

# Notice of meeting and agenda

## Education, Children and Families Committee

**10am, Tuesday, 3 March 2015**

Council Chamber, City Chambers, High Street, Edinburgh

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

### Contact

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## **1. Order of business**

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

## **2. Declaration of interests**

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

## **3. Deputations**

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- 3.1 If any

## **4. Minutes**

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- 4.1 Education, Children and Families Committee 9 December 2014 (circulated)  
Submitted for approval as a correct record

## **5. Forward planning**

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

## **6. Business bulletin**

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

## **7. Executive decisions**

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- 7.1 Educational Attainment 2014– report by the Director of Children and Families (circulated)
- 7.2 Response to ‘School Education’ – a report of an audit by the Accounts Commission, June 2014 – report by the Director of Children and Families (circulated)
- 7.3 Vision for Schools – report by the Director of Children and Families (circulated)
- 7.4 Edinburgh Integrated Literacy Strategy - report by the Director of Children and Families (circulated)
- 7.5 Strategic Management of School Places:P1 and S1 Intakes for August 2015 – report by the Director of Children and Families (circulated)

- 7.6 Primary School Estate Rising Rolls – report by the Director of Children and Families (circulated)
- 7.7 Early Learning and Childcare Admissions Policy - report by the Director of Children and Families (circulated)
- 7.8 Integrated Children’s Services - report by the Director of Children and Families (circulated)
- 7.9 School Based Sports Hubs - report by the Director of Children and Families (circulated)
- 7.10 Total Craigroyston – report by the Director of Children and Families (circulated)
- 7.11 Children and Families Revenue Budget Monitoring 2014/15 – Nine Month Position – report by the Director of Children and Families (circulated)

## **8. Routine decisions**

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- 8.1 Looked After Children: Transformation Programme Progress Report – report by the Director of Children and Families (circulated)
- 8.2 Religious Observance in Schools – report by the Director of Children and Families (circulated)
- 8.3 Children and Families Grants to Third Parties 2015/16 – report by the Director of Children and Families (circulated)
- 8.4 Children and Families Risk Register – report by the Director of Children and Families (circulated)
- 8.5 Edinburgh Young People’s Participation Strategy – Implementation Update: February 2015 - report by the Director of Children and Families (circulated)

## **9. Motions**

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- 9.1 If any

### **Carol Campbell**

Head of Legal, Risk and Compliance

### **Committee Members**

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

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

## **Information about the Education, Children and Families Committee**

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

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

## **Further information**

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

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

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

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# Item 4.1 - Minutes

## Education, Children and Families Committee

10.00 am, Tuesday, 9 December 2014

### Present

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

### Also present:

Councillors Booth and Munro (for item 4.3 below)

### Added members for Education items

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

## 1. Order of business

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

## 2. Primary School Capacity Pressure in South Edinburgh

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### 2.1 Deputation – James Gillespie’s Primary School Parent Council

The Committee agreed to hear a deputation from Carol Cerdan on behalf of the James Gillespie’s Primary School Parent Council.

The deputation welcomed many of the proposals set out in the Director of Children and Families’ report and outlined the particular characteristics and constraints of the James Gillespie’s Primary School Site. It was stressed that the whole school was affected by rising rolls, not just the P1 intake, and the impact of teaching and learning across the whole school had to be taken into account.

The provision of a new permanent two storey classroom building was welcomed as an interim solution to pressing accommodation pressures. The school was looking to raise £50,000 for landscaping works and sought a commitment from the Council to contribute towards this. It was hoped that match funding would be provided from Sports Scotland.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee’s consideration of the related report by the Director of Children and Families at item 2.2 below.

## **2.2 Report by the Director of Children and Families**

The south side of the city had historically experienced pressure for primary school places with South Morningside, James Gillespie's and Bruntsfield primary schools particularly affected. The Committee had previously noted that a report would be prepared identifying a proposed long-term solution to the accommodation pressures in South Edinburgh.

An update was provided on a range of potential options which had been identified to address the long-term issues and the proposed next steps.

### **Decision**

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

(References – minute of the Education, Children and Families Committee 4 March 2014 (item 7); report by the Director of Children and Families, submitted.)

## **3. Liberton High School**

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### **3.1 Deputation – Liberton High School Parent Council**

The Committee agreed to hear a deputation from Derek McNeil on behalf of the Liberton High School Parent Council.

The deputation sought reassurance that the recent tragedy involving Keane Wallis Bennett in April 2014 would be taken into consideration in the decision whether to include Liberton High School in the Wave 4 Renewal Scheme currently being scoped by the City of Edinburgh Council. The Parent Council was concerned that a standard scoping process might not take into account the tragic circumstances of Keane's death or the impact this had had on the local community.

The deputation wished to place on record their thanks to the Head Teacher, Council officials and the Scottish Government for the way they responded to the accident.

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

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

An update was provided 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. This included:

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

#### **Decision**

To note the progress made.

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

## **4. Closure of Duncan Place including implications for Leith Primary School**

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### **4.1 Deputation – Duncan Place Resource Centre Management Committee**

The Committee agreed to hear a deputation from Carol Lesley and Jane McMahon on behalf of the Duncan Place Resource Centre Management Committee.

The deputation asked the Committee to give consideration to the following points:

- To defer the decision to demolish the Duncan Place building until the Committee's meeting in March 2015.
- That an options appraisal group be set up in the interim period to look at possible alternatives, including demolition.
- A number of community activities and human interactions took place at Duncan Place and demolition would leave a large gap in people's lives.
- Two groups had ceased to function due to difficulties in finding alternative venues, or lack of adequate storage space for materials and equipment.



- There were particular difficulties for vulnerable groups finding suitable alternative accommodation.
- A lot of relocated groups reported a reduction in the number of their members attending.
- 90% of the previous users indicated they would like to return to Duncan Place in the future.

## **4.2 Deputation – Leith Primary Parent Council**

The Committee agreed to hear a deputation from Kirsty Chatwood on behalf of Leith Primary Parent Council.

The deputation agreed with many of the points made by the Duncan Place Resource Centre Management Committee (see item 4.1 above), and also asked that the decision to demolish the building be delayed until March 2015 to allow further discussions.

The Parent Council were concerned that the information presented in the joint report was not sufficiently detailed to allow the Committee to make a decision today. There was potential to provide a state-of-the-art facility at Duncan Place but consultation should take place with the local community and cluster schools first.

The deputation was also concerned about the long-term solutions for nursery and P.E provision.

The Convener thanked both deputations for their presentations and invited them to remain for the Committee's consideration of the related report by the Director of Children and Families and the Acting Director of Services for Communities at item 4.3 below.

## **4.3 Joint Report by the Director of Children and Families and the Acting Director of Services for Communities**

The Duncan Place building was closed in September 2014 to allow intrusive surveys to be conducted into the condition of the building. Surveys had now identified significant issues with the fabric of the building and approval was sought for the immediate demolition of the Duncan Place building. The alternative arrangements being put in place for nursery, primary and community use were outlined.

The Committee heard from Councillors Booth and Munro as local ward members.

## **Motion**

- 1) To note the proposal to install a temporary unit to deliver nursery facilities at Leith Primary School, increasing capacity from 40 to 60 places.
- 2) To note the temporary arrangements put in place for the delivery of PE for Leith Primary School.
- 3) To approve the immediate demolition of the existing Duncan Place building.
- 4) To approve that further work is undertaken on the scoping of options to provide long term nursery, gym and community accommodation.
- 5) To request a further report in spring 2015 on the long term options.
- 6) To note that discussions were ongoing with regards to “blocking off” St Andrew Place and transferring part of the street to school use and to request that this be raised with Services for Communities and also reported back to the Education, Children and Families Committee.
- 7) To refer the joint report by the Director of Children and Families and the Acting Director of Services for Communities to the Governance, Risk and Best Value Committee.

- Moved by Councillor Godzik, seconded by Councillor Fullerton.

## **Amendment**

- 1) To note the proposal to install a temporary unit to deliver nursery facilities at Leith Primary School, increasing capacity from 40 to 60 places.
- 2) To note the temporary arrangements put in place for the delivery of PE for Leith Primary School.
- 3) To approve the immediate demolition of the existing Duncan Place building.
- 4) To approve that further work be undertaken on the scoping of options to provide long term accommodation, while agreeing that any future option should be provided on the basis of need, and ensure there is no overall reduction in community facilities in Leith compared to when Duncan Place Resource Centre was operational.
- 5) To request a further report in spring 2015 on the long term options.

- 6) To agree that the Convener would write to the Acting Director of Services for Communities requesting the pedestrianisation of the section of St Andrew Place immediately in front of Leith Primary School as soon as possible in order to secure the safe use of Leith Links for the delivery of PE and for play space in fair weather.

- Moved by Councillor Main, seconded by Councillor Corbett.

### **Voting**

For the motion	18 votes
For the amendment	5 votes

### **Decision**

To approve the motion by Councillor Godzik.

(Reference - joint report by the Director of Children and Families and the Acting Director of Services for Communities, submitted.)

## **5. Minutes**

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### **Decision**

- 1) To approve the minute of the Policy Development and Review Sub-Committee of the Education, Children and Families Committee of 16 June 2014 as a correct record.
- 2) To approve the minute of the Education, Children and Families Committee of 11 September 2014 as a correct record.

## **6. Education, Children and Families Committee Key Decisions Forward Plan – March to May 2015**

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

### **Decision**

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

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

## **7. Education, Children and Families Rolling Actions Log**

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The Education, Children and Families Committee Rolling Actions Log for 9 December 2014 was presented.

## **Decision**

To note the Rolling Actions Log.

(Rolling Actions Log – 9 December 2014, submitted.)

## **8. Education, Children and Families Committee Business Bulletin**

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The Education, Children and Families Committee Business Bulletin for 9 December 2014 was presented.

### **Decision**

To note the Business Bulletin.

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

## **9. Free School Meals**

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The Scottish Government had provided capital funding to allow all children in primary 1 to 3 the option of a free school meal from January 2015.

As previously requested by the Committee; a detailed assessment was provided of the costs and sources of funding required for the substantive works required to address capacity issues at Cramond, East Craig's, Sciennes and Towerbank Primary Schools. Details were also provided of the interim arrangements that would be put in place at these schools.

### **Decision**

- 1) To note the further progress made towards the implementation of the extended entitlement to free school meals which would apply from January 2015.
- 2) To welcome the £4.5m of capital funding which the Scottish Government had confirmed would be provided to allow the implementation of the extended entitlement.
- 3) To approve the 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.
- 4) To request a progress report to the Education, Children and Families Committee in two cycles on the impact of the delivery of the free schools meals policy on primary schools across the City of Edinburgh Council Estate.

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 10); report by the Director of Children and Families, submitted.)

## 10. Rising School Rolls

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Details were provided of the potential impact of rising rolls in primary and secondary schools, including an update on a range of solutions identified for 10 primary schools expected to experience accommodation pressures in August 2015. Approval was also sought for a proposed interim solution for South Morningside Primary School.

### Decision

- 1) To note content of the Director's report and the intention to bring a further report to Committee on 3 March 2015 to identify the primary schools which had been identified as potentially facing future accommodation pressures.
- 2) To note the solutions which had 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.
- 3) To approve the proposed solution for South Morningside Primary School which was to create a temporary P1 to P2 annexe at Deanbank Resource Centre as set out in the Director's report.
- 4) To note that detailed analysis of the potential impact of rising rolls on the secondary sector would be undertaken with the results being reported to the Committee towards the end of 2015.
- 5) To refer the Director's report to the Finance and Resources Committee for information.

(References – minute of the Education, Children and Families Committee 20 May 2014 (item 7); report by the Director of Children and Families, submitted.)

## 11. Children and Families Asset Management Plan 2014

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Approval was sought for an updated Children and Families Asset Management Plan 2014.

### Motion

- 1) To approve the Children and Families Asset Management Plan 2014.
- 2) To note the intention to provide an update to Committee on progress in delivering the action plan every six months.

- Moved by Councillor Godzik, seconded by Councillor Fullerton.

### Amendment

In similar terms to the motion, subject to the addition of the following:

- 1) To welcome the comprehensive Asset Management Plan which provides a clear profile of the Education, Children and Families estate in relation to current condition and sufficiency.
- 2) To note that the next stage for the key operational issues outlined in the report is to revisit methodology, measurements, policy and strategy in the light of new Scottish Government guidelines and out of date methodology e.g, Secondary School class size, and that operational decisions are currently driven in the main by Government guidelines.
- 3) To note the Vision for Schools which was agreed by Committee in 2013, and that the Vision has as yet no strategy and policy to guide operational implementation.
- 4) To call for a report on the future of the Education, Children and Families estate to be brought to the Committee in March 2015 which will inform future operational decisions, taking into account:
  - The future long-term implementation of the Vision for Schools and other strategies.
  - The need for development of policy where there are identified gaps, and policy that requires updating.
  - The New Scottish Government Guidelines and recommendations.

- Moved by Councillor Main, seconded by Councillor Corbett.

### **Voting**

For the motion                      12 votes

For the amendment                8 votes

### **Decision**

To approve the motion by Councillor Godzik.

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

## **12. Children and Families Capital Asset Management Programme 2014-2019 progress update**

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An update was provided on the delivery of the Children and Families Asset Management Programme covering the period to September 2014, including details of budget and programme pressures.

## Decision

- 1) To note the significant progress made with the asset management programme and the end of quarter two.
- 2) To note the budget and programme pressures being experienced, which may require works planned for later years to be reprioritised to ensure the programme was delivered within the five year budget allocation.

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

## 13. City of Edinburgh Play Strategy

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A summary of progress made in outdoor play and active learning from October 2013 to October 2014 was provided as previously requested by the Committee. Revised policy principles to use primary school grounds for play outside of teaching hours were also detailed.

## Decision

- 1) To accept the revision of Play in Partnership: a Play Strategy for the City of Edinburgh.
- 2) That Play in Partnership: a Play Strategy for the City of Edinburgh be 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.
- 3) To accept the policy principles to use primary school grounds for community use for play outside of teaching hours.
- 4) To note the significant commitment of time and fundraising from parents in helping transform school playgrounds.
- 5) That the play strategy be amended to detail the financial commitments made under the rising rolls report to improve playgrounds adversely affected by new accommodation.
- 6) To thank the officers for their work on the play strategy.

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

## 14. Progress Report on the Implementation of Revised Secondary School Management Structures

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As previously requested by the Committee, an update was provided on the long term impact of revised secondary management structures on attainment and staff morale.

### Decision

- 1) To note the information in the Director's report
- 2) To note the summary of actions outlined in Appendix 2 to the Director's report which provides details of continuing support.

(References – minute of the Education, Children and Families Committee 21 May 2013 (item 8); report by the Director of Children and Families, submitted.)

## 15. Castlebrae Community High School Progress Report

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The Committee had previously considered a progress report on improving outcomes for pupils attending Castlebrae Community High. A further update on progress within the school and the Castlebrae Learning Community was provided.

### Motion

- 1) To note the contents of the Director's report.
- 2) To note the progress of strategies within the school which aim to deliver a high quality educational experience for learners.
- 3) To note the progress in management arrangements within the Castlebrae Learning Community which were implemented in August 2014.
- 4) To agree to receive a further progress report in October 2015.

- Moved by Councillor Godzik, seconded by Councillor Fullerton

### Amendment

In similar terms to the motion, subject to the deletion of paragraph 4 and its replacement with the following:

To note attainment still remains below the virtual comparator and national average at all levels and other challenges highlighted in the report and therefore seeks an update report in June 2015 including projected numbers in the new school year and update on the new school building proposal.

- Moved by Councillor Rust, seconded by Councillor Aitken



## **Voting**

For the motion 17 votes

For the amendment 4 votes

## **Decision**

To approve the motion by Councillor Godzik.

(References – minute of the Education, Children and Families Committee 4 March 2014 (item 12); report by the Director of Children and Families, submitted.)

## **16. Fox Covert Primary Schools – New Nursery**

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The Council had previously approved that a new 40/40 nursery class be established at Fox Covert Primary Schools. An opportunity had now been identified to deliver a 70/70 nursery building at a cost of £1,499m which would allow for a fully integrated early years service to be provided on the school site in a single building. Approval was sought for the revised proposal.

