by CSMGs and Area Co-ordinators to inform their development priorities over the next period.
- 3.16 The following consultations have been carried out over the past year or are currently underway:
- 3.16.1 **Early Years 600 hours** consultation – following on from a series of ten focus groups with parents/carers at early years establishments across Edinburgh, a major consultation has been carried out on the Scottish Government's commitment to increase early learning and childcare hours from 475 to 600 for all three and four year olds. **1,829** parent/carers completed the online survey on preferred delivery models, willingness to travel and other aspects of the planned increase. The data will help to inform our planning on how to deliver the increase in hours, both at a citywide level and locally.
- 3.16.2 Following on from last year's wide-ranging consultation with children with disabilities, their siblings and parents/carers – which informed the development of the tender for services for children and young people with disabilities and led to the extension of holiday playscheme provision – we engaged with parents/carers on **Self-Directed Support and service delivery**. 30 people took part in focus groups and 52 parents/carers completed an online survey. A number of issues have emerged and these will be addressed by the disability service and practice team.
- 3.16.3 **Wellington closure proposal pupil consultation** – pupils at Wellington and potentially affected schools, i.e. Gorgie Mills and Panmure St. Ann's, were consulted on the closure proposal. As with last year's Castlebrae pupil consultation, the starting point was 'Participants, not pawns', Scotland's Commissioner for Children and Young People's guidance on consulting children and young people on proposed school closures. The key questions in the guidance were used to help develop and shape the approach taken. Focus groups were held at each school and Wellington pupils also completed an online survey.
- 3.16.4 **Schools vision ongoing engagement** – we are continuing to engage with parents/carers, pupils and others to enhance our understanding of what they perceive to be the current strengths and areas for

development of education in Edinburgh. This has included meeting with groups and altering the free text question in the self-evaluation survey to ask about strengths and areas for improvement in education in general and not just in terms of the specific school.

### **3.17 Areas for development/improvement:**

- 3.17.1 Ensure that the commitments and terminology in the 'Joint approach to participation' paper are fully embedded within Children and Families and across the Children's Partnership.
- 3.17.2 Agree key generic questions (e.g. on strengths, areas for improvement and barriers) which can be included in engagement activities across services.

## **Measures of success**

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This report is partly based on:

- 4.1 Feedback from parents/carers in the annual school survey and from Edinburgh residents in the Edinburgh People's Survey.
- 4.2 Information prepared for and since the Children's Services Inspection. The inspectors assessed our participation and engagement as 'very good'.
- 4.3 Assessment feedback in relation to Customer Service Excellence.

## **Financial impact**

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- 5.1 There are no financial implications in this report.

## **Risk, policy, compliance and governance impact**

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- 6.1 The risk of not engaging with services users, parents/carers and other stakeholders effectively is primarily that the views of those who use services would not be taken into account in shaping developments and that services would be of poorer quality as a result. 'Consultation and engagement' is a heading in all Committee reports so it is important that we have consistent and effective approaches and methods in place. Services which are accredited with Customer Service Excellence are reassessed annually to ensure compliance with the CSE standard.

## Equalities impact

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Equalities is fully embedded in our approach to engagement:

- 7.1 Survey results are analysed by gender, disability and race. Any significant differences are reported to the Senior Management Team and to appropriate services.
- 7.2 Efforts are made to ensure that 'hardly reached' groups are included in engagement activities (two of our services were recognised for best practice in this area by our Customer Service Excellence assessor).
- 7.3 We consider therefore that the impact of our engagement activities is positive.

## Sustainability impact

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- 8.1 There are no adverse impacts arising from this report.

## Consultation and engagement

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- 9.1 This report is specifically about Children and Families approach to consultation and engagement.

## Background reading/external references

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'Engagement of children, young people and parents/carers in the development of services for children and families in Edinburgh.' Education, Children and Families Committee 21 May 2013.

### **Gillian Tee**

Director of Children and Families

Contact: David Maguire, Principal Officer for Engagement and Involvement

E-mail: david.maguire@edinburgh.gov.uk | Tel: 0131 529 2132

### Coalition pledges

P1 – Increase support for vulnerable children, including help for families so that fewer go into care

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

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

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

P36 – Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model

### Council outcomes

CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.

CO3 – Our children and young people at risk, or with a disability, have improved life chances

CO4 – Our children and young people are physically and emotionally healthy.

CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality

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

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

C026 – The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives

**Single Outcome Agreement**

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

**Appendices**

Appendix 1 – Children's Partnership 'Joint approach to participation'

Appendix 2 – The Participation of Children, Young People and Other Stakeholders in Policy, Planning and Service Development – *2014 update*



## **Appendix 1**

### **Children's Partnership**

#### **Joint approach to participation**

##### **Introduction**

**Following on from the preparation of the position statement on participation for the Children's Services Inspection, a multi-agency group of staff met to progress the commitment in the statement to:**

*'Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback.'*

The discussion focused initially on what we are currently doing well/improving, what are the 'tough nuts to crack' and what is our vision for a partnership approach to participation (the note of the meeting is attached as appendix 1).

