

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

European Room, City Chambers, High Street, Edinburgh

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

Contact

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Note

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

1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 Duncan Place Resource Centre Management Committee (in relation to item 7.9 below) – email (circulated)

4. Minutes

- 4.1 Education, Children and Families Committee Policy Development and Review Sub-Committee of 16 June 2014 (circulated) – submitted for approval as a correct record
- 4.2 Education, Children and Families Committee 11 September 2014 (circulated) Submitted for approval as a correct record

5. Forward planning

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – March to May 2015 (circulated)
- 5.2 Education, Children and Families Committee Rolling Actions Log (circulated)

6. Business bulletin

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

7. Executive decisions

- 7.1 Free School Meals - report by the Director of Children and Families (circulated)
- 7.2 Rising School Rolls - report by the Director of Children and Families (circulated)
- 7.3 Children and Families Asset Management Plan 2014 - report by the Director of Children and Families (circulated)

- 7.4 Children and Families Capital Asset Management Programme 2014-19 – Progress Update – report by the Acting Director of Services for Communities (circulated)
- 7.5 Primary School Capacity Pressure in South Edinburgh - report by the Director of Children and Families (circulated)
- 7.6 Liberton High School – report by the Director of Children and Families (circulated)
- 7.7 City of Edinburgh Play Strategy - report by the Director of Children and Families (circulated)
- 7.8 Progress Report on the Implementation of Revised Secondary School Management Structures - report by the Director of Children and Families (circulated)
- 7.9 Closure of Duncan Place including implications for Leith Primary School – joint report by the Director of Children and Families and the Acting Director of Services for Communities (circulated)
- 7.10 Castlebrae Community High School Progress Report – report by the Director of Children and Families (circulated)
- 7.11 Fox Covert Primary Schools – New Nursery – report by the Director of Children and Families (circulated)
- 7.12 Proposed Closure of Pentland View Close Support Unit and Improvement Proposals for Children and Young People who are looked After and Accommodated in Residential and Secure Care Services – report by the Director of Children and Families (circulated)
- 7.13 Children and Families Revenue Budget Monitoring 2014/15 – Half Yearly Position – report by the Director of Children and Families (circulated)

8. Routine decisions

- 8.1 Cameron House Community Centre – Review of Project Delivery – report by the Acting Director of Services for Communities (circulated)
- 8.2 Review of 2014 Admissions and Appeal Process – report by the Director of Children and Families (circulated)
- 8.3 Piping and Drumming Tuition Update - report by the Director of Children and Families (circulated)
- 8.4 Corporate Performance Framework: Performance from April to September 2014 – report by the Director of Children and Families (circulated)

- 8.5 Riddles Court and 4-6 Victoria Terrace – Internal Audit Update – referral report from the Governance, Risk and Best Value Committee – report by the Head of Legal, Risk and Compliance (circulated)
- 8.6 Social Work Complaints Review Committee – 24 September 2014
- (a) Recommendations of the Social Work Complaints Review Committee - report by the Chair of the Social Work Complaints Review Committee (circulated)
 - (b) Response to Social Work Complaints Review Committee Outcome – report by the Head of Support to Children and Young People (circulated)

9. Motions

- 9.1 If any

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Brock, Child, Nick Cook, Corbett, Day, Dixon, Howat, Jackson, Key, Lewis, Main, Milligan, Redpath, Robson, Rust, Burns (ex-officio) and Cardownie (ex-officio).

For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie, Craig Duncan, Lindsay Law and John Swinburne.

Information about the Education, Children and Families Committee

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

The Education, Children and Families Committee usually meet in the European Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Morris Smith or Ross Murray, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4227/0131 469 3870, e-mail morris.smith@edinburgh.gov.uk / ross.murray@edinburgh.gov.uk

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

Item No. 3.1

Dear Mr Smith,

On behalf of Duncan Placer Resource Centre Management Committee, we would like to request a deputation to the Education, Children and Families committee meeting on Tuesday 9th December 2014.

The deputation is regarding the report on the results of the recent structural survey and proposals for Duncan Place that will be going to the committee on that date.

I look forward to hearing from you soon.

Regards,

Nicola Lamberton
Secretary
Duncan Place Resource Centre Management Committee

Item 4.1 - Minutes

Education, Children and Families Committee Policy Development and Review Sub-Committee

2.00 pm, Monday, 16 June 2014

Present

Councillors Fullerton (Convener), Aitken, Austin Hart, Brock, Child, Dixon, Godzik, Howat, Jackson, Key, Lewis, Main and Redpath.

Added Members for Education items

Craig Duncan.

1. Minute

Decision

To approve the minute of the Education, Children and Families Committee Policy Development and Review Sub-Committee of 3 April 2014 as a correct record.

2. Payments to Third Parties

Ricky Dover (Principal Officer, Commissioned Services) and Lynne Porteous (Acting Head of Planning and Performance) provided a presentation outlining changes to the remit of the Education, Children and Families Committee with regard to the awarding of third party grants. The following was highlighted:

- Responsibility for developing future grant programmes and making grant awards had been transferred to Executive Committees.
- This would allow for closer scrutiny and oversight by elected members and better alignment with Council priorities and pledges.
- There was a desire to move to three year funding agreements.
- The existing arrangements would end in 2015/16 and a new grants programme would be established and operational by April 2016.

In order to move things forward, it was recommended that the Sub-Committee establish an elected member working group.

Decision

- 1) To thank the officers for the presentation
- 2) To agree to appoint a Short Life Working Group to look at Payments to Third Parties in more detail, and to appoint Councillor Fullerton as Convener
- 3) To agree that the political balance of the Working Group should be 8 Members (2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 Religious, Teacher or Parent Representative), and that substitutes would be permitted.
- 4) To request the Head of Legal, Risk and Compliance to make appropriate arrangements to seek nominations for the remaining vacancies from the political groups and religious, teacher and parent representatives.
- 5) To ask the Head of Legal, Risk and Compliance, in consultation with the Convener and lead officer, to arrange a programme of meeting dates and to notify the members accordingly.
- 6) To agree that a remit for the Working Group be submitted to the first meeting for approval.

(Reference – presentation by the Director of Children and Families.)

3. Neighbourhood Working

The Sub-Committee heard a presentation from Sean Bell (Children and Families Practice Team Manager) outlining examples of good practice in developing joined up services at local neighbourhood level, including the innovative practices developed in the Total Craigroyston Neighbourhood Model.

Sheila Paton (Headteacher, Wester Hailes Education Centre) addressed the Sub-Committee on a partnership working pilot in Wester Hailes which was based on a local initiative.

Following the presentations, the Sub-Committee split into discussion groups and considered the following questions:

Q1. What are the advantages and disadvantages from your point of view of developing a local approach?

Q2. How could building a more local approach as described strengthen the neighbourhood partnerships and vice-versa?

Feedback from the discussion groups

Question 1 (What are the advantages and disadvantages from your point of view of developing a local approach?)

Advantages

- The neighbourhood delivery model encourages a more consistent approach.
- Local approaches are person centred and make use of local intelligence.
- A local approach allows for better joined up services and a more direct method of communicating.
- Local approaches to services focus on outcomes and respond to local need.
- A neighbourhood approach helps build good relationships with communities.
- Local services are often quicker to respond than centralised ones.

Disadvantages

- A neighbourhood focus may lead to a loss of consistency across the city with different levels and quality of resources provided.
- It can make the process of sharing good practice across the city more difficult.
- Once individuals pass 16 years of age, it's not clear who provides support. So this would need to be taken into account.
- If a family moves to another area, it can be difficult to maintain the same level of support that they had before. It is therefore necessary to also have a strategic approach to support the neighbourhood model.

Question 2 (How could building a more local approach as described strengthen the neighbourhood partnerships and vice-versa?)

- By ensuring that the correct people can meet to share ideas and best practice.
- By enabling the provision of the correct data and information for the area.
- By ensuring that the partnership groups meet local needs and the membership of those groups are truly representative of the community.
- By ensuring that youth services and the voices of young people are represented across the partnerships.

- By providing an opportunity to link learning communities to the partnerships that include recent positive inspections.

Decision

To thank Sean Bell and Sheila Paton for their presentation and the officers and members for their input into the discussions.

(Reference – presentation by the Director of Children and Families.)

Item 4.2 - Minutes

Education, Children and Families Committee

10.00 am, Thursday, 11 September 2014

Present

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

Added members for Education items

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

1. Minute

Decision

To approve the minute of the Education, Children and Families Committee of 20 May 2014 as a correct record.

2. Education, Children and Families Committee Key Decisions Forward Plan –December to March 2015 2014

The Education, Children and Families Committee Key Decisions Forward Plan for the period December 2014 to March 2015 was presented.

Decision

To note the Key Decisions Forward Plan for December 2014 to March 2015.

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

3. Rolling Actions Log

As part of a review of the Council's political management arrangements, the Council had approved a number of revisions to committee business processes including that Executive Committees introduce a rolling actions log to track committee business.

The Education, Children and Families Committee Rolling Actions Log for 11 September 2014 was presented.

Decision

To note the Rolling Actions Log.

(Rolling Actions Log – 11 September 2014, submitted.)

4. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 11 September 2014 was presented.

Decision

To note the Business Bulletin.

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

5. Improving Positive Destinations

An update was provided on strategies and progress towards improving school leaver destinations based on the follow up census data undertaken by Skills Development Scotland in March 2014. The follow up data showed 91% of young people were in a positive destination compared with 89.8% the previous year; an increase of 1.2%. Edinburgh's figures were 1% above the national average.

Decision

- 1) To note the contents of the Director's report, the improvement and trends in positive destinations.
- 2) To note progress of strategies in school and post school.
- 3) To agree to receive a further report in September 2015 after the follow up census which provides an indication of sustained destinations.
- 4) To congratulate officers across the council for their hard work and success in significantly improving Edinburgh's performance in this area.

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

6. Early Years Capital Investment

The Children and Young People (Scotland) Act 2014 sets out the requirement to expand free nursery provision from 475 to 600 hour a years for all three and four year olds and for certain two year olds.

Approval was sought to utilise part of the additional capital funding allocated by the Scottish Government to progress priority projects involving the replacement and/or expansion of early years provision at five key locations across the city.

Decision

- 1) To note the content of the Director's report.
- 2) To approve the proposed projects identified in the Director's report to replace and/or expand early years facilities at the following locations with the costs being met from the additional capital funding provided by the Scottish Government:
 - Longstone Primary School
 - Granton Early Years Centre
 - Davidson's Mains Primary School
 - Corstorphine Primary School
 - St John's RC Primary School
- 3) To note that proposals regarding the use of the remaining available additional capital funding, together with any further funding which may be provided, will be reported to a future meeting of the Education, Children and Families Committee for consideration.
- 4) To note that further discussions would take place with the Stepping Stones voluntary support project and local ward members on the most appropriate location for the service to be based.

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

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

An overview was provided of service provision for children and young people looked after and accommodated by the City of Edinburgh Council, including service area improvement plans for the financial year 2014/15.

Decision

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

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

Declaration of Interest

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

8. Support to Children and Young People with Disabilities: Annual Progress Report

In October 2013, the annual report on Social Work Services for Children with Disabilities provided an overview on performance and planning in relation to support to families who have a child with a disability. An update was provided on progress over the previous 12 months.

Decision

- 1) To note the progress made within social work services for children with disabilities.
- 2) To request a further report on progress in September 2015.
- 3) To note the progress on the expansion of School Holiday Respite Playschemes following implementation of service changes.

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 14); report by the Director of Children and Families, submitted.)

9. Energy in Schools Report

As previously requested by the Committee an update was provided on progress against the Schools Energy Action Plan, including a high level analysis of consumption trends.

Decision

- 1) To note the contents of the Acting Director's report
- 2) To note progress against the agreed action plan as detailed in appendix 2 to the report and the changes/amendments to the plan.
- 3) To note that an annual report would be submitted to the committee on progress made against the agreed action plan.
- 4) To note the factors contributing to the poor operation of school heating including the current condition of school building management systems (BMS) and existing revenue strategy.
- 5) To refer the report to Finance and Resources Committee for consideration.

- 6) To note that the Acting Director of Services for Communities would highlight progress against the Council's energy reduction targets in future reports.

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 16); report by the Acting Director of Services for Communities, submitted.)

10. Free School Meals

Details were provided of a number of practical and financial issues which had arisen as a consequence of the Scottish Government's commitment to give all primary 1 to 3 children the option of a free school meal from January 2015.

There was an immediate requirement for capital expenditure of £1,414,944 to address capacity and production issues in the school estate. While there was no capital funding available to meet these costs, it was the expectation that the Scottish Government would fully fund this expenditure.

Motion

- 1) To note the progress made towards the implementation of the extended entitlement to free school meals which would apply from January 2015.
- 2) To note the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015, and to remit this requirement to Council for approval on 25 September 2014.
- 3) To note that the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools (for which the total further capital expenditure required was estimated to be £3,257,243) would be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.
- 4) To note that the further report to the committee on 9 December 2014 would fully outline the interim measures for the four schools requiring substantive works.
- 5) To request an annual progress report on the School Meals service including:
 - Details of accommodation for pupils;
 - A quality assessment of the provision of school meals, including those from remote kitchens;
 - Uptake levels by year group;
 - Customer feedback (school, parent and pupil) on the school meals service and lunchtime environment; and
 - An update on the food for life project.

- Moved by Councillor Godzik, seconded by Councillor Fullerton

Amendment

- 1) Regrets that the Council has been placed in this invidious position, given meetings between Council and the Scottish Government since May 2014 and the potential significant impact on other services if funding from Scottish Government is not forthcoming. Request precise details of where within Council budgets this financial support would be coming from, in the event that Scottish Government funding does not materialise.
- 2) Given the unbudgeted capital commitment request an accurate time scale from the Scottish Government and detail of funding to meet this is requested in advance of September Full Council.
- 3) Calls for a report to be brought before the Education, Children and Families Committee on 9th December 2014 detailing the impact on all schools, including (a) concerns about delivering physical education requirements due to pressures, (b) impact on requirement for additional supervisory staff, (c) any staggering of school lunch breaks and (d) the displacement of those not partaking in free school meals.

- Moved by Councillor Rust, seconded by Councillor Aitken

Voting

For the motion – 16 votes

For the amendment – 9 votes

Decision

To approve the motion by Councillor Godzik.

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

11. Sport and Outdoor Learning Unit

As previously requested by the Committee an update was provided on work of the Sports and Outdoor Learning Unit, including a breakdown of participation levels of girls in sport.

Decision

- 1) To note the scope of work and the impact on key outcomes
- 2) To note the high level of external funding secured by the Sports and Outdoor Learning Unit.

- 3) To congratulate officers for their ongoing work and success in this area.
- 4) To note that future reports would include active Physical Education participation statistics at all school levels, including S5 and S6, and an assessment against comparator authorities.

(References –minute of the Education, Children and Families Committee 5 March 2013 (item 17); report by the Director of Children and Families, submitted.)

12. International Unit – Annual Update Report

An update was provided on the work of the International Unit and its support in the delivery of the Curriculum of Excellence and the development of global citizens.

Decision

- 1) To note the progress of the International Unit.
- 2) To agree to receive a further progress report of the International Unit in August 2015.
- 3) To note the dissolution of the Edinburgh-Africa Educational Trust in 2012 and request that this item is removed from the Committee’s Rolling Actions Log.

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

13. Parental Engagement

An update was provided on progress with the implementation of the Parental Engagement Strategy and Action Plan.

An overview was also provided of the Neighbourhood and City Wide Special Schools parent groups and the revamped Consultative Committee with Parents.

Decision

- 1) To note the contents of the Director’s report.
- 2) To request a progress report on implementation in December 2015.

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

14. Commissioning Plan for Children and Families 2015-2020

An update was provided on the Commissioning Plan for Children and Families including information on the consultation process and the development of commissioning intentions for the next 5 years.

Decision

- 1) To note the contents of the Director's report and the progress made in terms of the Commissioning Plan.
- 2) To agree to the ongoing commitment of the commissioning priorities identified in the Plan.
- 3) To agree to receive update reports where appropriate in terms of further commissioning developments during the period covered by the plan (2015 – 2020) e.g. Integration with Health, Self Directed Support etc.
- 4) To acknowledge the collaborative approach in the development of the plan through the extensive consultation process and the scrutiny of the Checkpoint Group made up of representatives from the Children's Partnership.
- 5) To refer the report to the Payments to Third Parties Elected Member's Working Group.

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

15. Integrated Children's Services

As previously requested by the Committee, an update was provided on the consultation process regarding the further development of Integrated Children's Facilities.

Decision

- 1) To note the feedback from the consultation process which demonstrates staff support for further integration of services.
- 2) To request that a further report be submitted to the December Committee detailing the proposal to be submitted to the Scottish Government along with details of Health and Social Care Integration within the city.
- 3) To refer the Director's report to the Corporate Policy and Strategy Committee for information.

(References – minute of the Education, Children and Families Committee 4 March 2014 (item 15); report by the Director of Children and Families, submitted.)

16. Children and Families Revenue Budget Monitoring 2014/15 – Month Two Position.

The month two revenue budget monitoring position was outlined for the Children and Families Directorate. A balanced position was projected, however, this was subject to continued ongoing management of budget pressures.

Decision

- 1) To note that at month two the projected residual budget pressures to be managed for Children and Families totalled £2.0m
- 2) To note that further management action was being implemented to address the residual pressures to enable to delivery of a balanced budget.

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

17. Professional Review and Development Policy Statement and Guidance for Staff Registered with the General Teaching Council for Scotland

Details were provided of the development of a scheme of professional update for teachers including a policy statement and guidance validated by the General Teaching Council for Scotland (GTC Scotland). Professional update was based on effective, consistent professional review and development (PRD) and high quality professional learning focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

Decision

To note the revised policy statement and guidance in respect of Professional Review and Development.

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

18. Carers' Champion Update – referral report from the Health, Social Care and Housing Committee

The Health, Social Care and Housing Committee had considered an update report on progress made by the Carers' Champion, Councillor Work. The report was referred to the Education, Children and Families Committee for information.

Decision

To note the report.

(Reference – minute of the Health, Social Care and Housing Committee 17 June 2014 (item 26); report by the Head of Legal, Risk and Compliance, submitted.)

19. Social Work Complaints Review Committee – 27 August 2014

The recommendations of the Social Work Complaints Review Committee held on 27 August on a complaint against the Children and Families Directorate were detailed,

together with the actions taken by the Chief Social Worker in response to the decision taken by the Review Committee.

Decision

To approve the recommendations of the Social Work Complaints Review Committee of 27 August 2014 and to note the actions taken by the Chief Social Worker in response to the Review Committee's decision

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

ITEM 5.1 - Key decisions forward plan

Education, Children and Families

[March – May 2015]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Family and Community Support Services	03/03/2015	All	Director: Gillian Tee Lead officer: Donny Scott 0131 469 3017 donny.scott@edinburgh.gov.uk	P1 CO1, CO2, CO3, CO5
2	Educational Attainment/Improvements in Performance	03/03/2015	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2, CO3, CO6
3	Edinburgh Young People's Participation Strategy	03/03/2015	All	Director: Gillian Tee Lead officer; Mary Mitchell and Gavin Crosby 0131 529 2131, 0131 469 3354 Mary.mitchell@edinburgh.gov.uk Gavin.crosby@edinburgh.gov.uk	P1, P3, P7, P33 CO1 – CO6 CO23
4	Religious Observance in Non-Denominational Schools	03/03/2015	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
5	Better relationships, better behaviours, better learning policy	03/03/2015	All	Director: Gillian Tee Lead officer: Andy Gray 0131 529 2218 andy.gray@edinburgh.gov.uk	P5 CO2
6	Integrated Literacy	03/03/2015	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO1, CO2, CO3, CO6
7	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools	03/03/2015	All	Director: Gillian Tee Lead officer: Diana Dodd 0131 469 3370 diana.dodd@edinburgh.gov.uk	P5 CO1-CO6
8	Looked after children - Transformation programme update	03/03/2015	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1 CO1, CO3
9	Outcome of consultation process for the proposal to establish a nursery class at Wardie PS	03/03/2015	Forth	Director: Gillian Tee Lead officer: Aileen Mclean 0131 469 3300 aileen.mclean@edinburgh.gov.uk	P1, P6 CO1, CO2
10	Implementation of the new Higher qualification	03/03/2015	All	Director: Gillian Tee Lead officer: Karen Prophet 0131 469 3048 karen.prophet@edinburgh.gov.uk	P5 CO2
11	Improving outcomes for children and young people in Craigroyston	03/03/2015	Forth	Director: Gillian Tee Lead officer: Christine Mackay	P36 CO1 – CO6,

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
				0131 529 7054 christine.mackay@edinburgh.gov.uk	CO23 – CO26
12	Review of Primary pupil support	03/03/2015	All	Director: Gillian Tee Lead officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P5 CO1, CO3, CO6
13	Literacy – primary fast track and secondary programmes	03/03/2015	All	Director: Gillian Tee Lead officer: Martin Gemmell 0131 469 2800 martin.gemmell@ea.edin.sch.uk	P1, P5 SO2
14	Integrated children's services	03/03/2015	All	Director: Gillian Tee Lead officer: Scott Dunbar 0131 469 3123 scott.dunbar@edinburgh.gov.uk	P1, P36 CO1 – CO6
15	Community Services Annual report	03/03/2015	All	Director: Gillian Tee Lead officer: Dinah Pountain 0131 469 3361 dinah.pountain@edinburgh.gov.uk	P1, P4 CO1 – CO6
16	Early Years Strategy progress report	03/03/2015	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1, P6 CO1
17	Asset Management Plan – Progress Report	19/05/2015	All	Director: Gillian Tee Lead officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P2, P3, P4 CO1-CO6

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
18	Self Directed Support	19/05/2015	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 alistair.gaw@edinburgh.gov.uk	P1 CO1-CO6

Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

9 December 2014

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	15.11.11	Getting the Best Start Towards Positive Destinations	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	May 2015		An update will be included in the next Early Years Report.
2	21.06.12	Improving Outcomes for Children and Young People in Craigroyston	To seek a further progress report in October 2012.	Director of Children and Families	March 2015		Ongoing reporting through SMT.
3	21.05.13	Implementation of Revised Secondary School Management Structures	That the Children and Families Department and Teacher Trade Unions review the long term impact of the revised secondary management	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			changes on attainment and staff morale, and report back to the Committee before the end of December 2014.				
4	08.10.13	Vision for Schools	To request a further report in March 2014.	Director of Children and Families	March 2015		A review is underway and a report will be provided in March 2015.
5	08.10.13	Outdoor Play and Active Learning	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	December 2014		This will form part of the Play Strategy report being considered on 9 December 2014
6	08.10.13	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools	To request a further report in April 2015 in line with Council-wide Equalities reporting.	Director of Children and Families	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7	10.12.13	Educational Attainment & Improvements	To agree to receive further annual reports on attainment/improvements in performance.	Director of Children and Families	March 2015		
8	10.12.13	School Admissions Report	To request a report in October 2014 reviewing the 2014 Admissions and Appeals process.	Director of Children and Families	December 2014		
9	10.12.13	Family and Community Support Service	To note the intention to bring a further update report to Committee with performance information during 2014.	Director of Children and Families	March 2015		
10	10.12.13	Responsible Citizenship - Volunteering in Schools	To request an update on a yearly basis.	Director of Children and Families	March 2015		This should inform part of the Attainment Report.
11	04.03.14	Religious Observance in Non-Denominational Schools Committee	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	March 2015		Full results should be available for reporting in March 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	04.03.14	Piping and Drumming Tuition	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.	Director of Children and Families	December 2014		
13	04.03.14	Primary School Capacity Pressure in South Edinburgh	<p>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 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</p>	Director of Children and Families	<p>May 2014</p> <p>December 2014</p>	20 May 2014	Closed. A report was submitted to the Committee on 20 May 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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>		May 2014	20 May 2014	Closed. A report was submitted to the Committee on 20 May 2014.
14	04.03.14	Implementation of the new Higher Qualifications	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.	Director of Children and Families	March 2015		This will be reported in March due to the new way that qualifications are now measured nationally. This will provide comparisons that are not yet available.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
15	04.03.14	Castle Brae Community High School - Progress Report	To agree to receive a further progress report in October 2014.	Director of Children and Families	December 2014		
16	04.03.14	Looked After Children Transformation Programme	To note that an update would be provided in March 2015	Director of Children and Families	March 2015		
17	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.	Acting Director of Services for Communities	December 2014		
18	Council 01.05.14	Outcome of the Consultation Process for the Proposal to	To request a further report to the Education, Children and Families Committee on how the Council might	Director of Children and Families	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Establish a Nursery Class at Wardie Primary School	work in a co-operative fashion to integrate delivery of nursery provision in the Wardie area with the existing partner provider.				
19	Council 01.05.14	Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Fox Covert Primary Schools	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	March 2015		
20	20.05.14	Business Bulletin	To request that an update be provided to a future meeting on the uptake of children's eye tests in the Edinburgh area.	Director of Children and Families	March 2015		An update will be included in the Business Bulletin.
21	20.05.14	Early Years Change Fund - Progress Update on Year Two	To request that a report on the final year of the Change Fund be brought to the Committee in august	Director of Children and Families	September 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2015.				
22	20.05.14	Early Years Strategy Progress Report	To request that an update be provided within six months, outlining progress on the issues highlighted in paragraphs 3.18 to 3.24 of the Director's report.	Director of Children and Families	March 2015		
23	20.05.14	Children and Young People (Scotland) Act 2014	That a further report be brought to the Committee in 18 months setting out progress on the implementation of the legislation in Edinburgh.	Director of Children and Families	December 2015		
24	20.05.14	Review of Community Access to Schools	To request that an update be provided in one year, including details of the new arrangements at Queensferry and Gracemount High Schools.	Director of Children and Families	May 2015		
25	20.05.14	Additional Support Needs Planning and Performance Update	That a briefing be provided for members of the Committee on ASL provision.	Director of Children and Families	December 2014		A written update will be provided to all elected members, with an offer of a briefing for anyone who

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							would like this.
26	20.05.14	Schools Energy Report - Outcomes from Small Steps Awareness Campaign Pilot	To request that an update on the campaign be submitted to the Education, Children and Families Policy Development and Review Sub-Committee six months after the commencement of the campaign roll-out, which should include an update on quantified measures of success.	Acting Director of Services for Communities	March 2015		Due to the Council decision to discontinue PD&R Sub-Committees, the update will be submitted to the Education, Children and Families Committee.
27	20.05.14	Food For Life Accreditation in Edinburgh Schools	To note that an update would be provided on financial implications arising from moving towards silver and gold standards for all schools once bronze was achieved.	Acting Director of Services for Communities	March 2015		
28	20.05.14	Progress on the Implementation of Self-Directed Support	To request that an update be provided to the Committee within one year.	Director of Children and Families	May 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	20.05.14	Engagement of Children, Young People etc in the Development of Services	To agree to receive a further progress report on engagement in May 2015.	Director of Children and Families	May 2015		
30	20.05.14	Secure Units – Motion by Councillor Aitken	<p>Committee instructs a report within two cycles on the situation in respect of secure units and specifically those within Edinburgh.</p> <p>The 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.</p> <p>The report should also provide a financial update including revenues brought in from other councils using the units.</p>	Director of Children and Families	December 2014		This will be incorporated in the report on Pentland View Close Support Unit being considered on 9 December 2014

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
31	11.09.14	Improving Positive Destinations	To agree to receive a further report in September 2015 after the follow up census which provides an indication of sustained destinations.	Director of Children and Families	September 2015		
32	11.09.14	Early Years Capital Investment	To note that proposals regarding the use of the remaining available additional capital funding, together with any further funding which may be provided, will be reported to a future meeting of the Committee for consideration.	Director of Children and Families	March 2015		
33	11.09.14	Support to Children and Young People with Disabilities	To request a further progress report in September 2015.	Director of Children and Families	September 2015		
34	11.09.14	Energy in Schools Report	To note that an annual report would be submitted to committee on progress against the agreed action	Acting Director of Services for Communities	September 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			plan.				
35	11.09.14	Free School Meals	1) To note that the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools (for which the total further capital expenditure required is estimated to be £3,257,243) would be clarified and taken to the Education, Children and Families Committee for consideration on 9	Director of Children and Families	December 2014		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>December 2014.</p> <p>2) To note that the further report to the committee on 9 December 2014 would fully outline the interim measures for the four schools requiring substantive works.</p> <p>3) To request an annual progress report on the School Meals service including:</p> <ul style="list-style-type: none"> • details of accommodation for pupils; • A quality assessment of the provision of school meals, including those 		<p>December 2014</p> <p>September 2015</p>		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>from remote kitchens;</p> <ul style="list-style-type: none"> • Uptake levels by year group; • Customer feedback (school, parent and pupil) on the school meals service and lunchtime environment; and • An update on the food for life project. 				
36	11.09.14	International Unit - Annual Report	To agree to receive a further progress report on the International Unit in August 2015	Director of Children and Families	August 2015		
37	11.09.14	Parental Engagement	To request a progress report on implementation in December 2015.	Director of Children and Families	December 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
38	11.09.14	Integrated Children's Services	To request that a further report be submitted to the December Committee detailing the proposal to be submitted to the Scottish Government along with details of Health and Social Care Integration within the city.	Director of Children and Families	March 2015		

Item 6.1 - Business Bulletin

Education, Children and Families Committee

10am, Tuesday, 09 December 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 Adviser to the Convener and the Vice-Convener Tel: 529 3294</p>
<p>Vice-Convener Councillor Cathy Fullerton</p> 		

Pride In Our People

Congratulations to all the individuals and teams from Children and Families who were shortlisted for this year's Pride in our People staff awards. The competition was very tough so it is good to see so many of our staff recognised in this way.

Our winners were:

- Team of the year - Active Schools team
- Forward thinking - Scott Dunbar and the team who developed the new Parent Contact guidelines
- Apprentice of the year - Cameron Wood
- Leader of the year - Sheila Paton, Headteacher at Westerhailes Education Centre

and congratulations to all those who were shortlisted:

- Customer first - Parental Engagement group
- Honest and transparent - Asset Planning team
- Improving value - Balance of Care Team
- Team of the year - Portobello Park Private Bill team

Scottish Learning Festival

Various areas of Children and Families were key contributors demonstrating good practice at this year's Scottish Learning Festival.

- **Greg Dimeck, Head teacher at Gracemount Primary**, presented a seminar on "*The School at the Heart of the Community*".
- **The Children and Families' Mental Health and Wellbeing Team** presented a seminar on: '*Supporting the Promotion of Mental Health and Wellbeing in Schools*'.
- **Pauline Walker, Head teacher at The Royal High School** presented a seminar '*Making the most of*

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the Senior Phase'.

- **Sandra Milne, Depute Head teacher Additional Support for Learning Service**, presented a seminar on '*The Fresh Start Literacy Project for Upper Primary Pupils in Edinburgh*'.
- **Portobello High staff and pupils** presented on the year-long inter-disciplinary project we have been engaged in, entitled 'The School that went to War'. They presented alongside colleagues from Radio Scotland who have shadowed their work and have developed and broadcast a five part radio documentary on the project.
- Two very interesting initiatives were also promoted at the Edinburgh stand. These were Craigour Park's Electronic Learning Journals and Currie Community High School's Learner Led Learning Rounds.

[Scottish Learning Festival 2014](#)

Child Protection

In the recent national report which includes Child Services Inspections. Edinburgh is third in the league table and has three areas identified as good practice including the Speak Up Speak Out campaign to raise public awareness, the Keeping it safe booklets designed by children in Edinburgh with experience of child protection process and also the E-IRD a tripartite process for responding to, and managing all child and adult protection concerns.

[Child Protection](#)

Improving school websites

We are supporting our schools to improve their websites. We have audited our schools websites and are providing them with feedback. We have also provided an easy-to-follow, comprehensive school website guide and template.

Throughcare/Aftercare Young People's Conference

This was the 2nd Annual conference for care leavers. The focus was to recognise young people's

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achievements and was an opportunity to network with agencies across Edinburgh.

The conference attracted around 150 people including over 50 care leavers.

The Drop In

'The Drop In' is a new city-wide fun packed activity for families with a child/young person aged 0 - 18 years old with a disability and their siblings. It takes place in 4 local community centres across Edinburgh every Saturday for 2 hours from the 18th October 2014. Parents/carers will have the opportunity to meet each other and to chat over a cup of tea or coffee whilst their children take part in activities run by experienced youth workers from FABB Scotland and CEC. Venues: Jack Kane; Northfield and Willowbrae; Carrickvale; Royston Wardieburn. This will be a huge support to families.

Update on Online School Payments Pilot

The focus of the project is to put in place an on line payments system for an extensive range of activities including meals, milk, trips, events, fundraisers, sports coaching; an integrated communications system; and an integrated back office school fund management system.

The initial pilot in 5 of our schools – Sciennes, Currie, and Craigroyston Primaries and Firhill and Balerno High schools has been evaluated. The pilot suggested wide support for online payments, together with valuable feedback on how the system could be improved.

During 2014 Edinburgh has been closely involved in a national procurement process for online school payments, led by the Improvement Service/Scotland Excel. This work is now complete and a national framework agreement has been set up with three suppliers.

The initial next step (on the assumption that the Council framework is adopted) will be to evaluate each supplier and determine which supplier best meets Edinburgh's user needs. Price and affordability will also be critical in this assessment. Subject to this it

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More information is available from Jane Brown on 469 3196 or jane.brown@edinburgh.gov.uk

would be anticipated that the roll out would take place in 2015/16.

Parent Contact Guidance Launch

On 26 August 2014 Edinburgh launched its Parent Contact Guidance. It explores the range of issues that need to be considered when making decisions about contact with children separated from their birth family; and emphasises the child's best interest as paramount, not only their short term safety and security, but also their long term well-being and identity. It encourages children and young people to be as involved in these discussions as possible and provides tools to enable them to inform and influence decisions about contact as they are growing up.

Psychology of Parenting Project

We are delighted that Edinburgh has been selected as a site for the national rollout of the Psychology of Parenting Project (PoPP).

PoPP is aimed at improving the availability of high-quality evidence-based parenting programmes for families with young children (3/4 year olds) who have elevated levels of behaviour problems.

Effective interventions are needed for these children because nationally approximately 10% of preschool children display atypical and persisting high levels of behaviour problems (aggression, noncompliance and poor temper control) that are strongly predictive of a host of poor outcomes such as school exclusion, juvenile delinquency, substance abuse and mental health difficulties later in life.

Every Family's Right Conference

This conference took place here in Edinburgh last month with over 100 people in attendance. The programme was introduced by the Council Leader Andrew Burns and Aileen Campbell the Minister for Children and Young People. The event promoted Family Group Conferencing as a way of building on families' strengths when making decisions about care arrangements for children. The conference attracted

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national and international interest and was attended by colleagues working with adults as well as children. Feedback from the conference has been very positive.

October In-service Training in Secondary Schools

For the third year running Children and Families Quality Improvement Officers delivered training in all the curricular areas. This is in response to the needs of teachers in helping implement the new qualifications.

Vision for Schools

The Vision for Schools was approved in October 2013. A review of our progress in implementing the vision is underway and will be reported back to Committee in March 2015.

[Vision for schools report](#)

Long Service Award

This award is given to recognise colleagues from a range of services who have 25 years continuous service with the Council. This year 67 members of staff received 25 year long service awards and, for the first time, 108 staff were recognised for 35 years service!

Development of Neighbourhood Partnership Local Community Plans – Community Engagement

- 1.1 On 23 September 2014 the Communities and Neighbourhoods Committee considered a report providing details of engagement activity involving the communities of Edinburgh to inform development of new local community plans for 2014-2017.
- 1.2 The local community plans set out the ambitions for each neighbourhood, identifying outcomes, measures and multi-agency action needed to make change happen.
- 1.3 The Communities and Neighbourhoods Committee agreed:

More information is available from Grace Vickers on 469 3026 or grace.vickers@edinburgh.gov.uk

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

[Development of neighbourhood partnership local community plans](#)

- 1.3.1 To note the engagement activity of Neighbourhood Partnerships in developing new local community plans for 2014-2017.
- 1.3.2 To agree to receive further reports on the Neighbourhood Partnership local community plans and the new public performance framework at the Communities and Neighbourhoods Committee on 25 November 2014.
- 1.3.3 To refer the report to other Executive Committees of the Council for information.

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Free School Meals

Item number	7.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

On 7 January 2014 the Scottish Government announced its intention, and gave its commitment, to give all children in primary 1 to 3 the option of a free school meal from January 2015. On 17 July 2014 the Scottish Government wrote to all Local Authorities to confirm its expectation that this policy would be delivered.

An interim report was considered by Committee on [11 September 2014](#) which provided information on several practical and financial issues arising as a consequence of the policy and the latest position regarding their resolution. On [25 September 2014](#) Council subsequently approved the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015.

This report provides a further update on progress and the outcome of the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at four primary schools. The report also responds to the request from Committee to fully outline the interim measures for these schools.

Links

Coalition pledges

Council outcomes [CO1](#), [CO4](#) and [CO6](#)

Single Outcome Agreement [SO3](#)

Free School Meals

Recommendations

- 1.1 Note the further progress made towards the implementation of the extended entitlement to free school meals which will apply from January 2015.
- 1.2 Welcome the £4.5m of capital funding which the Scottish Government has confirmed will be provided to allow the implementation of the extended entitlement.
- 1.3 Approve remaining capital expenditure of £3,085,056 towards the implementation of the extended entitlement to free school meals, primarily to address issues of capacity at Cramond, East Craig's, Sciennes and Towerbank Primary Schools.

Background

- 2.1 On 7 January 2014 the Scottish Government announced its intention, and gave its commitment, to give all children in primary 1 to 3 the option of a free school meal from January 2015. On 17 July 2014 the Scottish Government wrote to all Local Authorities to confirm its expectation that this policy would be delivered.
- 2.2 A previous report to the meeting on [11 September 2014](#) informed Committee of a number of practical and financial issues which arise as a consequence of the introduction of this policy and the latest position regarding their resolution. At that meeting the Committee:
 - Noted the progress made towards the implementation of the extended entitlement to free school meals which will apply from January 2015.
 - Noted the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015 which was then remitted to, and approved by, Council on [25 September 2014](#).
 - Noted that the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craig's, Sciennes and Towerbank Primary Schools (for which the total further capital expenditure required was estimated to be £3,257,243) would be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.

- 2.3 This report provides a further update on progress and the outcome of the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craig's, Sciennes and Towerbank Primary Schools. The report also responds to the request from Committee to fully outline the interim measures for these schools.

Main report

- 3.1 The total capital investment which was identified as being necessary to facilitate the implementation of the extended entitlement to Free School Meals which will arise from January 2015 was £4,672,187.
- 3.2 On [25 September 2014](#) Council approved the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015. This approval was granted on the basis and understanding that these costs would be funded by the Scottish Government which was the expectation.
- 3.3 Of this expenditure, £347,623 was required to fund works to a number of schools where additional capacity in dining rooms could be created and/or an increase in the speed of service could be achieved by carrying out alterations to the serving counters or dining areas. The necessary adaptation works at all schools are now complete. Some schools identified a requirement for additional dining furniture in order to increase dining capacity. The tender for this seating has been awarded, the schools involved surveyed and the tables will be delivered on a rolling programme prior to the Christmas break.
- 3.4 The remaining expenditure of £1,067,321 was required to fund works to a number of school kitchens where additional equipment and/or upgrades to existing equipment were required to increase their cooking capacity in advance of January 2015. A contractor has been appointed and the work will be progressed during November and December 2014.
- 3.5 The Scottish Government has now confirmed that they will provide capital funding of £4.5m to undertake the capital works required as a result of the policy to extend entitlement to Free School Meals which is slightly lower than the full amount of capital expenditure requested by the Council of £4,672,187. This will fund the capital expenditure of £1,414,944 which was previously approved by Council on 25 September 2014 leaving a balance of £3,085,056 to fund the remaining capital expenditure for which approval is now sought. This is required to fund the substantive works identified as being necessary at four primary schools to address issues of capacity and allow the extended free school meal policy to be implemented. It was necessary to provide indicative cost information in fairly short timescales to inform the discussions which COSLA was progressing with the Scottish Government regarding capital funding therefore the original costs identified were very much initial estimates. Further detailed assessment was necessary to consider options and determine more accurate

costs. The necessary new, or updated, feasibility studies to achieve this have now been undertaken by colleagues in Services for Communities.

- 3.6 For each of the four schools where substantive works are required an option has been identified which would deliver the additional accommodation considered necessary to address issues of capacity and allow the extended free school meal policy to be implemented. These options have been discussed and agreed with representatives of the school management and parent council from each school. The estimated cost of delivering each option, taking into consideration an appropriate provision for contingency, is set out below. The total cost for the four options is £2,959,849 leaving a residual balance of funding of £125,207 which will be retained as a contingency towards the costs of these four projects and also the works which were previously approved by Council, the cost for some of which has exceeded the initial estimates.

	Total (£)
East Craig's Primary School	1,224,095
Cramond Primary School	918,418
Sciennes Primary School	413,217
Towerbank Primary School	404,119
Sub-total	£2,959,849
Retained as overall contingency for all FSM related works	125,207
Total	£3,085,056

- 3.7 Further detail regarding the option which has been identified for each of the four schools is provided in Appendix 1. It is proposed that the capital expenditure set out above of £3,085,056, being the remainder of the funding which has been provided by the Scottish Government, is now approved to allow the projects to be progressed to allow them to be delivered at the earliest opportunity.
- 3.8 Taking into consideration the timescales required for detailed design, planning, procurement and construction the projects to deliver the additional physical space required at each of these schools cannot be delivered for January 2015 and are likely to take up to 18 months; perhaps shorter for Sciennes.
- 3.9 In order to allow the anticipated number of additional meals to be delivered at Cramond, East Craig's and Sciennes Primary Schools interim arrangements will require to be established involving an extension to the lunch period within the existing dining spaces. This is likely to impact on the ability of these schools to meet the targets for the provision of PE.
- 3.10 At Towerbank Primary School the interim solution to accommodate the expected increase in numbers will be to provide hot meals on the first floor in addition to

the ground floor. This will require additional servery and clearing equipment as well as additional staff. The City of Edinburgh Council fire officer has assessed the space and is comfortable with this arrangement as it complies with current legislation.

- 3.11 A number of schools already have pre-order systems in place and it was noted that such a system could help with the implementation of the extension to free school meals in two ways. Firstly, it would allow the catering teams to cater for the correct number of pupils each day and ensure they receive their first choice of main meal. This will enable efficient ordering and deliveries as well as reducing food waste in the dining hall. Secondly, effective pre-order systems, where a band or token is given to each pupil to identify their choice prior to service, speed up service as staff can easily identify choices and pupils are not deciding at the counter which slows up service. It is anticipated that pre-ordering will be implemented in all primary schools prior to January 2015.

Measures of success

- 4.1 The successful implementation of the revised policy with all children in primary 1 to 3 who wish to take up the option of a free school meal from January 2015 being able to do so with no additional cost to the Council as a consequence.

Financial impact

- 5.1 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.
- 5.2 However, the capital expenditure identified above of £3.085m, along with the previously approved £1.415m, will be funded fully from the additional capital funding which has been provided by the Scottish Government for this purpose therefore this expenditure will entail no borrowing requirement or associated loans charges.
- 5.3 The position regarding revenue costs was covered in detail in the report to Committee on [11 September 2014](#).

Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 If the recommendation to approve capital expenditure to address the acute issues of capacity in four primary schools is not approved there is a risk that

there would be insufficient capacity in these schools to allow the extended free school meal policy to be implemented.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report. The provision of additional accommodation within the four primary schools is necessary to meet the expected increase in demand for school meals.

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the proposals would see the extension of existing school buildings, the purpose is to create additional accommodation to meet the expected increase in demand for school meals. The new accommodation will be designed to minimise the impact on carbon emissions and energy consumption.

Consultation and engagement

- 9.1 An extensive survey of all schools which have children in the P1 to P3 year stages was undertaken in the week commencing 4 March 2014. All head teachers and business managers were contacted at the beginning of the new school term in August to outline the findings of this survey; to provide information regarding progress towards the implementation of the extended entitlement to free school meals and to ask for support in implementing pre-order systems for meals in their school.
- 9.2 In November all head teachers and business managers were contacted again to provide an update on progress towards implementation in relation to the servery works, the dining furniture tender and to explain next steps. This included a short survey for schools to complete to ascertain the current status of each school in terms of planning for January 2015 including progress towards the implementation of pre-order systems, details of any parent surveys carried out by schools and an offer of support or information on best practice. Requests for support and school visits are being followed up as, and when, they are received.
- 9.3 Information on the arrangements which have been put in place, ongoing plans and management information have been shared with the neighbourhood groups of parents. A frequently asked question and answers sheet was provided which has since been shared with all schools to pass on to parents and to display on their school websites. This is also displayed on the City of Edinburgh Council food in schools web page.
- 9.4 For each of the four schools which require significant additional physical space to be provided, meetings have been held with school management and parent council representatives. The findings of the feasibility studies were shared and

the impact of the proposed solutions discussed as well as the interim solutions which will be in place until this additional space can be provided.

Background reading/external references

- Report to the Education, Children and Families Committee on [11 September 2014](#)
- Report to the City of Edinburgh Council on [25 September 2014](#).

Gillian Tee

Director of Children and Families

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Links

Coalition pledges

Council outcomes

CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

CO4 - Our children and young people are physically and emotionally healthy.

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

Single Outcome Agreement

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

Appendices

1 – Outcome of Feasibility Studies

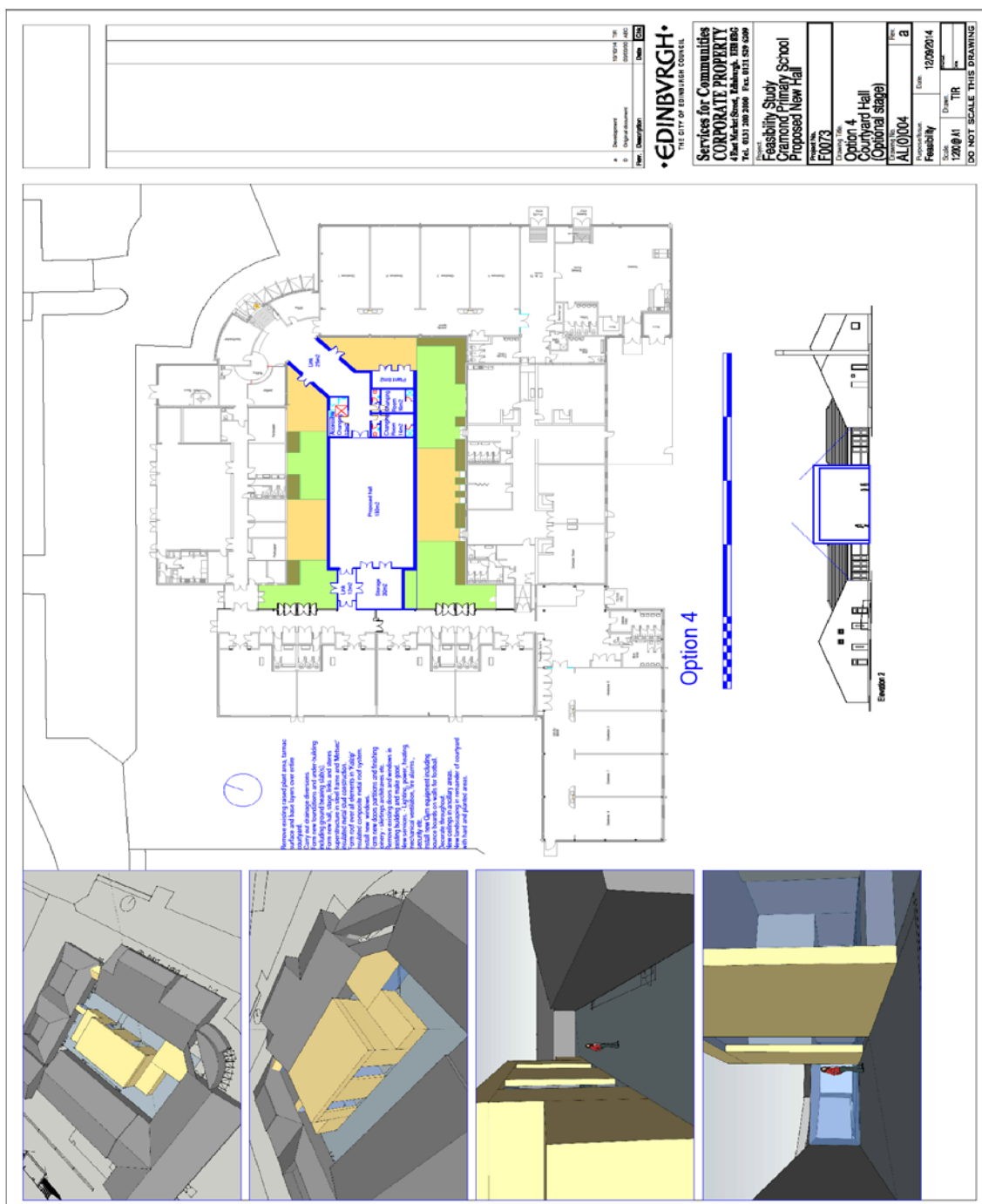
Outcome of Feasibility Studies

1 Cramond Primary School

- 1.1 This is a double stream, 14 class school and is one of several primary schools in the city which have only a single hall which must be used for dining, gym and assembly. The hall is only 131m² which makes the issue at this school particularly acute. There is already significant pressure on the school to accommodate school meals and also comply with the target to deliver two hours of PE and the increase in the uptake of school meals which will arise will make this unsustainable. The optimal solution which was identified is to provide a new gym hall and the associated ancillary functions and accommodation.
- 1.2 The feasibility study identified and considered four possible options with the preferred option being a proposal to build the new gym hall in the middle of the courtyard with minimal connections to the existing building for access and fire escape. The opportunity exists to connect the hall to the main entrance which has obvious advantages to the school.
- 1.3 The potential loss of daylight to courtyard facing rooms is a concern. The school feel that this is manageable as only one classroom faces into the courtyard and this could be swapped with a GP room. The remaining courtyard areas will be overshadowed particularly on the north side of the hall. The narrow space would probably render the courtyard unsuitable for playground use for reasons of supervision. However the area could be landscaped as a series of small sheltered gardens which could be used for a variety of purposes by the pupils and staff.
- 1.4 A good deal of the surface and foul drainage from the building passes below the proposed building and considerable localised diversions will be required. This option also includes the re-landscaping of the entire courtyard. Design options have not been considered at this stage, the layout shown is indicative only.
- 1.5 The construction of this option would benefit from lightweight materials and prefabricated sections to limit the time on site. However it is inevitable that heavy and wet constructions will be required for substructures and superstructure. It may be possible to remove the covered link for part of the contract, although the amount of services here may make this expensive, it would be for the contractor to make the final decision. The nature of the prolonged disruption, noise and dust during the construction phase has been emphasised to the school and remains a concern, however school management are confident that this disruption can be managed.
- 1.6 Planning have commented that whilst the courtyard location helps conceal the mass of the hall from neighbouring properties, the design of the hall will have to be sympathetic to the scale of the existing buildings. This would not necessitate

the use of pitched roofs, but could be achieved through the elevation treatments. The main comment was that this is their preferred option at this stage.

1.7 An illustrative plan for the preferred option is shown below.



2 East Craig's Primary School

2.1 This is a double stream, 14 class school and is one of several primary schools in the city which have only a single hall which must be used for dining, gym and assembly. The hall is only 110m² which makes the issue at this school particularly acute. There is already significant pressure on the school to accommodate school meals and also comply with the target to deliver two hours of PE and the increase in the uptake of school meals which will arise will make

this unsustainable. The optimal solution which was identified is to provide a new gym hall and the associated ancillary functions and accommodation.

2.2 The feasibility study was undertaken during 2013. As a result of an assessment of the existing school site it was agreed that only one option to extend the existing school building would be explored. A stand alone building could only be located on the playing field and it was felt that this would be overbearing in the context of a single storey school and adjacent residential properties.

2.3 The proposed new gym hall is located to the north east of the existing building as an extension to the main building. This is for the following reasons:

- It will lessen the impact of the height of this building on all adjacent single storey and residential buildings (with a minimum unobstructed height of 6m in the hall) being set lower down.
- It will be located away from residential properties abounding the playing field site.
- It will have less impact upon the green spaces in the school grounds.
- It is located next to the only external walls available which do not have classroom windows. The rooms in these areas adjacent to the proposed building function as work spaces which are not used for long periods of time and can be top lit with roof lights to provide natural daylight.
- The proposed plan layout will align the existing building on both facades (with minor undulations to break it the facade) so will appear to be a continuation of the existing.
- The building will avoid major services.
- Pedestrian access around the building will be retained without affecting the existing retaining wall against the playing field approximately 2.5m higher than the school building level.
- The building will be viewed at the main approach to the main entrance of the school and will be expressed in a sympathetic and contemporary way enhancing the main entrance approach and will tie in with the existing building for example by using red vertical trespa panels in a scattered arrangement to match the existing building's red fascia board.
- The building can be accessed more directly from the main building as an extension rather than separately as a stand alone building.
- To enable the building to sit in line with the existing building it was agreed to leave the Learning Support room in its existing location with the option to obtain borrowed light through a new window and roof light in the new extension thus reducing the foot plate of the building.

2.4 The location and massing of the proposed gym hall was considered by the Planning Department as a favourable option at this stage.

are no management solutions which can be identified to create additional capacity within the existing areas therefore additional space is required.

- 3.2 The deficit in capacity was estimated to be 189 which, based on an assumed two sittings, means that space for an estimated additional 90 pupils is required in the school. The optimal solution which was identified is to provide an additional area of dining space of approximately 105m² but recognising that a larger area may require to be delivered to include circulation and other necessary space.
- 3.3 As a result of an assessment of the existing school site it was agreed that two options to extend the existing school building would be explored. A possible two storey option which would have involved extending above the existing dining hall was discounted during the design review stage for reasons of cost, disruption to the school, impact on light/planning for the adjacent site and the problems of managing the service for this solution.
- 3.4 The first option was a traditional build extension in lightweight construction which relocates the kitchen in the new building to release space for the dining room. The second option was a pre-fabricated construction which would provide dining accommodation, storage and a new servery. Due to the benefits of lower cost, speed of construction and additional flexibility afforded by the creation of an additional general purpose room, option 2 was identified as being the most preferable. An illustrative plan for the preferred option is shown below with the area of new space being shown in green to the right of the pink shaded area.



- 3.5 Initial contact has been made with the Listed Building section (LB) of the Planning department regarding the new development. In strict planning terms

any form of new development on the site presents a challenge for a Listed Building Consent, due to the heavily constrained nature of the site which has already been substantially developed and is within a Conservation area. However, discussions with LB team indicated that in principle, they would support the operation of the school and it was understood that the available options to comply with new government requirements were limited on this site. Further, it was noted that an advantage of the two proposals was that neither reduced the available playground space as the proposed development site is a car park at present. Further discussion with LB team will be required regarding the impact of the development on Millerfield Place when viewed from the north.

4 Towerbank Primary School

- 4.1 There is a particular issue with this school which has a very high roll and already very constrained dining facilities. There are no management solutions which can be identified to create additional capacity within the existing areas therefore additional space is required. The deficit in capacity was estimated to be 165 which, based on an assumed two sittings, means that space for an estimated additional 80 pupils is required in the school. The optimal solution which was identified is to provide an additional area of dining space of approximately 93m² but recognising that a larger area may require to be delivered to include circulation and other necessary space.
- 4.2 As a result of an assessment of the existing school site it was agreed that two options to provide the necessary additional space would be explored. The first option would be to provide a new temporary unit building to accommodate a new servery and dining facility which would operate separately from the main school building and would mean that there would be two dining facilities for the school to operate. This was discounted in favour of the preferred second option which is to insert the proposed extended dining hall as an extension to the east of the existing Victorian building. The hall would be entered from both the north and south areas of the school and would still be located at the heart of the school.
- 4.3 Planning have commented that the courtyard location helps conceal the hall from neighbouring properties and since it is relatively small in scale compared to the main school building towering above and directly adjacent to this extension that there was no objection at this stage to the massing of this option. The officer felt that since the courtyard is already surrounded by buildings from three different genres that a simplicity in the style of architecture that is sympathetic to these existing buildings, particularly the Victorian building, which is not listed but is still of historical importance, must be considered. The officer added that the loss of a sunny sheltered courtyard for play is regrettable.
- 4.4 An illustrative plan for the preferred option is shown below.

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Rising School Rolls

Item number	7.2
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The issue of rising rolls in the primary school sector across Edinburgh has been the subject of several previous reports to Committee, most recently on [10 December 2013](#); [4 March 2014](#) and [20 May 2014](#). Additional accommodation was delivered for August 2013 and August 2014 to increase the capacity of several schools to accommodate an increase in pupils and plans are being progressed to provide additional accommodation at a further 10 schools for August 2015 should that be required.

The purpose of this report is to provide an update on the primary school rising rolls programme including the latest forecast of projected future total primary school rolls based on the most recent information on births and population projections provided by the National Records of Scotland (NRS) which suggests that future birth rates will be greater than they had previously projected.

The report also provides initial information relating to the projected future position in the secondary sector in which, from 2017 onwards, rolls are projected to start rising again following a period of decline. Further detailed analysis will be undertaken in this area during 2015 to determine the scale of any future accommodation pressures which may arise and identify potential solutions to address them.

Links

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

Rising Rolls in Primary and Secondary Schools

Recommendations

- 1.1 Note the content of this report and the intention to bring a further report to Committee on 3 March 2015 to identify the primary schools which have been identified as potentially facing future accommodation pressures.
- 1.2 Note the solutions which have been developed for potential delivery by August 2015 for 10 schools to address potential accommodation pressures at these schools should they be expected to arise.
- 1.3 Approve the proposed solution for South Morningside Primary School which is to create a temporary P1 to P2 annexe at Deanbank Resource Centre as set out in this report.
- 1.4 Note that detailed analysis of the potential impact of rising rolls on the secondary sector will be undertaken with the results being reported to Committee towards the end of 2015.
- 1.5 Refer this report to the Finance and Resources Committee for information.

Background

Primary Schools

- 2.1 The methodology used to identify primary schools across the city which may come under future accommodation pressure as a result of rising rolls was explained in the report to Committee on [10 December 2013](#).
- 2.2 Each year a detailed analysis is undertaken to identify any school where it is considered that a pressure to meet catchment demand may be experienced in future years. The outcome is reported to Committee each March which allows a 17 month period in advance of August of the following year for engagement with the relevant school communities, development of a preferred solution for every school and ultimately, if required, implementation of that solution.
- 2.3 In recent years a significant level of high quality, additional capacity has already been provided in the primary school estate all of which has been very positively received by pupils, parents and staff:
 - Large extensions to the existing school buildings were delivered at Towerbank and Corstorphine Primary Schools and internal reconfigurations progressed at several other schools to provide additional capacity.

- In August 2013 three new stand-alone extensions were opened at Granton, Trinity and Wardie Primary Schools.
 - In August 2014 four new stand-alone extensions were opened at Broughton, Craigour Park, St David's RC and Victoria Primary Schools.
- 2.4 Due to the budget pressures faced by the Council new build is considered as a 'last resort' solution to accommodation pressures and other options such as catchment review are, and have been, considered where possible. However, there have been very limited opportunities to consider catchment review as the pressure is being experienced in clusters, with neighbouring schools all experiencing pressure as a result of rising rolls.
- 2.5 On [20 May 2014](#) Committee approved the 10 primary schools where new accommodation may require to be provided in future years to respond to capacity pressures and also the proposed solutions to address these pressures. A report to Committee on [4 March 2014](#) identified that for three of these schools in the south Edinburgh area - Bruntsfield, James Gillespie's and South Morningside Primary Schools - a long term solution is also required to address school accommodation pressures. Options for a long term solution to these pressures are considered in a separate report on the agenda for this Committee.
- 2.6 This report provides an update on solutions which have been developed for potential delivery by August 2015 at 10 schools to address potential accommodation pressures at these schools should they be expected to arise. The report seeks final approval of the proposed solution for South Morningside Primary School set out in this report.
- 2.7 The report also includes the latest forecast of projected future total primary school rolls based on the most recent information on births and population projections provided by the National Records of Scotland (NRS) which suggests that future birth rates will be greater than they had previously projected.

Secondary Schools

- 2.8 While the immediate pressure of rising rolls is being experienced in the primary sector these increased rolls will start to have an impact on the secondary sector.
- 2.9 This report provides information regarding the projected future position in the secondary sector in which, from 2017 onwards, rolls are projected to start rising again following a period of decline. Further detailed analysis will be undertaken in this area during 2015 to determine the scale of any future accommodation pressures which may arise and identify potential solutions to address them.

Main report

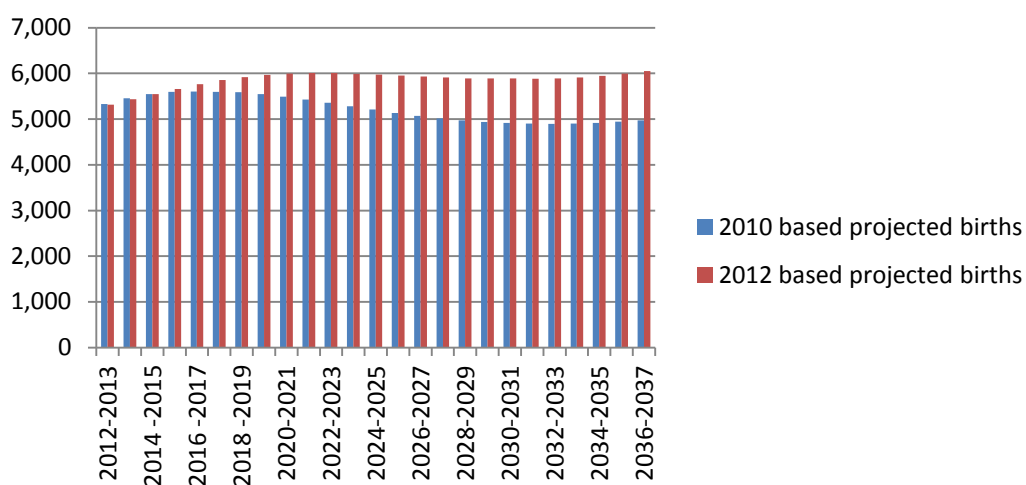
Demographic Context

- 3.1 Since 2010 the City has experienced a period of rapid increase in primary school pupil numbers. The citywide primary school roll has risen by approximately

1,000 per annum over the last three years and over the next two years the roll is projected to increase by a further 1,800 pupils. From a low in 2010 of 24,600 pupils it is predicted that, by 2020, the primary school roll will have increased to an estimated 31,700 pupils.

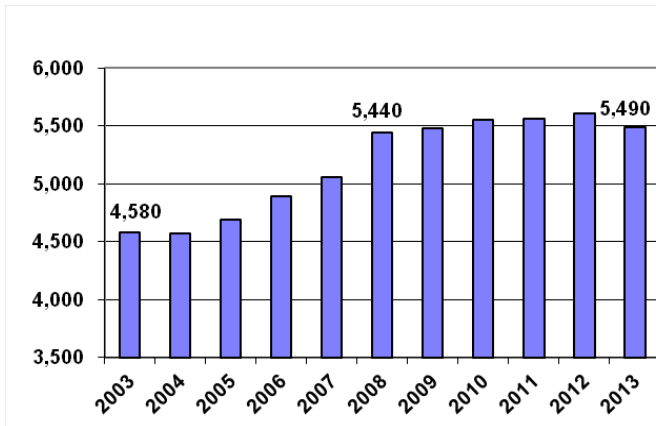
- 3.2 In 2013 it was projected that primary school rolls would peak around 2019/20 before gradually starting to fall back. This was based on the [2010 based population projection](#) which was the most current data available from the NRS at that time. However, the NRS has recently published an updated [2012 based population projection](#) which suggests a very different position emerging.
- 3.3 The NRS 2012 based projection estimates that the population of the City of Edinburgh will increase from 483,000 in 2012 to 609,000 by 2035 which represents a slight decrease on the 611,000 which had been estimated in the 2010 based projection. However the number of births in future years is now projected to be far higher than estimated in the 2010 based projection. The 2010 based projection showed births peaking at 5,586 in 2015 and gradually reducing thereafter to a low of 4,882 in 2032. The 2012 based projections now show births increasing each year to a peak of 6,000 in 2022 and being sustained at around that level thereafter. The difference is illustrated in the graph below.

Projected Births in the City of Edinburgh Council area (2012-2037)



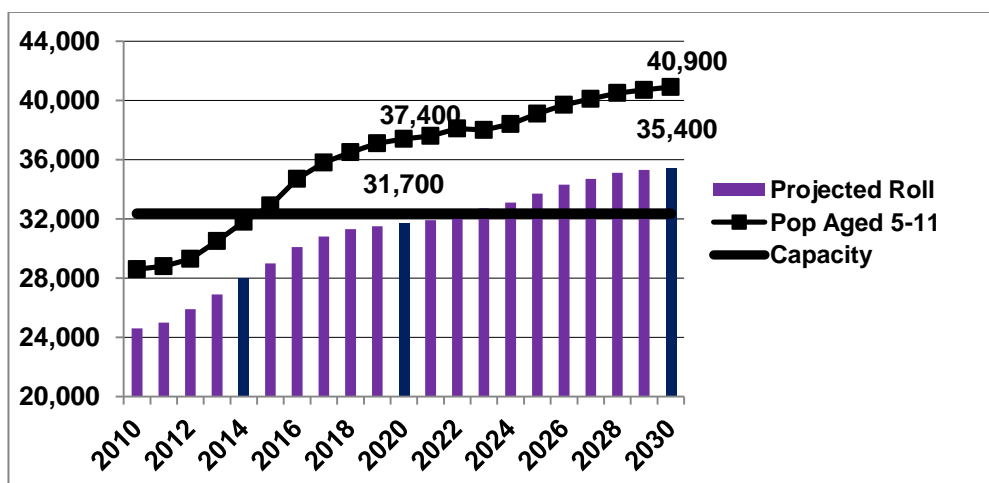
- 3.4 The actual births in 2011 and 2012 were, at over 5,500 in each year, the highest for 20 years and will feed through to the P1 intake at primary schools in 2016 and 2017. The table below shows the change in the number of births from 2003 to 2013. There was a sharp increase in births between 2004 and 2008 and thereafter births have remained consistently high at around 5,500 per annum.

Actual Births in the City of Edinburgh Council area (2003-2013)



3.5 The projected future total primary school rolls using the data from the NRS 2012 based projection is illustrated in the graph below. The graph also shows the estimated population in each year for those aged 5-11; there has historically been a strong correlation between the population aged 5-11 and primary school rolls. The gap between the population aged 5-11 years and the roll in the city is largely attributable to the independent sector in the city which currently provides education for around 4,000 primary school pupils of which 3,600 are estimated to come from the City of Edinburgh Council area.