### **Decision**

To approve the revised cost of £1,499,000 and the associated sources of funding set out in the Director's report to deliver a new 70/70 nursery with provision also being made for under 3's.

(References – Act of Council No 5 of 1 May 2014; report by the Director of Children and Families, submitted.)

## **17. 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**

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As previously requested by the Committee, an update was provided on the current position with the Children and Families residential estate, including the use of secure accommodation. Future ambitions for the residential estate were outlined, and approval was sought for a proposal to close Pentland View Close Support Unit.

### **Motion**

- 1) To note the current position within the Children and Families residential estate including Edinburgh Secure Services.
- 2) To approve the proposal to close Pentland View Close Support Unit, a five bedded close support unit, by the end of January 2015.

- 3) To note the proposal that a business case would 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).

- Moved by Councillor Godzik, seconded by Councillor Fullerton.

#### **Amendment**

- 1) To note the current position within the Children and Families residential estate including Edinburgh Secure Services.
- 2) That no decision should be taken to reduce the number of closed support and secure beds until there was irrefutable evidence that new intensive, early intervention strategies were working.

- Moved by Councillor Aitken, seconded by Councillor Nick Cook.

#### **Voting**

For the motion                      15 votes

For the amendment                5 votes

#### **Decision**

To approve the motion by Councillor Godzik.

(References - minute of the Education, Children and Families Committee 20 May 2014 (item 21); report by the Director of Children and Families, submitted.)

## **18. Children and Families Revenue Budget Monitoring 2014-15 – Half Yearly Position**

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The half year revenue budget monitoring position for the Children and Families Directorate was outlined. A balanced outturn position was projected, however, this remained a challenging objective and was subject to continued ongoing management of budget pressures.

#### **Decision**

- 1) To note that at the half year the projected residual budget pressures to be managed for Children and Families totalled £1.5m.
- 2) To note that further management action was being taken to address the residual pressures and enable the delivery of a balanced budget.

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

## **19. Cameron House Community Centre: Review of Project Delivery**

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The Governance, Risk and Best Value Committee had previously instructed that a report be submitted to the Education, Children and Families Committee on the project governance and building issues associated with the delivery of a new building for Cameron House Community Centre, prior to being submitted to the Governance, Risk and Best Value Committee for scrutiny.

Details were presented of the outcome of a review of the project carried out by external consultants, Turner and Townsend.

### **Decision**

- 1) To note the issues associated with the delivery of the project and the adoption of the Prince 2 project management methodology to mitigate potential failures for current and future projects.
- 2) To recognise the frustrating experience and service disruption for the community centre users during the process of defect resolution.
- 3) To note the commissioning of works to remedy the final outstanding defect identified in the review – i.e. the low height of the entrance doors.
- 4) To refer the report to Governance, Risk and Best Value Committee for scrutiny.

(Reference – minute of the Governance, Risk and Best Value Committee 3 April 2014 (item 4); report by the Acting Director of Services for Communities, submitted.)

## **20. Review of 2014 Admissions and Appeal Process**

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Following on from a self evaluation process between September 2013 and March 2014, significant process changes were implemented for the admissions and appeals process for the session beginning August 2014.

A review of the 2014 process was detailed together with proposed changes to the process for 2015.

### **Decision**

- 1) To note the changes to processes in admissions and appeals for 2014 and further changes for 2015.
- 2) To request a report on the 2015 Admission and Appeal Process in December 2015.

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

## **21. Piping and Drumming Tuition Update**

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As previously requested by the Committee, an update was provided on a range of options to provide chanter, piping and drumming opportunities for young people in Edinburgh.

### **Decision**

- 1) To note the contents of the Director's report.
- 2) To note the progress of options to provide chanter, piping and drumming opportunities for pupils, funded by Youth Music Initiative (YMI)/Creative Scotland, through links with the independent sector and with existing and emerging parent-led school and community pipe bands and tuition programmes.
- 3) To 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.
- 4) To 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.
- 5) To agree to receive a further report in December 2015, on Instrumental Music, which will include the uptake and cost of drumming and piping.

(Reference – minute of the Education, Children and Families Committee 3 March 2014 (item 3); report by the Director of Children and Families, submitted)

## **22. Corporate Performance Framework: Performance from April to September 2014**

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An update was provided on Council performance against Children and Families strategic outcomes, covering the period from April to September 2014.

### **Decision**

To note the performance for the period from April to September 2014 and to agree the actions for improvement.

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

## **23. Riddle's Court and 4-6 Victoria Terrace – Internal Audit Update – referral from the Governance, Risk and Best Value Committee**

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The Governance, Risk and Best Value Committee had considered a report which presented a summary of work undertaken by Internal Audit to assess the process issues that arose from the lease of Riddle's Court to the Scottish Historic Buildings Trust. The report was referred to the Education, Children and Families Committee for information.

### **Decision**

To note the report.

(Reference – minute of the Governance, Risk and Best Value Committee 13 November 2014 (item 4); report by the Head of Legal, Risk and Compliance, submitted)

### **Declaration of Interest**

Councillor McVey declared a non-financial interest in the foregoing item as a board member of 6VT.

## **24. Social Work Complaints Review Committee – 24 September 2014**

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The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 24 September to consider a complaint against the Children and Families Directorate were detailed. The SWCRC had upheld the complaint for the following reasons:

- 1) The SWCRC felt that the length of time the complainant had to wait was unacceptable as the Council target of three months had been exceeded substantially.
- 2) The SWCRC had been informed that more staff were being recruited but felt that this should have been addressed several months ago.
- 3) The SWCRC had noted that the Council had offered an interim assessment, to be undertaken within 2 weeks of the date of the SWCRC meeting. The SWCRC 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.

The Children and Families response to the decision taken by the SWCRC was outlined. The Education, Children and Families Committee was asked not to approve the proposal to backdate payments, as recommended by the SWCRC, as services must be provided on the basis of an assessment, which determines whether the need was consistent with the allocation of public funds. A Self-Directed Support Assessment was

close to completion and alternative services had been offered to the complainant in the interim.

### **Decision**

To agree not to backdate payments for the reason that services must be provided on the basis of an assessment, which determines whether the need was consistent with the allocation of public funds.

(References – reports by the Chair of the Social Work Complaints Review Committee and the Head of Support to Children and Young People, submitted.)

# Item 5.1 - Key decisions forward plan

## Education, Children and Families

[May–October 2015]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools	03/05/2015	All	Director: Gillian Tee Lead officer: Diana Dodd, Julia Sproul 0131 469 3370 and 0131 469 3370 <a href="mailto:diana.dodd@edinburgh.gov.uk">diana.dodd@edinburgh.gov.uk</a> <a href="mailto:Julia.sproul@edinburgh.gov.uk">Julia.sproul@edinburgh.gov.uk</a>	P5 CO1-CO6 SO3
2	Early Years Strategy Progress Report	19/05/2015	All	Director: Gillian Tee Lead officer: Alistair Gaw 0131 469 3388 <a href="mailto:alistair.gaw@edinburgh.gov.uk">alistair.gaw@edinburgh.gov.uk</a>	P1, P6 CO1 SO3
3	Self Directed Support	19/05/2015	All	Director: Gillian Tee Lead officer: Carol Rice 0131 469 3389 <a href="mailto:carol.rice@edinburgh.gov.uk">carol.rice@edinburgh.gov.uk</a>	P1 CO1-CO6 SO3

4	Better relationships, better behaviours, better learning policy	19/05/2015	All	Director: Gillian Tee Lead officer: Moyra Wilson and Maria Plant 0131 469 3066 and 0131 469 6107 <a href="mailto:moyra.wilson@edinburgh.gov.uk">moyra.wilson@edinburgh.gov.uk</a> <a href="mailto:maria.plant@edinburgh.gov.uk">maria.plant@edinburgh.gov.uk</a>	P5 CO2 and CO5 SO3
5	Early Years Capital Investment	19/05/15	All	Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 <a href="mailto:billy.macintyre@edinburgh.gov.uk">billy.macintyre@edinburgh.gov.uk</a>	P2 and P4 CO1 and CO2 SO3
6	Grants to 3 <sup>rd</sup> Parties 2016 onwards	19/05/2015	All	Director: Gillian Tee Lead Officer: Lynne Porteous 0131 529 2111 <a href="mailto:lynne.porteous@edinburgh.gov.uk">lynne.porteous@edinburgh.gov.uk</a>	P6, P12 and P36 CO1 - CO6, CO10 - CO12 and CO14, CO20, CO23, CO25 and CO26 SO2 and SO3
7	Primary School Capacity Pressure in South Edinburgh	19/05/2015		Director: Gillian Tee Lead Office: Crawford McGhie 0131 469 3149 <a href="mailto:crawford.mcghie@edinburgh.gov.uk">crawford.mcghie@edinburgh.gov.uk</a>	P2 and P4 CO1 and CO2 SO3



8	P1-P3 Free School Meals Progress Report	19/05/215	All	Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 <a href="mailto:billy.macintyre@edinburgh.gov.uk">billy.macintyre@edinburgh.gov.uk</a>	P5 CO2, CO6 SO3
9	Buckstone Primary School – Use of Developer Contributions	19/05/2015	All	Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 <a href="mailto:billy.macintyre@edinburgh.gov.uk">billy.macintyre@edinburgh.gov.uk</a>	P2, P3 and P4 CO1 and CO2 SO3
10	Primary School Estate Rising Rolls	19/05/2015	All	Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 <a href="mailto:billy.macintyre@edinburgh.gov.uk">billy.macintyre@edinburgh.gov.uk</a>	P2 and P4 CO1 and CO2 SO3
11	Improving Positive Destinations	06/10/15	All	Director: Gillian Tee Lead officer: Moyra Wilson and Maria Plant 0131 469 3066 and 0131 469 6107 <a href="mailto:moyra.wilson@edinburgh.gov.uk">moyra.wilson@edinburgh.gov.uk</a> <a href="mailto:maria.plant@edinburgh.gov.uk">maria.plant@edinburgh.gov.uk</a>	P5 CO2, CO5 SO3

# Item 5.2 - Rolling Actions Log

## Education, Children and Families Committee

3 March 2015

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	15.11.11	<a href="#">Getting the Best Start Towards Positive Destinations</a>	To call for a further report including broader research into the impact of deferrals and global comparisons with regard to school starting age, and on the costs and savings involved.	Director of Children and Families	May 2015		An update will be included in the next Early Years Report.
2	21.06.12	<a href="#">Improving Outcomes for Children and Young People in Craigroyston</a>	To seek a further progress report in October 2012.	Director of Children and Families	March 2015		
3	08.10.13	<a href="#">Vision for Schools</a>	To request a further report in March 2014.	Director of Children and Families	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	08.10.13	<a href="#">Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools</a>	To request a further report in April 2015 in line with Council-wide Equalities reporting.	Director of Children and Families	March 2015		Deferred until May 2015 to allow for further engagement with parents at the CCwP meeting.
5	10.12.13	<a href="#">Educational Attainment &amp; Improvements</a>	To agree to receive further annual reports on attainment/improvements in performance.	Director of Children and Families	March 2015		
6	10.12.13	<a href="#">Family and Community Support Service</a>	To note the intention to bring a further update report to Committee with performance information during 2014.	Director of Children and Families	March 2015		<b>Recommend that this action be closed.</b> This is now part of the Looked After Children Transformation Programme.
7	10.12.13	<a href="#">Responsible Citizenship - Volunteering in Schools</a>	To request an update on a yearly basis.	Director of Children and Families	March 2015		<b>Recommend that this action be closed.</b> This is included in the attainment report on 3 March 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	04.03.14	<a href="#">Religious Observance in Non-Denominational Schools Committee</a>	To agree to receive a future report on the outcomes of the second survey including details of the organisations that visit schools in relation to Religious Observance.	Director of Children and Families	March 2015		
9	04.03.14	<a href="#">Implementation of the new Higher Qualifications</a>	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		<b>Recommend that this action be closed.</b> This is included in the attainment report on 3 March 2015.
10	04.03.14	<a href="#">Looked After Children Transformation Programme</a>	To note that an update would be provided in March 2015	Director of Children and Families	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
11	Council 01.05.14	<a href="#">Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Wardie Primary School</a>	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative fashion to integrate delivery of nursery provision in the Wardie area with the existing partner provider.	Director of Children and Families	March 2015		Deferred until May 2015. This report will be combined with Action 12 and will be renamed Cooperative Working with Wardie and Fox Covert Nurseries. The report will focus on the actions identified.
12	Council 01.05.14	<a href="#">Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Fox Covert Primary Schools</a>	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative fashion to integrate delivery of nursery provision in the Fox Covert area with the existing partner provider.	Director of Children and Families	March 2015		Deferred until May 2015. This report will be combined with Action 11 and will be renamed Cooperative Working with Wardie and Fox Covert Nurseries. The report will focus on the actions identified.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	20.05.14	<a href="#">Business Bulletin</a>	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		<b>Recommend that this action be closed.</b> An update is included in the Business Bulletin for 3 March 2015.
14	20.05.14	<a href="#">Early Years Change Fund - Progress Update on Year Two</a>	To request that a report on the final year of the Change Fund be brought to the Committee in August 2015.	Director of Children and Families	October 2015		
15	20.05.14	<a href="#">Early Years Strategy Progress Report</a>	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		This report is scheduled for May 2015 and will take account of additional Scottish Government investment in early years.
16	20.05.14	<a href="#">Children and Young People (Scotland) Act 2014</a>	That a further report be brought to the Committee in 18 months setting out progress on the implementation of the	Director of Children and Families	December 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			legislation in Edinburgh.				
17	20.05.14	<a href="#">Review of Community Access to Schools</a>	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		
18	20.05.14	<a href="#">Additional Support Needs Planning and Performance Update</a>	That a briefing be provided for members of the Committee on ASL provision.	Director of Children and Families	December 2014		<b>Recommend that this action be closed.</b> Elected members will receive a briefing from officers.
19	20.05.14	<a href="#">Schools Energy Report - Outcomes from Small Steps Awareness Campaign Pilot</a>	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	October 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	20.05.14	<a href="#">Food For Life Accreditation in Edinburgh Schools</a>	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		An update will be provided in the Business Bulletin on 3 March 2015 and further progress reported again in May 2015.
21	20.05.14	<a href="#">Progress on the Implementation of Self-Directed Support</a>	To request that an update be provided to the Committee within one year.	Director of Children and Families	May 2015		
22	20.05.14	<a href="#">Engagement of Children, Young People etc in the Development of Services</a>	To agree to receive a further progress report on engagement in May 2015.	Director of Children and Families	May 2015		
23	11.09.14	<a href="#">Improving Positive Destinations</a>	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	October 2015		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	11.09.14	<a href="#">Early Years Capital Investment</a>	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		Deferred until May 2015.
25	11.09.14	<a href="#">Support to Children and Young People with Disabilities</a>	To request a further progress report in September 2015.	Director of Children and Families	October 2015		
26	11.09.14	<a href="#">Energy in Schools Report</a>	To note that an annual report would be submitted to committee on progress against the agreed action plan.	Acting Director of Services for Communities	October 2015		
27	11.09.14	<a href="#">Free School Meals</a>	1) To note that the detailed assessment of costs, and sources of funding, relating to the more substantive works	Director of Children and Families	December 2014	9 December 2014	Closed. A report was submitted to the Committee on 9 December 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 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</p>		December 2014	9 December 2014	Closed. A report was submitted to the Committee on 9 December 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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"> <li>• details of accommodation for pupils;</li> <li>• A quality assessment of the provision of school meals, including those from remote kitchens;</li> <li>• Uptake levels by year group;</li> <li>• Customer feedback (school, parent and pupil) on the school meals</li> </ul>		October 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>service and lunchtime environment; and</p> <ul style="list-style-type: none"> <li>An update on the food for life project.</li> </ul>				
28	11.09.14	<a href="#">International Unit - Annual Report</a>	To agree to receive a further progress report on the International Unit in August 2015	Director of Children and Families	October 2015		
29	11.09.14	<a href="#">Parental Engagement</a>	To request a progress report on implementation in December 2015.	Director of Children and Families	December 2015		
30	11.09.14	<a href="#">Integrated Children's Services</a>	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
31	09.12.14	<a href="#">Primary School Capacity Pressure in South Edinburgh</a>	To 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 the area.	Director of Children and Families	May 2015		
32	09.12.14	<a href="#">Closure of Duncan Place including implications for Leith Primary School</a>	<p>1) To request a further report in spring 2015 on the long term options.</p> <p>2) To note that discussions are ongoing with regards to “blocking off” St Andrew Place and transferring part of the street to school use and therefore requests that this be</p>	Acting Director of Services for Communities	May 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			raised with Services for Communities and also reported back to the Education, Children and Families Committee.				
33	09.12.14	<a href="#">Free School Meals</a>	To request a progress report to the Education, Children and Families Committee in two cycles on the impact of the delivery of the free schools meals policy on primary schools across the City of Edinburgh Council Estate.	Director of Children and Families	May 2015		
34	09.12.14	<a href="#">Rising School Rolls</a>	1) To note 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	Director of Children and Families	March 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>accommodation pressures.</p> <p>2) To note that detailed analysis of the potential impact of rising rolls on the secondary sector would be undertaken with the results being reported to the Committee towards the end of 2015.</p>		December 2015		
35	09.12.14	<a href="#">Castlebrae Community High School Progress Report</a>	To agree to receive a further progress report in October 2015.	Director of Children and Families	December 2015		This will allow the school more time to show progress.
36	09.12.14	<a href="#">Review of 2014 Admissions and Appeal Process</a>	To request a report on the 2015 Admission and Appeal process in December 2015.	Director of Children and Families	December 2015		
37	09.12.14	<a href="#">Piping and Drumming Tuition</a>	To agree to receive a further report in December	Director of Children and	December 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<a href="#">Update</a>	2015, on Instrumental Music, including details of the uptake and cost of drumming and piping.	Families			





# Item 6.1 - Business bulletin

## **Education, Children and Families Committee**

**10am, Tuesday, 03 March 2015**

Council Chamber, 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> 		

## Recent news

### Food for Life Catering Mark Bronze award in ALL Edinburgh Schools

The Soil Association's Food for Life Catering Mark Bronze award offers an independent guarantee of fresher, more seasonal menus which are free from trans-fats and better for animal welfare. The standards underpinning the award relate to some of Scotland's most pressing food issues including health and wellbeing, the economy and the environment.