Participants felt that there is a high level of leadership support for participation, that the range of approaches is increasing and that there are many examples of good practice. However there are gaps in relation to linking participation to reporting, decision-making and service improvement. In terms of vision, participation is seen as a 'way of being' characterised by honesty and clarity of purpose rather than as a set of tasks.

**There was a consensus that whatever we develop to take to the Children's Partnership should reflect the inspectors' finding that participation is a key strength in Edinburgh. The approach therefore should seek to build on and develop this strength.**

**Participants are also clear about what they don't want:**

- **A toolkit – plenty of these exist already and there seems little point in producing our own when a web search will identify several. Concentrating on toolkits can also reduce participation to a set of technical procedures and methods rather than an overall approach which is rooted in principles and values.**
- **A lengthy document which will 'sit on the shelf' and gather dust.**

**The attached document is presented as a draft for further discussion and refinement. It:**

- **sets out an aim for participation across the Children's Partnership**
- **places developments in the both the national policy context and that of our services' own self-evaluation and the inspectors' findings**
- **identifies three levels of participation – individual, service and wider policy**
- **sets out specific and measurable commitments which can be delivered by services across the Children's Partnership**
- **addresses the issue of the terminology we use to describe participation and seeks support for a common understanding**
- **references the National Standards for Community Engagement**

## **Children's Partnership**

### **Joint Approach to Participation**

#### **National Context**

The Christie Commission (2011) identifies that if we are to have effective and sustainable public services capable of meeting the challenges ahead, then reform process must take place. Included in the principles informing this process is the need to put in place reforms which aim to empower individuals and communities receiving public services by involving them in the design and delivery of the services they use.

The Scottish Government has stated that "The focus of public spending and action must build on the assets and potential of the individual, the family and the community rather than being dictated by organisational structures and boundaries. Public services must work harder to involve people everywhere in the redesign and reshaping of their activities..."<sup>1</sup> It advocates that people and communities should have a much stronger voice in decisions that affect them and that services should respond effectively to their aspirations and concerns, that the approach should be open, inclusive and responsive and, where appropriate, it should place greater responsibility and control in the hands of citizens and communities.

These aims are reflected in Getting it right for every child, developed to support the delivery of effective resources and early interventions to improve outcomes for children, young people and their families. The approach is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC) and emphasises putting the needs of children and young people first and ensuring that their views are listened to and influence decisions which affect their lives. Alongside this, the Children and Young People Bill will put children and young people at the heart of planning and service, ensuring their rights are respected across the public sector.

#### **Local Context**

Drawing on our knowledge from our self-evaluation, and recognised in the findings of the joint inspection, partners currently undertake a "very wide range of measures to consult and seek the views of children, young people, families and stakeholders"<sup>2</sup>. The report identifies that "Partners now need to build on this and establish meaningful involvement of children, young people and families in shaping and designing policy, plans and services."<sup>3</sup>

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<sup>1</sup> Renewing Scotland's Public Services, Priorities for reform in response to the Christie Commission, Sept. 2011

<sup>2</sup> Services for Children and young people in the City of Edinburgh, Report of a pilot joint inspection, April 2013

<sup>3</sup> Services for Children and young people in the City of Edinburgh, Report of a pilot joint inspection, April 2013

This falls broadly into three areas:



These areas will include a range of activity which will be different for different services. Examples include personal decision making in a child's plan, shaping services through a Parent Council or having an impact on wider policy through young people taking part in the Young People in Care Council.

### **Our Commitments**

Partners, individually and collectively, commit to undertaking an agreed set of actions to embed participation across all their activities, ensuring that children, young people, families and staff are able to contribute at all levels. We recognise this will mean that we give specific attention to engaging hardly reached/seldom heard individuals and groups

We will:

- Evidence regular interaction with representative groups of stakeholders
- Make use of a range of systematic approaches to gather and analyse service user/community views to inform decision-making and improvement
- Make use of a range of systematic approaches to gather and analyse the knowledge and views of front line staff to inform decision-making and improvement
- Ensure that mechanisms are put in place to link management decisions and service development to the needs and views of stakeholders
- Regularly inform stakeholders of progress – 'You said – (we are doing)- We did'

The Children's Partnership will monitor and evaluate these five commitments. Each partner will use systems and approaches appropriate to their service.

### **Engagement terminology**

**A wide range of terms is used in relation to engagement and participation. These can often be misleading or used interchangeably when their meaning is quite different. To avoid confusion and to help plan engagement approaches, we will adopt the following terms and definitions across the Partnership:**

#### **Inform**

**We will tell you what we are doing.**

**Consult**

**We will keep you informed, listen to and acknowledge your thoughts and ideas, and provide feedback on how your input influenced the decision.**

**Involve**

**We will work with you to ensure that your thoughts and ideas are directly reflected in the alternatives developed and provide feedback on how your input influenced the decision.**

**Collaborate**

**We will work in partnership with you in formulating solutions and incorporate your advice and recommendations into the decision to the maximum extent possible.**

**Empower**

**We will place final decision-making in your hands.**

## Appendix 2

### The Participation of Children, Young People and Other Stakeholders in Policy, Planning and Service Development – 2014 update (*new text in italics*)

#### 1. What progress have we made?

The Edinburgh Partnership is committed to a Co-operative approach to policy and service development. Edinburgh's integrated children's services plan was developed with the involvement of more than 1000 young people and emphasises our commitment to a strategic approach to the full engagement of children and their families in the development of services. We are continually seeking and responding to feedback from young people and their parents to improve our services.