Actual and Predicted Citywide Primary School Roll (2006-2030)



Primary School Rolls

- 3.6 Using the latest NRS 2012 based projection the citywide primary school roll is now projected to continue rising and reach an estimated 31,700 by 2020 (an increase of 900 on the projection for 2020 which was reported last year) and then increase further to an estimated 35,400 by 2030.
- 3.7 Sustained population growth of this magnitude year on year would require the record levels of population growth experienced in recent years to continue for another 20 years. Whilst this is possible it would also be unprecedented

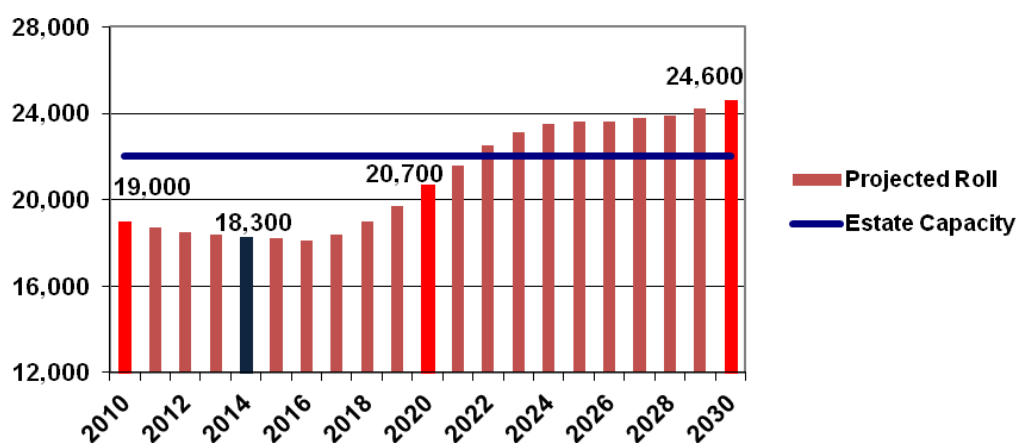
therefore it will be necessary to continue to monitor the position very closely and consider any new data which is available regarding actual births and any revised population projections which are produced.

- 3.8 The graph also shows the current capacity of the primary school estate for 2014/15 as being 32,360 and, should the overall primary school roll rise to the levels which have been suggested based on the latest available data, extra accommodation is likely to be required.
- 3.9 A significant part of this requirement is expected to be met by the necessity to provide new or expanded schools to accommodate the significant number of additional pupils which are expected to be generated from the new housing development in the city as outlined in the second proposed Local Development Plan.
- 3.10 These additional pupils will represent an element of the projected growth in the primary school age population. However, this infrastructure will not be delivered immediately and will only cater for pupils generated by new developments therefore the ongoing rising primary school rolls programme is anticipated to continue to be required to ensure the Council can continue to provide sufficient places in every school for catchment pupils.

Secondary School Rolls

- 3.11 Secondary school rolls are still experiencing the decline that affected the primary school sector between 1997 and 2005 and the city wide secondary school roll is still predicted to drop slightly over the next two years to 2016. The extent of the drop in pupil numbers has been lessened in recent years by higher stay on rates from S4 to S5 and S5 to S6.
- 3.12 From 2017 onwards as the rising school rolls in the primary sector work through to the secondary sector, the city wide secondary school roll is projected to rise steadily from approximately 18,000 to 24,600 pupils by 2030.
- 3.13 With a current secondary school estate capacity of 21,800 places, ways in which the capacity of the estate can be increased will need to be identified. This may include extending the accommodation provided in existing schools however other solutions such as increasing the efficient use of existing space through more effective timetabling. Any proposals will also need to be determined in line with the secondary sector requirements arising from the second proposed Local Development Plan. The graph below shows the predicted school roll and the current capacity of the secondary school estate.

Actual and Predicted Secondary School Rolls (2010-2030)



Accommodation to be Delivered for August 2015

- 3.14 At its meeting on 20 May 2014 Committee approved that new accommodation be provided at a number of schools which had been identified as facing potential accommodation pressures in August 2015 and beyond 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. The schools in question are listed in the table below together with the final solutions which have been developed for each school and the proposed delivery mechanism.

Primary School	Proposed Solution	Delivery Mechanism
Bruntsfield	An additional class was provided internally for August 2014. A feasibility study has been concluded which shows that additional classrooms can be provided in future years if, and when, required through further internal reconfigurations of existing spaces.	CEC
Clermiston	Permanent four class stand-alone building	Hub South East Scotland Ltd
East Craigs	Permanent three class stand-alone building	Hub South East Scotland Ltd
Flora Stevenson	Permanent three class stand-alone building	Hub South East Scotland Ltd
Gilmerton	Permanent four class stand-alone building	Hub South East Scotland Ltd
James Gillespie's	Permanent four class stand-alone building	Hub South East Scotland Ltd
Pentland	Permanent three class stand-alone	Hub South East Scotland Ltd

Primary School	Proposed Solution	Delivery Mechanism
	building	
Ratho	Permanent four class stand-alone building	Hub South East Scotland Ltd
South Morningside	Temporary annexe for P1 and P2 to be created at Deanbank Resource Centre	CEC
Wardie	Permanent two class stand-alone building	Hub South East Scotland Ltd

- 3.15 Working groups at each school involving Council officers, school staff, Parent Council representatives and members of the design team have been meeting over the last seven months to establish the location and progress the detailed design of the proposed accommodation.
- 3.16 For the new accommodation which will potentially be delivered by Hub South East Scotland Ltd, information evening “drop-in” sessions were held at each school during September and October to which all parents, local Elected Members, Community Councils and immediate neighbours were invited. At these sessions the final layouts and designs of the proposed buildings were presented and members of the working group were on hand to answer any questions arising from those in attendance.
- 3.17 Planning applications for the eight proposed new permanent stand-alone buildings were submitted in early November. This timescale ensures that when a decision is made in January 2015 (based on the registration figures for August 2015 P1 intakes) regarding whether or not the accommodation will require to be delivered the construction of any new buildings can be progressed immediately thereafter to ensure they are completed and ready for occupation by August 2015.
- 3.18 For those projects in the above table which will be delivered by the Council directly regular parent updates have also been provided. At Bruntsfield Primary School the working group meetings were supplemented by attendance at full parent council meetings.
- 3.19 At South Morningside Primary School all parents were invited to a presentation by the working group which outlined the two main options considered as viable solutions to the school’s immediate rising rolls situation. The two options were:
- (i) The replacement of the two existing temporary units on the existing South Morningside Primary School site with a new unit incorporating an expanded capacity of six class spaces; or
 - (ii) Create a P1 and P2 annexe building at the former Deanbank Resource Centre which is owned and managed by the Council’s Health and Social Care Department and will become vacant from the end of March 2015,

subject to the new autism centre at Castle Craggs, currently under construction, being delivered on schedule. This option would allow the existing temporary units to be removed from the school site and would also negate the requirement for continued occupation of the Cluny Centre.

- 3.20 The parental feedback from this meeting was overwhelming support for the temporary annexe option which was also reflected in the results of a survey of parents which was subsequently conducted by the Parent Council. The school management team is also supportive of delivering this solution for August 2015.
- 3.21 Further detailed information on, and consideration of, both options is included in Appendix 1. In order to allow early technical work to be progressed to ensure the solution can be delivered in time, the option to create a temporary P1 and P2 annexe at Deanbank Resource Centre was agreed in principle by the Director of Children and Families in accordance with the authority which was delegated to her by Committee on 20 May 2014. However, Committee is now asked to approve the proposed solution due to the significant change to current operational arrangements arising as a result.
- 3.22 The accommodation issues and pressures at Bruntsfield, South Morningside and James Gillespie's Primary Schools have also been identified as requiring a long term solution and details of the options for this are the subject of a separate report on the agenda for this Committee.

Schools which may have future Accommodation Pressures

- 3.23 The next annual process to identify any further schools regarding which there may be a risk of a possible future accommodation pressure to meet catchment demand will now be progressed. The initial stage of the process involves detailed analysis of data for those schools where the higher level catchment analysis suggests accommodation pressures may be experienced in relation to the projected P1 intake for August 2016.
- 3.24 On completion of the detailed further analysis, for any school which is considered to have a risk of possible future accommodation pressure to meet catchment demand there will be an assessment of all possible options to address any such pressure; this will then be discussed with the school to identify a preferred solution.
- 3.25 There will be different options available at each school including catchment review; changing the use of existing space within the building; reconfiguration of internal space; the creation of annexes and the provision of new build extension accommodation on the existing school site.
- 3.26 The identification of schools which are considered to have a risk of possible future accommodation pressure to meet catchment demand will be progressed and the outcome reported to Committee on 3 March 2015. Working groups would then be established with each school to consider options to address the

possible future accommodation pressure with the preferred solution for each school then being reported to Committee on 19 May 2015 for consideration.

Rising Rolls in Secondary Schools

- 3.27 As rising rolls move forward into the secondary sector, it is anticipated that the secondary school estate will start to come under pressure. A detailed assessment of potential areas of future pressure on capacity will be carried out during 2015 together with an assessment of possible options to address any such pressure which may arise.
- 3.28 The work to be undertaken will include an assessment of whether additional capacity can be generated from existing accommodation (e.g. through improved timetabling) but will also highlight the areas of the city where it is considered that additional accommodation might be required.
- 3.29 The outcome will be reported to the Education Children and Families Committee towards the end of 2015. The consideration of options and any proposed solutions will take into account the impact on secondary schools arising as a result of the potential new housing development outlined in the second proposed Local Development Plan.

Measures of success

- 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

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.
- 5.2 In the last report to Committee on [20 May 2014](#) it was estimated that the total capital funding necessary to respond to the challenges arising from rising primary school rolls over the next five years was £19.874m which represented a funding deficit of £4.972m for which additional resources would need to be identified.

- 5.3 The last forecast of capital funding did not include any provision for an interim solution at South Morningside Primary School as at that time the assumed solution was the removal of the existing temporary units on the existing school site and their replacement with new temporary units having more class spaces. This was anticipated to be a revenue cost however the extent of the potential costs had not, at that point, been determined.
- 5.4 The capital cost arising from the proposed creation of a temporary annexe of South Morningside Primary School at Dean Park Resource Centre is estimated to be £640,900. Whilst this is a new capital cost, savings in other areas mean the latest estimated total capital funding necessary to respond to the challenges of rising primary school rolls over the next five years is £19.922m; a small increase of £0.048m from the last forecast and which now represents a funding deficit of £5.02m for which additional resources will need to be identified.
- 5.5 As was also the case with the last forecast, this excludes any costs associated with providing a long term solution to the specific challenges in the south Edinburgh area (Bruntsfield, James Gillespie's and South Morningside Primary Schools).
- 5.6 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 (including the proposed creation of a temporary annexe of South Morningside Primary School at Dean Park Resource Centre) together with the new accommodation which has previously been delivered in 2013 and August 2014 can be met from 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.
- 5.7 The annual process to identify any further schools regarding which there may be a risk of a possible future accommodation pressure to meet catchment demand will now be progressed. The schools identified will be reported to Committee on 3 March 2015 with the preferred solutions for each school, together with any financial implications arising as a consequence of any changes in future accommodation requirements compared with that assumed in the last forecast being reported to Committee on 19 May 2015.

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.

Loans Charges

- 5.9 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 £9.698m, resulting in a total cost of £24.6m based on a loans fund interest rate of 5.1%. The annual loan charges would be £1.230m.

- 5.10 This report identifies that the capital funding necessary to respond to the challenges arising from rising primary school rolls may increase to £19.922m. 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 £19.922m and interest of £12.978m, resulting in a total cost of £32.9m based on a loans fund interest rate of 5.1%. The annual loan charges would be £1.645m.
- 5.11 As the capital expenditure outlined of £14.902m in this report forms part of the approved capital investment programme, provision for funding it will be met from the revenue loan charges budget earmarked to meet overall capital investment programme borrowing costs. If the estimated increased capital funding of £19.922m was to be required there would be a funding deficit of £5.02m and additional resources would have to be made available to fund the associated additional annual loan charges arising of £0.415m.
- 5.12 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. Following instruction from Members, notional loan charge estimates have been provided above, which it should be noted are based on the assumption of borrowing in full for this capital project.

Risk, policy, compliance and governance impact

- 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

- 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

- 8.1 The rising rolls programme results in the addition of new classrooms across the city which are delivered to ensure the minimum environmental impact through use of non mechanical ventilation and renewable energy systems. Creation of additional accommodation at local schools so that children can access their catchment school also ensures that travel to school patterns are minimised.

Consultation and engagement

- 9.1 For all those projects where a solution is to be delivered for August 2015 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.

Background reading / external references

There have been five 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](#); [10 December 2013](#); [4 March 2014](#) and [20 May 2014](#).

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Links

Coalition pledges	P4
Council outcomes	CO1 and CO2
Single Outcome Agreement	SO3
Appendices	1 South Morningside Primary School – Options to Address Accommodation Issues and Rising Rolls

South Morningside Primary School – Options to Address Accommodation Issues and Rising Rolls

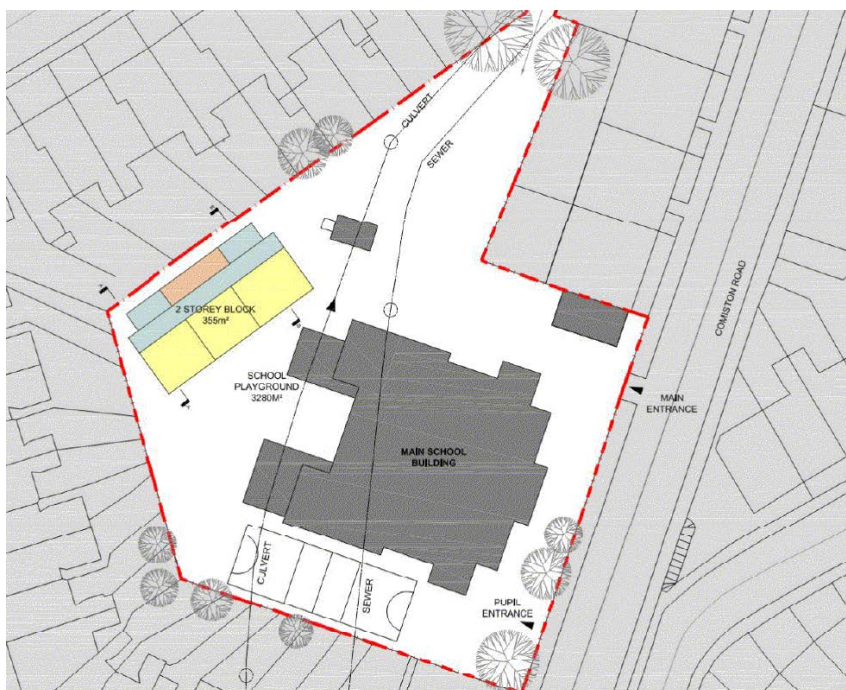
Background

- 1.1 At its meeting on 20 May 2014 the Education, Children and Families Committee approved the proposed solution to replace the existing temporary units with (a minimum of five) modern temporary classrooms for August 2015 with 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.
- 1.2 Committee also delegated authority to the Director of Children and Families to 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 and 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.
- 1.3 A working group consisting of Council Officers, school management and Parent Council representatives has met several times to consider the possibilities. Out of all the options which have been discussed by the group two were considered feasible:
 - (i) The replacement of the two existing temporary units on the South Morningside site which are in a poor condition with a new temporary unit incorporating six classroom spaces; or
 - (ii) The establishment of a P1 and P2 annexe building at the Deanbank Resource Centre.

Option 1: New 6 Class Temporary Unit

Summary Overview

- 2.1 Under this option the two existing temporary units on the South Morningside Primary School site would be replaced by a single, new six classroom unit. There would be no change to the provision currently made at the Cluny Centre.
- 2.2 Planning limitations mean that the location of the new unit on the main South Morningside Primary School site would be limited to that shown in the following diagram



- 2.3 The exact configuration of the new classroom unit would require to be developed in detail with school management according to their requirements. However, it would be designed to provide five classrooms, a general purpose space, toilets, storage and a small tutorial space.
- 2.4 The play area on the South Morningside Primary School main site would increase by an estimated 85m² under this proposal. While the overall footprint of the new unit would be similar to the combined footprint of the two existing units, the necessary demolition of an existing store to the rear of the site and the canopy shelter beside the boiler house would provide this small increase in the overall play area.

Impact on the Main South Morningside Primary School Site

- 2.5 Some of the key changes to the main school site resulting from the provision of a new six class unit are listed below:
- Changes to pupil numbers on the main site are likely to be relatively small. A peak of 590 pupils on the main site is forecast compared to approximately 570 at present; accordingly there will be little change to pressure on some existing facilities (e.g. dining) arising from rising rolls although it is worth noting that extra pressure on dining will occur due to the provision of free school meals for all P1 to P3 pupils from January 2015;
 - Increased GP provision;
 - New, modern teaching facilities potentially available to the majority of pupils (either through classroom rotation or use as GP space);
 - Increase in the play area on the main site by approximately 85m²;

- Increase in the quality of the play area on the main school site by 'opening it up' through the (net) removal of one temporary unit.

Impact on the Cluny Centre

- 2.6 There would be no impact on the operation of the Cluny Centre which would still be required to accommodate two classes and provide additional hall provision to allow the school to provide 2 hours of PE.
- 2.7 However, the lease for the Cluny Centre terminates in 2017 and it has been suggested that the church may seek to sell the centre at this time. If this were to be the case and no long term solution had been established by that time, solutions would be required to accommodate the two displaced classes and to provide additional gym facilities.

Temporary Units

- 2.8 Under this proposal both the existing temporary units would be demolished addressing all existing learning environment and condition issues. However, despite its benefits, the unit which would replace the two existing temporary units would itself be a temporary structure and therefore counter to the Children and Families Asset Management Plan objective of removing all temporary units.

Timescales, Construction and Decant Requirements

- 2.9 Under this proposal, the necessary design work and permissions (planning and building warrants) would need to be progressed in November 2014 to allow installation of the unit for August 2015. A contractor, appointed through an appropriate procurement route, would also require to be commissioned as soon as possible in order to have an input into the design process. The first phase of works would be demolition of the first temporary unit. This and other ground works would be necessary from the start of June 2015. Accordingly, there would be a requirement under this option to decant two large P1 classes for a month prior to the summer holidays. In addition, the compound required by the contractor during June 2015 will significantly reduce the available play area at the school at that time.
- 2.10 Options to achieve the required decant were considered with the school and the working group. Initial proposals would involve the school reorganising its classes prior to the summer break with the current P7 class moving to Boroughmuir High School for the month of June 2015. This would require further consideration, including with Boroughmuir High School. This solution may also require two in service days to be arranged at the start of June 2015 to allow staff to reorganise classrooms.

Statutory Consultation

- 2.11 Under this option, other than the standard planning process, there would be no statutory consultations required.

Financial Implications

- 2.12 The estimated costs associated with either the purchase or rental of a new six classroom temporary unit are set out below.

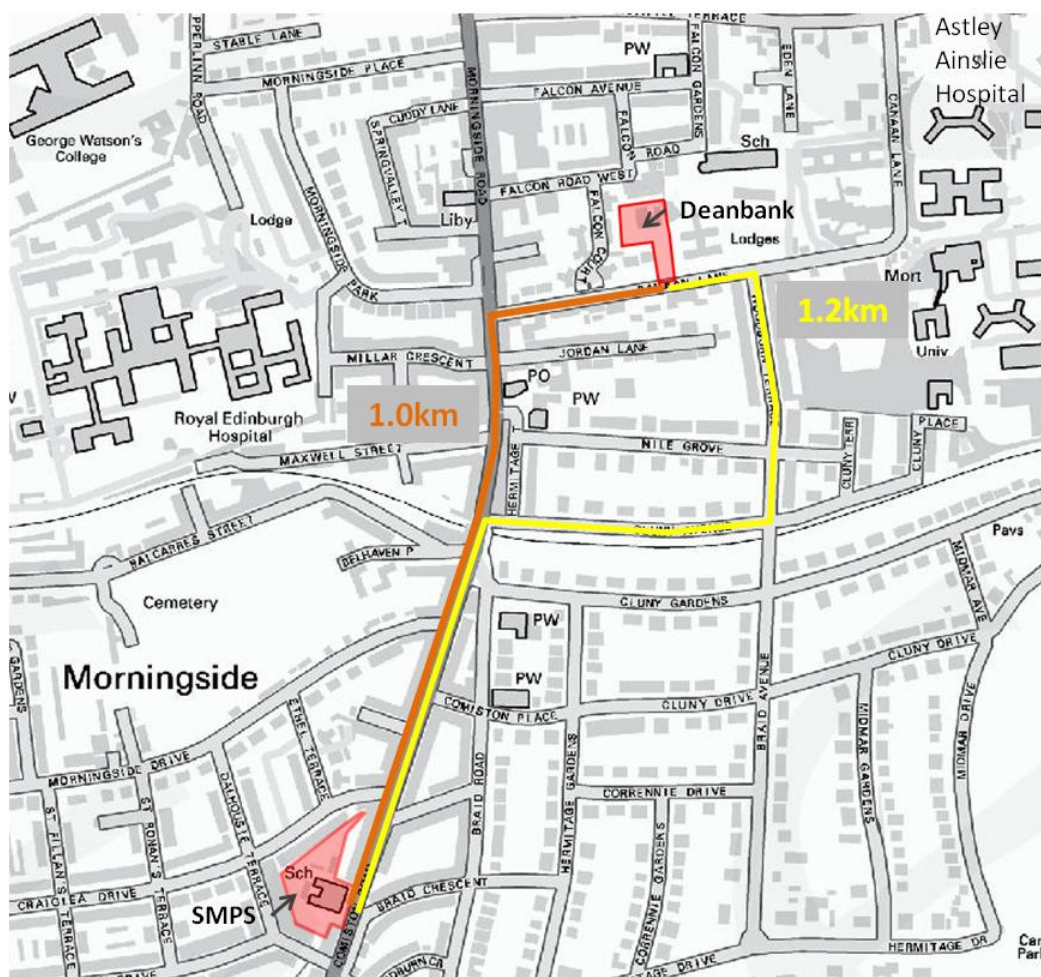
	Purchase £	Rental £
Temporary Unit Design, Delivery and Installation Costs	522,320	364,470
Excluded from above e.g. Services Installation, Site Works	268,856	268,856
Sub-total	791,176	633,326
Preliminaries (12.5%)	98,897	79,166
Contingencies (10%)	89,007	71,249
Inflation to July 2015 (5%)	48,954	39,187
Total Cost as at July 2015	1,028,034	822,928
Demolition and Alterations	32,036	32,036
CEC Fees (8.2%)	86,926	70,107
Statutory Fees	6,365	6,365
FF&E	20,000	20,000
Total Cost	£1,173,361	£951,436

- 2.13 The total cost for the rental option of £0.951m is based on an assumed 37 month period from June 2015 to July 2018; each additional years lease would be approximately £86,000 per annum.
- 2.14 Alternatively the cost of outright purchase of the new unit is estimated at £1.17m which might allow the unit to be relocated following its use at South Morningside Primary School. All costs incurred through rental or purchase of the unit would be revenue costs due to the temporary nature of the provision.
- 2.15 There would be ongoing revenue costs associated with the running of the new unit however these require to be offset against the costs currently incurred in the two old units which would be demolished. Minor energy efficiency savings might be expected from a new temporary unit replacing two older units.
- 2.16 The lease of the accommodation at the Cluny Centre would be unaffected but there would be a requirement to renew the lease from July 2017 for at least one further year. The lease is currently £47,500 per annum.
- 2.17 In addition, to address security and road safety issues with the use of the Cluny Centre, the school currently receive an additional allocation for Support Assistants of 1.32fte and it is anticipated that this arrangement would continue.

Option 2: Deanbank Annexe

Summary Overview

- 3.1 Under this option the Deanbank Resource Centre would become a temporary annexe of South Morningside Primary School accommodating all P1 and P2 pupils. The Cluny Centre would be vacated and the temporary units on the main school site would be removed.
- 3.2 The Deanbank Resource Centre is currently a day centre for adults with learning disabilities and autism which is owned and managed by Health and Social Care. The Centre will become vacant from the end of March 2015, subject to the new autism centre at Castle Craggs, currently under construction, being delivered on schedule. This temporary annexe would accommodate all of South Morningside Primary School's P1 and P2 classes from August 2015.
- 3.3 Deanbank Resource Centre is approximately a 1km walk from South Morningside Primary School (15-20 minute walk) as shown in the map below.



- 3.4 The building is rated as condition 'B' and under this proposal the Centre would undergo significant internal reconfiguration and refurbishment to provide six classrooms; two GP spaces, a tutorial room, a large activity area (comparable in its floor area to the usable area of the gym at the main school site and would

therefore allow the school to provide movement based activities such as dancing, mat based gymnastics and fitness training/lessons), a dining room and support spaces including a reception area, office space, medical room and staff room.

- 3.5 The grounds at Deanbank Resource Centre are approximately 2,940m² (excluding the building footprint). Initial estimates suggest that approximately 1,500m² could become dedicated play space. This compares with approximately 3,200m² on main South Morningside Primary School site and approximately 200m² at the Cluny Centre.

Impact on the Main South Morningside Primary School Site

- 3.6 Some of the key changes to main South Morningside Primary School site which would arise as a result of the formation of an annexe at Deanbank Resource Centre are as follows:
- Reduces the number of pupils on the main school site by approximately 23% (from approximately 570 to 440 pupils).
 - 23% reduction in pupil numbers reduces pressure on outdoor play area, GP spaces, dining facilities, gym hall, toilets, stairwells, etc.
 - Increases play area on main school site by at least 330m² (through loss of the temporary units).
 - Increases the quality of the play area on the main school site by 'opening it up' through removal of the temporary units.
 - Reduced pressure on staff facilities.

Impact on the Cluny Centre

- 3.7 The establishment of an annexe of South Morningside Primary School at Deanbank Resource Centre would negate the requirement for continued occupation of the Cluny Centre. However, advice received from Estates suggests that early termination of the lease for the centre, which runs until June 2017, would require full payment for the period covered by the lease.
- 3.8 Accordingly it would be beneficial to consider alternative uses for the classroom accommodation in the Cluny Centre. This may involve some negotiation with the church as the lease currently specifies that the accommodation is provided for the purposes of primary education.
- 3.9 It is anticipated that the additional hall facilities available at the Cluny Centre would continue to be used by the school until the termination of the lease in June 2017. However, the availability of an additional hall in addition to the gym hall and dining hall in the main school building would exceed the hall provision required at a 15 class school, and the lease for the Cluny Centre would not be renewed after its expiry in June 2017.

Temporary Units

- 3.10 If an annexe at Deanbank Resource Centre were to accommodate South Morningside Primary's P1 to P2 classes there would be a requirement for the main site to accommodate the remaining P3 to P7 pupils (15 classes). The capacity of the main school building (excluding temporary units) is currently 14 classes. This capacity allows for provision of the four required GP spaces. Accordingly, removing the Cluny Centre and both temporary units from the capacity of the main site would mean a shortfall of one classroom space.
- 3.11 However, the school currently operates with 15 classes in the main building. Accordingly, while the school is 'entitled' to an additional GP space, they have operated without it for some time. Additionally, the loss of the temporary units would increase the play area and reduce the pressure on the GP spaces currently available. Furthermore, for at least two years the school would continue to have access to the additional hall space at the Cluny Centre.

Timescales, Construction and Decant Requirements

- 3.12 The Deanbank Resource Centre will be vacated by the end of March 2015. No changes are being made to the exterior of the building and, in planning terms, the current use of the building falls within the same category as a school. Accordingly, no planning application is required.
- 3.13 This means that work could begin following a procurement process and application for the necessary building warrants. If this process were to begin in November 2014, there would be sufficient time to make all the necessary adaptations to the building to allow its use as an annexe of South Morningside Primary School from August 2015. Accordingly, no decant would be required and there would be no disruption to the operation of the school during the construction process.

Statutory Consultation

- 3.14 The establishment of an annexe of South Morningside Primary School at Deanbank Resource Centre would not require statutory consultation as it is a temporary arrangement.
- 3.15 Deanbank Resource Centre is currently not inside the South Morningside Primary School catchment area but is located on the catchment boundary. Catchment changes may be required as a part of the long-term solution for the south Edinburgh area therefore the existing catchment boundary would be left in place until the long-term options have been developed and a final solution agreed.

Financial Implications

- 3.16 The estimated initial costs associated with reconfiguration and refurbishment works at Deanbank Resource Centre are set out below comprising estimated capital costs of £641,000 and revenue costs of £32,000.

	Estimated Cost £
Internal Reconfiguration and Refurbishment Works	328,224
Preliminaries (12.5%)	41,028
Contingencies (10%)	36,925
Inflation to July 2015 (5%)	20,309
Total Cost as at July 2015	426,486
Provisional (Asbestos works, Fencing, Gates, Landscaping, etc)	115,000
CEC Fees (10.35%)	56,044
Other Fees (Structural Engineer, M&E Engineer)	14,700
Statutory Fees	8,578
FF&E	20,000
Total Capital Cost	640,808
Revenue Cost - Demolition of existing Temporary Units	32,000
Overall Total Cost	£672,808

- 3.17 It would also be necessary to lease the building from Health and Social Care. Due to an initial rent free period the rental in the first year would be £39,000 increasing to an annual rent of £52,000. This would be a revenue cost.
- 3.18 However, all of the long-term options (other than developing on the South Morningside Primary School site) to address accommodation issues in South Edinburgh which are the subject of a separate report on the agenda for this Committee rely on the continued use of the Deanbank site either as a permanent annexe or as part of the site of a new school building. Therefore if the preferred long term option requires the eventual purchase of the Deanbank site from Health and Social Care it may be possible to negotiate in the lease terms some form of reduction to the purchase cost to compensate for the £150,000 of rental costs between March 2015 and August 2018, especially given the savings that would have been realised by Health and Social Care in terms of keeping the empty property secure or progressing its demolition. The Estates team are currently investigating this option on behalf of Children and Families.
- 3.19 The running costs of the Deanbank Resource Centre would have to be offset against the running costs currently associated with the temporary units on the main school site. These are likely to be minor but are difficult to separately identify. The current utilities costs for Deanbank (electricity, gas, water and waste disposal) are £33,000 per annum with rates costs for 2014/15 estimated to be £23,000. Additional internal and external maintenance costs would also apply.

- 3.20 The majority of staffing costs would remain the same. However, an annexe solution would entitle the school to additional administration and dining cover – an additional revenue cost estimated to be £20,000. It is estimated that this would, along with other allocations (such as visiting specialists and transport), be the subject of discussions with the school.
- 3.21 The total additional ongoing annual revenue costs associated with this option are estimated to be approximately £128,000.

Stakeholder Options Feedback

- 4.1 At a presentation on Monday 29 September 2014 the working group members set out the two temporary options being considered. This open evening was held for parents and staff at South Morningside Primary School and was attended by approximately 80 people. Attendees were asked to provide feedback to the options through either the parent representatives on the working group or school management.
- 4.2 It was clear from the response of the audience at the open evening on Monday 29 September 2014 that among parents there was overwhelming support for Option 2. This is reflected in the results of the survey conducted by the Parent Council. In summary, the parent's survey found that, from the 130 emails received following the open evening 79% expressed support for Option 2, 17% for Option 1 and 10% were undecided. The major benefits/disbenefits identified in parents' responses are set out in the table below.

	Option 1 New 6 Class Temporary Unit	Option 2 Deanbank Annexe
For	<ul style="list-style-type: none"> Avoids significant split site. Provides additional GP and classroom space. 	<ul style="list-style-type: none"> The outdoor play space at Deanbank. The reduced pressure on facilities at the main site. The space available for learning at Deanbank.
Against	<ul style="list-style-type: none"> Road safety and security issues at Cluny remain. Pressure on main site facilities remains. 	<ul style="list-style-type: none"> Distance to the main site and nursery. Road safety issues. Drop off/pick up times co-ordination.

- 4.3 Through the work of the Working Group it is clear that within the wider parent forum there is considerable opposition to Option 1 with some parents only willing to support options that would remove pressure from the main school site and allow the school to vacate the Cluny Centre. This opposition has been fuelled by a belief among some parents that the Council will deliver a temporary solution which will ultimately become the long-term solution.

4.4 A working group meeting with the school management and parent council representatives was held at the school on 3 November 2014 to discuss and resolve the issues that have been raised by the school and parents. The discussion focused on actions which could be taken to make the Deanbank annexe acceptable to all parties. The following actions were agreed:

- Support to the Head Teacher and Business Manager for the remainder of 2014/15 to assist with the increased workload brought about by a project of this scale.
- Discussions with the after school club to encourage provision at both locations including investigating the creation of a breakfast club.
- Parent Council to investigate opportunities for the creation of an informal shared drop off scheme.
- A series of meetings between the Devolved School Management team and the school's management team to be arranged to discuss and resolve staffing and other resource implications
- Head Teacher to review school hours and develop a proposal which would suit the new operational arrangements
- Discussion with Road Safety Team on arrangements for vehicular drop off at Deanbank in light of the involvement of St Peter's RC Primary School in the traffic pilot scheme

Financial

5.1 The costs of each option over a three year period are summarised in the following table. Whilst the cost of the option of leasing the temporary units is slightly lower than option to create the Deanbank Annexe (the estimated cost of which assumes that no alternative chargeable use for the Cluny Centre is found) all of the costs are revenue with the majority requiring to be incurred over the 2014/15 and 2015/16 financial years; a time when revenue budgets are already under very considerable pressures.

	Option 1 Purchase £'000	Option 1 Lease £'000	Option 2 Deanbank £'000
Installation – Revenue	1,173	951	32
Installation – Capital	-	-	641
Ongoing – Additional Revenue (over three years)	48	48	371
Total	1,221	999	1,044

Recommendation

- 6.1 It is recommended that the project to create a temporary P1 to P2 annexe at Deanbank Resource Centre be progressed. This option provides considerable advantages relative to the alternative option of providing temporary units on the existing school site and the actions outlined in paragraph 4.4 will address the remaining concerns which have been expressed by the school and parents.

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Children and Families Asset Management Plan 2014

Item number	7.3
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The Scottish Government requires that education authorities regularly update their Asset Management Plans.

The purpose of this report is to seek approval for the updated Children and Families Asset Management Plan 2014, the proposed lifetime of which is two years with a further updated plan to be reported to Committee for consideration before the end of 2016.

Links

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

Children and Families Asset Management Plan 2014

Recommendations

- 1.1 Approve the Children and Families Asset Management Plan 2014.
- 1.2 Note the intention to provide an update to Committee on progress in delivering the action plan every six months.

Background

- 2.1 In 2003, the Scottish Government introduced the requirement for Local Authorities to submit School Estate Management Plans on a regular basis. These plans are core in the implementation of a school estate strategy that supports national objectives for the delivery of better public services.
- 2.2 The City of Edinburgh Council previously submitted plans over the following intervals: 2003, 2004 and 2005. Subsequent updates to the plan retained the original strategy and policies. The most recent plan was approved by the Education, Children and Families Committee on [15 June 2010](#); the purpose of this report is to seek approval for the updated Children and Families Asset Management Plan 2014, the proposed lifetime of which is two years with a further updated plan to be reported to Committee before the end of 2016.

Main report

- 3.1 The updated Children and Families Asset Management Plan 2014 is attached as Appendix 1.
- 3.2 The Plan identifies the significant capital expenditure that will be made in the Children and Families estate in the next five years. The latest capital investment programme commits £119m of investment (excluding Scottish Government funding) including the provision of new school buildings for Boroughmuir High School, James Gillespie's High School, Portobello High School, St John's RC Primary School and St Crispin's Special School. It also includes investment in a large extension to Kirkliston Primary School, significant investment in new nurseries and gym halls and the replacement of Greendykes Young Persons Centre.
- 3.3 However, there remain significant financial challenges due to the continued requirement to upgrade the Children and Families estate and hence many currently unfunded investment priorities exist. A full assessment of these issues is also provided in the Asset Management Plan.

- 3.4 The plan focuses on the following three key areas, recognised nationally as key themes in asset management:
- Sufficiency – to ensure the city has the right number of (school) places in the right locations. This also covers the efficient use of establishments, addressing under occupancy as well as over occupancy.
 - Condition – ensuring that the buildings are in good condition to avoid any service delivery interruptions and provide an appropriate environment for users.
 - Suitability – ensuring a building’s functionality is fit for purpose to meet the needs of current and future users, for example a school’s ability to meet the requirements of Curriculum for Excellence.
- 3.5 The Asset Management Plan is structured around the Children and Families portfolio of properties covering the following areas:
- Early Years
 - Primary and Secondary Schools
 - Special Schools
 - Community Learning and Development
 - Residential Care
 - Sports facilities and outdoor educational centres
- 3.6 Each section of the plan is ordered based on the above list. Section 3 sets out the existing position of the Children and Families Estate to provide context for the plan and focuses on the three themes of sufficiency (including occupancy analysis), condition and suitability. Section 4 provides an overview of existing investment and unfunded priorities and identifies a range of actions which require to be implemented over the lifetime of the plan. Section 5 draws all actions together into a consolidated action plan.
- 3.7 Crucially, this new plan highlights a number of key strands of analysis such as the implications of rising rolls on the secondary sector, feasibility studies related to the second proposed Local Development Plan and the Wave 4 investment study which will be completed during 2015 and will have significant implications for the Children and Families estate. It is therefore the intention, once this work has been completed and the implications identified, to further refresh this Asset Management Plan during 2016. The refreshed plan would be reported to Committee for consideration before the end of 2016. In the interim an update on progress in delivering the action plan would be provided to Committee every six months.

Measures of success

- 4.1 Completion of the action plan identified in the Asset Management Plan.

Financial impact

- 5.1 While the Asset Management Plan sets out aspirations to improve the Children and Families estate, it is recognised that providing funding for improvements in the current financial climate is extremely difficult. Accordingly, in financial terms the plan should be considered as an overview, which sets out priorities for funding as and when it can be identified.
- 5.2 Any specific financial implications related to projects highlighted within the Asset Management Plan would be considered within reports to the appropriate Committee as and when required.

Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.

Equalities impact

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

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

Consultation and engagement

- 9.1 Subject to Committee approval the updated 2014 Asset Management Plan will be published online and key stakeholders will be informed.

Background reading/external references

The previous [Asset Management Plan](#) was approved by Committee in June 2010.

Gillian Tee

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Links

Coalition pledges	P4
Council outcomes	CO1 and CO2
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Appendices	Children and Families Asset Management Plan 2014

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES ASSET MANAGEMENT PLAN 2014

December 2014

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1 Executive Summary

Introduction

- 1.1 Children and Families has a responsibility for a wide range of buildings including early years establishments; primary, secondary and special schools; community learning and development properties; residential care properties and sports facilities. This Plan provides an overview of the estate and identifies strategies to see its improvement.
- 1.2 The Plan sits within a series of corporate strategic documents – including Edinburgh’s Community Plan – and reflects these strategies as they apply to the Children and Families buildings estate.
- 1.3 The main legislation, policies and standards that provide the context within which the Children and Families estate strategies are formed and taken forward are set out in Appendix 3.

The Children and Families Estate

- 1.4 The Children and Families estate accounts for an estimated 66% of the Council’s total property portfolio currently extending to 124 schools, 26 early year establishments, 39 community centres and 10 residential care properties.
- 1.5 Significant investment in the school estate has been achieved over the past decade through the delivery of two Public Private Partnership projects, the Wave 3 investment programme funded by the Council’s Capital Investment Programme and the Scottish Government’s Scotland’s Schools for the Future programme as well as other partnership agreements. However, there also remain a significant number and scale of unfunded priorities. This plan provides details of recent achievements, ongoing investment and future challenges.

The Asset Management Plan 2014

- 1.6 The Asset Management Plan 2014 firstly sets out the existing position of the Children and Families Estate as context and focuses on the three themes of sufficiency, condition and suitability. The Plan also provides an overview of existing investment and future priorities and identifies a range of actions which require to be implemented over its lifetime; these are drawn together in a consolidated Action Plan in Section 5.
- 1.7 Crucially the Plan highlights a number of key strands of analysis such as the implications of rising rolls on the secondary sector, feasibility studies related to the second proposed Local Development Plan and the initial stages of the Wave 4 investment programme which will be completed during 2015. It is therefore the intention to refresh this plan during 2016 once this work has been completed and the resulting asset management implications identified. The refreshed Plan would be reported to Committee before the end of 2016.

2 Introduction and Context

- 2.1 The 2014 Children and Families Asset Management Plan sets out the strategic direction for the estate and identifies actions that the service will seek to implement during the period of the plan.
- 2.2 The Children and Families portfolio of properties covers the following areas:
- Early Years
 - Primary and Secondary Schools
 - Special Schools
 - Community Learning and Development
 - Residential Care
 - Sports facilities and outdoor educational centres
- 2.3 Section 3 sets out the existing position of the Children and Families Estate as context for the plan and focuses on the three themes of sufficiency, condition and suitability. These themes continue in Section 4 which provides an overview of existing investment and future priorities and identifies a range of actions which require to be implemented over the lifetime of the plan. Section 5 draws all actions together in a consolidated action plan.
- 2.4 The 2010 Asset Management Plan covered the period 2010-2016. The previous plan was the first under the new Children and Families service which brought together all education and care services for young people, alongside community learning and development. While based on a similar format, this plan supersedes the previous plan and was considered necessary before its end date to provide an overview of the considerable number of asset related projects and initiatives currently being delivered by Children and Families and to introduce some of the new challenges which require to be addressed.
- 2.5 This new plan highlights a number of key strands of analysis such as the implications of rising rolls on the secondary sector, feasibility studies related to the second proposed Local Development Plan and the initial stages of the Wave 4 investment programme which will be completed during 2015. It is therefore the intention to refresh this plan during 2016 once all this work has been completed and the resulting asset management implications have been identified. The refreshed plan would be reported to Committee before the end of 2016.
- 2.6 The Asset Management Plan is shaped by external and internal influences, the main ones being identified below.
- Edinburgh's Community Plan**
- 2.7 The Edinburgh Partnership is the city's community planning partnership working to improve outcomes for the city and its people. The Community Plan

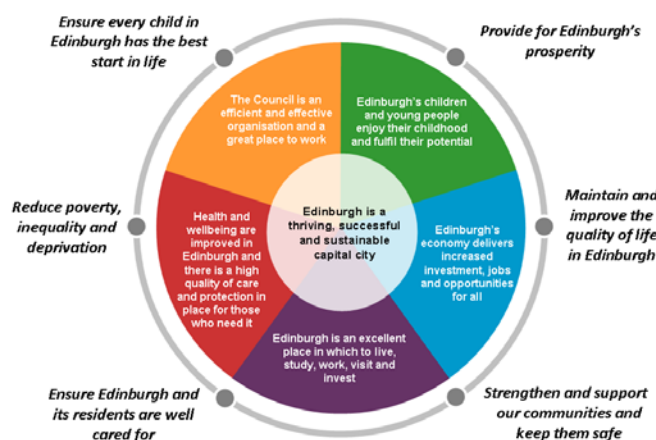
(formerly known as the Single Outcome Agreement) presents the Edinburgh Partnership's agreed priorities for the city and the outcomes to be delivered by partners. The vision of the Edinburgh Partnership is that Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation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

Integrated Plan for Children and Young People

- 2.8 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 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

- 2.9 The City of Edinburgh Council has a vision that is fully aligned to the vision of the Edinburgh Partnership: 'Edinburgh is a thriving, successful and sustainable capital city'. The Council's five strategic outcomes to achieve the vision are shown in the diagram below. The Council's Strategic Plan describes how the overall vision and the five identified outcomes will be achieved. 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*.



Capital Coalition Agreement and Pledges

- 2.10 Following the local government elections in May 2012 the new Council set out 53 specific pledges which it aims to deliver during its five-year term. The Council pledges are based on six high level commitments which are shown in the diagram above, circling the outcomes. The pledges relevant to the Asset Management Plan are detailed below.

Children and Families Service Plan 2014 – 2017

- 2.11 The purpose of the Service Plan is to outline the Children and Families key priorities for the next three years. The plan is organised into seven strategic

outcomes and Strategic Outcome 7 is the most relevant to this Asset Management Plan which is:

Strategic Outcome 7 - Providing quality services and making best use of our resources

This outcome is directly linked to two of the coalition pledges which are:

Pledge 3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Pledge 4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Estate Management

2.12 The Children and Families estate encompasses a large portfolio of land and property. In terms of size, the properties range from secondary schools with a 1,400 pupil capacity down to nursery schools that can cater for a maximum of 24 children at any one time. Through the two Public Private Partnership agreements a number of the estate’s facilities are managed by external contractors while in other areas services are delivered by partner providers. The sections below set out the current position of the Children and Families estate in terms of how services are managed and relationships with other Departments or agencies.

Management and Organisation

2.13 Organisationally, the Children and Families Department is divided into four services as shown below:

Support to Children and Young People	Resources	Schools & Community Services	Planning & Performance
<ul style="list-style-type: none"> • Children’s Social Work Practice Teams • Disability Services • Family and Community Support • Looked After and Accommodated Children • Professional Support • Specialist Schools and Specialist Provision 	<ul style="list-style-type: none"> • Finance • Major Capital Project Implementation • Asset Planning • Facilities Management • ICT 	<ul style="list-style-type: none"> • Community Services • Schools • Inclusion and Pupil/Parent Support • Early Stages • Quality and Curriculum 	<ul style="list-style-type: none"> • Planning • Getting it Right for Every Child • Performance Management • Workforce Learning and Development

2.14 The Resources Service area includes the Asset Planning Team which oversees the strategic development of the Children and Families Estate. Functions of the team include:

- Assessing future needs and priorities for investment;
- Scope and brief setting for capital projects;
- Assessing the scope for rationalisation of the school estate including when necessary catchment reviews; and
- Ongoing information management of the school estate to help inform decision making.

2.15 Other functions within the Resources Service include management of the PPP contracts and linking as client with the corporate function providing home to school transport and school meals.

Schools and Community Services

2.16 Schools and Community Services oversee the management of schools including early years provision. CLD and Sport and Outdoor Education both fall under the Schools and Community Services umbrella, as does the allocation of places for primary and secondary schools through the Grants, Awards and Placements Team.

Support to Children and Young People

2.17 Support to Children and Young People have a locus in buildings through their management of special schools and units, residential care facilities and integration of pupils. The team also ensure office premises are available for Children and Families Social Work Centre staff.

Planning and Performance

2.18 Planning and Performance provide information underpinning the management of school places including pupil information, geographical mapping capabilities and projections. They undertake performance management and are responsible for the Children and Families Service Plan. They also have responsibilities for Health and Safety alongside the Council's corporate health and safety function.

Relationship of the Children and Families Department to Other Services/ Partner Providers

Services for Communities

2.19 The Services for Communities Department provides operational, day to day management for the parts of the Children and Families estate that are not under PPP management. This includes overseeing the repair and maintenance of buildings, assessing building fabric investment priorities and making longer term budget provision for their upkeep. Services for Communities is also responsible for the delivery of capital projects in line with the scope and brief defined by Children and Families.

2.20 Services for Communities also provide a corporate estates service which provides property valuations and which undertakes property acquisition and disposal on behalf of Children and Families.

Public Private Partnership

2.21 Under Public Private Partnership (PPP) arrangements, part of the Children and Families estate is managed by the consortiums that delivered the new or refurbished buildings. Under PPP1, ESP (Edinburgh Schools Partnership) designed, built and now maintains 10 new primary schools, five secondary schools, two special needs schools and a community centre. The secondary schools comprise two new high schools and three refurbished high schools. All projects were completed by 2005.

2.22 A second PPP project undertaken by Axiom Education and completed in 2010 has provided six new high schools and two new primary schools which replaced existing school buildings.

2.23 Under the terms of the PPP contracts an annual payment, which includes payment for building the facilities, is made to each PPP contractor to provide maintenance and lifecycle replacement of key elements within the buildings, the school grounds and sports facilities; cleaning, waste management and catering for a thirty year period. When the agreements end in July 2033 (PPP1) and July 2038 (PPP2) the schools will be handed back to the Council with a guaranteed maintenance-free life of five years.

Edinburgh Leisure

2.24 Edinburgh Leisure is a not for profit company that was established in 1998 to run the sports and leisure services for the City of Edinburgh Council. Edinburgh Leisure operates a range of facilities including sports and leisure centres and outdoor football pitches.

2.25 Edinburgh Leisure manages the community facilities out of school hours at Queensferry High School. Edinburgh Leisure owns and manages playing fields at six sites providing off-site sports facilities for a number of high schools.

3 The Children and Families Estate

Extent of the Children & Families Estate

- 3.1 Children and Families has responsibility for a wide range of buildings including early years establishments; primary, secondary and special schools; community learning and development properties; residential care properties and sports facilities.
- 3.2 The property estate accounts for an estimated 66% of the Council's total property portfolio currently extending to 124 schools, 26 early year establishments, 39 community centres and 10 residential care properties. This extensive estate sets the context within which often very difficult funding decisions require to be made. The followings sections provide an overview of the current estate based on the key themes of sufficiency, condition and suitability which are summarised below with more detail in Appendix 3.
- 3.3 Sufficiency is measured through capacity and occupancy with the main objective being to ensure there are enough places to meet demand but at the same time operating the estate as efficiently and effectively as possible.
- 3.4 Condition surveys for the Children and Families estate are carried out by Services for Communities. The grading follows the Scottish Government's Core Facts guidance and represents the following ratings:
- A Performing well and operating efficiently
 - B Performing adequately but showing minor deterioration
 - C Showing major defects and/or not operating adequately
 - D Life expired and/or serious risk of imminent failure
- 3.5 Suitability is a measure of the degree to which a school building and its grounds support quality learning and teaching for the children and the school community. The suitability assessment is broken down into five elements:
- Functionality;
 - Accessibility;
 - Environmental conditions;
 - Safety and security; and
 - Furniture and fittings.
- 3.6 For secondary schools the elements are then assessed for six areas of a school which are shown below along with the "weighting" (reflecting the relative importance) which is given to each area in terms of determining the final rating:
- General Learning and Teaching 25%
 - Practical Learning and Teaching 25%

- Internal Social 15%
 - Internal Facilities 15%
 - External Social 10%
 - External Facilities 10%
- 3.7 For primary schools the assessment is on five areas as practical learning and teaching is not relevant. The weighting for general learning and teaching is increased to 50%.
- 3.8 For each area and element combination a rating of either A (Good), B (Satisfactory), C (Poor) or D (Bad) is given. All of these scores are then aggregated with weightings applied and an overall rating of A, B, C or D is then determined for each school.
- 3.9 The Scottish Government advises that end users are best placed to make suitability assessments of the building and this practice is followed when suitability surveys are conducted. However, to ensure consistency of approach the assessments are moderated by Asset Planning Team staff. Every year in June the latest available occupancy, condition and suitability information for each school is provided to the Scottish Government by all local authorities in the annual Core Facts return.

Early Years Sector

Sufficiency

- 3.10 While attendance at nursery is not a statutory requirement the Council has to ensure there are enough places available to provide 600 hours of nursery provision per year to eligible 2-5 year olds as required by the Children and Young People (Scotland) Act 2014. The Council currently has 12 stand alone nursery schools (three of which are managed by an associated primary school), 14 Early Years Centres and 70 nursery classes based in primary schools across the city and is currently investing significantly to increase future provision (see details in section 4). Over 80% of the pre-school education service provided by the Council is delivered in nursery classes in accommodation within primary schools. The Council also provides support to private nursery providers to ensure a sufficient number of places across the city. Current capacity and occupancy data is provided in Table 1 below.

Table 1: Capacity and Occupancy in Nursery Schools and Classes, November 2014.

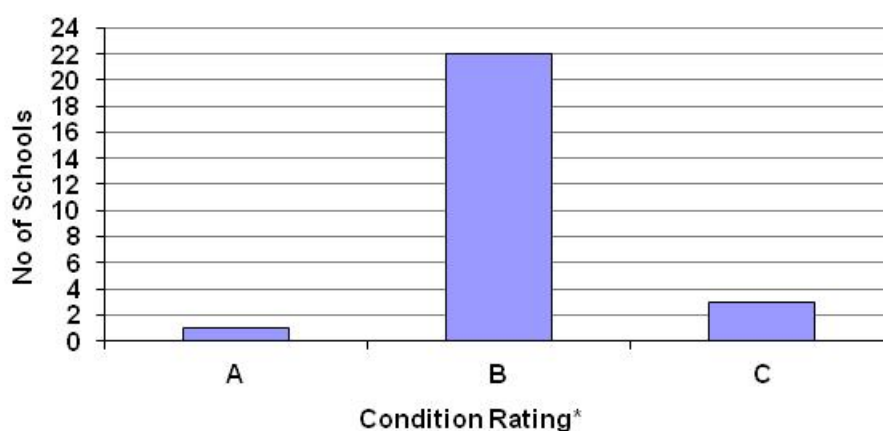
Category	Capacity	Take Up (FTE)	Occupancy Rate
Nursery Schools	1,463	828	57%
Nursery Classes	5,210	4,028	77%
Totals	6,673	4,856	73%

3.11 The current capacity of the nursery estate is 6,673 places and while occupancy at November 2014 was 73%, there are still two intakes of children in spring and summer terms which have not yet been allocated places. Therefore it is expected that the majority of the remaining capacity will be utilised by the end of the year.

Condition

3.12 Separate condition data is only available for the stand alone nursery schools and Early Years Centres (shown in Figure 1 below) as the assessment of nursery classes is incorporated within the condition survey for the primary school in which they are located.

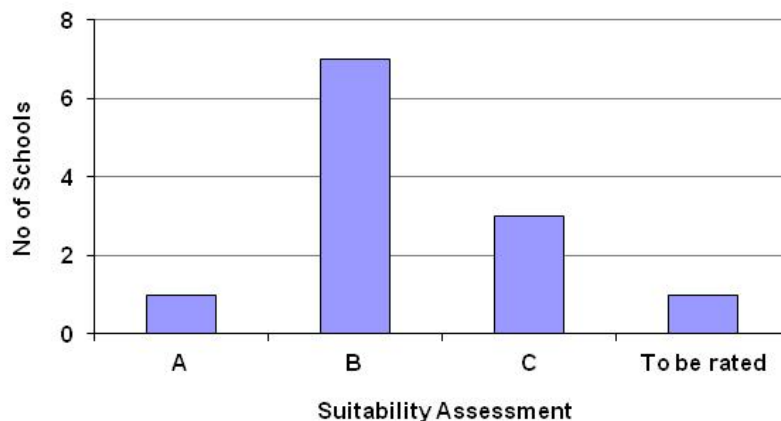
Figure 1: Early Years Condition: Nursery Schools and Early Years Centres, 2013



Suitability

3.13 Suitability assessments have only been carried out for the 12 stand alone nursery schools and a summary of the ratings is shown in Figure 2 below. Kirkliston nursery has undergone significant refurbishment and expansion since the suitability assessment was last undertaken and it requires to be reassessed which accounts for the single 'to be rated' classification.

Figure 2: Early Years Suitability: Nursery Schools, 2010



Primary Schools

Sufficiency

- 3.14 From 2000 to 2010 the Council focussed on the rationalisation of the primary estate to improve efficiency, and also allow an investment programme at remaining schools to take place. The primary school estate was reduced from 103 to 87 schools since 2000 over this period.
- 3.15 A further school, Bun Sgoil Taobh na Pairce, dedicated to the provision of Gaelic Medium Education (GME), was opened in August 2013, bringing the total number of primary schools operated by the Council to 88. Of this total, 14 primary schools are located in new buildings that have opened since 2002. In August 2013 three new rising rolls classroom stand-alone extensions – at Wardie, Granton and Trinity primary schools - were created to accommodate catchment pupils. A further four new stand-alone extensions – at Broughton, Craighour Park, St David's RC and Victoria primary schools – were completed and opened in August 2014. New stand-alone extensions at a further eight schools are currently being progressed through planning and if required will be delivered for August 2015.
- 3.16 Of the 88 primary schools currently operating, 73 are non-denominational (including the GME school) and 15 are Roman Catholic (RC) with both sets of schools following different school catchment boundaries.
- 3.17 The schools in the City of Edinburgh primary school estate range in size from a small four class organisation with a capacity of 84 places to three stream, 22 class organisations with a capacity in excess of 630 pupils. The total capacity of the school estate at the start of the 2014/15 session is 32,361 places with an overall occupancy level of 88%. Table 2 shows the breakdown of capacity, number of pupils and the occupancy rates in the denominational and non-denominational sector. There is some cross movement of pupils between sectors depending on proximity of schools and how they are perceived by parents but the denominational sector generally accommodates around 12-13% of the total number of primary school pupils. Some schools also attract a high level of out of catchment placements but as the capacity across the estate is taken up by catchment pupils these opportunities will continue to reduce.

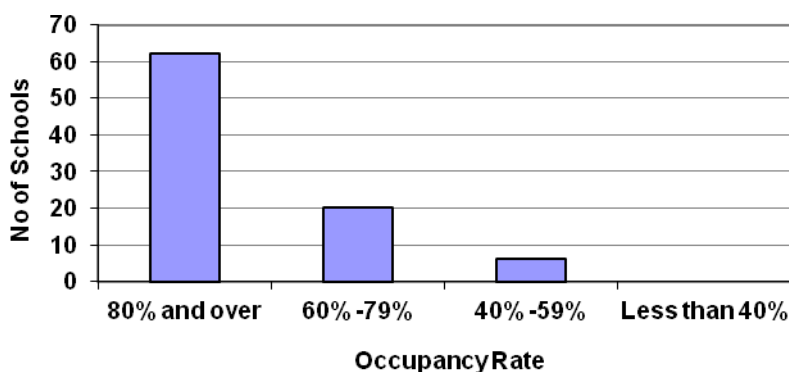
Table 2: Denominational and Non-Denominational Primary Schools, September 2014

Denominational Sector			Non Denominational Sector		
Capacity	No of Pupils	Occupancy	Capacity	No of Pupils	Occupancy
4,249	3,794	89%	28,112	24,216	86%

- 3.18 While the average occupancy rate across the primary school estate is 88% which is a significant increase since 2010, there are still some schools where occupancy rates are low as shown in Figure 3 below. While 73% of primary

schools have an occupancy rate of 80% and over, 7% of schools still have an occupancy rate of less than 60%. There are no schools that have an occupancy rate of less than 40%. Maps 1 and 2 (included at the end of this document) show the distribution across the city by occupancy rate in the non-denominational and denominational sectors.

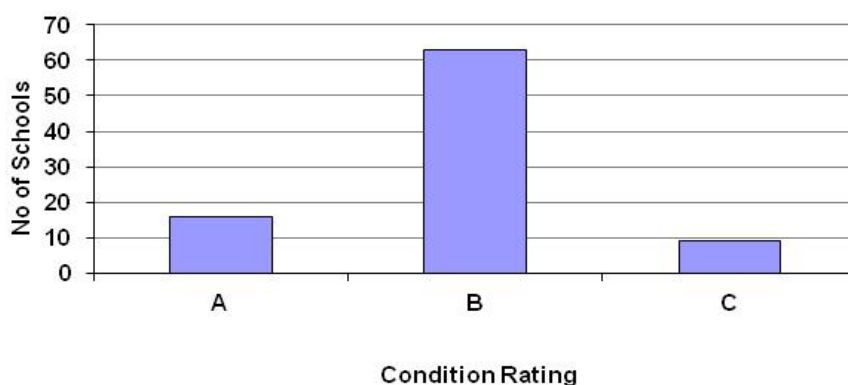
Figure 3: Levels of Occupancy in Primary Schools, September 2014



Condition

3.19 The most recent condition surveys of the primary school estate were carried out in 2012/13 and are shown in Figure 4 below. PPP Schools have not been assessed for condition but are considered to be “A” rated for the purposes of the Scottish Government Core Facts return as they are subject to ongoing repair, maintenance and lifecycle replacement programmes as part of the respective contracts.

Figure 4: Condition Assessment of Primary Schools, 2013



3.20 These surveys were used as the basis for the 2013/14 Core Facts return to the Scottish Government and identified the following schools as being in poor condition (C):

- Abbeyhill
- Blackhall
- Gilmerton

- Holy Cross RC
- Nether Currie
- St Cuthbert's RC
- St John Vianney RC
- Stenhouse
- St John's RC

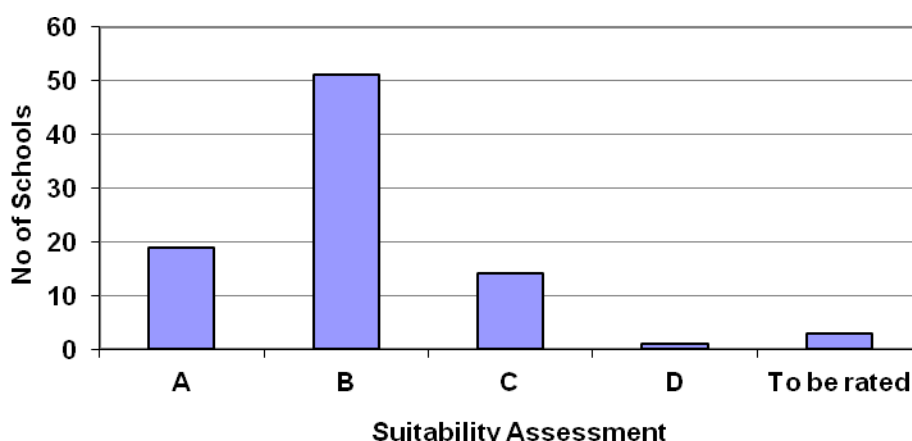
3.21 Of those schools rated condition C, St John's RC Primary School is already part of the Wave 3 replacement programme while the remainder of the schools are intended to be brought up to condition B through appropriate works having been prioritised for inclusion in the five year Children and Families asset management capital works programme. These schools are also being considered for potential inclusion within the scope of the Wave 4 school replacement programme of which further detail is provided in the next section.

Suitability

3.22 The primary schools were last assessed for suitability in 2009 and were rated as shown in Figure 5.

3.23 Corstorphine and Towerbank Primary Schools have undergone significant extensions since their last assessment which is now considered to have been superseded and are therefore classed as 'to be rated'. Bun Sgoil Taobh na Pairce has not been assessed since it opened in August 2013 and is also 'to be rated'. St John's RC Primary School is rated D but as noted above is part of the Wave 3 school replacement programme further details of which are provided in the following section of this plan.

Figure 5: Suitability Assessment of Primary Schools, 2009



3.24 As established in the 2013/14 Core Facts return to the Scottish Government, there are 14 primary schools which currently have an identified suitability rating of 'C'. While it is ultimately the intention to ensure all schools have a minimum

suitability rating of B there is currently no funding available to address the suitability issues at the C rated schools.

Annexe and Temporary Accommodation Withdrawal

- 3.25 It is recognised that operating on two or more different sites through the use of annexe accommodation causes operational difficulties for schools and, accordingly, it is desirable that schools should withdraw from annexe accommodation wherever possible. It is also recognised that the use of temporary accommodation is not the most suitable option for an educational environment and similarly it is desirable that this should be withdrawn wherever possible.
- 3.26 In 2010 three schools were reported as having annexe accommodation. The first, Towerbank Primary School, has been addressed by a new extension which opened in August 2013.
- 3.27 The second, at South Morningside Primary School, is affected by compound problems of operating on three separate sites; reliance on a significant complement of elderly temporary units and projected sufficiency problems in meeting catchment demand. This is one of the underlying reasons for a long term solution to primary accommodation provision in the south Edinburgh area being a priority. Throughout 2014 Children and Families have been working on options to address the specific issues at South Morningside and the wider south Edinburgh area and the details of proposed interim and long term solutions are set out in the following section of this plan.
- 3.28 The final annexe is the nursery annexe at Dean Park Primary School and there are currently no plans for its replacement. Beyond this several schools still provide some accommodation through temporary units and whenever an opportunity arises to remove such accommodation it will be considered and progressed should the funding to do so be available.

Gym and Dining Hall Support Facilities

- 3.29 At present 26 primary schools have shared gyms and dining halls. For schools with larger rolls, it is difficult to support the delivery of 2 hours of PE activity per week in these circumstances. This is exacerbated, in some instances, by the shared halls being particularly small making it very difficult to accommodate individual classes of up to 33 pupils for sports activities, while also putting significant pressure on dining provision. In some of these schools packed lunches are eaten in classrooms, while up to three (short) sittings take place in the dining hall for hot meals. There are 21 primary schools which have gym halls that are smaller than the standard single badminton court size.
- 3.30 In 2010 the Council undertook an assessment of the schools facing the most acute pressures i.e. those with large rolls; shared halls and halls that are significantly under-sized. Three schools in the estate were identified as having compound issues with their gym and dining hall provision: Blackhall, East

Craigs and Cramond Primary Schools. All have rolls of around 400 pupils, rely on a single hall for both gym and dining provision and have particularly small halls. The increase in pressure for school places is likely to exacerbate the problems experienced in these schools.

- 3.31 Funding has been identified and included in the Capital Investment Programme for a new hall at Blackhall Primary School and that project is now being progressed. The issue with both East Craigs and Cramond primary schools has been compounded further by the Scottish Government's policy to introduce an extended entitlement to free schools meals for all P1-P3 children from January 2015. The implications of the free school meals policy including the impact on other schools are outlined in the following section of this plan.

Secondary Schools

Sufficiency

- 3.32 There are 23 secondary schools in the City of Edinburgh authority area. Of the 23 secondary schools, 20 are non-denominational and three are denominational and both sets of schools follow different school catchment boundaries. To the north-west and south-west side of the Council boundary, the City of Edinburgh Council is the educational authority for a (predominately) rural part of West Lothian.
- 3.33 Nine secondary schools are located in new buildings opened since 2002, while a further three were completely refurbished under the Council's first PPP project. A further three high schools - Boroughmuir, James Gillespie's and Portobello - are being replaced as part of the Wave 3 programme and a funding bid has recently been submitted to the Scottish Government for the replacement of Queensferry High School.
- 3.34 The secondary schools range in size from modestly sized high schools with a capacity of 600 pupils to large organisations with a capacity of 1,400 pupils. The total capacity of the school estate is 21,800 places with an overall occupancy level of 88% at the start of the 2014/15 session. Table 3 provides an analysis of capacity, number of pupils and the occupancy rates in the denominational and non-denominational sector.
- 3.35 There is some cross movement of pupils between sectors depending on proximity of schools and how they are perceived by parents but as with primary schools the denominational sector generally accommodates around 12-13% of the total number of secondary school pupils. There are currently certain secondary schools in the estate which are at full occupancy due to out of catchment placements. As the rising rolls currently affecting primary schools works its way into secondary schools from 2017 onwards the opportunities for out of catchment placements across the estate will become limited.

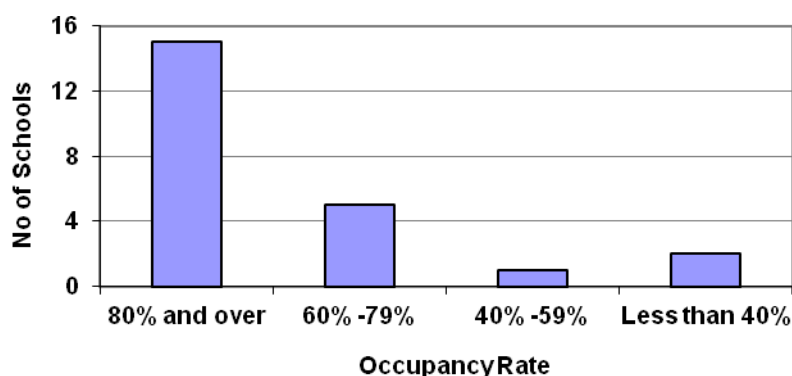
Table 3: Denominational and Non-Denominational Secondary Schools, September 2014

Denominational Sector			Non Denominational Sector		
Capacity	No of Pupils	Occupancy	Capacity	No of Pupils	Occupancy
2,850	2,540	89%	18,950	15,741	83%

3.36 The average occupancy rate across the school estate is high at 88%, but there are significant variations between schools as shown in Figure 6. Two schools have an occupancy rate of below 40% while nearly two-thirds of schools have an occupancy rate of over 80%. Maps 3 and 4 (included at the end of this document) show the distribution across the city by occupancy rate in the non-denominational and denominational sectors.