School catering services across all of Edinburgh's council-run schools have been working to achieve the Food for Life Bronze Catering Mark award. This achievement is imminent in which will be a Scottish first – no other Local Authority in Scotland has achieved the Catering Mark across all primary and secondary schools. Edinburgh is also achieving the award in special schools.

In addition to the Catering Mark award, a growing number of Edinburgh schools are involved in the [Food for Life Scotland education framework](#) helping to promote a whole-school approach, connecting the food served in schools with food-related learning in classrooms. This will help Edinburgh's young people better understand the impact food has on our health, economy and environment.

### Education Scotland recent reports

Three recent inspections have been published. They are [Sighthill Primary School](#), [Kirkliston Primary School](#) and [Craigroyston Community High School](#). These were all positive reports with Kirkliston receiving an excellent grade in '*Improvements through Self-Evaluation*'. The nursery also received an excellent grade for '*meeting learners' needs*'. Craigroyston Community High School received a 'very good' for *Curriculum* with very positive comments about the way the school has developed a curriculum which meets the needs of all young people and prepares them well for leaving school. The school was recently visited by Angela Constance, Cabinet Secretary because of the nationally recognised good practice in the school.

These reports will all be scrutinised at the next Sub

## Background

More information is available from [foodinschools@edinburgh.gov.uk](mailto:foodinschools@edinburgh.gov.uk)



More information available from Andy Gray on 529 2217 or [andy.gray@edinburgh.gov.uk](mailto:andy.gray@edinburgh.gov.uk)

Committee for Standards on 3 March 2015.

### **Education Scotland Feedback about Education Services in Edinburgh**

Education Scotland's Annual Report on Education Services in Edinburgh was very positive.

It commended:

- Effective political and managerial leadership
- The clear vision and priorities for education services
- Effective leadership and implementation of Curriculum for Excellence
- Improvements in attainment and positive destinations
- The welcome decision to protect education from budget cuts
- Significant investment in the school estate
- Well developed literacy strategy
- Commitment to wider achievement

Areas for development were:

- Moving schools from 'good' to 'great'
- Continuing and sustaining improvements in attainment
- Performance across primary schools is still variable though there is effective support and challenge from the authority

### **Third Party Grants Working Group**

There have been three meetings of this working group to date. The main focus so far has been on understanding the existing citywide grants and contracts and exploring ways of engaging with current and potential providers to develop the new programme. A citywide engagement event was held in December when 80 people attended a session in Nelson Hall and a further meeting is planned for 23 February 2015. The next Working Group meeting will hear about work being developed in Leith using the principles of coproduction and an online survey. We will to consider themes for the new grants approach based on engagement and feedback so far and with reference to the existing agreed Commissioning Plan priorities. The event on the 23 February 2015, which will be run collaboratively by officers, third sector

More information available from Gillian Tee on 469 3322 or [gillian.tee@edinburgh.gov.uk](mailto:gillian.tee@edinburgh.gov.uk)

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

partners and elected members will provide further rich information on which to base recommendations and proposals for grant funding in 2016/17 onwards.

### **Community Access to Schools (CATS)**

Community Access to Schools is now being managed on a neighbourhood basis through five community hubs created in Leith Academy, Forrester, Liberton, Currie and Drummond High Schools. A new online booking system has been introduced for adult education classes and this will be extended to all school lets in the future. A new consistent citywide charging structure is also being introduced.

### **Consultative Committee with Parents (CCwP)**

The CCwP on 4 December 2014 considered developments in Edinburgh in relation to Curriculum for Excellence and the Senior Phase. The focus is on a Senior Phase Curriculum which prepares young people for the world of work. A recent development has been the offer of HNC courses in schools in partnership with Edinburgh College. A key measure of success will be continuing to increase the number of young people who leave school into positive destinations.

Consortium arrangements across secondary schools enable young people to access the wider curriculum across the city in other schools. This is now extending beyond Higher and Advanced Higher to those pupils accessing the new qualifications including National 5.

Grace Vickers, Quality Improvement Manager (Secondary) led a [presentation on Modern Foreign Languages](#) outlining how Edinburgh is delivering the Government Policy on 1+2 Modern Foreign Languages including a highly valued training model. This is now being rolled out across the city. The aim is to increase the number of pupils taking qualifications.

The next CCwP is scheduled for 26 February 2015 and will focus on property issues and school meals. There will be feedback from this meeting in the next Business Bulletin.

### **Duncan Place**

Following on from Committee Report in December 2014, Officers have been continuing to engage with users and the Committee management group. A full

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More information available from Grace Vickers on 469 3026 or [grace.vickers@edinburgh.gov.uk](mailto:grace.vickers@edinburgh.gov.uk)

More information available from Andy Gray on 529 2217 or [andy.gray@edinburgh.gov.uk](mailto:andy.gray@edinburgh.gov.uk)

report on the outcome of this engagement will come back to Committee.

### **Self- Directed Support**

In May 2014 a report was presented to this Committee on [Progress on the Implementation of Self-directed Support in Children and Families](#).

A short video explaining the new way of delivering social support in Edinburgh can now be viewed on the City of Edinburgh Council's You Tube channel. The lively two-minute animation spells out key information on [Self-Directed Support \(SDS\)](#) - the new way for Scotland's councils to help people of all ages to live independently at home and become more involved in the community. You can [view the Council SDS video here](#). English language subtitles are in place to help people with impaired hearing. SDS gives people much more choice and control about the way they are supported than ever before. The new measures – which came into effect in April 2014 – have been described as the biggest change in local authority social care provision since the introduction of community care in the early 1990s.

### **Corporate Parenting Member/Officer Group**

The last meeting focussed on how we are going to improve the attainment of our Looked After Children and young people. This was presented by Grace Vickers (Quality Improvement Manager) who outlined the three main drivers for improvement including; high expectation that all children achieve their potential; working in partnership and effective monitoring and tracking.

The presentation concentrated on the importance of a senior phase curriculum which meets the needs of all learners in all schools and gives them opportunities and skills for work. This closely links to the Edinburgh Guarantee to ensure that all young people leave school into positive destinations.

### **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. This is aimed at improving the availability of high-quality evidence-based parenting

More information on this available from Carol Chalmers on 469 3348 or [carol.chalmers@edinburgh.gov.uk](mailto:carol.chalmers@edinburgh.gov.uk)



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

More information on this is available from Pat Southall on 469 3417 [pat.southwall@edinburgh.gov.uk](mailto:pat.southwall@edinburgh.gov.uk)

programmes for families with young children (3/4 year olds) who have behavioural problems. Practitioners from a range of services have been identified and facilitator training for the two programmes, 'Incredible Years' and 'Triple P' is underway. You can read about this on the [Brightfutures Blog](#).

There are also specific groups planned for kinship carers and dads/ stepdads. Details of upcoming groups can be found on [www.joininedinburgh.org](http://www.joininedinburgh.org) by [following this link](#)

### **Making a Difference – Special Schools Joint Conference**

All Special Schools in Edinburgh came together to share good practice and learn from each other at the '2015 Making a Difference' Conference on 23 January 2014. This annual conference continues to receive positive feedback from staff.

Every school offered a workshop on an area of particular expertise that they felt would benefit staff from other schools. These included:

- Redhall School – How to become a 'Rights Respecting' school.
- Rowanfield School – Relax Kids workshop to give young people strategies to better manage their emotions and behaviour.
- Gorgie Mills School – Restorative Practice – an introduction.
- Braidburn School – Confident Parenting – empowering parents of youngsters with additional support needs to confidently manage their child's needs (in collaboration with CAMHS).
- Full analysis of workshop evaluations will be available shortly but initial feedback from staff has been positive:
  - 'Great opportunity to meet and network with other staff in different schools'
  - 'Very informative and useful'
  - 'Lots of opportunities to share practice and excellent introduction into being reflective'

### **Good Practice in ICT shared at the Scottish Parliament**

We were asked by the Scottish Government to select a school that was making excellent use of ICT. The school chosen was Tynecastle High School and pupils presented to Angela Constance (Cabinet Secretary for

More information on this is available from Kate Hamer on 469 6116 or [kate.hamer@edinburgh.gov.uk](mailto:kate.hamer@edinburgh.gov.uk)

More information is available from Dave McKee on 469 2999 or [David.McKee@ea.edin.sch.uk](mailto:David.McKee@ea.edin.sch.uk)

Education and Lifelong Learning) and Dr Alistair Allan (Minister for Learning, Science and Scotland's Languages) describing their use of ICT in the classroom and in a one to one situation. They attended the Scottish Parliament on 10 December 2014. This was well received and I would encourage those who can to visit Tynecastle to see the excellent practice.

### **Defibrillators**

We are pleased to announce that in consultation with the Scottish Ambulance Service, and as part of a Council wide approach, we will now install defibrillators in all of our secondary schools. Some of these have already been provided through the generosity and fundraising efforts of parents and the wider public. The rest will be provided by the Council.

### **Eye Tests**

Most recent figures show that for children born in Edinburgh between 1 March 2009 and 28 February 2010 – a cohort of 4760 – a total of 3750 had eye tests (78.7%). As yet the breakdown is not available to tell us which areas of the city have the lowest uptake of vision screening but we hope to have that information in relation to the results of the next cohort of testing.

The uptake for Lothian as a whole is 86.5%, with a 15% referral rate (that is the national average for orthoptic pre-school screening) and a DNA (Did Not Attend) rate of 17%. Any children not tested in pre-school would be picked up by the school nursing team and therefore we would expect the majority of children across Lothian to be seen by end of P1.

Work is to be undertaken with Child Health to explore how we can obtain uptake figures for the children seen by school nursing team in P1 and this information will be shared with us as soon as it is available.

A poster has been displayed in nurseries and a parent/carer information letter sent to heads of establishment to raise awareness of pre-school orthoptic vision tests throughout nurseries across Edinburgh. We have been asked to give extra support

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

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to this to maximise engagement and uptake.

### **Pride in our People**

Congratulations to all the individuals and teams from Children and Families who were shortlisted for this year Pride in our People staff awards.

Our winners were:

- Team of the year: Active Schools team
- Forward Thinking: Scott Dunbar and the team who developed the Contact Guidelines for parents
- Apprentice of the Year: Cameron Wood
- Leader of the Year: Sheila Paton, Head Teacher Wester Hailes 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

### **Budget Proposals: Overview of Feedback and Engagement**

The Finance and Resources Committee (03/02/15) considered a report on [Budget Proposals: Overview of Feedback and Engagement](#)

The Committee approved the recommendations in the report by the Director of Corporate Governance and referred the report to all Executive Committees for information.

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

### **For further information:**

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# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Educational Attainment 2014

<b>Item number</b>	7.1
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All

### Executive summary

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This report provides a summary of the analysis of attainment in the City of Edinburgh's schools for the year 2013-14. During the course of 2013-14 the new national qualifications were introduced in S4 and a new system for benchmarking attainment was implemented. This new measure will be utilised for S4 performance throughout this report.

There have been significant improvements in educational attainment in Edinburgh since 2009 with performance above the national average and comparators on most measures where data is available.

This report highlights that there is continued improvements in attainment in S5 and 6. Employing the new measures for S4, there are important improvements in level 4 literacy and numeracy and attainment for all measures for the middle 60% and highest 20% of learners where Edinburgh is performing above the virtual comparator and the national level. This report also includes the wider achievements of our pupils and the contribution that they continue to make in the form of volunteering within their local communities.

The areas for further improvement are identified in this report and include improving the attainment of the bottom 20%, where the City of Edinburgh perform in line with the virtual comparator but below the national level in S4; numeracy at all levels; and a focus on improving outcomes for looked after learners.

### Links

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<b>Coalition pledges</b>	<a href="#">P5</a>
<b>Council outcomes</b>	<a href="#">CO2</a> , <a href="#">CO3</a>
<b>Single Outcome Agreement</b>	<a href="#">SO3</a>

## Educational Attainment/Improvements in Performance 2014

### Recommendations

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- 1.1 To note the significant improvements in educational attainment in Edinburgh schools since 2009 with performance above the national average and comparators on most measures where data is available.
- 1.2 To note that the strategies which have been deployed continue to raise attainment.
- 1.3 To agree to the areas identified to raise attainment in session 2014/15 as outlined sections 3.13, 3.18; 3.24; and 3.37.
- 1.4 To agree to receive further annual reports on attainment/improvements in performance.
- 1.5 To note the position with regard to the implementation of 'Achieving a level' to replace Developing, Consolidating and Secure in session 2015/16.
- 1.6 To note the continued hard work of pupils, staff and parents to support the ongoing implementation of the new qualifications.
- 1.7 To note the position with regard to the implementation of the new benchmarking measures which will be employed to report performance by the end of S6 from session 2015/16.
- 1.8 To request a further report in October 2015 on:
  - 1.8.1 the performance of looked after children;
  - 1.8.2 the performance in relation to wider achievements and how they can be measured;
  - 1.8.3 attainment of children in areas of deprivation.

### Background

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- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the City of Edinburgh Council schools and establishments for academic session 2013-14.
- 2.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level. Overall evaluative statements made in this report are arrived at using a range of quality assurance approaches. Note that city-wide reporting has taken place since 1999.

- 2.3 Effective performance in education is complex and is therefore impossible to characterise using figures alone. As the information provided in this report is focussed on attainment/improvements in performance, the resulting findings are therefore indicative rather than conclusive.
- 2.4 *Child at the Centre* and *How good is our school?* national frameworks are used to evaluate improvements in performance using the Quality Indicator (QI) 1.1.

## Main report

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

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

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

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

- 3.3 Schools have access to a wide range of assessment/attainment data and analysis of information to arrive at an overall evaluation is well-established practice.
- 3.4 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P4, P7 and S2. Some schools use standardised tests at other stages.
- 3.5 Reporting on Curriculum for Excellence using consolidating, developing and secure at levels in all curriculum areas has been introduced and it is proposed, in session 2015/16, to move to reporting using the language 'achieving a level' in line with best

practice identified by Education Scotland and a new framework for tracking, assessing and reporting progress through the Broad General Education was developed over the course of this session.