*Our biennial [pupil and parents surveys](#) across nursery, primary, secondary and special schools give us regular feedback about children and families experiences of school and about how well we are achieving our outcomes. Individual reports are sent to schools and citywide findings support improvement. *More than 4,000 parents/carers have completed the survey this year (2013/14). Carrick Knowe Primary School provides a good example of how findings inform improvements at the local level (see case study). On a citywide basis, we identified ways to improve parental engagement for our [Parental Engagement Strategy](#).**

*Our **citywide anti-bullying survey** is completed by P6/7 and S2 pupils across Edinburgh. *More than 7,000 pupils completed the survey this year. There is now a question in the survey on bullying due to being in care/looked after following on from a survey of looked after children and young people's experience of bullying.* Schools receive feedback about their individual results and produce action plans to respond to the issues identified. Feedback informs our strategy for addressing bullying including staff training and targeted approaches e.g. it has informed specific work with children with disabilities and commissioning work from Stonewall. The % of pupils saying their school is good at dealing with bullying has improved from 67% to 73%.*

*Our **Growing Confidence Well-being Questionnaire** was completed by over 12,000 primary school pupils in 2013. Headteachers have reported that the questionnaires have helped schools shape priorities and make changes to how, for example, they manage challenging behaviour *and how they engage more effectively with parents/carers.**

*A Families and Schools Together (FAST) programme at Castleview Primary school ran in Summer 2013. This is an early intervention programme delivered in partnership between the school, parent partners and local partners including Family Solutions, Community Learning and Development, Community Centre staff, Housing association staff and the Voluntary Sector. As a result of running FAST, there is increasing involvement by parents in their children's learning at the school. Results show 33% more involvement by parents; 73% say they are able to better support their children; and parent to parent support has increased by 32%; The Parent Council is much more active now and a parent and child homework club has been established and a breakfast club about to start. FAST has been shown to have a long term improve in learning and achievement for the children/family who participate (see FAST film: <http://www.youtube.com/watch?v=sbRW4QfH0Wo&feature=youtu.be> and 60 Sec Trailer:<http://www.youtube.com/watch?v=bBi0jSpMtHo&feature=youtu.be>)*

Children, young people and families are encouraged to be involved in all **individual planning and decision making which affects them**. For example, children and families are encouraged to contribute through the use of the My World triangle, Talking Mats, Emotion Talks and other tools. **Children who are looked after** are supported to complete 'Have Your Say' forms (*these forms will be updated – see below*) for reviews. *For hearings, a new 'All About Me' form is used. Children's Rights Officers and Who Cares Young Persons' Workers support looked after children to participate in meetings and in whatever way they can either through direct participation or through the workers advocating on their behalf.* Reviewing Officers monitor the effectiveness of these arrangements. **The Family Group Decision Making** [*video to follow*] service brings family members together to make a family plan for the care of a child or young person. The family has a central place in finding positive solutions for the child. The service has recently produced a DVD which explains what is on offer and the voice of family members is included on the DVD alongside that of staff.

We are engaging increasingly successfully with **very young children**. Staff have played a leading role in the development of Talking Mats [[video 1](#); *video 2 to follow*] which enable children as young as two to participate in planning and evaluation in early years settings. Training has been delivered to social workers and early intervention workers, based on a GIRFEC resource, which represents the My World Triangle in symbols. Emotions Talk has been developed to support children's engagement and is used in a range of special and mainstream school settings. The Talking Mats resource was presented at the national GIRFEC conference and will be rolled out across Scotland. *This resource, entitled 'Consulting Children and Young People', is now on sale. A major CPD event entitled, 'Empowering the Voices of Children' is planned for May 2014. The event will showcase a range of approaches to engaging successfully with young children including Talking Mats, Emotions Talk and arts-based approaches.*

*Young people are routinely involved in policy, planning and service development. A major change occurred to the thrust of citywide young people's participation in Edinburgh in Feb 2013 with the development of a new participation strategy ([LINK](#)) that emphasises a 'deep' learning and involvement of young people in Edinburgh in decision making and democratic activities. There have been two Participation Mentor Training courses conducted over the past year involving 30 young people who have undertaken a 40 hour **Participation Mentor** training programme. This programme creates confident and able young people who can participate effectively and encourage others to get involved in democratic processes in Edinburgh. This is an ongoing training programme. These young people have facilitated the Internet Safety evening February 2014, a COSLA event on child protection in 2013, and all other elements of the Edinburgh Youth Participation Strategy including co-facilitating the training of the new round of Participation Mentors.*