3.37 As stay on rates increase in secondary schools this means that, in some schools, the occupancy rates are over 100% and there are four secondary schools in this category.

Figure 6: Levels of Occupancy in Secondary Schools, September 2014



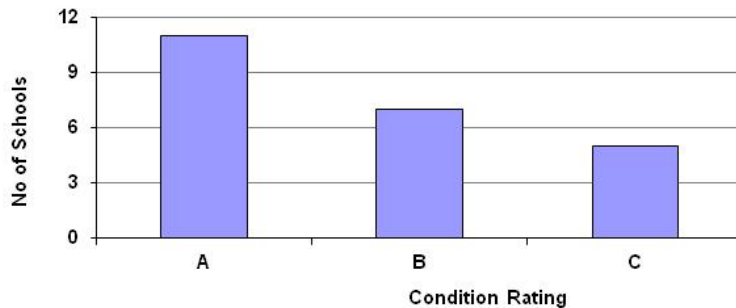
Condition

3.38 The Council’s delivery of two PPP projects has seen significant investment in the secondary school estate. While the PPP schools have not been rated for condition they are assumed to have a very good condition equivalent to an A rating for the purposes of the Scottish Government Core Facts return as they are subject to ongoing repair, maintenance and lifecycle replacement programmes as part of the respective PPP contracts. The overall summary of the secondary school estate condition as most recently submitted to the Scottish Government in the Core Facts return is shown in Figure 7.

3.39 Other than the PPP schools no other secondary school has been specifically given an “A” rating for condition. However, of the five schools rated C as highlighted above, three are part of the Wave 3 replacement programme (Boroughmuir, James Gillespie’s and Portobello) and are due to be completed by August 2016. A funding bid has recently been submitted to the Scottish Government for the replacement of Queensferry High School. The Council has also agreed to consider, as part of the forthcoming 2015/16 budget process, the

provision of additional capital investment to WHEC which is the remaining Condition C secondary school.

Figure 7: Condition Assessment of Secondary Schools

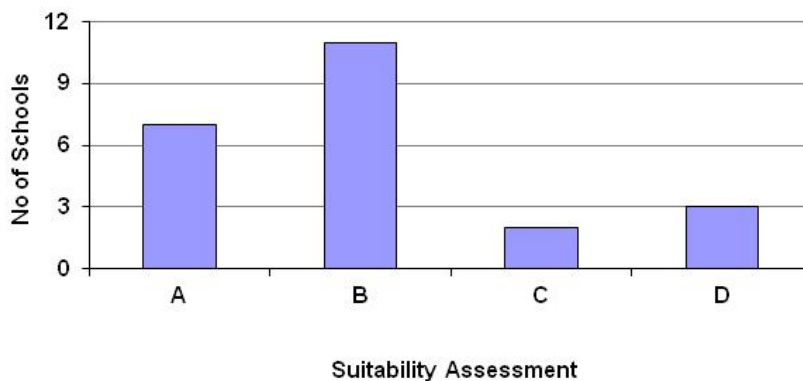


Suitability

3.40 The last suitability assessments of secondary schools were carried out in 2010. The majority of secondary schools fall into categories A and B for suitability. The three schools rated Suitability D (Boroughmuir, James Gillespie's and Portobello) are already included in the Wave 3 replacement programme.

3.41 The two schools rated Suitability C are Castlebrae and Currie High Schools. Castlebrae High School has been identified as a priority for replacement in the medium to long term as part of the wider regeneration proposals for the Craigmillar area and Currie High school is being considered for possible inclusion in the scope of the Wave 4 school replacement programme. Further detail on both schools is provided in the following section of this report. Figure 8 below provides a summary of suitability across the secondary estate.

Figure 8: Suitability Assessment of Secondary Schools, 2010



Special Schools

Sufficiency

3.42 Following the recent closure of Wellington Special School, the Council now operates 13 special schools, of which two are secure units. These are described in Table 4 below.

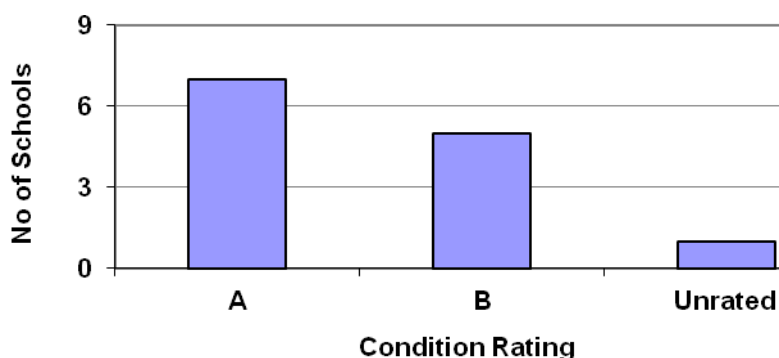
Table 4: Special School Provision

Special School	School Stages	Provision for Learners with:
Prospect Bank	Primary	Complex, long term additional support needs. Needs of learners are primarily associated with learning disability and Autism Spectrum Disorder.
Redhall		
Rowanfield	Primary	Complex, long term additional support needs. Needs of learners are primarily associated with social and emotional behavioural needs
Pilrig Park	Secondary	Complex, long term additional support needs. Needs of learners are primarily associated with learning disability and Autism Spectrum Disorder.
Woodlands		
Gorgie Mills	Secondary	Complex, long term additional support needs. Needs of learners are primarily associated with social and emotional behavioural needs.
Panmure St Ann's		
Braidburn	All Through	Complex, long term additional support needs learners require a significantly modified learning environment. Needs of learners are primarily associated with learning disability and significant visual/sensory, health and medical needs.
Oaklands	All Through	Complex, long term additional support needs where learners require a significantly modified learning environment. Needs of learners are primarily associated with learning disability and significant visual/sensory, health and medical needs.
Kaimes	All Through	Complex, long term additional support needs. Needs of learners are primarily associated with social and pragmatic communication needs associated with Autism Spectrum Disorder.
St Crispin's	All Through	Complex, long term additional support needs where learners require a significantly modified learning environment. Needs of learners are primarily associated with learning disability and Autism Spectrum Disorder
ESS Howdenhall Centre; St Katharine's Centre	Secure Provision	A secure, residential environment where access to education is provided on site.

Condition

3.43 As with the secondary estate, a significant number of the special schools have been replaced under various investment programmes and all PPP establishments have an assumed A rating for condition. Figure 9 below shows the condition rating for the schools. For the purposes of assessing condition even though they share the same campus, Howdenhall which is a PPP building is considered separately from St Katharine's which is unrated and was not replaced through PPP.

Figure 9: Condition Assessment of Special Schools, 2013

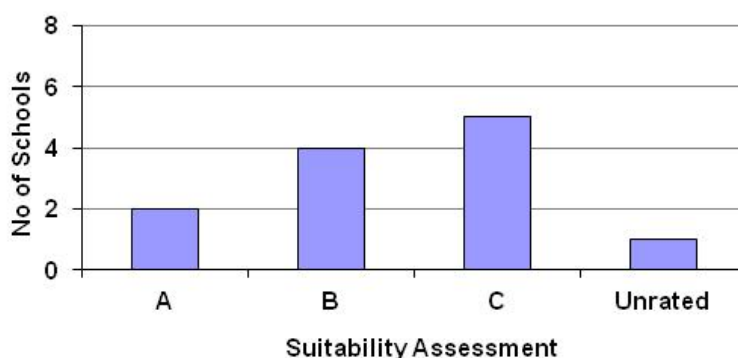


3.44 All the other schools are either rated A or B and over 50% have an A rating. This meets the target set by Children and Families in the 2014-17 Service Plan.

Suitability

3.45 The suitability ratings for special schools are shown in Figure 10 below; these were last carried out in 2010.

Figure 10: Suitability Assessment of Special Schools, 2010



3.46 Whilst a number of Special Schools have been replaced in recent investment programmes, there are five of the remaining schools which are rated 'C' for suitability. St Crispin's is one of those rated C (although evidence from a recent feasibility study would suggest that the suitability rating would be better described as Category D). The school's very poor suitability is one of the main reasons for its inclusion in the Wave 3 schools replacement programme. Further detail on the project is provided in the following section of this plan.

3.47 Kaimes was also rated C. However, while this school was decanted in 2012 to temporary accommodation following storm damage in January, the opportunity was taken to address some of the suitability issues at the school as part of the repair and refurbishment works.

3.48 The remaining three Special Schools having a suitability rating of C are Pilrig Park, Prospect Bank and Rowanfield. While it is ultimately the intention to

ensure all schools have a minimum suitability rating of B there is currently no funding available to address the suitability issues at any of these schools.

Community Learning and Development

- 3.49 Community Learning and Development (CLD) has a central role in delivering the Scottish Government and Council agenda for community development. CLD runs 39 Community Centres throughout the Council area and caters for three key strands: youth and children's work, adult education and capacity building.
- 3.50 The Community Centres range in size from small village halls to large mansion houses. Less than half are purpose-built community education centres and some buildings can no longer provide quality community learning environments. A number of the older centres now require substantial investment to bring them up to date.

Residential Care

Young Peoples Centres and Other Accommodation

- 3.51 The Council currently directly provides 75 residential placements for children and young people who, for various reasons, are unable to live with their family or in a foster care placement. Five Young People's Centres (YPC) in Drylaw, Oxcgangs, Moredun, Northfield and Greendykes offer a total of 38 placements. Two long term close support units, Southouse and Pentland View, each offer five placements for young people who have been assessed as requiring long term residential care.
- 3.52 The Edinburgh Families Project, located in Ferniehill, provides outreach support for 90 families per annum and has five short stay respite placements. Edinburgh Secure Services at Howdenhall and St Katharine's provides 12 secure placements. There are also two step down, close support units attached to Howdenhall and St Katharine's, each offer five placements, which help young people transition out of secure care.

Respite Care

- 3.53 The Council operates one respite care facility (Seaview) for children aged 5 to 17 with a range of disabilities. The construction of this new facility was completed on the site of the former Lismore Primary School in 2013 to replace the old facility which was not fit for purpose.

Outdoor Sports

- 3.54 The Council has six off-school site playing fields that provide sports facilities for schools with limited on-site facilities. These playing fields are managed by Edinburgh Leisure. The Council also has two outdoor centres at Benmore and Lagganlia which are used by schools for outdoor activity weeks.

4 Review of Current Investment and Future Actions

- 4.1 Significant investment in the school estate has been achieved over the past decade through the delivery of two Public Private Partnership projects, the Wave 3 investment programme funded by the Council's Capital Investment Programme and the Scottish Government's Scotland's Schools for the Future programme as well as other partnership agreements.
- 4.2 More than a third of the primary and secondary pupil population is now accommodated in new, or significantly refurbished, schools. Seven primary schools also benefit from new accommodation provided through the Rising Rolls programme. In the secondary school sector, over half of pupils are now in new/refurbished schools and this will rise to over 70% on completion of the projects to replace three further high schools – James Gillespie's, Boroughmuir and Portobello – all of which are scheduled to be completed by August 2016.
- 4.3 The City of Edinburgh Council has worked hard to ensure that the Children and Families estate is efficient and effective but also sufficiently flexible to respond to new challenges and opportunities such as those brought by Curriculum for Excellence. The very high priority which the Council places on this area is reflected in the very significant capital investment in the Children and Families estate in excess of **£119m** which has already been approved within the Council Capital Investment Programme over the next five years. The details of this programme are set out in Appendix 1. The actual total level of investment is significantly higher as this excludes other sources of funding towards some of these projects such as Scottish Government funding, developers' contributions and capital receipts.
- 4.4 Under the themes of sufficiency, condition and suitability the following sections provide a review of recently completed investment, projects currently being implemented, future committed investment and other challenges which require to be addressed in the longer term. Where this review identifies an action to be carried out within the lifetime of this plan this is detailed below in the relevant section; these are then consolidated into an Action Plan which is included in section 5.

Sufficiency

Early Years Sector

- 4.5 The Children and Young People (Scotland) Act 2014 sets out the requirement to expand free nursery provision from 475 hours to 600 hours a year for all three and four year olds and for certain two year olds. This requirement for increased free nursery provision and the current high birth rates in the city which are expected to remain and potentially increase (see Appendix 2) has resulted in significant demand for nursery places which is being met by the current delivery of new nurseries and Early Years facilities with more planned throughout the City.

- 4.6 Within the current Capital Investment Programme the Council has committed to the replacement of Duddingston nursery and the delivery of new nurseries at Wardie and Fox Covert primary schools all of which are planned for delivery by August 2015.

ACTION – Complete the delivery of the replacement nursery at Duddingston Primary School and the new nurseries at Wardie Primary School and Fox Covert Primary School by August 2015.

- 4.7 The Scottish Government has also provided additional capital funding to respond to the necessity to deliver additional capacity across the estate as a result of the increased hours legislation. The additional capital funding which has been confirmed as being available is £9.892m.
- 4.8 On [11 September 2014](#) the Education, Children and Families Committee approved that part of this funding could be used for four replacement and expanded facilities (Granton Early Years Centre, Davidson Mains Primary School nursery, Longstone Primary School nursery and Corstorphine Primary School nursery) and to increase the provision for two year olds in the already approved replacement of St John's RC Primary School and Nursery.

ACTION – Progress the new nurseries and early year's facilities at Granton Early Years Centre, Davidson Mains, Longstone and Corstorphine primary schools during 2015 targeting delivery no later than August 2016 and ensure the new St John's RC Primary School nursery includes provision for under 3's.

- 4.9 Further analysis across the city will be completed to identify the best use of the remaining capital funding made available by the Scottish Government.

ACTION – Complete further city wide analysis of Early Years facilities early in 2015 and report the findings, including a prioritised investment programme, to Committee in March 2015.

Rising School Rolls

Rising Rolls in the Primary Sector

- 4.10 The Council has, in previous years, focussed on the rationalisation of the estate to improve efficiency and also allow an investment programme targeted at remaining schools to take place. The primary school estate has reduced from 103 to 88 schools since 2000 which now includes Bun-sgoil Taobh na Pàirce, the recently opened new primary school and nursery which is dedicated to the provision of Gaelic Medium Education. 14 primary schools are located in new buildings that have opened since 2002 and the replacement of a further school - St John's RC Primary School - has been approved by Council, is fully funded in the Capital Investment Programme and for which the project to deliver a replacement school will soon be initiated. Significant extensions have also recently been completed at Corstorphine and Towerbank primary schools.

4.11 Although there are currently 4,351 spare spaces in the primary estate, this capacity is not all in an optimum location or is only available in upper year groups. Therefore sections of the city are now coming under pressure in order to provide catchment pupils a guaranteed place at their catchment school. In August 2013 three schools required new stand-alone classroom extensions to be constructed, a further four new stand-alone extensions were constructed for August 2014 with internal reconfigurations creating additional class spaces at five more schools. For August 2015 eight further schools are being considered for new stand-alone classroom extensions.

ACTION – Deliver the required rising rolls infrastructure within the primary school estate for August 2015.

4.12 Further capacity will be required for at least the next five years to cope with ongoing rising rolls in the primary sector and the priorities are identified on an annual cycle as the latest projections and intake numbers become available. The more detailed analysis for each school is based on the most recent city wide population and school roll projections which are detailed in Appendix 2.

4.13 Whilst new build has been considered as a ‘last resort’ solution to accommodation pressures, the new stand-alone extensions being provided are permanent accommodation and in all cases have been overwhelmingly welcomed by school management teams, staff, parents, pupils and the wider school communities. Catchment review has been considered where possible, but very limited opportunities for review exist as the pressure is being experienced in clusters, with neighbouring schools all experiencing pressure.

ACTION – Continue to update Committee regularly about rising rolls requirements in the primary sector and ensure on an annual basis there is sufficient capacity for catchment pupils at every school.

4.14 The Scottish Government has very recently published new guidance on determining both planning and working capacities for primary schools. This introduces new guidelines for the area per pupil and school General Purpose space which could have an impact on the capacity of some of the primary schools in the city. A full capacity review of the primary school estate will therefore be required to determine the implications of this guidance. This review will be carried out as early as possible in 2015 so the results can be considered in all future projects. The priority will be to focus on capacity reviews for those schools which are in phase three of the rising rolls programme and then for those which may have potential rising rolls issues in August 2016. Further detail on current capacity methodologies and the implications of the new guidance is contained in Appendix 3.

ACTION – Carry out a capacity review of the primary school estate to assess the implications of the Scottish Government’s new guidance on capacity.

- 4.15 A number of schools are located on very small, urban sites where extending the school will not be possible. In these instances, catchment review may be necessary, potentially allied to new build at the receiving school(s) to make sufficient accommodation available.
- 4.16 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. The latest forecast identifies that the capital funding necessary increased to £19.922m meaning a potential funding deficit of £5.02m.
- 4.17 Roll projections are currently being reviewed and updated and once the further refinement of the projections has been completed and the preferred solutions to any future accommodation pressures have been determined, a revised forecast will be undertaken regarding the capital costs of delivering the necessary solutions across the entire estate. This may result in a variance arising between the anticipated funding required and that which remains as being available.

ACTION – Review the primary rising rolls projections and provide an updated financial forecast to Committee in March 2015. Repeat this process in 2016.

Primary School Capacity Pressure in South Edinburgh

- 4.18 One area in the south of the City is facing compound problems where a cluster of schools face insufficient accommodation for catchment numbers; very small sites where the school cannot be extended and poor suitability of existing accommodation. The three primary schools in this area directly affected are James Gillespie's, South Morningside and Bruntsfield.
- 4.19 Works were completed at James Gillespie's Primary School to provide replacement provision in August 2013 which did have the aim of removing the existing temporary units but they had to be retained to address the continuing rising rolls. South Morningside Primary School operates an annexe for primary and nursery accommodation and further primary accommodation is located in elderly temporary units on the main (constrained) site. This is far from ideal with the annexe originally planned as a temporary measure however, again projected rising rolls requires its continued operation. Works were carried out at Bruntsfield Primary School in summer 2014 to create an extra class for the 2014/15 intake and further increases in rolls are projected.
- 4.20 These issues were the subject of a report to Committee on [4 March 2014](#) which detailed the capacity and accommodation issues facing the three schools in the area and identified a range of potential options to address these in both the short and long term. Since March, extensive consultation has been undertaken with each school community regarding these options and any other potential solutions identified.

- 4.21 Interim solutions have been developed, in consultation with each respective working group, for potential delivery by August 2015 at the three schools, to address accommodation pressures should they be expected to arise. The solutions are more internal reconfiguration to create further classes at Bruntfield Primary School, a new stand-alone classroom extension at James Gillespie's Primary School and a temporary P1-P2 annexe for South Morningside Primary School.
- 4.22 These interim solutions can be delivered within short timescales and existing site constraints however, in the long term, they do not address some of the more fundamental accommodation issues which exist at some of these schools.
- 4.23 To address the longer term issues, a report will be considered by the Education, Children and Families Committee in December 2014 to seek approval to progress a statutory consultation on three options which are:
- Create a new primary school in south Edinburgh.
 - Create a permanent annexe for South Morningside Primary School.
 - Identify capacity solutions at each school.

ACTION – Subject to Committee approval carry out a statutory consultation on the long term education solutions for south Edinburgh and submit the consultation report to Council for consideration during 2015.

Rising Rolls in the Secondary Sector

- 4.24 At present, four of the Council's secondary schools are operating at an occupancy rate slightly in excess of their notional capacity with the majority operating at over 80% occupancy. As rising rolls move forward to the secondary sector, it is anticipated that the secondary school estate will start to come under increased pressure. Detailed analysis of options to address rising rolls in the secondary sector will be carried out during 2015 with proposals to address any issues arising being taken to the Education, Children and Families Committee for consideration towards the end of the year.
- 4.25 With a current secondary school estate capacity of 21,800 places, ways in which the capacity of the estate can be increased will need to be identified. This may include extending the accommodation provided in existing schools however other solutions such as increasing the efficient use of existing space through more effective timetabling will require to be investigated. Work is already underway to assess if the capacity of schools can be increased through improved timetabling and colleagues across Children and Families will continue to work together to identify innovative solutions. Any proposals will also need to be determined in line with the secondary sector requirements arising from

the second proposed Local Development Plan the implication of which are described in more detail below.

ACTION – Carry out a full assessment of the impact of rising rolls in the secondary sector and report the findings to Committee in December 2015.

Kirkliston Primary School

- 4.26 Another significant project currently being delivered to address sufficiency issues is the extension to Kirkliston Primary School which is included within the Capital Investment Programme and is predominantly funded through Section 75 developer contributions. The additional required capacity is largely precipitated by housing development on the north side of the village. In addition to providing additional classrooms, the scope of the project will extend to a larger gym hall and dining hall. The provision of a new nursery was also part of the overall project and this has already been completed.

ACTION – Deliver the extension to Kirkliston Primary School Phase 1 by August 2015 and Phase 2 by August 2016. Phase 3 only to be delivered if required.

The second proposed Local Development Plan

- 4.27 The second proposed Local Development Plan (LDP) has a target date for adoption of February 2015 and includes proposals for significant new housing units across the city to account for the expected growth of the city population from 483,000 in 2012 to 609,000 by 2035. The Education Infrastructure Appraisal produced as a supporting document for the LDP outlines a requirement for up to five new primary schools, several extensions to existing primary schools and a number of extensions to secondary schools. A summary of all required education infrastructure is provided in Appendix 4.
- 4.28 Detailed feasibility work is required to be carried out as soon as possible to assess the options and costs for the required infrastructure. Currently no funding has been committed for the feasibility studies and while the intention is for developers to fund the required infrastructure this is by no means guaranteed. The entire LDP related infrastructure programme therefore remains unfunded. An LDP Action Group has been set up, led by the Director of Services for Communities, to ensure that a corporate approach is taken to ensure the delivery of the required infrastructure.

ACTION – During 2015 undertake the necessary feasibility work to ensure the full implications of the education infrastructure projects required by new LDP development are known and are ready for delivery subject to the availability of funding.

Gaelic Medium Education

- 4.29 In August 2013 the Council opened Bun-sgoil Taobh na Pàirce, a new double stream primary school dedicated to the provision of Gaelic Medium Education

(GME). This was required in order to meet the growing demand for GME throughout the area. In its second year of operation 2014/15 the P1 intake for the new school has already exceeded the intakes levels normally associated with a double stream school. While these intake levels can be met in the short term they will not be sustainable in the long term within the accommodation available.

- 4.30 The provision of secondary GME is provided at James Gillespie's High School and the projections for this school suggest that it will be difficult for the school to accommodate both its own catchment pupils and GME pupils by 2018.
- 4.31 Due to the growing demand for GME education a full review of options for the delivery of primary and secondary GME is required. This review will require to consider a number of factors including educational requirements, availability of qualified teaching staff, current catchment and placement policies and accommodation. The review will be carried out and completed during 2015 and will take into consideration the requirements of the Gaelic Language (Scotland) Act 2005 and the Council's Gaelic Language Plan 2012/17 which was approved on [4 September 2012](#).

ACTION – During 2015 carry out a full review of GME provision and make recommendations for the future delivery of both primary and secondary GME.

Condition

Wave 3

Primary Schools

- 4.32 The period for public consultation regarding options for the location of the new St John's RC Primary School ended on 14 November 2014 and a report on the outcome of that consultation will be submitted to full Council on 11 December 2014. The consultation resulted in overwhelming support for the Children and Families preferred option which is replacement of the school on the neighbouring Portobello High School site once the new Portobello High School is completed and the site of the existing high school becomes available.

ACTION – Subject to Council approval, progress the project to deliver a replacement St John's RC Primary School on the adjacent Portobello High School site once it becomes available.

Secondary Schools

- 4.33 As part of the Wave 3 investment programme three high schools - Boroughmuir High School, James Gillespie's High School and Portobello High School - are all now under construction and the new schools will be completed and fully operational by August 2016.

- New Portobello High School. Following the approval of The City of Edinburgh Council (Portobello Park) Bill which was given Royal Assent on 1 August 2014 the construction of the new Portobello High School has commenced with the new school to be ready for occupation from August 2016.
- New James Gillespie's Campus. Construction of Phase 1, the new teaching block, is well underway and will be operational after the Easter holidays in 2015 with Phase 2 being available for occupation in August 2016.
- New Boroughmuir High School. Construction of the new school has commenced and this is due for completion by August 2016.

ACTION – Deliver the three Wave 3 High School projects by August 2016.

Special Schools

- 4.34 The Council operates 13 special schools, of which two are secure units. One of these is St Crispin's Special School which provides education for pupils with additional support needs arising from severe and complex learning difficulties including autistic spectrum disorder. This is a city-wide service with pupils bussed in from all areas of the city.
- 4.35 The existing school suffers significant issues regarding both condition and, in particular, suitability and the necessity to replace the school was acknowledged through its inclusion in the Council Wave 3 school replacement programme. In February 2013, Council approved funding of £6.382m which will allow this project to be progressed in future years with an expected completion date of 2017/18.

ACTION – Deliver the new St Crispin's Special School by March 2018.

Wave 4 School Replacement Programme

- 4.36 On [25-September 2014](#) the Council approved the recommendations in a report on the proposed Wave 4 school replacement programme which will determine future school estate investment priorities for any funding that becomes available.
- 4.37 An initial assessment will consider condition, suitability and sufficiency for those secondary schools which have not benefitted from any significant investment in recent years and will also include those primary schools which are currently rated condition C.
- 4.38 This process will determine a shortlist of schools for further assessment regarding the most appropriate and suitable solution i.e. refurbishment or complete replacement. The scoping exercise is expected to take around five to six months to complete. It will be progressed jointly by Children and Families

and Services for Communities (who would undertake the majority of the feasibility work).

- 4.39 The final assessment will form the basis for the development of a business case underpinning the Wave 4 programme. This business case will also address other areas which already have a Council commitment or will have a future requirement for investment which, as yet, remain unfunded.

ACTION – Progress the Wave 4 project throughout 2015 to identify which schools are a priority for refurbishment or replacement should future investment funding become available.

- 4.40 There are seven secondary schools which have not had any significant investment in the last fifteen years which are as follows (the year they were built indicated in brackets) and which are being considered for inclusion in the scope of a Wave 4 programme:

- Balerno (1983)
- Currie (1966 and significant refurbishment in the mid '90s)
- Leith (1991)
- Liberton (1959 and upgrade of PE facilities recently approved)
- Queensferry (1970)
- Trinity (1893; extension in 1965 and refurbishment in 1995)
- WHEC (1978)

- 4.41 These secondary schools have been assessed as being in satisfactory condition (B) other than Queensferry High School and Wester Hailes Education Centre (WHEC) which have both been assessed as being in poor condition (C). A funding bid has recently been submitted to the Scottish Government for the replacement of Queensferry High School. If this application is successful the Council has already approved the remainder of the capital funding required for the replacement of Queensferry High School which would allow the project to proceed. Council also agreed to consider, as part of the forthcoming 2015/16 budget process, the provision of additional capital investment to WHEC.

ACTION – Subject to confirmation of Scottish Government funding being available, progress the project to replace Queensferry High School to ensure the project is complete as soon as possible.

- 4.42 The primary schools which are being considered for inclusion in the scope of the Wave 4 programme are:

- Abbeyhill
- Blackhall

- Gilmerton
- Holy Cross RC
- Nether Currie
- St Cuthbert's RC
- St John Vianney RC
- Stenhouse

Children and Families Capital Asset Management Works

- 4.43 On [10 December 2013](#), the Education, Children and Families Committee considered a report which detailed a £30m programme of investment in the Children and Families estate over the next five years. The scope of works was determined from the most recent condition survey information completed in 2012/13 which graded establishments as either A (good), B (satisfactory), C (poor) or D (bad) score. No surveys were undertaken regarding either recent new build premises or PPP establishments.
- 4.44 The level of asset management funding available between 2014/15 and 2018/19 is insufficient to meet all the recommendations contained within the survey reports therefore a prioritisation process was undertaken to ensure that establishments are in a satisfactory condition within the budgets available. The identified priorities were, and remain, to address health and safety and wind and water tight issues across the estate, and thereafter to upgrade 'C' rated establishments to 'B' and then upgrade 'B' rated establishments where large spend has been identified to prevent them slipping into 'C' grade.

ACTION – Work with Services for Communities to ensure implementation of the Capital Asset Management Works programme.

- 4.45 There remains a shortfall in capital funding of around £25m over the five year period to address the full extent of the investment identified as being necessary in the condition surveys. In addition, significant revenue investment requirements of £29.1m were identified by the most recent condition surveys, with over £8m being identified for year 1. Revenue spend on building fabric issues is required to ensure that further pressure on the capital spend does not emerge over forthcoming years however there is currently no revenue budget allocation available to address these issues.
- 4.46 The recently completed condition surveys identified only condition issues and did not identify any issues relating to the suitability of existing buildings for their defined purpose or the necessity for upgrade to change the facilities offered. Some of these exclusions are fire upgrade, water quality improvements, pupil specific integration works, security improvements, contingency for unforeseen building failure and vandalism. These exclusions apply across all parts of the Children and Families Estate and are only addressed when

required through reactive maintenance, contingency budgets. Other issues such as improving energy efficiency can attract capital funding if the specific project can demonstrate a payback period of seven years.

Suitability

Free School Meals

- 4.47 Due to the introduction of the extended entitlement to free school meals to apply to all P1-P3 pupils from January 2015 an assessment was carried out across the primary estate to identify schools which will require investment to deliver this policy.
- 4.48 The total capital investment which was identified as being necessary to facilitate the implementation of the extended entitlement to Free School Meals which will arise from January 2015 was £4,672,187. On [25 September 2014](#) Council approved the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015. This approval was granted on the basis and understanding that these costs would be funded by the Scottish Government.
- 4.49 Of this expenditure, £347,623 was required to fund works to a number of schools where additional capacity in dining rooms could be created and/or an increase in the speed of service could be achieved by carrying out alterations to the serving counters or dining areas. The necessary adaptation works at all schools are now complete. Some schools identified a requirement for additional dining furniture in order to increase dining capacity. The tender for this seating has been awarded, the schools involved surveyed and the tables will be delivered on a rolling programme prior to the 2014 Christmas break.
- 4.50 The remaining expenditure of £1,067,321 was required to fund works to a number of school kitchens where additional equipment and/or upgrades to existing equipment were required to increase their cooking capacity in advance of January 2015. A contractor has been appointed and the work will be progressed during November and December 2014.
- 4.51 The Scottish Government has now confirmed that they will provide funding of £4.5m to undertake the capital works required as a result of the policy to extend entitlement to Free School Meals which is slightly lower than the full amount of capital expenditure requested by the Council of £4,672,187. This will fund the capital expenditure of £1,414,944 which was previously approved by Council on 25 September 2014 leaving a balance of £3,085,056 to fund the remaining capital expenditure required to fund the substantive works identified as being necessary at four primary schools to address issues of capacity and allow the extended free school meal policy to be implemented.
- 4.52 It was necessary to provide indicative cost information in fairly short timescales to inform the discussions which COSLA was progressing with the Scottish

Government regarding capital funding therefore the original costs identified were very much initial estimates. Further detailed assessment was necessary to consider options and determine more accurate costs. The necessary new, or updated, feasibility studies to achieve this were undertaken by Services for Communities.

- 4.53 For each of the four schools where substantive works are required an option has been identified which would deliver the additional accommodation considered necessary to address issues of capacity and allow the extended free school meal policy to be implemented. These options have been discussed and agreed with representatives of the school management and parent council from each school.
- 4.54 The estimated cost of delivering each option, taking into consideration an appropriate provision for contingency, is set out below. The total cost for the four options is £2,959,849 leaving a residual balance of funding of £125,207 which will be retained as a contingency towards the costs of these four projects and also the works which were previously approved by Council, the cost for some of which has exceeded the initial estimates.

	Total (£)
East Craig's Primary School	1,224,095
Cramond Primary School	918,418
Sciennes Primary School	413,217
Towerbank Primary School	404,119
Total	£2,959,849
Retained as overall contingency for all FSM related works	125,207
Total	£3,085,056

- 4.55 Approval is being sought from the Education, Children and Families Committee in December 2014 for these projects to progressed which, if approved, will provide new gym halls for East Craig's Primary School and Cramond Primary School with the existing halls to continue to be used for dining. Sciennes and Towerbank primary schools will benefit from extensions to provide the additional space required.

Gym and Dining Halls in the Primary Sector

- 4.56 As highlighted earlier in this report and in Appendix 1 the funding is in place for a new hall at Blackhall Primary School. The current estimated cost of this new facility is £0.986m. Blackhall Primary School was identified along with East Craigs and Cramond Primary Schools as priorities for investment however at

the time of funding commitment for Blackhall there was no further funding available for the other two schools.

- 4.57 **ACTION** – Deliver the new Blackhall Gym by October 2015. Subject to Committee approval deliver the required infrastructure to accommodate the extended entitlement to free school meals which will apply from January 2015. 23 primary schools with one hall being used for PE and dining. While this situation is not ideal there is currently no funding available to provide additional hall capacity at these schools.

New Secondary School in Craigmillar

- 4.58 A priority investment requirement in the medium to long term is the provision of a new Craigmillar High School to replace the existing Castlebrae Community High School.
- 4.59 At its meeting on 13 December 2012 Council approved an amendment to a motion which included an agreement that, amongst other things, the Council remains committed to building a new school in Craigmillar as part of the regeneration process and that this project be prioritised in the five year capital plan to be agreed in February 2013 as part of the budget process.
- 4.60 In accordance with the Council decision, funding of £618,000 was then incorporated in the Capital Investment Programme in 2017/18. This funding would cover very early stage design development costs in that year only.
- 4.61 The assumed opening date of August 2020 which informed this profile of expenditure was the time by when, had the existing school been closed and demolished, there would have been insufficient spare capacity within the other secondary schools in the area to accommodate the pupils from the Castlebrae Community High School catchment area thus necessitating the delivery of the new school. However as the existing school will remain open, the secondary school capacity remains in the area and there will no longer be a potential future pressure on the secondary school estate within this timeframe to accommodate pupils from the Castlebrae Community High School catchment area.
- 4.62 Whilst there continues to be a working assumption of August 2020 as being the date when a new school would open, this timing is no longer determined by necessity from a school estate capacity perspective and will, in effect, now be entirely dictated by the availability of capital funding to deliver the new school.
- 4.63 A detailed update was provided to Council on [25 September 2014](#). PARC are currently working towards the submission of a planning application for Planning Permission in Principle for the next stage of the Town Centre development. A site of approximately 4.2 hectares for the new school has been identified in the revised master plan being located close to the town centre as required by the

Local Plan. The new school is a key part of the town centre so it is located close to the existing Community Library with an entrance at Niddrie Mains Road.

- 4.64 The school may ultimately need to have a capacity of 1,200 based on the level of future housing development which is expected in the area and the site size of 4.2 hectares was considered necessary to accommodate this potential requirement. The initial capacity to which the school should be built and the associated expansion strategy thereafter will have to be considered in greater detail nearer to the time when the project to deliver the new school will start.
- 4.65 The projected total cost for the new school is now £27.611m based on an assumed opening date of August 2020; a capacity of 700 (including 100 vocational) and with additional space incorporated to develop the ambition of Castlebrae to become a city wide centre of excellence in Science. This remains a broad approximation and should be considered very much as an indicative figure only at this time. Whilst a proposed site has been identified for the new school, site specific factors and conditions *could* result in a higher cost. The capacity of the school and what community facilities are located therein will require to be reviewed nearer to the time of the project starting. This estimate also excludes the further cost of any expansion which would be required in subsequent years, some of which is anticipated would be met from developer contributions.
- 4.66 Compared against the current provision within the Capital Investment Programme of £618,000 there is a funding deficit of £26.993m. A number of *potential* sources of funding have been identified however these are anticipated to generate funding of no more than £9m. As the majority of this funding would not be realised until after 2020 this leaves a requirement to identify further capital funding for the full remaining cost of around £27m to progress the new school to completion.

ACTION – Provide regular updates to Council on any developments associated with the provision of a new secondary school in Craigmillar and develop the project as appropriate subject to the availability of funding.

Residential Care

- 4.67 The Council currently operates five Young People's Centres (YPCs) in the city providing residential accommodation for young people, most of which are considered to have significant issues in terms of suitability.
- 4.68 Provision for the replacement of one of these (Greendykes) has been in the capital investment programme for several years. The replacement project is now being progressed and is expected to be delivered by October 2015. The new building will be called Heathervale.

ACTION – Deliver the replacement Greendykes Young Person's Centre (Heathervale) by October 2015.

- 4.69 The remaining four YPCs are in Drylaw, Oxgangs, Moredun and Northfield. Whilst no detailed business case has, as yet, been produced it is the view of the service area that at least three of these require replacement; ideally with Drylaw, Oxgangs and Moredun being on the existing sites as this would maintain continuity and minimise any planning risk.
- 4.70 Such an approach of using the existing sites would, however, require an appropriate decant solution to be found or capacity found within the other YPCs to accommodate the provision which, ordinarily, would have been located at any centre under construction whilst this is being progressed. The former Greendykes building could be used for this purpose until 2017. The service area has suggested that it may be possible to decommission a YPC or a Close Support Unit at some point but this would be dependent on demand being met within the remainder of the residential estate.
- 4.71 The budget cost for the replacement of Greendykes is £1m which is considered to be a reasonable proxy for the base cost for other YPCs and also for the Edinburgh Families Project which would be of a similar size. It should, however, be noted that were any of the above to be prioritised a more detailed assessment of potential costs would be required as this base cost would require to be increased by any site specific costs, including demolition of the existing buildings, and future cost inflation each of which could result in a significant increase to the base cost.
- 4.72 There is unallocated funding of £392,000 in the capital investment programme which could be directed towards the above.

ACTION – Continue to highlight the need for replacement of residential care facilities and lead the deliver of appropriate projects if funding becomes available.

Playground Development

- 4.73 In 2013 Schools and Communities Services worked in partnership with six primary schools and their parent councils to secure Government funding for Grounds for Learning playground improvement projects. Several other parent councils at schools across the estate have also raised funding for playground improvement projects and officer support is provided from Children and Families and estates colleagues in Services for Communities. Children and Families is also committed to providing quality playgrounds as part of the delivery of any new school or nursery.

ACTION – Continue to provide support to parent councils who wish to undertake playground improvement projects and ensure that all new nursery and school projects include appropriate playground areas in accordance with current best practice in play development.

Sports Facilities

4.74 The Children and Families Department is currently a member of the short life working group also involving Edinburgh Leisure which is assessing opportunities for improved co-ordination and management of sports facilities across the city including those within the school estate. This work is in its early stages and Children and Families will remain involved throughout 2015.

ACTION – Continue to be involved in the Council wide short life working group on Sports Facilities.

4.75 Community Learning and Development (CLD) has a central role in delivering the Scottish Government and Council agenda for community development. CLD run 39 Community Centres throughout the Council area and cater for three key strands: youth and children's work, adult education and capacity building.

4.76 The Community Centres range in size from small village halls to large mansion houses. Fewer than half are purpose-built community education centres and some buildings can no longer provide quality community learning environments. A number of the older centres now require substantial investment to bring them up to date.

4.77 Children and Families has initiated a review of Community Services within which is a particular workstream is focusing on the role that the Council has in resourcing and supporting Community Centres. The review will result in options for future service management arrangements. These options will be fully explored with all key stakeholders.

ACTION – Ensure the review of Community Services includes consideration of the Community Centres to ensure where possible future delivery is focused on the assets which provide the best community learning environments.

5 Conclusion and Action Plan

Conclusion

- 5.1 This Asset Management Plan demonstrates the significant number of projects currently being delivered by the City of Edinburgh Council within the Children and Families estate. However, there also remain a significant number and scale of unfunded priorities and for some of these further detailed analysis and feasibility studies are required to provide accurate estimates of the funding implications for the Council.
- 5.2 The Action Plan below summaries the key activities which will be progressed over the next two years in relation to the Children and Families estate and an updated Asset Management Plan will be developed in 2016.

Action Plan

	Action	Lead	Progress to Date
1	Complete the delivery of the replacement nursery at Duddingston Primary School and the new nurseries at Wardie Primary School and Fox Covert Primary School by August 2015	Resources (Asset Planning) and Early Years	Planning applications submitted
2	Progress the new nurseries and early year's facilities at Granton Early Years Centre, Davidson Mains, Longstone and Corstorphine primary schools during 2015 targeting delivery no later than August 2016 and ensure the new St John's RC Primary School nursery includes provision for under 3's.	Resources (Asset Planning) and Early Years	Nurseries approved for delivery Sept 2014 and project teams created
3	Complete further city wide analysis of Early Years facilities early in 2015 and report the findings, including a prioritised investment programme, to Committee in March 2015.	Resources (Asset Planning) and Early Years	
4	Deliver the required rising rolls infrastructure within the primary school estate for August 2015.	Resources (Asset Planning)	Planning Applications submitted
5	Continue to update Committee regularly about rising rolls requirements in the primary sector and ensure on an annual basis there is sufficient capacity for catchment pupils at every school.	Resources (Asset Planning)	
6	Carry out a capacity review of the primary school estate to assess the implications of the Scottish Government's new guidance on capacity.	Resources (Asset Planning)	
7	Review the primary rising rolls projections early in 2015 and provide an updated financial forecast to Committee in March 2015. Repeat this process in 2016.	Resources (Asset Planning)	Initial analysis commenced
8	Subject to Committee approval carry out a statutory consultation on the long term education solutions for south Edinburgh and submit the consultation report to Council for consideration during 2015.	Resources (Asset Planning)	Committee report December 2014

9	Carry out a full assessment of the impact of rising rolls in the secondary sector and report the findings to Committee in December 2015.	Resources (Asset Planning)	Initial analysis commenced
10	Deliver the extension to Kirkliston Primary School Phase 1 by August 2015 and Phase 2 by August 2016. Phase 3 only to be delivered if required.	Head of Resources	Phase 1 on site
11	During 2015 undertake the necessary feasibility work to ensure the full implications of the education infrastructure projects required by new LDP development are known and are ready for delivery subject to the availability of funding.	Resources (Asset Planning)	Corporate Action Group requires to make resources available
12	During 2015 carry out a full review of GME provision in Edinburgh and make recommendations for the future delivery of both primary and secondary GME.	Schools and Communities and Resources (Asset Planning)	
13	Subject to Council approval, progress the project to deliver a replacement St John's RC Primary School on the adjacent Portobello High School site once it becomes available.	Head of Resources	Public consultation completed
14	Deliver the three Wave 3 High School projects by August 2016	Head of Resources	All projects on site
15	Deliver the new St Crispin's Special School by March 2018	Head of Resources	
16	Progress the Wave 4 project throughout 2015 to identify which schools are a priority for refurbishment or replacement should future investment funding become available.	Head of Resources	Working group established
17	Subject to confirmation of Scottish Government funding being available, progress the project to replace Queensferry High School to ensure the project is complete as soon as possible.	Head of Resources	Funding application to Scottish Government pending
18	Work with Services for Communities to ensure implementation of the Capital Asset Management Works programme	Services for Communities	Liaison Group meets regularly
19	Deliver the new Blackhall Gym by October 2015. Subject to Committee approval deliver the required infrastructure to accommodate the extended entitlement to free school meals.	Resources (Asset Planning & Facilities Management)	Planning Application for Blackhall submitted. Committee report for FSM Dec 2014.
20	Provide regular updates to Council on any developments associated with the provision of a new secondary school in Craigmillar and develop the project as appropriate subject to the availability of funding.	Head of Resources	
21	Deliver the replacement Greendykes Young Person's Centre (Heathervale) by October 2015.	Head of Resources	ISG progressing this project
22	Continue to highlight the need for replacement of residential care facilities and lead the deliver of appropriate projects if funding becomes available.	Support to Children and Young People	

23	Continue to provide support to parent councils who wish to undertake playground improvement projects and ensure that all new nursery and school projects include appropriate playground areas in accordance with current best practice in play development.	Schools and Communities	Grounds for Learning projects and parent council led projects at various schools all current being delivered or planned
24	Continue to be involved in the Council wide short life working group on Sports Facilities.	Schools and Communities	Working group in progress
25	Ensure the review of Community Services includes consideration of the Community Centres to ensure where possible future delivery is focused on the assets which provide the best community learning environments.	Schools and Communities	

Appendix 1:

CAPITAL INVESTMENT PROGRAMME 2014-2019

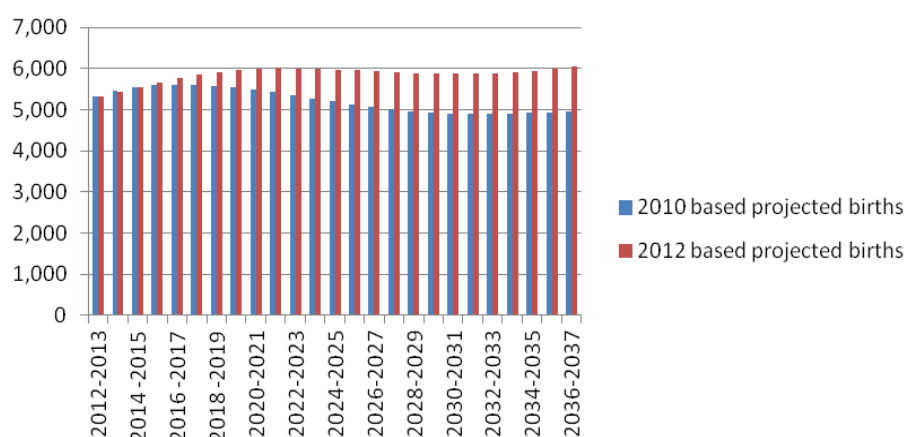
CHILDREN AND FAMILIES	Revised Budget 2014-15	Revised Budget 2015-16	Revised Budget 2016-17	Revised Budget 2017-18	Revised Budget 2018-19	Total Budget 2014-2019
	£000	£000	£000	£000	£000	£000
Early years						
Early learning and childcare	-	2,510	-	-	-	2,510
Early years contingency	-	33	-	-	-	33
Fox Covert nursery	145	921	-	-	-	1,066
Early years total	145	3,464	0	0	0	3,609
Primary schools						
Corstorphine	113	-	-	-	-	113
Towerbank	126	-	-	-	-	126
Waterfront	-	19	-	-	-	19
Primary schools total	239	19	0	0	0	258
Secondary schools						
New high school for Craigmillar	-	-	-	618	-	618
Secondary schools total	0	0	0	618	0	618
Community centres						
Duncan Place	-	387	-	-	-	387
Royston / Wardieburn	246	-	-	-	-	246
Community centres total	246	387	0	0	0	633
Children's services						
Accommodation young person centre	-	408	-	-	-	408
Greendykes young person centre	116	884	-	-	-	1,000
Seaview replacement	70	-	-	-	-	70
Children's services total	186	1,292	0	0	0	1,478
Other projects						
Blackhall new gym	145	841	-	-	-	986
Duddingston nursery	145	878	-	-	-	1,023
Fees related to costs of sales	(45)	-	-	-	-	(45)
Kirkliston primary school - development works	1,228	1,025	-	-	-	2,253
Rising school rolls	4,803	6,557	2,301	-	-	13,661
Wardie nursery	145	629	-	-	-	774
Other projects total	6,421	9,930	2,301	0	0	18,652

Wave three school projects						
Boroughmuir high school replacement	4,900	21,300	1,000	6,583	-	33,783
Boroughmuir wave 3 enhancement	126	-	-	-	-	126
James Gillespie's campus	425	806	512	-	-	1,743
Portobello high school replacement	4,638	23,374	5,272	5,203	-	38,487
St Crispin's special school replacement	-	-	726	5,656	-	6,382
St John's essential imp. works	275	-	-	-	-	275
St John's new wave 3 School	200	1,500	5,300	-	-	7,000
Wave three inflation contingency	-	-	-	-	6,204	6,204
Wave three school projects total	10,564	46,980	12,810	17,442	6,204	94,000
Prudentially supported projects						
Fort shared services	31	-	-	-	-	31
Wester Hailes Living Centre	64	-	-	-	-	64
Prudentially supported projects total	95	0	0	0	0	95
Grant funded projects (School Fund)						
New Gaelic medium education school	89	-	-	-	-	89
Grant funded projects total	89	0	0	0	0	89
			-			
Total Children and Families	17,985	62,072	15,111	18,060	6,204	119,432

Appendix 2: Demographic Context

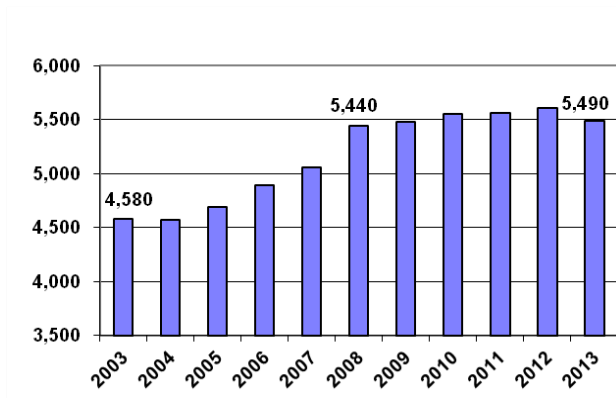
- 1.1 Since 2010 the City has experienced a period of rapid increase in primary school pupil numbers. The citywide primary school roll has risen by approximately 1,000 per annum over the last three years and over the next two years the roll is projected to increase by a further 1,800 pupils. From a low in 2010 of 24,600 pupils it is predicted that, by 2020, the primary school roll will have increased to an estimated 31,700 pupils.
- 1.2 In 2013 it was projected that primary school rolls would peak around 2019/20 before gradually starting to fall back. This was based on the [2010 based population projection](#) which was the most current data available from the NRS at that time. However, the NRS has recently published an updated [2012 based population projection](#) which suggests a very different position emerging.
- 1.3 The NRS 2012 based projection estimates that the population of the City of Edinburgh will increase from 483,000 in 2012 to 609,000 by 2035 which represents a slight decrease on the 611,000 which had been estimated in the 2010 based projection. However the number of births in future years is now projected to be far higher than estimated in the 2010 based projection.
- 1.4 The 2010 based projection showed births peaking at 5,586 in 2015 and gradually reducing thereafter to a low of 4,882 in 2032. The 2012 based projections now show births increasing each year to a peak of 6,000 in 2022 and being sustained at around that level thereafter. The difference is illustrated in the graph below.

Projected Births in the City of Edinburgh Council area (2012-2037)



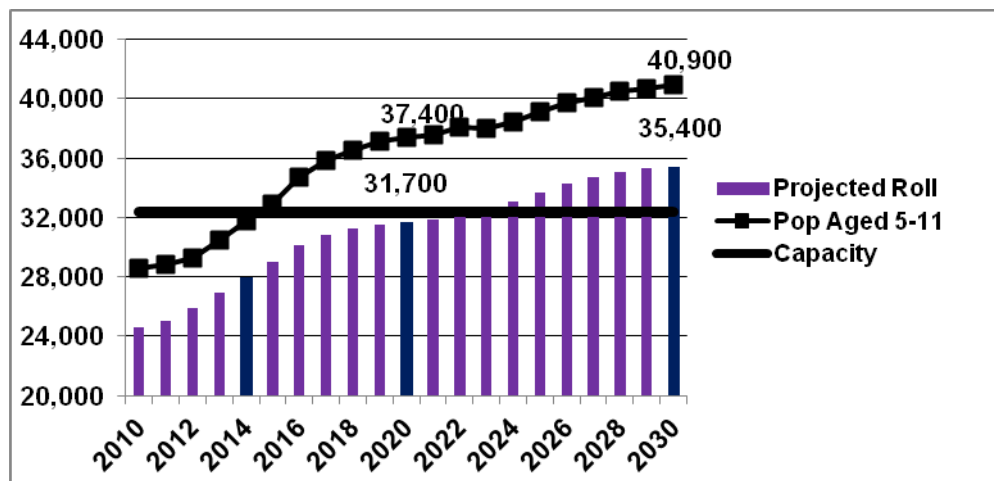
- 1.5 The actual births in 2011 and 2012 were, at over 5,500 in each year, the highest for 20 years and will feed through to the P1 intake at primary schools in 2016 and 2017. The table below shows the change in the number of births from 2003 to 2013. There was a sharp increase in births between 2004 and 2008 and thereafter births have remained consistently high at around 5,500 per annum.

Actual Births in the City of Edinburgh Council area (2003-2013)



- 1.6 The projected future total primary school rolls using the data from the NRS 2012 based projection is illustrated in the graph below. The graph also shows the estimated population in each year for those aged 5-11; there has historically been a strong correlation between the population aged 5-11 and primary school rolls. The gap between the population aged 5-11 years and the roll in the city is largely attributable to the independent sector in the city which currently provides education for around 4,000 primary school pupils of which 3,600 are estimated to come from the City of Edinburgh Council area.

Actual and Predicted Citywide Primary School Roll (2006-2030)



Primary School Rolls

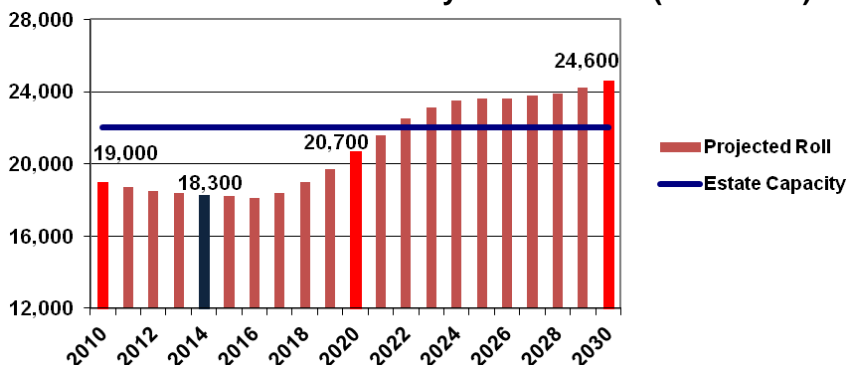
- 1.7 Using the latest NRS 2012 based projection the citywide primary school roll is now projected to continue rising and reach an estimated 31,700 by 2020 (an increase of 900 on the projection for 2020 which was reported last year) and then increase further to an estimated 35,400 by 2030.
- 1.8 Sustained population growth of this magnitude year on year would require the record levels of population growth experienced in recent years to continue for another 20 years. Whilst this is possible it would also be unprecedented therefore it will be necessary to continue to monitor the position very closely and consider any new data which is available regarding actual births and any revised population projections which are produced.

- 1.9 The graph also shows the current capacity of the primary school estate for 2014/15 as being 32,360 and, should the overall primary school roll rise to the levels which have been suggested based on the latest available data, extra accommodation is likely to be required.
- 1.10 A significant part of this requirement is expected to be met by the requirement to provide new or expanded schools to accommodate the significant number of additional pupils which are expected to be generated from the new housing development in the city as outlined in the second proposed Local Development Plan.
- 1.11 These additional pupils will represent an element of the projected growth in the primary school age population. However, this infrastructure will not be delivered immediately and will only cater for pupils generated by new developments therefore the ongoing rising primary school rolls programme is anticipated to continue to be required to ensure the Council can continue to provide sufficient places in every school for catchment pupils.

Secondary School Rolls

- 1.12 Secondary school rolls are still experiencing the decline that affected the primary school sector between 1997 and 2005 and the city wide secondary school roll is still predicted to drop slightly over the next two years to 2016. The extent of the drop in pupil numbers has been lessened in recent years by higher stay on rates from S4 to S5 and S5 to S6.
- 1.13 From 2017 onwards as the rising school rolls in the primary sector work through to the secondary sector, the city wide secondary school roll is projected to rise steadily from approximately 18,000 to 24,600 pupils by 2030.
- 1.14 With a current secondary school estate capacity of 21,800 places, ways in which the capacity of the estate can be increased will need to be identified. This may include extending the accommodation provided in existing schools however other solutions such as increasing the efficient use of existing space through more effective timetabling will also have to be considered. Any proposals will also need to be determined in line with the secondary sector requirements arising from the second proposed Local Development Plan. The graph below shows the predicted school roll and the current capacity of the secondary school estate.

Actual and Predicted Secondary School Rolls (2010-2030)



APPENDIX 3: Factors influencing Asset Planning

1 Introduction

- 1.1 The purpose of this appendix is to set out the main legislation, policies and standards that provide the context within which the Children and Families estate strategies are formed and taken forward.
- 1.2 The Children & Families service has responsibility for the following:
- Early years, primary and secondary school provision;
 - Special schools and residential care;
 - Community learning and development (CLD); and
 - Sports facilities and outdoor education centres.
- 1.3 There is no single strategy or policy that underpins the approach taken by the Council in managing these establishments however the Children and Families Asset Management Plan is an overarching document which outlines the issues and challenges shaping the long term estate strategy. The focus of this appendix is on the school estate, including nursery provision, and it covers factors relating to sufficiency, condition and suitability.

2 Sufficiency in the Primary and Secondary School Estate

- 2.1 The Council's principal aim is to ensure there are sufficient places across the city in all sectors of education provision. There are several areas of legislation that relate to size, capacity and demand for places from catchment and non-catchment pupils.
- 2.2 The Education (Scotland) Act 1980 as amended imposes a general duty on education authorities to secure adequate and efficient provision of school education for the authority area and this is the Council's principal objective. The 1980 Act and the Standards in Scotland's Schools etc. Act 2000 both establish specific duties for education authorities in relation to children with special educational needs. Both Acts include a presumption in favour of providing mainstream education for all children.
- 2.3 There are several factors critical in determining the sufficiency of the school estate which are set out below.

Site Area of School and Grounds

- 2.4 The School Premises Regulations 1967 (amended 1973 and 1979) set out the required minimum educational building space requirements, site areas and playing field areas for different capacities of nurseries, primary school and secondary schools. Minimum areas for the school building and playing fields are identified separately. In certain circumstances, a smaller site area for either element can be provided with the consent of the Scottish Government

subject to it being agreed that it would be impractical or unreasonable to apply the standards within the legislation.

- 2.5 Where a school is already located on a site that does not meet the current regulations, this is also a factor that would be taken into account where re-provision is proposed elsewhere. In the past, where the City of Edinburgh Council has replaced, or is proposing to replace existing schools (such as Boroughmuir High School), the principles which appear to have been considered important by Scottish Ministers is that if the school community (including parents) support the new site and if the new site is no smaller than the existing and/or represents an enhanced amenity, then they would support the application.
- 2.6 In making provision for new schools, the Council will seek to meet these standards wherever possible, however it should be noted that the regulations do not actually require that playing fields (or pitches) are adjacent to the actual school building but that they are *available* to the school i.e. could be elsewhere and off-site. It should also be noted that the playing fields areas stipulated in the 1967 regulations pre-dated the introduction of synthetic playing surfaces. By providing full-sized all weather pitches, significantly greater functionality and availability can now be offered than a grass area of greater size. This is an approach very much supported by sportscotland so there should be no perception of any reduction in area being a deficit in the amount of space which is necessary, usable and appropriate. In Edinburgh there are many schools where the maximum prescribed areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is *available* to schools throughout the city (such as Cavalry Park, Meggetland and Kirkbrae). Taking the area of such off-site facilities into consideration the area available to these schools more than exceeds the minimum requirement.

Assessing School Capacity

- 2.7 In October 2014 the Scottish Government published new guidance on determining capacity in primary school
- 2.8 The guidance sets out the Scottish Government's recommended method of calculating primary school capacity which Local Authorities should endeavour to follow as far as possible in order to increase consistency across the country. The proposed method is designed to be flexible to allow Local Authorities to apply it to suit their existing systems and needs. It remains a Local Authority responsibility to choose how they calculate capacity in their areas. The guidance supersedes the Scottish Government Guidance on Determining School Capacities – Circular No 3/2004 issued in December 2004 for Primary Schools.

- 2.9 The Scottish Government recommends that Local Authorities begin to consider implementation of this guidance from January 2015 so that it is in place where possible for the start of the new school session in August 2015. However, it is noted that as with any new guidance of this nature, there will be a transitional period as Local Authorities begin to adopt it. During this time it is reasonable for Local Authorities to apply their existing methodology when making decisions regarding their school estate until such a time when the Local Authority incorporates this guidance into its own processes.
- 2.10 The guidance outlines two measures of primary school capacity which are planning capacity and working capacity. Planning Capacity is a physical, theoretical measure of the total number of pupils which could be accommodated in a school, based on the total number of teaching spaces, the size of those spaces and the class size maxima. Working Capacity is a dynamic and more realistic measure of the total number of pupils which can be accommodated in a school in a particular school session. To calculate working capacity, the planning capacity is adjusted based on the organisational needs of the school that session e.g. taking into account pupil roll, composite classes, staffing etc. The proposed working capacity methodology is similar to the current methodology used by the City of Edinburgh Council which is detailed further later in this appendix. While the current methodology will require to be reviewed in light of the new guidance it is still fit for purpose until that review is completed.

Class Sizes

- 2.11 The Scottish Government introduced regulations with effect from August 2011, which reduced the size maximum in all P1 classes from 30 to 25.
- 2.12 The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 also established class size limits at P2 and P3 and for composite and team teaching classes. The limit imposed at P2 and P3 is a maximum of 30 pupils in a class at any time while an ordinary teaching session is conducted by a single qualified teacher (or, where the session is conducted by more than one qualified teacher, a maximum of 30 pupils for every teacher).
- 2.13 Provision is also made in the regulations for the provision of composite classes whereby children from two or more stages are grouped together. Composite classes have a class size maximum of 25 and City of Edinburgh Council policy is to have a minimum of five pupils from a year stage within a composite class. Class-size limits at P4-P7, at all stages in Secondary School (including practical classes) and in Special Schools and classes are set out in the Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service. The tables below show the class sizes that currently apply at primary, secondary and special schools.

Primary School Class Size Limits P1-P7

Stage	Number of Pupils*
P1	25
P2	30
P3	30
P4	33
P5	33
P6	33
P7	33

* Composite class where children from two or more stages are grouped together have a maximum of 25 pupils

Secondary Schools Class Size Limits S1-S6

Stage	Number of Pupils
S1	33*
S2	33*
S3	30*
S4	30*
S5	30*
S6	30*

*Practical classes are restricted to 20 pupils in certain subjects

Special Schools Class sizes

Additional Support Needs arising from	Number of Pupils
Moderate learning difficulties	10
Profound learning difficulties	10
Severe physical impairment	8
Severe learning difficulties	8
Significant hearing impairment	6
Significant visual impairment	6
Language and communication difficulties	6
Social, emotional and behavioural difficulties	6

Team Teaching in Primary Schools

- 2.14 Team teaching is an approach where two teachers take responsibility for planning the work and teaching the required curriculum for one class.
- 2.15 Team teaching arrangements are generally applied where it is not possible to accommodate pupil numbers in a single classroom within the legal class size limits. Team teaching can occur in any primary year group but is most common at P1. For example, an intake of 60 pupils at P1 that is restricted to two classrooms could result in a class of 25 pupils with one teacher and a

class of 35 pupils with two teachers. The teacher pupil ratio for the entire P1 intake would be 3:60; an average of one teacher for 20 pupils. The Scottish Government has acknowledged that is an acceptable way to deliver the smaller class sizes that are required at P1.

- 2.16 There is no legal maximum number of pupils that can be taught within a team teaching arrangement although the physical size of the classroom will be a constraint (see following section on *Size of Classroom Area*).
- 2.17 The City of Edinburgh Council has set out its policy on team teaching and this states that the agreed maximum for a given class will be dependent on the physical size of the classrooms, the required teacher to pupil ratio for the particular year group, agreed pupil intake limits and future progression of the class through the school stages. The policy guidance further advises that team teaching arrangements are to be reviewed annually and are generally temporary arrangements for the particular group of pupils concerned.

Size of Classroom Area

- 2.18 There are no specific regulations governing what classroom floor areas should be, but where possible the City of Edinburgh Council seeks to apply the recommendations made by ADES (Association of Directors of Education Scotland) in 1975 that set out a minimum area of 1.75 square metres per pupil in a primary class. The same guidance sets out minimum areas per pupil for various different spaces within secondary schools. The new Scottish Government capacity guidance produced in October 2014 recommends a minimum area of 1.7 square metres per pupil and the implications of this will form part of the proposed capacity review.
- 2.19 A number of primary schools have physical accommodation restrictions due to the small size of their classrooms. This means that, while it would be possible within the Regulations to form a class size of over 30 pupils from the P4 to P7 stages or to deliver team teaching, the size of the classrooms becomes a constraint. Currently, where a classroom is less than 54.25 square metres a class size restriction of 30 is applied by the Council. Any space of less than 45 square metres is not counted as a classroom but can serve as a general purpose space.

Primary School Capacity Methodology

- 2.20 The methodology currently used by the Council to determine capacity in the primary school estate is known as “working capacity”. Further detail is provided as additional information at the end of this appendix.
- 2.21 The working capacity methodology is based on setting standard P1 intakes limits for different class organisations that can be applied year on year. As roll numbers increase across the city, there is less flexibility to use spare capacity in the upper years so the P1 intake limits provide a guide to the number of pupils that can be accommodated on an annual basis.

- 2.22 In determining the working capacity all schools have undergone inspection to take account of factors including the needs of additional support for learning, after school clubs, staff requirements and other uses within the school.
- 2.23 The Council also operates a policy of requiring a set number of General Purpose (GP) spaces, depending on the size of the school organisation and has been taken into account in determining capacity. A GP space is a distinct room or space (other than gym or dining hall) that is available to be timetabled for curricular class activities e.g. a library, a computer suite, a music room or an art room. Current standards of GP provision were established in 1996 although a recent review of GP provision indicated that this could potentially be reduced without detriment to curricular requirements. The new Scottish Government guidance on capacity sets clear GP standards which vary slightly from those currently in use by the Council. However an assessment of GP space in every school will be required before the implications of the new guidance can be fully determined.

Secondary School Capacity Methodology

- 2.24 The secondary school capacity methodology that is applied by the City of Edinburgh Council was developed by the former Lothian Council in the early 1990's. The new Scottish Government guidance on capacity deals with primary schools so the current secondary school capacity methodology remains in place.
- 2.25 The methodology is based upon the number of teaching spaces, by type of class base, deemed necessary to timetable a given school roll. Taking the schedule of accommodation and the number and type of class bases that is available at each secondary school, the notional capacity can then be determined to the nearest 50 pupils. For example a school with a total of 73 timetabled spaces should take a roll of 1,200 pupils.
- 2.26 The table setting out the number and type of classes for the various school capacities was reviewed in 2001 and was still considered relevant at that time and the same methodology has continued to be applied. This table is included at the end of this appendix as additional information.
- 2.27 The Wave 3 secondary schools are being built to more stringent space budgets than have been applied previously and subject departments have been arranged into looser groupings to provide greater flexibility in the use of class spaces.
- 2.28 The learning from these projects is currently being further developed to determine if the capacities of schools could be increased across the secondary estate. This process is a key first step in reviewing how best to address the requirements for increased capacity which will be generated by rising rolls and the housing outlined in the second proposed Local Development Plan.

- 2.29 In taking forward any new or revised methodology it will be necessary to agree, or set parameters for, certain variables such as class size, timetabling efficiencies, curriculum models and accommodation acceptability standards. It is intended that work is undertaken to comprehensively review the methodology by mid 2015, taking account of best practice elsewhere and making use of expert advice. Once a new capacity methodology is developed, consultation with individual schools will be needed to apply the methodology and revise any capacities and S1 intake limits.