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

<b>SCQF</b>	<b>Qualifications Included</b>
Level 3	National 3
Level 4	National 4; Intermediate 1
Level 5	National 5; Intermediate 2
Level 6	Higher at A to C
Level 7	Advanced Higher at A to C

### **Early Level**

#### **Pre-School Years**

- 3.7 The purpose of assessment is to provide information which can be used effectively to demonstrate a learner's progress within Curriculum for Excellence and to identify and support next steps in learning.
- 3.8 Staff share information about a learner's progress and use it to celebrate achievement and identify next steps in learning.
- 3.9 A learner's progress is measured through ongoing observation, assessment and planning for learning.
- 3.10 Using Quality Indicator (QI) 1.1 Improvements in Performance from *Child at the Centre*, overall evaluations of improvements in performance are noted in Table 1 overleaf:

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

<b>Sector</b>	<b>Unsatisfactory</b>	<b>Weak</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Total</b>
Pre-5 Establishments (Nursery Schools and Early Years Centres)	0	0	0	1	7	3	11
Pre-5 Partner Provider Nurseries	0	0	4	35	45	4	88

## Key Strengths and Successes

- 3.11 The very positive outcomes from seven Education Scotland inspections carried out during session 2013-2014

Table 1a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Nursery Classes and Pre-5 Establishments published in academic session 2013-2014

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
0	0	0	4	1	2	7

- 3.12 Key strengths at early level include:
- 3.12.1 Very good progress with the implementation of the four aims of the Early Years Strategy, including the development of the workforce to enhance learning and teaching;
  - 3.12.2 The ongoing work of the Early Years Collaborative to improve outcomes for children;
  - 3.12.3 The development of Pre-5 planning literacy and numeracy assessment trackers to support effective planning and tracking of children's progress and transition from nursery to P1;
  - 3.12.4 A high quality programme of Continuing Professional Development (CPD) to support implementation of Curriculum for Excellence;
  - 3.12.5 The annual Early Years' Conference which provides a focus for national and authority priorities and enables effective opportunities to share good practice;
  - 3.12.6 The further development of the environment toolkit to include numeracy and Mathematics, outdoor learning and Pre-Birth to three years old;
  - 3.12.7 New resource to support effective planning for learning in Health and Wellbeing.
- 3.13 The following areas to secure improvement and next steps have been identified:
- 3.13.1 To support establishments to report consistently for individual children using Curriculum for Excellence levels;
  - 3.13.2 Support local authority pre-5 establishments to use the local authority management information system NAMS;
  - 3.13.3 To continue to monitor and evaluate the effectiveness of the pre 5 planning and assessment trackers;
  - 3.13.4 To continue to focus on support for the lowest attaining 20% of pupils in literacy and numeracy;

3.13.5 To implement more rigorous systems for self-evaluation in order to identify areas for improvement and implement change;

3.13.6 To develop further aspects of Curriculum for Excellence in line with increased expectations from Education Scotland.

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

**Primary Schools - Early to Second Level: P1-P7**

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

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

Stage	Un-satisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
P1-P7	0	0	19	55	13	0	87

Table 2a: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Primary Schools published in academic session 2013/14:

Quality Indicator	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
1.1	0	2	4	1	0	0

3.16 Table 3 below sets out the mean standardised score for Reading and Mathematics in 2013-2014

Table 3: Mean standardised scores for Reading and Mathematics 2013-2014

Stage	Mean Score Reading	Mean Score Mathematics
P1 Baseline	103.1	105.5
P1 Progress	109.4	98.3
End of P4	99.1	94.5
End of P7	104.4	95.1

- 3.17 Key Strengths and Successes in Primary Schools:
- 3.17.1 The ongoing commitment to delivering extensive high quality Continuing Professional Development (CPD) focussing on improving self-evaluation and assessment and moderation of literacy and numeracy.
  - 3.17.2 The ongoing work of the Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest 20% of pupils including the Fresh Start Reading Programme which is contributing to improved levels of literacy for P6/7 learners in targeted schools;
  - 3.17.3 The support for delivery of Curriculum for Excellence including CPD, the work of the 3-18 steering groups and the focus on moderation as part of assessment have contributed to improvements in curriculum delivery;
  - 3.17.4 Continued use of universal assessment of Reading and Mathematics as part of the standardised testing policy at the end of P4 and P7 has supported moderation of Curriculum for Excellence levels.
- 3.18 The following areas to secure improvement and next steps have been identified for Primary Schools:
- 3.18.1 To continue to improve attainment in numeracy in particular;
  - 3.18.2 To continue to improve literacy levels including talking and listening;
  - 3.18.3 To continue to support staff to share standards consistently as part of assessment and moderation at cluster level;
  - 3.18.4 To continue to focus on improving outcomes for the lowest attaining pupils including looked after pupils and young carers;
  - 3.18.5 To implement 'achieving a level' for the Broad General Education supported by the new monitoring, tracking a reporting framework for the Broad General Education.

**Secondary Schools:**

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

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

Quality Indicator 1.1	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Total
S1-6	1	1	4	8	9	0	23



Table 5: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2013/14:

<b>Quality Indicator</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Weak</b>	<b>Unsatisfactory</b>
1.1	0	0	0	1	1	0

3.20 The table below shows the mean standardised scores for Reading and Mathematics for S2 learners by the end of 2013-2014.

Table 6: S2 Standardised Scores in Reading and Mathematics 2013-2014

<b>Stage</b>	<b>Mean Standardised Score Reading</b>	<b>Mean Standardised Score Mathematics</b>
End of S2	102.6	99

3.21 Key Strengths and Successes:

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

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

- 3.22.1 To improve attainment in Mathematics/numeracy in S1-S3;
- 3.22.2 To continue to improve literacy levels including talking and listening;
- 3.22.3 To continue to support staff to share standards consistently as part of assessment and moderation;
- 3.22.4 To continue to focus on improving outcomes for the lowest attaining pupils in particular Looked After Children and Young Carers.

- 3.23 Overall evaluation of attainment at the end of the Broad General Education stage taking account of a range of pupil progress measures, assessments and self-evaluation information is **good**.

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

#### **SQA Qualifications**

- 3.24 In practice, most SCQF levels 3, 4 and 5 are delivered in S4, level 6 in S5 and levels 6 and 7 in S6. This session the new benchmarking measures, called 'Insight', were implemented replacing the old Standard Tables and Charts (STACS). These new measures will be used throughout this report for S4 attainment. The 'old' measures will be employed to report on S5/6 and this will be the last year that we will use these measures. From session 2015/16 the four new measures will be employed in order to report progress for attainment.

#### **Attainment Measures**

- 3.25 By the end of S4: the four new measures
- 3.25.1 Improving Attainment in Literacy and Numeracy: The percentage of pupils attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
  - 3.25.2 Increasing Participation: The percentage of pupils either staying on at school or in a positive initial destination (approximately three months after leaving school);
  - 3.25.3 Improving Attainment for All: The average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20%;
  - 3.25.4 Tackling Disadvantage by Improving the Attainment of lower attaining pupils relative to higher attaining pupils: The average total tariff score of pupils, by decile, using the Scottish Index of Multiple Deprivation (SIMD).
- 3.26 By the end of S5
- 3.26.1 Percentage of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better;
  - 3.26.2 Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better;
  - 3.26.3 Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better;
  - 3.26.4 Percentage of S4 pupils attaining five or more awards at SCQF level 5 or better;
  - 3.26.5 Percentage of S4 pupils attaining one or more awards at SCQF level 6 or better;
  - 3.26.6 Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better;

3.26.7 Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better.

3.27 By the end of S6

3.27.1 Percentage of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better;

3.27.2 Percentage of S4 pupils attaining five or more awards at SCQF level 3 or better;

3.27.3 Percentage of S4 pupils attaining five or more awards at SCQF level 4 or better;

3.27.4 Percentage of S4 pupils attaining five or more awards at SCQF level 5 or better;

3.27.5 Percentage of S4 pupils attaining one or more awards at SCQF level 6 or better;

3.27.6 Percentage of S4 pupils attaining three or more awards at SCQF level 6 or better;

3.27.7 Percentage of S4 pupils attaining five or more awards at SCQF level 6 or better;

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

**Trends over time**

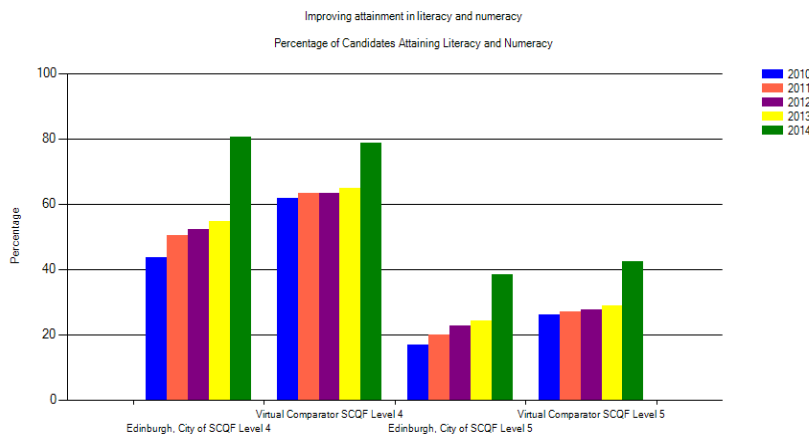
3.28 By the end of S4: the four new measures

**1 Improving attainment in literacy and numeracy**

When comparing performance in 2013 with performance in 2014, the following strengths are notable:

- Percentage point improvement in literacy and numeracy at level 4 by the end of S4. Attainment for this measure is 3.33 percentage points above the national average and 1.81 percentage points above the virtual comparator.
- Percentage point improvement in literacy and numeracy at level 5 by the end of S4. Attainment for this measure is 0.56 percentage points above the national average though is 4.2 percentage points below the virtual comparator:

Figure 1: Improving attainment in literacy and numeracy (Source: Insight) 2014



### % Literacy and Numeracy at level 4 by the end of S4

Year	Edinburgh, City of	Virtual Comparator	National
2010	43.66	61.73	56.09
2011	50.21	63.22	58.44
2012	52.29	63.34	61.01
2013	54.72	64.82	62.64
2014	80.54	78.73	77.21

### % Literacy and Numeracy at Level 5 by the end of S4

Year	Edinburgh, City of	Virtual Comparator	National
2010	16.87	26	20.89
2011	19.79	27.01	21.6
2012	22.81	27.49	23.71
2013	24.23	28.92	25.05
2014	38.2	42.4	37.64

## 2 Increasing Participation

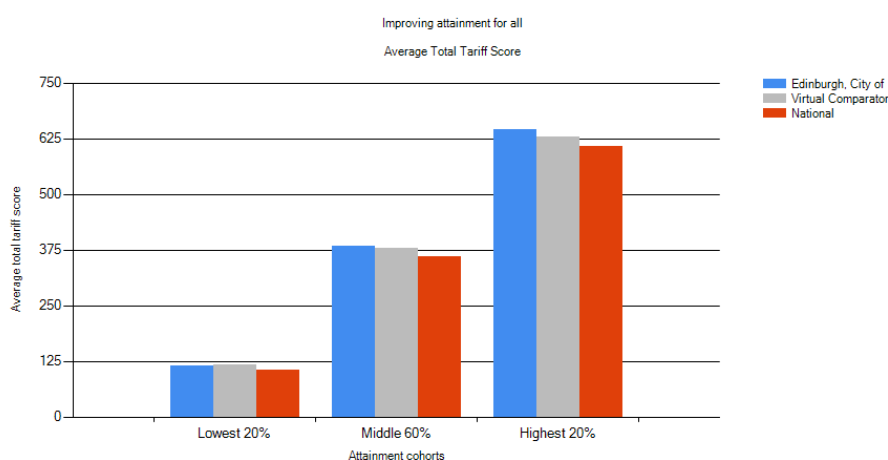
In 2010, 82.5% of school leavers achieved a positive destination and Edinburgh. In August 2011 the Edinburgh Guarantee was launched and in 2014, the percentage of school leavers entering a positive destination was 91.2%, an improvement of 8.7%.

### 3 Improving attainment for all: Average Total Tariff Score

In 2014, the City of Edinburgh performed above the national figure in all three measures:

- 38 average total tariff points above the national figure for Attainment for all highest 20%;
- Average total tariff points above the national figure for Attainment for all middle 60%;
- 10 average total tariff points above the national figure for Attainment for all lowest 20%.

**Figure 2: Improving attainment in literacy and numeracy (Source: Insight) 2014**



2014	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	116	383	645
Virtual Comparator	116	380	629
National	106	360	607

### 4 Attainment versus deprivation

This measure focuses on closing the gap and measures attainment across the Scottish Index of Multiple Deprivation (SIMD) deciles. In S4, there is varied performance across the twenty three secondary schools with notable improvements in closing the gap evidenced in Firrhill (SIMD 1-3), Holy Rood (SIMD 1-5) and St Thomas of Aquin’s RC High School (SIMD 1-4). Closing the attainment versus deprivation gap is a key area for improvement over the course of the year ahead and all Secondary Head Teacher have been provide with key SIMD data to help improve monitoring and tracking of this important measure.

3.29 By the end of S5

Table 7(a) outlines the attainment from 2009-2014 for S5. Since 2009, attainment has improved at all levels. The following are notable:

- 5 percentage point improvement in the % of S4 pupils attaining awards in English or Mathematics at SCQF level 3 by the end of S5
- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 3 by the end of S5
- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 4 by the end of S5
- 8 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 5 by the end of S5
- 12 percentage point improvement in the % of S4 pupils attaining one or more awards at SCQF level 6 by the end of S5
- 6 percentage point improvement in the % of S4 pupils attaining three or more awards at SCQF level 6 by the end of S5
- 4 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 6 by the end of S5

Table 7(a): Trends over time in comparison with the national average and Edinburgh for attainment at the end of S5:

<b>%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	92	93	94	95	96	97
Scotland	93	94	94	94	96	

<b>%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	89	91	91	93	94	95
Scotland	91	92	93	93	95	

<b>%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	78	81	80	81	83	84
Scotland	79	80	81	82	84	

<b>%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	49	52	53	54	56	57
Scotland	47	49	51	52	54	

<b>%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	42	47	48	50	52	54
Scotland	41	43	45	47	49	

<b>%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	27	29	29	31	32	33
Scotland	23	25	26	27	29	

<b>%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S5</b>						
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	13	14	14	16	16	17
Scotland	11	11	12	13	14	

### 3.30 By the end of S6

Table 7(b) outlines the attainment from 2009-2014 for S5. Since 2009, attainment has improved at all levels. The following are notable:

- 5 percentage point improvement in the % of S4 pupils attaining awards in English or Mathematics at SCQF level 3 by the end of S6
- 4 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 3 by the end of S6
- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 4 by the end of S6
- 10 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 5 by the end of S6
- 13 percentage point improvement in the % of S4 pupils attaining one or more awards at SCQF level 6 by the end of S6

- 8 percentage point improvement in the % of S4 pupils attaining three or more awards at SCQF level 6 by the end of S6
- 6 percentage point improvement in the % of S4 pupils attaining five or more awards at SCQF level 6 by the end of S6
- 4 percentage point improvement in the % of S4 pupils attaining one or more awards at SCQF level 7 by the end of S6

Table 7(b): Trends over time for attainment at the end of S6:

	<b>%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	92	93	94	95	95	97
Scotland	93	93	94	94	95	

	<b>%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	91	90	92	92	94	95
Scotland	91	91	92	93	94	

	<b>%age of S4 pupils attaining 5 or more awards at SCQF level 4 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	78	79	82	81	82	84
Scotland	78	79	81	82	83	

	<b>%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	50	52	56	57	59	60
Scotland	48	50	53	55	57	

	<b>%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	48	50	55	55	57	61
Scotland	44	47	50	52	54	



	<b>%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	35	37	40	41	42	43
Scotland	31	33	35	37	38	

	<b>%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	24	26	28	29	30	30
Scotland	21	22	24	26	27	

	<b>%age of S4 pupils attaining 1 or more awards at SCQF level 7 or better by the end of S6</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
City of Edinburgh	18	18	20	20	21	22
Scotland	14	15	16	16	17	

### 3.31 Key Strengths and Successes

- Performance at National 4 level for literacy and numeracy.
- Improvements in attainment for all which is above the national average for the highest 20%, middle 60% and the lowest 20%
- Performance at SCQF levels 6 and 7 by the end of S5 and S6: notable improvements in performance at one or more at SCQF level 6 by the end of S5 can be found in Balerno, Broughton, and the Royal High. Notable improvements in performance at three or more at SCQF level 6 by the end of S5 can be found in Balerno, St Augustine's, the Royal High. Notable improvements in performance at five or more at SCQF level 6 by the end of S5 can be found in St Augustine's and Trinity Academy. Notable improvements in performance at one or more at SCQF level 7 can be found in Holy Rood High School.