*The **Edinburgh Youth Issues Gathering**, organised and facilitated by the Participation Mentors, was held in September 2013 where 45 young people prioritised issues for action in Edinburgh. The top issues have been: bullying, mental health and wellbeing in schools, poverty and inequality, and the state of our schools. These topics have been the focus of **Action Research Groups** where young people learn research skills and undertake deep inquiry about the topic. Each of the groups then undertake a **Conversation for Action** with lead officers, elected members and young people discuss the issue in more depth and identifying key issues and actions for change. The bullying Conversation for Action held in January 2014, recognised that the bullying policy, while implemented in all schools relies on students individual relationships with teachers, which may have the potential to impact policy implementation.*

*An important element of the participation strategy has been to strengthen young people's links with the Edinburgh Partnership and local level decision-making forums. Increased networking between Members of the Scottish Youth Parliament and local forums has assisted this process. Additionally two Members of the Scottish Youth Parliament sit on the Leader's Group for Edinburgh Guarantee. A number of presentations have also been made at a local and citywide level about the changes to EYIF structure and young people's participation generally. Examples of young people's work locally include: the 'South by South West' video reflecting what young people feel and think about their communities in the South West and Western areas of Edinburgh; The North Youth Forum have produced a community newspaper 'The Matter'. The second issue which focused on bullying. They have also been involved in a number of consultations organised by Total Craigroyston; North and East localities are currently organising Local Youth Gatherings which will be facilitated by Participation Mentors. The Community Learning and Development (CLD) service has identified 6 local participation leads who are actively involving young people in participation activities at a local level. Stronger links with school councils are also being forged.*

*'**Democracy on the Move**', a project supported by a CLD student on placement within the Young People's Participation Team, aims to make young people aware of the referendum and their voting rights. The project has delivered presentations and workshops local authority high schools and community settings in Edinburgh. The participants involved in these workshops and assemblies have collectively explored and articulated their thoughts in relation to the registration process for voting, the voting process and general thoughts around the referendum. Young people have planned, delivered and evaluated this project. They include Participation Mentors, Members of the Scottish Youth Parliament and EYIF members. The process is supported and resourced through the YPPT and school staff.*

**Creative Conversations** are events that aim to bring people together to discuss creativity, education and the arts. Student Councils were invited to have their say about creative learning and to develop their very own Creative Conversation to share with their school and wider community. The Student Council Creative Conversations vary from how to be creative with the food you buy in order to help sustain the global demand for it to the role of art in religion. Learning should be enjoyable and the Creative Conversations allow young people to discuss creative learning as they understand it and think about what they would like to happen.

*A **Festival of Participation** will be held on March 8 celebrating and showcasing young people's participation across the city. This event has been planned and organised by young people for young people.*

**The Young People in Care Council** was established to ensure looked after children could influence service developments. It has had real impact, for example in shaping our Corporate Parenting Action Plan, influencing policy and participating in staff interviews. *YPICC members took part in a consultation event on 20 February on the refresh of the Corporate Parenting Action Plan and a staff focus group was held on updating the plan on 24 February.* **Young People in residential services** are consulted to improve residential care e.g. Secure Services have developed the 'Count Me In' strategy to offer young people and parents greater influence. This approach has been rolled out across other residential units e.g. Northfield YPC was graded "excellent" for their participation programme. Our **Family Based Care** Participation Strategy includes Foster Carer Support Groups which provide comment on service development. New groups for children of foster carers and single adopters have been developed. Disruption Review Meetings help us learn lessons from placement breakdowns. Foster carers and adopters participate in review meetings and express their views. Their contribution to self evaluation was reflected in the Care Inspectorate inspection. A leaflet for **young carers** called 'Who Cares?' has been developed by the Community Health Partnership in partnership with Edinburgh Young Carers Project and sent to all pupils. The leaflet encourages young people to identify themselves as carers and gives useful resources for further support. Young people from local schools attended a well evaluated launch event. Young carers are consulted by providers about the activities they would like to see in place. A consultation was held with Broomhouse young carers in 2011 and findings were disseminated through Children in Scotland.

A Parents Forum for **children with disabilities** addresses issues raised by families and engages them in the future direction of services [minutes [24/01/12](#); [02/05/12](#); [28/08/12](#)]. A service providers group comprising the voluntary sector, private sector and in-house services is working together to identify service gaps and address them. Children with disabilities, who use playschemes and residential respite, and their parents and siblings were invited to feedback their experiences using the tools offered by 'Boardmaker' or via a conventional questionnaire. This has provided powerful feedback about the experiences of children with disabilities and their families and improvements are being made as a result e.g. expansion of holiday play schemes. *Many of the improvement suggestions arising from the consultation directly fed in to the tender for services for children with disabilities. The consultation itself won the Customer First award at the Council's Staff Awards for Excellence and was highly commended at the Children and Families Achievement Awards. Parents/carers of children with disabilities took part in a consultation on Self-Directed Support and service delivery in January and February 2014. The consultation involved focus groups and an online survey and gathered parents' views in relation to SDS and services for children with disabilities.*