The Strategic Management of School Places

- 2.30 Some schools will not have enough places to satisfy all the requests they have received and the City of Edinburgh Council must have guidelines to be followed in deciding who should be accepted in these circumstances. The Council manages provision of school places using principles and practices that have been applied since the inception of the City of Edinburgh Council and which are in line with the Education (Scotland) Act 1980, as amended and the Gaelic Language (Scotland) Act 2005. These fundamental principles are summarised below:

- Pupils living in the City of Edinburgh Council area have priority over incoming requests from outside the Council area;
- The Council will endeavour to accommodate catchment pupils at their catchment school;
- Placing requests for non-catchment pupils should be met, subject to available capacity;
- Adoption and implementation of legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended) that introduced a class size maximum of 25 for P1 and 30 for P2 to P3;
- The most efficient arrangement of class size and provision of teaching staff is sought for each school after taking account of demand for catchment places;
- When considering an "additional teacher" the Council takes into account the global number of teachers required across the estate and not the historic number of teachers required at individual schools;
- Additional classes are not normally created to specifically cater for non-catchment placing requests in the primary sector. This includes the potential need to create additional classes in subsequent years beyond the P1 stage;
- First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision;

- Separate catchment boundaries are drawn for denominational and non-denominational schools at both primary and secondary school level (pupils have the option of attending either catchment school, subject to availability of places);
- The catchment boundaries for the City of Edinburgh Council's Gaelic Medium Education establishments covers the Edinburgh and Lothians area;
- In areas of the City falling outwith established catchment areas (for example, the new Waterfront development), the Council defines which establishment is an 'appropriate school' for pupils – normally judged on distance and geography;
- Where catchment pupils exceed the capacity of their non-denominational catchment school, priority may be given to pupils that have made a placing request to attend a school outwith their catchment area. Children who are prioritised out into a non-catchment school will be first to be allocated places in that school after all the registered catchment children for that school have places;
- Where catchment applications for denominational schools exceed capacity, priority will be given to baptised Roman Catholics;
- One place per class is normally reserved for incoming catchment pupils where possible until 31 July when granting placing requests (this number is higher where there is significant catchment movement);
- Team teaching arrangements may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 so that they can meet class size maxima in P2 and P3;
- Composite classes, including at P1/2, are part of the normal organisation in many schools, and are generally formed according to the following principles:
 - i. Age is the main criterion for selecting pupils for composite classes;
 - ii. A composite would not normally be formed if there were fewer than five pupils coming from a particular year stage;
 - iii. It is not policy to composite over three year stages except where there are very low numbers of pupils at particular stages;
 - iv. Reorganising and recompositing a class structure is sometimes allowed to make additional places available for pupils in an individual school; but significant reorganising or recompositing will not be used where to do so would give rise to a potential detriment to the existing pupils at the school;

- v. Exceptional circumstances will be looked at on a case by case basis and will be agreed by the Head Teacher and relevant staff within the Children and Families Department.
- Positive Action schools receive additional funding which is sometimes used to create additional classes. Non-catchment pupils would not be restricted in these cases as they would not generate the need for the Department to employ an additional teacher;
- Five places are reserved for pupils with additional needs at the following schools which are designated providers of support for children with additional needs:
 - Craigmount High School;
 - Drummond Community High School;
 - Leith Academy;
 - Oxgangs Primary School;
 - St Thomas of Aquin's High School.
- The Authority has the flexibility to reserve places for inclusion in special classes at the following primary schools which are designated providers of support for children with additional needs:
 - Broughton
 - Craigentenny
 - Murrayburn
 - Royal Mile
 - St Cuthbert's RC
 - Stenhouse

2.31 There is legislation in place that gives parents the right to appeal against the refusal of a placing request and the Council must set up an appeal committee to consider the request for a place in a school. The appeal committee must say whether it agrees that there is a good reason for refusing the request and whether the Council is right to refuse the placing request. If, for whatever reason, the appeal committee decides a child should get a placement, the Council must adhere to this decision.

3 Early Years Provision

3.1 The Council has a statutory requirement to provide free, part-time nursery provision for children. There are no catchment areas for pre-school education, so parents can send their children to any nursery in the city if places are available. There is no right of appeal against a refusal of a place in a nursery school unless the child has additional support needs.

- 3.2 It is not mandatory for the Council to provide all pre-school education services in its own establishments and the Council is in partnership with a range of private providers which provide pre-school education. This includes day nurseries, workplace nurseries, voluntary playgroups and nurseries attached to independent schools. The Council provides funding to parents of eligible children who obtain part-time nursery education from a partner provider.
- 3.3 The School Premises (General Requirements and Standards) (Scotland) Amendment Regulations 1973 specify the building and outdoor play space requirements for Council run nurseries. Children and Families has produced generic briefs for provision of new nursery accommodation that comply with all necessary requirements, including the School Premises Regulations and Care Commission standards on floorspace per pupil.
- 3.4 The recent Children and Young People (Scotland) Act 2014 includes a number of changes to provision which as outlined in the Asset Management Plan are currently having an impact on the physical estate. This includes:
- The expansion of free nursery provision from 475 hours to 600 hours a year in September 2014 for all three and four-year-olds and certain under 3's.
 - A duty to consult on parental early learning and childcare needs with parents of children under school age every 2 years;
 - A requirement for local authorities to respond to those views through published local plans or strategies;

4 The School Estate – Building Condition

- 4.1 The Scottish Government publication *Building Better Schools: Investing in Scotland's Future* sets out the national context. The report advises that poor or bad condition schools require firm plans to address the situation by removing those schools from Condition C and D – either by repair or refurbishment, or by replacement.
- 4.2 The report further advises that all pupils should be educated in condition A and B schools or in schools where plans exist for tackling their poor (C rated) or bad (D rated) condition. Condition data should be reviewed on an annual basis, to:
- confirm any progress against the maintenance programme,
 - review the prioritisation of maintenance requirements;
 - identify any new deficiencies/deterioration; and
 - update the condition ratings within the school estate.
- 4.3 The Scottish Government has provided a condition assessment methodology within the *Guidance for local authorities on assessing the condition of school*

buildings, March 2007 to be followed by Councils in making their annual core fact returns on the condition of schools to the Scottish Government. In assessing each school it should fall into one of the four grades as shown below:

- A Performing well and operating efficiently
- B Performing adequately but showing minor deterioration
- C Showing major defects and/or not operating adequately
- D Life expired and/or serious risk of imminent failure

4.4 Updated condition surveys have recently been undertaken for all properties within the Children and Families estate and a prioritised programme of investment identified over the next five years to ensure that all Children and Families establishments are, and will remain, as either condition A or B.

5 The School Estate – Building Suitability

5.1 The Scottish Government published the *Suitability Core Fact – Scotland's School Estate* in 2008 which seeks to provide a measure of the extent to which a school building and its grounds are appropriate in providing an environment which supports quality learning and teaching in terms of practicality, accessibility and convenience.

5.2 School buildings have a part to play in helping the delivery of the curriculum and therefore the overall quality of the building needs to be considered. While the condition of the school is an important factor, issues of design and suitability will, in many circumstances, be just as important.

5.3 The Scottish Government has provided a suitability assessment methodology to be followed by Councils in making their annual core fact returns for primary, secondary and special schools. In assessing each school it should fall into one of the four grades as shown below:

- A Performing well and operating efficiently
- B Satisfactory - Performing well but with minor problems
- C Poor – Showing major problems and/or not operating optimally
- D Bad – Does not support the delivery of services to children and communities

5.4 The methodology advises that it is generally accepted those best placed to assess the suitability of a building are the users, and therefore for a school the Head Teacher is best placed to bring that assessment together, taking account of, as appropriate, the views of others and principally pupils and staff.

5.5 While it is recognised that the users' input to suitability assessment is important, it is the responsibility of local authorities to ensure that ratings

assigned are accurate and robust. A 'moderation' exercise is therefore an important part of the process and to ensure consistency of reporting, an experienced member of staff checks and validates the data.

- 5.6 Beyond updating their centrally held data to reflect improvements in specific schools, it is a matter for authorities to determine how often they might gather information across the whole of the school estate and, unlike condition data, it is not necessary to review it on an annual basis.
- 5.7 The long term estate strategy is to, subject to resources being available to do so, focus on improving the buildings of schools that fall into categories C or D and improve them to A or B standard. When the suitability assessments were last undertaken for the 2010 Asset Management Plan, four schools were recorded as having category D suitability all being Wave 3 schools which are scheduled for replacement.

6 Additional Information on Primary School Working Capacity Methodology

- 6.1 The working capacity methodology is based on setting standard P1 intake limits for different class organisations that can be applied year on year. As roll numbers increase across the city, there is less flexibility to use spare capacity in the upper years so the P1 intake limits provides a guide to the number of pupils that can be accommodated on an annual basis.
- 6.2 The pressure for places at primary school is greatest at P1 and this is the point of entry for most pupils to the school. As previously highlighted, the restriction on P1 intakes of 25 pupils per class makes this a pinch point.
- 6.3 There is also a steady loss of primary school pupils from the local authority schools to the independent sector from P1 to P7 which means that overall demand for places is greatest at P1.
- 6.4 The P1 intake limits only provide a basis for assessment. Each school will be different in how rolls are configured, what available capacity will remain in the various year groups and how team teaching and/or composite classes are used to best manage the school roll.
- 6.5 School organisations have been modelled from P1 to P7 to determine the maximum P1 intake limits. Some class organisations make a better fit than other and use classroom space more effectively. The following table shows the working capacity for each school organisation and compares this with the previous notional capacity.

Class Organisation	Notional Capacity	Working Capacity	Change in Capacity	P1 Intake Limits	GP Provision*
4	96	84	-12	12	1
5	125	112	-13	16	1
6	145	140	-5	20	1
7	199	210	11	30	2
8	219	217	-2	30	2
9	249	231	-18	33	2
10	279	259	-20	37	2
11	306	294	-12	42	3
12	324	315	-9	45	3
13	379	329	-50	47	3

Class Organisation	Notional Capacity	Working Capacity	Change in Capacity	P1 Intake Limits	GP Provision*
14	415	420	5	60	4
15	456	434	-22	60	4
16	469	462	-7	66	4
17	496	476	-20	68	4
18	523	504	-19	72	4
19	550	546	-4	78	4
20	579	560	-19	80	5
21	631	630	-1	90	5

* GP (General Purpose) requirements are unchanged under working capacity

- 6.6 In determining the P1 Intake limits, allowance has been made for team teaching at P1 to offset the impact of maximum class sizes of 25 at P1 although this carries an additional cost in terms of teaching staff. For example this would mean two teachers for a class of 30 pupils at P1 or three teachers for 60 pupils split over two classes of 35 and 25 pupils. No further provision is made in the methodology for team teaching beyond P1, but this remains an option to consider in catering for higher rolls in some schools.
- 6.7 Single, double and three stream organisations of 7, 14 and 21 classes are the most efficient in terms of working capacity because of the potential consistency of pupil numbers at each year stage. As an example, a regular intake of 60 pupils over seven years gives a working capacity of 7 x 60 (420 pupils) for a 14 class organisation.
- 6.8 An organisation of 6 classes would benefit considerably by increasing to 7 classes and similarly a 13 class organisation would operate much more effectively with 14 classes. In some cases, as with 8 and 15 class organisations, it is difficult to make best of use of all classroom year on year

with consistent P1 intakes. It results in a spare class, rather than supporting consistent P1 intakes. With a 15 class organisation this allows for 3 classes of 20 at P1 rather than team teaching.

- 6.9 In assessing working capacity for 8 and 15 class organisations the P1 intake limits are set at the same level as 7 and 14 class organisations (30 and 60 respectively) but in recognition of the greater flexibility that such organisations provide, their capacities are increased by 7 and 14 places.

General Purpose (GP) Provision

- 6.10 In taking account of class organisations at each primary school there is an additional requirement to provide general purpose teaching space in line with Council standards of provision. GP space can cater for needs such a library, IT suite, drama room or break out space.
- 6.11 In some instances where schools are short of classroom space, then a GP space may be used to address accommodation issues, but this is seen as an interim measure rather than a long term solution.

Review

- 6.12 As identified in the Asset Management Plan and throughout this appendix a full review of the Council's current methodology for determining capacity in primary schools will be carried out in 2015 as a result of the Scottish Government's new guidance.

Additional Information

Secondary School Accommodation and Capacity

ACCOMMODATION RELATED TO NOTIONAL CAPACITY

Notional Capacity	450	500	550	600	650	700	750	800	850	900	950	1000	1050	1100	1150	1200	1250	1300	1350	1400	
Standard Stay-on Rate																					
No of Classes at S1	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	
No of practical Groups	5	5	6	6	7	7	8	8	9	9	10	10	11	11	12	12	13	13	14	14	
Proposed Intake Limit	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250	260	270	280	
Enhanced Stay-on Rate																					
No of Classes at S1		3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	
No of practical Groups		5	5	6	6	7	7	8	8	9	9	10	10	11	11	12	12	13	13	14	
Proposed Intake Limit		90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250	260	270	
General Classroom Use	14	15	16	18	19	20	21	22	24	26	28	30	33	34	37	39	40	42	43	45	
Music/Art/Drama	4	4	5	5	5	5	6	6	6	6	6	7	7	7	7	8	8	8	8	8	
ICT	2	3	3	3	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
Science	6	6	7	7	8	8	8	9	9	9	10	10	10	11	11	11	12	12	12	12	
Home Economics	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
CDT	2	2	2	2	2	2	2	3	3	4	4	4	4	4	4	4	4	4	5	5	
Indoor P.E. spaces ²	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	
TOTAL	32	34	37	39	42	44	46	50	53	56	59	62	65	67	70	73	75	78	80	82	

Notional Capacity	450	500	550	600	650	700	750	800	850	900	950	1000	1050	1100	1150	1200	1250	1300	1350	1400
Min Area of playing fields (in Hectares ¹)	1.6	1.6	2.4	2.4	2.4	2.4	2.4	3.2	3.2	3.2	3.2	3.2	3.6	3.6	3.6	3.6	4.0	4.0	4.0	4.0

1 Prescribed in School Premises (Scotland) Regulations, Table V

2 Recommended number in terms of Scottish Education Department Building Note no 15.

APPENDIX 4: Summary LDP Education Infrastructure Appraisal

New primary schools, extensions to existing primary schools and extensions to secondary schools have been identified as being required to support new housing allocations within the second proposed Local Development Plan (LDP), a summary of which is provided below. It will also be necessary, in due course, to redraw school catchment boundaries to create new catchments for any proposed new primary schools and the potential catchment changes required are also identified below. Children and Families will progress statutory consultations as necessary to deliver the proposals.

For some areas different options have been identified to provide the necessary primary sector infrastructure and in most areas further assessment is required to determine the preferred option to deliver the necessary secondary sector infrastructure. In these circumstances detailed feasibility studies will require to be commissioned and the LDP Action Programme updated as necessary based on the outcomes of these further assessments.

All of the education infrastructure options listed below have been determined based on current information. Throughout the lifetime of the LDP these requirements will be monitored with any necessary changes being reflected in future updates of the LDP Action Programme.

West Edinburgh

Primary School Requirements	Indicative Cost	Catchment Change Requirements
New 21 class primary school - Maybury	£12.72 million	The catchment area for the new school would be created from greenfield areas taken from the existing catchment areas for Cramond and Corstorphine primary schools.
4 class extension (including 1 GP space) to Gylemuir Primary School	£831,000	Gylemuir catchment area would require to be extended to include the development site.
2 class extension to Fox Covert RC Primary School	£573,000	n/a
3 class extension to Hillwood Primary School	£679,000	Hillwood catchment area would require to be extended to include the development site.

Secondary School Requirements	Indicative Cost	Catchment Change Requirements
Additional capacity will be required in the secondary schools serving the area to accommodate an estimated 441 additional non-denominational pupils from the new sites in the LDP. Further detailed assessment is necessary to determine where the additional capacity would be best provided; either at The Royal High School, Craigmount High School or Forrester High School or a combination across some, or all, of these schools.	£11.025 million	tbc in feasibility study
Additional capacity will be required at St Augustine's RC High School to accommodate an estimated 77 additional RC pupils from the new sites in the LDP. The necessity for further additional capacity at the school has been identified from the new sites in the Queensferry area (see below).	£1.925 million	n/a

South East Edinburgh 1: Gilmerton/Liberton Cumulative Assessment Area

Two options have been identified to deliver the primary school education infrastructure requirements in this area. Option 1 involves the delivery of two new primary schools in this area and there would still be a requirement for catchment reviews with existing neighbouring schools to make this option feasible. As the sizes of the schools proposed in option 1 - a single stream (seven class) primary school and a nine class primary school - are not the preferred operational model for the City of Edinburgh Council, option 2 identifies an alternative of expanding existing primary schools in the area. This would require extending Gracemount and Gilmerton Primary Schools to four stream (29 class) establishments and potentially also involve catchment reviews and smaller extensions at the neighbouring Liberton and Craigour Park Primary Schools. There are currently no four stream primary schools within the City of Edinburgh's estate and further assessment is required to determine feasibility.

Primary School Requirements – Option 1	Indicative Cost	Catchment Change Requirements
New 9 class Primary School - Broomhills	£7.551 million	The new catchment area for this school would be created from areas currently within the catchment areas of Gracemount and Gilmerton Primary Schools. Some of

Primary School Requirements – Option 1	Indicative Cost	Catchment Change Requirements
		these areas contain existing housing.
New 7 class Primary School - Gilmerton	£6.332 million	The new catchment area for this school would be created from greenfield areas within the existing catchment area for Gilmerton Primary School.
1 class extension to St John Vianney RC Primary School	£300,000	n/a
3 class extension to St Catherine’s RC Primary School	£679,000	n/a

Primary School Requirements - Option 2	Indicative Cost	Catchment Change Requirements
Extend Gilmerton Primary School to 4 stream (29 classes)	tbc through feasibility study	Details require to be confirmed through feasibility study however the potential exists for catchment reviews involving the existing Gracemount, Gilmerton, Liberton and Craigour Park Primary School catchment areas.
Extend Gracemount Primary School to 4 stream (29 classes)	tbc through feasibility study	As above
Possible extensions at Liberton and Craigour Park if required due to catchment changes identified above (details tbc via feasibility study)	tbc through feasibility study	As above
1 class extension to St John Vianney RC Primary School	£300,000	n/a
3 class extension to St Catherine’s RC Primary School	£679,000	n/a

Secondary School Requirements	Indicative Cost	Catchment Change Requirements
Additional capacity will be required in the secondary schools serving the area to accommodate an estimated 260 additional non-denominational pupils from the new sites in the LDP. Further detailed assessment is necessary to determine	£6.5 million	tbc through feasibility study

Secondary School Requirements	Indicative Cost	Catchment Change Requirements
where the additional capacity would be best provided; either at Liberton High School or Gracemount High School or a combination across both of these schools.		

Secondary School Requirements	Indicative Cost	Catchment Change Requirements
Extra RC pupil generation would be managed at Holy Rood RC High School by giving priority to baptised RC pupils	None	n/a

South East Edinburgh 2: Castlebrae Cumulative Assessment Area

For the primary school education infrastructure requirements in this area, two options are identified below. A double stream school at Brunstane could accommodate the extra pupil generation from both LDP sites (Brunstane and Newcraighall East) and this is the preferred option for educational infrastructure in this area. However, given the potential for different development delivery timescales this may not, in itself in isolation, be a feasible option. For example, should the Newcraighall East development come on stream in advance of the Brunstane development without any commitment from the Brunstane developers then a 2 class extension to Newcraighall Primary may be required (perhaps only until a new school was delivered) hence its inclusion in option 2.

Primary School Requirements – Option 1	Indicative Cost	Catchment Change Requirements
New 14 class Primary School – Brunstane	£9.603 million	Catchment review required with existing Newcraighall Primary School to create catchment for new school
Management control will be applied to St Johns RC Primary to give priority to baptised RC pupils	No extra cost	n/a

Primary School Requirements – Option 2	Indicative Cost	Catchment Change Requirements
2 class extension at Newcraighall Primary School	£573,000	n/a
New 14 class Primary School - Brunstane	£9.603 million	Catchment review required with existing Newcraighall Primary School to create catchment for new school
Management control would be applied to St	No extra cost	n/a

Primary School Requirements – Option 2	Indicative Cost	Catchment Change Requirements
Johns RC Primary to give priority to baptised RC pupils		

Secondary School Requirements	Indicative Cost	Catchment Change Requirements
Additional capacity will be required at Castlebrae High School to accommodate an estimated additional 255 pupils from the new sites in the LDP.	£6.375 million	n/a
Extra pupil generation at Holy Rood RC High School would be managed by giving priority to baptised RC pupils. However, application of the above policy could result in additional pressure on the ND sector and this is reflected in the proposals above for Castlebrae High School.	No extra cost as included above	n/a

Queensferry

Primary School Requirements	Indicative Cost	Catchment Change Requirements
New 14 class primary school - Builyeon Road	£9.603 Million	The catchment area for the new school would be created from areas within the existing catchments for Echline and Queensferry Primary Schools.
2 class extension to St Margaret's RC Primary School	£573,000	n/a

Secondary School Requirements	Indicative Cost	Catchment Change Requirements
Additional capacity will be required at Queensferry High School to accommodate an estimated 232 non-denominational additional pupils from new sites in the LDP.	£5.8 million	n/a
Additional capacity will be required at St Augustine's RC High School to accommodate an estimated 17 additional RC pupils from the new sites in the LDP. The necessity for further additional capacity at the school has been identified from the new sites in the West Edinburgh area (see above).	£425,000	n/a

South West Edinburgh

Primary School Requirements	Indicative Cost	Catchment Change Requirements
5 class extension at Currie Primary School	£966,000	n/a

Indicative Costs

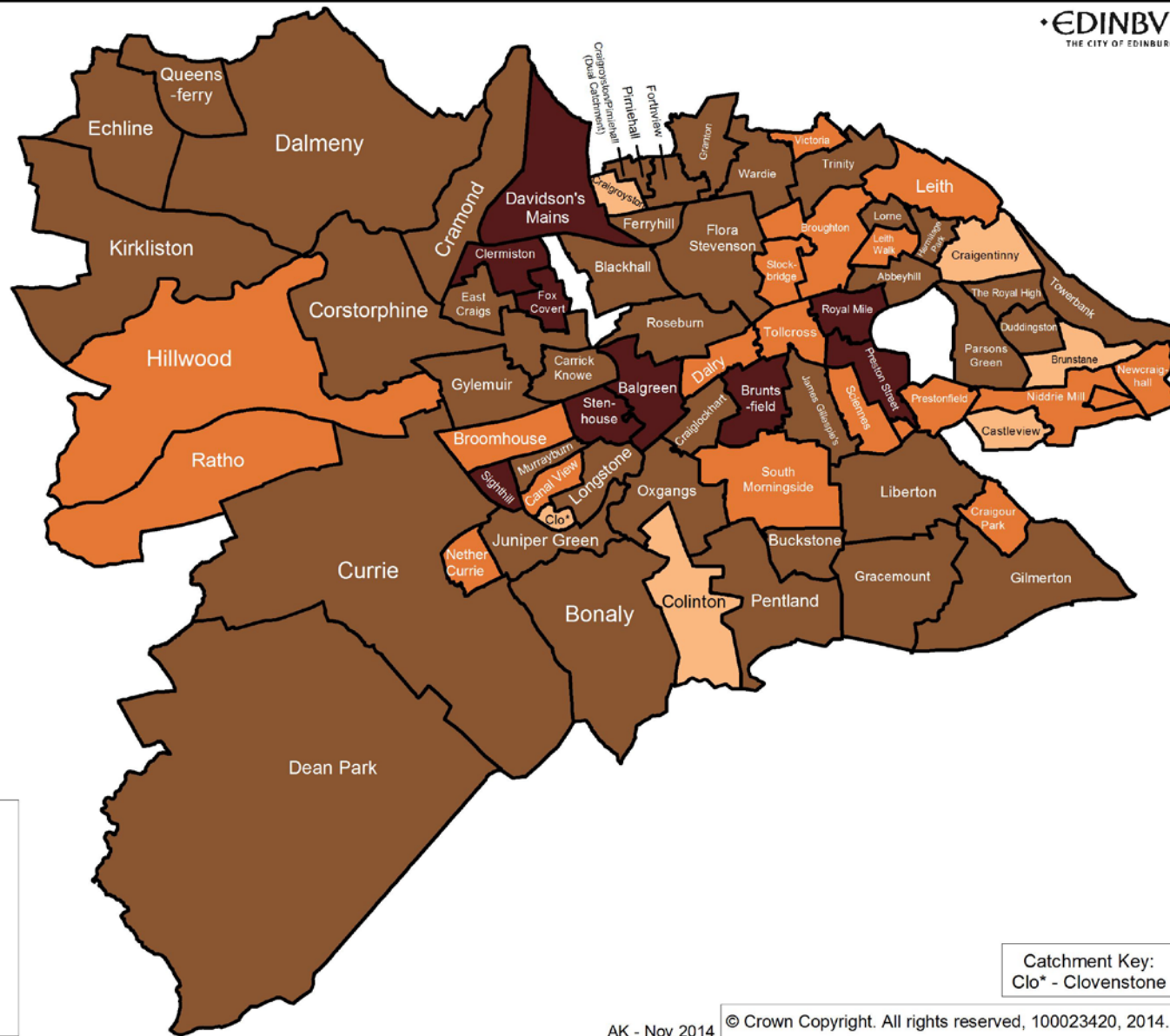
The indicative costs shown in the tables above and later in this document are based on assessments undertaken in April 2014. These indicative costs exclude any future construction cost inflation which may arise between Q1 2014 and the date of delivery; any land acquisition costs; any site specific costs (such as transport infrastructure) and any site abnormal costs such as land remediation should that be necessary. In determining the overall cost of education infrastructure requirements provision must therefore also be taken of:

- any future cost inflation which may arise prior to delivery;
- any land acquisition, site specific and site abnormal costs; and
- any cost of servicing debt where the Council may be required to borrow funding in advance of receiving developer contributions to ensure that the necessary educational infrastructure can be provided when the need arises (i.e. when the developments the infrastructure will serve would begin to generate additional pupils).

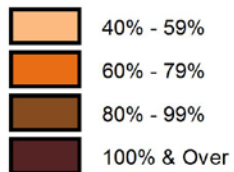
These costs relate solely to the **capital** costs of delivering any new educational infrastructure which has been identified as being necessary to support the new housing sites identified within the LDP. There will also be considerable additional **revenue** costs associated with both establishing the detail of the educational infrastructure required (through the many feasibility studies which require to be undertaken) and then in running the new educational infrastructure on an ongoing basis, particularly where the delivery of entirely new schools is involved. Appropriate provision will also require to be made within the Council's revenue budget to meet such costs.

ND Primary School Occupancy 2014-15

MAP 1



Key

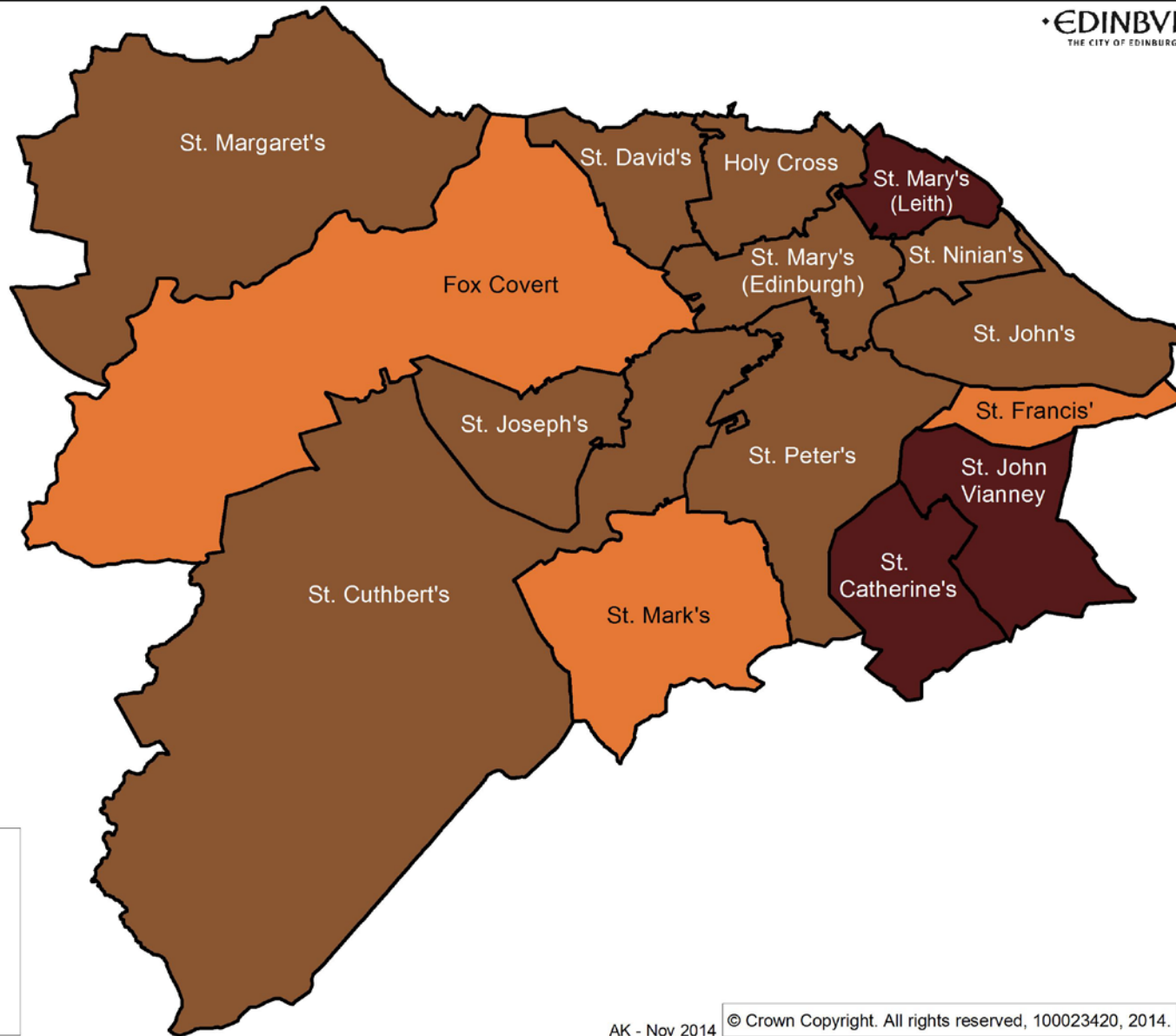


Catchment Key:
Clo* - Clovenstone



**RC Primary
School
Occupancy
2014-15**

MAP 2



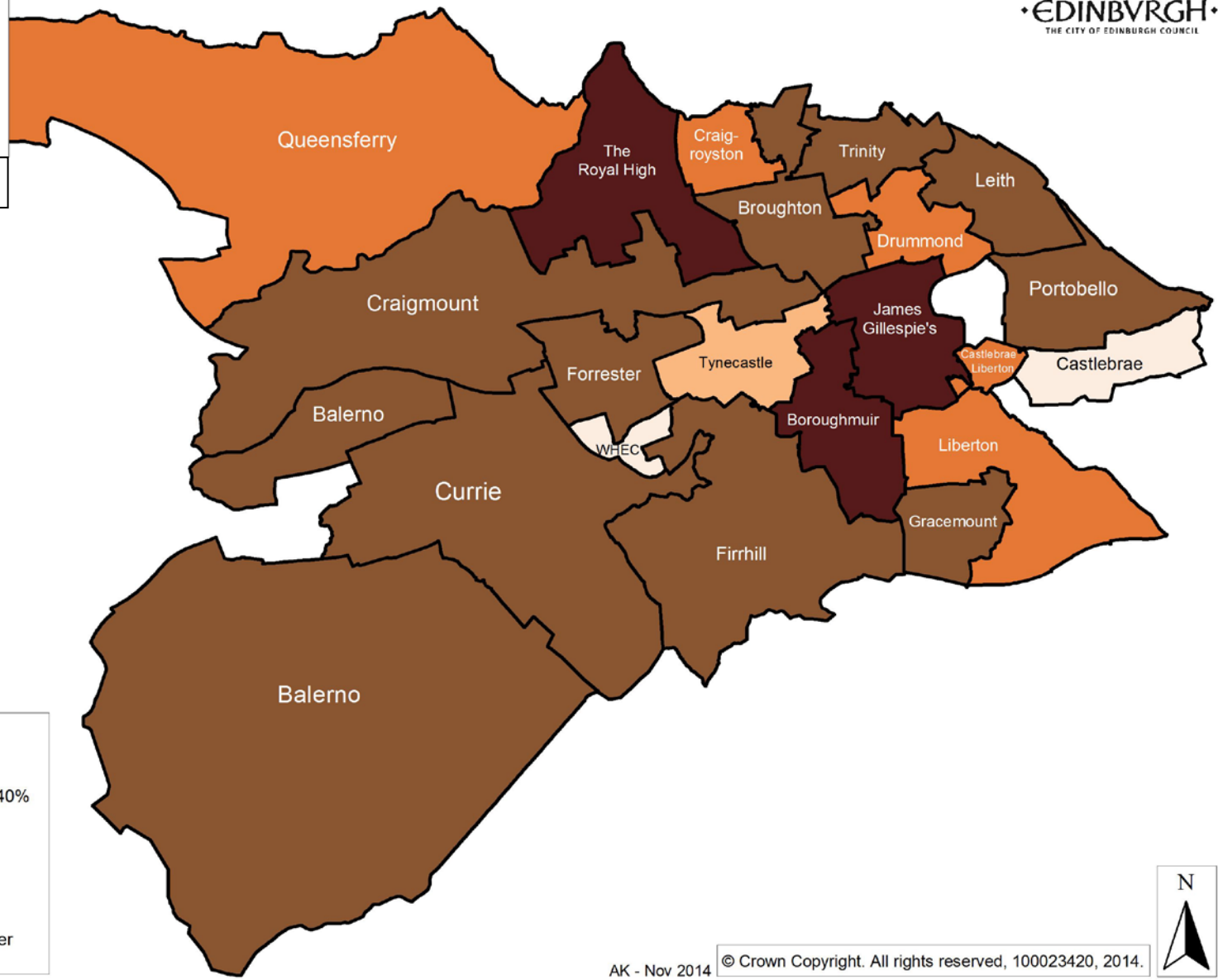
Key

- 60% - 79%
- 80% - 99%
- 100% & Over



ND High School Occupancy 2014-15

MAP 3



Key

- Less Than 40%
- 40% - 59%
- 60% - 79%
- 80% - 99%
- 100% & Over

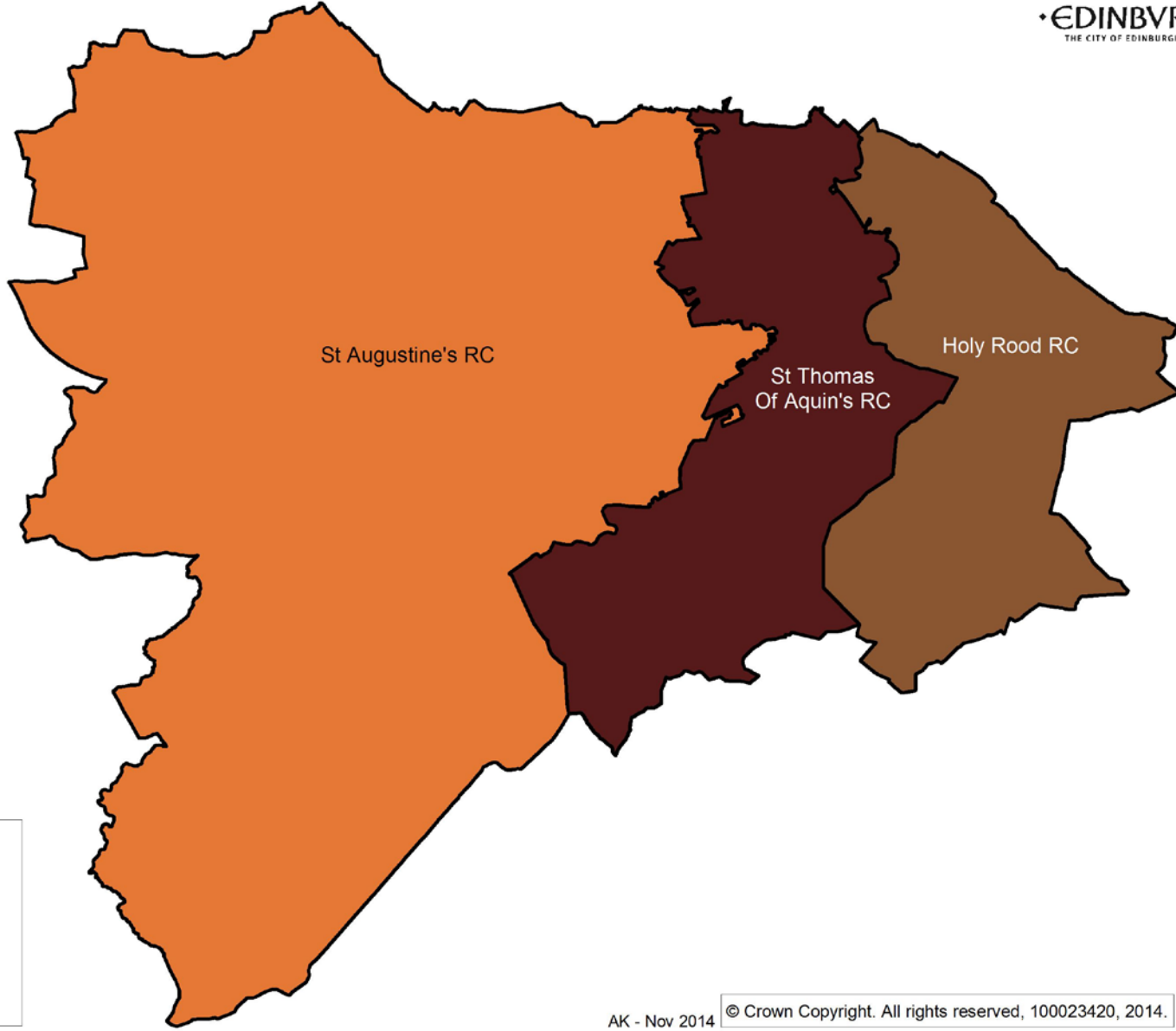
AK - Nov 2014

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**RC High
School
Occupancy
2014-15**

MAP 4



Key

-  60% - 79%
-  80% - 99%
-  100% & Over

AK - Nov 2014

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Education, Children and Families Committee

10.00am, Tuesday 9 December 2014

Children and Families Capital Asset Management Programme 2014-2019 progress update

Item number	7.4
Report number	
Executive/routine	Executive
Wards	All

Executive summary

This report provides an update on progress with the delivery of the Children and Families asset management programme approved in December 2013. The update covers the period to the end of September 2014. While an annual programme, the summer holidays offer a significant window for works to be actioned and the report sets out the projects delivered in the first two quarters of 2014/15.

Links

Coalition pledges	P3 , P30
Council outcomes	CO15 , CO19
Single Outcome Agreement	SO4

Children and Families Capital Asset Management Programme 2014-2019 progress update

Recommendations

The Education, Children and Families Committee is requested to:

- 1.1 Note the significant progress made with the asset management programme at the end of quarter two; and
- 1.2 Note the budget and programme pressures being experienced, which may require works planned for later years to be reprioritised to ensure the programme is delivered within the five year budget allocation.

Background

- 2.1 On 10 December 2013, the Education, Children and Families Committee approved the priorities for the Children and Families five year asset management programme. The main focus of the asset management programme is to upgrade the condition of existing assets.
- 2.2 The scope of work was determined from the 2012/13 condition survey information and prioritised on the basis of need. The surveys identified that approximately £50 million of capital funding was required to address all matters across the estate, compared to £25 million that was available once statutory compliance and contingency had been factored into the programme.
- 2.3 Due to the limited funding available, priority was given to all health and safety, wind and water tight issues recommended in year one condition surveys, the poorest ('C' condition rated) establishments and satisfactory ('B' condition rated) establishments which need significant investment.

Main report

- 3.1 The Education, Children and Families budget forms part of a Council wide asset management programme, the overall budget allocation for 2013/14 was £11.1 million and the outturn position achieved was £17.1million (through acceleration of projects).
- 3.2 The Children and Families asset management budget allocation for 2013/ 2014 was £6.4 million, the outturn position at year end was £8.55 million, recovering some of the slippage from previous years.

- 3.3 Overall the asset management budget allocation for 2014/15 is £14.2 million, with opportunity for acceleration of projects up to a value of £19.5 million. It is forecast that a significantly higher value of projects than the £14.2 million will be delivered by the end of financial year.
- 3.4 Asset management budget allocation for Children and Families in 2014/15 is £7.4 million. Based on 2013/14 performance it is anticipated that this will be exceeded significantly (through acceleration of future years' projects).
- 3.5 During the summer holiday period 101 capital projects were planned across the school estate compared, including asset management works and rising rolls projects. Of the asset management works projects, 44 projects were completed, 22 were underway in line with planned timescales and are progressing during term time and other holiday periods. Eight were partially complete but had to continue into term time and 13 projects were deferred predominantly to the October holiday period or during term time. Further details on the works planned during quarter two (July – September) can be seen in Appendix 1.
- 3.6 As a direct result, environmental conditions have improved dramatically for both pupils and staff across a number of schools, benefiting from roofing and insulation improvements, replacement windows and stonework repairs. The prioritised scope of work will extend the operational life of the Children and Families property portfolio.
- 3.7 The five year improvement plan for all 'C' rated (poor condition) schools is well underway to bring them up to a satisfactory standard – ie a 'B' condition rating.
- 3.8 The works undertaken to the Children and Families estate, by the end of quarter two, represent a spend of almost £5 million.
- 3.9 Positive feedback has been received from schools on works completed to date. A survey has also been undertaken of the schools were projects had been completed and no negative responses received.
- 3.10 A further 36 asset management projects were programmed for the October holiday period. Fifteen asset management projects were completed, and 20 were underway in line with planned timescales and are progressing during term time. One project only has significantly deviated from programme due to changes in circumstances (Queensferry High School). Further details on the works planned during quarter three can be seen in Appendix 2.
- 3.11 Examples of the type of upgrades achieved with these works are illustrated in the photographs in Appendix 3.
- 3.12 Works approved in December 2013 included a 10% contingency budget allocation of £1.56 million for the first two year period 2014/16. This is now over committed. As the detailed design, specification and in some instances disruptive fabric investigations progresses for the larger and more complex projects, additional works are being identified such as: structural improvements;

asbestos removal; rot infestation and deteriorating stonework all of which have an impact on both project costs and programme.

- 3.13 In order to minimise disruption to the service users during term time a number of works need to be carried out over weekends and evenings, this also creates further budget pressures and is not always sustainable. If this budget pressure continues it may be necessary to reprioritise works in later years of the programme.
- 3.14 There is a robust change control process in place which records all additional unforeseen works or fabric failures that meet the health and safety, wind and water tight criteria for asset management funding. A position statement is shared with the Children and Families Department on a monthly basis as part of the Client Liaison process.
- 3.15 Given that a five year programme has already been approved and its implementation is underway, consideration is now being given to year six works that would be the next priority to address. Consideration will also be given to whether there are opportunities to accelerate this work. This will subject to a future report to Council early in 2015.

Measures of success

- 4.1 The categorisation of all Children and Families establishments as 'A' or 'B' within five years.
- 4.2 Maximising the capital spend within the programme and reduced programme slippage.

Financial impact

- 5.1 Capital expenditure will be contained within the overall five year asset management budget allocation.
- 5.2 It is anticipated the capital investment will have a positive impact on the revenue repairs and maintenance budget pressures.

Risk, policy, compliance and governance impact

- 6.1 The Council has a legislative obligation to ensure Health & Safety and statutory compliance is met across the entire property portfolio.

Equalities impact

- 7.1 The approved programme has a positive impact on unlawful discrimination by improving environmental conditions and safety for young children, staff and service users with disabilities.
- 7.2 Some projects within the programme may negatively impact on unlawful discrimination by causing temporary disruption to day to day operations during the construction period. This is mitigated by consulting with the local

management teams prior to starting on site, to ensure any health and safety implications for young children, staff and service users with disabilities, are risk assessed and disruption is kept to a minimum.

Sustainability impact

- 8.1 There are positive impacts on carbon, adaptation to climate change and sustainable development arising directly from this report, in terms of the upgrades brought about as a result of this investment and the way it is implemented.

Consultation and engagement

- 9.1 Priorities were agreed in consultation with Children and Families. Regular monthly meetings are held to provide progress updates and discuss any operational issues as a consequence of the planned works.
- 9.2 Engagement is ongoing with the individual establishments included in the programme to agree the timing of the individual proposals to ensure minimal disruption to the service.
- 9.3 A customer satisfaction survey was issued on completion of works carried out over the summer holiday period. Out of the 40 surveys issued only five were returned (12.5%), two of these returns were non-compliant as no responses were provided to the questions asked. The returns appropriately completed were satisfied overall with the project delivery, and no significant issues were reported.

Background reading/external references

- 10.1 Scottish Government guidance: The Condition Core Fact: Building Our Future: Scotland's School Estate.

John Bury

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Links

Coalition pledges	<p>P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning.</p>
Council outcomes	<p>CO15 - The public is protected.</p> <p>CO19 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places the delivery of high standards and maintenance of infrastructure and public realm.</p>
Single Outcome Agreement	<p>SO4 – Edinburgh’s communities are safer and have improved physical and social fabric.</p>
Appendices	<p>Appendix 1 - Quarter 2 C&F asset management status report.</p> <p>Appendix 2 - Quarter 3 C&F asset management status report.</p> <p>Appendix 3 – Before and After project examples.</p>

APPENDIX 1: QUARTER 2 AMW CHILDREN & FAMILIES ESTABLISHMENTS

Property	Scope of Works	Time Scales (mm/yy)	Status	Comments
Abbeyhill Primary School	Nursery/ Infant block: dry rot works and roof works to plant room	06/2014 - 08/2014	Fully Complete	
Abbeyhill Primary School	Junior block: dry rot and damp proofing works	07/2014 - 08/2014	Progressing during term time	Significant rot works required before making good
Abbeyhill Primary School	Replace timber sash & case windows building 1: main block	08/2014 - 11/2014	Progressing during term time	
Abbeyhill Primary School	Upgrade boilers and associated electrical upgrade: pool ventilation / heating	07/2014 - 09/2014	Progressing during term time	Due to asbestos removal
Balgreen NS	Roof repairs, and paving	07/2014 - 08/2014	Fully Complete	
Benmore Adventure Centre	Condition upgrade works to boys & girls toilet / changing rooms	11/2014 - 1/2015	Progressing during term time	
Blackhall PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Broughton Primary School	refurbish single glazed timber sash and case windows to Block 2 Nursery	07/2014 - 10/2014	Partial complete and ongoing	Await completion of gutter lining repairs before window installation can be completed during October break.
Bruntsfield PS	Replace mains distribution & lighting upgrade	06/2014 - 02/2015	Progressing during term time	As planned with agreed follow on works
Buckstone PS	Upgrade of water tanks	06/14 - 08/2014	Fully Complete	
Buckstone PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Carricknowe PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Clermiston PS	Adapt former language unit TU to suit rising 2's	10/2014 TBC	Progressing during term time	
Clovenstone PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Colinton PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Corstorphine PS	Rewiring Phase 1	06/2014 - 08/2014	Fully Complete	
Corstorphine PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Corstorphine PS	Water tank works	07/2014-08/2014	Fully Complete	
Cramond PS	Ceiling & Lighting reinstatement	06/2014 - 08/2014	Fully Complete	
Cramond PS	Upgrade to domestic hot water system	06/2014 - 08/2014	Fully Complete	
Cramond PS	Improvements to fire prevention measures	TBC PH6 works	Progressing during term time	programme to be agreed with individual schools within this phase of the programme
Currie High School	Intruder Alarm upgrade - Gym Hall and surrounding area	July (1 week)	Fully Complete	
Currie High School	Phase 1 roof upgrade to PE block and central block	03/2014 - 11/2014	Progressing during term time	Revised scope of works
Currie High School	Block C: North and South stairwell screen upgrade	Oct-14	Deferred	Anticipated revised timescales October week start + weekends, due to window manufacturing lead in time
Currie Primary School	Water quality upgrade	DLP	Fully Complete	
Dalmeny PS	Upgrade windows	Oct-14	Deferred	Anticipated revised timescales October week start + weekends, due to window manufacturing lead in time
Dalry PS	stone & roof repairs phase 2	12/2013 -10/2014	Partial complete and ongoing	Work above entrance door to be carried out during October holidays
Dalry PS	stone & roof repairs phase 3	07/2014 - 12/2014	Progressing during term time	Additional work identified
Davidson's Mains Primary School	window replacement	07/2014 - 08/2014	Progressing during term time	Minor works to be completed out of hours / weekends

Progress Update Quarter 2 (July -September) Projects for AMW 2014-15

Property	Scope of Works	Time Scales (mm/yy)	Status	Comments
Davidsons Mains PS	Water tank works	07/2014-08/2014	Fully Complete	
Dean Park Annexe	Upgrade external doors	07/2014 - 08/2014	Fully Complete	
Duddingston PS	Upgrade external doors	07/2014 - 08/2014	Fully Complete	
Echline PS	Upgrade windows & doors	06/2014 - 08/2014	Partial complete and ongoing	Minor works to be completed out of hours / weekends
Ferryhill PS	Upgrade External Doors	07/2014 - 08/2014	Partial complete and ongoing	Defects in new doors to be remedied
Flora Stevenson's PS	Improve domestic water services in line with L8 requirements	Oct-14	Deferred	Re-scheduled for October break
Granton C&F Centre	Cladding replacement/repairs	07/2014 - 08/2014	Fully Complete	
Hermitage Park PS	Improve domestic water services in line with L8 requirements and risk assessments	07/2014 - 08/2014	Fully Complete	
Holycross Primary School	Window upgrade - phase 1	06/2014 - 10/2014	Fully Complete	
Hope Cottage Nursery	Upgarde Roof	07/2014 -08/2014	Fully Complete	
Jack Kane Community Centre	Improvements to fire prevention measures	TBC PH6 works	Progressing during term time	programme to be agreed with individual schools within this phase of the programme
Kirkliston PS	Upgrade roof and roof lights	06/2014 - 08/2014	Fully Complete	
Leith PS	Roof upgrade & stone repairs	02/2014 - 09/2014	Progressing during term time	Phased completion and removal of scaffold being programmed
Leith Walk PS	Asbestos Removal	07/2014-08/2014	Fully Complete	
Liberton High School	External fabric repairs	07/2014 - 09/2014	Progressing during term time	Revised scope of works
Liberton HS	Improve domestic water services in line with L8 requirements	07/2014 -08/2014	Fully Complete	
Longstone PS	water quality improvements	07/2014 -08/2014	Fully Complete	
Longstone PS	Window and cladding upgrade to TU	06/2014 - 08/2014	Fully Complete	
Longstone PS	New Heating system to be designed and installed	07/2014 - 10/2014	Partial complete and ongoing	Pipeboxing & associated sundry works to be completed
Lorne PS	Improvements domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Murrayburn PS	Roof improvements and rainwater upgrade	Oct-14	Deferred	Out to tyender and works programmed for October holidays
Nether Currie Primary School	Roofing and roof light upgrade	06/2014 - 09/2014	Progressing during term time	
Nether Currie Primary School	External cladding, windows and doors upgrade including electrics	Summer 2015	Deferred	Due to non compliant tenders returned in June 2014. Scope of works revised & re-scheduled & re-tendered for works commencement Summer 2015.
Nether Currie Primary School	install new Air Source Heat Pump heating system	Oct-14	Deferred	Re-scheduled for October break

Progress Update Quarter 2 (July -September) Projects for AMW 2014-15

Property	Scope of Works	Time Scales (mm/yy)	Status	Comments
Nether Currie Primary School	Improvements to fire prevention measures such as fire doors, fire alarms etc.	07/2014 - 08/2014	Fully Complete	
Pentland Primary School	Door Access System Install	July (1 week)	Fully Complete	
Prestonfield Primary School	Phase 1 - re-tile pitched sections of roof and recover felt covered flat roofed areas, consider improving insulation and drainage falls	2013/14	Fully Complete	
Prestonfield Primary School	Phase 2 - remaining roofed areas not covered in Phase 1	02/2014 - 09/2014	Progressing during term time	
Prestonfield Primary School	replace gas fired hot water calorifier, replace some over sink heaters	Oct-14	Deferred	Scope of works being determined and programmed for October holidays.
Prestonfield PS & Nursery	Improve domestic water services in line with L8 requirements and risk assessments	07/2014 - 08/2014	Fully Complete	
Queensferry PS	Upgrade roof and roof lights	07/2014 - 08/2014	Fully Complete	
Queensferry PS	Upgrade windows	Oct-14	Deferred	Aniticipated revised timescales October week start + weekends, due to window manufacturing lead in time
Queensferry High School	replace roof coverings and improving insulation and drainage falls	07/2014 - 09/2014	Partial complete and ongoing	Render repairs to follow on completion of the roofing works
Royal High Primary School	Roof & roof lights	07/2014 - 08/2014	Partial complete and ongoing	Minor works to be completed out of hours / weekends
Sighthill Primary School	New toilet and baby change	Aug-14	Fully Complete	
South Morningside PS	Roof, stone and rainwater upgrade	08/2014 - 12/2014	Progressing during term time	
South Morningside PS	Install two new doors in existing TU	08/2014 - 10/2014	Partial complete and ongoing	
St Catherines PS	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
St Crispins Special School	Upgrade of ventilation to kitchen CF from last FY	06/2014 - 08/2014	Fully Complete	
St Crispins Special School	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
St John PS	Fabric repairs	07/2014 - 08/2014	Fully Complete	
St John Vianney Primary School	Kitchen extract upgrade	06/2014 - 08/2014	Fully Complete	
St Mary PS (Edin)	Upgrade roof lights	09/2014 - 10/2014	Progressing during term time	Phased sequence of works agreed with the School starting in September and using the October holidays
St Ninian's PS	Roof repairs	08/2014 - 09/2014	Progressing during term time	
Stanwell Nursery	Improvements to fire prevention measures such as fire doors, fire alarms etc.	07/2014 - 08/2014	Fully Complete	
Stenhouse PS	Improve domestic water services in line with L8 requirements	Oct-14	Deferred	Re-scheduled for October break
Stenhouse PV2s alterations	Hygiene changing area	Aug-14	Fully Complete	
Sth Queensferry Community Centre	Improvements to fire prevention measures such as fire doors, fire alarms etc.	TBC PH6 works	Deferred	programme to be agreed with individual schools within this phase of the programme

Progress Update Quarter 2 (July -September) Projects for AMW 2014-15

Property	Scope of Works	Time Scales (mm/yy)	Status	Comments
Sth Queensferry Rosbury Hall	Improvements to fire prevention measures such as fire doors, fire alarms etc.	TBC PH6 works	Deferred	programme to be agreed with individual schools within this phase of the programme
Stockbridge Primary School	Roofing & rainwater goods & preservation	12/2013 - 09/2014	Progressing during term time	
Trinity Academy	Investigate by cherry picker to determine detailed requirement to replace or repair cladding	07/2014 - 08/2014	Fully Complete	
Trinity Academy	External fabric repairs	07/2014 - 10/2014	Progressing during term time	Additional structural improvements identified, work will continue during term, evening and weekends to minimise disruption to the school.
Trinity Academy	Upgrade water supplies	Oct-14	Deferred	Re-scheduled for October break
Viewforth Early Years	Improve domestic water services in line with L8 requirements	07/2014 - 08/2014	Fully Complete	
Wester Hailes Education Centre	Roof, window and electrical upgrade to Block E/Music block	04/2014 - 06/2014	Fully Complete	
Wester Hailes Education Centre	Roof, window, lighting and electrical upgrade to Block D/CDT Block	06/2014 - 09/2014	Progressing during term time	Asbestos removal had an impact on the overall programme
Wester Hailes Education Centre	replace curtain walling and cladding to Community Hall	Oct-14	Deferred	as above
Wester Hailes Education Centre	Electrical rewire phase 1 - CGT block	06/2014 - 09/2014	Progressing during term time	

APPENDIX 2 AMW CHILDREN & FAMILIES - Quarter 3 October Programme

Property	Scope of Works	Time Scales (mm/yy)	Comments
Abbeyhill Primary School	Nursery/Infant block: dry rot works and roof works to plant room	30/2014 - 11/2014	Progressing during term time
Abbeyhill Primary School	Upgrade boilers and associated electrical upgrade: pool ventilation / heating	07/2014 - 11/2014	Progressing during term time
Blackhall PS	water quality upgrade	Oct-14	Complete
Broughton Primary School	refurbish single glazed timber sash and case windows to Block 2 Nursery	07/2014 - 11/2014	Progressing during term time
Broughton Primary School	replace CWST and DHW pipework upgrading, complete pipe boxing	07/2014 - 10/2014	Complete apart from minor snagging
Bruntsfield PS	Lighting upgrade works	06/2014 - 02/2015	Progressing during term time
Castlebrae PS	water quality upgrade	Oct-14	Complete
Corstorphine PS	Improve domestic water services in line with L8 requirements	Oct-14	Complete
Currie High School	Phase 1 roof upgrade to PE block and central block	07/2014 - 10/2014	Complete apart from minor snagging
Currie High School	Block C: North and South stairwell screen upgrade & window overhaul	07/2014 - 1/2015	Progressing during term time
Dalry PS	stone & roof repairs phase 2	12/2013 -10/2014	Complete
Dalry PS	stone & roof repairs phase 3	07/2014 - 12/2014	Progressing during term time
Davidson's Mains Primary School	window replacement/ asbestos removal	07/2014 - 11/2014	Progressing during term time
Davidsons Mains PS	water quality upgrade	07/2014-10/2014	Complete
Duddingston PS	window upgrade	Oct-14	Complete apart from minor snagging
Granton PS	water quality upgrade	Oct-14	Progressing during term time
Hermitage Park PS	Improve domestic water services in line with L8 requirements and risk assessments	07/2014 - 10/2014	Complete
Hillwood PS	water quality upgrade	Oct-14	Complete
Holycross Primary School	Window upgrade & external fabric upgrade Phase 1	06/2014 - 10/2014	Complete
Leith PS	Roof upgrade & stone repairs	02/2014 - 10/2014	Complete apart from minor snagging
Leith Academy	temporary boiler replacement	Oct-14	Progressing during term time
Liberton High School	External fabric repairs	07/2014 - 11/2014	Progressing during term time

Proposed Quarter 3 (October) Projects for AMW 2014-15

Property	Scope of Works	Time Scales (mm/yy)	Comments
Longstone PS	New Heating system to be designed and installed- pipe boxing to be completed	07/2014 - 10/2014	Complete apart from minor snagging
Nether Currie Primary School	Roofing and roof light upgrade	06/2014 - 11/2014	Progressing during term time
Nether Currie Primary School	install new Air Source Heat Pump heating system	10/2014 - 11/2014	Progressing during term time
Prestonfield PS	Replacement of water heater	Oct-14	Complete
Queensferry High School	replace roof coverings and improving insulation and drainage falls	07/2014 - 11/2014	Progressing during term time
South Morningside PS	Roof, stone and rainwater upgrade	08/2014 - 1/2015	Progressing during term time
St Mary PS (Edin)	Upgrade roof lights	09/2014 - 10/2014	Complete apart from minor snagging
Stockbridge Primary School	Roofing & rainwater goods & preservation	12/2013 - 11/2014	Progressing during term time
Trinity Academy	concrete repairs and window repairs to block 1	07/2014 - 11/2014	Progressing during term time
Trinity Academy	replace heating system (excl Pool Block) phased approach may be required due to level of disruption for school and holiday periods	06/2014 - 11/2014	Progressing during term time
Trinity Academy	Upgrade water supplies	06/2014 - 11/2014	Progressing during term time
Wester Hailes Education Centre	Roof works to Block B	06/2014 - 10/2014	Progressing during term time
Wester Hailes Education Centre	Roof, window, lighting and electrical to CDT Block	06/2014 - 2/2015	Progressing during term time
Wester Hailes Education Centre	Roof, window, lighting and electrical upgrade to Block D	06/2014 - 2/2015	Progressing during term time

Appendix 3 - Asset Management Works 2014: Before & After Pictures

	BEFORE	AFTER
<p>Holycross Primary School</p>		
<p>Prestonfield Primary School</p>		
<p>WHEC</p>		
<p>Brunstane Primary School</p>		

	BEFORE	AFTER
St John Vianney Primary School		
St John Vianney Primary School		
	Work in Progress	Work in Progress
Davidson Mains Primary School		

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Primary School Capacity Pressure in South Edinburgh

Item number	7.5
Report number	
Executive/routine	Executive
Wards	8 (Colinton/Fairmilehead), 9 (Fountainbridge/Craiglockhart), 10 (Meadows/Morningside), 11 (City Centre) and 15 (Southside/Newington)

Executive summary

The area to the south side of the city centre has traditionally experienced pressure for primary school places with schools having had high occupancy levels during a period of declining rolls. Three primary schools - South Morningside, James Gillespie's and Bruntsfield - are predominantly affected by this issue; all operate from constrained sites with no dedicated playing fields and the scope to extend capacity on their existing sites is severely limited.

This issue was the subject of a report to Committee on [4 March 2014](#) which detailed the capacity and accommodation issues facing the three schools in the area and identified a range of potential options to address these in both the short and long term. Extensive consultation has been undertaken with each school community regarding these options and any other potential solutions identified.

The purpose of this report is to update Committee on the outcome of the consultation regarding the long term issues in this area and the proposed next step to undertake a statutory consultation regarding the three options which have been identified to address these issues. A further report will be taken to Committee on 19 May 2015 to set out the detail of each option and seek approval for the proposed statutory consultation.

Links

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

Primary School Capacity Pressure in South Edinburgh

Recommendations

- 1.1 Note the content of this report and the intention to take a report to Committee on 19 May 2015 to provide a further update and seek approval for a statutory consultation process to be undertaken regarding options to address the long term accommodation issues in this area.
- 1.2 Note the intention to undertake discussions with Health and Social Care regarding arrangements for the transfer of the Deanbank Resource Centre and Oaklands residential care home sites so that site options are available to deliver whatever solution is the approved outcome of the statutory consultation process.

Background

- 2.1 The area to the south side of the city centre has traditionally experienced pressure for primary school places with schools having had high occupancy levels during a period of declining rolls. This necessitated the requirement for additional accommodation; including the provision of temporary units and annexes, some of which still remain.
- 2.2 Three primary schools - South Morningside, James Gillespie's and Bruntsfield - are predominantly affected by this issue; all operate from constrained sites with no dedicated playing fields and the scope to extend capacity on their existing sites is severely limited.
- 2.3 This issue was the subject of a previous report to Committee on [4 March 2014](#) which set out in detail the capacity and accommodation issues facing the schools in the south Edinburgh area and identified a range of potential options to address these in both the short and long term. Committee noted that solutions require to be found to address both the short and long term accommodation pressures in the south Edinburgh area and that consultation and engagement would be undertaken with the three school communities to consider options to address these pressures.
- 2.4 Since March extensive consultation and engagement has been undertaken with each school community regarding these options, and any other potential solutions which were identified, to establish preferred options to address both the interim and long term issues. Working groups consisting of Council officers, school management and parent council representatives were formed at each school to consider possible solutions.

- 2.5 On [20 May 2014](#) Committee received an update on the progress made by each working group to identify solutions to the immediate accommodation pressures facing each of the three schools. Committee approved that accommodation may require to be provided in future years in all three schools to respond to capacity pressures and also approved the proposed interim solution to address the accommodation pressures each school was expected to face in August 2015 and beyond.
- 2.6 An update regarding the interim solutions developed for potential delivery by August 2015 at the three schools to address potential accommodation pressures should they be expected to arise is provided in a separate report on the agenda for this Committee. That report also seeks final approval of the proposed interim solution for South Morningside Primary School.
- 2.7 The purpose of this report is to update Committee on the outcome of the consultation regarding the three options which have been identified to address the long term issues and the proposed next step which is to undertake a statutory consultation during 2015 on all three options. A further report will be taken to Committee on 19 May 2015 to set out the detail of each option and seek approval for the proposed statutory consultation.

Main report

Interim Solutions Identified to Address Accommodation Pressures

- 3.1 Interim solutions have been developed, in consultation with each respective working group, for potential delivery by August 2015 at the three schools, to address accommodation pressures should they be expected to arise. These can be delivered within short timescales and existing site constraints however, in the long term, they do not address some of the more fundamental accommodation issues which exist at some of these schools. The issues that remain, or are created by the interim solution for each school, are set out below.

Bruntsfield Primary School

- 3.2 A feasibility study has been completed to consider how three further classroom spaces might be delivered at Bruntsfield Primary School which may be necessary to address rising rolls and has identified that these could be created through the internal reconfiguration of existing spaces. The outcome of this study has been discussed and agreed with members of the working group.
- 3.3 Whilst roll projections suggest that the delivery of an additional classroom space will not be required until August 2016, plans to undertake the necessary work will be developed for delivery by August 2015 should that ultimately prove necessary. This work could eventually provide Bruntsfield Primary School with a 21 classroom capacity.

James Gillespie's Primary School

- 3.4 The working group at James Gillespie's Primary School concluded that the provision of a permanent four classroom building over two storeys would be the appropriate interim solution to accommodation pressures. This would increase the capacity of the school from 16 to 18 classes and provide two additional General Purpose spaces. A design for the new building has been developed with the planning application having recently been submitted.
- 3.5 As will be the case with all schools involved in the rising rolls programme approval to proceed with the construction of the new building will be granted only if P1 registrations in January 2015 indicate that additional accommodation will definitely be required to allow the P1 intake in August 2015 to be accommodated.
- 3.6 However, while the new building would provide the school with the accommodation necessary to provide sufficient places for its current and projected catchment demand, there will remain an ongoing requirement to accommodate classes in the existing temporary unit. Suitability issues would also remain regarding the size of some of the classrooms in the main building. The working group welcomed the new building as part of a strategy that would eventually allow the school to return to a 14 class capacity (double stream) in the future through:
- removing the existing two class temporary unit; and
 - re-configuring the six small classrooms in the main building to create four standard size classrooms.

South Morningside Primary School

- 3.7 The Working Group at South Morningside Primary School identified two feasible options to address the accommodation issues that have existed at the school for a number of years and which have been exacerbated by rising rolls in the area. These were either the replacement of the two existing temporary units on the South Morningside site with a new unit incorporating six classroom spaces or the establishment of a P1 and P2 annexe building at the Deanbank Resource Centre. Detailed consideration of both options is provided in a separate report on the agenda for this Committee which also seeks final approval of the proposed interim solution for South Morningside Primary School to be the creation of a temporary annexe at Deanbank.
- 3.8 The Deanbank Resource Centre is a day centre for adults with learning disabilities and autism which is owned and managed by Health and Social Care. The Centre is approximately a 1km walk from the South Morningside Primary School site and will become vacant from the end of March 2015 when the services it provides are relocated to new accommodation. The building will then undergo significant internal reconfiguration and refurbishment to provide the necessary school accommodation for P1 and P2 classes from August 2015.

3.9 While this interim solution is preferable to the current position and will improve the quality and standard of accommodation available at South Morningside Primary School, the creation of a new annexe building is contrary to Council policy which has been to withdraw from annexes to improve management, pupil integration and the security of establishments.