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

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

3.34 The following areas to secure improvement and next steps have been identified in secondary schools in the senior phase:

3.34.1 To improve numeracy in S4, 5 and 6.

- 3.34.2 To increase the number of learners gaining level 5 qualifications in literacy and numeracy
- 3.34.3 To implement tracking using the new SIMD data in order to close the attainment gap.
- 3.34.4 To improve the average tariff score of looked after learners.
- 3.34.5 To continue to implement the new qualifications.
- 3.34.6 To continue to improve the number of pupils moving into positive destinations.

### **Looked After Children (LAC)**

- 3.35 In 2009 the Scottish Government introduced a new reporting framework The Educational Outcomes of Scotland's Looked After Children and Young People (2009), which set out a national approach to the collection and reporting of educational outcomes information at a national and local authority level for Looked After Children (LAC).
- 3.36 The Scottish Government publication, Educational outcomes for Scotland's looked after children 2012/2013 published on 24 September 2014, provides information on the attainment of Looked After Children who left school in 2013, The measure of attainment used is the average tariff score.
- 3.37 Note that the basis on which the figures were calculated for this publication are different to those produced in previous years so care should be taken when making comparisons with previous years.
- 3.38 Each SQA qualification carries a number of points (tariff) so it is possible to calculate a total tariff score based on the number and type of qualifications an individual pupil has achieved by a given point in time. For the purposes of reporting and measuring progress over time, an average tariff score is produced.

Table 8 (a): Average Tariff Score of Looked After Children (2012/13)

Note: these data relate to children who left school in the academic sessions in question and were looked after continuously during the academic session in question. The number involved is relatively low i.e. 85 individuals:

Measures for 2012/13	Average tariff score	% in a positive destination
All (Scotland) school leavers	407	90%
All (Scotland) school leavers that were Looked After	116	74%
All school leavers that were Looked After by Edinburgh	87	65%

- 3.39 In 2012-2013, the average tariff score for LAC school leavers across Scotland was 116. For Edinburgh, the figure was 87 which is below the national average.
- 3.40 A presentation was given to the Members, Officers group for Looked after children in January 2015 which outlined the strategy to improve outcomes for looked after learners which included three main elements: A relentless belief that all children can achieve their full potential; working in partnership to deliver a new senior phase which encourages all pupils to stay on until the end of S6 and enter a positive destination; and high expectations supported by robust tracking and monitoring of attendance and attainment/achievements.

### **Wider Achievements**

#### **Sports: Cycle Training**

- 3.41 The City of Edinburgh Council has committed to training 100% of P6 children to Bikeability Level 2 by 2016-17. In 2013-14, we received an award of £35,250 from Cycling Scotland for mentors to support the work of our volunteer trainers, and to deliver bike maintenance courses. This funding was awarded in addition to the £20,700 we received the previous year, due to the success of Edinburgh's work with Bikeability. The funding has been a tremendous support to help us work towards meeting the target. Edinburgh's Active Schools Co-ordinators have a significant remit to recruit volunteers, deliver training to staff and volunteers and to co-ordinate training across cluster schools.
- 3.42 Bikeability is accredited cycle training delivered to schools at levels 1, 2 and 3, and is designed to give children the skills and confidence they need to cycle safely on today's roads. Level 2 is taught on-road and teaches children the skills necessary to be able to negotiate most on-road situations.
- 3.43 78% of primary schools participated in level 2 bikeability in 2013-14. This equates to 69 primary schools delivering Bikeability level 2 compared to 53 schools the previous year (a 30% increase). 2471 P6 pupils (71%) received training in 2013/14 which was delivered by 307 volunteers and supported by paid mentors.
- 3.44 The Active Travel group are undergoing discussions regarding opportunities for Special Schools to be involved in delivering Bikeability where appropriate.

#### **Duke of Edinburgh Award / JASS (Junior Award Scheme for Schools)**

- 3.45 The past academic year has been an exceptional year for young people completing the Duke of Edinburgh Award. A record 616 young people achieved awards including 52 who were awarded Gold (this included six young people from Pilrig Park School).
- 3.46 In 2013-14, new enrolments and people continuing to the next level saw another increase. 300 more people started a DofE Award, an increase of 30%. This included 22 pupils from WHEC.
- 3.47 The overall completion rate of awards also increased significantly, with a total of 616 awards attained: 458 at Bronze, 106 at Silver and an unprecedented 52 at Gold.

This was an increase of 184 on the previous year (43%) and included 2 Bronze awards for pupils at Craigroyston HS and 1 for an inmate in HMP Edinburgh.

- 3.48 The flexibility of the DofE allows it to be accessed by young people in a variety of establishments. Groups run in Kaimes, Pilrig Park, Panmure St Ann's and the CAMHS unit as well as several youth groups.
- 3.49 The breakdown by gender in terms of enrolment in 2013-14 was 58% female and 42% male. The total number of award groups in Edinburgh now stands at 63 and we have reached the point where every high school in the city has access to a local award group.

### **JASS**

- 3.50 JASS is a progressive learning programme for 10-13 year olds which has been designed to recognise wider achievement. JASS develops the whole individual by offering recognition in four key areas – regular physical activity; exploring a personal interest; working for the good of the community or the environment and completing an outdoor activity or challenge and is designed so that participants move from Bronze, to Silver and then to Gold with increasing levels of learning and challenge.
- 3.51 6568 JASS packs and continuation bundles were sold in 2013/14 and several new schools started the project.
- 3.52 JASS is also running in 13 special schools in the city. A project called 'Raising the Bar' has been assisting these schools and documenting how they have adapted the materials so they can be accessed by pupils with severe physical or mental disabilities.
- 3.53 JASS's popularity continues to grow out with Edinburgh and has expanded to Birmingham, Shropshire and Cheshire.

### **Outdoor Learning**

- 3.54 The S&OLU works with educational establishments to embed outdoor learning as a regular, progressive and planned curricular experience for children and young people, both in school and through their local communities. The Unit supports an extensive programme of training, support and professional development. A particular focus for the past year has been engaging with the new teaching standards from The General Teaching Council of Scotland and the Learning for Sustainability report from the Scottish Government. These both embed Outdoor Learning as an entitlement for all pupils and ensure teachers use appropriate outdoor and nature based learning in their teaching.
- 3.55 The Unit has been working with 40 teachers to develop a 'Lead Teaching in Outdoor Learning' course. This year long professional development course has led to teaching colleagues receiving professional recognition from the GTCS. Another 60 teachers have just been recruited to undertake the course in 2014-2015. In addition numerous CPD courses and in-service training has been delivered to both newly qualified and existing teaching staff.

- 3.56 City of Edinburgh Council is now the first Local Authority in Scotland to have a formal partnership with the John Muir Award. The award focuses on children and young people engaging with a local wild place and then actively conserving it. Through training and support we have seen the number of awards presented in Edinburgh grow from 259 in 2011-2012 to 686 in 2012-2013. We are also working in partnership with the John Muir Trust to look at senior stage leadership qualifications and the development of the award in community settings.
- 3.57 With the significant growth of schools and colleagues wishing to develop curricular Outdoor Learning and the requirements of the new teaching standards, the S&OLU is developing a new Outdoor Learning Strategy for 2015 – 2020.

### **Primary School Swimming/Swimming Top Up**

- 3.58 S&OLU's 'Swim Team' delivers curricular swimming lessons to primary aged children from P3 to P7. The aim is for each child to reach the stage of achieving Certificate 5 (C5) whereby the Council deems them to be a safe swimmer. In 2013-14 swimming was delivered to pupils in 86 primary schools, (two schools in west Edinburgh opted to have their lessons with Clifton Hall). Over the course of the year 6624 children received lessons and of those 3411 were tested. 2084 pupils achieved level C5 which is a 61% pass rate.
- 3.59 S&OLU employs 8 teachers (5.1FTE) to deliver lessons across the city in a combination of school pools and public pools. A teacher takes a maximum of 20 pupils per lesson for safety reasons.
- 3.60 The Edinburgh Primary Schools Commonwealth Swim Relay Gala and Diving competition was held on Wednesday 2nd April at the Royal Commonwealth Pool. The event, which is held annually and organised by the Unit's swim team, is a celebration of swimming/aquatics and brought together 45 primary schools and over 500 pupils from across the city which is the highest number to date.

### **Swimming Top Up**

- 3.61 The 'Swimming Top Up' was initially a pilot programme funded by the Scottish Government to support the improved delivery of swimming lessons for primary school children across Scotland.
- 3.62 The S&OLU has worked in partnership with Edinburgh Leisure, Scottish Swimming and sportscotland to deliver an effective programme which provides a swimming instructor (or instructors) to work alongside the swimming specialist to support curricular swimming. The higher teacher-pupil ratio provides more support for weaker or non-swimmers.
- 3.63 The 'Swimming Top Up' programme in Edinburgh continues to be a success and has received two year funding of £50,000 from sportscotland to sustain it. In 2013-14 63 schools and 4008 pupils benefited from Swimming Top Up. 2164 of these pupils were tested and 1169 achieved level C5 which is 54%. All 18 primary schools with positive action status received input from 'Top Up' and their overall pass rate was 42%.

- 3.64 Following the closure of Leith Waterworld the Council allocated additional funding for swimming and we introduced 'Swimming Top Up' to P2s and P3s in primary schools with positive action status. We hope to see the benefit of this additional input in the years to follow.

### **Arts and Creative Learning**

#### **Instrumental Music Service**

- 3.65 Uptake of the music service, including participation in bands, orchestras and ensembles continues to increase year on year. Attainment at Higher and Advanced Higher remains good. Music National 5 results are good. Edinburgh's IMS performs well nationally with a greater uptake of IMS and more pupils taught per FTE than the national average. Instructor Professional Network Groups are being established to take forward improvement priorities such as ASN, Flipped Learning, pupil voice, learning and teaching etc. In three meetings with West Lothian Council, we provided information which supported their current IMS Review. Liberton Primary School's HMle inspection received positive comment on the quality of instrumental music. (NB *From September 2013 HMle Inspections contain an obligatory statement commenting on the quality of instrumental music*). Over 900 music pupils applied for free tickets to Edinburgh International Festival concerts in 2013 as part of the Young Musicians Passport. This has been extended to Midlothian, East and West Lothian in 2014.

#### **Youth Music Initiative**

- 3.66 Sounds Like Friday remains popular with pupils and parents pro-actively seeking participation. Pupil feedback is consistently positive. The Inclusive Classroom in partnership with Drake Music and delivered in 9 Special Schools continues to be very successful. The public performance in the Queen's Hall was greatly valued by the schools. The Early Years Music and Literacy resource was issued to all early year establishments including partner providers with guidance given at the Early Years Conference in February 2014. Follow up is planned for 2014/15.
- 3.67 NYCoS (National Youth Choirs of Scotland) continue to deliver a programme in every P3 class in all schools. Some YMI projects have been delayed to 2014/15 due to capacity issues in 2013/14. With the new YMI Co-ordinator (seconded teacher) now in post, plans are in place and work has begun on projects.

#### **Creative Learning**

- 3.68 Creative Conversations continued to attract high numbers (e.g. Don Leddingham on Creative Leadership was attended by 120 teachers and managers). Other local authorities sought guidance on developing similar approaches to their Creative Learning Network. Following discussion with Midlothian and East Lothian Councils, we have submitted a funding application to Education Scotland to develop Creative Conversations across the 3 authorities in 2014/15. We developed How Good is Our Creative Learning? and a pupil creativity skills questionnaire which Education Scotland and Creative Scotland commented favourably on. Successful Creative Learning projects included Project Scrooge (primary, secondary and special), The

Leonardo Effect (primary) and Starcatchers Creativity Skills (Early Years). We have engaged with Education Scotland and College Development Network and will be piloting 'Assessing Creativity' with schools in 2014/15 on. Our focus for 2014/15 is on developing learners' creativity skills linked with employability skills.

### **Screen Education Edinburgh**

- 3.69 SEE built on previous strengths continuing to work well with young people, building skills and confidence. Targeted groups include young people from Panmuir St. Ann's, Edinburgh Young Carers and young LGBT. SEE worked with 15 young offenders from Polmont and the resulting film recently won best film at a UK film festival. Feedback is very positive and this was the first Polmont education project where all participants sustained the entire course. On release one participant is actively seeking further work/volunteering opportunities with SEE. Notable examples of recent work include the national BFI Film Academy and a project with 12 NEET young people funded by the Princes Trust. SEE's strong links with HE/FE and industry help participants achieve positive and sustained destinations. SEE continues to mentor former participants employing them on projects as their skills and experience progress. The Edinburgh Schools Film Competition in partnership with Filmhouse continues to attract high numbers and screenings are well attended by schools.

### **Paolozzi Prize for Art**

- 3.70 The second Paolozzi Prize for Art saw an increase in nominations from schools and more Head Teachers attended the award ceremony. The overall winner from 2013 returned to speak at the 2014 event. As a result of the prize we have established a link with Edinburgh College of Art.

### **Volunteering**

- 3.71 Pupils are continuing to contribute to the City of Edinburgh Volunteering strategy by undertaking the following:
- 3.72 Identify incidences of volunteering and/or charity work (1a2)
- In 83% of the schools sample, a significant number of students have the opportunity to take part in a range of volunteering and /or charity opportunities.
  - 17% of the sample schools organise whole school charity activities such as sponsored walks and non-uniform days in which all students participate.
  - 8% of the sample schools take part in the Youth and Philanthropy Initiative with a significant number of students in both the Broad General Education (BGE) and Senior Phase participating. However, currently 14 secondary schools are participating in the YPI and this initiative generally involves whole year groups.
  - Within 75% of the sample schools, some students take part in volunteering/charity opportunities as part of their learning choices in the BGE or senior phase. In 75% of the sample schools, a significant number of students also take part in extracurricular volunteering/charity opportunities. This can

include for example; leading whole school charity groups, running youth clubs or breakfast clubs for younger pupils

- In the Senior Phase of learning, 83% of the sample schools have developed volunteering/charity opportunities. However, a significantly larger number of students participated when these were offered as part of the curriculum.

### 3.73 Identify incidences of coaching and mentoring (1a2)

- In the BGE, coaching and mentoring takes place in 42% of sample schools. In these schools, a few students are involved in coaching and a slightly higher number involved in mentoring, 1 school gave pupils the opportunity to take part in extracurricular mentoring.
- Within the Senior Phase 75% of sample schools were involved in coaching and mentoring. More pupils are involved in coaching especially extracurricular coaching. A significantly higher number of students take part in curriculum based mentoring opportunities than do in extracurricular mentoring. For example: befriending younger pupils, assisting in lessons or paired reading strategies.

### 3.74 Identify incidences of award opportunities (1a3)

- 33% of the sample schools take part in SQA Awards, these are offered in the BGE but a higher number of students take these in their Senior Phase.
- 92% of the sample schools offer; the Duke of Edinburgh Award, the John Muir Award and/or or the Junior Award Scheme Scotland with a significant number of students in both the BGE and the Senior Phase taking part.
- 50% of the sample schools participate in the Saltire Award which generally takes place in the Senior Phase although 1 sample school offers this in the BGE.
- Generally schools support a variety of extracurricular opportunities including; the John Byrne Award, Scottish Children's Book Award, Diversity Quilt. However sports, art and music have the highest level of student participation.