The Hospital and Outreach Service has developed an "app" with children in hospital to provide information re Frequently Asked Questions and children's concerns. New case management arrangements for children with additional support needs have involved parents via Kindred and reflect their suggestions. The English as an Additional Language service supports the involvement of bilingual families. The Psychology Service has championed parent and child involvement in planning Emotion Talks used to support child involvement

*NHS Lothian works collaboratively with partners to engage and listen to families, carers, children and parents in relation to **health services** e.g. shared work with Young Carers, Family Nurse Partnership (FNP) review, Family Council, Allied Health Professional membership on parent led bodies, and Individual and Collective Advocacy Services for Child and Adolescent Mental Health Services.*

*Family Nurse Partnership (FNP) parents helped create information leaflets, recruit Family Nurses and Supervisors and provided feedback to individual Family Nurses. After identifying a*

gap in the service, FNP Clients were keen to contribute to breast feeding support for future clients on a city wide basis. Clients have participated in further training to become volunteer workers as part of NHS Lothian 'Best Buddy' Breast feeding service. This service supports women across NHS Lothian by offering practical information, emotional support and encouragement to breast feed their baby.

Healthy Respect has renewed its bronze LGBT Charter award in 2013 for young people's services. Children and young people have been involved in the development of young person friendly services at Chalmers sexual health centre and several of the peripheral clinics. This process involves inviting groups of young people into the service to discuss their ideas on developing a service that young people are comfortable to use. Several groups including LGBT youth and Throughcare and Aftercare have been consulted.

Young people have recently been consulted on the development of Healthy Respect's Sexting Campaign, as part of Antibullying week in November 2013. Their views were used to develop the final poster. Appendices 1 and 2 are promotional material.

Healthy Respect initiated a study (2012/2013) through the Lothian young people's sexual health group to seek the views of 'vulnerable young people that don't attend services'. The views of 67 young people were collated and 34.3% (23) said that they felt they had wanted advice or support with 'relationships, family worries, how they felt, sexual health, drugs or alcohol' and of these 23 young people 15 didn't go to any services for help. Services are aware of barriers that still exist for some young and will continue to work in partnership to address these. Appendix 3 is a copy of the findings report.

LGBT Youth Scotland, in partnership with Healthy Respect recruited and trained 8 young people as volunteer mystery shoppers. This group have worked to explore young people's experiences of accessing services around sexual health and relationships in Lothian. Young People have also been involved in developing the criteria they will use when visiting services.

The young people visited a selection of the services currently operating across Lothian. 12 organisations were selected from Healthy Respect drop-ins, peripheral clinics and 2 youth services between 8 January 2014 and 7 February. The young people will share their feedback with NHS Lothian, and individual organisations, with a focus on identifying strengths, and highlighting areas for development.

Young people in North East Edinburgh informed the Child Healthy Weight Programme and a high school programme for S3 girls, 'Health 4 U'. 629 pupils have been involved via 13 High Schools across Edinburgh. This programme has demonstrated increased confidence and knowledge around healthy choices and use of local sports and fitness facilities.

We have intervention programmes (Get Going) tailored for overweight and obese primary school and high school age pupils, delivered in partnership between NHS Lothian, City of Edinburgh Council and Edinburgh Leisure, and linking to clinical services when required. Promotion of this service through direct engagement with NHS (GPs, school nurses and others) and local authority staff has improved recruitment (54 children have completed 75% of the Get Going programme in Edinburgh so far for 2013/14).

Parents across diverse populations contributed to the NHS Maternity Strategy and influenced the review of community midwifery services. The Maternity Quality Improvement Team has lay members including mothers. This group scrutinises audit and has developed a post natal questionnaire, analysed results and developed an action plan to improve patient experience.

Participation of children, young people and their families is part of wider **patient public involvement work**. 315 Children and Young People were involved in the consultation on the Children and Young People's Health and Wellbeing Strategy. NHS Lothian worked in partnership with the Children's Parliament to develop a child and young person friendly toolkit available at <http://www.childrensparliament.org.uk/nhs-lothian-consultation.html>. Train the trainer events were held for Health, Local Authority and Voluntary Sector staff. Awaiting evaluation results. Responses were received from a cross section of children and young people including Looked After and Accommodated Children (LAAC), LGBT Youth, Minority Ethnic Health Improvement Service (MEHIS) and those accessing Child and Adolescent Mental Health Services (CAMHS). The comments received have informed changes to the updated draft of the strategy. Annual engagement will be carried out to ensure children and young people have the opportunity to contribute to the planning of children's services.



*Children and families were involved in the Re-provision Project Team, and Family Council. Other examples exist of children being asked to respond to the National Parenting Strategy, and clients becoming best buddy volunteers for future clients. RHSC offer a drop in centre where patients, carers and families can access peer and professional support.*

Our new **Parent/Carer Support** Framework was informed by a [survey of views](#) of 217 parents and carers, including 84 parents identified as “hardly reached”. The starting point for the **Total Craigroyston** project was to engage children, young people, families and the local community to listen to their concerns, aspirations and solutions for their local area. This has had a major impact on the Road Map which has been developed as a result. Community feedback has been published in newspaper format in the area.