Long-term Accommodation Issues in the South Edinburgh Area

3.10 The last report to Committee on [4 March 2014](#) set out in detail the capacity and accommodation issues facing schools in the south Edinburgh area. In summary it identified the following key factors:

- The existing capacity within the area includes South Morningside Primary School operating with two classes in an annexe building (Cluny Church), four classes in temporary units and nursery provision in a leased church hall (Fairmilehead). It also includes James Gillespie's Primary School operating with two classes in temporary units and six class spaces which are smaller than the standard size which would be expected;
- All three primary schools – particularly Bruntsfield and South Morningside – operate from constrained sites with small play areas, no dedicated playing fields and limited opportunities to extend the on site accommodation;
- There are only minor opportunities for catchment review with neighbouring schools which, on their own, would be insufficient to address the pressure on these schools;
- High P1 intakes are expected to remain steady before declining; however the impact of these intakes will be increasing school rolls until 2019. The most recent population projections published earlier this year suggest P1 intakes may remain at a higher level for longer before starting to decline.

3.11 The interim accommodation solutions identified for each school in the south Edinburgh area address several of these issues e.g. the projected demand for places can now be met through the additional accommodation to be provided at each of the schools. However, while this is an improved position, subject to the final approval by Committee of the preferred interim option for South Morningside Primary school the capacity in the area from August 2015 will still include six classes in an annexe building, two classes in temporary units and the same reliance on a leased church hall to provide nursery places.

3.12 The previous report to Committee on [4 March 2014](#) set out some of the complexities associated with identifying a long-term solution to the accommodation issues in the area and identified three possible options to address these issues:

1. Create a new primary school in south Edinburgh.
2. Create a permanent annexe for South Morningside Primary School.
3. Identify capacity solutions at each school.

Site Options

- 3.13 One of the key requirements for options 1 and 2 is a site in a suitable location which is of sufficient size to accommodate either a new primary school or an annexe. Investigatory work regarding possible sites has continued however options in the area are very limited and some possibilities have no certainty regarding availability and the timescales within which this might arise.
- 3.14 The best site option in the area has emerged only relatively recently and would be a combination of the site of Deanbank Resource Centre and the directly adjacent site on which the Oaklands residential care home is currently located. This site is considered to be appropriate for an educational establishment and, as it is in Council ownership through Health and Social Care, would offer a high level of certainty and control regarding both availability and the timescales to deliver a new annexe or school.
- 3.15 Oaklands is one of Health and Social Care's older facilities and there is a desire to replace it with a new facility on a different site. Whilst the business case for the provision of a new facility assumes a receipt for the combined Oaklands and Deanbank site; no business case has yet been considered, or approved, by the appropriate Committee and the full funding package which would allow this to be progressed is not yet in place. It is fully recognised that a new care home would have to be delivered before the Oaklands site could be vacated.
- 3.16 In order to implement the interim accommodation solution for South Morningside Primary School, it has been recommended that Children and Families lease the Deanbank Resource Centre site from Health and Social Care. It is proposed that discussions commence between Children and Families and Health and Social Care to consider options, value and timing for the purchase of the combined site which will also allow Health and Social Care to progress the business case which will be required for the provision of a new facility.
- 3.17 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new double stream primary school with capacity for a further 40 pupils in the nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
 - An area for playing fields of not less than 0.6 hectares.
- 3.18 In certain circumstances, a smaller site area for either element can be provided with the consent of the Scottish Government subject to it being agreed that it would be impractical or unreasonable to apply the standards within the legislation. For the provision of an annexe a smaller minimum site area may apply depending on the number of pupils for which it is intended.

- 3.19 The regulations do not actually require that playing fields (or pitches) are adjacent to the actual school building but that they are *available* to the school i.e. could be elsewhere and off-site. In Edinburgh there are many schools where the maximum areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city. The potential to share the adjacent pitch/grassed area with St Peter's RC Primary School also exists. Taking the area of such off-site facilities into consideration the minimum requirement would therefore be a site of 1.2 hectares for a primary school alone, 1.3 hectares including a nursery.
- 3.20 The total area of the combined Deanbank and Oaklands site is approximately 0.9 hectares. As this would not comply with the relevant minimum school site size regulations for a double stream primary school, or that including a nursery, the consent of the Scottish Government would be required. The position regarding any annexe option would be dependent on the intended pupil capacity however the consent of the Scottish Government may also be required.
- 3.21 However it is considered that a case can be demonstrated that it would be impractical or unreasonable to apply the standards within the legislation on this occasion. Recent experience in considering design options for other primary schools in the city has suggested that a site size of 1.3 hectares could provide an appropriate environment for a primary school and nursery of this size and also incorporate provision for a small pitch adjacent to the school buildings. Excluding the provision of a pitch, a site area of 0.9 hectares should be sufficient to provide an appropriate environment for a double stream primary school and, if necessary, an associated nursery.
- 3.22 While there are significant issues which remain to be resolved in determining the funding for the acquisition of any site and agreeing an appropriate method of transfer, securing the Deanbank and, depending on the option, also the adjacent Oaklands site would remove a major obstacle to the feasibility of all three options for a long term solution being delivered.
- 3.23 On the assumption that either the Deanbank or the combined site can be secured, the three options identified in the report to Committee on [4 March 2014](#) have been developed to take account of the proposed site and are summarised as follows:
1. Establish **a new primary school in south Edinburgh** on the combined Deanbank and Oakland sites. The existing Deanbank building could either be incorporated into the design or demolished once an entirely new school had been constructed.
 2. Establish **a permanent annexe for South Morningside Primary School** with the school increasing to become four streams with P1-P3 classes being based at an expanded annexe on the combined Deanbank and Oakland

sites. The existing Deanbank building could either be incorporated into the design or demolished once an entirely new annexe had been constructed.

3. Deliver **capacity solutions at each school** with the interim solutions proposed at each school becoming the long-term solutions other than the additional requirement to provide a new gym at the Deanbank annexe which would require to be retained as a permanent annexe. Development of the existing South Morningside Primary School site has been considered but discounted.
- 3.24 Further information regarding each option is provided in Appendix 1. Detailed feasibility studies now require to be progressed to fully inform each option and the associated costs.

Early Years and Childcare

- 3.25 The Children and Young People (Scotland) Act 2014 sets out the requirement to expand free nursery provision from 475 hours to 600 hours a year for all three and four year olds and for certain two year olds.
- 3.26 The Scottish Government has provided additional capital funding to respond to the necessity to deliver additional capacity across the estate as a result of these new requirements. The additional capital funding already confirmed as being available is £7,498,218 with further funding likely to be provided. On [11 September 2014](#) Committee approved the use of part of this additional funding to progress priority projects involving the replacement and/or expansion of the early years provision at five key locations across the City.
- 3.27 An officer working group is carrying out further analysis to review early years provision across the city and establish recommendations for use of the remaining funding which will be reported to the next meeting of the Education, Children and Families Committee on 3 March 2015 for consideration.
- 3.28 This analysis will focus on the expansion of services to meet demand combined with, where feasible, any possible rationalisation of the number of sites and facilities currently in operation. The area in south Edinburgh is part of this review to identify the capacity required to provide early learning and childcare in the future. The outcome of this review will inform the extent to which either existing or future accommodation will require to be expanded or created and will be considered during the preparation of the statutory consultation paper for south Edinburgh.

Catchment Changes

- 3.29 For each option an initial analysis has been undertaken to consider the scale and area of the catchment changes which would be required. Further detailed analysis now requires to be undertaken to allow the exact implications of all options to be determined.
- 3.30 Under option 1 the level of catchment change necessary would be the most significant requiring that the catchment areas of Bruntsfield, James Gillespie's

and South Morningside Primary Schools all be realigned to create the catchment for the new primary school. All three existing primary catchment areas would be reduced in size; James Gillespie's and South Morningside by approximately a third. The inclusion of Bruntsfield Primary School is largely for reasons of geography rather than to address accommodation pressures at that school.

- 3.31 Under option 2 the required catchment change would result in approximately one third of the James Gillespie's Primary School catchment population transferring to an enlarged South Morningside Primary School. However, as Deanbank/Oaklands would be an annexe rather than the main school site, the building's position on the catchment boundary with Bruntsfield Primary School would be less of an issue. Accordingly, there would be no requirement to involve Bruntsfield Primary School in the catchment changes.
- 3.32 Under option 3 the catchment change proposed would simply be to realign the boundary between South Morningside and James Gillespie's Primary Schools so that the Deanbank/Oaklands site fell within the South Morningside Primary School catchment area. No other properties would be affected.
- 3.33 For all options there would also be implications for secondary school catchment boundaries.

Pupil Transfer

- 3.34 Only option 1 would require that some pupils had to transfer from their existing school to a new school; this would be necessary to allow the new school to be populated at all year stages. Catchment change alone would not be sufficient to achieve this as conventionally a catchment change affects only pupils arriving at P1 stage. The mechanisms by which pupils would transfer will require to be developed in consultation with each of the primary school working groups.

Statutory Consultation

- 3.35 Each option would involve a change which would require a statutory consultation to be undertaken and the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.
- 3.36 The breadth and depth of the consultation process which will be required for each of the options considered in this paper is extensive. Due to the number of issues which require to be addressed, the differing impact which some options will have on each school and the number of people affected, it is recommended that a full statutory consultation process encompassing all three options is progressed in order to get as full a representation of views as possible from the school communities of all affected schools.
- 3.37 The statutory consultees for such a consultation are prescribed as follows:
- the Parent Council of the affected school;
 - the parents of the pupils at any affected school;

- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
 - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
 - the staff (teaching and other) at any affected school;
 - any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
 - the community councils (if any);
 - the Roman Catholic Church; and
 - any other users of any affected school that the Council considers relevant.
- 3.38 As the catchment areas of South Morningside, James Gillespie's and Bruntsfield Primary Schools and those of the related secondary schools would all be affected by one, or more, of the three options these would all be affected schools and would be statutory consultees. In addition due to its proximity to the Deanbank/Oaklands site, the potential for shared use of facilities (e.g. the playing field) and shared responsibility for developing school travel plans for the area St Peter's RC Primary School would also be statutory consultee.
- 3.39 Any proposed statutory consultation would require the approval of Committee prior to being undertaken. On conclusion of the consultation process a report would be produced which must be publicly available at least three weeks prior to its consideration by Council with whom the final decision regarding any proposals which were subject to consultation would ultimately rest. The report would include a summary of written representations received during the consultation period and representations made at any public meetings along with Officer's responses to representations made.
- 3.40 A comprehensive consultation paper will require to be produced to inform the consultation process. This will take some time to produce due to the complexities involved and the considerable further work which is required to complete the necessary feasibility studies; determine the exact changes which would be required to existing primary and secondary catchment boundaries; assess the implications for early learning and childcare and determine the mechanisms by which pupils would transfer from existing classes if necessary.
- 3.41 It is proposed that the consultation paper will be taken to the meeting of the Education, Children and Families Committee on 19 May 2015 for consideration at which formal Committee approval would be sought to undertake the statutory consultation. This report will set out the timescales for the statutory consultation process and the arrangements for the public meetings which will be required.
- 3.42 Primary school rolls across the city are now projected to continue rising until 2030. However, the interim measures put in place at each of the three schools are projected to be sufficient to provide the area with the accommodation

necessary to address growth for at least the next five years. The necessity to deliver a long-term solution for this area is not driven by a requirement to provide additional capacity within a given timeframe but by a need to address the suitability of some of the interim arrangements which remain in place. In considering the detail for the long-term options, the latest population projections will be taken into consideration to ensure the accommodation provided will be sufficient.

Measures of success

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

Financial impact

- 5.1 Detailed feasibility work requires to be undertaken to identify the capital and revenue cost implications associated with each option. This will now be progressed with the outcome being reported to the Education, Children and Families Committee on 19 May 2015.
- 5.2 The capital costs including those associated with site acquisition will be significant but will vary considerably depending on the option. The most expensive option would be the delivery of a new primary school which is estimated would cost in excess of £16m.
- 5.3 There is provision of £14.902m in the Children and Families Capital Investment Programme to 2017/18 for the capital funding necessary to respond to the challenges arising from rising primary school rolls. A separate report on the agenda for this Committee advises that there is currently an estimated funding deficit of approximately £5m to deliver the accommodation solutions which may be required over the next five years to respond to the challenge of rising rolls.
- 5.4 Additional resources will need to be identified to meet this deficit however this excludes any costs associated with providing a long term solution to the specific challenges in the south Edinburgh area (Bruntsfield, James Gillespie's and South Morningside Primary Schools). Further additional resources will require to be identified to meet any costs arising to resolve the long-term issue.

Risk, policy, compliance and governance impact

- 6.1 The options considered in this paper address the Council's policy of ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school. Option 1 would also address the Council policy to ensure the suitability of the school estate through withdrawal from both annexe and temporary accommodation in the area.
- 6.2 All options are subject to the successful procurement of a permanent site. Early discussions with Health and Social Care regarding the possibility of acquiring

both the Deanbank and the adjacent Oaklands site have been positive. However, until a business case and the appropriate funding has been identified and approved for the provision of a new care home to replace the existing facility on the Oaklands site the transaction may not take place and this remains a risk to the delivery of two options.

- 6.3 While addressing the sufficiency issues arising from rising school rolls remains the highest priority for Children and Families, it must be noted that in addition to the above until the appropriate funding has been identified there remains a risk to the delivery of the options outlined in this report.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.
- 7.2 By providing additional capacity at local schools the Council is responding to parental choice and endeavouring to offer all catchment pupils from all equalities groups the opportunity to attend their catchment school. The Council will continue to ensure that the needs of pupils who have a disability are met by the accommodation available at the schools affected by these proposals or, where catchment changes are proposed, appropriate alternative accommodation. The provision of facilities offered to school users with learning and behavioural support needs will be unaffected.
- 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

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the options set out in this report would see the expansion of existing facilities or the creation of new buildings, the purpose is to create fit for purpose accommodation to meet demand. Any new buildings would be designed to minimise the impact on carbon emissions and energy consumption.
- 8.2 The creation of additional accommodation at local schools so that children can access their catchment school also ensures that travel to school patterns are minimised.

Consultation and engagement

- 9.1 This report identifies solutions to address the accommodation pressures in South Morningside, James Gillespie's and Bruntsfield Primary Schools. A process of consultation is ongoing with each school community regarding these options. It is proposed to also establish a working group with St Peter's RC Primary School.

9.2 The options in this paper will ultimately be the subject of a statutory consultation process undertaken according to the procedures set out in the Schools (Scottish) (Consultation) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

Background reading/external references

On 8 May 2013, the Estate Strategy and Rising Rolls Working Group considered an initial report regarding potential capacity pressures in primary schools in the south side of the city centre. There was a further report to the Education, Children and Families Committee on [4 March 2014](#) which detailed the capacity and accommodation issues facing the three schools in the area and identified a range of potential options to address these in both the short and long term.

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Links

Coalition pledges	P4
Council outcomes	CO1 and CO2
Single Outcome Agreement	SO3
Appendices	1 Detailed Information on Options

Detailed Information on Options

Option 1 – A New Primary School in South Edinburgh

- 1.1 This option would result in the establishment of a new school for the South Edinburgh area located on the combined site of the proposed new Deanbank annexe and the adjacent Oaklands residential care home. It would be a double stream (14 class) school with a catchment area formed from sections of the existing South Morningside Primary School, James Gillespie's Primary School and Bruntsfield Primary School catchment areas. The school could potentially include a new nursery however the requirement for this is still to be determined.
- 1.2 The new school would be populated by transferring pupils from both South Morningside and James Gillespie's Primary Schools as a result of changes to their catchment boundaries. The mechanisms by which this transfer would take place would be developed through discussions with each of the schools.
- 1.3 The effect of the new school would be to reduce both South Morningside and James Gillespie's Primary Schools to two streams (14 classes) and return Bruntsfield Primary School to being an 18 class organisation.
- 1.4 There would be no change to the existing South Morningside or Bruntsfield Primary School buildings or sites. The existing nursery associated with South Morningside Primary School is located at Fairmilehead; what the future arrangements would be to provide early learning and childcare in the area for both South Morningside Primary School and the new primary school have still to be determined.
- 1.5 At James Gillespie's Primary School, once the school organisation had been reduced to 14 classes, the temporary unit would be removed and the six small classrooms in the main building would be reconfigured to form four standard sized classrooms.
- 1.6 The annexe at Deanbank and the availability of the adjacent Oakland residential care home site allow two general approaches to the design of the new school:
 - (i) incorporate the existing Deanbank building in the design; or
 - (ii) construct a new school and then demolish the existing Deanbank building

A new primary school incorporating the Deanbank building

- 1.7 Incorporating the Deanbank annexe into the new school design would have the advantage of reducing the number of new classrooms required. If the large activity area and dining room within the Deanbank annexe were to be converted for classroom space the extent of the new accommodation which would require to be constructed could be eight new classroom spaces rather than the 18 briefed for a new double stream school. A new gym hall, dining area and administration/support areas would still be required however 10 fewer

classrooms and the associated circulation space would significantly reduce the area of new build required. This option would maximise the investment made in Deanbank Resource Centre as an interim solution.

- 1.8 The disadvantage of incorporating the Deanbank annexe accommodation into a new school design would be the disruption caused on the Deanbank Annexe site during construction with the likelihood for some decant requirements. The extent of this disruption would be dependent upon the final design of the new building or extension. However, the final design itself would also be restricted by a need to maintain a relationship with the existing building.

Construction of a new primary school and demolition of the Deanbank building

- 1.9 Perhaps the most logical approach to the construction of a new primary school utilising the combined Deanbank and Oakland sites would be to build on the Oaklands site with the Deanbank annexe then being demolished following the construction of the new school to provide the play area.
- 1.10 This would have the advantage of avoiding the need for decant and would limit disruption to the operation of the school during the construction period. However, it could possibly be more expensive (even taking into consideration any necessary decant costs involved in option1(i)) and would require demolishing a building that had, only a few years earlier, received significant investment.

Option 2 – Create Permanent Annexe for South Morningside Primary

- 2.1 A strategy that sought to address accommodation pressure for the whole south Edinburgh area through the expansion of South Morningside Primary School would require that a permanent annexe with sufficient space to accommodate a fourth stream be established.
- 2.2 The options considered below require that the annexe created be considerably larger than the interim solution in order to accommodate pupils who would have to be realigned from the James Gillespie's Primary School catchment area. However, no transfer of pupils from existing classes at James Gillespie's Primary School would be required as the necessary catchment changes would apply only to new P1 pupils.
- 2.3 The existing nursery associated with South Morningside Primary School is located at Fairmilehead; what the future arrangements would be to provide early learning and childcare in the area for South Morningside Primary School, including the annexe, have still to be determined.
- 2.4 Under this proposal the main South Morningside Primary School building would require to be extended by two classes to continue to accommodate P4-P7 (16 classes) and the new annexe would accommodate P1-P3 (13 classes). Including General Purpose space, the new annexe would require 16 classroom spaces in total. It would also require a gym hall, a dining hall and the necessary

support spaces (e.g. office space, tutorial space, medical room, toilets, plant, etc.). This would necessitate the use of at least a significant proportion of the adjacent Oaklands site.

- 2.5 As is the case for Option 1, the larger annexe solution could be achieved by either:
- (i) extending the existing Deanbank building; or
 - (ii) construct a new, purpose built annexe and then demolish the existing Deanbank building.

Create an annexe of a four stream South Morningside Primary School incorporating the Deanbank Building

- 2.6 Under this option the interim solution at Deanbank Annexe would be a part of the permanent solution. However, the annexe and its grounds would require to be extended to accommodate the additional classes and a new gym and dining hall.
- 2.7 If the large activity area and dining room within the Deanbank annexe were to be converted for classroom space, the extent of the new section to be constructed would be four new classroom spaces plus a gym hall, a dining hall and the necessary support spaces. Delivery of this option would develop the existing Deanbank annexe thus making best use of the investment already made in it.
- 2.8 The disadvantage of this option would be the disruption caused on the Deanbank annexe site during construction including the likelihood for some decant requirements. The extent of this disruption would be dependent upon the final design; this would also be restricted by a need to maintain a relationship with the existing building.

Construct a new building for the annexe of a Four Stream South Morningside Primary School and demolish the existing Deanbank building

- 2.9 Perhaps the most logical approach to the construction of a new annexe would be to construct an entirely new building on the adjacent care home site with the Deanbank annexe remaining operational and pupils moving into the new building on its completion. The new building would contain 16 classroom spaces (13 classes and three GP spaces), a nursery, a new gym/dining hall and the necessary support spaces e.g. office space, tutorial space, medical room, toilets and plant. It would, in effect be the equivalent of a double stream school in its own right.
- 2.10 This would have the advantage of avoiding the need for decant and would limit disruption to the operation of the school during the construction period. However, it could possibly be more expensive (even taking into consideration any necessary decant costs involved in 2(i)) and would require demolishing a building that had, only a few years earlier, received significant investment.

Option 3 – Deliver Capacity Solutions at Each School

- 3.1 This option would result in each school accommodating demand for places within the accommodation currently available to it and any additional accommodation made necessary by projected pupil numbers. The following sections consider the implications of this option for each school.

Bruntsfield Primary School

- 3.2 Bruntsfield Primary School has a capacity of 19 classes and is currently operating at its classroom capacity. Projections suggest that by August 2016 Bruntsfield will have reached a peak requirement for 20 classes. The level of General Purpose space provision required by the Council is greater for a 20 class organisation which may also necessitate the creation of a further class space for August 2016.
- 3.3 A feasibility study considering how a further three classroom spaces might be delivered at Bruntsfield Primary School which may be necessary to address rising rolls and has identified that these could be created through the internal reconfiguration of existing spaces. The outcome of this study has been discussed and agreed with members of the working group. This means that the necessary work may be undertaken as required following assessment of the number of registrations each January.
- 3.4 Accordingly the accommodation pressures projected to be experienced by Bruntsfield Primary School could be addressed through works which will require to be delivered regardless of any long-term solutions identified for the south Edinburgh area as a whole.

James Gillespie's Primary School

- 3.5 James Gillespie's Primary School currently has capacity for 16 classes. Projections suggest that the high P1 intake experienced in 2014/15 will be repeated in 2015/16 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.
- 3.6 Through the rising rolls process James Gillespie's Primary School has been identified as having an immediate accommodation issue. Accordingly, should the number of P1 registrations in January 2015 suggest that the projection for August 2015 is accurate; a new classroom building will be constructed to increase the school's capacity from 16 to 18 classes by August 2015 and provide a further two General Purpose spaces. This will allow the high intake expected in 2015/16 and future projected intakes to be accommodated.
- 3.43 However, while the new building will provide the school with the accommodation necessary to provide sufficient places for its current and projected catchment demand, there will remain an ongoing requirement to accommodate classes in

the existing temporary unit. There also remain suitability issues associated with the size of some of the classrooms in the main building. The working group welcomed the new building as part of a strategy that would eventually allow the school to return to a 14 class capacity (double stream) in the future through:

- removing the existing two class temporary unit; and
- re-configuring the six small classrooms in the main building to create four standard size classrooms.

3.7 If the current proposal to increase the capacity of the school to 18 classes were to become the long-term solution, the temporary unit would require to be maintained in the long-term and the suitability issue created by the existing small classrooms within the main school building would not be addressed.

South Morningside Primary School

3.8 The creation of a temporary annexe at the former Deanbank Resource Centre to accommodate P1 and P2 pupils from August 2015 will address a number of the accommodation issues that have existed at South Morningside Primary School for many years by:

- Reducing the number of pupils on the main school site;
- Removing the two temporary units;
- Increasing the play area on the main school site;
- Removing the need for classes to be accommodated within the Cluny Centre.

3.9 If the long-term option chosen were to address accommodation pressures in the south Edinburgh area at each school individually, there would be two possible options available at South Morningside Primary School:

- (i) Retain the existing accommodation and the Deanbank annexe (as delivered for August 2015) and provide a new gym at this location; or
- (ii) Develop the existing school site.

Retain the existing accommodation and the Deanbank annexe (as delivered for August 2015) and provide a new gym at this location

3.10 When the Deanbank annexe is operational, South Morningside Primary School will have sufficient accommodation to address rising rolls. It will also be operating with less pressure on its supporting facilities e.g. dining space, General Purpose space and playground space.

3.11 However, while the Deanbank Annexe will address a significant number of issues with the school's present accommodation, it is a solution that presents a number of new issues.

3.12 While the 'gym' facilities provided at Deanbank will be adequate to allow the delivery of physical education, they do not provide the infant classes based there with the space or breadth of opportunities that a purpose built hall might. Hence a new gym would be required if this were to become a permanent solution.

- 3.13 The creation of the Deanbank annexe continues to split the school across two separate sites (three when the nursery is taken into consideration) and is contrary to the Council's objective to remove all annexe buildings.
- 3.14 If the Deanbank annexe was to be retained as a long-term accommodation solution, the statutory consultation proposed would establish the Deanbank annexe as a permanent educational establishment and include it within the South Morningside Primary School catchment area.

Develop the existing school site

- 3.15 In 2011 a feasibility study considering options to locate all of South Morningside Primary School's pupils in permanent buildings on the main school site was produced. A new gym and relocation of the nursery were also considered. The report proposed three options: an extension of the existing building; a two storey annexe building; and a single storey annexe.
- 3.16 Due to the significant planning risks inherent in the others, the single storey option was the recommended solution however the significant loss of playground space required made the double storey option the preferred option of the school community.
- 3.17 Earlier this year the costs of the two storey annexe proposals in the 2011 feasibility study were updated. Excluding any nursery provision the cost of the permanent two storey options (which included a gym) ranged from £3.6m to £4.0m.
- 3.18 However, the recent advice received from the Planning department has been that the height of the proposed buildings and their proximity to the common boundary would make planning issues difficult to overcome. This represents a significant risk to this proposal. In addition, any option to provide permanent accommodation for all classes on the main South Morningside Primary School site is likely to require a significant period of disruption to the school due to the loss of the majority of the playground area for the duration of the build period.
- 3.19 For the reasons outlined above this option is not considered to be a reasonable solution to the current accommodation issues at South Morningside Primary School and has been discounted.

Education, Children & Families Committee

10am, Tuesday, 9 December 2014

Liberton High School

Item number	7.6
Report number	
Executive/routine	Executive
Wards	

Executive summary

This report seeks to update Committee on the steps taken following the tragic event which led to the death of Keane Wallis Bennett on 1 April 2014 at Liberton High School. Specifically:-

- How immediate concerns regarding the facilities and support for pupils were met.
- How intermediate issues are being addressed.
- Longer term plans for considering the inclusion of the school in possible future new build programmes.

Links

Coalition pledges
Council outcomes
Single Outcome Agreement

Liberton High School Report: Post 1 April 2014

Recommendations

- 1.1 Committee is asked to note progress made.

Background

- 2.1 Keane Wallis Bennett tragically died on 1 April 2014 in the school gymnasium's changing area.
- 2.2 This tragic accident has resulted in significant impact on the children, staff and parents as well as the wider community including pupils in local primary schools.

Main report

- 3.1 The Head of Schools and Community Services and Senior Education Manager - Inclusion, responded immediately to the emergency call from the school, alerting Health and Safety, Property and Media teams before arriving at the school. The Senior Education Manager - Inclusion remained on site for the week, co-ordinating support for the school in conjunction with the Head Teacher and his Senior Management Team. This support consisted of Educational Psychologists and Quality Improvement staff who offered confidential advice and support to staff and pupils. A member of the media team was also on site throughout the first week assisting with interaction with the media who were continuously present at the school gate.
- 3.2 Following the tragic accident at Liberton High School it was agreed that a Project Group should be formed – membership included local elected members, three Parent Council representatives and the Director of Children and Families.
- 3.3 This Project Group, which included representatives of the Liberton High School community, agreed terms of reference (appendix 1).
- 3.4 The Project Group had three purposes:
 - (i) To address immediate concerns regarding the facilities and support for pupils at Liberton High School.
 - (ii) Consider options for the future including a new school.
 - (iii) Co-produce a report to be considered by the Education, Children and Families Committee in December 2014.

- 3.5 The Head Teacher and staff were determined to maintain as normal an approach as possible and should be commended for ensuring the school continued to provide Easter revision on site during the Easter holiday. This was a very popular decision and staff and pupils attended in large numbers.
- 3.6 The Council's provider of emotional wellbeing support, Right Management, was engaged with all staff associated in any way with the incident.
- 3.7 The gymnasium where the accident took place was sealed off for the purposes of the HSE investigation.
- 3.8 The loss of the gymnasium created an immediate reduction in teaching space and consideration was given to temporary arrangements until a longer term solution could be found.
- 3.9 Concern was expressed regarding the reputational harm that this incident could have on the school especially if parents would chose to go elsewhere for their children's secondary education.
- 3.10 In response to the potential for reputational harm felt by parents, the Council's media team, with school staff and parents, identified a strategy for promoting the positive aspects of Liberton High School. The Evening News covered a number of pieces including Liberton's involvement in the Commonwealth Games Baton Relay, Health 4 U Initiative and the Jamie Skinner funding raising campaign. Work is ongoing to improve the schools' online profile.
- 3.11 It was agreed that pupils would never be asked to enter the gymnasium again, following an engagement exercise with pupils and parents. There was unanimous support for this and on 26 June 2014 Council approved the demolition of the existing gym block and the provision of replacement Physical Education (PE) facilities through extending the separate building within which the other PE facilities at the school are currently already provided. The existing gym block has now been demolished.
- 3.12 During the summer school vacation, a new dance studio was created in the main school building. Corporate Property should be commended for ensuring that this was ready before the start of the new 2014/15 session.
- 3.13 On 21 August 2014 Council approved gross capital expenditure of up to £2.5m to provide the replacement PE facilities with two-thirds of this (up to a maximum contribution of £1,666,667) being provided by the Scottish Government, the remainder being provided by the Council.
- 3.14 Council also requested a report investigating funding and delivery options to include additional PE accommodation which might be required at the school in the future, including possible options for dual delivery. On 30 September 2014 the Finance and Resources Committee considered options to deliver this wider project scope and agreed that it should not be progressed as there is no

- necessity to deliver any additional PE accommodation at this time and the costs of doing so would be significant.
- 3.15 The project to deliver the extension is now being progressed and is already well advanced; the planning application was submitted on 31 October 2014 with completion anticipated to be by June 2016.
 - 3.16 A key aspect of the design of the new extended gym hall will be the provision of a memorial garden. This area is being designed with the support of Grounds for Learning in full consultation with pupils and with the support of Keane's parents.
 - 3.17 Whilst the school has significant external sports facilities, none of these are all weather therefore the school is currently seeking funding for the creation of a 3G sports pitch. It will be important that, if such a project was to be progressed, the location of such a pitch is carefully considered to ensure that it would not compromise the design of any future school extension, or replacement project which may be required on the site.
 - 3.18 The longer term ambition of the school community is to have a new school building.
 - 3.19 Since 2000 the Council has undertaken a significant and sustained level of investment in its school estate. With funding having been identified to deliver all five schools in the Wave 3 programme, and most of the projects well underway, it is now appropriate to consider a fourth wave of investment – a 'Wave 4' school investment programme. At its meeting on 25 September 2014 Council received an update on the existing priorities which already exist within the Wave 4 programme and approved the proposed approach to determining the remaining scope of that programme noting that a report will be taken back to Council on the outcome of this process at a later date. Liberton High School is one of several secondary schools and primary schools which have been identified to be considered for inclusion in the scope of the Wave 4 school investment programme.
 - 3.20 The incident received a high level of media interest and the Council's Communications Team provided professional media management support to the school throughout. While the situation was well managed, as part of the team's approach to continuous improvement, advice will be updated for schools in terms of major incident management and the media.

Measures of success

- 4.1 Completion of demolition of the old gym without disruption to the school day.
- 4.2 The creation of the enhanced PE facilities by the extension of the 'new' games hall with the inclusion of a memorial space.

Financial impact

- 5.1 There are no financial impacts arising directly from this report.

Risk, policy, compliance and governance impact

- 6.1 There is a risk of neighbours objecting to the proposed extension during the planning process. Consultation was undertaken with them to inform them of the intention to submit a planning application and to seek their feedback to establish any concerns which they might have and identify any amendments to the design which might mitigate these concerns either fully or partially. As a result of the feedback from local residents, a number of mitigating changes were made in arriving at the final design (compared with that which was subject to consultation) in order to address some of the concerns expressed.

Equalities impact

- 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 young people. There are no negative impacts arising from this work.

Sustainability impact

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

Consultation and engagement

- 9.1 Pupils, staff, parents, elected members and senior officers have been involved in the consultation process regarding the status of the old gym and proposals for its demolition and for the extension to the existing PE facility.
- 9.2 Neighbours to the school site were consulted on the proposed extension to the existing PE facility before the planning application was submitted. It is planned to have a further meeting with the neighbours and also with Liberton and District Community Council during the planning process.
- 9.3 The Parent Council were consulted and have submitted an appendix to the report.

Background reading/external references

[Report 8.1, City of Edinburgh Council Meeting – 21 August 2014](#)

Gillian Tee

Director of Children & Families

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Links

Coalition pledges

Council outcomes

**Single Outcome
Agreement**

Appendices

1 Liberton High School Parent Council

2 Terms of Reference for Liberton High School Project Group

LIBERTON HIGH SCHOOL PARENT COUNCIL DECEMBER 2014

Introduction

The Parent Council believes that Liberton High School should benefit from a new building. In the context of newly built schools in the area, our building appears to be outdated and unattractive. Together with the tragic events that led to the death of Keane Wallis Bennett, there is a perception amongst some in our community that we might not have the facilities required to deliver the curricular entitlements as set out by Curriculum for Excellence.

The Importance of Wave 4

Along with six other schools across Edinburgh we are currently undergoing scoping for inclusion in the Wave 4 programme. This process ranks buildings purely on the basis of condition and suitability for delivering a modern curriculum. We believe that in Wave 3, the differentials between schools were very small. **Our biggest fear is narrowly missing out on Wave 4 through a standardised scoping process which does not take into account our tragic circumstances and their impact on our community.**

A young person died, in school on an ordinary day, because part of the building fell and struck her. We must emphasise the impact this event has had and we ask the Council to take account of this in our Wave 4 assessment. The psychological effect the school building now has on the pupils, staff, parents, cluster primaries and wider community cannot be ignored. As a school, parent council and community we remain deeply sad for Keane's family at their terrible loss of a daughter, sister and grand-daughter.

Many of Keane's friends and those young people present at the time of the accident experienced anxiety after Keane died. We believe they have been well supported and, amongst other things, continue to be helped by their families and the Seasons for Growth programme, are planning an outdoor learning space at the school with Keane's family as a memorial and have recorded a song. However, we remain extremely concerned that these young people have had to cope with a very challenging experience in addition to the normal demands of the teenage years.

As a parent council, we have reinstated regular meetings with cluster parent council chairs and the benefit has already been felt in our joint working on the consultation for LDP2. However, cluster parents also expressed that the building does not compare favourably with other Edinburgh secondary schools in this area which have been or will be rebuilt (Holy Rood, Gracemount, St Thomas', Portobello, Boroughmuir and James Gillespies). Indeed, because the school is one of the last in the City to be addressed, many had the impression that the school was a lower priority for investment and have expressed a reluctance, as a result of this, to make Liberton their first choice. These concerns were compounded by the tragic accident. We remain extremely concerned that cluster parents continue to struggle to see beyond the building to the excellent education and nurturing environment within.

There is a knock-on effect here too, to the whole sense of how valued Liberton feels as a community within the City. We have many third and fourth generation pupils at the

school. Indeed, we suspect that there can be few high schools in Edinburgh which are as strongly rooted in the surrounding community and have played such a large part in the lives of so many of those living in the catchment. Liberton is not a wealthy community. The High School has potential to be a huge force for good or ill in the lives of the families it serves. As a Parent Council we have nothing but admiration for what the staff does, but they do this despite the state of the building. With every wave of refurbishment elsewhere in the City, the failure to invest equally in Liberton High School becomes more of an issue.

In addition, as we feel the scoping exercise will reveal that there is very little to choose between the schools in most need of a rebuild and that Liberton is certainly in this category. As a parent council we understand that all of the parents from the six other schools will feel strongly about the needs of their own school, however, Liberton is in this instance a special case. The impact on our pupils and on the community cannot be quantified through a scoping exercise. **Our biggest fear is narrowly missing out on Wave 4 through a standardised scoping process which does not take into account our particular circumstances.**

Conclusion

We want to:

- Make our children feel valued and safe
- Provide the best environment to encourage learning and a positive school community
- Demonstrate that accidents at the school have been taken seriously
- Give those living in the surrounding community a sense that they matter to the City

We recognise that Liberton High School has had remedial works undertaken to ensure the building is safe, water tight and complies with Health and Safety regulations but these are considered short term measures and we expect a more long term, permanent solution. As a community we continue to work together to heal the psychological cracks. Will we once again be placed at the bottom of the pile of schools in need of physical investment, our community mental health disregarded because it didn't fit the criteria of how schools are assessed for investment?

Acknowledgements

Liberton High School Parent Council would like to thank our Head Teacher, Mr Stephen Kelly and all staff for their leadership, time commitment, support, patience and understanding throughout this difficult time. We would also like to thank the Council and the Scottish Government for their swift actions: the demolition of the Old Gym Hall, the architect's plans for replacement PE facilities and the replacement dance studio. The impressive speed with which these have been actioned is appreciated by the whole community. Particular thanks go to Mrs Gillian Tee and the members of the Project Group, for the collaborative nature of the meetings, their commitment, and for listening to, and understanding, our concerns.

Liberton High School Parent Council
4th November 2014

TERMS OF REFERENCE FOR LIBERTON HIGH SCHOOL PROJECT GROUP

Purpose:

1. To address immediate concerns regarding the facilities and support for pupils at Liberton High.
2. Consider options for the future including a new school.
3. Co-produce a Report to be considered by the Education, Children and Families Committee in December 2014.

Membership:

Gillian Tee, Director of Children and Families (Chair)
Stephen Kelly, Head Teacher Liberton High School
Marion Hemmingway-Brunt, Parent Council Chair, Liberton HS
3 Members of Parent Council (to be identified by parent chair)
Cllr Norma Austin-Hart
Peter Watton, Head of Corporate Property
Andy Gray, Head of Schools and Community Services
Joyce Nisbet, Communications Manager
Karen Prophet, Senior Education Manager
Paul Ewing, Cluster Head Teacher Representation

Issues to be addressed:

Decision about future use of Old Gym
Property Improvements
Support for pupils and staff
Engagement strategy with Parents and wider community and local primary schools
Reassurance and promotion of the school to wider community through effective use of Media
Consideration of future options including a new school
A process will be established to seek the views of all parents and pupils feeding into the pupil and parent representatives

Timescale:

Immediate issues to be addressed as a matter of urgency and strategic proposals to be through Committee by December 2014

10am, Tuesday, 9 December 2014

City of Edinburgh Play Strategy

Item number	7.7
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The report provides a summary of the progress made in Outdoor Play and Active Learning from October 2013 - October 2014. It reviews the City of Edinburgh Play Strategy, *Play in Partnership: a Play Strategy for the City of Edinburgh* in response to the latest national and international guidance.

The report includes results of an audit of current arrangements for access to primary school playgrounds for play out with teaching hours, and the attached document sets out policy principles on access to primary school playgrounds for play out of teaching hours.

Links

Coalition pledges	P5
Council outcomes	CO1 , CO2 , CO3 , CO4 , CO5 , CO6
Single Outcome Agreement	SO3

City of Edinburgh Play Strategy

Recommendations

- 1.1 That Committee accepts the revision of *Play in Partnership: a Play Strategy for the City of Edinburgh*.
- 1.2 That *Play in Partnership: a Play Strategy for the City of Edinburgh* is circulated to the Culture and Sport, and Transport and Environment Committees to raise awareness, and increase consideration of the impact Committee decisions have on children's play.
- 1.3 That Committee accepts the policy principles to use primary school grounds for community use for play outside of teaching hours.

Background

- 2.1 *Play in Partnership: a Play Strategy for the City of Edinburgh* was adopted by Council in 2000, and reviewed in January 2009.
- 2.2 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* and subsequently a review of *Play in Partnership: a Play Strategy for the City of Edinburgh* has been developed in line with the national policy.
- 2.3 The Education, Children and Families Committee of 8 October 2013 approved the recommendation to review the policy for the community use of school grounds for play outside teaching hours.

Main report

Key Achievements October 2013 to October 2014.

- 3.1 Councillor Keith Robson has taken up the role of Play Champion, chairing the developing Edinburgh Play Forum which meets quarterly. The Play Forum is a partnership of voluntary sector play organisations supported by the City of Edinburgh Council and Inspiring Scotland to provide a vehicle to build play opportunities in communities and attract additional funding for play projects. The Edinburgh Play Forum will inform the Council's Play Strategy Steering Group.
- 3.2 The Grounds for Learning Playing Naturally in Schools project, worth a total of £150,000, at Carrick Knowe, Castleview, Lorne, Granton, Buckstone and Sighthill Primaries is nearing completion. The experience from the successful Grounds for

Learning project at Castleview Primary has shown that it is possible to enhance the school playground for play in partnership with PPP providers without making changes to the existing contract. Children's play opportunities have been greatly enhanced and project schools are reporting an improvement in social interaction, behaviour, inclusion and learning, in addition to higher levels of physical activity. The schools will act as exemplars for transforming school grounds for natural play and outdoor learning opportunities.

- 3.3 Cramond Primary School was successful in attracting Active Places Legacy Funds and the school and Parent Council raised funds to match. The management of the design and installation of the extensive landscape project (£104,000) was overseen by the Head Teacher in partnership with the Parent Council. The head teacher reports that the impact on play, pupil social, emotional and physical development within the school day and beyond is immeasurable. Staff no longer have to deal with playground squabbles, concentration levels are improved and collision injuries have been reduced. Staff use the outdoor space for learning and families use it after school and at weekends and as a community place.
- 3.4 A Grounds for Learning bus tour/conference to learn from natural play projects was organised in partnership with the Council on 3 October 2014 and delegates from across Scotland visited Castleview, Buckstone, Sighthill and Cramond Primaries.
- 3.5 The Education, Children and Families Committee of 8 October 2013 noted a commitment to the inclusion of outdoor play and active learning through the design of school grounds when planning for new schools. This principle is being practised in the new nursery developments at Wardie, Duddingston and Fox Covert nurseries, and will be included in any future new primary schools.
- 3.6 Parent Councils at Bruntsfield and Trinity primaries have both been successful in attracting Legacy funding. Currently Bruntsfield is at the stage of letting the contract, with a target completion date of March 2015. Bruntsfield Primary plans to have a closed playground with the facilities only available out of hours through the leasing system. Trinity is still in the design and planning stage.
- 3.7 Sciennes Primary's current focus is on works which seek to refurbish the existing playground areas as a school and community asset. The scope includes the existing landscape strip (south of Sciennes Road) which may offer additional community play space. They have received South Central Neighbourhood Partnership funding to commission designs for the playground areas and landscape strip with the intention to progress a February submission for **sportscotland** Legacy 2014 Active Places. It should be noted this Active Places submission is not connected to the proposal to extend the playground into Sciennes Road (Phase 3).
- 3.8 Parent Councils at other primary schools are at various stages of actively seeking funding and planning for playground improvement projects. These include Broughton, Flora Stevenson, James Gillespie's, Towerbank, Royal Mile, South Morningside and Currie primaries.

- 3.9 A full day Loose Parts* play training, including risk benefit assessment, was delivered in partnership with Grounds for Learning for whole staff teams and all pupils at each of the six Playing Naturally project schools. In addition three training days, including dynamic risk assessment to support challenge and 'risky' play, were attended by all 50 Pupil Support Assistants to enable them to facilitate natural play during school breaks.
- 3.10 The promotion of play and active learning outdoors continues to be targeted through play development training across the city. A further 629 staff from Early Years and Primary settings have received play development training for Outdoor Play and Active Learning, Forest Education, Lead Teacher in Outdoor Learning (in partnership with the Sports and Outdoor Learning Unit), and Loose Parts Play over the year. A partnership has been developed with Play Box in Gilmerton to extend capacity to deliver loose parts training, and classes from schools can now visit Play Box for taster sessions before developing their own school resources.
- 3.11 The Nature Play Conference was held in March 2014 in partnership with the Edinburgh Forest Education Initiative Cluster Group. The theme of engaging families in nature play provided 90 delegates with a wide range of practical ideas and activities to enhance children's outdoor play experiences and develop outdoor learning partnerships between practitioners and parents.
- 3.12 In the past 12 months a total of 306 Early Years and CLD practitioners have received play@home, PEEP and Pre-Birth to Three training to support parents to play with their children. A partnership between Play Development, NHS Lothian and the Information Learning Resources have facilitated the delivery of play@home pre-school books to the families of every 3 year old across the city attending Early Years settings.
- 3.13 In the community a total of 86 parents have received play training, and 34 Out of School Care workers attended workshops on loose parts and outdoor play.
- 3.14 Edinburgh's Playday event in The Grassmarket on 30 July 2014 highlighted the importance and value play opportunities to families, and was estimated to have the highest number of children playing in a city street in the history of the event, attracting over 1,000 participants. Playday posts were the most popular ever viewed on the Bright Futures blog (over 3,000 views), and was also one of the highest ever 'hits' on the Council Facebook page with over 10,000 people reached.
- (*Loose Parts Theory [Nicolson, 1971] uses natural and recycled materials which can be moved, carried, combined, redesigned, lined up, taken apart and put back together in multiple ways, providing a rich play environment.)
- 3.15 The City of Edinburgh Council playcards which are distributed at Playday events have been made available to parents on line through the Council website. Research for the national Play Strategy Implementation Group found that Edinburgh led the way in terms of making information available to parents and carers on cost-effective play resources in the home, relative to the amount of information available from local authorities across Scotland.

- 3.16 A pilot Play Ranger project was organised by a partnership between the Council, The Yard Adventure Centre, The City of Play and North Edinburgh Arts centre and funded by Inspiring Scotland. The outdoor, adventurous, free-play project was operated by staff from The Yard at no cost to children on a brownfield site in Muirhouse for 20 days during July-August 2014. The project was attended by an average of 30 children daily.
- 3.17 Playing Out, an information and planning event has led to the development of a tool kit in partnership with Council roads officers to assist residents to organise road closures for street play opportunities in their communities. The first resident led Playing Out event took place on 30 October 2014.
- 3.18 Edinburgh Play Forum member The City of Play, social enterprise landscape architects, made a presentation to Planning Committee members on the importance of play and the consideration of playful city design and planning for housing.

Play Strategy Review

- 3.19 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 strategy is divided into four domains: In the Home; At Nursery and School; In the Community; and Positive Support for Play.
- 3.20 A review of *Play in Partnership: a Play Strategy for the City of Edinburgh* has been developed in line with the national policy. The play sector across the city was consulted on the policy statements contained in Edinburgh's current play strategy document, through the Edinburgh Play Forum and at a public event, Putting Play on the Map. This has led to revisions of the play strategy vision, values and outcomes. (Appendix 3)
- 3.21 Pupils at eight primary and three secondary schools in Edinburgh responded to two surveys on play. 357 primary pupils completed the *Play Survey* and 286 secondary pupils completed the *'Hanging Out'/Play Survey*. Both surveys asked similar questions, with some of the wording and some of the possible responses tailored to younger or older children/young people as appropriate. 73% of Primary but only 23% of Secondary pupils felt that their school grounds were a good place to play or hang out.
- 3.22 A survey of 77 primary schools in Edinburgh in April 2014 found that less than 20% had a school play policy. The survey found that 42% of schools had grounds which were freely available to children out of school hours, and of these 38% were available for play at all times (evenings, weekends and holidays). A total of 16% of all schools had grounds which were partially available, but 42% of schools had grounds which were not at all available for play out of hours.

Future Priorities for the Play Strategy Action Plan

In the Home

- 3.23 Play@home will continue to be provided as a training course for practitioners supporting parents on the CPD directory for the next year. We will continue to support

the delivery of play@home pre-school books to every 3 year old across the city in Early Years settings. The next cohort of books will be distributed in January and February 2015 through the Information Learning Resources unit.

- 3.24 Play training sessions will continue to be delivered as part of the Pre-Birth to Three programme.
- 3.25 Information and resources for parents will continue to be made available on-line, with further resources developed. A survey of parents attending Edinburgh's Playday on their attitudes to play will inform what type of play information may be most useful in influencing parents.

At Nursery and School

- 3.26 In nurseries and other Early Years settings a priority will be to support the development of play gardens in facilities providing provision for Eligible Twos. £40,000 has been allocated to the OPAL Space for Two's project which will be rolled out to Early Years Hubs to support practice and improve outdoor space in 12 settings.
- 3.27 Support will continue to nurseries and schools for the development of play spaces, with priority given to Wardie, Fox Covert and Duddingston Nurseries and Rising Roles Primaries.
- 3.28 Positive Action Schools will be a priority for school ground improvements for play. A funding bid is being developed with the External Funding Officer to develop and deliver natural play in 12 school grounds over a three year period, linking to Modern Apprentice and / or Activity Agreements to engage young people in the project.
- 3.29 Support will continue to be given to schools seeking to help to develop their school grounds. Advice on issues for schools to consider when planning and fund raising for play facilities in school grounds are included in the accompanying document (Appendix 4) setting out policy principles and considerations for the use of school grounds out of hours for play.
- 3.30 Support will be given to schools to develop individual school play policies.
- 3.31 Play training in nurseries and schools will continue to be promoted through Outdoor Play and Active Learning (OPAL). Loose Part Play training will be delivered to promote positive use of outdoor play space in nurseries and schools. Rising Rolls Schools will be particularly targeted to assist staff to make best use of changing playground facilities.
- 3.32 Play in outdoor learning will be prioritised through staff training in Lead Teacher in Outdoor Learning, Forest Education practitioner qualifications, and other CPD opportunities.
- 3.33 The annual Nature Play conference in partnership with Outdoor Woodland Learning (formerly FEI) will take place in March 2015.

In the Community

- 3.34 School buildings and their grounds often represent the largest single asset for many local communities. The primary school playground is the closest open space to the homes of many children, particularly those living in city centre tenements with no access to outdoor space. Opportunities for children to play in their community will be enhanced through access to primary school grounds for play out of teaching hours.
- 3.35 If accepted by Committee, the accompanying document (Appendix 4) setting out policy principles and considerations for the use of school grounds out of hours for play will be promoted with primary schools across the city to support the community use of school grounds for play. Core principles are:
- 3.35.1 Children have access to the playground for freely chosen play (as opposed to community leasing of sports facilities or 'pay and play')
 - 3.35.2 A range of options are considered, depending on the individual school and community need, including: open access; access limited by time/and or space; playground access during current leasing hours; access through a stewardship agreement
 - 3.35.3 School gates are not locked as a default position, but consideration is given to whether they should be locked, when gates should be locked and by whom they are locked, and if they can be left open
 - 3.35.4 When improving school grounds for play, additional costs may be incurred and must be considered by the school community when raising funds
 - 3.35.5 Safety and risk is put into a real rather than perceived context using risk benefit assessment. Building risk-benefit assessment into the risk management approach to open playgrounds takes into consideration all relevant factors
- 3.36 PPP Project School contracts currently require that all schools and grounds are left secured at the end of each core hour day. The opening of PPP primary school grounds for community use for play outside of teaching hours would represent a change to the existing contractual arrangements and would require detailed discussion and engagement within each Project Agreement, and consent cannot be presumed or guaranteed. To consider a change in PPP contract agreements would require costs to be incurred through the provision of legal and other relevant advice and, if agreed, would also be likely to result in a change to the ongoing unitary charge which is paid for the schools in question to cover variations such as changes to insurance cover and the associated premiums.
- 3.37 It will be a priority to communicate with primary Head Teachers on the dissemination of the policy principles and to share good practice. Consideration on the use of school's for community use for play out of school hours will be made on a case by case basis in discussion with the relevant Services for Communities officers and PPP partners.
- 3.38 The Playing Out Toolkit will be made available on-line, and resources required for road closures will be made available in Neighbourhood centres.

- 3.39 Funding will be sought for further Play Ranger projects to deliver outdoor adventurous play in partnership with Inspiring Scotland and the voluntary sector.
- 3.40 Funding is being actively sought from the private sector to organise a Festival of Play, bringing the type of activities showcased at Playday to communities across the city with assistance from Inspiring Scotland. (It should be noted that talks on funding have been delayed due to a change of staff at Inspiring Scotland.)
- 3.41 Play Development will contribute to work undertaken by Planning and Parks and Greenspace officers on the reviews of the Open Space Strategy and Play Area Action Plan, and contribute information from pupil play surveys.

Positive Support for Play

- 3.42 Edinburgh's Play Champion will continue to promote play city wide and seek media opportunities to inform the public of the importance of play to children and young people's well being and development.
- 3.43 The Edinburgh Play Forum will continue to develop and contribute to the partnership approach of the play strategy implementation. New partnerships will continue to be sought to deliver support for play city wide.
- 3.44 Opportunities will be explored to make further use of Council social media to promote play to the Edinburgh public.

Measures of success

- 4.1 Increased awareness of the benefits of play for child development to parents and communities, measured by: uptake of play@home resources; number of website views for playcards.
- 4.2 Increased children's opportunities for regular outdoor free play and active learning, measured by: the number of schools and nurseries making ground improvements for play; the number of schools participating in play training; the number of schools operating play strategies.
- 4.3 Increased community access to play opportunities measured by: the number of schools implementing effective approaches to dealing with the various practical challenges and issues involved in providing play in schools out of hours; the numbers of children attending Play Ranger projects; the numbers of communities organising Playing Out street events.
- 4.4 Playday attendance and survey; views of social media and webpage content.

Financial impact

- 5.1 There is a neutral impact on overall Council budgets.

Risk, policy, compliance and governance impact

- 6.1 Risk in play settings is managed through recognised benefit risk assessment principles in individual settings. Compliance for annual inspections will be made by Corporate Property.

Equalities impact

- 7.1 The rights of the child will be enhanced by improving all children's right to play (UNCRC article 31).
- 7.2 Not every child will be able to access every facility as a range of challenge and risk should be available, however every child should have access to facilities relevant to their age, stage, ability and cultural preference.

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

Consultation and engagement

- 9.1 77 primary schools responded to a survey on use of grounds out of hours.
- 9.2 357 primary pupils completed the *Play Survey* and 286 secondary pupils completed the *'Hanging Out'/Play Survey*.
- 9.3 Edinburgh Play Forum members were consulted on the contents of Edinburgh's Play Strategy.
- 9.4 The Putting Play on the Map consultation event was widely advertised through-out the third sector via EVOG and Edinburgh Play Forum partners.
- 9.5 Parent's views on their children's play and attitudes to play were sought during a consultation carried out with adults attending Playday.

Background reading/external references

[UN General Comment on Article 31](#)

[Scottish Government, Play Strategy for Scotland: Our Vision](#)

[Scottish Government, Play Strategy for Scotland: Our Action Plan](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 Our children have the best start in life, are ready to make and sustain relationships and are ready to succeed CO2 Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 Our children and young people in need, or with a disability, have improved life chances CO4 Our children and young people are physically and emotionally healthy, CO5 Our children and young people are safe from harm and 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 Our children and young people enjoy their childhood and fulfil their potential
Appendices	<ol style="list-style-type: none">1. Play Review Report (13 January 2009)2. Outdoor Play and Active Learning Report (8 October 2013)3. Draft Play in Partnership: a Play Strategy for the City of Edinburgh 20144. Draft Policy on access to primary school playgrounds for play out of teaching hours.5. Photographs of natural play playground improvements

Play in Partnership: a Play Strategy for the city of Edinburgh

Revision Draft (2014)

International and National perspectives

Freedom to play is every child's right under article 31 of the United Nations Convention on the Rights of the Child. In 2013 the UN published General Comment number 17 on article 31, which expands and describes what the UNCRC means by the right to play. In response the Scottish Government launched the national *Play Strategy for Scotland: Our Vision*, and *Play Strategy for Scotland: Our Action Plan*. *Play in Partnership: a Play Strategy for the city of Edinburgh* reflects these principles.

What is Play?

Play is fundamental to children's quality of life, and it is the way that they enjoy their childhood. It is often described as 'what children and young people do when not being told what to do by adults'. Play is fun, but it can also be challenging and make children's hearts beat faster! It can be lively or relaxed, noisy or quiet, solitary or with friends. Play can happen with or without equipment, indoors or outside. It can be light hearted or very, very serious!

Why Play?

Play is essential for children's healthy physical and emotional growth, to acquire social and behavioural skills and for their educational development. Children need freedom to play to practise skills, explore the world around them and develop understanding in their own way and in their own time. The essence of play is that it comes from children's innate need to express themselves, to explore, learn about and make sense of their world.

Edinburgh's Vision

Edinburgh aims to be a play friendly city where all children and young people can enjoy their childhood. They will have access to play opportunities in a range of different settings which offer variety, adventure and challenge. They will be able to play freely and safely and make choices about where, how and when they play.

Edinburgh's Play Values

1. Play is a fundamental right for every child.*
2. Play is an activity which is valuable in its own right. It is about the fun and satisfaction of the participant and benefits children, young people, families and communities.
3. Play is a valued activity through which children and young people can express and manage their feelings, make new friends, acquire new skills, and gain an understanding of the world around them, supporting them to achieve the best start in life.
4. Play in Edinburgh values the benefit of risk and challenge based on risk benefit assessment. Every child and young person in Edinburgh should be able to play freely and safely while learning to manage risks, and make choices about where, how and when they play according to their age, stage, ability and preference.
5. Children and young people in Edinburgh have the right to well maintained, quality play environments which provide stimulation and challenges relevant to their age and ability.
6. The views, opinions and experiences of children and young people should be a central consideration in the development of play policies and especially in the planning and design of the environments in which they play.
7. Edinburgh values play as a life-enhancing experience in the home, at nursery and school and in the community.

**Article 31 United Nations Convention on the Rights of the Child*

The Playwork Principles

These principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agencies.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound and up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworkers intervention must balance risk with the developmental benefit and well being of children.

Outcomes for Edinburgh's Play Strategy

Outcome 1

Children are more active, confident, socially and emotionally resilient, and are able to experience, judge and manage risk.

Outcome 2

The importance and value of play is understood and recognised by parents and carers, staff, residents and communities city wide.

Outcome 3

Good quality and varied play places and spaces are widely available to children and young people in Edinburgh.

Outcome 4

Play experiences for children and young people are facilitated by staff who have relevant competences and training opportunities, and who adhere to the Principles of Playwork.

Policy Principles - Access to Primary School Playgrounds for Play Out of Teaching Hours

Rationale

- 1.1 The benefits of play for child development are well known and evidenced. They include improving physical activity and dexterity, developing social skills, stimulating creativity and imagination, supporting intellectual curiosity and self-led learning and helping to foster a love for the natural world and the outdoors.
- 1.2 Through play, children develop resilience and flexibility, contributing to physical and emotional wellbeing. For children playing is one of the most important aspects of their lives and schools often offer ideal space for children to play and interact with one another close to home.
- 1.3 Schools that develop their outdoor play provision commonly report improvements in behaviour, classes that settle more quickly after break time, children who are happier and more content in school and Curriculum for Excellence experiences and outcomes that happen at playtime without active teacher input.
- 1.4 National evidence suggests that when school grounds are used by the wider community, out of teaching hours and during holidays (even on an unsupervised basis) the risk of damage and break-ins is dramatically reduced. The children and young people who regularly use the school grounds are not the ones who vandalise it; they value the provision.
- 1.5 The Scottish Government's Play Strategy for Scotland: Our Vision document was published in June 2013 and the Play Strategy for Scotland: Our Action Plan on 28 October 2013. The Action Plan includes consideration of options for increasing community access to school playgrounds out of school hours.
- 1.6 School buildings and their grounds often represent the largest single asset for many local communities. The primary school playground is the closest open space to the homes of many children, particularly those living in city centre tenements with no access to outdoor space.
- 1.7 The benefits of using primary school grounds for playing include:
 - Increased pupil motivation and self-esteem
 - Enhanced partnership working with the community
 - Reduced pupil disaffection
 - Improvements in child behaviour and social skills
 - Improved local availability of play opportunities
 - Better opportunities for children outside school hours
 - Opportunities which prevent children and young people progressing to greater levels of risk

Policy Principles

- 2.1 The principles for a policy for access to primary school grounds for play out of teaching hours would be:

- Children have access to the playground for freely chosen play (as opposed to community leasing of sports facilities or 'pay and play')
 - A range of options are considered, depending on the individual school and community need, including: open access; access limited by time/and or space; playground access during current leasing hours; access through a stewardship agreement
 - School gates are not locked as a default position, but consideration is given to whether they should be locked, when gates should be locked and by whom they are locked, and if they can be left open
 - When improving school grounds for play, additional costs may be incurred and must be considered by the school community when raising funds
 - Safety and risk is put into a real rather than perceived context using risk benefit assessment
- 2.2 Providing play opportunities within school grounds can be a challenge and some schools and some communities may encounter more challenges than others. Community use of school grounds is at the discretion of the head of establishment, however wherever possible primary school grounds should be made available for children's use out of school hours.
- 2.3 Where schools are already accessed by children for play out of hours playgrounds should not be locked.
- 2.4 Where the head of establishment deems it is necessary to lock the playground, wherever practically possible this should only be done when the building itself is locked. This may be done by allowing playground access during leasing hours or access through stewardship agreements.
- 2.5 Issues to be considered on an individual school basis:
- Children's views and play needs
 - What other facilities/spaces for free play are available in the community
 - What after school programme of activities is currently on offer
 - What resources are needed
 - What are the community views on noise, anti social behaviour and vandalism
 - What is the impact on community relations
 - What existing systems or community groups are already in place which could support this initiative
 - Hours of darkness in winter
 - PPP status
 - Building risk-benefit assessment into the risk management approach to open playgrounds, taking into consideration all relevant factors

Improvements to School Grounds for Play

- 3.1. Improvements to school grounds for play can benefit schools and communities.

- 3.2. Parent School Associations may wish to improve their school grounds for play, and often raise funds to do so.
- 3.3. Heads of establishment are ultimately responsible for the management of these facilities, including the installation process.
- 3.4. Heads of establishment should ensure that relevant colleagues are included in the planning process including officers from Play Development, Health and Safety, Facility Management, Estate Services, Corporate Property Maintenance, Grounds Maintenance, Insurance, PPP partners etc when considering making changes.
- 3.5. When raising funds to improve school grounds for play it is essential to factor in costs for a designer, project manager/quantity surveyor, post-installation inspection and future fund raising for repairs and maintenance as these must also be met by the school community.
- 3.6. When planning to improve grounds the community views on noise, anti social behaviour and vandalism should be taken into consideration and actively addressed.
- 3.7. Heads of establishment should take a risk benefit approach to the improvement of school grounds, and maintain a dynamic risk assessment of the facility and its use. The principle of including children in the risk assessment is important for sustainable use. The Head may nominate a lead teacher but ultimately retains the management responsibility.
- 3.8. Provision should be made for regular inspection of the facilities by school staff.
- 3.9. Loose parts*, sand areas and creative spaces have far greater impact than trim trails, slides and other commercial equipment. Play training for teachers and support staff is invaluable for a successful and sustainable project.

*Loose Parts Theory [Nicolson, 1971] uses natural and recycled materials which can be moved, carried, combined, redesigned, lined up, taken apart and put back together in multiple ways, providing a rich play environment.

Examples - Grounds for Learning Playing Naturally in Schools

Castleview Primary (PPP school)



Lorne Primary City Centre



Our Place - Cramond Primary School



Before

After



Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Progress Report on the Implementation of Revised Secondary School Management Structures

Item number	7.8
Report number	
Executive/routine	Executive
Wards	All

Executive summary

A report outlining the implementation of Revised Secondary School Management Structures was taken to the Education, Children and Families Committee in May 2013. The committee requested a further report to be submitted to the Education, Children and Families Committee in December 2014 providing further information on:

- i) The long term impact of the Revised Secondary Management Structures on attainment
- ii) The long term impact of the Revised Secondary Management Structures on staff morale

This report provides the information requested above.

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Progress Report on the Implementation of Revised Secondary School Management Structures

Recommendations

- 1.1 Note the information in this report regarding the impact of the Revised Secondary Management Structures with regard to the above specific areas
- 1.2 Note the summary of actions (Appendix 2) which provides details of continuing support

Background

- 2.1 This report provides details on progress in addressing specific issues of impact of the Revised Secondary Management Structures on attainment and on staff morale
- 2.2 The Revised Secondary Management Structures were implemented in August 2011. All Secondary schools now have middle management structures of Curriculum Leaders and Pupil Support Leaders/Support for Learning Leaders and senior management structures of Depute Head Teachers and a Head Teacher

Main report

- 3.1 The report taken to the Education, Children and Families Committee in May 2013 outlined progress in the implementation of the Revised Secondary Management Structures. This report focused on the outcomes of a survey issued to a sample of teaching staff in September/October 2012. At the same time, the EIS issued separate surveys to all EIS members, in all secondary schools, regardless of post held. These surveys, and the results, were made available to elected members of the Education, Children and Families Committee. The report in May 2013, focused on areas for action following these surveys as follows:
 - 3.1.1 Subject specific training for Curriculum Leaders to be provided for those Curriculum Leaders whose new remits included unfamiliar subjects.
 - 3.1.2 All schools are required to review their behaviour management policy to reflect the reduced number of Curriculum Leaders and Depute Head Teachers.

- 3.1.3 Head Teachers to review with Curriculum Leaders the allocation of adequate management time by the start of the new timetables for session 20113/14.
- 3.1.4 Joint work streams organised through LNCT will monitor and address the impact of attainment and workload resulting from the implementation of Curriculum for Excellence and the new National Qualifications.
- 3.2 A specific recommendation agreed by the Education, Children and Families Committee was to review the long term impact of the Revised Secondary Management changes on attainment and staff morale, and report back by December 2014.

Impact on Attainment

- 3.3 The following measures have been used to evidence the impact of the revised management structures on attainment:
- Attainment by the end of S4 - including the introduction of new national qualifications in May 2014.
 - Attainment by the end of S5
 - Attainment by the end of S6

Attainment by the end of S4

- 3.4 In May 2014, S4 pupils sat new National qualifications in all City of Edinburgh Secondary schools. While it is not possible to directly compare these new National qualifications with previous years S4 attainment where S4 pupils sat Standard Grade or Intermediate qualifications, it is possible to show the City of Edinburgh's performance in S4 compared to the national performance.
- 3.5 Care should also be taken when comparisons are made with previous years due to different timetable structures where schools offer an S4 curriculum of between 6-8 subjects and in some cases different pupils in the same school will undertake a different number of qualifications depending on what is most appropriate for each individual.