### 3.75 Achievement opportunities as part of the school curriculum (1a4)

- 67% of the sample schools offer a range of achievement opportunities within the curriculum, often taught as part of the Personal and Social Education syllabus and include for example; "Show Racism the Red Card" or "Alcolols". Consequently these have high student participation.
- 17% of the sample schools have also developed adventure challenges in partnership with external organisations, including the; "Adventure and Challenge Award" and the "Participation in Adventure" programme, these opportunities attract a significant number of students.

### 3.76 The impact of student participation in achievement opportunities (1a5)



- Taking part in volunteering, charity, coaching or mentoring opportunities encourages students to become responsible citizens who are a positive force in their school, contributing to the ethos of the school and its community.
- Participation in National Awards enables young people to further develop their skills for learning, life and work and helps prepare them for their next steps in life.

### **New National Qualifications and new benchmarking toolkit**

- 3.77 During session 2013-2014, all S4 pupils are following courses leading to the new National qualifications. The exam analysis of performance by the end of S4 in is based on these new qualifications. The new Senior Phase Benchmarking Tool called 'Insight' was developed by the Scottish Government and launched in September 2014 designed to provide a wider range of measures against which schools will be benchmarked. As outlined in section 3.27, these include positive destinations as well as attainment and take into account the socio-economic backgrounds of pupils and the performance of schools against comparator schools.
- 3.78 During sessions 2014-2015 and 2015-16, the new Higher qualifications will be introduced. The existing Higher will continue to be offered by the Scottish Qualifications Authority for session 2014/15 and will be phased out after this session. The reason for dual running is to allow for current S5 pupils, who will be in S6 in session 2014-2015, to continue with a suite of qualifications which build on Standard Grade and Intermediate qualifications rather than the new national qualifications. On 27 January, Angela Constance, Minister for Education, visited Craigroyston Community High School to discuss the new qualifications with pupils and staff. Craigroyston is one of our high schools which is dual running the existing and the new higher over a two year period. In their recent Education Scotland Inspection, Craigroyston achieved a very good evaluation for their curriculum.

## **Measures of success**

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Based on a range of evidence:

- 4.1 Overall evaluation of improvements in performance in the pre-5 sector is very good.
- 4.2 Overall evaluation of attainment/improvements in performance in primary schools is satisfactory.
- 4.3 Overall evaluation of attainment/improvements in performance in secondary schools is good.

## **Financial impact**

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- 5.1 There are no financial implications contained in this report.

## Risk, policy, compliance and governance impact

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6.1 There are no adverse impacts arising from this report.

## Equalities impact

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- 7.1 There are considered to be no infringements of the rights of the child.
- 7.2 The positive impacts on children with disabilities are outlined in the Additional Needs section of this report.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

## Sustainability impact

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8.1 None.

## Consultation and engagement

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9.1 Consultation and engagement took place with school senior managers and officers within the local authority.

## Background reading/external references

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[Interim Attainment Report 2007-2008, 28 October 2008](#)

[Attainment Report 2007-2008, 17 March 2009](#)

[Interim Attainment Report 2008-2009, 10 November 2009](#)

[Attainment Report 2008-2009, 18 March 2010](#)

[Attainment Report 2010, 25 January 2011](#)

[Attainment Report 2011, 15 November 2011](#)

[Educational Attainment/Improvements in Performance 2013](#)

[Standards and Quality Report 2012 noted by Education, Children and Families Committee:](#)

[Children and Families Service Plan 2012-2015](#)

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## Links

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<b>Coalition pledges</b>	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	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
<b>Single Outcome Agreement</b>	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 - Summary of SQA attainment





Post Results Services Summary of SQA Attainment in City of Edinburgh publicly-funded secondary schools 2013-2014 Historical data are post appeal

Attainment by the end of S6

School Name	FMR* 2014 (%)	%age of S4 pupils attaining an award in English at SCQF level 3 or better by the end of S6						%age of S4 pupils attaining an award in Mathematics at SCQF level 3 or better by the end of S6						%age of S4 pupils attaining awards in English and Mathematics at SCQF level 3 or better by the end of S6						%age of S4 pupils attaining 5 or more awards at SCQF level 3 or better by the end of S6						%age of S4 pupils attaining awards at SCQF level 4 or better by the end of S6					
		2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2009	2010
Balerno Community High School	4	95	99	96	98	98	97	94	98	96	97	99	95	93	98	94	97	97	95	91	96	94	93	94	92	82	86	91	84		
Boroughmuir High School	3	98	95	98	102	100	99	97	95	98	101	101	102	94	94	97	101	100	99	97	93	93	97	100	97	95	86	91	94		
Broughton High School	19	95	95	97	95	91	98	96	93	98	93	97	98	92	91	92	91	88	91	90	85	88	89	88	91	69	74	74	80		
Castlebrae Community High School	41	98	90	87	102	81	93	97	98	87	95	91	93	95	90	82	93	80	88	92	83	80	79	79	74	43	45	53	46		
Craigmount High School	7	99	98	99	100	97	100	99	98	99	101	98	101	98	95	98	99	96	98	96	95	98	97	96	96	88	85	91	86		
Craigroyston Community High School	37	88	86	80	89	96	100	95	91	86	92	99	99	88	84	76	85	91	96	84	77	67	72	79	89	58	44	43	39		
Currie Community High School	7	98	98	96	100	98	99	97	97	97	99	96	97	95	97	95	98	96	97	95	94	94	99	95	97	90	92	88	92		
Drummond Community High School	22	88	98	91	100	95	100	78	95	94	95	97	101	72	93	88	95	92	97	74	85	84	86	84	94	61	69	71	65		
Firrhill High School	7	96	97	98	97	101	99	97	100	100	101	99	99	95	96	96	94	99	98	92	93	95	95	99	97	83	84	88	89		
Forrester High School	17	106	96	96	96	102	98	101	90	97	95	101	100	101	88	92	92	98	97	103	93	93	92	101	95	84	76	83	85		
Gracemount High School	28	95	95	94	91	93	98	95	75	92	97	89	95	91	74	90	91	88	94	81	80	90	91	88	96	59	67	70	71		
Holy Rood RC High School	22	92	95	92	90	90	101	91	100	96	91	93	103	87	95	91	89	89	101	87	87	90	86	90	97	71	73	79	75		
James Gillespie's High School	8	97	101	102	100	102	100	92	98	99	97	100	99	91	98	98	95	98	97	94	98	98	95	95	95	90	96	97	91		
Leith Academy	22	93	94	99	103	106	99	90	95	100	102	101	97	87	91	98	100	99	94	76	78	84	92	98	95	56	64	69	75		
Liberton High School	19	94	98	98	98	104	100	94	101	92	103	108	97	91	92	89	97	101	93	88	92	93	90	97	91	67	68	85	77		
Portobello High School	12	96	96	95	97	98	100	94	98	96	99	99	102	93	95	93	96	97	99	92	92	91	94	95	95	83	83	83	80		
Queensferry Community High School	7	96	99	101	102	99	105	94	96	101	95	99	104	93	96	99	94	98	103	92	95	98	95	98	97	85	85	92	90		
St Augustine's High School	18	104	97	97	98	98	98	109	97	103	100	99	102	101	93	97	96	95	95	101	92	94	93	93	98	93	86	81	81		
St Thomas Of Aquin's High School	10	97	97	98	96	99	99	98	97	96	99	99	102	96	95	96	96	99	98	97	93	94	94	97	98	90	86	89	88		
The Royal High School	6	97	99	100	102	100	98	99	101	104	99	100	101	96	99	100	99	99	98	92	97	100	98	98	99	89	90	93	89		
Trinity Academy	13	92	94	98	93	95	97	93	94	95	89	89	96	87	89	94	85	87	92	88	83	90	83	89	89	74	76	77	75		
Tynecastle High School	25	92	90	95	101	94	95	92	89	95	101	102	98	88	87	92	98	93	93	87	85	91	96	91	94	72	70	74	79		
Wester Hailes Education Centre	46	85	92	89	85	99	98	90	94	98	92	105	99	84	91	88	79	99	95	82	81	83	75	96	89	55	60	54	55		
<b>Edinburgh</b>	<b>13</b>	<b>95</b>	<b>96</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>99</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>97</b>	<b>91</b>	<b>90</b>	<b>92</b>	<b>92</b>	<b>94</b>	<b>95</b>	<b>78</b>	<b>79</b>	<b>82</b>	<b>81</b>		
<b>Scotland</b>	<b>16</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>n/a</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>96</b>	<b>97</b>	<b>n/a</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>n/a</b>	<b>91</b>	<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>n/a</b>	<b>78</b>	<b>79</b>	<b>81</b>	<b>82</b>		

Post Results Services Summary of SQ

Attainment by the end of S6

School Name	2013		2014		%age of S4 pupils attaining 5 or more awards at SCQF level 5 or better by the end of S6				%age of S4 pupils attaining 1 or more awards at SCQF level 6 or better by the end of S6				%age of S4 pupils attaining 3 or more awards at SCQF level 6 or better by the end of S6				%age of S4 pupils attaining 5 or more awards at SCQF level 6 or better by the end of S6				%age of S4 pupils awards at SCQF level of								
	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011
Balerno Community High School	88	88	54	62	75	64	73	68	53	58	67	62	70	68	46	45	53	48	57	46	32	33	40	37	38	35	14	18	24
Boroughmuir High School	95	96	75	70	73	82	85	84	70	64	71	78	84	86	60	56	58	65	73	71	45	44	45	57	64	55	34	29	26
Broughton High School	75	78	38	41	47	47	46	50	44	39	57	53	46	66	30	32	35	40	33	38	20	23	22	26	22	25	15	15	21
Castlebrae Community High School	40	36	21	16	7	9	15	17	17	12	7	9	9	14	8	7	7	0	1	0	6	3	4	0	0	0	3	2	0
Craigmount High School	87	88	61	60	66	63	67	72	57	53	61	56	60	67	41	45	49	47	45	53	28	33	34	35	34	36	23	25	25
Craigroyston Community High School	51	55	14	12	10	10	23	25	17	16	8	11	26	26	5	3	5	1	7	14	1	0	1	1	2	7	4	0	0
Currie Community High School	91	93	62	69	69	72	68	78	58	63	63	65	61	72	50	52	52	51	47	59	35	36	40	38	36	39	23	31	32
Drummond Community High School	66	80	33	38	43	40	38	46	32	33	41	39	38	57	21	21	20	29	24	23	9	10	15	14	15	10	6	8	8
Firrhill High School	90	92	64	63	71	67	71	70	58	60	67	66	69	73	44	51	56	51	57	55	31	38	40	39	47	45	25	25	33
Forrester High School	88	79	42	39	41	44	56	38	39	36	42	39	52	39	23	22	26	23	27	24	16	10	17	15	18	17	13	8	13
Gracemount High School	72	56	32	39	39	43	53	34	28	39	35	45	53	34	17	18	22	35	19	21	13	10	13	22	9	13	15	9	3
Holy Rood RC High School	77	91	42	48	44	48	51	64	39	49	39	48	46	62	30	34	24	35	34	42	20	23	15	24	21	31	15	15	13
James Gillespie's High School	89	91	71	81	81	77	73	72	71	85	80	80	75	79	57	65	62	65	64	64	38	47	50	51	48	49	24	36	33
Leith Academy	79	74	31	37	39	44	54	42	32	35	41	49	51	45	20	27	24	32	35	31	12	20	14	18	21	18	9	12	9
Liberton High School	79	81	33	37	41	45	46	55	23	31	38	42	48	50	14	19	23	19	26	29	6	13	14	11	15	15	3	4	7
Portobello High School	81	87	55	51	57	55	57	60	54	50	57	55	56	58	37	35	42	36	40	41	22	23	27	23	27	27	12	18	19
Queensferry Community High School	90	91	57	54	65	64	67	70	52	49	60	63	62	69	38	34	48	49	44	47	27	21	34	33	29	33	22	14	19
St Augustine's High School	80	88	50	56	50	61	53	53	50	52	50	62	53	53	36	34	34	38	35	33	22	18	19	27	22	19	16	8	11
St Thomas Of Aquin's High School	91	95	64	74	76	71	69	79	56	68	75	69	69	85	45	60	62	58	60	68	37	53	49	41	50	53	35	41	37
The Royal High School	92	94	72	67	72	71	75	70	72	66	74	70	75	69	58	49	59	50	61	53	39	36	40	38	45	37	32	28	35
Trinity Academy	81	81	53	53	53	53	51	54	46	51	55	52	51	58	39	36	41	39	37	33	24	23	29	30	24	23	17	17	24
Tynecastle High School	77	74	37	37	45	46	49	40	35	31	41	36	43	41	18	17	24	19	26	20	13	12	11	12	14	11	9	9	10
Wester Hailes Education Centre	67	72	8	20	17	23	23	40	7	23	18	23	20	42	3	3	5	8	1	21	0	0	1	1	0	12	0	0	2
<b>Edinburgh</b>	<b>82</b>	<b>84</b>	<b>50</b>	<b>52</b>	<b>56</b>	<b>57</b>	<b>59</b>	<b>60</b>	<b>48</b>	<b>50</b>	<b>55</b>	<b>55</b>	<b>57</b>	<b>61</b>	<b>35</b>	<b>37</b>	<b>40</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>30</b>	<b>18</b>	<b>18</b>	<b>20</b>
<b>Scotland</b>	<b>83</b>	<b>n/a</b>	<b>48</b>	<b>50</b>	<b>53</b>	<b>55</b>	<b>57</b>	<b>n/a</b>	<b>44</b>	<b>47</b>	<b>50</b>	<b>52</b>	<b>54</b>	<b>n/a</b>	<b>31</b>	<b>33</b>	<b>35</b>	<b>37</b>	<b>38</b>	<b>n/a</b>	<b>21</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>n/a</b>	<b>14</b>	<b>15</b>	<b>16</b>

**Post Results Services Summary of SQ**

**Attainment by the end of S6**

<b>SCQF Key: Level 7: Advanced Higher A-C                      Level 6: Higher at A-C; Level 5:                      Intermediate 2 A-C; Standard Grade at 1-2; attaining 1 or more                      National 5; Level 4: Intermediate 1 at A-C; 7 or better by the end                      S Grade at 3-4; National 4; Level 3: Access S6                      3; S Grade at 5-6; National 3</b>			
<b>School Name</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Balerno Community High School	19	24	19
Boroughmuir High School	37	41	46
Broughton High School	14	16	21
Castlebrae Community High School	0	3	0
Craigmount High School	26	24	27
Craigroyston Community High School	0	0	4
Currie Community High School	27	29	29
Drummond Community High School	10	5	9
Firrhill High School	27	30	31
Forrester High School	8	9	13
Gracemount High School	13	12	10
Holy Rood RC High School	13	10	24
James Gillespie's High School	35	37	40
Leith Academy	11	16	13
Liberton High School	9	9	8
Portobello High School	17	20	19
Queensferry Community High School	15	17	19
St Augustine's High School	16	10	8
St Thomas Of Aquin's High School	32	42	45
The Royal High School	29	36	27
Trinity Academy	25	16	21
Tynecastle High School	7	15	9
Wester Hailes Education Centre	4	0	4
<b>Edinburgh</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>Scotland</b>	<b>16</b>	<b>17</b>	<b>n/a</b>



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Response to 'School Education' – a report of an audit by the Accounts Commission, June 2014

Item number 7.2  
Report number  
Executive/routine  
Wards

### Executive summary

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In June 2014 the Accounts Commission published a report on School Education, the result of an audit to assess how efficiently and effectively councils are using their resources to maximise pupil achievement in schools. The audit focused on primary and secondary school education in Scotland and on how councils deliver education.

This report gives our response to the recommendations in the report.

Edinburgh has a relatively small amount of spend per pupil at both primary and secondary but shows sustained improvement in attainment at all levels. The full picture of the latest performance in attainment is available later on the agenda in the Educational Attainment 2014 report.

### Links

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Coalition pledges [P5](#)  
Council outcomes [CO2](#)  
Single Outcome Agreement [SO3](#)

## Response to ‘School Education’ – a report of an audit by the Accounts Commission, June 2014

### Recommendations

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- 1.1 Education, Children and Families Committee is asked to note the content of the report including the areas of progress and further improvement.