*More than 1800 parents/carers took part in the Early Years 600 hours survey. The survey gathered parents' views on potential delivery options for the Scottish Government's increase in early learning and childcare hours from 475 to 600.*

Our **Commissioning approach** to children's services has systematically involved service users, partner agencies, and funded providers. For example we have made extensive use of surveys and questionnaires, inclusion of children with disabilities through the use of Boardmaker and pictorial aids and we have established a multi-agency checkpoint group [[Checkpoint group remit; minutes 28/06/12; 16/08/12](#)].

An independent advocacy worker has been appointed through Barnardos Scotland for children and young people involved in the child protection process. Multi-agency case file audits have specifically examined how we engage with children and families in line with the Quality Indicators and this will help inform our revised Child Protection Improvement Plan. As part of our Public Awareness campaign, the Youth Participation Communications Group reviewed some of our Child Protection materials and gave constructive feedback. Work is now underway with school-aged children and young people to develop new materials. A multi-agency working group is determining how best we improve the impact of Children and Young people on decisions about their lives. Staff focus groups and literature reviews have taken place. This work has been supported by the Head of Participation with the Scottish Commissioner for Children and Young People. We are now moving to engage directly with children and young people in this work through creative means, involving a commissioned community artist, to elicit the views of children and young people.

*Three comic strip booklets developed by children and young people who have been in the Child Protection process were presented to the Edinburgh Child Protection Committee on 12 February: 'Keeping it Safe: A Young Person's Guide to the Child Protection System' - An introduction to the Child Protection process and setting out how children and young people should expect to have their views heard.*

*'Keeping it Safe: A Young Person's Guide to being cared for safely' - An introduction to Child Protection for children and young people who need to be accommodated as part of the plan to keep them safe. This incorporates the important issues for the young people of keeping in touch with family and friends.*

*'Keeping It Safe' – A Young Person's Guide to Case Conferences and Plans' - A booklet outlining the purpose of the Case Conference and the Plan. This incorporates the message from young people about the importance of knowing when meetings are taking place, having their views heard and having the choice to attend.*

*The booklets are designed to be used with children and young people by staff. The aim is to enhance the young person's understanding of the Child Protection process and to promote their capacity and confidence to give their views about decisions and plans being made. The booklets and outcomes of the research need to be shared with all the young people involved. Formal appreciation for the work and commitment of the young people will be marked. Learning points with regard to the methodology will be collated and written up by the implementation group. The findings of the research will be publicised and the booklets launched for professionals.*

*A business case will be made for involving children and young people in developing a replacement for the 'Have Your Say' form, in order that young people can present views in ways consistent with their developmental stage and needs.*

*Two cohorts of children and young people (Dalry Primary and Drummond Community High) have contributed to the development of the 'Speak Up – Speak Out Public Protection Awareness Campaign'. The CPC have run a competition (<http://digitalteachingandlearning.files.wordpress.com/2013/12/safer-internet-day-extended.pdf>) to coincide with Safer Internet Day on 11 February. We have received over 200 entries. The winning entries will feature as part of the public awareness campaign on internet safety and the safe use of social media.*

10,228 Edinburgh young people voted in the most recent Scottish Youth Parliament (SYP) elections and our MSYPs fully engage in the Scottish Youth Parliament. **The Edinburgh campaign won 'Best use of Social Media' award for public sector agencies at ["Some Comms" Awards 2011](#).**

Four services (Family and Community Support, the Education Welfare Service, Planning and Performance, and Queensferry High School) have achieved [Customer Service Excellence](#) accreditation *and all have successfully completed their annual reassessment, attaining elements which were previously only partially compliant and, in one case, adding new elements which were assessed as compliant plus.* This has involved a systematic and comprehensive approach to engagement with children, families and other stakeholders. The aim is for all services to learn from this good practice and work towards accreditation.

## **2. What improvements do we need to make?**

- Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback
- Ensure service developments and improvement always evidence feedback from children and young people, parents/carers and other stakeholders e.g. the 'You said, we did' approach

*The 'Joint approach to participation' paper was approved by the Children's Partnership in October 2013. A working group of staff from across the Partnership drafted the paper which sets out five commitments – including 'You said, we did' - on participation and a common approach to engagement terminology. The task is now to ensure that the commitments are implemented across the Partnership.*

- Develop use of social media tools for participation and engagement

*The Children and Families Web Board approves new proposals for using social media. About 20 proposals are discussed and approved annually. Guidance has also been produced on best practice in using social media.*

- Extend the use of Talking Mats and Emotions Talk

*About 70 staff in Children and Families have been trained in Talking Mats and there are now four accredited trainers each of whom will train three groups of staff this year. A strategic group is meeting to oversee the progress of Emotions Talk.*

*See above re the 'Empowering Children's Voices' event (p2)*

- Strengthen links between the Edinburgh Youth Issues Forum and Local Youth Forums to include hard to reach groups more effectively and make meetings more engaging and inclusive.