S4 Performance: 2009-2013 Examinations

3.6 S4 performance has improved across the four key measures listed below:

	%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S4					%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S4				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Edinburgh	92	93	94	95	95	90	90	92	93	94	77	76	77	80	81	38	38	39	39	41
Scotland	93	93	93	94	95	92	92	93	94	95	78	78	79	80	82	35	36	36	37	39

S4 Performance: 2014 Examinations

3.7 In session 2013/14 with the implementation of the new qualifications, the measure for attainment in S4 were changed. The tables below outline the new measures for Improving attainment in literacy and numeracy (levels 4 and 5) and Improving attainment for all (Average total tariff scores). A full Attainment report will be presented to the Education, Children and Families Committee in March 2015:

Level 4 Literacy and Numeracy	2011/12	2012/13	2013/14
City of Edinburgh	52.29%	54.72%	80.54%
National	61.01%	62.64%	77.09%

Level 5 Literacy and Numeracy	2011/12	2012/13	2013/14
City of Edinburgh	22.81%	24.23%	38.20%
National	23.71%	25.05%	37.55%

Improving attainment for all: Average Total Tariff Score in 2014 Examinations	Lowest 20%	Middle 20%	Highest 20%
City of Edinburgh	116	383	645
National	105	359	606

Attainment by the end of S5 and S6

3.8 Key measures below report attainment from 2009 – 2014 examination diet for S5/6:

	%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5						%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Edinburgh	42	47	48	50	52	54	27	29	29	31	32	33
Scotland	41	43	45	47	49	n/a	23	25	26	27	29	n/a
	%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5						%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Edinburgh	13	14	14	16	16	16	18	18	20	20	21	22
Scotland	11	11	12	13	14	n/a	14	15	16	16	17	n/a

Analysis of attainment with regard to the implementation of Revised Secondary Management Structures

3.9 Attainment has continued to improve across nearly all key measures.

Exclusions and attendance

3.10 Figures in the table below show the continued improvement in both exclusions and attendance since the introduction of the new management structures

	2011/12	2012/13	2013/14
Exclusion Incidents	790	720	221
Exclusion Incidents per 1000 pupils	42.64	39.18	12.09
% Attendance	92.1%	92.5%	93.0%
Roll	18528	18376	18281

Staff Morale

3.11 It should be noted that in the City of Edinburgh Council employee survey, completed between April and June 2014 the following responses were received:

- 55% of Children and Families school based staff respondees (3% above the CEC average) reported that morale was good
 - 84% of Children and Families school based staff respondees (3% above the CEC average) reported that they got the help and support they needed from colleagues
 - 67% of Children and Families school based staff respondees (5% above the CEC average) reported that they felt valued for the work they do
- 3.12 In September 2014 jointly developed questionnaires were issued to all teaching staff including Curriculum Leaders, Pupil Support Leaders/Support for Learning leaders, former Principal Teachers, Depute Head Teachers and Head Teachers. The purpose of these questionnaires was to ascertain the views of staff, resulting from the implementation of the Revised Management Structures approximately 2½ years after implementation. Links to the questionnaires are accessed in background reading and details of the questions used are included in Appendix 1.
- 3.13 Workload issues affecting teaching staff were noted in the recent national report Tackling Bureaucracy as well as the recently produced national report on the first year of new qualifications. These reports make recommendations for schools, local authorities and national agencies to address workload concerns and can be accessed in background reading.
- 3.14 The response rate for the questionnaires are below:

Category	All staff	Class Teachers	Curriculum Leaders	SfP/SfL Leaders	HT / DHT
Total Staff	1657	1287	185	105	80
Responses	513	339	102	35	37
Percentage	31%	26%	55%	33%	42%

Response rates varied across schools from the lowest response rate of 13% to the highest response rate of 59%. 6 schools had a response rate of less than 20%, 11 schools had a response of between 20% and 40% and 6 schools had a response rate of more than 40%.

Teaching Survey Response by key areas

- 3.15 Questions focused on the following key areas:
- The impact on pupil learning

- Behaviour Management
 - Impact on pupil behaviour
 - Impact on School Improvement
 - Confidence in their Curriculum leader
 - Management time of Curriculum leader
 - Professional development
 - Undertaking tasks previously undertaken by promoted staff
 - Impact on morale
- 3.16 Most staff who completed the questionnaire also gave qualitative information through comments. These have been analysed to identify key areas of concern. These areas will be taken forward and jointly monitored by the LNCT.
- 3.17 Key areas identified as issues to be addressed were as follows:
- The knowledge of the Curriculum leader in areas other than their subject specialism
 - The impact of introducing new qualifications within a Faculty structure
 - Behaviour management issues arising from a Curriculum Leader managing a faculty where not all the subject areas are together
 - The view that reducing posts is bad for professional development
 - Workload demands in non subject specific led curricular areas

Addressing Teaching Staff concerns

Knowledge of the Curriculum leader in areas other than their specialism

- 3.18 In each subject area, there are 3 local authority network meetings each session where professional discussion takes place at 1 to 1 meetings. Introduction of new qualifications. Curriculum Leaders either attend these for the subject areas they manage or have agreed within their department that their faculty will be represented. These meetings are called subject leaders meetings and are open to all staff to attend.
- 3.19 Across the authority, we have a lead teacher in each subject area who carries out a professional development role in managing these meetings, ensuring the agenda is appropriate and liaising with the Quality Improvement Officer. All Curriculum Leaders are aware of who the lead teachers are within the areas they manage. This information on centrally appointed lead teachers in each subject area will be shared with all staff.
- 3.20 Through networking and the establishment of positive relationships, Curriculum leaders are aware of which other Curriculum leaders in a similar post have a

different subject specialism that they can call on for advice should this be required.

- 3.21 In preparing for the introduction of new National qualifications and for new Higher qualifications, there are extensive Professional Development activities throughout the session in each subject area.
- 3.22 While the Curriculum leader may not have an in depth knowledge of each subject area similar to a subject specialist, the role of managing a number of linked departments includes generic management skills; ensuring there is appropriate curriculum development involving all staff, ensuring there is a high quality of learning and teaching, ensuring appropriate quality assurance and ensuring there are positive behaviour management strategies in place.
- 3.23 The introduction of a half day in-service day bringing together all teaching staff in subject areas, together with 2 neighbourhood meetings held on Friday afternoons, allows for all teaching staff in each subject area to benefit from sharing the expertise of colleagues within their subject across the city.

The impact of introducing new qualifications within a Faculty structure

- 3.24 It was felt by some to be more challenging than when there were Principal Teachers; however there was support from both Quality Improvement Officers and lead teachers in each subject area to support the introduction of new National qualifications as well as additional funding made available to schools. This funding provided staff with additional time to undertake development work, to moderate assessment work and to work collaboratively with colleagues. The introduction of the new National qualifications in S4 have been successfully introduced and the performance is higher than the national average as outlined in the attainment section of this report. Work continues to introduce new Higher qualifications in session 2014/15.

Behaviour Management

- 3.25 There was a commitment to ensure that all schools reviewed their behaviour management approaches to ensure that appropriate procedures were in place to support staff in dealing with challenging behaviour. Some schools have undertaken a formal review of their Positive Behaviour Management policy. All remaining schools will be required to complete a review by end of this session.
- 3.26 Quality Improvement officers will ensure that all schools have appropriate arrangements in place for the effective management of behaviour.

3.27 A roll out of restorative approaches to managing behaviour is underway and seventeen out of the twenty three secondary schools have attended Restorative training and will be introduced in all secondary schools by end of June 2016. A range of professional development opportunities in managing emotional health and wellbeing of teenagers through the Growing Confidence programme has supported staff to improve their behaviour management at classroom level with the vast majority of staff effectively managing behaviour through positive relationships. Sixteen out of the twenty three secondary schools have been involved in the *Cool Calm Connected* Programme and the Leadership *Growing Confidence* course. Thirteen out of the twenty three secondary schools have engaged with the *Teenage Brains and Behaviour* staff training. This is evidenced by the continued reduction in exclusions across the City of Edinburgh's Secondary schools.

Professional Development

3.28 Some staff commented that they felt that the introduction of Faculty structures meant that there were fewer promotion opportunities. While this is obviously true, the following posts were available over session 2013/14, firstly as ring fenced promoted posts (to former Principal Teachers) then open to advert across the city on either a permanent or temporary basis. This will continue as appropriate until the end of nationally agreed conservation arrangements.

3.29 Number of promoted posts advertised during session 2013-14

Curriculum Leader	40
Pupil Support Leader	30
Support for Learning Leader	7

Curriculum Leader Survey Response by key areas

3.30 Questions were as outlined in section 2.3.3 of this report. The response rate was 55% representing 102 curriculum leaders.

3.31 Key areas identified were similar to those identified by teaching staff. In addition to the areas previously noted in this report, Curriculum Leaders also commented on the following:

- Inconsistency across schools as to the management time given to Curriculum Leaders
- Workload

- Morale

Addressing Curriculum Leader concerns

- 3.32 The Senior Education Manager (Schools, Quality & Curriculum) will review with Head Teachers the allocation of management time and agree guidance for consistent practice across all secondary schools.
- 3.33 Workload concerns raised across the teaching profession are referenced in paragraph 3.9.2.

Pupil Support/Support for Learning Leaders Survey Response by key areas:

- 3.34 Questions were as outlined in section 2.3.3 of this report. The response rate was 33% representing 35 Pupil Support/Support for Learning leaders.
- 3.35 Key areas identified were as follows:
- Balance of PSE teaching and caseload responsibilities
 - Demands of caseload responsibilities
 - Morale related to the decision to create a generic remit for these posts which has resulted, for some post holders, in a lower salary

Addressing Pupil Support/Support for Learning Leader concerns

- 3.36 As part of the Revised Secondary Management Structures, a decision was taken to have Pupil Support leaders only teach Personal and Social Education (PSE) classes thereby getting to know their caseload and not having the competing demands of subject teaching and a pastoral role. Some Pupil Support leaders reported that they were unable to teach their caseload, due to timetabling restrictions therefore making it more difficult to get to know pupils while others felt that the demands on the number of teaching periods of PSE made balancing their time to manage the demands of having a caseload challenging.
- 3.37 The Senior Education Manager (Schools, Quality & Curriculum) will review the consistency across schools with regard to the teaching of PSE and the balance of time to manage caseload.

Former Principal Teachers

- 3.38 In the teaching staff questionnaire, those staff who were formerly Principal Teachers and had not, in the new structure, secured a Curriculum Leader or Pupil Support/Support for Learning Leader post were asked whether they had

felt valued since restructuring was implemented. 84% of former Principal Teachers had not felt valued since restructuring while 16% had felt valued.

Addressing former Principal Teacher concerns

- 3.39 The Senior Education Manager (Schools, Quality & Curriculum) will ensure that all Head Teachers positively engage with former Principal Teachers, in line with previously agreed arrangements, with regard to the contribution they may wish to make and to discuss how they can improve the low staff morale evident from the answer to this question.

Head Teachers and Depute Head Teachers Survey Response by key areas

- 3.40 Questions were as outlined in section 2.3.3 of this report. The response rate was 42% representing 37 Depute Head Teachers and Head Teachers out of a possible 80.

- 3.41 Key areas identified were as follows:

- The reduction to 2 Depute Head Teachers in 13 schools
- Workload due to reduced senior management team in most schools
- Challenges in providing discretionary management time for curriculum leaders within the model given budget constraints.
- These outcomes of these workshops are summarised in appendix 3.

Addressing Head Teacher/Depute Head Teacher concerns

- 3.42 There is a planned review of Devolved School Management in terms of the funding formula and revision of guidance to Head Teachers which will be completed by August 2015.
- 3.43 Head Teachers have an allocation of management points which were set at the commencement of the management restructuring process. Following the end of conservation, Head Teachers will be able to develop management structures which reflect local circumstances in discussion with the Senior Education Manager (Schools, Quality & Curriculum).
- 3.44 The Head Teachers believe that if there is a return to having Devolved School Management that they would be better able to manage the identified issues.
- 3.45 While Head Teachers recognised the support for Curriculum Leaders in leading across the curriculum, learning and teaching and the introduction of new qualifications, there is a request for more generic management development training. There are extensive professional development opportunities available within the council and within Children and Families. Some training was made

available for curriculum leaders at the point of transition to the new structures. Further training will be offered to middle and senior managers in schools based on an audit of need.

Summary

- 3.46 It is recognised that managing this change has been challenging in terms of managing a transition to fewer promoted posts and, as these posts were all new, they required to be job-sized. Conservation arrangements have been applied as appropriate.
- 3.47 However, there is evidence of strong attainment being secured for young people throughout this transition period. Teaching staff, Curriculum Leaders, Pupil Support/Support for Learning staff, Depute Head Teachers and Head Teachers should be commended for their professionalism and commitment at a time of not only the introduction of Revised Secondary School Management Structures, but of the implementation of Curriculum for Excellence and the introduction of new National qualifications in May 2014 and when there are significant workload pressures in the system associated with such major changes.
- 3.48 Officers will work together with the teacher professional associations and Head Teachers to ensure that the actions detailed in this report, in response to the issues raised, lead to improved staff morale and continued improved outcomes for young people.

Measures of success

- 4.1 Attainment has continued to improve
- 4.2 New national qualifications have been successfully introduced in S4 with further preparation for new Higher qualifications in May 2015
- 4.3 Head Teachers feel that the Revised Secondary Management Structures are working successfully
- 4.4 Depute Head Teachers feel supported in carrying out their role
- 4.5 Curriculum leaders feel supported in carrying out their role
- 4.6 Teachers feel supported working within a faculty structure
- 4.7 Every school has an effective behaviour policy in place to take account of changes following management restructuring
- 4.8 There has been an improvement in attendance
- 4.9 There has been a continuing reduction in exclusions

Financial impact

- 5.1 The Revised Secondary Management Structures targeted annual savings of £2.4m. The staffing structures are now in place and the full savings will only be realised in April 2016 due to the conservation of salaries for former Principal Teachers.

Risk, policy, compliance and governance impact

- 6.1 There are no impacts on risk, policy or governance.

Equalities impact

- 7.1 There are measures in place to continue to monitor any equalities issues with regard to any impact on pupils who have additional needs and where English is an additional language.

Sustainability impact

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

Consultation and engagement

- 9.1 Head Teacher meetings to discuss their evaluation of the impact of Revised Secondary Management Structures
- 9.2 A questionnaire issued to all teaching staff, Curriculum Leaders, Pupil Support Leaders, Support for Learning Leaders, Depute Head Teachers and Head Teachers in September 2014, jointly developed by officers and professional associations through the LNCT.
- 9.3 Current discussion with Secondary Head Teachers on the Scottish Government Report, Tackling Bureaucracy and the recently published report on the First Year of New Qualifications include customer, people and partner consultation.

Background reading / external references

Links to previous reports to Education, Children and Families

December 2012 Report:

[Implementation of revised secondary school management structures](#)

May 2013 Report:

[Implementation of revised secondary school management structures](#)

Links to the full collation of responses to all four surveys:

[Revised School Management Survey results](#)

Link to Tackling Bureaucracy: [Tackling Bureaucracy](#)

Link to New Qualifications: [Implementation of the new higher qualifications](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	P5 – seek to ensure the smooth introduction of the Curriculum for Excellence and the management structures within our schools to support the new curriculum
Council outcomes	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential.
Appendices	Appendix 1 – Summary of actions arising from the feedback from schools Appendix 2 – Revised Secondary Management Structures Questionnaires Appendix 3 – Headteacher workshop

**Revised Secondary School Management Structures
Questionnaire to Secondary Schools
September 2014**

Staff were asked to select very positive, slightly positive, no impact, slightly negative or very negative in their responses.

Questionnaire – teachers

- Q1 The impact of restructuring on pupil learning experiences has been..
 - Q2 There has been a whole school review of behaviour management since restructuring was implemented.
 - Q3 The impact of restructuring on pupil behaviour has been...
 - Q4 The implementation of the faculty structure has had the following impact on school improvement
 - Q5 I have confidence that my Curriculum Leader has sufficient knowledge of the relevant subject content and assessment requirements to support the staff in my faculty.
 - Q6 My Curriculum Leader is able to allocate sufficient time to support me
 - Q7 The implementation of the faculty structure has had the following impact on my own professional development
 - Q8 I have been asked to undertake tasks previously done by promoted staff
 - Q9 Since restructuring was implemented the impact on my morale has been
- Q10* If at the time of management re-structuring you were a Principal Teacher, please answer the following question. I have felt valued by school leaders since restructuring was implemented.

Questionnaire – Curriculum Leaders

Q1-Q4 as above

- Q5 I have sufficient knowledge of the relevant subject content and assessment requirements to support the staff in my faculty.
- Q6 I have confidence that I am able to allocate sufficient time to support the staff in my faculty.
- Q7 The implementation of the faculty structure has had the following impact on my own professional development.
- Q8 Class teachers are being asked to perform tasks previously undertaken by promoted staff.
- Q9 Since restructuring was implemented the impact on my morale has been

Questionnaire – Pupil Support/Support for Learning Leaders

Q1, Q2, Q7, Q8 and Q9 as above

- Q3 I am confident that my link Depute Head Teacher has sufficient knowledge of Support for Pupils/Support for Learning requirements to support me
- Q4 I have confident that my link Depute Head Teacher is able to allocate sufficient time to support me.
- Q5 I have sufficient time to support staff and pupils
- Q6 I am being asked to undertake tasks previously done by Depute Head Teachers

Questionnaire – Depute Head Teachers/Head Teachers

Q1 – Q4 as above

- Q5 I have confidence that Curriculum Leaders are able to support the staff in their faculties in terms of curriculum content and assessment advice.
- Q6 I have confidence that Curriculum Leaders are able to allocate sufficient time to support the staff in their faculties
- Q7 I have sufficient time to support all staff
- Q8 Staff are being asked to undertake tasks previously done by promoted staff
- Q9 Since restructuring was implemented the impact on my morale has been.

**Summary of Actions arising from the evaluation of the Revised Secondary
Management Restructuring
October 2014**

1	All schools have appropriate arrangements for effective behaviour management. Quality Improvement officers will re-visit this with individual Head Teachers.	QIOs
2	Re-visit the allocation of management time for Curriculum Leaders to ensure a consistent approach across schools	Senior Education Manager/HTs
3	Undertake further consultation with Head Teachers and school based staff on the recommendations from the Tackling Bureaucracy report to reduce workload	LNCT
4	Evaluate progress against recommendations made for schools and local authorities in the report First Year of New Qualifications to reduce workload	LNCT
5	Re-visit with Head Teachers the balance of PSE and time to managing caseload for Pupil Support Leaders	Senior Education Manager/HTs
6	Head Teachers to meet with former Principal Teachers to explore whether how they can improve their staff morale	HTs/Senior Education Manager
7	Undertake a review of Devolved School Management	Senior Education Manager
8	Package generic management skills training for middle leaders	Quality Improvement Manager
9	Bespoke training packages will be provided for Curriculum Leaders in non subject specialist areas.	Senior Education Manager/ Quality Improvement Manager

Head Teacher Workshop

Secondary Head Teachers held a workshop to share their perspectives on the implementation of Revised Secondary Management Structures. This focused on positive aspects as well as issues.

Positive aspects

- Smaller leadership teams in schools had facilitated team-working, improved communication and middle managers had an increased whole school perspective.
- McCrone Agreement fully embraced in terms of all staff being more aware of collegiate responsibilities with teaching staff enabled to take on more (informal) leadership and development opportunities
- Curriculum for Excellence implemented through richer pedagogical sharing of practice across school teams and different subjects with more coherence in curricular areas

Issues

- Head Teachers had voiced concerns about the reduction to 2 Depute Head Teachers in 13 schools.
- The Pupil Support review was helpful to manage the transition. However, Head Teachers now wish to return to full Devolved School Management to allow them the opportunity to have greater flexibility in management models to meet the needs of local communities.
- Difficulties in maintaining salary differentials, which would encourage promotion, with highly paid Curriculum Leaders in schools with higher rolls paid more than Depute Head Teachers in smaller schools.
- While recognising the curricular support which has been provided, there is a further need for generic management training.

10am, Tuesday, 9 December 2014

Closure of Duncan Place including implications for Leith Primary School

Item number	7.9
Report number	
Executive/routine	Executive
Wards	Leith

Executive summary

Following a succession of issues emerging regarding the condition of the building, the Duncan Place building was closed in September 2014 to allow intrusive surveys to be conducted. Users of the building (community centre, nursery and school gym hall) were relocated to alternative locations to allow the continued delivery of these services in the area. Surveys have now been concluded with significant issues being identified with the building fabric.

It is proposed to make interim nursery provision through the delivery of a temporary unit within the school playground while gym provision has been made in a local church hall. Community users have been relocated throughout the Leith area. As a result of the further survey work undertaken on the fabric of the building, it is estimated that around £3.48m would be required to refurbish the building. It is therefore proposed that the existing building be demolished and development of options for new build accommodation commenced. This will to be reported in Spring 2015.

Links

Coalition pledges	P40
Council outcomes	CO19, CO25
Single Outcome Agreement	SO4

Closure of Duncan Place including implications for Leith Primary School

Recommendations

- 1.1 Committee is recommended to:
- (i) note the proposal to install a temporary unit to deliver nursery facilities at Leith Primary School, increasing capacity from 40 to 60 places;
 - (ii) note the temporary arrangements put in place for the delivery of PE for Leith Primary School;
 - (iii) approve the immediate demolition of the existing Duncan Place building;
 - (iv) approve that further work is undertaken on the scoping of options to provide long term accommodation; and
 - (v) request a further report in Spring 2015 on the long term options.

Background

- 2.1 The Duncan Place building houses a community centre and the gym hall and nursery accommodation for Leith Primary School, sharing a site with the primary school. The building was constructed in the 1920s as a technical block, and has previously been used as Leith Academy accommodation. The building was converted to accommodate a community centre some thirty years ago, alongside the primary school functions.

Main report

- 3.1 Duncan Place was surveyed as part of the comprehensive Children and Families estate survey undertaken in 2012/13. Each establishment was rated on a scale of A-D with A being “best”, in line with Scottish Government guidance. Duncan Place was the only building rated condition D in the Children and Families estate, with an estimated £2.3m of maintenance works being required to upgrade the building. The cost of repair and upgrade per square metre was substantially higher than any other building in the estate.
- 3.2 This position was reported to the Education, Children and Families Committee on 10 December 2013 as part of the conclusion of the estate wide review. This review sought and received approval of a five year capital investment programme to address back-log maintenance. Duncan Place was referenced in

the report as follows: “This has been excluded from the programme at this stage to allow time for consideration of solutions for this area”.

- 3.3 Following the failure of a wall at Liberton High School on 1 April 2014, an estate wide inspection of all free standing walls, and any other building defects of concern, was undertaken. As a result of this inspection, elements of the Duncan Place building were closed for use until they were made safe. This included the short term closure of the school’s gym hall, and elements of the outside of the building were fenced off to protect from falling render.
- 3.4 A structural survey of the building was undertaken in May 2014. This reported that the building was structurally fair but identified a number of issues that required further investigation and monitoring.
- 3.5 During the summer of 2014, planned works were undertaken at Leith Primary School. Inspection of the Duncan Place building at height as a consequence of the school works revealed further issues with the building. Further measures were taken to make the roof safe and scaffolding was put in place to provide protective decking. However further emerging issues with the state of the roof led Council officers to take the decision to close Duncan Place as a precaution in September 2014 for further intrusive investigative surveys to take place.
- 3.6 Initial intrusive surveys have now been completed, which have identified significant issues associated with wet and dry rot throughout the building, particularly affecting the roof. In addition, water ingress has caused cracking, swollen timbers and dampness in a number of areas. The survey has identified previous works and treatments to address rot which appears to be an ongoing issue. In addition to the rot and dampness, there are issues with the external render, window sills, dormer windows, cornice and gable wall.
- 3.7 To bring the building back into use, it is anticipated that the following works would be required as a minimum:
 - Replacement of the roof structure and roof lights, the various areas of rot and water damage may involve replacement of the roof structure in part or fully, including redesigning the timber structure to make it more rigid for maintenance and ongoing safety. This would also require a temporary roof structure while works were undertaken.
 - Replacement of all dormers and windows, and structural improvements are required.
 - Re- rendering the building throughout.
 - Stonework stabilisation and re-pointing for all elevations, which may involve structural engineering input to resolve movement.
 - Fire upgrade work including replacing the existing fire exit stair and creating a second means of escape.
 - Installation of a lift to comply with equalities legislation.
 - Rot treatment works requiring a full strip back to ensure all rot is eradicated.
 - Full mechanical & electrical upgrade.

- 3.8 Further scaffolding has had to be erected to provide additional protection due to the unstable condition of dormers on the upper levels. This, and other scaffolding previously erected, will provide a level of protection but there are still health and safety concerns, for example, in the event of a storm. Vacant property also carries the risk of fire.
- 3.9 The current estimate for full repair is £3.48m and this is expected to escalate once the full intrusive surveys have been completed and further deterioration of the fabric anticipated during the winter months. Whilst due diligence on a new build has not been completed, it is clear that this will be the preferred option. Consequently, it is proposed to proceed with the demolition of the existing building at this time.

Statutory reprovision – Primary School uses

- 3.10 The Duncan Place building delivers two statutory functions. The gym hall is necessary to deliver the compulsory two hours of PE per child per week. Nursery provision is required under the Children and Young People (Scotland) Act 2014 which places a duty on the local authority to provide early learning and childcare. Eligible children are aged 3 and 4 years old who can commence from the term after their third birthday. Some two year olds are also eligible.
- 3.11 In order to deliver an immediate solution for nursery provision, those with places at Leith Primary School were relocated to Stanwell Nursery School in September 2014. There are now 102 children from both Stanwell Nursery and Leith Primary School Nursery Class attending Stanwell and they currently have 18 places free to allocate. From January 2015, there will be 62 children on waiting lists for nurseries across the Leith area.
- 3.12 A number of options were evaluated in order to address the shortfall in nursery places anticipated from January 2015. These included adaptation of the existing primary school building, off site conversion of alternative buildings, provision of additional nursery places at other nurseries and off or on site delivery of a temporary unit.
- 3.13 It was concluded that the preferred option, that delivered the best accommodation in the shortest timescale in the most convenient location, was the delivery of a temporary nursery unit in the Leith Primary School playground. This option, along with the other options, was shared with the Parent Council at their meeting on 8 October 2014, with the delivery of the temporary unit being the Parent Council's favoured option.
- 3.14 Given the short timescales associated with the delivery of the unit and the fact that the Council would fail its statutory duties in providing nursery places from January 2015 if a solution was not delivered, it was agreed that this unit would be procured through a waiver report.
- 3.15 The temporary unit is scheduled to be operational in February 2015 (the shortest possible timescale for its installation). New children (who have not been allocated a place at the other nurseries in the area) will be informed that a

nursery place will become available in February 2015 on completion of the temporary installation.

- 3.16 The opportunity was taken to increase the capacity of the nursery from 20:20 places to 30:30 places as part of this project which will address the pressure on nursery places being experienced in the area. Despite being housed in a temporary unit, with modern construction standards now required, the nursery environment is likely to be significantly enhanced over that offered by the Duncan Place building.
- 3.17 The length of time the temporary unit will be in operation will be dependent on the long term solutions.
- 3.18 Alternative PE arrangements for P2 – P7 pupils were arranged in the United Reform Church Hall on Duke Street. The Head Teacher indicated his preference for this as it is closest to the school. A School Support Assistant has been employed to assist the staff and children in the walk to and from the hall and in supporting the class teacher with the lesson.
- 3.19 The Head Teacher also expressed a wish for PE for Primary 1 pupils to take place in a classroom in the school. This is being facilitated through some building adaptations and will be ready for January 2015.
- 3.20 Active school coordinators will continue to work with the Head Teacher looking at physical activity for the children of Leith Primary School.

Community Centre Users Reprovision

- 3.21 Duncan Place Resource Centre (DPRC) hosted 49 community groups, adult education classes, children and young people activities and 22 English Speakers of Other Languages (ESOL) provided by Edinburgh College. The venue hosted Edinburgh College and Community Learning and Development (CLD) staff as well as resources. CLD staff have engaged with all users to find alternative accommodation that would continue to meet their needs within Leith and surrounding areas. The majority of users accepted the new accommodation offered and a few found their own accommodation. CLD worked in partnership with Edinburgh College to meet their needs and at present a temporary solution has been found for their staff and classes.
- 3.22 Two groups (Upholstery and Look & Draw) have still to be relocated. It is proving challenging to relocate Upholstery because they upholster sofas/arm chairs and other large items of furniture and to date no venue has been able to provide the storage required. Another group (Look & Draw) has not yet accepted alternative accommodation.
- 3.23 Discussions have taken place with the Chair of Edinburgh College to get a fuller understanding of their position.
- 3.24 Appendix 1 illustrates the destination of relocated community user groups from DPRC. The DPRC Management Committee are currently carrying out a review

with the relocated groups regarding their new accommodation. All accommodation has been offered on a temporary basis.

Long term options

- 3.25 As previously noted the condition of the building is such that a refurbishment will not be the most economic option, both in terms of cost and restraints of dealing with a building envelope that is not purpose built nor fit for purpose. Consequently, work is currently being carried out on the scope of what new provision be required, including an expanded nursery, gym hall and other necessary accommodation. This will require further development and it is proposed to report further in Spring 2015 on the long term options.

Measures of success

- 4.1 A long term accommodation solution for the delivery of the functions provided in Duncan Place is required. This requires to be appropriate for the services the Council delivers in this area.

Financial impact

- 5.1 The cost of delivering a new temporary nursery has been estimated at £171,000 (including removal costs once it is replaced with permanent accommodation). This will be met from the Children and Families general Early Years revenue budget.
- 5.2 The lease associated with the Church Hall providing P2-P7 PE space during term time is £8,300 per annum. Adaptations to the room for P1 PE have been costed at £15,000.
- 5.3 All costs associated with the temporary relocation of DPRC users/groups are currently being met from the under spend of support costs associated with DPRC i.e. cleaning, SSO cover, heating lighting, waste disposal etc.
- 5.4 £387,000 is currently set aside in the capital investment programme for the provision of a lift in the building. It is proposed that this amount be used to fund the demolition.
- 5.5 Detailed costs have yet to be developed for new build alternatives, and this will be reported further in March 2015.
- 5.6 The report outlines immediate proposed capital expenditure plans of £0.387m for the demolition of Duncan Place, subject to this being linked to a new build facility on the cleared site. 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 £0.387m and interest of £0.253m, resulting in a total cost of £0.640m based on a loans fund interest rate of 5.1%. The annual loan charges would be £0.032m.

- 5.7 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. Following instruction from Members, notional loan charge estimates have been provided above, which it should be noted are based on the assumption of borrowing in full for this capital project.
- 5.8 As a budget of £0.387m relating to Duncan Place forms part of the approved capital investment programme, provision for funding it will be met from the revenue loans charges budget earmarked to meet the overall capital investment programme borrowing costs.

Risk, policy, compliance and governance impact

- 6.1 A long term accommodation solution for the delivery of the functions provided in Duncan Place is required including statutory functions relating to the school nursery and gym hall provision.
- 6.2 The risk of retention of the existing Duncan Place building relates to health and safety matters with a continued risk of building failure until it is either made safe or demolished. Bringing forward the demolition will mitigate this risk.

Equalities impact

- 7.1 The closure of Duncan Place has led to a short period of time when services could not be offered to user groups, thus having a detrimental effect on these users. However, almost all of the users have now been accommodated elsewhere, the exceptions being a drawing group and an upholstery group. There is an impact on ease of access to the relocated services as travel patterns have had to change to reflect the new locations.
- 7.2 The Council has been able to mitigate the loss of accommodation for the statutory school uses to ensure that PE can continue to be provided for all pupils and nursery places are provided in the immediate area, indeed the temporary solution will see an increase in locally available places to meet rising demand.

Sustainability impact

- 8.1 The fabric of the existing Duncan Place building is very poor and accordingly the building is extremely inefficient to operate, with significant heat loss, poor ventilation etc. A replacement will deliver a far more efficient building meeting modern building regulations.

Consultation and engagement

- 9.1 Limited notice of the impending building closure was necessary given the escalation of issues that brought about a decision to close. However, since the closure Council officers have met with Leith Primary School Parent Council on two occasions. Council officials have also attended meetings with the wider community organised by the Duncan Place Management Committee, and a working group has been set up to discuss the way forward. There has also been a meeting with the Chair of Edinburgh College.

Background reading/external references

Capital Asset Management Programme Priorities report to the Education, Children and Families Committee on 10 December 2013,

Gillian Tee

Director of Children and Families

Lindsay Glasgow

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John Bury

Acting Director of Services for Communities

Links

Coalition pledges	P40 – Work with Edinburgh World Heritage Trust and other stakeholders to conserve the City’s built heritage.
Council outcomes	CO19 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards and maintenance infrastructure and public realm. CO25 – The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	SO4 – Edinburgh’s communities are safer and have improved physical and social fabric.
Appendices	Appendix1: Duncan Place Resource Centre: User Group Relocations.

DUNCAN PLACE RESOURCE CENTRE: USER GROUP RELOCATIONS

Duncan Place Resource Centre - Classes and Groups September – December 2014

COMMUNITY GROUPS Sept – Dec 2014	DAY	TIME	Offered	Visited new venue	Accepted
Digital Skills Academy	Monday	09.30 – 12.30	Craigentinny CC	Yes	Relocated to McDonald Rd Library
Knitting Group	Monday (TBC)	09.30 – 11.00	Leith CC	Yes	Yes
Academy Arts	Monday / Friday	09.00 – 12.00	Craigentinny CC	Yes	Yes
The Alma Project (Art Group)	Monday	12.30 – 14.30	St Mary's Temp Unit (TU)	Yes	Decided to stay at SOLAS
Edinburgh Stage School	Mon (Tues & Thurs starts Sept)	19.00 – 21.00	Monday Leith CC Tues Craigentinny Thurs Fort CC	Yes	Made own arrangements
Parent and Toddler Group	Tuesday	09.30 – 11.30	Leith CC	Yes	Yes
Leith Community Council Meeting	Monday (approx. once per month)	19.00 – 21.00	Leith CC	Yes	Yes
Digital Skills Academy	Tuesday	13.00 – 16.00	Craigentinny 9.30-12.30	Yes	Relocated at HIBS stadium
Senior Woodwork/ NE Mental Health	Tuesday / Thursday	09.30 – 12.00	Castlebrae CHS and Drummond HS	Yes	These groups joined up

Team - Joinery					and some attend Castlebrae CHS and others attend Drummond HS.
Jewellery / Silverwork Club	Tuesday / Wednesday	10.00 – 12.00	Craigentiny CC	Yes	Yes
Computer Drop-In	Wednesday/Thursday	10.00 – 12.00	Craigentiny CC	Yes	Yes
The Alma Project – Art Studio	Tuesday	11.30 – 13.30	St Mary's TU	Yes	Decided to stay at SOLAS
Fabb Youth Group	Tuesday (approx every 2 nd Tuesday)	19.00 – 20.30	Fort CC	Yes	Yes
Upholstery Club	Tuesday (starts back 2/09/14)	19.00 – 21.00	St Mary's TU/alternative venues being sought.	Due to the amount of storage this group needs – we are having difficulty finding them a relocation option.	Storage is a full classroom presently in DPRC. This group would need to move to Thursday evening and upholster smaller items of furniture to operate out of TU. Discussions ongoing.

Guitar: Acoustic	Wednesday	10.00 – 12.00	Craigentiny CC	Yes	Yes
Alma Project – Creative Writing	Wednesday	14.00 – 16.00	St Mary's TU	Yes	Decided to stay at SOLAS
Look and Draw	Wednesday	18.30 – 20.45	Offered Craigentiny	Yes	No – they are currently looking for alternative venue. Want DPRC or nothing
Changeworks – Nappuccino	Thursday (last Thursday of month)	09.30 – 12.00	Leith CC	Yes	Yes
NE Mental Health Team – Pottery	Thursday	10.30 – 12.00	Inchkieth House	Yes	Yes
Café Group	Thursday (starts back 25/09/14)	10.30 – 12.30	Fort CC	Yes	Yes
Alma Project – Mixed Media	Thursday	13.30 – 15.30	St Mary's TU	Yes	Decided to stay at SOLAS
Sewing Club	Friday	09.30 – 11.30	St Mary's TU	Yes	Yes

CLD Staff

Principally relocated to Craigentiny Community centre, supplemented by fort and Royston Wardieburn Community Centres.

ADULT EDUCATION PROGRAMME starts w/b 22 nd September 2014	DAY	TIME	DURATION	Offered	Accepted
Jewellery: Silver (All	Monday	10.00 –	10 weeks	St Mary's TU	Yes

abilities)		12.00			
Furniture Making (Beginners)	Monday	15.00 – 17.00	18 weeks	Cancelled	Low enrolments
Furniture Making (Beginners)	Monday	18.30 – 20.30	18 weeks	Portobello HS	Yes
Art: Life Drawing (All abilities)	Monday	19.00 – 21.00	10 weeks	Cancelled	Low enrolments
Drumming: Samba (Beginners)	Monday	19.00 – 21.00	10 weeks	ST Mary's TU	Yes
Exercise: Pilates (Beginners)	Tuesday	09.30 – 11.30	10 weeks	Leith CC	Yes
Stained Glass (Post Beginners)	Tuesday	12.30 – 14.30	10 weeks	St Mary's TU	Yes
Jewellery: Silver (Beginners)	Tuesday	12.30 – 14.30	10 weeks	St Mary's TU	Yes
Saxophone (Beginners)	Tuesday	19.00 – 21.00	18 weeks	Leith Academy	Yes
Stained Glass (Beginners)	Wednesday	10.00 – 12.00	10 weeks	St Mary's TU	Yes
Drama (All abilities)	Wednesday	10.00 – 12.00	10 weeks	Cancelled	Low enrolments
Upholstery (Post Beginners)	Wednesday	12.15 – 14.15	10 weeks	St Mary's TU	Yes
Upholstery (All abilities)	Wednesday	19.00 – 21.00	18 weeks	St Mary's TU	Yes
Tai Chi (All abilities)	Wednesday	19.00 – 21.00	10 weeks	St Mary's PS Gym Hall	Yes
Art: Oil Painting (All abilities)	Thursday	10.00 – 12.00	10 weeks	St Mary's TU	Yes
Art: Portrait Painting & Drawing (All)	Thursday	13.00 – 15.00	10 weeks	St Mary's TU	Yes
Yoga: Hatha (Beginners)	Thursday	13.00 –	10 weeks	Fort CC	Yes

		14.30			
Woodwork (Beginners)	Thursday	18.45 – 20.45	10 weeks	Broughton HS	Yes
Guitar: Bass (Beginners)	Thursday	19.00 – 21.00	10 weeks	Cancelled	Low enrolments
Woodwork (All abilities)	Friday	09.30 – 11.30	10 weeks	Castlebrae CHS	Yes
Computers: Digital Photography Out & About (Beginners)	Friday	10.00 – 12.00	5 weeks	Cancelled	Low enrolments
Woodwork (Beginners)	Friday	13.00 – 15.00	10 weeks	Cancelled	Low enrolments

Group	Day	Time	Offered	Accepted
Leith Samba School	Tuesday	17.30 – 19.00	St Mary's TU	Yes
Mini Stage School P1 – P3 (5 – 7 years old)	Friday	13.00 – 14.30	Leith CC	Yes
Junior Stage School P4 – P7 (8 – 11 years old)	Friday	14.00 – 16.00	Leith CC	Yes
Senior Stage School (S1 – S4)	Friday	14.00 – 16.00	Leith CC	Yes

Edinburgh College Requirements

ESOL Programme	DAY	TIME	DURATION	Venue Offered	Accepted
Duncan Place Beginners = 4 mornings per week					
Beginners (16)	Monday	9-12noon	All courses run for the full academic year so from now till June 2015 (33 weeks not including academic holidays)	The Junction	Yes
Beginners (16)	Tuesday	9-12noon		The Junction	Yes
Beginners (16)	Wednesday	9-12noon		The Junction	Yes but the Junction has some prior bookings on fortnightly Weds
Beginners (16)	Thursday	9-12noon		The Junction	Yes
Mixed Level am = 4 mornings per week					
Mixed Level am (20)	Monday	9-12noon		Leith Library	Yes but partitioned space so noise issues and quite small space for 20 students
Mixed Level am (20)	Tuesday	9-12noon		Ripple Hub hall	Yes

Mixed Level am (20)	Wednesday	9-12noon		Ripple Hub hall if distance ok for students	Yes
Mixed Level am (20)	Thursday	9-12noon		Ripple Hub hall if distance ok for students	Yes
Int 1 am = 1 morning per week (+ another 2 at Southside)					
Int 1 am	Monday	9-12noon		Fort CC	Yes
Mixed Level pm = 4 afternoons per week					
Mixed Level pm (20)	Monday	12.30- 3.30pm		Craigentiny CC Moving to Leith Library in November	Attendance has been very low as difficult for students to get to and from in time for school pick ups Leith Library has been accepted but has noise issues as class in partitioned space and quite small space for 20 students
Mixed Level pm (20)	Tuesday	12.30 – 3.30pm		Ripple Hub hall	Yes
Mixed Level pm (20)	Wednesday	12.30- 3.30pm		Ripple Hub hall if distance ok for students	Yes
Mixed Level pm (20)	Thursday	12.30- 3.30pm		Ripple Hub hall if distance ok for students	Yes
EWT (English for Work and Training) = 3 afternoons per week					
EWT (20)	Monday	12.30-		Leith CC	Yes

		3.30pm			
EWT(20)	Tuesday	12.30-3.30pm		Leith CC	Yes
EWT (20)	Wednesday	12.30-3.30pm		Leith CC	Yes
Int 1 pm = 4 afternoons per week					
Int 1 pm (20)	Monday	12.30-3.30pm		The Junction	Yes but room capacity only really suitable for 16 and there are 18 currently in class with target of 20
Int 1 pm (20)	Tuesday	12.30-3.30pm		The Junction	Yes but room capacity only really suitable for 16 and there are 18 currently in class with target of 20 Some Tuesdays not available due to prior bookings
Int 1 pm (20)	Wednesday	12.30-3.30pm		The Junction	Yes but room capacity only really suitable for 16 and there are 18 currently in class with target of 20
Int 1 pm (20)	Thursday	12.30-3.30pm		The Junction	Yes but room capacity only really suitable for 16 and there are 18 currently

					in class with target of 20
Home Tutor Training					
Home Learning Tutor training (20)	Friday	10— 12noon	4 weeks	Edinburgh College Sighthill Campus	Yes
Home Learning Tutor training (20)	Friday	1-3pm	4 weeks	Edinburgh College Sighthill Campus	Yes

Numbers in () are participants i.e. Beginners (16) = room needed for 16 participants.

Edinburgh College staff and resources accommodation is still a problem as there is not enough space for these at Granton Campus. Staff are being accommodated on a temporary basis but space for resources is very limited – lots of teaching resources still in boxes.

Education Children and Families Committee

10am, Tuesday, 9 December 2014

Castlebrae Community High School Progress Report

Item number	7.10
Report number	
Executive/routine	Executive
Wards	Ward 17 - Portobello/Craigmillar

Executive summary

This report updates elected members of the City of Edinburgh Council's Education, Children and Families Committee on progress towards improving outcomes for pupils attending Castlebrae Community High School.

The Education, Children and Families Committee on 4 March 2014 considered a progress report on Castlebrae Community High School improvements following the outcomes of the Castlebrae Working Group which included representation from elected members, the community, parents, officers, including the Head Teacher of Castlebrae Community High School, Edinburgh College and EIS.

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

Links

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

Castlebrae Community High School Progress Report

Recommendations

- 1.1 The Education, Children and Families Committee is requested to:
 - 1.1.1 Note the contents of this report.
 - 1.1.2 Note the progress of strategies within the school which aim to deliver a high quality educational experience for learners.
 - 1.1.3 Note the progress in management arrangements within the Castlebrae Learning Community which were implemented in August 2014.
 - 1.1.4 Agree to receive a further progress report in October 2015.

Background

- 2.1 This report provides an update on the improvements for learners attending Castlebrae High School.
- 2.2 The current school roll at Castlebrae Community High School on 14 November 2014 was 125. There is an increase in the S1 school roll with 26 pupils enrolling in August 2014, however school leavers from larger year groups in S4, S5 and S6 mean that the overall school roll is smaller than last session.
- 2.3 The report taken to the Education, Children and Families committee in March 2014 outlined proposals for revised management arrangements to support transition from primary to secondary which have been implemented.
- 2.4 The school continue to work closely with the quality improvement team to ensure that improvements for learners continue to be made.

Improvements in Performance 2013-14

- 3.1 The previously seconded Head Teacher of Castlebrae Community High School took up post on 4 June 2013. Following the HMIE inspection in June 2013, an action plan was developed by the school and quality improvement officers for session 2013/14. In August 2014 a new Head Teacher and Depute Head Teacher were seconded together with the new post which was created to co-ordinate the work of the cluster and the Broad General Education, the current Head Teacher of Castlevie primary has now taken up post for two days per week to carry out this role.
- 3.2 The school action plan identified the following areas:
- Improving attainment
 - Improving learning and teaching
 - Improving the curriculum
 - Improving behaviour management and school ethos
 - Improving communication with parents and the wider community and improving the school image
 - Improving working effectively with Cluster Primary schools
 - Improving the physical environment
- 3.3 The Cluster action plan identified the following areas:
- Develop a programme of collaborative curriculum development across the Cluster
 - Develop assessment and moderation activities across the Cluster
 - Develop effective transition activities focused on literacy and numeracy
 - Develop a range of Cluster events
 - Develop a Cluster approach to residential experiences for learners
 - Establish a range of out of school clubs and activities based at CCHS
 - All cluster primary schools to promote CCHS through parental engagement.

Staffing

- 3.4 There continues to be a refresh of staff at Castlebrae Community High School. The teaching staffing complement in August 2014 was 24.53FTE. Refresh opportunities have continued with a number of staff seconded to other schools for a term for their own professional development. In August 2014 a new Head

Teacher and Depute Head Teacher were seconded to work in Castlebrae Community High School.

- 3.5 In August 2014, the Primary Head Teacher of Castlevie Primary School took up this new post working closely with the newly seconded Head Teacher of Castlebrae Community High School. She has additional responsibility for S1-S3 ensuring that the broad, general education is delivered within a nurturing environment, with high quality learning and teaching and raised expectations.
- 3.6 In December 2013, the Castlebrae Progress report to the Education, Children and Families Committee agreed the following timeline in respect of the leadership arrangements for Castlebrae Community High School:

June 2013: Secondment of experienced Secondary Head Teacher

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

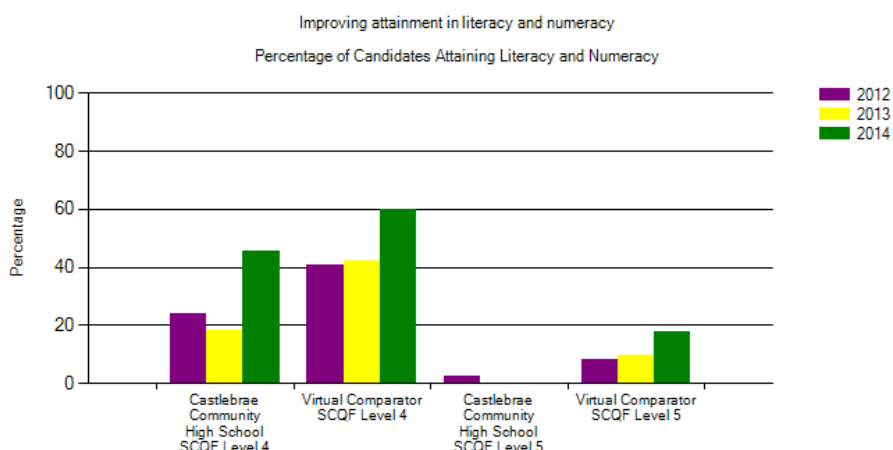
August 2015: Permanent Head Teacher appointed of the Castlebrae Learning Community (Ref 2.3.2 and 2.3.3)

Improving Attainment and Achievement

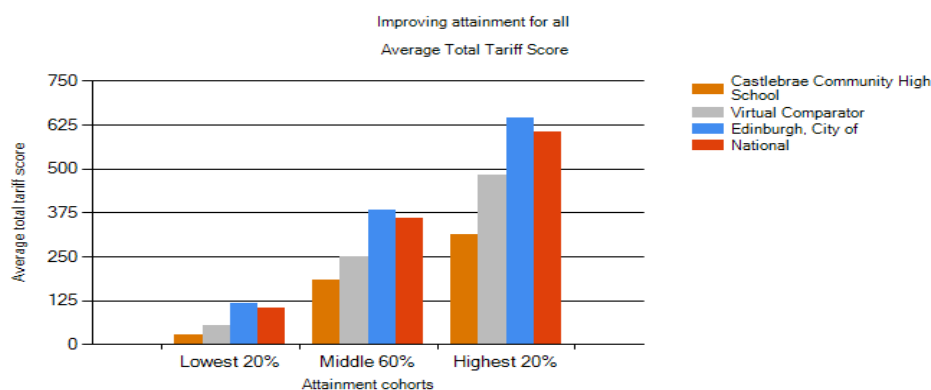
- 3.7 Standardised Test Scores show a positive trend in terms of added value in session 2013-14:

Year	S1 Learners Mean Standardised Age Score			S2 Learners Mean Standardised Age Score			Change (+ or -)		
	10-11	11-12	12-13	11-12	12-13	13-14	11-12	12-13	13-14
Literacy / English - Reading	87.7	83.0	88.1	85.6	82.1	94.6	-	-	+
Mathematics / Numeracy	82.5	77.6	85.8	83.6	83.1	86.4	+	+	+

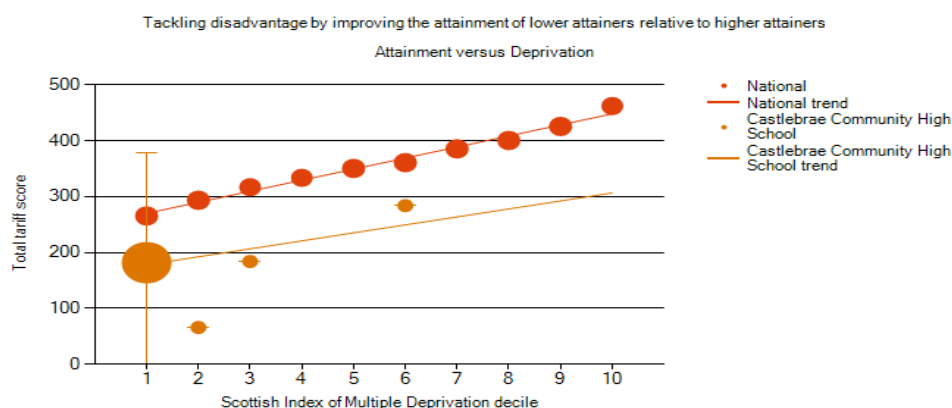
3.8 In S4 Examinations, the percentage of candidates attaining literacy and numeracy at level 4 has improved but continues to remain below the comparator and national average at all levels



3.9 The average total tariff score of pupils in S4 continues to be below the virtual, City of Edinburgh and National levels:



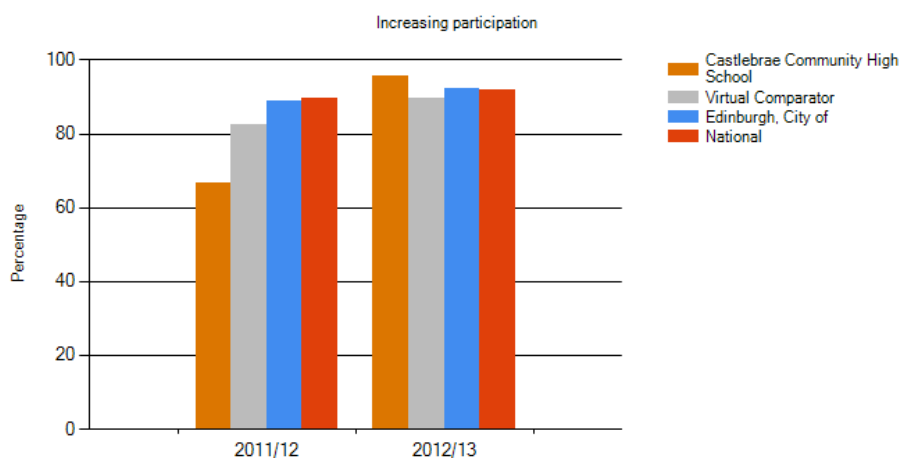
3.10 Castlebrae is below the national trend for attainment versus deprivation. It is important to note that Castlebrae has a significantly larger distribution of pupils within SIMD 1:



3.11 S5 examination results in 2014 show an improvement of 8% in the number of pupils gaining 5 or more at level 4 by the end of S5. However, overall S5

attainment in 2014 has fallen significantly overall when compared with attainment in 2013. S6 Examination results show an improvement across five indicators: 12% improvement in the number of pupils gaining an English qualification at level 3; 2% improvement in the number of pupils gaining a Maths qualification at level 3; an 8% improvement in the number of pupils gaining English and Maths qualifications at level 3; 2% improvement in the number of pupils gaining five or more awards at level 5; and a 5% improvement in the number of pupils gaining 1 or more Highers by the end of S6, and 4 other measures. Attainment in expressive arts, technologies and physical education continues to remain relatively strong in national examinations although in 2014 there are fewer presentations at level 6 in S5.

- 3.12 Young people continue to perform well in a range of Skills for Work courses, National Progression Awards and National Certificates. Strong performances in Intermediate 2 Hairdressing, Retail and Creative Industries, Intermediate 1 Construction, Engineering, and Early Education and Childcare. The school has extended the range of vocational courses and 16 + choices to better meet the needs of a number of young people including: ASDAN; SQA Employability awards; Headstart; First Aid; and British Safety Council awards. As a result, more young people are developing the necessary skills to help them into employment, training or college.
- 3.13 The school, working closely with a range of partners, including SDS coach and the full-time CLD worker have established programmes and activities which enable young people to gain important skills for life, learning and work. Programmes such as the six week Community Challenge Construction for a group of S4 non-attenders have had a very positive impact on the future employability and life skills of these young people. All now either attend college, have employment or an activity agreement. As a result of the revised approaches to 16+ choices the number of young people leaving school to enter a positive destination has significantly improved from 92% to 94.6% which is 3.6% above the City of Edinburgh average. For positive destinations, Castlebrae is also above the virtual comparator and the national average in session 2012/13:



Improving Attendance and reducing exclusions

- 3.14 Attendance continues to remain below national and comparator averages at 88%. The table below outlines the attendance percentages for each year group are shown below for last session:

	ATTENDANCE						
	S1	S2	S3	S4	S5	S6	TOTAL
2011/12	87.3%	85.5%	80.9%	87.7%	85.5%	91.4%	85.6%
2012/13	91.5%	87.2%	85.8%	87.3%	87.3%	85.8%	87.7%
2013/14	85.7%	90.9%	83.7%	88.3%	89.6%	86.7%	87.6%
to date Sept'14	89.4%	94.4%	89.6%	83.8%	92.0%	81.5%	88.6%

- 3.15 A target of 93% has been agreed for session 2014-15 in order to bring attendance in line with the average for secondary schools in the City of Edinburgh. The school is implementing an Attendance Improvement Strategy to address this which is a necessary step to improving outcomes for young people.

Exclusions

- 3.16 When comparing exclusion incidents from 2012/13 and 2013/14 with 2011/12 there has been a significant reduction in the number of exclusions:

	Incidents
2011/12	155
2012/13	35
2013/14	50
to date Sept'14	8

Increasing the School Roll

- 3.17 The current school roll at Castlebrae Community High School taken on 14 November 2014 was 125 compared with 138 pupils in December 2014. There is an increase in the S1 school roll with 26 pupils enrolling in August 2014, however school leavers from larger year groups in S4, S5 and S6 mean that the overall school roll is smaller than last session.

Improving the Curriculum to provide a clear strategic management of the curriculum across the Cluster from P5 – S3

- 3.18 In session 2013/14, the school recognised the need to re-instate curricular links with associated primary schools within the context of Curriculum for Excellence and a successful transition programme was implemented. This has had a positive impact on the cluster and the school should continue to build on these important cluster links. The curriculum has been revised and a new S1-3 and S4-6 programme has been implemented.

- 3.19 The school has taken a creative approach to Broad General Education but faces significant barriers to implementing the full entitlements of the broad general education due to the small roll and the wide range of additional needs of learners. This will remain a key priority for session 2014/15 and the school will now revisit their plans for the senior phase in order to implement courses which will lead to improved outcomes for young people; in particular in Maths, Science, Modern Languages and Religious Education. Plans need to include a range of differentiated pathways to build on prior learning and achievements and meet the needs of all young people. The new Head Teacher has already initiated work with the Duke of Edinburgh programme, Active Schools and Skillforce to provide tailor-made programmes for young people.
- 3.20 Interdisciplinary learning continues to be developed with a few strong examples including the Nairn Challenge which gives young people an insight into the world of production, marketing and sales and to apply their literacy, numeracy and health & wellbeing skills in a relevant and interesting context rooted in a business within the local community.
- 3.21 Partnership working remains strong and the full-time CLD worker continues to provide a crucial link with a range of key partners who work within and outwith the school to support a number of disengaged learners to reconnect with education and training. This role is proving to be a successful bridging link between the school and the wider community to the benefit of the young people and has had a significant impact on improving positive destinations. Partners continue to demonstrate high levels of commitment to improving the life chances of the young people.

Improving Learning and Teaching which is evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents.

- 3.22 The school vision was agreed in session 2013/14 after consultation with pupils, staff and parents.
- 3.23 To improve the quality of learning and teaching, the Castlebrae cluster started working in partnership with each other and in August 2014 a highly successful cluster launch took place at Castlebrae High School on 14 August 2014. During this session Keir Bloomer and Graeme Donaldson presented to staff. The cluster programme aims to upskill all teaching staff and provide learners with the highest quality of learning and teaching. In addition the Quality Improvement Manager has implemented the *10 Lesson Basics* programme in order to deliver a greater degree of consistency in the standard of learning and teaching across the school.
- 3.24 Professional learning communities of teaching staff continue to take place on a regular basis aimed at improving learning and teaching. The school is continuing to implement a robust programme of sharing classroom experience

including the senior management team observing the quality of learning and teaching in all classes.

- 3.25 During session 2013-14, all pupils in Castlebrae Community High School and each of the three cluster primary schools P7 pupils have been provided with an ipad. These are used to support learning both at school and at home. This has been a very positive experience for pupils, parents and staff and a range of voluntary Continuing Professional Development activities for staff in using ICT continues to be offered, attended by over 90% of staff and work is planned to further support parents. The school will now continue to work with the Digital Learning Team to enhance this initiative during session 2014/15.

Increasing the community activity within the school

- 3.26 There is an increased level of provision for out of school learning opportunities. The March 2014 report outlined the following initiatives: 'Sounds like Friday', a Youth Music initiative has been introduced and is offered to all pupils in the Cluster on Friday afternoons based at Castlebrae Community High School. Other extra curricular opportunities currently offered include Maths club, Football, Drama club. There is an apprentice sports development worker working in the school 1 day a week to promote rugby and the school has also introduced outdoor education in S1-3. There are further plans to develop increased sporting opportunities.
- 3.27 Within the Cluster last session, a range of curricular activities have been agreed and a range of events are planned to promote increased collaboration and sense of community across the cluster schools. All Primary 7 pupils were allocated an ipad which will be managed and supported by the High School.

The positive promotion of the school in its community results in increased parental and community engagement

- 3.28 The re-formed Parent Council has a new constitution. In session 2013/14 between two and four parents attended Parent Council meetings over the course of the year and at the Parent Council meeting this term there were four current and one former parent in attendance. Chairs of Parent Councils in Cluster primary schools were also invited to attend the Castlebrae Parent Council meetings. The school held a Curricular transition evening on 6 November for Parents and Carers. No Parents or Carers attended.

Improving the physical environment

- 3.29 Work on the main school building to bring together classrooms to create a sense of a school community for pupils is now complete. As outlined in the March 2014 report, the main entrance area has been upgraded and the Family Centre has been relocated back into Castlebrae Community High School following the upgrading of accommodation to meet the Care Inspectorate's recommendations.

The pupil toilets have now been upgraded and the painting to corridors in the main teaching block is now complete.

- 3.30 The plans for the additional accommodation, created through the movement of classrooms described above, to be used by community organisations and artists providing greater links between the work of these organisations and the school curriculum is now well progressed. The Friends of the Award (DofE) and the councils Green Team relocated into Castlebrae in July 2014. In addition the Council's Audio Visual and Technical Services departments also relocated into these spaces providing opportunities for cross collaboration and support for the establishment of Duke of Edinburgh in the school and to further vocational provision.

Future plans and the new school

- 3.31 A full update on the project to deliver a new secondary school in Craigmillar was provided in the report which was considered by Council on 25 September 2014. A site of approximately 4.2 hectares for the new school has been identified in the revised master plan for Craigmillar being located close to the town centre as required by the Local Plan. The school may ultimately need to have a capacity of 1,200 based on the level of future housing development which is expected in the area and the site size of 4.2 hectares was considered necessary to accommodate this potential requirement. The initial capacity to which the school should be built and the associated expansion strategy thereafter will have to be considered in greater detail nearer to the time when the project to deliver the new school will start.
- 3.32 There continues to be a working assumption of August 2020 as being the date when a new school would open this being by when, had the existing school been closed and demolished, there would have been insufficient spare capacity within the other secondary schools in the area to accommodate the pupils from the Castlebrae Community High School catchment area thus necessitating the delivery of the new school. However as the existing school will remain open, the secondary school capacity remains in the area and there will no longer be a potential future pressure on the secondary school estate within this timeframe to accommodate pupils from the Castlebrae Community High School catchment area. The timing of when a new school would require to open is therefore no longer determined by necessity from a school estate capacity perspective and will, in effect, now be entirely dictated by the availability of capital funding to deliver the new school.
- 3.33 The projected total cost for the new school is now £27.611m based on an assumed opening date of August 2020; a capacity of 700 (including 100 vocational) and with additional space incorporated to develop the ambition of Castlebrae to become a city wide centre of excellence in Science. This remains a

broad approximation and should be considered very much as an indicative figure only at this time. Whilst a proposed site has been identified for the new school, site specific factors and conditions *could* result in a higher cost. The capacity of the school and what community facilities are located therein will require to be reviewed nearer to the time of the project starting. This estimate also excludes the further cost of any expansion which would be required in subsequent years, some of which is anticipated would be met from developer contributions. Compared against the current provision within the Capital Investment Programme of £618,000 there is a funding deficit of £26.993m. A number of *potential* sources of funding have been identified however these are anticipated to generate funding of no more than £9m. As the majority of this funding would not be realised until after 2020 this leaves a requirement to identify further capital funding for the full remaining cost of around £27m to progress the new school to completion.

Conclusions

- 3.34 Castlebrae Community High School continues to demonstrate some initial school improvements but these have yet to deliver improved outcomes for learners. The school has clear plans in place to continue to make improvements which have a positive impact on improving the quality of learning and teaching which result in improved outcomes for learners.
- 3.35 The learning environment has improved for pupils through upgrading of accommodation within the school.
- 3.36 In August 2014, the revised management arrangements for the Castlebrae Learning Community were implemented with a newly seconded Head Teacher, Primary Head Teacher and Depute Head Teacher in post in order to achieve the recommendations from the Castlebrae Working Group which were agreed at the Education, Children and Families Committee in December 2013.

Measures of success

- 4.1 The measures of success outlined in the March report are as follows:
 - 4.1.1 Improved attainment and achievement
 - 4.1.2 Attendance is improved and exclusions are reduced
 - 4.1.3 The S1 school roll intake increases in session 2014/15
 - 4.1.4 There is a clear strategic management of the curriculum across the cluster from P5 – S3
 - 4.1.5 There is improved learning and teaching evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents.

- 4.1.6 There is an increase in community activity within the school
- 4.1.7 The positive promotion of the school in its community results in increased parental and community engagement.
- 4.1.8 Improved physical environment.

Financial impact

- 5.1 Additional funding has been provided to facilitate the improvement plan. This includes additional staffing, additional funding for physical improvements and the additional funding for the i-pad initiative. An additional budget of £204K has been allocated to the school to support school improvement through additional staffing and to allow staff refresh to take place.
- 5.2 £118K was allocated to the school to support physical improvements to the school building and environment and a further £50K was allocated to the school to allow the toilets to be upgraded and smaller physical improvements. The overspend of £388K from session 2012/13 was removed from the school budget.
- 5.3 Additional funding of £60K was provided to deliver i-pads for all pupils at Castlebrae and the P7 stage of the cluster primary schools.
- 5.4 These additional resources have been contained within the Children and Families budget.
- 5.5 During session 2014/15, Officers will continue to work with the Head Teacher to bring the budget back into line over the next few years while ensuring that there is appropriate resources allocated to ensure continuing improvements.

Risk, policy, compliance and governance impact

- 6.1 In accordance with the Council's approach to risk management, the following key risks should be considered:

	Key Risks	Mitigating Actions
6.1.1	The significant barriers to improving outcomes to learners	To monitor progress and receive a further committee report in October 2015
6.1.2	Equalities issues which may be identified through the Full equalities impact assessment	Complete assessment and identify mitigating actions

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 Drafts of this report have been shared with the School management team at Castlebrae Community High School prior to this committee meeting.