### Background

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- 2.1 School education accounts for a significant proportion of local government spending, and a number of important education policy developments have taken place in recent years, such as the introduction of CfE. However, there has been no independent evaluation of how much councils spend on education and what this delivers in terms of improved attainment and wider achievement for pupils.
- 2.2 The June 2014 Accounts Commission report on School Education was the result of an audit to assess how efficiently and effectively councils are using their resources to maximise pupil achievement in schools. The areas examined were:
- How much councils spend on school education and what they spend it on;
  - How effectively councils are driving forward improvements in pupil achievement;
  - How effectively councils are using their resources to maximise pupil achievement.
- 2.3 2014 is the first year in which pupils are sitting new qualifications, introduced as part of CfE, which will render comparisons with previous years impossible. The audit has been timely as it provides an assessment of attainment over the last decade.
- 2.4 The report includes a number of key messages and recommendations for Councils. This report, taking into account the key messages, details how City of Edinburgh Council is already taking forward work noted in the recommendations.

- 3.1 The Accounts Commission report is in three parts. The first looks at how much councils spend on education and how this has changed. The second assesses exam performance over the last decade for S4-S6 and examines what wider achievement activities are available for pupils to prepare them for life and work. The third comments on what councils have been doing to improve attainment and wider achievement and how they are targeting their resources to seek improvement.

### **Key Messages**

- 3.2 The report states that in 2012/13 councils spent £4.8 billion on education services, of which £3.8 billion was spent on primary and secondary education, with around two-thirds of this expenditure on staff. Overall spending on education fell by five per cent in real terms between 2010/11 and 2012/13, largely as a result of employing fewer staff.
- 3.3 The report also states that performance improved against all ten of the attainment measures examined across Scotland (S4–S6) over the last decade with significant variation between individual councils, schools and groups of pupils. There are no comparable measures available at a council and national level on wider achievement or the performance of pupils from P1-S3.
- 3.4 Information from the Local Government Benchmarking Framework shows that Edinburgh has a relatively small amount of spend per pupil at both primary and secondary (see Appendix 1 for the relevant extract from the report – Exhibit 3 shows Edinburgh’s spend per pupil in comparison to the other Urban authorities).
- 3.5 Appendix 1 contains two further extracts (Exhibit 8 and Exhibit 10) from the report showing Edinburgh’s comparative performance in attainment. In particular, Edinburgh ranks 12<sup>th</sup> out of all Local Authorities in the indicator on attainment of pupils in S4, in particular the percentage of pupils in S4 achieving five or more SCQF awards at Level 5 or above (Exhibit 8). Edinburgh ranks 13<sup>th</sup> out of all Local Authorities on improvement in performance over the past ten years on the same indicator (Exhibit 10).
- 3.6 The three graphs in Appendix 1 demonstrate that, despite the relatively small amount of spend per pupil, educational attainment in Edinburgh is good. Further detail of performance in attainment can be found in the Children and Families Standards and Quality 2014 report and the Education Attainment report, also presented to Education, Children and Families Committee on 3 March 2015.
- 3.7 The report notes that, nationally, levels of deprivation have a large influence on attainment. Some schools across the country have achieved better results than their levels of deprivation would indicate, suggesting that the gap between the

highest and lowest performing schools cannot be wholly attributed to different levels of deprivation.

- 3.8 The Local Government Benchmarking Framework also recently published information on attainment of pupils in deprived areas. This data shows that in Edinburgh there is improvement in the attainment of those pupils who live in the most deprived areas, but the gap remains high compared with the national figure. A new online benchmarking tool, *Insight*, has been provided to schools and Local Authorities across Scotland to support implementation of improvements for pupils in the senior phase. One of the four key indicators provided is attainment by a measure of deprivation, also using SIMD. Schools in Edinburgh are being supported in the use of this tool and in the identification of those at risk of being a lower attainer.
- 3.9 The report states that Councils that have made the most improvements have focused on areas such as developing leadership skills, and improving both teacher quality and systems for monitoring and tracking pupil data. Councils are starting to target resources to improve attainment and wider achievement but there is scope to improve strategic planning and strengthen the role of elected members in holding education services to account.
- 3.10 Strategic planning for children and families in Edinburgh has been a key strength for a number of years with an annual strategic service plan and standards and quality report presented to Committee. The plan details strategies for continued improvement of service provision to children and families in Edinburgh and the standards and quality report reports progress made. The quality of leadership is recognised as a key lever essential to raising attainment and is an integral part of our improvement strategy.

### Report recommendations

- 3.11 The following table shows the recommendations included in the report along with a comment on how Edinburgh is approaching the issue:

<b>Accounts Commission recommendation</b>	<b>Examples of how the Council currently addresses, or plans to address this</b>
Councils should ensure they fully understand why levels of attainment vary between their schools and different groups of pupils	<p>The annual Educational Attainment report captures the variance levels of attainment across the school estate. In addition, each school has mechanisms in place to track progress across the Broad General Education and the Senior Phase.</p> <p>Quality Improvement Officers discuss performance regularly with each school in their attainment visit.</p> <p>The following five levers are essential to raising attainment: the quality of teachers; the quality of</p>

<b>Accounts Commission recommendation</b>	<b>Examples of how the Council currently addresses, or plans to address this</b>
	<p>leadership; robust tracking and monitoring; involvement of parents in their child's learning and the importance of the learner clearly understanding how they are doing and what they need to do next in order to improve their learning. These key levers have been incorporated into our strategies for further improvement.</p>
<p>Councils should develop and implement strategies to reduce the gaps in performance between the highest and lowest performing schools</p>	<p>This is a key strategic priority and also includes raising attainment for young carers and looked after pupils.</p> <p>Analysis is carried out annually to provide schools with information detailing how well they are performing compared with their set of comparator schools across the country. Quality Improvement Officers discuss performance regularly with each school in their attainment visit.</p> <p>Specific examples of strategies include the Integrated Literacy Programme which has an appropriate emphasis on improving skills in Reading and Writing for the lowest 20% of pupils.</p>
<p>Councils should continue to work with the Scottish Government and Education Scotland to develop a suite of agreed performance measures which would provide an overall picture of educational attainment and achievement across Scotland</p>	<p>In session 2014, the new qualifications were introduced and the four new attainment measures have been implemented using the Scottish Government's senior phase benchmarking tool which is called 'Insight'.</p> <p>Edinburgh's contribution to the overall picture of educational attainment and achievement continues to be developed through the range of services delivered.</p> <p>Progress across a range of these indicators is reported annually in the standards and quality report.</p>
<p>Councils should review the sufficiency of information provided to education committees on attainment at S4-S6, pupil performance between P1-S3 and</p>	<p>The annual Educational Attainment report has been in place for several years and details improvements in performance in S4-S6 and P1-S3. Later versions of the report include information on wider achievement such as Duke of Edinburgh,</p>

<b>Accounts Commission recommendation</b>	<b>Examples of how the Council currently addresses, or plans to address this</b>
<p>wider achievement. They should also ensure committees have the time and support to adequately challenge and hold to account education services.</p>	<p>cycle training and outdoor learning. The report has evolved over time to ensure the Education, Children and Families Committee has sufficient information to understand performance at all levels.</p> <p>The Sub-Committee on Standards for Children and Families regularly considers the results from external inspections and internal reviews in order to maintain an overview of the quality of educational and care experiences for young people in the city.</p> <p>There is a good working relationship between the Committee Members and Officers allowing adequate support and challenge.</p>
<p>Councils should develop more coordinated approaches to gathering and recording information on the range of wider achievement activities offered in schools, including the levels of pupil participation and the outcomes they achieve. This will help councils to scrutinise performance and ensure resources are being used as efficiently as possible.</p>	<p>The annual Educational Attainment report now includes information on wider achievement such as Duke of Edinburgh, cycle training, volunteering and outdoor learning.</p> <p>The Children and Families Service Plan includes a number of wider achievement performance indicators under Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.</p> <p>Additionally the Children and Families Senior Management Team discusses in-depth performance on participation in areas such as:</p> <ul style="list-style-type: none"> <li>• Arts and Creative Learning opportunities such as music tuition</li> <li>• Sport and outdoor learning such as Active Schools programmes, Duke of Edinburgh Awards</li> <li>• Global citizenship</li> <li>• Health and wellbeing programmes</li> <li>• Informal learning provided by CLD.</li> </ul>
<p>Councils should ensure education strategic documents contain clear</p>	<p>The Children and Families Service Plan is revised annually and outlines our key priorities for</p>

<b>Accounts Commission recommendation</b>	<b>Examples of how the Council currently addresses, or plans to address this</b>
<p>priorities and actions that set out what is to be achieved in the short, medium and long term. Performance management arrangements should monitor outcomes and report regularly on delivery against strategic objectives, such as raising attainment among lowest performing pupils</p>	<p>children’s services for the next three years in achieving our vision (Edinburgh’s children and young people to enjoy their childhood and fulfil their potential) and in improving outcomes for children and young people and their families. The plan helps us deliver our priorities and helps our stakeholders understand what we are seeking to deliver and how we are planning to achieve it.</p> <p>We regularly assess our progress and each year we produce a Standards and Quality Report which details progress made over the previous year.</p>
<p>Councils should consistently use the Scottish Local Government Benchmarking Framework to compare their performance against other councils, and share good practice to improve educational attainment and wider achievement</p>	<p>A set of performance briefings are produced for officers and members following publication of the Lothian Government Benchmarking Framework data. These show trends, comparisons with other councils and the national picture.</p>
<p>Councils should fully assess the potential long-term impact on attainment and wider achievement of budget reductions</p>	<p>All proposals for budget reductions include analysis of risk and impact. Education budgets have been protected in the Council’s 2015 budget setting process.</p>
<p>Councils should monitor and act on the impact of revised working practices and staff reductions across all affected groups (eg teachers, administrative staff, classroom assistants) on staff wellbeing by, for example, monitoring sickness absence levels and through specific questions in staff surveys.</p>	<p>An analysis of staff sickness data is discussed quarterly at Children and Families Senior Management Team. This includes trend information and year-to-date assessment of progress towards targets.</p> <p>The biennial Employee Survey includes wellbeing questions such as morale and satisfaction with workloads. Analysis of this data is considered at Children and Families Senior Management Team and improvement activity identified and carried forward through the People Planning Steering Group.</p>

## Measures of success

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- 4.1 The Children and Families Service Plan details the performance indicators used to measure progress and the Children and Families Standards and Quality Report annually reports progress made.

## Financial impact

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- 5.1 There is no direct financial impact arising from the report.

## Risk, policy, compliance and governance impact

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

## Equalities impact

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- 7.1 There is no direct equalities impact arising from the report.

## Sustainability impact

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- 8.1 There is no direct sustainability impact arising from the report.

## Consultation and engagement

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- 8.2 There is no direct impact on existing consultation and engagement processes.

## Background reading/external references

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[School Education report](#), published by Account Commission, June 2014

[Educational Attainment/Improvements in Performance 2013](#)

[Children and Families Standards and Quality Report 2014](#)

[Children and Families Service Plan 2014-2017](#)

[Local Government Benchmarking Framework data 2015](#)

## Gillian Tee

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Education, Children and Families Committee – 3 March 2015



## Links

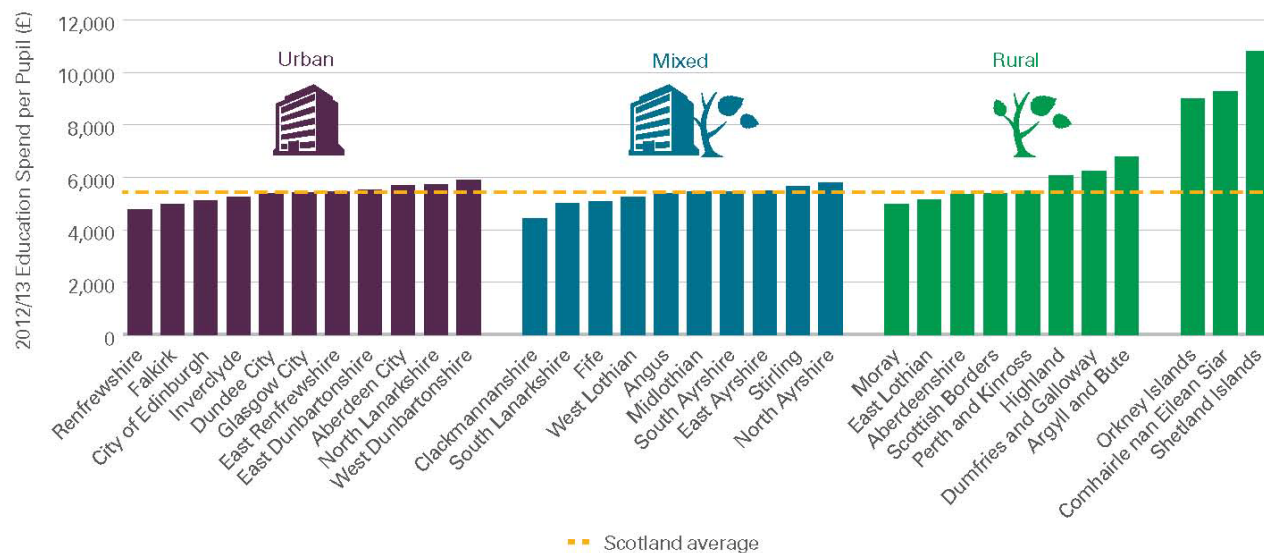
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<b>Coalition pledges</b>	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
<b>Single Outcome Agreement</b>	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1. Extracts from ‘School Education’, Accounts Commission report

### Exhibit 3

#### Spend per pupil by council, 2012/13

Spend per pupil varies widely across Scotland.



Note: Councils were categorised using the Scottish Government’s Urban Rural classification, 2011/12.

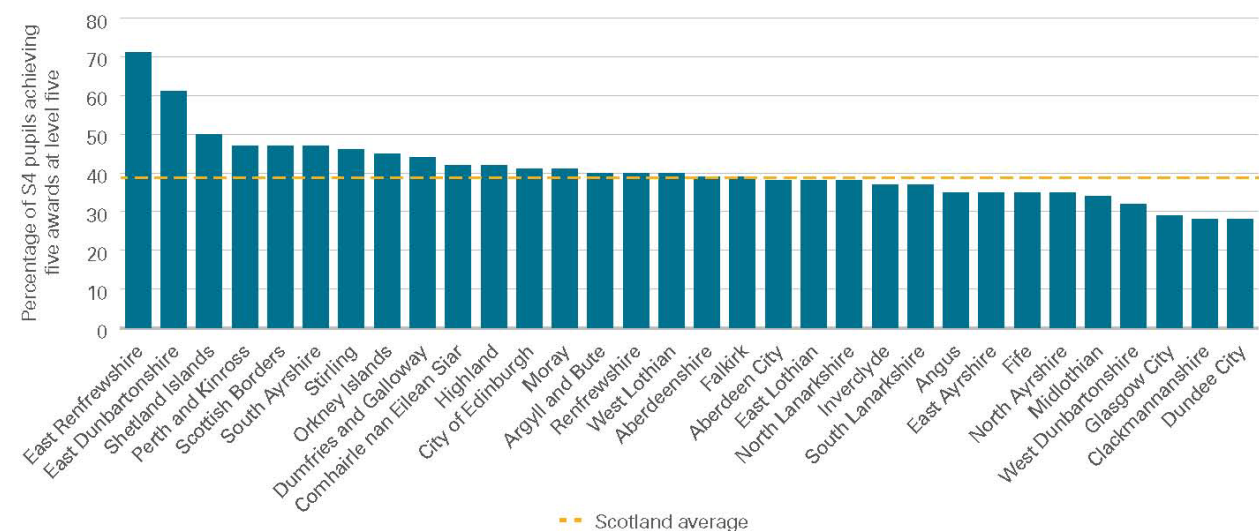
Source: Audit Scotland analysis using councils’ Local Financial Returns and additional information provided by councils, 2012/13; and data from *Pupils in Scotland*, Scottish Government, 2013



### Exhibit 8

#### Percentage of S4 pupils achieving five awards at level five in 2013 by council

Performance varies widely across the country.