*See above re developments in youth participation (pp2-3)*

- Implement the new Parental Engagement in Education Strategy 2013 – 16

*The Parental Engagement Strategy and Action Plan was approved by the Education, Children and Families Committee in October 2013*

- Involve young people in improving Looked After Review materials to enable them to have more control over the agenda, venue and how they express their views.
- Continue to build linkages between Family Nurse Partnerships and universal services as it expands

*See above re FNP (p4)*

- Further develop advocacy for children and young people in child protection

*The Barnardos advocacy (children's rights) service has supported 60 children through the child protection process from December 2012 to December 2013. This has included attending case conferences, supporting children/young people to attend case conferences, submitting reports, attending core groups, attending children's hearings and attending LAAC (joint with CPCC).*

- Improve accessibility of Healthy Respect services on the basis of the Rapid Impact Assessment on the Review of Young People's services in Lothian

*See above re developments in Healthy Respect (p4-5)*

- Increase the number of services which are accredited with Customer Service Excellence

*The number of accredited services has not increased but all services have successfully passed their annual reviews (p8)*

# Education, Children and Families Committee

10am, Tuesday 20 May 2014

## School Session Dates 2015/16

Item number	8.2
Report number	
Executive/routine	
Wards	All

### Executive summary

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The annual consultation took place on proposed Session Dates for 2015/16, 2016/17 and 2017/18. Those consulted were :

- Parent Council Chairs (asking them to consult with Parent Forums)
- Head Teachers (asking them to consult with school staff)
- Local Negotiating Committee for Teachers ( LNCT)
- Neighbourhood Parent Council Meetings

### Links

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

## School Session Dates 2015/16

### Recommendations

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- 1.1 The Education, Children and Families Committee is asked to approve the Session Dates for 2015/16 (Appendix one) and to approve a survey to be carried out in relation to the criteria for setting dates for use from 2016/17 onwards.

### Background

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#### Consultation

- 2.1 There were four hundred and eighty seven responses to the consultation as follows:

Parents/ Guardians	250
Head Teachers/ School staff	152
Parent Councils	30
Teacher and Parent	16
LNCT	1
Community Learning	2
After School Club	2
Other	33
SSTA	1

- 2.2 As part of the Council's consultation on dates for 2015/16, 2016/17 and 2017/18, the views of Head Teachers and Parent Councils were sought. Head Teachers were asked to advise school staff and Parent Councils were asked to advise parents. Opportunity for feedback was also available through the main Council website.

2.2.1 As the start of session date had been early – 14 August in 2013 and 13 August in 2014 and to allow pupils more time to view Festival events, the draft dates had a seven week Summer Break as opposed to a six week break.

2.2.2 In increasing the length of the Summer Break, the Christmas Break was shortened.

- 2.2.3 The vast majority of respondents indicated that they wished the Summer Break to remain at six weeks and the Christmas Break to be longer. ( See Summary of Responses).
- 2.3 Future consultation on harmonising dates should include other Lothian authorities and Fife.

## Main report

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### 3.1 Summary of responses:

#### **LNCT**

- 3.1.1 The Teachers' Panel of the LNCT considered the proposed holiday dates for sessions 2015/16, 2016/17 and 2017/18. With regards to the first two sessions, the Teachers' Panel had no issues with the proposed dates.
- 3.1.2 For Session 2017/18, they recognised the difficulty that arises in fitting in the required 195 days of opening. They noted that the proposed dates address this through having a Christmas holiday of less than two weeks (10 working days) and a full 2 weeks at Easter. After considerable discussion, they decided that it was better to encourage teachers to participate in the consultation exercise rather than to recommend this model of a shorter Christmas holiday and longer Easter holiday. In their communication to teachers, they did make it clear that the alternative to the proposed model was a longer Christmas holiday and a shorter Easter holiday.

#### **Summer**

- 3.1.3 There were two hundred and forty four responses in favour of a six week break instead of seven weeks. The main reason given was that the longer break would mean parents incurring more childcare costs/ pressures. Other comments were that it was too long for pupils to retain information over the summer, pupils would be bored and would be fresher for the August start with a shorter break.
- 3.1.4 Preference for the longer seven week break was intimated by thirty three respondents and one wanted a break longer than seven weeks.

#### **Christmas**

- 3.1.5 Those in favour of the longer Christmas Break numbered three hundred and seven. The majority of reasons given were a longer recovery time for staff and pupils, more family time, travel arrangements and pupils and staff more prone to illness at this time of year.
- 3.1.6 There were twenty six responses in favour of a shorter Christmas Break.

## **February**

- 3.1.7 Twenty comments included that there was no need to have a two week break so soon after Christmas and should be two days in line with some other Authorities.

## **Easter**

- 3.1.8 Comments numbered forty one and included wanting a longer Easter Break, a Wednesday to Wednesday Break was not acceptable, fix the first two weeks in April and three holiday Mondays after Easter were too many.
- 3.1.9 Two were happy with a shorter Easter Break.