Background reading/external references

[Castlebrae Progress Report March 2014](#)

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

[Follow Through Letter April 2013](#)

[HMIE Follow Through Report August 2013](#)

[Full Council report March 2013](#)

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

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

Gillian Tee

Director of Children and Families

Contact: Andy Gray, Head of Schools and Community Services

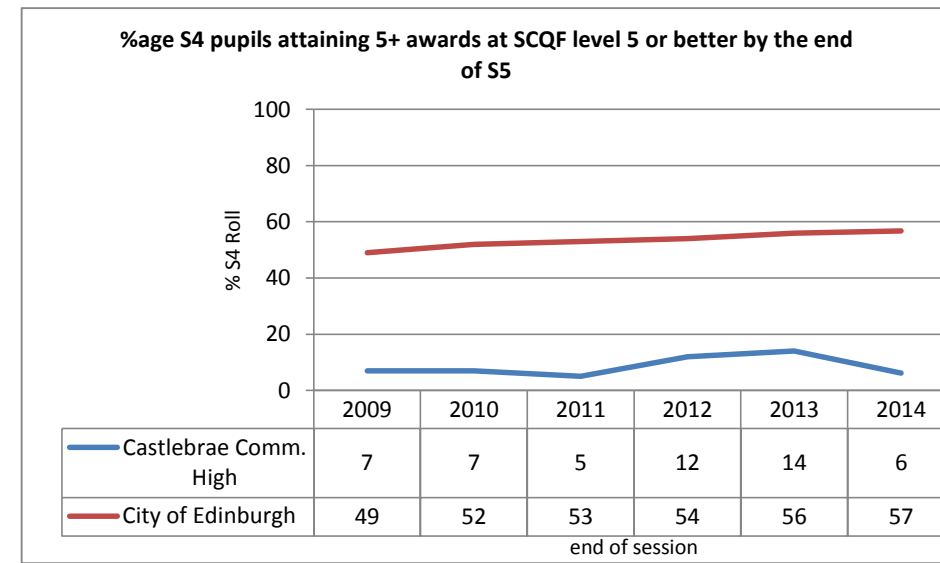
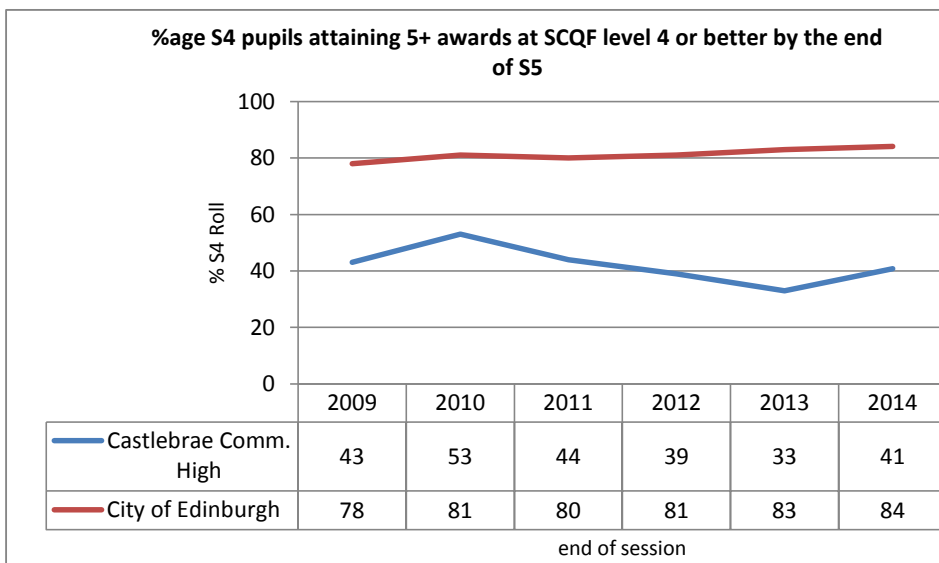
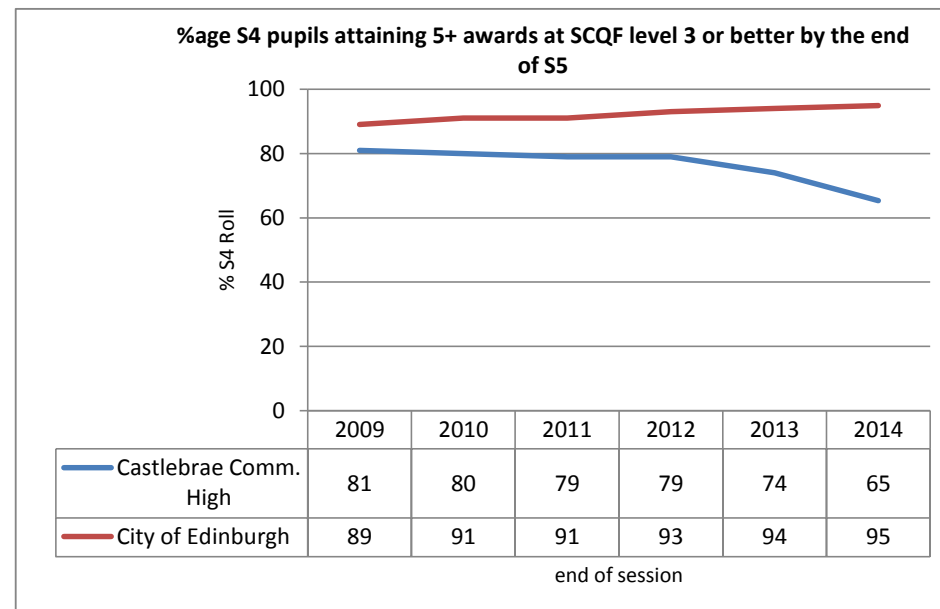
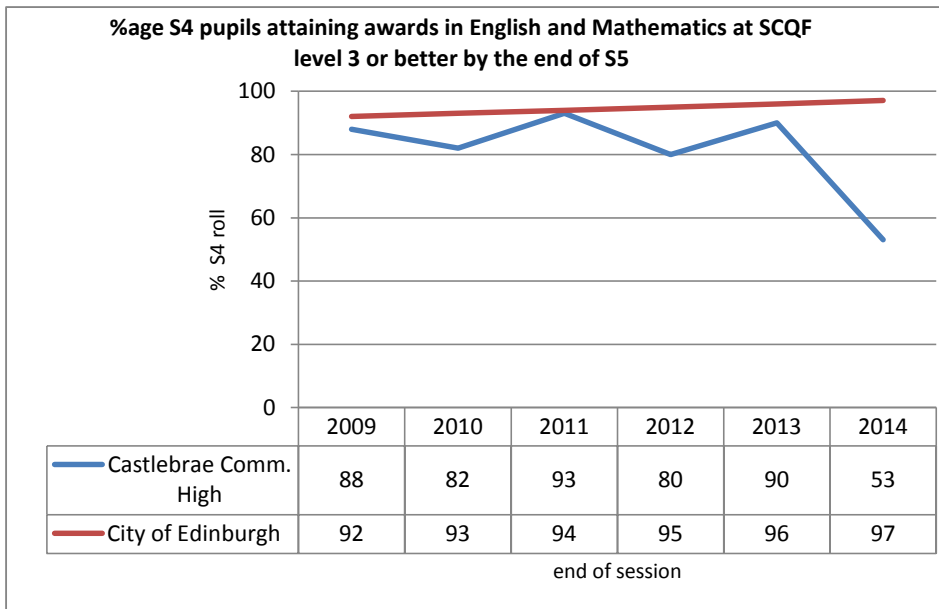
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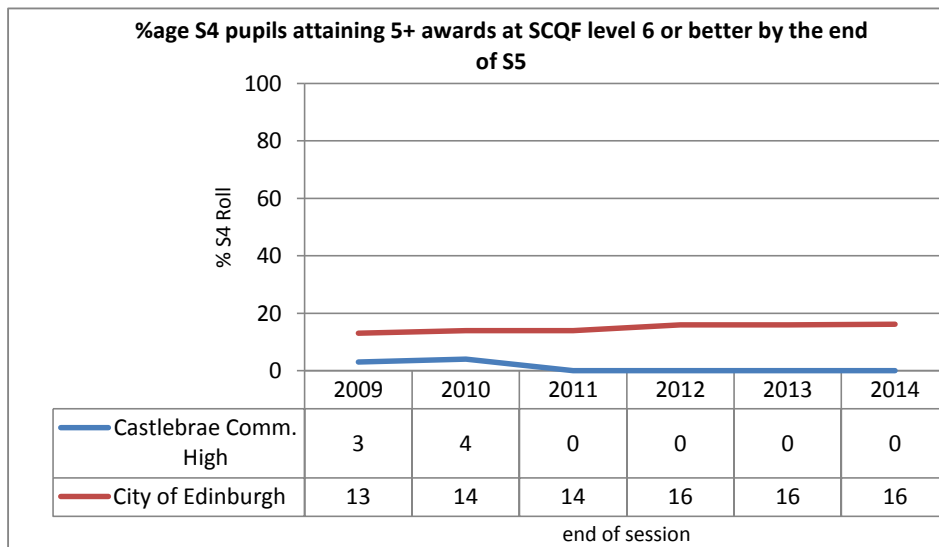
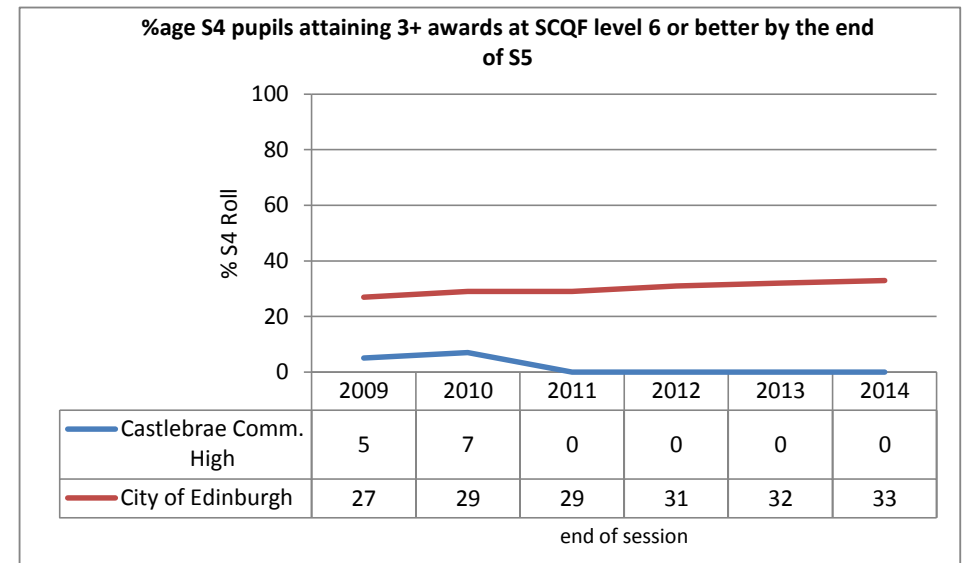
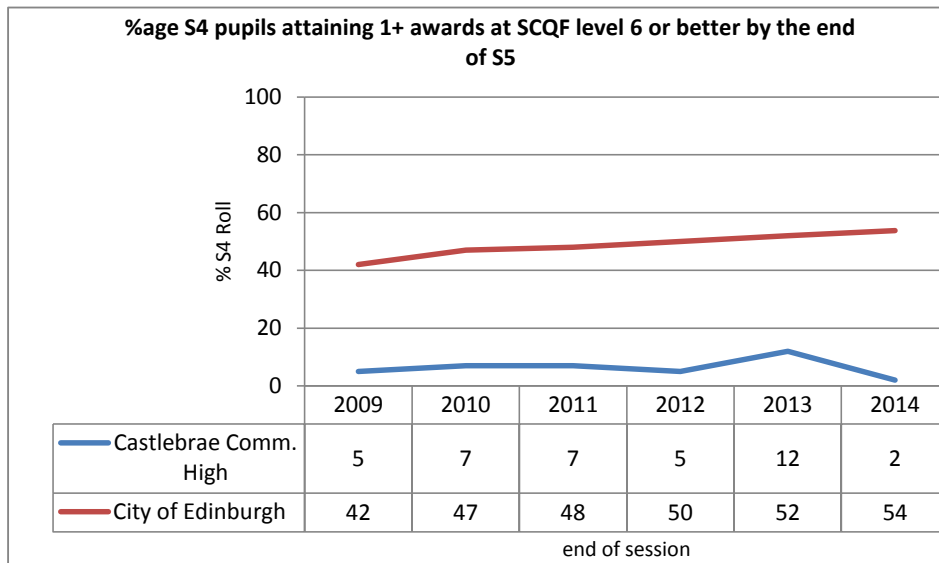
Contact: Grace Vickers, Quality Improvement Manager

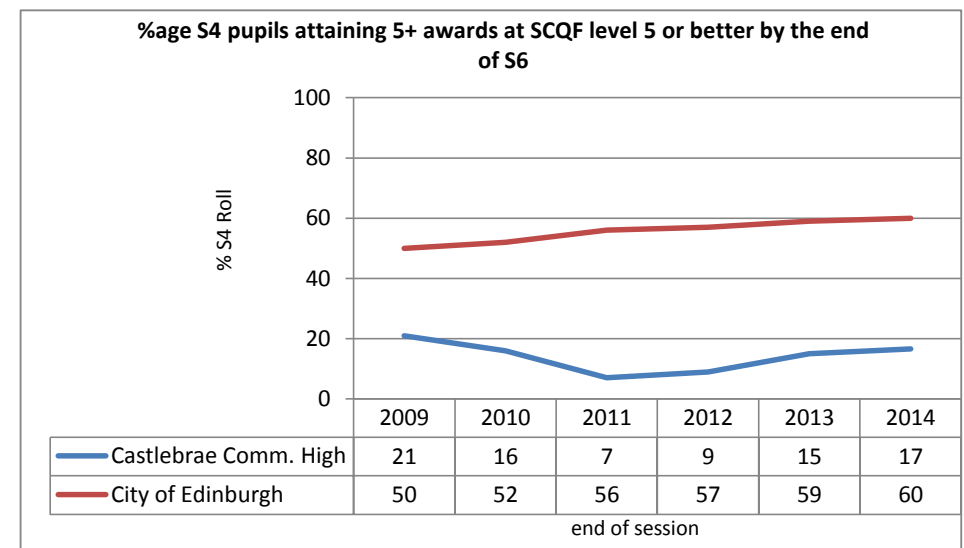
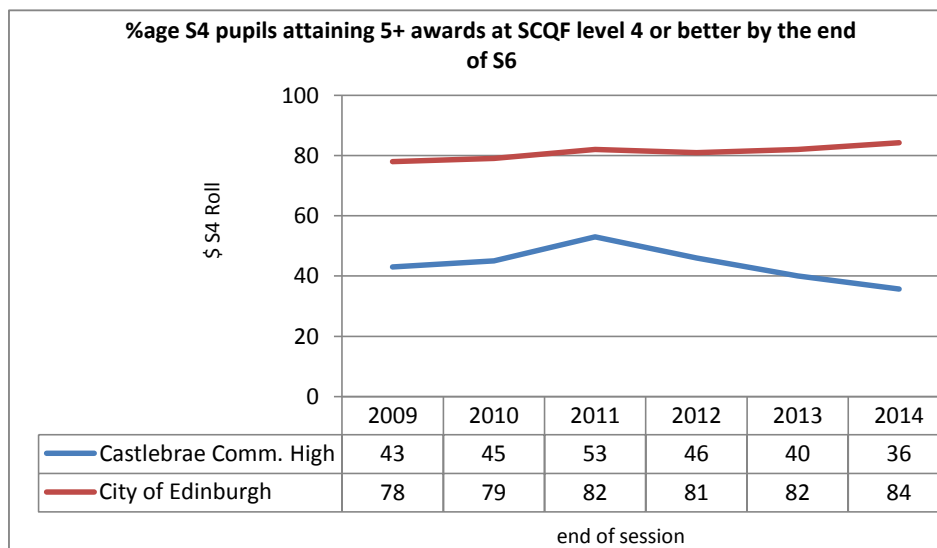
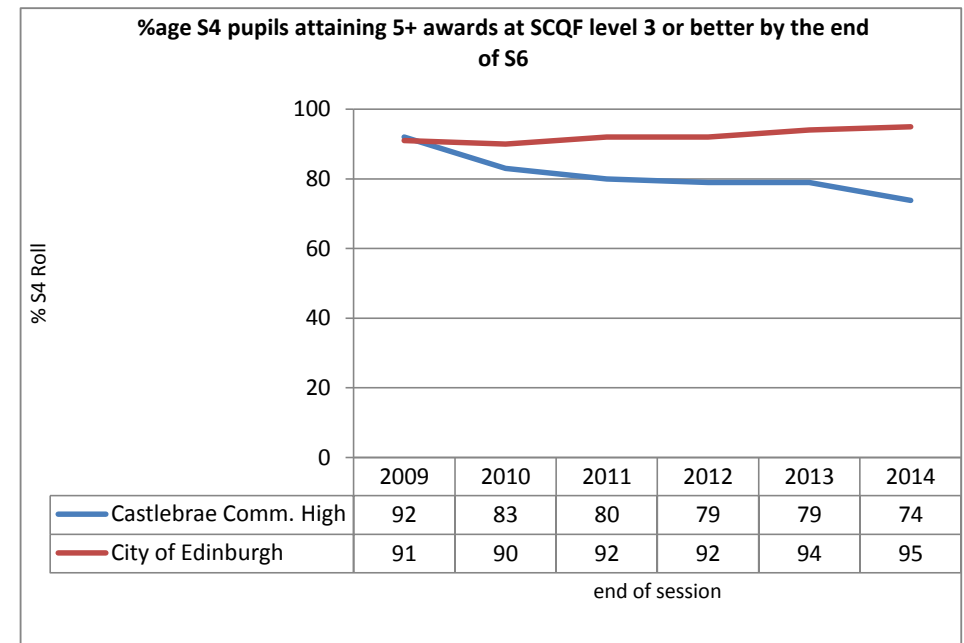
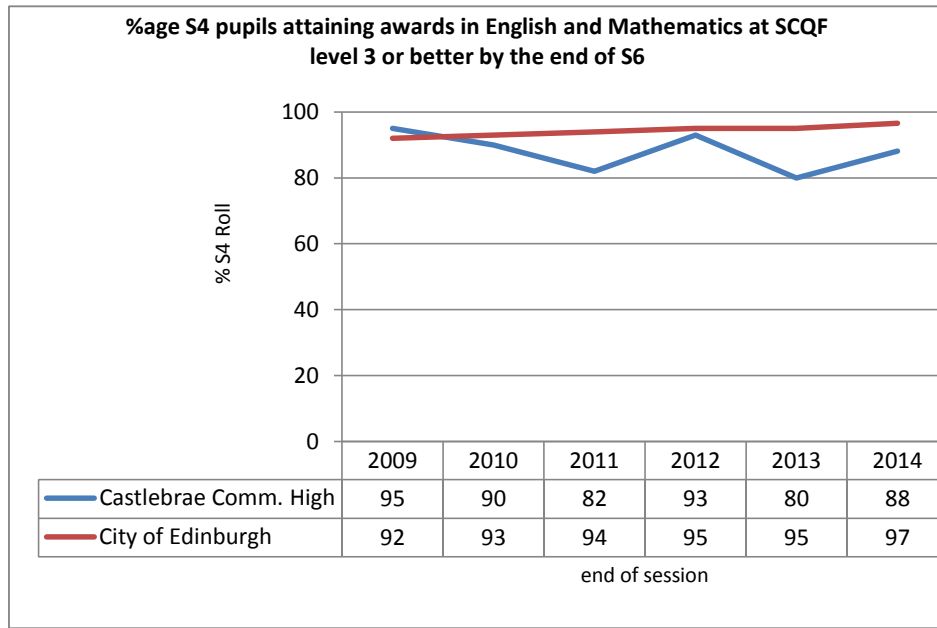
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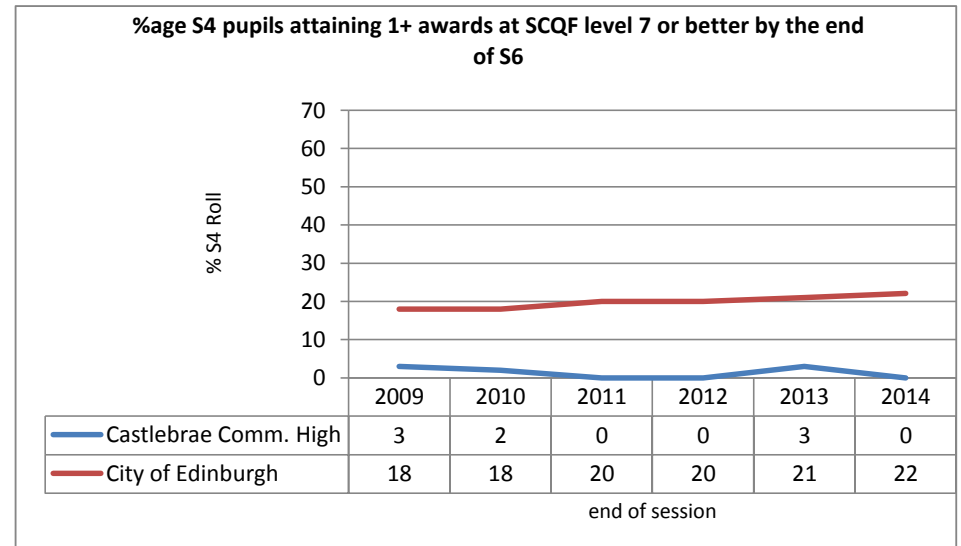
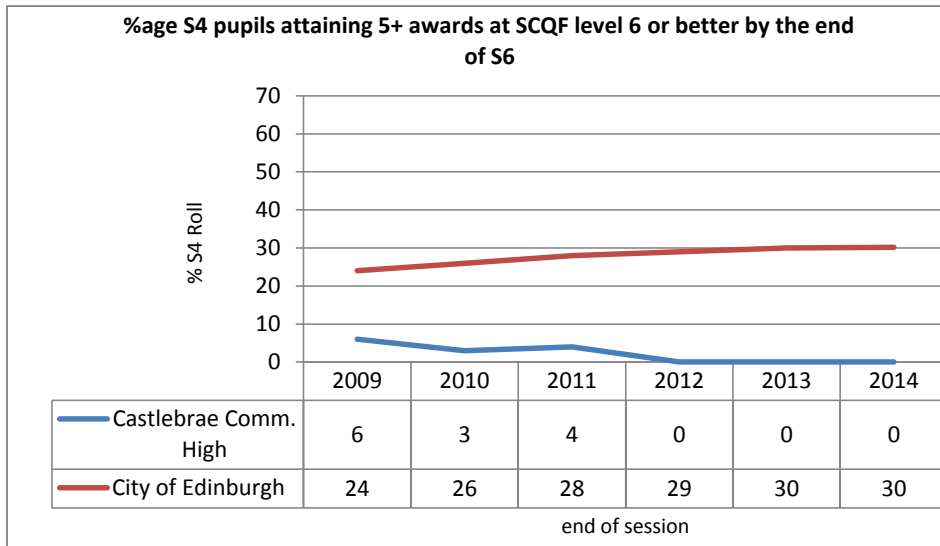
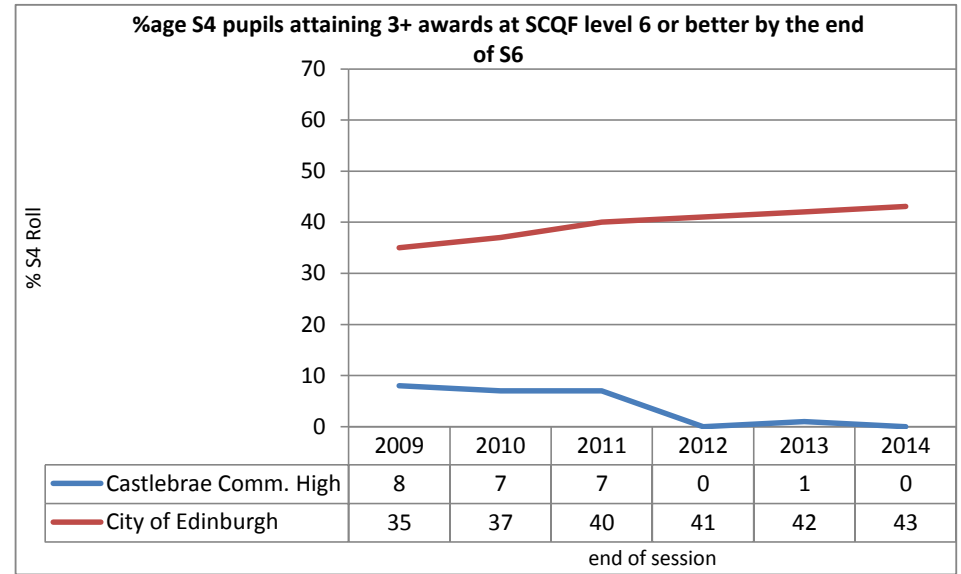
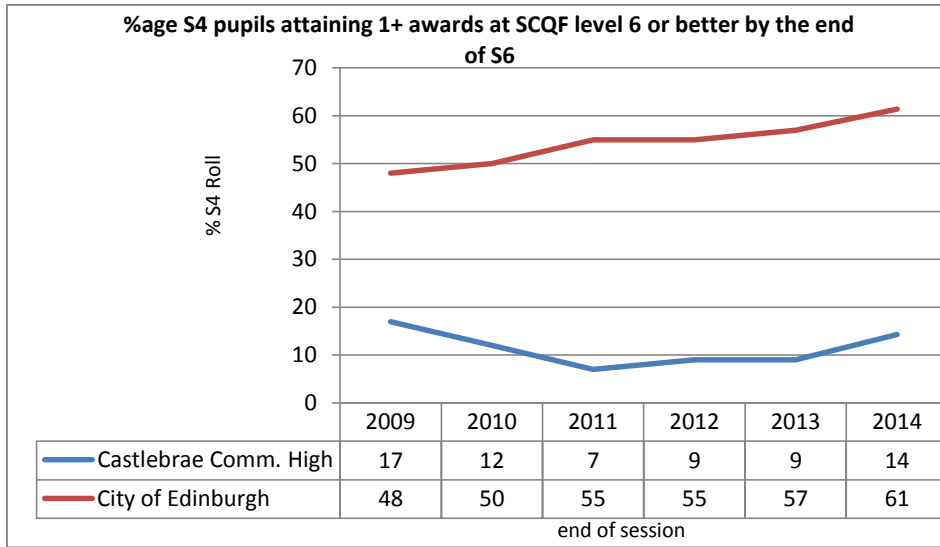
Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council outcomes	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people in need, or with a disability, have improved life chances CO9 - Edinburgh residents are able to access job opportunities
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfill their potential
Appendices	1. Attainment Outcomes 2. Equalities Impact Assessment









City of Edinburgh Council

Summary of the record of equality and rights impact assessment

ERIA Title: Progress Report for Castlebrae Community High School
Eira NO: CF1(G)

Summary of Enhancements of Rights

Education and Learning: Curriculum for Excellence states that every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

- Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
- Every child and young person is entitled to experience a broad general education
- Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications
- Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing
- Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Every young person is entitled to support in moving into a positive destination

Summary of Infringement of Rights

1. At present the school does not fully meet the requirement of a curriculum which is coherent from 3 to 18 including a broad general education. This is due to the small school roll which makes this challenging to deliver. (125 based on September census data).
2. At present there is a decline in the number of pupils presented for qualifications at SCQF levels 5 and 6 in S4 and S5/6. In S5/6 the following pattern shows a significant decline in attainment by the end of S5/6: see appendix 1.

Equality Impact Assessment – Summary

Section 1: Duty and commitment to eliminate unlawful discrimination

Positive and Negative impacts

There is no impact on our duty and commitment to eliminate unlawful discrimination

Section 2: Duty to advance equality of opportunity.

Positive impact

Positive and sustained destinations have improved from 92% to 94.6% which is 3.6% above the City of Edinburgh average. Section 3.9 of the Committee Report for Castlebrae dated 10 December 2014 refers to the positive work of the range of partners, including SDS and the full time CLD worker and the 16+ learning choices which have all played a significant part in helping to further improve positive destinations.

Negative impact

Barriers presented to raising attainment with such a large group of pupils within SIMD1 (84% of the total school roll) and without an even spread across 5 or more SIMD deciles. The detrimental impact on attainment is compounded for equalities groups such as white working class boys, Gypsy Travellers and other specific ethnic minority pupils as well as pupils who have a disability.

Section 3: Duty to foster good relations

Neither positive nor negative to the protected characteristic groups. However, there is an opportunity to promote awareness and understanding of a child's entitlements outlined in Curriculum for Excellence.

Recommendation	Responsibility of (name required)	Timescale
1. To continue to work together with the new management team in order to take forward the recommendations of the Education Scotland Inspection Report	Quality Improvement Manager Quality Improvement Officer School SMT	June 2015
2. To consider the implications of further potential decline in attainment over the next five years and how this may impact on attempts to increase the school roll	Children and Families SMT	June 2015
3. To continue to work with the school and the local community in order to broaden parental engagement within the Castlebrae cluster in order to increase the school roll	Quality Improvement Manager Quality Improvement Officer School and Learning Community	September 2015

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Fox Covert Primary Schools – New Nursery

Item number	7.11
Report number	
Executive/routine	Executive
Wards	Ward 3 Drumbrae/Gyle

Executive summary

On 1 May 2014 Council approved that a new 40/40 nursery class be established at Fox Covert Primary Schools with provision also being made for under 3's; the total cost was estimated to be £1.074m.

A partnership nursery (Fox Covert Nursery) currently operates from an existing building within the Fox Covert Primary Schools campus grounds and provides a separate 30/30 nursery class. The opportunity has been identified to deliver a 70/70 nursery building at a cost of £1.499m which would allow the opportunity for a fully integrated early years service to be provided on the school site in a single building.

The purpose of this report is to seek the approval of Committee to this proposal. If approved, during the period when the new building is being constructed the Council would work with the existing Fox Covert Nursery to co-create the vision for the service which would operate from the combined centre and establish how this would be delivered including the implications of this approach for the existing nursery staff.

Links

Coalition pledges	P1 and P6
Council outcomes	C01 and C02
Single Outcome Agreement	S03

Fox Covert Primary Schools – New Nursery

Recommendations

- 1.1 Approve the revised cost of £1,499,000 and the associated sources of funding set out in this report to deliver a new 70/70 nursery with provision also being made for under 3's.

Background

- 2.1 On [10 December 2013](#) the Education, Children and Families Committee approved that a statutory consultation should be carried out regarding the establishment of a new nursery class at Fox Covert Primary Schools. At Fox Covert the site is a joint campus between Fox Covert Primary School and Fox Covert RC Primary School. The Education, Children and Families Committee also approved a cost of delivering the new nursery of £1,074,000.
- 2.2 The statutory consultation period ran from Monday 16 December 2013 to 12 February 2014 with the outcome being reported to Council on [1 May 2014](#) when Council approved that a new 40/40 nursery class be established at Fox Covert Primary Schools with provision also being made for under 3's.
- 2.3 A partnership nursery (Fox Covert Nursery) currently operates from an existing building within the Fox Covert campus grounds and provides a separate 30/30 nursery class. The opportunity has been identified to deliver a 70/70 nursery building at a cost of £1.499m allowing the opportunity for a fully integrated early years service to be provided on the school site in a single building.
- 2.4 The purpose of this report is to seek the approval of Committee to this proposal. If approved, during the period when the new building is being constructed the Council would work with the existing Fox Covert Nursery to co-create the vision for the service which would operate from the combined centre and establish how this would be delivered including the implications for the existing nursery staff.

Main report

- 3.1 Following the approval of Council on 1 May 2014, the project to deliver a new nursery class at Fox Covert Primary Schools was initiated, the scope being to deliver a 40/40 nursery class with provision also being made for under 3's.
- 3.2 Hub South East Scotland Limited (HSESL) was engaged to deliver the new nursery together with a replacement nursery at Duddingston Primary School, a new nursery at Wardie Primary School and a new gym at Blackhall Primary School. HSESL has very successfully delivered the first two phases of the

primary school rising rolls project and were commissioned to deliver phase three. The hub 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.

- 3.3 A working group was established involving staff and parent representatives from both primary schools and the Chairperson of the existing Fox Covert Nursery. The working group has met several times also involving input from the HSESL design team.
- 3.4 One of the key first tasks for the working group was to agree the location for the new nursery. A number of options were considered and different opinions were expressed with a final location for the new building and its orientation having been determined and agreed for both operational and technical reasons. The location is broadly the same as that indicated during the statutory consultation.
- 3.5 Operationally the orientation of the building allows for the entrance to be easily visible and accessible and allows the design to easily accommodate a route through the building to the external play area. Both Head Teachers were keen to keep the entrance to the nursery as close as possible to the main school entrance. In planning terms, the chosen location and orientation has an impact on the least number of neighbouring properties.
- 3.6 There is a considerable slope on the site in a number of directions which creates technical difficulties in delivering a flat platform for the new nursery building and the external playground area and for it to be connected into existing drainage systems. Whilst the chosen location will entail significant costs to accommodate the slope; the technical difficulties and costs associated with other locations on the site would have been considerably higher.
- 3.7 A partnership nursery (Fox Covert Nursery) currently operates from an existing building within the Fox Covert campus grounds and provides 30 morning and 30 afternoon places. During the statutory consultation some concerns were expressed regarding the viability of this nursery to stay open however the report to Council on 1 May 2014 made it clear that, based on the anticipated demand for places in the area, there would be a need for both services to deliver the required statutory nursery provision. The commitment to the ongoing support and development of the current Fox Covert Nursery was confirmed together with the intention to continue to work with them to provide a more flexible, integrated and effective learning and childcare service for the children and families across this area of the city.
- 3.8 At its meeting on 1 May 2014 Council requested that a further report be taken to the Education, Children and Families Committee on how the Council could work in a co-operative fashion and integrate delivery of nursery provision in the Fox Covert area with the existing partner provider. It is anticipated that this report will be taken to Committee in early 2015.

- 3.9 The Fox Covert Nursery currently operates from a building within the existing campus which it leases from the Council. The building is in relatively poor condition therefore there would be logic in all nursery provision on the school site being provided from a single combined new building.
- 3.10 Discussions have taken place with the chair of the parent group and the manager of the Fox Covert Nursery regarding the possibility of a larger combined new nursery being delivered and what that would mean for them. It is the intention to establish a joint board that would co-create the vision for the service and enable a combined centre to be developed that would be open all year and be able to provide flexible learning and childcare opportunities for families. The very good parental involvement which is currently taking place in the partner nursery would be replicated in the new combined centre. Whilst the full implications of this approach, including for the existing nursery staff, have yet to be considered the possibility of creating a combined nursery has been positively received and is considered a very realistic proposition and opportunity.
- 3.11 With that in mind consideration has been given to how the design of the new nursery can be future-proofed to ensure that, if the decision was taken in the future to integrate the services currently provided by Fox Covert Nursery with that proposed in the new nursery, this could be delivered from a single, larger building which would allow all nursery provision within the school site to be provided in the one location with the existing nursery building being demolished.
- 3.12 Taking into consideration the optimum location and orientation of the building on the site it was concluded that the best way to achieve a design which would be easily extendable in the future would be to incorporate the majority of the ancillary spaces required to support a larger building (such as toilets, storage and plant) into the design from the outset. A future extension would then require to provide only the additional nursery class space together with the necessary craft sinks and kitchen areas.
- 3.13 The plan showing how this could be best achieved is shown in Appendix 1. If this was delivered on a phased basis, all accommodation shown in the drawing from the left up to point 6 would be delivered as a first phase having an internal floor area of 416m² this being sufficient accommodation to provide 40 morning and 40 afternoon spaces together with additional accommodation for under 3's. If the building was to then be subsequently extended to provide a further 30 morning and 30 afternoon spaces, the additional internal floor area which would require to be provided (that shown between points 6 and 7 on the drawing) is approximately 92m² resulting in a total internal floor area of 508m².
- 3.14 The existing approved budget for the new nursery is £1,074,000 which was derived by applying an assumed all-in rate of £3,000/m² to the anticipated internal space requirement of 358m². The estimated cost of delivering a new nursery building which is future proofed and easily expandable in the future is £1,324,000 which is equivalent to an all-in rate of £3,183/m². There are two reasons for the increase in costs of £250,000:

- 3.14.1 The total area of the building has had to be increased by 58m² to allow it to be readily extended in the future; and
- 3.14.2 There are very significant 'abnormal' costs which are estimated will arise due to the nature of the site which presents issues which are not faced for other new nurseries such as those at Duddingston and Wardie Primary Schools. The site is diagonally sloping and with the preferred location there requires to be an element of cut and fill, with an under-building of up to 1.5m² required to the north-west corner. The site investigations have indicated that the nature of the ground on which the building would be constructed means that more complex foundations will be required with drainage also causing an issue as a pumped solution may be necessary rather than a normal gravity based system.
- 3.15 The various 'abnormal' issues which have arisen add an estimated £145,000 to the cost of the new nursery. It should be noted that the majority of these additional abnormal costs would arise even if a standard sized building of 358m² which was not future-proofed and expandable was to be constructed.
- 3.16 The estimated cost of delivering a full sized new 70/70 nursery building from the outset is £1,499,000 which is equivalent to an all-in rate of £2,951/m². This building would have a capacity to provide 70 morning and 70 afternoon spaces together with additional accommodation for under 3's. Whilst this would represent a further additional cost of £175,000 (when compared with the revised cost for an extendable 40/40 nursery building) this would be considerably cheaper than constructing the additional 30/30 classroom and kitchen area at a later date as that would require the existing cladding to be removed and the new space to be tied into the existing structure. This would also negate the disruption which future extension works would entail to the daily running of the schools and nursery.
- 3.17 It is therefore recommended that the new nursery building to be delivered on the Fox Covert campus be increased to have a capacity to provide 70 morning and 70 afternoon spaces together with additional accommodation for under 3's. This would allow the opportunity for a fully integrated early years service to be provided on the school site in a single building. During the period when the new building was being constructed the Council would work with the existing Fox Covert Nursery to co-create the vision for the service which would operate from the combined centre and establish how this would be delivered including the implications of this approach for the existing nursery staff.
- 3.18 The cost of providing this larger accommodation is estimated at £1,499,000 which is an increase of £425,000 compared with the existing budget however in excess of £100,000 of this increase can be attributed to the exceptional 'abnormal' costs associated with delivering a new nursery on this particular site.

- 3.19 An analysis of the proposed sources of funding for the revised total cost of £1,499,000 is shown below, together with a comparison with the original proposal as reported to, and approved by, the Education, Children and Families Committee on 10 December 2013.

	Original £	Revised £
Early Years Contingency Funding in existing approved Capital Investment Programme	243,000	243,000
Early Years Change Fund	200,000	200,000
Capital receipts generated from the closure of nursery schools which were ring-fenced for reinvestment in the early years estate	562,000	562,000
Additional Scottish Government funding (see below)	69,000	494,000
Total cost	£1,074,000	£1,499,000

- 3.20 The Children and Young People (Scotland) Act 2014 sets out the requirement to expand free nursery provision from 475 hours to 600 hours a year for all three and four year olds and for certain two year olds. The Scottish Government has provided additional capital funding to the Council to respond to the necessity to deliver additional capacity across the estate as a result of these new requirements. The additional capital funding which has already been confirmed as being available is £7,498,218 with further funding likely to be provided.
- 3.21 At its meeting on [11 September 2014](#) the Education, Children and Families Committee approved projects to replace and/or expand early years facilities at five locations at an estimated total cost of £5,247,000. Of the capital funding already provided by the Scottish Government this left a balance of £2,251,218 together with any further additional capital funding which may still be forthcoming, regarding which a prioritised use has still to be identified. It is proposed that the additional £494,000 required to fund this enhanced project would be met from this balance.

Measures of success

- 4.1 The success of the establishment of a nursery class at Fox Covert Primary Schools will be measured by:
- 4.1.1 increased capacity to deliver early learning and childcare to meet increased demand across the City of Edinburgh Council area;
 - 4.1.2 increased capacity to deliver early learning and childcare; recently increased from 475 hours to 600 hours a year from August 2014 for all

three and four year olds as set out in the Children and Young People (Scotland) Act 2014;

- 4.1.3 more capacity to deliver future requirements to provide 600 hours of early learning and childcare for two year olds;
- 4.1.4 additional capacity for parents in an area where Council nursery provision is currently limited but where demand is high;
- 4.1.5 increased opportunities for improved learning experiences for children in line with Curriculum for Excellence across the early level;
- 4.1.6 the opportunity to co-create an integrated facility providing early learning and affordable childcare all year round for families; and
- 4.1.7 delivery of the new nursery on time, within budget and to the necessary quality.

Financial impact

- 5.1 The report outlines total capital expenditure plans of £1.499m. This is to be funded from a combination of resources which are core capital funding (£0.243m), capital funded from current revenue (£0.2m), ring-fenced capital receipts (£0.562m) and Scottish Government funding (£0.494m). If the core capital element 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 £0.243m and interest of £0.157m, resulting in a total cost of £0.4m based on a loans fund interest rate of 5.1%. The annual loan charges would be £0.02m.
- 5.2 The resources to fund the overall capital expenditure plans in this report form part of the approved capital investment programme. Provision for funding the core capital element will be met from the revenue loan charges budget earmarked to meet overall capital investment programme borrowing costs.
- 5.3 The staffing cost of the new nursery class will be funded from the additional allocation to the General Revenue budget from the Scottish Government for the implementation of the increased entitlement of early learning and childcare.

Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 All Children and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for early years provision is the key objective and statutory requirement and there is a significant reputational risk to the Council if this is not achieved.
- 6.3 Delivery of this project (as part of a wider programme of related activity) is being overseen by an Investment Steering Group which operates based on the project

management principles of Prince 2. The consideration and management of risk is undertaken through this group.

- 6.4 There is a risk that the larger facility is constructed but it is not possible to reach agreement with Fox Covert Nursery regarding the provision of an integrated service from a single building. Whilst the risk of this occurring is considered to be low, were this to arise and the existing Fox Covert Nursery was retained the larger facility would still provide helpful additional capacity in the area.
- 6.5 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 and local community will be kept informed of any issues that arise during the construction process.
- 6.6 The engagement of hub South East Scotland Ltd for delivery of the new build accommodation reduced 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

- 7.1 There are no negative equality or human rights impacts arising from this report. The provision of additional resources on the Fox Covert campus will create additional accommodation to meet demand and improve access to early learning and childcare for children and their parents in this area of the city.

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst this proposal sees the addition of a new building, the purpose is to create additional accommodation to meet demand. The new building is being designed to minimise the impact on carbon emissions and energy consumption.

Consultation and engagement

- 9.1 Consultation has been undertaken with the school community as part of the design development process and will continue during the planning and implementation phases.
- 9.2 A working group involving staff and parent representatives from both primary schools and the Chairperson of the existing Fox Covert Nursery has been established to act as the main communication forum as the project is progressed. This group allows the design team and staff from Children and Families to work with the school and parent representatives to progress the delivery of the project including identification of the suitable location for any new accommodation and its design.

- 9.3 The Council will work with the existing Fox Covert Nursery to co-create the vision for the service which would operate from the combined centre and establish how this would be delivered including the implications of this approach for the existing nursery staff.

Background reading/external references

- Report to Education, Children and Families Committee on [10 December 2013](#)
- Report to Council on [1 May 2014](#)

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Links

Coalition pledges	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
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Floor Plan for New Nursery

Education, Children and Families Committee

10 am, Tuesday, 9 December 2014

Proposed closure of Pentland View Close Support Unit and improvement proposals for children and young people who are Looked After and Accommodated by the City of Edinburgh Council in residential and secure care services

Item number	7.12
Report number	
Executive/routine	Executive
Wards	All

Executive summary

As requested by Committee on 20 May 2014 this report provides an update on the current position with the Children and Families residential estate including use of secure accommodation.

The report also sets out ambitions for the future residential estate including a proposal to close a five bedded close support unit.

Links

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

Proposed closure of Pentland View Close Support Unit and improvement proposals for children and young people who are Looked After and Accommodated by the City of Edinburgh Council in residential and secure care services

Recommendations

- 1.1 Note the current position within the Children and Families residential estate including Edinburgh Secure Services;
- 1.2 Approve the proposal to close Pentland View Close Support Unit, a five bedded close support unit, by the end of January 2015; and
- 1.3 Note the proposal that a business case will be taken to the Finance and Resources Committee in due course which sets out the rationale for, and strategic importance of, the capital receipt arising from the sale of Pentland View site being ring-fenced towards the replacement of either Oxfords or Moredun Young People's Centre (YPC).

Background

- 2.1 The Education, Children and Families Committee received and considered a report on 11 September 2014, entitled Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by the Council. The report included an update on the residential estate within Edinburgh. Members agreed to receive a further update on Edinburgh Secure Services within two cycles.
- 2.2 The Support to Children and Young People's financial plan for 2015/16 – 2017/18 includes the closure of one, unspecified, five bedded close support unit as part of the shifting the balance of care strategy. This report provides an update on secure services, the wider residential estate in Edinburgh and sets out ambitions for the future residential estate including bringing forward the closure of a five bedded close support unit.

Main report

Strategic Direction

- 3.1 The continuing strategic objective in 2014/15 and beyond is to shift the balance of resources for Looked After and Accommodated Children (LAAC) from

relatively high cost services such as out of authority residential school, secure or long term residential care to flexible, high quality local services. This is complemented by the increased delivery of consistent early and intensive intervention approaches which mean fewer children and young people need to be looked after and accommodated and, where they do, to make sure they are accommodated within City of Edinburgh services.

- 3.2 The Council's residential estate is relatively large and we are recruiting more foster carers, including specialist foster carers, for children and young people with higher levels of need so that in the future we rely less on group living environments. This is part of a wider strategy to be more preventive and to shift the balance of care to improve outcomes for vulnerable children and young people.

Residential Care

- 3.3 The City of Edinburgh Council currently directly provides 75 residential placements for children and young people who, for various reasons, are unable to live with their family or in a foster care placement.
- 3.4 Five Young People's Centres (YPC) in Drylaw, Oxcgangs, Moredun, Northfield and Greendykes offer a total of 38 placements.
- 3.5 Two long term close support units, Southouse and Pentland View, each offer five placements for young people who have been assessed as requiring long term residential care.
- 3.6 The Edinburgh Families Project, located in Ferniehill, provides outreach support for 90 families per annum and has five short stay respite placements.
- 3.7 Edinburgh Secure Services at Howdenhall and St Katharine's provides 12 secure placements. There are also two step down, close support units attached to Howdenhall and St Katharine's, each offer five placements, which help young people transition out of secure care.

Pentland View Close Support Unit (CSU)

- 3.8 Of the four young people in Pentland View, three are in their late teens and are in the process of moving on. This is an unusual position. Requests for residential provision remain constant however most young people require a resource for a short time period, typically less than 18 months. The care model at Pentland View involves long term stays usually three or four years.
- 3.9 The current low occupancy at Pentland View provides an opportunity to bring forward the proposed closure of a close support unit by de-commissioning Pentland View in the coming months. This would result in substantial revenue savings (the cost of running the unit is £835,000 per year).
- 3.10 We have good quality and suitable alternative accommodation available for the remaining young person and Pentland View staff would continue to support as required. All young people would have robust aftercare plans.

- 3.11 It is proposed that the staff at Pentland View are re-deployed to similar posts across the residential estate.

Asset management

- 3.12 As Corporate Parents, this authority has a responsibility to provide a quality living environment for children and young people in need of residential care.
- 3.13 Although the quality of care is high and this is reflected in Care Inspectorate reports, there are concerns about the quality of the physical environment.
- 3.14 The review of Residential Child Care in 2010 concluded that considerable investment would be required to improve and maintain the quality of environment in residential units.
- 3.15 Capital funding of £1m has been allocated to replace one YPC (Greendykes YPC) with a new build at Dumbryden which will be completed towards the end of 2015. This is some way off the long term ambition to have a first class residential care estate and service within Edinburgh. An additional £1m capital funding was allocated to 'Accommodation young people centre' of which £592k has been invested in refurbishment across the residential estate leaving £408k currently unallocated.
- 3.16 The properties at Moredun and Oxgangs have been priorities for replacement as and when capital funding becomes available. Replacement YPCs are essential to having appropriate physical environments which will assist in the management of children with high level needs within Edinburgh residential care rather than escalating to secure or out of authority accommodation.
- 3.17 The replacement of both Oxgangs and Moredun YPC's are considered to be urgent priorities however, as the necessity to date has been driven by issues of suitability and not capacity or condition, this has not been identified as one of the top five unfunded capital priorities in the Children and Families estate. The closure of Pentland View would necessitate the replacement of at least one of these two facilities.
- 3.18 By addressing the poor suitability of the existing facilities; the creation of units with a multi-functional configuration (in accordance with the flexible, disability accessible, model adopted for the replacement for Greendykes YPC) would create a high quality overall remaining residential estate which is better placed to meet future demand for services following the closure of Pentland View and accommodate the gap in capacity which will arise as a result.
- 3.19 The estimated costs of replacing either one of these YPCs has still to be accurately determined however could be up to £1.25m once the costs of demolishing the existing building and future cost inflation is taken into consideration. The existing Children and Families Capital Investment Programme includes £408,000 relating to 'Accommodation young person centre' which could be applied towards this requirement however a significant gap in funding will still remain.

- 3.20 The sale of the Pentland View site has been estimated to generate a receipt of £800,000 however it is hoped that this could be exceeded. At its meeting on 31 October 2013 the Finance and Budget Committee approved that future receipts where either ring-fencing or a 20% allocation to services has not already been approved would become a corporate resource to meet future capital expenditure requirements; the commitment from Service Directors not to seek to ring-fence receipts from asset disposals, other than in exceptional circumstances, was also reaffirmed.
- 3.21 This is considered to be an exceptional circumstance. It is therefore proposed that a business case will be taken to the Finance and Resources Committee in due course which sets out the rationale for, and strategic importance of, the capital receipt arising from the sale of Pentland View site being ring-fenced towards the replacement of either Oxgangs or Moredun YPC. This would provide a new, improved building with a physical environment which would assist in the management of children with high level needs to be met within residential care rather than escalating to secure accommodation.

Edinburgh Secure Services

- 3.22 Edinburgh Secure Service at Howdenhall and St Katharine's provides high levels of care to individual young people whose behaviours make them a significant risk to themselves or others.
- 3.23 During 2013/14 Edinburgh Secure Service worked with 24 Edinburgh young people within the secure provision and 21 Edinburgh young people within the close support provision.
- 3.24 Many of the young people in the attached close support provision will have been in secure accommodation and close support is a valuable 'step down' to returning home or to a community based open placement.
- 3.25 Edinburgh Secure Service's Throughcare and Aftercare provision provides two residential placements and a respite placement on campus and two supported flats in the community. It maintains involvement with all young people who are aged 16+, and who have used the secure or close support provision within the service, supporting their transition into the community and into their early adulthood.
- 3.26 Edinburgh Secure Service has met the demand for almost all secure and remand placements for Edinburgh's young people. The four Edinburgh young people who were placed in secure accommodation outwith Edinburgh in 2013/14 were quickly returned to Edinburgh placements.
- 3.27 Occupancy of the secure provision in 2013/14 has remained high at over 95% and requests for places from other Local Authorities often exceeds available placements.

- 3.28 The use of secure accommodation in Edinburgh is relatively high compared to other areas of Scotland and we are seeking to reduce this which would make Edinburgh more in line with other local authorities.
- 3.29 The secure population in Edinburgh is significantly different from the national comparison. Edinburgh has a disproportionate number of vulnerable females less than 15 years old in secure. Nationally the secure population are young males 16+ years. Appendix 1 provides national comparison data.
- 3.30 Community based early intervention services will be used to continue to support the reduction in usage of secure provision through intensive initiatives and earlier intervention as the Council works towards reducing secure bed provision from 12 beds to six.

Measures of success

- 4.1 The physical environment of the residential estate will allow management of children with high level needs to be met in Edinburgh's residential provision and not escalated to secure accommodation or out of Council placements.
- 4.2 The need for long term residential and secure care services is reduced.

Financial impact

- 5.1 The Council's financial planning assumption for 2015/16, 2016/17 and 2017/18 includes savings of £1.2m from the residential estate as part of the shifting the balance of care strategy. The proposal to close Pentland View would realise recurring revenue savings of £835k towards this saving target and an estimated capital receipt of £800k. The estimated revenue costs and savings from the proposed closure of Pentland View are set out in the table below:

Description	2014/15 £k	2015/16 £k	2016/17 £k	2017/18 £k
Running costs of Pentland View	728	0	0	0
Transition Costs	71	9	9	0
Total Costs	799	9	9	0
Revenue Funding for Pentland View	835	835	835	835
Net Costs / (Savings) from closure of Pentland View	(36)	(826)	(826)	(835)

Planned residential care savings target	0	(80)	(505)	(1,120)
Net Shortfall/(Surplus) to Savings target	(36)	(746)	(321)	285

- 5.2 The closure of Pentland View would deliver savings of £36k in 2014/15 assuming a closure from 31 January 2015. The transition costs include security, removals, rates and costs of staff not re-deployed into substantive posts from 1 February 2015. Ongoing transition costs from 2015/16 are estimated to be rates only with all staff re-deployed by 31 March 2015. For the purpose of this report these costs are estimated to continue until March 2017, however it is proposed that the site would be marketed for sale in early 2015 and a sale may take place earlier than assumed in the above figures.
- 5.3 The planned reductions from the Council residential estate require savings of £80k in 2015/16 rising to £1.12m by 2017/18. The closure would deliver the full savings requirement in 2015/16 and 2016/17 and provide £835k towards the £1.12m target for 2017/18.
- 5.4 The additional savings generated in 2015/16 and 2016/17 would be utilised within the overall Looked After Children transformation programme to offset pressures in relation to out of Council residential placements. This has been factored into the Children and Families budget planning assumptions for these years.
- 5.5 It is proposed that the Director of Children and Families will take forward a business case to the Finance and Resource Committee to request the capital receipt from the sale of Pentland View be ring-fenced towards the replacement of either Oxfangs or Moredun YPC to provide a new improved building with a physical environment which will assist in the management of children with high level needs to be met within residential care in Edinburgh rather than escalating to secure accommodation.

Risk, policy, compliance and governance impact

- 6.1 Key risks to the Council should the recommendations within this report be rejected include:
- 6.1.1 Planned revenue savings from the Council residential estate of £80k in 2015/16, £505k in 2016/17 and £1.12m in 2017/18 would be at risk.
- 6.1.2 An estimated capital receipt of £800k would not be delivered.

Equalities impact

- 7.1 A full equalities impact assessment has been carried out. There are no negative equalities implications arising from the proposed closure of Pentland View CSU.
- 7.2 The impact on equalities will be positive as new improved environments will better meet the needs of children and young people requiring residential care.

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

Consultation and engagement

- 9.1 There is regular and extensive consultation and engagement activity with children and young people who are Looked After. This area of practice was identified by the Care Inspectorate as very good in the recent Children's Inspection.
- 9.2 Proposals concerning consultation and engagement with employees would be carried out in line with Council procedures.

Background reading/external references

[Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by CEC – Report to Education, Children and Families Committee 11 September 2014](#)

[Early Years Change Fund Progress Update on Year Two – Education, Children and Families Committee 20 May 2014](#)

[Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 24 September 2014](#)

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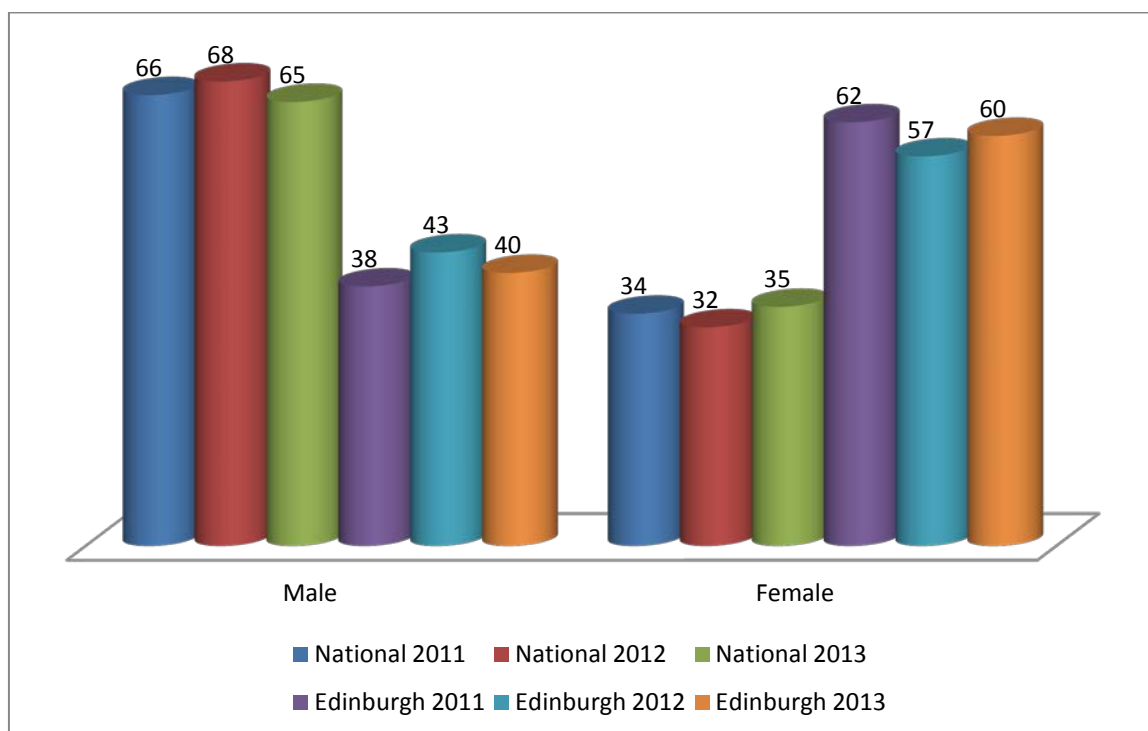
E-mail: alistair.gaw@edinburgh.gov.uk | Tel: 0131 469 3388

Links

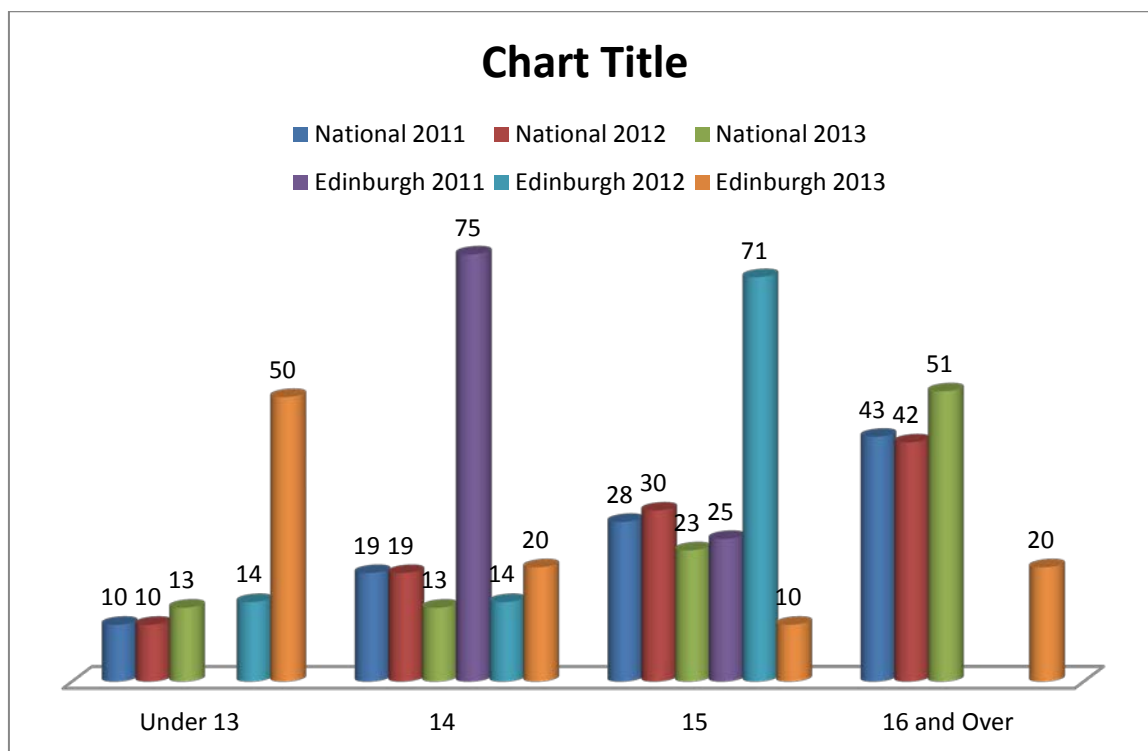
Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people in need, or with a disability, have improved life chances CO4 - Our children and young people are physically and emotionally healthy CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6 - Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Usage of Secure Placements in Scotland

Usage of Secure Placements in Scotland

Young People by Gender in Secure Accommodation on 31 July 2011-2013 as % of total



Age of Young People in Secure on Accommodation on 31 July 2011-2013 as % of total



Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Children and Families Revenue Budget Monitoring 2014-15 – Half Yearly Position

Item number	7.13
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The purpose of this report is to advise Committee of the projected revenue budget monitoring position for Children and Families at half year.

A balanced outturn position is projected. However this remains a challenging objective to achieve and is subject to the continued ongoing management of service budget pressures.

Links

Coalition pledges	P30
Council outcomes	CO1 , CO2 , CO3 , CO4 , CO5 , CO6 , CO25
Single Outcome Agreement	SO3

Children and Families Revenue Budget Monitoring 2014-15 – Half Yearly Position

Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee note :
 - 1.1.1 that at the half year the projected residual budget pressures to be managed for Children and Families totalled £1.5m;
 - 1.1.2 that further management action is being taken to address the residual pressures and enable the delivery of a balanced budget.

Background

- 2.1 The purpose of this report is to advise Committee of the projected revenue budget monitoring position for Children and Families at half year.

Main report

2014/15 Revenue Budget Position

- 3.1 The total 2014/15 revised net budget for Children and Families is £386.6m.
- 3.2 The latest revenue monitoring forecast indicates that Children and Families will deliver a balanced budget position at the end of the financial year. The forecast assumes that all anticipated budget pressures are fully addressed through management action.
- 3.3 The level of budget pressures, assessed at £6.4m, presents a challenging position for the service to address. However, £4.9m of management action has already been identified leaving a further £1.5m to be determined which Children and Families remains committed to addressing. Table 1 provides a divisional summary of the forecast residual budget pressures and the management action taken to address them:

Table 1 – Forecast Residual Budget Pressures and Management Action

	<u>Revised Budget 2014- 15</u>	<u>Forecast Gross Budget Pressures</u>	<u>Forecast Savings/ Mgt Action</u>	<u>Savings/ Mgt Action to be developed</u>	<u>Forecast Out-turn 2014-15</u>
	<u>£'m</u>	<u>£'m</u>	<u>£'m</u>	<u>£'m</u>	<u>£'m</u>
Support to Children & Young People	108.4	4.1	(1.8)		110.7
Schools & Community Services					
- Non Schools	40.1	0.9	(1.3)		39.7
- Schools	219.7	1.0	(0.7)		220.0
Resources	13.0	0.3	(0.3)		13.0
Planning & Performance	4.9	0.1	(0.1)		4.9
Directorate	0.3	0.0	0.0		0.3
Other	0.2	0.0	(0.7)		(0.5)
To be addressed	0.0	0.0	0.0	(1.5)	(1.5)
Total for Service	386.6	6.4	(4.9)	(1.5)	386.6

3.4 Forecast Budget Pressures and Management Action

Further details of the £6.4m pressures and management action included within the projected residual pressure are noted in Table 2:

Table 2 – Main Areas of Pressure and Management Action

<u>Forecast Gross Budget Pressures</u>	£m	
Fostering, kinship and residence payments	2.3	Includes projected pressures relating to 18+ foster placements; unachieved savings from reduced use of independent fostering agencies and higher than budgeted growth within kinship and residence placements
Employee cost pressures in Schools & Community Services	1.4	Projected staff cost pressures, including conservation costs associated with secondary management restructuring
Home to School Transport – Additional Support Needs	0.6	Projected pressure based on out-turn for 2013-14
Other forecast pressures across range of service areas	2.1	Reflects forecast pressures across a range of services areas including residential services (£0.5m), secure services (£0.4m), school meals (£0.2m), and property rationalisation (£0.2m)
<u>Forecast Savings/ Management Action</u>		
Application of departmental reserves	(2.2)	Includes drawdown to offset costs of teacher conservation associated with secondary schools management restructuring, application of previously unutilised Early Years Change Funding, and drawdown of residual Children and Families Reserves to offset projected pressures across departmental budget
Freeze on discretionary spend	(1.3)	Reflects anticipated savings from freeze on discretionary expenditure budgets across the Children and Family services
Other savings/ management action	(1.4)	Reflects forecast savings/ management action across a range of service areas including Early Years (£0.3m), StC&YP Business Support (£0.3m) and savings as result of benchmarking reviews within PPP budgets (£0.3m)

Further Management Action

- 3.5 Children and Families is fully committed to delivering a balanced budget and will continue to seek further measures to address the projected residual pressure of £1.5m.
- 3.6 All areas of service spend will continue to be scrutinised to assess further opportunities for savings; this will include controls on staff recruitment. An updated revenue monitoring position will be reported to the March meeting of the Education, Children and Families Committee.

Budget Pressures Recurring in 2015-16 and future years

- 3.7 It has been assessed that £4.4m of the budget pressures arising in 2014/15 will recur in 2015/16 and beyond. Mitigating action identified in 2014/15 is largely one-off in nature, for example through the use of reserves. A permanent solution is necessary to ensure that the Children and Families budget in 2015/16 is not at risk of overspend. The 2015/16 budget process includes £2.9m of additional Children and Families savings which, if approved, will allow a budget realignment to partially resolve these recurring pressures. However, the residual £1.5m of recurring pressures, largely due to continued growth in vulnerable childrens' services, remains to be addressed.

Approved Budget Savings 2014-15

- 3.8 Net savings totalling £16.3m were approved in arriving at the 2014-15 revenue Children and Families budget and require to be delivered.
- 3.9 The 2014-15 savings programme is closely monitored and is largely on track to be delivered. Management action has been put in place to address any budget pressures that have emerged as result of delays and/or non-delivery of approved savings.

Measures of success

- 4.1 The measure of success will be the achievement of a balanced budget position for the Children and Families revenue budget for 2014-15.

Financial impact

- 5.1 There are no direct financial implications arising from this report.

Risk, policy, compliance and governance impact

- 6.1 The delivery of a balanced budget for the year is the key target. The risk associated with cost pressures, many of which are new and expected to be recurring, and increased demand are regularly monitored and reviewed and management action is taken as appropriate.

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 As is the norm, there has been no external consultation or engagement in producing this report.

Background reading/external references

None

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	P30 - Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people at risk, or with a disability, have improved life chances

**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 and young people's outcomes are not undermined by poverty and inequality
CO25 - The Council has efficient and effective services that deliver on objectives
SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
None

Education, Children & Families Committee

10am, Tuesday, 9 December 2014

Cameron House Community Centre: Review of Project Delivery

Item number	8.1
Report number	
Executive/routine	Executive
Wards	

Executive summary

The Governance Risk and Best Value Committee requested an independent review into the project governance and building issues associated with the delivery of a new building for Cameron House Community Centre.

The review highlights the shortcomings of the project governance processes in place at that time for the delivery of the project. This report goes on to illustrate how the Prince 2 project management processes now applied to capital projects provides a means to avoid similar issues arising with current projects.

Links

Coalition pledges	P44
Council outcomes	CO19
Single Outcome Agreement	SO4

Cameron House Community Centre: Review of Project Delivery

Recommendations

- 1.1 It is recommended that Committee:
- (i) Notes the issues associated with the delivery of this project and the adoption of the Prince 2 project management methodology to mitigate potential failures for current and future projects.
 - (ii) Recognises the frustrating experience and service disruption for the community centre users during the process of defect resolution.
 - (iii) Notes the commissioning of works to remedy the final outstanding defect identified in the review – i.e the low height of the entrance doors.
 - (iv) Refers this report to Governance, Risk and Best Value Committee for scrutiny.

Background

- 2.1 The Council approved a report outlining the asset management strategy for Community Education for the development of community education throughout the City of Edinburgh, in February 2004. The development of new community education centres from the Council's Capital Investment Programme 2004-2007 at four locations: Cameron House, Southhouse Burdiehouse, Royston Wardieburn and Nelson Hall, was approved. The report highlighted that the Cameron House building had a very limited life span and the estimated cost of a stand alone new build was approximately £1.8m.
- 2.2 A further report was approved in August 2006, which detailed the location of the new community centre on Prestonfield Park and a package of new community facilities, including enhancement of the park. This report summarised the extensive discussions and negotiations, between the local community and the Council, regarding the provision and location of the new community centre. In particular, the report noted the difficulties in reaching agreement on a proposed site due to the shortage of open space in the Prestonfield area.
- 2.3 The tender package for the project was combined with another community centre replacement (Valley Park). Cooper Cromar architects were appointed in 2005 to deliver multi disciplinary services and performed the contract

administrator role. The successful contractor was John Dennis Ltd, appointed in 2007.

- 2.4 The centre was completed in 2009, but suffered from two separate flooding incidents. The users also identified a significant number of issues over the course of the delivery of the project and subsequent outstanding issues once the building was handed over. Accordingly the Governance, Risk and Best Value Committee has instructed an independent review of the governance and building issues associated with the project, to report back to the Education, Children and Families Committee, which is the purpose of this report. The Council appointed external consultants, Turner and Townsend to carry out this review.