## **General**

- 3.1.10 The most common comments received were that there should be more harmonisation of dates with the other ex- Lothian Authorities, May Holiday Mondays should be grouped together, objection to In Service Days being on Election Days and future consultations should include more information on the reasons for any changes.

## **Survey**

- 3.1.11 Based on comments received, it is proposed that a survey of school staff, parents and parents be carried out to determine how future consultations should proceed. This would involve a questionnaire based on the criteria shown in Appendix Two. The results of the survey would be collated and based on results, criteria will be put in place and used as the basis for consultation on the 2016/17 dates and beyond.

## **Break Down by Days**

- 3.1.12 The School Session 2015/16 can be broken down by days of the week as follows:
- Pupils (190 days) comprising: Monday 35, Tuesday 39, Wednesday 39, Thursday 39, Friday 38.
  - Staff (195 days) comprising Monday 35, Tuesday 40, Wednesday 40, Thursday 41, Friday 39.
  - In – Service Days on Polling Days.
- 3.1.13 A report on the Statutory Review of Polling Districts and Places was submitted to the City of Edinburgh Council on 18 November 2010.
- 3.1.14 One of the recommendations was to ‘agree to the designation of a staff In- Service Day in all City of Edinburgh primary schools on polling days for fixed term elections, where the dates are known well in advance, subject to further discussion with the Director of Children and Families.
- 3.1.15 Whilst it is primary schools which are mainly used as polling stations, it was proposed that all schools (secondary, primary, special and nursery)

would close to pupils and be used for staff In Service training. For Session 2015/16, schools will be closed on Thursday 5 May 2016 for the Scottish Parliament Election.

## **Measures of success**

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- 4.1 A survey will be carried out to determine the criteria for setting session dates from 2016/17 onwards. The success of this will be established from the subsequent consultation on 2016/17 dates.

## **Financial impact**

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- 5.1 There are no financial implications.

## **Risk, policy, compliance and governance impact**

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- 6.1 There is no risk, policy, compliance and governance impact.

## **Equalities impact**

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- 7.1 None.

## **Sustainability impact**

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- 8.1 There is no sustainability impact.

## **Consultation and engagement**

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- 9.1 Consultation took place with school staff, parents and teaching unions.

## **Background reading / external references**

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### **Gillian Tee**

Director, Children and Families

Contact: Graham Douglas, Admin Officer

E-mail: [graham.douglas@edinburgh.gov.uk](mailto:graham.douglas@edinburgh.gov.uk) | Tel: 0131 469 3131



## Links

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<b>Coalition pledges</b>	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. Draft School Session Dates 2015/16</li><li>2. Proposed questionnaire to be used for establishing criteria for future Session Dates</li></ol>

## Appendix 1

### School Session Dates 2015/16

Staff resume		Thursday	13 August *	2015
Staff only		Friday	14 August *	2015
Pupils return		Monday	17 August	2015
Autumn Holiday	Schools closed	Monday	21 September	2015
All resume		Tuesday	22 September	2015
Mid-term	All break	Friday	9 October	2015
	Staff resume	Tuesday	20 October*	2015
	Pupils resume	Wednesday	21 October	2015
Term ends		Tuesday	22 December	2015

Staff resume		Wednesday	6 January*	2016
Pupils resume		Thursday	7 January	2016
Mid-term	All break	Friday	12 February	2016
	All resume	Monday	22 February	2016
Term ends		Thursday	24 March	2016

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	25 March	2016
Easter Monday	Schools closed	Monday	28 March	2016

All Resume		Monday	11 April	2016
Spring Holiday	Schools Closed	Monday	18 April	2016
May Day	Schools closed	Monday	2 May	2016
	All resume	Tuesday	3 May	2016
Staff only		Thursday	5 May*#	2016
Pupils resume		Friday	6 May	2016
Victoria Day	Schools closed	Monday	23 May	2016
Term ends		Thursday	30 June	2016

\* Five In-Service days for all schools.

# 5th In Service Day coincides with date of Scottish Parliament Election.

The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	84	87
Term 2	51	52
Term 3	55	56
<b>Total</b>	<b>190</b>	<b>195</b>

P7/S1 Transition Days – Tuesday 21 June, Wednesday 22 June and Thursday 23 June 2016.

## Appendix 2

### Previous suggested Edinburgh Criteria, where possible, for School Session Dates

- Session to end before the beginning of the Trades Holiday, normally the first Saturday in July.
- Two In – Service Days for staff at the beginning of the Session.
- Provision for local holidays.
- A one week break during the third week in October ( i.e. the week preceding the last Thursday in October).
- Two full weeks holiday at Christmas.
- Date of SQA examinations.
- First two weeks in April for Spring Break.

In previous consultations, teaching unions and many schools noted that a break of one week in February was preferred to a shorter break in order to benefit children at a time when pupils and staff can be more prone to illness.

Previously, the Education Committee had decided that for a five year period, until Session 2003/04, the Easter holiday would be fixed in weeks 2 and 3 in April. In some years, however, this meant that the Easter weekend was not included within the Easter Break and was subsequently not adhered to.