Main report

- 3.1 Turner and Townsend conducted the review between July and October 2014. All available information was provided, but full records to conduct the review have been difficult to find given that the data related to a project that commenced some ten years ago, in 2004, and due to a significant number of staff changes in the intervening period. However, enough information has been identified to assess the processes involved.
- 3.2 Significant comment in the Turner and Townsend report relates to the Council's project management processes at the time. These have been substantially developed in the intervening period and the Council now adopts more rigorous governance procedures through the Prince 2 methodology as a matter of course. The Council has approved that Prince 2 applies to all major projects above £5m in value. It should be noted that the community centre replacement was well below this threshold, however the Council would now still apply a Prince 2 approach for smaller scale projects by adopting the same principles. Given the significance of the change in practice from that time, a summary of Prince 2 roles and procedures is set out in Appendix 1.
- 3.3 It should also be noted that the Council has successfully delivered many complex high value projects (including for example its first and second education PPP projects), before Prince 2 was formally adopted, by following traditional industry protocols. Other community centre projects were also successfully delivered including the replacement Valley Park project, which was partnered with Cameron House during procurement. Projects such as Cameron House have been the exception to the norm. The value of the Prince 2 process is that, through consistent application, no projects should encounter the issues suffered on the Cameron House project.
- 3.4 The review considered the following main areas:
- Appointment of consultants
 - Procurement of contractor
 - Management of contractor

- Financial controls
- Project Management
- Communications
- Defect Rectification

3.5 The issues for each area are set out below (bullet pointed). A Council response to each set of issues follows.

Appointment of consultants

- A full set of archive files including the tendering process appear not to have been retained.
- A subsequent review of the cause of the flooding issues by the company which performed the Quantity Surveying role in the project team may not be considered to be an independent review.

3.6 Full project close out processes are now rigorously applied, ensuring the appropriate documentation is received from all parties and that appropriate documentation is retained.

3.7 Appointment of consultants is given consideration to ensure no perceived conflicts of interest arise.

Procurement of contractor

- More rigorous guidance on the selection scoring is recommended.
- Conducting post-tender negotiations with only one tenderer.
- Post-tender value engineering may have been offset by higher costs associated with undertaking the changes.
- It is unclear whether the addition of £46,000 of work from the contractor outwith the contract to resolve flooding issues followed procurement practices.

3.8 The Council's Commercial and Procurement Service (CPS) has undergone extensive transformation in recent years, most significantly since March 2012 with the development and delivery of the Commercial Excellence Programme. This programme aims to raise the standards in buying practices and processes across the Council, improve capacity and capability within CPS and generate operational and financial benefits through improved commercial and procurement activity Council-wide.

3.9 The Council's Contract Standing Orders (CSOs) set out the legal and operational framework within which procurement activity must be undertaken on behalf of the Council. Historically some practices were not optimum in terms of control and commerciality, with the CSOs remaining largely unchanged from 2001 to 2012. However, the CSOs underwent significant revision in 2012, with further revisals recommended in 2014 as a result of practical feedback from service areas, suppliers and elected members. These changes have been

designed to tighten control over the Council's purchasing procedures, whilst allowing greater flexibility in keeping up with changing legislation and procurement best practice. Under these revised rules, a project similar to Cameron House would be subject to much greater rigour and scrutiny on process, cost and quality, in order to meet the desired procurement outcomes.

- 3.10 Further improvements made through the Commercial Excellence Programme include the introduction of a tailored training and development programme for staff within CPS and Council wide. During 2014, a new procurement strategy has been approved by elected members, and a procurement handbook has been released which follows Scottish Government best practice to help ensure that there is a consistently high standard achieved in every procurement process.
- 3.11 The substantial progress made on the Commercial Excellence Programme can be evidenced by the recent high score in the Council's Procurement Capability Assessment, a government appointed external review which spans procurement activities across the Council. The score has improved from 51% in 2012 to 76% in September 2014. This is a significant achievement and puts Edinburgh as one of only two councils in Scotland currently in the 'superior performance' category.
- 3.12 With regard to timescales for document retention, at the time of the tender, tendering processes were generally undertaken in hardcopy, and records retained for 5-7 years, which is why only limited documentation is available for the review. This documentation is now managed and stored electronically, with records retained for 25 years.
- 3.13 With regard to value engineering, the Council's Senior Responsible Officers (SROs) and project managers are sufficiently experienced to assess whether value engineering changes can deliver a net saving and decide whether to action changes accordingly. The Prince 2 methodology means that proposed changes will be escalated through the project governance so that they are rigorously challenged rather than the decision being made by a sole individual. Of note is the standard presence of the Finance Division to challenge financial aspects of decisions in any project delivery structure. Finance were noticeably absent in the Cameron House project structure.

Management of contractor

- Delays associated with the issue of complete design information – possibly due to client changes.
- Practical completion was potentially not properly achieved at the certified date, with a significant number of both defective works and not yet complete works.
- Potentially premature issue of the Making Good Defects (MGD) Certificate by the architect.

- 3.14 With regard to potential client changes, Prince 2 has brought formal change request procedures and clear stage boundaries to project governance. Expectations are that a project will reach design freeze at Stage D of the Royal Incorporation of British Architects (RIBA) plan of work (ie before a contractor is appointed). Any necessary changes after that point will be rigorously assessed, with changes only approved by exception rather than the norm.
- 3.15 The role of the project manager, and the architect as contract administrator, is to ensure that design information is issued in a timely manner. It is possible that the change of project manager during the project contributed to this.
- 3.16 There is often considerable pressure to accept practical completion early in order to meet client expectations and demands. What is not clear with Cameron House is the extent to which this was a feature. It is well recognised, however, that a handover that is too early is likely to be short sighted and potentially lead to long term costs and issues, and this will be recognised in future projects.

Financial controls

- The contract sum was for £1.91m; the final account was £2.04m (plus a further £0.1m for floor replacement). The most significant additions to the contract allowances were increased pile mat depth (£29k), and flood works during construction (£38k). There was a significant increase in the total contract valuation in the final months of the project.
 - Developing engineering design details resulted in significant variations to the project.
 - The reasons are not clear for a £10k increase to the contractors prolongation claim, and some procedural issues with the delay in the prolongation claims were noted.
 - Instances of poor financial reporting are noted.
- 3.17 As indicated above, the absence of a financial presence on the project team is noticeable. Finance would now be involved in all project governance structures. It is recognised that correct levels of information must be available at key stages of the project to prevent changes or insufficient detail causing increased costs and time delays. Prince 2 requires that the project is considered at each key stage, with a gateway review before progressing to the next stage. This ensures that the project has been sufficiently developed and is ready to move to the next stage.

Project Management

- Briefing information for the architect was incomplete – eg earlier feasibility studies.
- Lack of robust interrogation of budgets at feasibility stage.
- Gateway reviews were not clearly conducted.
- Clear roles were not established, including the Senior Responsible Officer and a formal project manager, and there was a lack of continuity of staff.

- Not all reports required within the scope of the architect's commission appear to have been received.
- 3.18 Prince 2 ensures that clear roles and responsibilities are defined at the outset of a project (with the Projection Initiation Document). It also ensures timely gateway reviews are conducted through the life of the project. Part of the commencement of the project is assembling suitable briefing documents for the design team and these would normally be made available to the design team.
- 3.19 It should be noted that historically Council capital projects were set without reflecting inflation in the budget, and this, combined with optimism bias regarding delivery timescales, would mean that the budget could prove inadequate because of inflation between early feasibility work and project delivery. There was clearly extensive dialogue regarding the appropriate site for the centre which resulted in a prolonged delivery programme. Budget development for current projects now ensures that total project costs are reflected, including fees and furniture, that inflation is factored in and realistic programmes for delivery are set.

Communications

- Lack of involvement of the project manager in progress meetings in the on-site stages of delivery, and a noticeable absence of project manager involvement in the defects resolution.
 - Lack of communications between the project manager and building users with users feeling that issues were not explained to them and were left unresolved.
 - Abortive contingency plans made by the user when cancellation of work was not communicated to them.
 - Lack of briefing of the users on operational matters at building handover.
- 3.20 There was clearly an issue with the extent of involvement with the project manager in the latter stages of the project. This would no longer be acceptable under Prince 2 – with regular project board meetings and reporting to the SRO, the project manager would require to be fully integrated into the project delivery processes.
- 3.21 Prince 2 sets out clearly defined roles, of which Senior User is one. The Senior User would be the user of the building and they would be represented at all project board and project team meetings. This would ensure that the building users would have a forum to influence the design, the delivery of the project and any changes, giving them a full understanding of the resulting building. It would be the Senior User's responsibility to ensure that that information is shared with all building users.
- 3.22 Project handover is an important stage of the delivery of a project, particularly as the technical and sustainable aspects of new buildings become more complex. Processes are now in place to ensure that appropriate handover documentation

and training is provided at the end of the project to ensure that the users can use the building to its optimum.

Defect Rectification

- Prolonged resolution of numerous building defects, particularly in plumbing and heating services.
 - Preventative drainage measures (non-return valves) instructed by Council but not installed may have prevented or mitigated the subsequent flooding damage and prevented the need for £146k of further works for preventative and remedial works.
 - The front entrance doors are too low in height; which appears to be a contractor error as the door height is not in accordance with the design drawing.
 - Post completion flood works may not have the necessary building warrants.
- 3.23 There appears to have been a history of delays with resolving building defects. The review has identified that both Practical Completion and the issue of Making Good Defects (MGD) Certificate appear to have been premature with this project. This would have resulted in the users experiencing high levels of defects waiting to be resolved. The issue of the MGD certificate and accompanying final payment would have removed the Council's authority in being able to oblige the contractor to complete outstanding works. This was exacerbated by further works outwith the original contract requiring resolution as a consequence of the earlier flooding issues.
- 3.24 Accordingly, it is recognised that the users have experienced a protracted and very frustrating process of resolution. As indicated earlier in the report, premature handover of a project is recognised as creating a high risk of longer term issues.
- 3.25 The failure of the architect and the Council to ensure that non-return valves were installed is concerning. A meeting was held at the time to investigate solutions to the first flooding incident which recommended that non-return valves were installed, however this conclusion was not translated into an Architects Instruction at that stage of the project. The report indicates that had these valves been installed it is possible that £146,000 of additional work undertaken by the Council, and considerable operational disruption, could have been avoided. There is insufficient information, however, to clearly identify whether the failure to formally instruct the work lay with the Council or the architect.
- 3.26 Consideration will be given to installing non-return valves for future projects, with particular attention to sites which lie at a lower level. The designers would adhere to standards and design guides for the design and specification of drainage systems to meet building warrant and SEPA requirements.
- 3.27 The failure of the contractor to install front entrance doors as designed is now being addressed with works instructed to rectify this. The value of the works

associated with rectifying this potential latent defect is being established to identify whether these are significant enough to pursue the contractor for the recovery of these costs, although this is unexpected at this juncture.

- 3.28 It will be ensured that the necessary full statutory consents are in place for the building and any associated works.

Measures of success

- 4.1 Rectification of any outstanding defects at Cameron House Community Centre.
- 4.2 Lessons learned from the project incorporated into future project governance structures.
- 4.3 Rigorous application of Prince 2 principles to all projects.

Financial impact

- 5.1 This report relates to financial outlays by the Council in previous financial years. The only impact on current budgets is the rectification of the entrance door height, which will be contained within the Council's asset management works budget. In the event that these represent significant costs, consideration will be given to pursuing the contractor for reimbursement of these costs.

Risk, policy, compliance and governance impact

- 6.1 The report has highlighted the issues of not applying standard project management processes to a project. This has been well recognised with the subsequent approval of the application of Prince 2 principles to all projects; the level of governance being applicable in scale to the value of the project.

Equalities impact

- 7.1 The issues associated with the building affected users' opportunities to use the facilities. This would have had a detrimental effect on the groups that used the centre. The report presents a retrospective review and the resulting resolution of any outstanding defects now means that the building should be able to fully utilised by the user groups going forward.

Sustainability impact

- 8.1 The review identified issues such as flooding. It highlights the needs for more careful technical assessment of proposed sites for new buildings to avoid environmental issues arising. The application of non return valves on future projects, where appropriate, should minimise this risk in future.

Consultation and engagement

9.1 This report responds to review of project governance which interviewed affected stakeholders – ie the users of the building.

Background reading/external references

Not applicable.

John Bury

Acting Director of Services for Communities

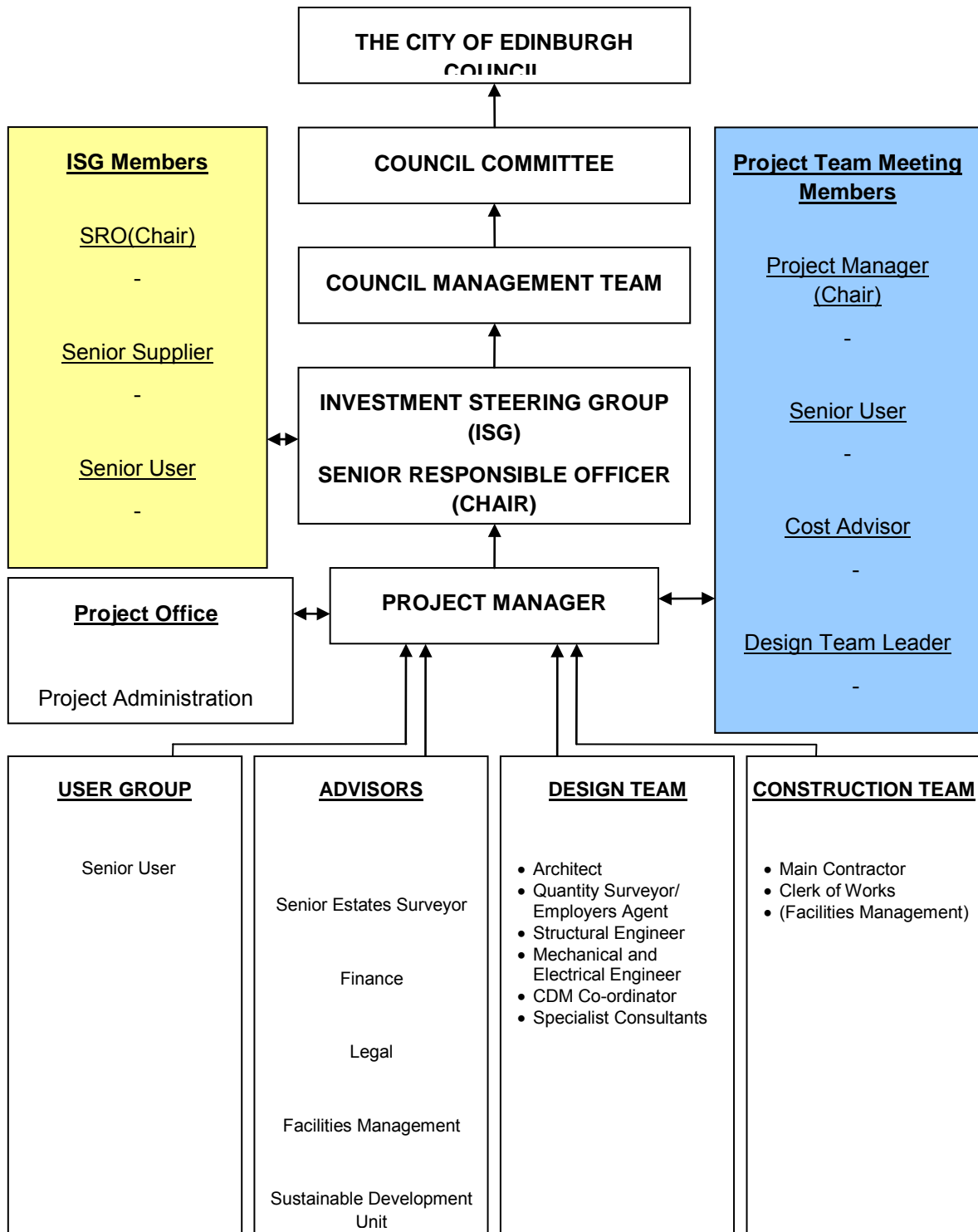
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Links

Coalition pledges	P44 – Prioritise keeping our streets clean and attractive.
Council outcomes	CO19 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards and maintenance of infrastructure and public realm.
Single Outcome Agreement	SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1: Prince 2 Procedures.

APPENDIX 1: PRINCE 2 PROCEDURES



Prince 2 Roles and Responsibilities

Investment Steering Group (ISG)

The purpose of the ISG is to ensure that the project meets the business case and is delivered on time and to budget. The ISG is accountable for the success of the project and has responsibility and authority for the implementation of the project stages through to completion. The ISG is responsible for communications between the project team and stakeholders external to this. For example senior departmental Client representatives, elected officials and the public. The ISG structure is as follows:

- Senior Responsible Officer
- Senior Supplier
- Senior User
- Finance
- Project Manager

The **Senior Responsible Officer** is ultimately responsible for the project, supported by the Senior User and Senior Supplier. Key responsibilities defined in PRINCE2 include:

- Approve any additional supplier contracts
- Hold the Senior Supplier and Senior User to account
- Monitor and control the progress of the project at a strategic level
- Address issues and risks as appropriate
- Make decisions on escalated issues
- Chair ISG meetings
- Ensure overall business assurance of the project – which it remains on target to deliver, within agreed tolerances.
- Set project tolerances (delegated authority)

The **Senior User** represents the interests of the Client. Key responsibilities defined in PRINCE2 include:

- Ensure that the desired outcome of the project is specified
- Resolve user requirements and priority conflicts
- Ensure that any user resource required for the project are made available (e.g. access to building, brief development and design reviews)
- Make decisions on escalating issues, with particular focus on safeguarding the expected benefits
- Brief and advise user management on all matters concerning the project
- Provide the user view on follow-on action recommendations
- Undertake Project Assurance from the user perspective (user assurance) and, where appropriate, delegate user Project Assurance activities

The **Senior Supplier** represents the interests of those designing, developing, facilitating, procuring and implementing the project. Key responsibilities defined in PRINCE2 include:

- Confirm the viability of the project approach
- Ensure that proposals for designing and developing the project are realistic
- Advise on the selection of design, development and acceptance methods
- Ensure that the supplier resources required are made available for the project

- Make decisions on escalated issues, with particular focus on safe guarding the solution
- Resolve supplier requirements and priority conflicts
- Brief non-technical management on supplier aspects of the project
- Undertake Project Assurance from the supplier perspective.

Key responsibilities for **Project Manager** defined in PRINCE2 include:

- Prepare the PID
- Prepare the Highlight Reports
- Maintain the Risks and Issues Register
- Liaise with any external suppliers
- Lead and motivate the project management team
- Ensure that behavioural standards of team members are established
- Manage the information flow between the directing and delivering levels of the project
- Manage the programme progress and initiate corrective action where necessary
- Establish and manage the project's procedures – risk management, issue and change, configuration management and communication.
- Advise the ISG of any deviation from the plan

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Review of 2014 Admissions and Appeal Process

Item number	8.2
Report number	
Executive/routine	Routine
Wards	All

Executive summary

The purpose of this report is to provide information on the school admissions and appeals process for 2014.

Links

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

Review of 2014 Admissions and Appeal Process

Recommendations

- 1.1 The Committee note the changes to processes in admissions and appeals for 2014 and further changes for 2015.
- 1.2 The Committee request a report on the 2015 Admission and Appeal Process in December 2015.

Background

- 2.1 As a result of self evaluation processes between September 2013 to March 2014 which included a lean review and audit there were significant process changes implemented for admissions and appeals for session beginning August 2014.
- 2.2 The key changes are highlighted in the main report and are set against the backdrop of rising rolls.
- 2.3 Edinburgh has high levels of placing requests with many pupils attending non-catchment schools. In August 2014 approximately 21.4% of primary pupils and 24.1% of secondary pupils did not attend their catchment primary school.
- 2.4 There are 4351 spare places in the primary sector in the city but they are not in schools where the demand is highest. The figures are based on 2014/15 census results.
- 2.5 There has been a sustained media campaign to encourage parents to visit their local school and to clarify that there will be less likelihood of out of catchment places in the coming year, even for siblings.
- 2.6 For August 2014 266 primary appeals were lodged initially with 43 appeals granted by the appeal committee and 17 secondary appeals were lodged with 6 being granted by the appeal committee. It is noteworthy that some placing requests which were initially refused were then placed by the Grants, Awards and Placement Team prior to the appeals as the ongoing process rolled out across the city before August 2014.

Processes

- 3.1 The policy and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of Edinburgh City Council. This policy is on the Council website.
- 3.2 Following the self evaluation in 2013, processes were streamlined with regard to revised paper work for the Committee on Pupil, Student Support, Information to Parents and Appeal Reports.
- 3.3 An online form was introduced for the first time for out of catchment requests which facilitated applications and the administrative processes. A new version of this form which links to the One Citizen of Edinburgh account will be in place from November 2014. This will facilitate the checking of proofs of residence.
- 3.4 The Committee on Pupil Student Support reports were made more succinct and the parental online requests were pasted on to them instead of using additional resources to type up all individual parental requests.
- 3.5 The Senior Education Manager: Inclusion, Pupil and Parent Support reviewed all out of catchment requests prior to the Committee and highlighted those with complex needs and exceptional circumstances. All requests were reported to committee however the process lead to a much more focused and efficient review of all requests at each Committee. This will continue but with only exceptional cases now being looked at by the Committee on Pupil, Student Support for the session 2015 -16 in line with the audit recommendations.
- 3.6 The layout of appeal reports and information contained in them was changed to facilitate clarity and ease of understanding. Most appeal panel members felt this reduced duplication, brought clarity and were positive about this. Reports however will have numbered pages for next year. There still remains a need to have up to date information on the ever changing numbers on the appeal date. Sometimes parents at the appeals would say they knew numbers were different however this could not be counted if the Grants Awards and Placement team had not received proofs of residence for checking.
- 3.7 The following key points were clarified for parents in all of our communications :
 - 3.7.1 2 proofs of residence are required.
 - 3.7.2 Allocations of places are based on residence before 28 February.
 - 3.7.3 Late catchment pupils after 28 February are not guaranteed
 - 3.7.4 Siblings are not guaranteed placements.
 - 3.7.5 Parents will be asked to sign confirmation of a non catchment place and the understanding there is no guarantee of a place for a sibling.

3.7.6 An outwith catchment place for a first child could mean that future siblings are in different schools – parents are responsible for this not the department.

3.7.7 Next step after refusal by the appeal committee is the sheriff court.

This will again be the case in 2015.

Reserved Places

- 3.8 In some schools we have no reserved places from the start of the placement process and numbers are managed down throughout the period until schools resume in August. However where places are available one place in each class is reserved until the start of term.
- 3.9 In one school this session we retained more reserved places due to increased building in the area and we were able to hold this reason at appeals. The option to do this in other areas will be retained for the coming session.
- 3.10 It is proposed that for 2015 reserved places are held throughout the year as this should help with the placement of incoming catchment children during the year. It will also assist if an appeal is granted where there are 60 pupils in a team teaching organisation taking numbers to 61. In such cases if there is an appeal to the sheriff court our legal advice is that we can no longer use the original grounds for refusal of teacher at future stage.

Appeals Administration

- 3.11 Committee Services manage the organisation of appeals and send out all paperwork to the parents. A simple change to telephone answering machines this year directed queries about placements or appeals appropriately. It is also important that parents receive all paperwork for appeals within the statutory time period.
- 3.12 Numbers of panel members have been decreasing over the past few years and it is important that further panel members are recruited for 2015.
- 3.13 The layout of rooms and waiting areas for appeals require to be reviewed to ensure clear definition of space for each party.

Presentations

- 3.14 Panel members welcomed the new succinct conversational style presentations from most officers and this year for the first time some officers focused mainly on one grounds for refusal which was successful. In some cases however some panels wished to explore information about accommodation when it was not being used as grounds for refusal. Officers did not have detailed information with them on accommodation if it did not form part of the grounds for refusal.
- 3.15 This year there was a team of 9 officers presenting appeals with two members of the Placements Team supporting the officers on alternate days. It will not be possible to have this size of team for the coming year due to budgetary constraints. A small core team of officers will present the Primary 1 and Secondary 1 appeals in 2015 and the placements team will not attend appeals rather they will concentrate on the

customer focus on a daily basis and the collection of information for the presentations.

- 3.16 For the past two years the headteachers of the primary schools have been invited to the appeal as witnesses so that they could answer questions specific to the school. It is often in the individual cases that the headteacher can supply information on breakfast clubs or after school clubs.
- 3.17 This attendance by headteachers also affords them a continuous professional development opportunity which assists when they are required to present the other stage appeals which is their responsibility under Devolved School Management.

Training

- 3.18 Training was offered by a Senior Solicitor and the Senior Education Manager: Inclusion, Pupil and Parent Support to all officers and appeal panels and chairs separately. The uptake on training for panels was very poor this year. This was problematic as changes had been made to processes which would have been helpful for panels to understand
- 3.19 Intakes are set jointly by Children and Families staff from Pupil Placements, Devolved School Management and Asset Management in January of each year based on
- 3.19.1 the number of catchment pupils registered for each school
- 3.19.2 the available accommodation
- 3.20 It is necessary to ensure best value when setting intakes and it is noteworthy that an additional class is not normally opened for outwith catchment children.

Class Organisation

- 3.21 Head teachers plan their class organisation for the following year in December each year. In planning class organisations headteachers must take heed of class size legislation and national agreements.
- 3.22 The Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 amended 2010 specifies a class size maximum of 25 for Primary 1. In Primary 2, 3 class sizes are set in legislation at 30. Primary 4-7 classes are set at 33 class size maximum.

Intakes

- 3.23 Headteachers and Officers cannot grant a placement to take numbers above class size legislation only the appeal committee can do this.
- 3.24 It is important to note that team teaching is now more common when intakes are based on multiples of 30. Government guidance states clearly that there should not be a floating teacher to assist with team teaching [that is a teacher who works between two larger classes] instead there should be, for example, one teacher for 25 children and two teachers for 35 children.

- 3.25 Composite classes are also common across the city and nationally. Children experience the same high quality teaching and learning as children in single stage classes. It is not normally the case that composite classes are arranged over three stages as in this example P1/2, P2, P2/3
- 3.26 Overall it has been a successful year for admissions and appeals. However this still remains a high profile area for the council with a large number of queries and concerns raised by parents, elected members and MSP's if placements are refused and appeals not granted. Significant time is still spent in answering these queries and concerns.

Measures of success

- 4.1 Overall progress will be measured using the following:
- 4.1.1 Compliance with all Statutory Deadlines
 - 4.1.2 80 % usage of online forms to request an outwith catchment form
 - 4.1.3 Numbers of appeals not upheld in line with department policies and class size regulations

Financial impact

- 5.1 All work in this area is delivered within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 The risk in this area is that statutory deadlines are not met.

Equalities impact

- 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 young people. There are no negative impacts arising from this work.

Sustainability impact

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

Consultation and engagement

- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups and Consultative Committee with Parents. Parents are also part of the Rising Rolls working group and officers meet with individual parent councils where schools are affected by rising rolls. Headteachers meet with their own Parent Council to discuss placements in their own school.

Background reading/external references

Class Size Legislation <http://www.legislation.gov.uk/ssi/2010/326/contents/made>

Choosing a School

<http://www.educationscotland.gov.uk/parentzone/yourchildatschool/choosingaschool/whichschool/introduction.asp>

Education Scotland Act 1980 <http://www.legislation.gov.uk/ukpga/1980/44/contents>

School Placements Edinburgh

http://www.edinburgh.gov.uk/info/20074/schools/388/school_places

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Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement Appendices	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Piping and Drumming Tuition Update

Item number	8.3
Report number	
Executive/routine	Routine
Wards	All

Executive summary

This Report updates elected members of the Education Children and Families Committee on the progress of a range of options to provide chanter, piping and drumming opportunities for young people in Edinburgh. It follows the report presented to the committee on Tuesday 4th March 2014 which was informed by the outcomes of the Council's budget conversation and the budget deliberations of 13 February. This report provides an update on developments that include external funding and Creative Scotland YMI funding, links with the independent sector and the potential for school and community pipe bands.

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Piping and Drumming Tuition update

Recommendations

- 1.1 Note the contents of this report.
- 1.2 Note the progress of options to provide chanter, piping and drumming opportunities for pupils, funded by YMI/Creative Scotland, through links with the independent sector and with existing and emerging parent-led school and community pipe bands and tuition programmes.
- 1.3 Note the progress of developments of a city-wide piping and drumming performance band that rehearses and performs on a similar basis as to other centrally organised orchestras and ensembles.
- 1.4 Note the progress to ensure that pupils studying piping and drumming as part of an SQA exam are offered free tuition via the City of Edinburgh Music School.
- 1.5 Agree to receive a further report in December 2015, on Instrumental Music, which will include the uptake and cost of drumming and piping.

Background

- 2.1 The Instrumental Music Service (IMS), which remains free in Edinburgh, has never offered piping and drumming tuition. There was some piping provision offered in schools as part of the Youth Music Initiative (YMI) Formula Fund programme, however this was discontinued at the time of the IMS Review in 2010. The reason for discontinuing piping in 2010 was because YMI formula funding should not be used to augment Instrumental Music Services.
- 2.2 During 2013, there was an increasing focus locally and nationally on instrumental music services. Particular attention was paid to the fact that some authorities charged pupils for instrumental music lessons for SQA exams. All authorities have now removed charges for SQA pupils.
- 2.3 At the same time there was attention on the range of instruments offered by different local authorities and The Improvement Service carried out research in 2013 and again in 2014. Nationally the provision of piping and drumming as part of Instrumental Music Services is not high with a few exceptions. Edinburgh is one of the authorities that does not offer piping and drumming within the IMS.
- 2.4 Because pupils can now sit SQA exams on piping and drumming, pupils in Edinburgh have no access to free tuition and have to either pay for private

lessons or learn via pipe bands in order to achieve the required level to sit SQA exams.

- 2.5 The report to elected members in March 2014 considered the request to 'give parity to the study of piping and drumming, in line with other musical instruments, and provide support, including teaching, for those pupils wishing to study these instruments as part of their SQA qualifications'.
- 2.6 Because giving parity would require a significant increase in budget or the withdrawal of another non-classroom instrument, a range of other options were agreed.
They were:
 - 2.6.1 support for chanter and drumming tuition as part of the YMI Sounds like Friday programme;
 - 2.6.2 development of school/parent-led/community piping initiatives;
 - 2.6.3 development of a city-wide piping and drumming performance band;
 - 2.6.4 support to SQA pupils via the City of Edinburgh Music School.
- 2.7 Each of these opportunities are interlinked and will become increasingly so as more pupils participate and progress in their learning. The funding for these different elements of piping and drumming provision varies and each is developing at a different pace as detailed in the main report below.

Main report

- 3.1 Each of the agreed options requires partnership development and external funding support from a range of sources in order to progress. The involvement of external funders to some extent dictates the pace of development.

Support for chanter and drumming as part of the YMI programme

- 3.2 The YMI P6 target is a government target applied to the Formula Fund which is a managed fund for local authorities only and is for 'School Based Music Making'. The Formula Fund is designed to '*ensure that all school children have access to one year's free music tuition by the time they reach P.6.*'
- 3.3 The main YMI P6 target programme in Edinburgh is called Sounds Like Friday/Sounds Like Saturday and since 2011 has grown considerably. On Friday afternoons during term time, 10 centres across Edinburgh offer small group tuition. Feedback and demand has led this to focus on guitar and voice in most Friday centres and a wider range of instrument choices at Broughton on a Saturday morning. Information about these opportunities is sent to every primary and Special School with leaflets for distribution to every P5,6 and 7 pupil.
- 3.4 In August 2014, chanter and pipe drums tuition was introduced to Sounds Like Friday and Sounds Like Saturday. Working closely with the piping community,

we identified a number of potential tutors, many of whom were appointed to Tertiary contracts and PVG checked.

3.5 Sounds Like Friday Centres are located across the city and pupils can choose to attend any centre that suits. The Sounds Like Friday offer this year is as follows:

- Castlebrae Community High School: singing, guitar, chanter, pipe drums
- Craiglochart Primary School: singing, guitar, chanter, pipe drums
- Craigroyston Community High School: singing, guitar, chanter, pipe drums
- Dalry Primary School: singing, guitar
- Forrester High School: singing, guitar, chanter, pipe drums
- Gracemount High School: singing, guitar
- Hillwood Primary School: guitar
- Leith Academy: singing, guitar, chanter, pipe drums
- Oxfgangs Primary School: singing, guitar
- Wester Hailes Education Centre: singing, guitar
- Merchiston Castle School agreed to fully fund lessons on chanter and pipe drums for P5, 6 and 7 pupils on Friday afternoons, advertised as part of Sounds Like Friday. These opportunities are mainly accessed by pupils attending primary schools in the South and West of Edinburgh.

3.6 Sounds Like Saturday, at Broughton Community High School offered Glee Club, guitar, recorder, violin, double bass, flute, percussion, French horn, trumpet, chanter and pipe drums.

3.7 When the enrolment forms were returned by parents/carers, the Music Co-ordinator (YMI) looked at the numbers and where a class was not viable, liaised directly with parents/carers of interested pupils. As a result the following centres now teach chanter and pipe drums (pupil numbers in brackets):

- Forrester High School: chanter (3), snare drum (2)
 - Leith Academy: chanter (8)
 - Broughton (Saturdays): chanter (2), snare drum (1)
 - Craigroyston Community High School: chanter (24), snare drum (20)
 - Merchiston Castle School: chanter (24), snare drum (6)
- TOTALS: chanter (58), snare drum (29)**

Development of school/parent-led/community piping initiatives

3.8 The finite IMS resource cannot accommodate all current demand in a range of instruments in some schools. Consequently some timetables are so full that primary pupils on IMS timetables cannot get lessons when entering S1.

3.9 The development of parent-led tuition/participation initiatives is not the sole preserve of bagpiping interests. There are a number of after school and parent/community led activities around sport, art, music, drama, dance etc. Such

groups are often able to access funding and engage the local community in fundraising activities, providing funds that are not otherwise available. Rather than deliver all activity, the Arts and Creative Learning Team is working in partnership with parents, schools, funders and partner organisations to build local capacity and share expertise. This approach aligns with Curriculum for Excellence by involving parents in learning in and out of school.

Currie Cluster Schools Pipe Band

- 3.10 This is a strong parent led cluster initiative aligned closely with the school community. Input from Arts and Creative Learning, although not significant has included support and advice with making funding application and purchase of chanters via the YMI funding.

Tynecastle Piping Initiative

- 3.11 Arts and Creative Learning worked closely with the Head Teachers at Tynecastle Community High School and Dalry primary school. The team set up and attended a number of meetings with the 2 head teachers and representatives of the East Lothian Pipes and Drums Trust. As a result the Trust has agreed to fund the initiative over 3 years with additional YMI support in 2014/15. The school worked with the cluster, the community and music staff within the school to generate interest. A good number of S1 and S2 pupils are now attending for lessons. The next steps are to extend the tuition to other years and the cluster primaries. To support this, YMI Sounds Like Friday will be offered at a centre in the Tynecastle area in 2015, details to be agreed between the Music Co-ordinator (YMI) and the head teacher at Tynecastle.

Craigroyston Pipe Band

- 3.12 The Head Teacher at Craigroyston Community High School has been very proactive in establishing piping tuition in the Craigroyston cluster primary schools. The Music Co-ordinator (YMI) liaised with the school to ensure that piping and drumming tuition via YMI on a Friday afternoon was integrated into the initiative in order to support the development of the school pipe band. Pupils now receive 2 lessons a week, one in school time on a Tuesday and one on a Friday afternoon. YMI has also supported the initiative with the provision of chanters, snare drums pads and sticks and tutor books for pipes and drums.

Development of a city-wide piping and drumming performance band

- 3.13 The proposal to support a new piping and drumming performance band that would rehearse and perform on the same basis as the IMS ensembles was dependant on YMI funding from Creative Scotland. The funding proposal was submitted in early May 2014. Creative Scotland assessed applications and in the case of this project had a query as to whether the proposal met the purpose of the fund. This has been successfully addressed and consequently the funding has been agreed.

3.14 The project is now in development. The central rehearsal venue is Drummond Community High School and instructors and resources are currently being organised. Invitations to participate will be sent to all schools via music teachers and instrumental instructors for passing onto pupils. Information will also be circulated via the piping community and parent-led school pipe bands. As this will be a performance band, a certain level of playing proficiency will be required. It is anticipated that rehearsals will begin week beginning 12th January 2015 (day of week still tbc). Assuming adequate uptake, the piping and drumming performance group will be invited to play at one or more concerts as part of the Resonate series at the Queen's Hall in March and the YMI showcase at the Assembly Hall on the Mound in June 2015. Once the performance band is established it will be included in the regular invitations extended to all groups to play at local and national events held in Edinburgh.

Support for SQA pupils via the City of Edinburgh Music School

3.15 With the current numbers of SQA students in Edinburgh, offering tuition via the City of Edinburgh Music School can be managed with the Music School budget.

3.16 Every high school was asked in February 2014 to provide information on pupils requiring piping and drumming tuition for their SQA exams in 2014/15. They were asked to update this information again in August 2014. As of October 2014, 2 pupils at Boroughmuir High School, one National 4 and one National 5, began receiving a weekly lesson.

3.17 There is 1 pupil at Tynecastle due to sit his Advanced Higher F3F4 performance unit on the bagpipes. Discussion with the school has established that the pupil requires a few lessons in Pibroch. The timing is to be agreed and will be in the weeks leading up to the exam.

3.18 The following schools are also to be offered tuition for pupils:

- Balerno: 1 x S4 National 5 Pipe Band Drumming
- Craigmount: 1 x S4 National 5 Pipe Band Drumming

Information received from schools shown below demonstrates the current demand for piping and drumming tuition for SQA exams.

Red = current and requiring tuition for exam

School	Higher 2013	Advanced Higher 2013	Other 2013	2014 Presentation	Taught by:	2015 Presentation
Balerno	none	none		None S4 Nat 5		

				Pipe Band Drumming		
Boroughmuir	1			1 x Advanced Higher S4 (M) Nat 5	Taught in a pipe band	S3 (F) Nat 5
Broughton	2			None None	Higher pupils taught at City of Edinburgh Music School, Private tuition for other pipers	
City of Edinburgh Music School				1 x Nat 5	City of Edinburgh Music School	
Castlebrae	none	none		none		
Craigmount				1 x Higher piping 1 x Nat 4 pipe band drumming Nat 5 Pipe Band Drumming	Both taught in different out of school pipe bands	
Craigroyston				none		
Currie	none	none		none		
Drummond	none	none		None None		
Firhill						
Forrester	1 piper (Music with technology)			1 x higher 1 x Advanced Higher (both Music with Technology)	Both attend Craigmount Pipe Band	
Gracemount	none	none		none		
Holy Rood RC	1			none	Outside instruction	
James Gillespie's		1	1 x SG	1 x Higher 2 x Nat 5 Several S3 chanters for future Nat 5	In school music dept/band	
Leith						
Liberton	none	none		none		
Portobello	none	none		None None	Previous and possible future pupils taught in a pipe band	
Queensferry						
St. Augustine's RC	none	none		None none		
St. Thomas of Aquin's						
The Royal High			1 x Int 2 pipes	Pupil now at Craigmount	Craigmount pipe band	

Trinity	none	none		none		
Tynecastle				1 x higher (Music with technology) 1 x F3F4 Advanced higher (same pupil?) 1 x F3F4 Advanced Higher	Taught by Pipe Band	
Wester Hailes	none	none		none		

3.19 The numbers requiring lessons on pipes and drums as part of SQA exams will need to be closely monitored to ensure there is no future negative impact in quality of service delivered by the City of Edinburgh Music School.

Measures of success

- 4.1 The measures of success are as follows:
- 4.1.1 More pupils have the opportunity to learn chanter, piping and drumming through a range of in/out of school, parent-led and community options;
 - 4.1.2 There are pathways for young people who play chanter, pipes and drums to participate in lessons and performances;
 - 4.1.3 Pupils who play pipes and drums can participate in a city-wide piping performance ensemble;
 - 4.1.4 Pupils currently studying bagpipes for SQA exams can take up the opportunity to receive free tuition via the City of Edinburgh Music School.

Financial impact

- 5.1 There are no financial implications arising from this report.
- The Scottish Government has commissioned an independent evaluation of the Youth Music Initiative across Scotland. Presently there is no guarantee that the same levels of YMI funding will continue.
- 5.2 Small group chanter lessons in 4 centres on Friday afternoons and Saturday morning lessons at Broughton High School are met from Youth Music Initiative (YMI) Sounds Like Friday funds. Numbers accessing these opportunities will be closely monitored to help predict likely levels of future demand and associated costs for piping and drumming tuition.
- 5.3 The cost of chanter and pipe band drumming tuition at Merchiston Castle School is met in full by the school. These opportunities are mainly accessed by pupils attending primary schools in the South and West of Edinburgh

- 5.4 Parent-led school pipe bands, piping and drumming tuition programmes and piping corps are supported with funding advice, information sharing and brokering of suitable opportunities where ever possible. This carries no additional costs.
- 5.5 These parent-led initiatives are funded via different and varying combinations of school and private trust funds and other parent led fundraising. These are local arrangements between the school, the trust fund and the parent community.
- 5.6 The establishment of a city wide piping and drumming performance band will be met from YMI (external) funds as per the 2014/15 funding agreement with Creative Scotland.
- 5.7 Pupils currently studying bagpipes for SQA exams are offered free tuition from the City of Edinburgh Music School at Broughton High School. The levels of demand will be monitored.

Risk, policy, compliance and governance impact

- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations of this report.

Equalities impact

- 7.1 There are no adverse impacts arising from this report.
- There are considered to be only positive enhancements to the rights of the child, specifically the right to a good education.

Sustainability impact

- 8.1 The need to build resilience to climate change is not relevant to this report.

Consultation and engagement

- 9.1 Consultation and discussion has taken place with a range of interested parties as follows:
- All Edinburgh high schools were asked about: the number of pupils studying bagpipes presented for SQA in September 2014; presentation numbers on pipes and drums in 2015; details of pupils who may require tuition for piping and drumming SQA exams.
 - Creative Scotland's Youth Music Initiative on funding.

- City of Edinburgh Music School on levels of funding for provision for SQA pupils.
- Barry Donaldson, piping instructor and a Director with the College of Piping, on: piping and drumming generally; pipe bands; quality tuition; different delivery structures; potential sources of external funding; links with independent schools sector.
- Angus Tulloch and David Johnstone, trustees of East Lothian Pipes and Drums Trust about a piping and drumming initiative in the Tynecastle cluster.
- Head Teachers at Tynecastle High School and Dalry primary school about an initiative in the Tynecastle area.
- Head Teacher at Craigmoynton Community High School, on links between the school pipe band initiative and Sounds Like Friday (YMI).

Background reading/external references

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

[Scottish Government Response to the Recommendations](#)

[The Improvement Service Research](#)

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

[Youth Music Initiative](#)

Gillian Tee

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Links

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

Education, Children and Families Committee

10.00 am, Tuesday, 09 December 2014

Corporate Performance Framework: Performance from April to September 2014

Item number	8.4
Report number	
Executive/routine	Routine
Wards	All

Executive summary

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 June 2014, and contains analysis of performance covering the period from April to September 2014.

Links

Coalition pledges	P1 – P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

Corporate Performance Framework: Performance from April to September 2014

Recommendations

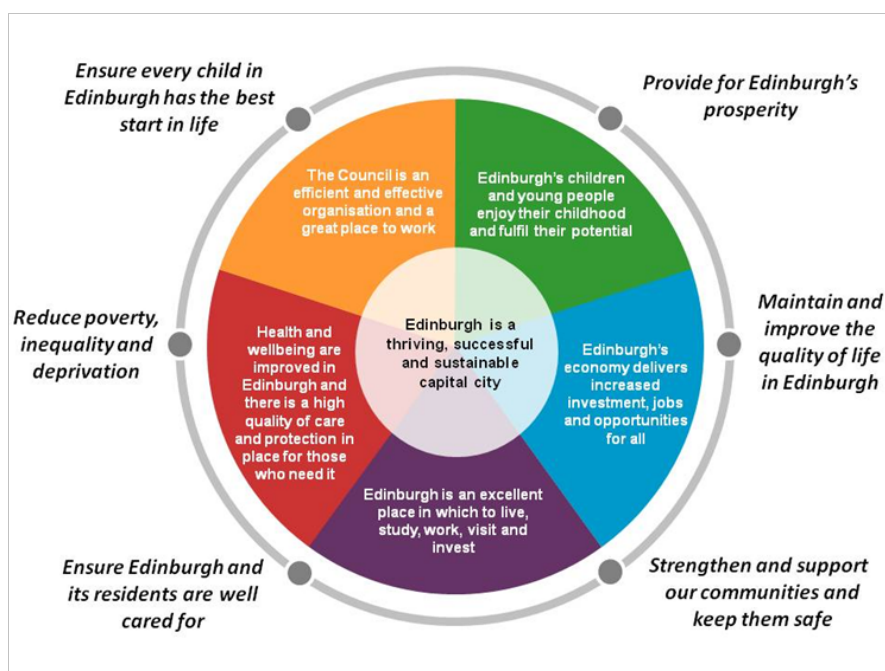
- 1.1 It is recommended that the Education, Children and Families Committee note the performance for the period from April to September 2014 and agree actions for improvement.

Background

- 2.1 The [‘Review of political management 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 April to September 2014.

Main report

- 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 April to September 2014. Further detailed information by indicator is provided in [Appendix 2](#).

Measures of success

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

Financial impact

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

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

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

Background reading / external references

The [Council's Performance Framework](#) approved by Corporate Policy and Strategy Committee on 10 June 2014.

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
Council outcomes	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
Single Outcome Agreement	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>Appendix 1: Corporate Dashboard</p> <p>Appendix 2: Corporate Dashboard Indicator Detail</p>









Appendix 1: Dashboard April - September 2014









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

Director's notes:

Latest data shows that the percentage of pupils in a positive destination six months after leaving school improved again to 91% from 83.1% in 2009/10. The target of reaching the national average by 2013/14 has again been met early. The national average for 2012/13 was 90% and Edinburgh was ranked 18th out of 32 local authorities.








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.








	2011/12	2012/13	2013/14	Target
<u>Children's literacy at start of P1</u>	90%	89%	89% 	90%
<u>Attainment at Level 5 or above</u>	39%	40.8% 	N/A	40%
national average	37.4%	39.4%	N/A	-
<u>Average tariff score of lowest attaining 20%</u>	72	71 	N/A	70
<u>Pupils gaining 5+ at Level 5 in the 20% most deprived areas</u>	14.5%	16.4% 	n/a	n/a
national average	18.0%	19.5%	N/A	-
<u>School leavers' destinations</u>	88.3%	91.4% 	N/A	91.4%
national Average	89.9%	91.4%	N/A	-
<u>Follow-up destinations of school leavers</u>	89.8%	91% 	N/A	90%
national average	89.5%	90%	N/A	-
<u>Primary school attendance</u>	95.2%	94.9% 	N/A	94.9%
national average published every 2 years	N/A	94.9%	N/A	-
<u>Secondary school attendance</u>	92.1%	92.5% 	N/A	91.4%
national average published every 2 years	N/A	91.9%	N/A	-



	2011/12	2012/13	2013/14	Target
<u>Primary school exclusions (rate per 1,000)</u>	12	9 	N/A	11
national average published every 2 years	N/A	10	N/A	-
<u>Secondary school exclusions (rate per 1,000)</u>	51	43 	N/A	52
national average published every 2 years	N/A	58	N/A	-
<u>PE in primary schools</u>	69%	84%	95% 	100%
<u>PE in secondary schools</u>	48%	65%	96% 	96%
<u>Satisfaction with schools</u>	N/A	91%	89% 	94%
<u>Response to bullying</u>	73%	75% 	N/A	77%
	Jul-14	Aug-14	Sep-14	Target
<u>Number of children who need to be looked after</u>	1,411	1,412	1,425 	1,445
<u>Placements with Council foster carers</u>	55.5%	55.8%	55.6% 	62.7%

Appendix 2: Corporate Dashboard Indicator Detail





April - September 2014

1. Edinburgh's children and young people enjoy their childhood and fulfil their potential						
Indicator	2011/12	2012/13	2013/14	Target	Status	
Children's literacy at start of P1	90%	89%	89%	90%		Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline standardised literacy tests on entry to P1. Performance in literacy at the end of P1, also using standardised tests, show more pupils are 'above average and very high' compared with the national average.
Attainment - 5+ awards at Level 5 or above	39%	40.8%	N/A	40%		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.
Average tariff score of lowest attaining 20%	72	71	N/A	70		Latest data relates to 2012/13 pre-appeal. Performance in 2011/12 of 72 was a significant improvement from 63 in 2010/11 so a target of 70 was set to be achieved by 2012/13. 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	14.5%	16.4%	N/A	N/A		Data is post-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Latest data showed a further improvement in the indicator. Targets not currently set due to the changes to the exam system. When new indicators are developed to replace the existing indicators, these will be included.
Initial destination of school leavers	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 was met for the first time this year. Future targets are to maintain and exceed that position.
Follow-up destinations of school leavers	89.8%	91.0%	N/A	90%		Latest data shows that 91% of pupils were still in a positive destination, six months after leaving the 2012/13 school session from a mainstream school. Performance showed continued improvement from 83.1% in 2009/10 and exceeded the target of 90% - the national average to be reached by 2012/13.
Primary school attendance	95.2%	94.9%	N/A	94.9%		Latest data relates to school year 2012/13 and shows a slight decline. Performance in 2011/12 of 95.2% was a significant improvement from 94.5% in 2010/11. A target of 94.9% (slightly above the national average in 2010/11) was set to be reached by 2012/13. The national average was 94.9%. Latest information (as yet unvalidated) shows improvement to 95.5%. National data

									for 2013/14 will not be published.
Secondary school attendance	92.1%	92.5%	N/A	91.4%					Latest data relates to 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. Performance in 2011/12 of 92.1% was a significant improvement from 91% in 2010/11. A target of 91.4% (above the national average in 2010/11) was set to be reached by 2012/13. The national average was 91.9%. Latest information (as yet unvalidated) shows improvement again to 93.0%. National data for 2013/14 will not be published.
Primary school exclusions (rate per 1,000)	12	9	N/A	11					Latest data relates to performance over the school year 2012/13 and shows improvement. The national figure is 10.
Secondary school exclusions (rate per 1,000)	51	43	N/A	52					Latest data relates to performance over the school year 2012/13. The national figure is 58.
PE in primary schools	69%	84%	95%	100%					Latest data 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.
PE in secondary schools	48%	65%	96%	96%					Latest data 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
Satisfaction with schools	N/A	91%	89%	95%					Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.
School's response to bullying	73%	75%	N/A	77%					The data for 2012/13 includes P6/7 pupils. Previously, only S2 pupil's views were included.

Indicator	Apr 14	May 14	Jun 14	Jul 14	Aug 14	Sep 14	Target	Status	Latest Note
Number of children who need to be looked after	1,402	1,401	1,421	1,411	1,412	1,425	1,445		Latest data show 1,425 children who need to be looked after in the city. 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. Performance remains within the target
Placements with Council foster carers	55.4%	55.3%	55.9%	55.5%	55.8%	55.6%	62.7%		331 of the 595 placed with foster carers were placed with City of Edinburgh Council foster carers.

Key

	PI is below target and tolerances.		PI is below target but within tolerances.		On target.		Data only.
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Education, Children and Families Committee

10.00am Tuesday 9 December 2014

Riddle's Court and 4-6 Victoria Terrace – Internal Audit Update - referral from the Governance Risk and Best Value Committee

Item number	8.5
Report number	
Wards	All

Executive summary

The Governance Risk and Best Value Committee on 13 November 2014 agreed to refer the attached report which presents a summary outcome of work undertaken to assess the process issues that arose from the lease of Riddles Court to the Scottish Historic Buildings Trust. Areas which could be improved to help prevent a recurrence of these issues in future situations were also identified.

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	Appendix 1 – Report by the Chief Internal Audit and Risk Officer

Terms of Referral

Riddle's Court and 4-6 Victoria Terrace – Internal Audit Update

Terms of referral

- 1.1 On 13 November 2014 the Governance Risk and Best Value Committee considered a report providing a summary of work carried out by Internal Audit to assess process issues which arose from the lease of Riddle's Court to the Scottish Historic Buildings Trust (SHBT). Internal Audit had been asked to consider the issues to ensure that they were avoided in future situations where the Council was dealing with multiple parties. As part of its review, Internal Audit:-
 - 1.1.1 Considered the adequacy of the controls in place to manage the process of dealing with multiple parties, and
 - 1.1.2 Assessed whether conflicting advice/assurances were given to SHBT and the sitting tenants of the basement of the building, 6VT, who were contracted to the Council to provide a Youth Cafe (deemed an essential service provision).
- 1.2 The report concluded that there were no Critical or High rated findings in connection with the review. Medium and Low rated findings had been identified and an agreed management action plan was implemented.
- 1.3 The Governance Risk and Best Value Committee agreed:
 - 1.3.1 To note the conclusions on the processes surrounding the Riddles Court Lease contained in the report; and
 - 1.3.2 To refer the report to both the Education, Children and Families, and Finance and Resources Committees for information.

For Decision/Action

- 2.1 The Education, Children and Families Committee is asked to note the attached report.

Background reading / external references

[Governance, Risk and Best Value Committee 13 November 2014](#)

[City of Edinburgh Council 1 May 2014 - Minute](#)

[City of Edinburgh Council 1 May 2014 – Item 8.7 – Riddle’s Court and 4-6 Victoria Terrace](#)

Carol Campbell

Head of Legal, Risk and Compliance

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Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	See attached report

Governance, Risk and Best Value Committee

10.00am, Thursday 13 November 2014

Internal Audit Update on Riddles Court & 4-6 Victoria Terrace

Item number
Report number
Executive/routine
Wards

Executive summary

Council requested that consideration be given to the process issues arising from the lease of Riddles Court to the Scottish Historic Buildings Trust (SHBT) to ensure that they were avoided in future situations where the Council are dealing with multiple parties. Internal Audit was requested to prepare a report in relation to this.

This report presents a summary outcome of the work performed to assess the process issues that arose and identify any areas of improvement that could help prevent a recurrence in future situations.

Internal Audit did not identify any high or critical risks in relation to this review.

Links

Coalition pledges
Council outcomes
Single Outcome Agreement

Recommendations

- 1.1 It is recommended that the Committee note the conclusions provided on the processes surrounding the Riddles Court Lease contained within this report.

Background

- 2.1 Riddle's Court is a Grade A listed 16th-century building owned by the City of Edinburgh Council (CEC) on the Royal Mile. In 2009 the building (which was in poor condition) was deemed to be surplus to operational requirements.
- 2.2 The Scottish Historic Buildings Trust (SHBT) approached CEC and proposed the redevelopment of Riddle's Court into the Patrick Geddes Learning Centre. It was made clear to SHBT that the basement, within which 6VT were sitting tenants, was outwith the scope of the lease. 6VT are contracted to the Council to provide a Youth Café, which is considered to be an essential service provision.
- 2.3 A five year lease was approved by the Education, Children and Families Committee on 15 March 2011 to allow SHBT to bid for grant funding for a £5 million restoration project. There was a provision in this lease stating that a 99 year lease would be granted if full funding was secured.
- 2.4 A formal offer received from the Heritage Lottery Fund on 11 February 2014 required SHBT to confirm that they had secured a lease on the whole of Riddle's Court, including the basement, by 11 March 2014. The project could not proceed without this assurance. The timing and implication of this grant offer left the Council with a difficult decision to make as SHBT were intimating that they would abandon the project unless the entire building was made available for redevelopment.
- 2.5 The Council Leader formed a Delivery group to broker an outcome suitable to all parties. CEC confirmed on 4 April 2014 that they had obtained conditional agreement from 6VT to move from the basement into new premises, and SHBT were in a position to meet the grant conditions.

Main report

- 3.1 In order to assess the process issues that arose, Internal Audit as part of its review;
- a. Considered the adequacy of the controls in place to manage the process of dealing with multiple parties; and
 - b. Assessed whether conflicting advice/assurances were given to SHBT and 6VT.

This review was undertaken by means of corroborative enquiry with key stakeholders including members of staff and by reviewing relevant documents and correspondence.

A summary of the findings is provided under each of these headings below.

Adequacy of controls in place

- 3.2 The Committee and Governance structure in place at CEC is clear and was understood by the owners of the process. The complexity of the transaction required approval at multiple Committees and appropriate approval was sought.
- 3.3 There were early indicators that SHBT had aspirations for acquiring the basement level of the building. As there was no intention to change CEC's position these were not escalated beyond regular discussion by Officers of C&F with the Convener of EC&F and reinforcement to SHBT that 6VT would not be required to relocate against their wishes.
- 3.4 It would be beneficial to re-enforce that, when dealing with commercial transactions, any indication of significant movement from previously agreed parameters which could have financial or reputational impact should be reported to the relevant Committee for consideration.

Conflicting advice/assurances

- 3.5 CEC's formal position remained clear through-out the process; 6VT's lease of the basement would be secure whilst they wished to remain.
- 3.6 Children & Families (C&F) engaged with SHBT and 6VT to explore options for 6VT should they wish to take advantage of an opportunity to move and obtain enhanced facilities. This engagement by Council Officers may have been misconstrued by SHBT.
- 3.7 C&F intervened in February 2013 when it was identified that SHBT were not openly engaging with 6VT. The Convenor restated CEC's formal position on 18/03/2013 that 6VT would not be required to relocate.

Conclusion

- 3.8 Communication of CEC's position that 6VT would not be required to relocate against their wishes was clear from the outset and the process was managed in an appropriate manner by suitably experienced officers from C&F and Corporate Property.
- 3.9 Early warning signs that SHBT's intentions in connection with the basement were different from CEC's position could have been reported to Committee, which would have allowed for greater strategic direction and support.
- 3.10 There were no Critical or High rated findings as part of this review. Medium and Low rated findings were identified and an agreed management action plan implemented.

Measures of success

- 4.1 The prevention of a recurrence of the process issues experienced in the Riddles Court transaction.

Financial impact

- 5.1 No direct impact.

Risk, policy, compliance and governance impact

- 6.1 Refer to main report at section 3.

Equalities impact

- 7.1 No direct impact.

Sustainability impact

- 8.1 No direct impact.

Consultation and engagement

- 9.1 None

Background reading/external references

None

Richard Bailes

Chief Internal Audit and Risk Officer

Links

Coalition pledges	P30 - Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO25 - The Council has efficient and effective services that deliver on objectives
Single Outcome Agreement	SO1 - Edinburgh's Economy Delivers increased investment, jobs and opportunities for all SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 - Edinburgh's communities are safer and have improved physical and social fabric
Appendices	None

Education, Children and Families Committee

10am, Tuesday 9 December 2014

Recommendations of the Social Work Complaints Review Committee – 24 September 2014

Item number	8.6 (a)
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1, CO3
Single Outcome Agreement	SO2

Donald Ness

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Recommendations of the Social Work Complaints Review Committee – 24 September 2014

Summary

To refer to the Education, Children and Families Committee the recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the Children and Families Service.

For decision/action

- 1 The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the Children and Families Service to the Committee for consideration.

Main report

- 2 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints.
- 3 The CRC met in private on 24 September 2014 to consider a complaint against Children and Families. The complainant and the Service representatives attended throughout.
- 4 The complainant remained dissatisfied with the outcome of an investigation into her complaint that the Council had not carried out a Section 23 assessment on her daughter, and had not provided a date when the assessment would commence.
- 5 The complainant had advised Social Care Direct of her move to Edinburgh in January 2014. After the Council had received confirmation of her daughter's disability, a letter had been sent arranging a home visit on 26 February 2014. The complainant had taken a day off work to facilitate the visit, but a mistake had been made by the Practice Team and the expected social worker did not appear at the planned time. Following a call by the complainant, the visit was rescheduled for later in the day. This was not, as the complainant had hoped, the first visit of those required to complete the assessment.
- 6 A letter dated 4 March 2014 indicated that her daughter had been placed on the waiting list for a Section 23 assessment. The complainant had subsequently made contact several times to be updated, but the Disability Team were unable to give her a date for commencement of the assessment. On 7 April 2014, the complainant had submitted a letter of complaint.

- 7 A response from the Chief Social Work Officer dated 14 May 2014 explained that duty protocols had been changed to ensure families received clearer information on the purpose of the initial visit. It also informed her of the Council target to have a social worker allocated to complete an assessment three months after it had been decided that a child required one.
- 8 The complainant, a single parent, explained the impact not being able to access self-directed payments, which hinged on the Section 23 assessment. Her daughter's needs meant she required extensive care and supervision which involved great personal commitment and investment, but had financial implications too. She had already reorganised work times (to financial disadvantage) to try to keep working whilst caring for her daughter. The specialist equipment and classes to help her reach her potential were expensive. She also described the difficulties in sourcing childcare. Options available through Council funded support were not always suitable, and self-directed support would enable appropriate care to be found. Until the Section 23 assessment had been carried out on her daughter, the complainant could not have her own needs as a Carer met.
- 9 The complainant felt that the communication she had received on the waiting list had been insufficient and suggested that a clear policy with maximum waiting times was required to ensure that families who were doing their best to cope but were in need of help were not overlooked. She felt that the Council had not acted reasonably in both the length of time which had elapsed since she was placed on the waiting list, and its inability to give her a date to begin the assessment.
- 10 The members of the Committee and the Investigating Officer were given the opportunity to ask questions.
- 11 The Investigating Officer explained that the initial visit was to allow social work to check that the child met the criteria of the Team and get an indication of what support might be required. She stated that the Disability Team only worked with families where there was a significant level of disability which impacted on the child's daily living, the majority of whom were in receipt of the higher rate of Disability Living Allowance.
- 12 She explained that there were currently 50 children on the waiting list to be assessed. The allocation process, in line with Council policy, was intended to ensure children with the highest level of need were given priority, taking into account child protection issues and other factors. Staff reported to management fortnightly and reviewed the list on a 3 monthly basis. Senior managers were working on ways to cut the backlog and reduce waiting times. Two new members of staff were being recruited. The staffing issues within the Disability Team had been highlighted in a report submitted to the September 2014 meeting of the Education, Children and Families Committee.
- 13 In the case of the complainant, the officer indicated that she hoped to have commenced the assessment process by November/December. She confirmed that without the full assessment being completed, the complainant would not be able to access self-directed support or have a Carer's Assessment.

- 14 The members of the Committee and the complainant were given the opportunity to ask questions.
- 15 Following this, the complainant and the Investigating Officer withdrew from the meeting.

Recommendations

- 16 After full consideration of the complaint the Committee reached the following recommendations:-

‘That the complaint be upheld, for the following reasons:-

- 1) The Committee feel that the length of time the complainant has had to wait is unacceptable as the Council target of three months has been exceeded substantially.
- 2) The Committee has been informed that more staff are being recruited but we feel that this should have been addressed several months ago.
- 3) Committee notes that the Council have offered an interim assessment, to be undertaken within 2 weeks of today’s date. We recommend that after the full assessment is undertaken, self-directed payments should be backdated to within three months of the first visit (in line with the Council target of three months) unless a legal impediment to this exists.’

Background reading / external references

Agenda and confidential papers and minutes for the Complaints Review Committee of 24 September 2014.

Links

Coalition pledges	P1	Ensuring every child has the best start in life.
Council outcomes	CO1	Ensuring every child has the best start in life, are able to make and sustain relationships and are ready to succeed.
	CO3	Our children and young people at risk, or with a disability, have improved life chances.
Single Outcome Agreement	SO2	Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	None	

Education, Children and Families Committee

10am, Tuesday, 9 December 2014

Children and Families Response to the Social Work Complaints Review Committee Outcome

Item number	8.6 (b)
Report number	
Executive/routine	Routine
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1 , CO3 , C10 , C11
Single Outcome Agreement	SO2 , SO3

Alistair Gaw

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Children and Families Response to the Social Work Complaints Review Committee Outcome

1. Recommendations from Complaints Review Committee

This report should be read in conjunction with the report from the Committee Services relating to a Social Work Complaints Review Committee held on 24 September 2014.

The decisions are set out below. Section 2 informs members of the background influencing the work of Children and Families.

- 1) The Committee believe that the length of time the complainant has had to wait is unacceptable, as the Council target of three months has been exceeded substantially.
- 2) The Committee had been informed that more staff were being recruited, but they believed that this should have been addressed earlier.
- 3) The Committee noted that the Council has offered an interim assessment, to be undertaken within 2 weeks from today's date – 24 September 2014. They recommended that after the full assessment is undertaken, self-directed payments should be backdated to within three months of the first visit (in line with the Council target of three months for allocation) unless a legal impediment to this exists.

2. Background

- 2.1 The Council's social work services are provided in accordance with the legal requirement to assess children and their families under the Children (Scotland) Act 1995.
- 2.2 Whilst there are no statutory time limits for carrying out an assessment, the Council does set Key Performance Indicators as a way of measuring performance and the quality of a service.
- 2.3 Key Performance Indicators are not a statutory requirement, and there may be valid reasons why they may not always be met.
- 2.4 The Disability Practice team has a transparent allocation process, which is intended to ensure that children with the highest level of need are given priority, in line with Council policy. Children who have been on the waiting list for

disability related issues are also reviewed within this and considered for allocation, once children in the priority criteria have been allocated.

- 2.5 The Disability Practice Team currently operates to a standard of 3 months from the date of a decision that a section 23 assessment is required, to the case being allocated for assessment.
- 2.6 Once allocated, the assessment will take an average of three months to complete. It is then submitted to the Funding Assessment Panel for consideration and scoring of any one of the Self-directed Support options required.
- 2.7 The Complaints Review Committee believed that the time the complainant has had to wait was not acceptable, as the Council target of three months had been exceeded.
- 2.8 The Disability Practice Team works with 400 children and their families. Each new referral is screened through a social work home visit, and from this, an initial assessment is made. Families are given information about services they can access, without the need for social work intervention.
- 2.9 The extended delay in this case was caused by temporary staff shortages and maternity leave.
- 2.10 The Complaints Review Committee had been informed that more staff were being recruited, but they believed this should have been addressed by Children and Families at an earlier stage.
- 2.11 There have been ongoing discussions held with senior managers regarding the waiting list for the Disability Practice Team. Members were informed of this situation in the annual report considered by Education, Children and Families Committee on 11 September 2014.
- 2.12 Staffing capacity has been increased recently to reduce the number of children and families waiting for an assessment. Other options to reduce the current waiting times further are also being explored.
- 2.13 The Complaints Review Committee noted that the Council had offered an interim assessment, to be undertaken within 2 weeks of 24 September 2014. They recommended that after the full assessment, self-directed support payments should be backdated to within three months of the first visit (in line with the Council target of three months for allocation) unless a legal impediment to this exists.
- 2.14 The family was allocated a social worker following the Complaints Review Committee. An initial assessment was carried on 8 October 2014, to consider whether there was any immediate support the family could be given. The client's focus was on her child's outstanding health issues. Monthly weekend support was offered but declined, as this was not what the family believed was needed.

- 2.15 At the Complaints Review Committee it was agreed that there would be a social worker allocated to complete the Section 23 assessment by the end of November 2014, as additional staff would be in post by that time. Earlier than anticipated, a social worker was allocated to undertake this report, on 4 November 2014.
- 2.16 The Council is not able to backdate payments as recommended by the Complaints Review Committee, as services must be provided on the basis of an assessment, which determines whether the need is consistent with the allocation of public funds. A Self-Directed Support Assessment is close to completion and alternative services have been offered in the interim.

3. Recommendations

- 3.1 The Education, Children and Families Committee is asked to approve the proposal not to backdate payments for the reason outlined in paragraph 2.16

Alistair Gaw

Head of Support to Children and Young People

Links

Coalition pledges	P1: Ensuring every child has the best start in life
Council outcomes	CO1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3: Our children and young people at risk, or with a disability, have improved life chances. C10: Improved health and reduced inequalities C11: Preventative and personalised support in place.
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	Report to Education, Children and Families Committee 11.09.2014