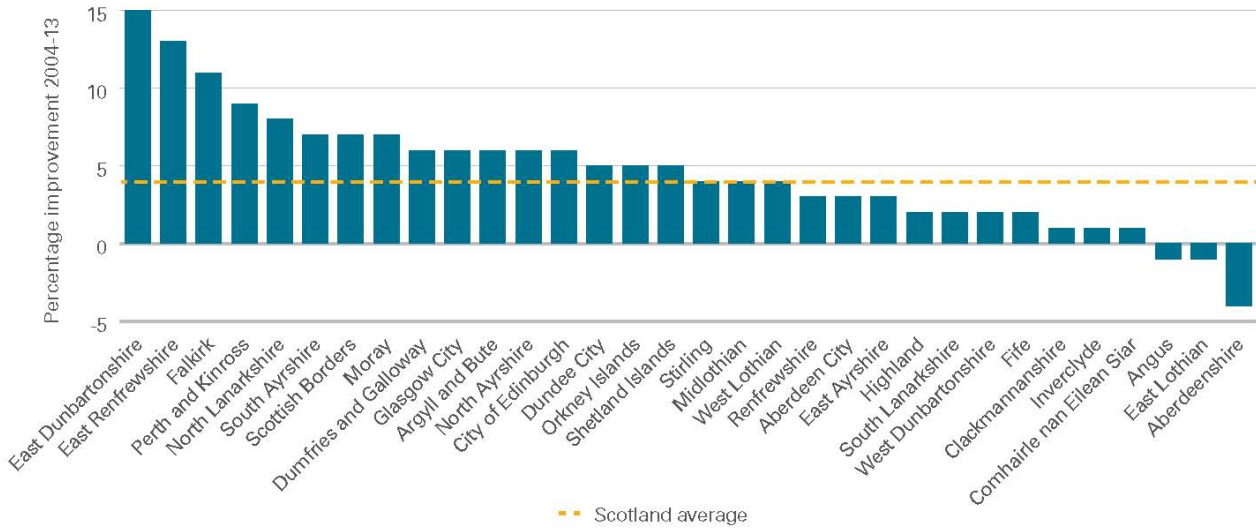
Source: Audit Scotland, using data from Scottish Government Education Analytical Services Division



**Exhibit 10**

**Percentage improvement by council in the percentage of S4 pupils achieving five awards at level five, 2004-13**

Improvements in attainment over the past ten years vary markedly across the country.



Source: Audit Scotland, using data from Scottish Government Education Analytical Services Division



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Vision for Schools

Item number	7.3
Report number	
Executive/routine	
Wards	

### Executive summary

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This report summarises the progress made following the report on the findings from the consultation about the Vision for Schools which was carried out between January and June 2013. This report provides an update to the report which was considered by the Education, Children and Families Committee on [8 October 2013](#).

### Links

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Coalition pledges	<a href="#">P2, P3, P4 and P5</a>
Council outcomes	<a href="#">C01 - CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Vision for Schools

### Recommendations

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The Committee is asked to:

- 1.1 Note the good progress which has been made in implementing our Vision for Schools in Edinburgh.
- 1.2 Note the positive feedback from Education Scotland about Education Services in Edinburgh.
- 1.3 Note that the next action plan relating to the Vision for Schools will be integrated into the Children and Families Service Plan for 2015/16.
- 1.4 Request a further report on progress in March 2016 focussing on the areas listed in paragraph 3.43.

### Background

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- 2.1 On 9 October 2012, the Education, Children and Families Committee considered the draft Vision for Schools. Officers were asked to carry out wider consultation with parents, young people, teachers and other school/department staff, communities and elected members. A report presenting the findings of this consultation was considered at Committee in May 2013. A subsequent meeting of the Education, Children and Families Policy Development and Review Sub Committee in June 2013 investigated the current strengths and areas for development in education in Edinburgh. This report provides an update on the progress made over the course of session 2013/14.

### Main report

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- 3.1 Our vision is for all children and young people to enjoy their childhood and achieve their potential. Our ambition is for all children and young people in Edinburgh to: have the best start in life; be physically and emotionally healthy; be successful learners, confident individuals, and responsible citizens making a positive contribution to their communities; and leave school into a positive destination well prepared for work, leisure, family life and lifelong learning. This report outlines the progress made towards this ambition and covers ten main elements: (a) Best Start in Life; (b) Curriculum for Excellence; (c) school leavers; (d) healthy children and young people; (e) schools at the heart of their communities; (f) improved life chances for children in need; (g) schools in

challenging circumstances; (h) leadership and professional development; (i) parental and pupil engagement and (j) resources. A copy of the original Vision for Schools is included in Appendix 1.

### **Best Start in Life**

3.2 Substantial progress has been made with the four aims of the Early Years Strategy which seeks to develop: integrated, flexible services to provide effective learning and childcare; a highly skilled and motivated workforce; universal services in partnership; Learning through Play and active learning as integral parts of the Early Years Service. Key achievements include:

- the implementation of additional hours of early learning and childcare in line with the Children and Young People (Scotland) Act 2014 for all 3 and 4 year olds and eligible 2 year olds;
- improving the quality of early years services; focused work on 0–3s development; increased support for parents from universal services;
- increased number of local authority places;
- investment in the early years estate;
- improved partnership working through the national Early Years Collaborative and improved outdoor learning experiences for children;
- the development of the Edinburgh Early Learning and Childcare Academy to provide training and support for the early years workforce including an innovative training programme for modern apprentices and trainees who now have the opportunity to acquire the skills and qualifications necessary to begin a career in early learning and childcare.

### **Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens**

3.4 Education Scotland's Annual Report on Education Services in Edinburgh was very positive. It commended:

- effective political and managerial leadership that sets a clear vision for education and a focus on improving outcomes;
- the leadership and implementation of Curriculum for Excellence;
- the well developed literacy strategy;
- strong promotion of children's wider achievement;
- very effective structures for engaging parents;
- strong commitment to promoting the voice of young people.

A full copy of the feedback from Education Scotland is included in Appendix 2 of this report.

The entitlements of the Broad General Education have now been implemented and schools are in year two of the implementation of the new qualifications. In session 2013/14 the 'Good to Great' strategy was launched with schools focussing on the five core quality indicators: Improvements in performance; learners' experiences; curriculum for excellence; meeting learning needs; and improving self-evaluation.

### **School Leavers**

- 3.5 Our vision is that all sectors of the city work together to ensure that every school leaver in Edinburgh has a positive destination in employment, education or training. The Edinburgh Guarantee is a Council-supported but essentially collaborative action between the city's private, public and voluntary sectors. It aims to help every school leaver in the city secure a job, university, college, training or volunteering place. In 2010, 82.5% of school leavers achieved a positive destination in Edinburgh. In August 2011 the Edinburgh Guarantee was launched and in 2014, the percentage of school leavers entering a positive destination was 91.2%, an improvement of 8.7%. This was achieved through a strong focus on positive destinations in all secondary schools which included better preparation, tracking and support through 16+ Learning Choices and broader range of curricular options through the Senior Phase Curriculum for Excellence. More information about the Edinburgh Guarantee is available at [www.edinburgh.gov.uk/edinburghguarantee](http://www.edinburgh.gov.uk/edinburghguarantee).

### **Healthy Children**

- 3.6 There is a small central team within Schools and Community Services which has responsibility for developing, supporting and delivering a number of policies, programmes and initiatives that focus on improving the health and wellbeing of children, young people and families. There is a significant emphasis on partnership working across the Council, with other public sector agencies and with the voluntary sector to achieve this. Good health and wellbeing supports effective learning and development and the promotion of confidence, independent thinking and positive attitudes underpins activities delivered within this area. The team comprises staff working on substance use and misuse, sexual health and relationships, emotional and mental health and wellbeing, and childhood obesity, and all activity is framed by Getting it Right for Every Child. Specific work includes the delivery of the highly successful Growing Confidence programme, the development of innovative approaches to counteract increasing concerns about child healthy weight, sexual health and relationship education across school and community sectors, and the development and delivery of effective early intervention and prevention programmes relating to alcohol and drug use.

### 3.7 Some highlights include:

- Development of Risk Taking Behaviours Policy and seminars to over 1,600 S4 pupils per annum;
- Delivery of training, programmes and resources to over 2500 staff to raise awareness and strategies to support children and young people's mental health and emotional wellbeing through Growing Confidence programmes (Teenage Brains and Behaviour, Confident Staff, Confident Children) and NHS Mental Health First Aid courses. S5/6 pupils training up to become peer mentors in Cool, Calm and Connected (promoting emotional well-being) course;
- Pilot of Raising Teens With Confidence with over 70 parents and carers of teenagers;
- Delivery of Raising Children With Confidence (training programme around health and wellbeing) to over 2,000 parents and carers in schools and settings across Edinburgh;
- Development of the Supporting Children and Supporting Young People Guides (early intervention resource to promoting mental health and dealing with wellbeing concerns) for primary and secondary schools;
- The development of a discrete Children, Young People and Families Commissioning Plan to increase funding for alcohol and drugs services.

#### **Schools at the heart of their communities**

- 3.8 Schools have a key role to play at the heart of their communities. Local Schools for Local Children creates additional opportunities for parents to engage with schools before making placing requests. Schools have used this as an opportunity to highlight their good practice. This has enabled parents to make informed decisions about schools and to alleviate any concerns in advance. Schools have also considered opportunities to promote wider engagement with local employers, further education and links with industry.
- 3.9 The team around the cluster (TaC) comprises key partners, services and resources that support problem solving and early intervention at school cluster level. Schools are seen as the most effective 'hub' around which to orientate services. The aim is to strengthen the potential for early and effective problem solving and create solution closer to the point of concern. Many of the solutions will require the engagement of families and the wider community and schools will be actively involved in the development of effective home, school and community partnerships. Schools are valuable community assets and the vision is that local communities can be more meaningfully involved in helping to determine the extent to which schools can help meet community need. The success of school based Community Sports Hubs, the school based Adult Education programme and the extensive use of school lets indicate the importance of schools to local communities.



- 3.10 The Community Access for Schools project is ensuring a strong and consistent approach to increasing community access to school facilities across the city.
- 3.11 Good support for Arts, Music, Creative Learning, Sport and Outdoor Learning in schools contributes to wider achievement and greater community involvement. A free instrumental music service in every school and an extensive Youth Music Initiative programme brings children and young people together from a range of schools to learn and perform together. Playing at local and national events means young musicians are great ambassadors for the city. Developing young people's creativity through the arts and music provides opportunities for children in all schools to engage with Edinburgh's wider cultural and creative community and provides pathways into the Creative Industries.

### **Additional Support Needs – a changing picture**

- 3.12 The vision for schools reflects our commitment to schools that are effective in meeting the diverse needs of their communities. At its best this commitment is achieved through inclusive universal approaches that anticipate the needs and strengths of all learners and enable them to thrive. For the learner this offers an experience of success and progress in achievement, independence and growing self-esteem. Where additional support is required it is most effective when it is built on a foundation strong universal provision
- 3.13 A key part of our action plan is to strengthen the capacity of all schools, early years providers and partner services, to anticipate and meet learners' needs through high quality universal provision.
- 3.14 'An inclusive approach reflects a move away from a deficit model which focuses on aspects of the learner as the problem, where the learner is viewed as deficient in some way. A deficit model also pays inadequate attention to factors such as social expectations, or aspects of the education system or learning environment that could be changed to enable diverse learners [to participate and learn](#).'
- 3.15 Over recent years we have seen significant changes with far reaching implications for our approach to meeting additional support for learning needs including:
- changes in our population,
  - changes in legislation, in particular the Equalities Act (2010) and the Children and Young People (Scotland) Act 2014;
  - a growing understanding of the benefits of early intervention to prevent the escalation of needs
  - opportunities to provide more personalised approaches afforded by the curriculum and technological progress;
  - opportunities for more pro-active collaborative approaches to school improvement.

- 3.16 In December 2012, the Education Children and Families Committee approved a strategic programme to address current and future needs and improve performance to ensure that:
- all learners with additional support needs have their needs met;
  - we provide effective, proportionate and timely support to children in need.
- 3.17 The key elements of this programme are:
- a) Redesigning and improving the effectiveness of provision for children with additional support needs by simplifying access and integrating the support we offer to schools and to children and their families;
  - b) improving outcomes for the lowest 20%, in the early years, primary and secondary schools;
  - c) a quality improvement programme for the education of looked after children;
  - d) Improving the standards of self-evaluation, leadership and partnership working in relation to additional support needs.
- 3.18 Phase 1 focused on strengthening universal provision in our schools. For example, problems in learning to read and write are the most commonly reported additional support need, which can arise from a variety of factors. These include English as an Additional Language, social and environmental factors, and developmental factors (including dyslexia). The most important single factor, however, is access to appropriate high quality teaching. Taking into account all of the above we put into effect a comprehensive programme of universal and targeted measures from early years to secondary, leading to improvements in outcomes and closing the attainment gap.
- a) A 'readiness to read' programme for use in all early years settings.
  - b) A systematic and inclusive approach to teaching literacy in P1 and P2 'Literacy Rich Edinburgh'.
  - c) Targeted intervention in schools in schools where progress in literacy is a concern (in P3 – P6.
  - d) A 'safety net' intervention, at the beginning of secondary school.
  - e) A high quality individualised support framework for children with persistent reading difficulties/dyslexia.
  - f) A high quality professional learning programme.
- 3.19 The strengthening of universal approaches on a city-wide basis will remain a key element of our improvement strategy as we move forward. Current developments include:
- a) a professional learning framework for additional support needs.
  - b) the visual classroom - improving access and independent learning for children with language and communication support needs.

- c) enhanced child planning and support - taking into account the particular needs of children with autism.
  - d) Emotion Talks a systematic approach to promoting children's understanding of feelings and behaviour.
- 3.20 Phase 2 was directed to integrating our approach to Additional Support Needs with our wider approach to supporting children in need, as part of our approach to getting it Right for Every Child. This included the introduction of a single child's plan. In parallel with this, we are streamlining access to services to enable timely and progressive support, high quality and equitable approaches and best use of resources.
- 3.21 Phase 3 builds on the above to enable a new collaborative approach to be developed locally with school clusters. From August 2015, ASL cluster teams will be established. Alongside this, budgets to provide additional support previously allocated centrally will be devolved to clusters. These changes will enable a new collaborative approach to respond to need in a local context closely linked to school improvement processes.
- 3.22 Special schools have continued to raise attainment and achievement over the last few years and have developed models of collecting and analysing information and data within a consistent framework to identify strengths and next steps for development in performance.
- 3.23 There have been a number of successes and achievements which demonstrate the increasing capacity in special schools to develop staff, their community and to raise attainment and achievement. Special schools have continued to achieve success in the widely recognised Junior Award Scheme Scotland (JASS), Duke of Edinburgh Awards and Eco Schools Awards and have further demonstrated success in terms of participation and achievement at both school and individual levels across an outstanding range of local and national awards and events.
- 3.24 All special schools continue to learn and support each other to improve outcomes for learners. Joint continuing professional development takes place and there are many more opportunities for professional dialogue within and across the schools. Each year, for the last two years, a continuing professional development session for teachers across the special schools has taken place, including a keynote presentation from Education Scotland. Each school presented a workshop activity in an area of work which supported raising attainment and achievement. Over 130 staff attended each event including staff from the secondary resources and the primary language classes. The evaluations were very positive and many areas of effective practice have been shared and developed across the schools.

### **Schools in Challenging Circumstances**

- 3.25 In 2014 the new senior phase benchmarking tool called 'Insight' was implemented which has four attainment measures. Two of these focus directly on closing the gap: Improving Attainment for All and Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers. This

session all secondary schools were issued with pupil data related to the deciles linked to the Scottish Index of Multiple Deprivation.

- 3.26 Significant improvements in outcomes for pupils have been achieved in both Craigroyston and Wester Hailes Education Centre. The recent inspection of Craigroyston Community High School praised the community for their shared vision which focuses on securing positive destinations for all young people; strong engagement of partners in the development and delivery of the curriculum; coordinated and high quality support for young people and their families; staff and partners leading developments to improve the quality of young people's learning; and young people who are increasingly ambitious for their future. In order to improve outcomes for learners at Castlebrae Community High School a robust action plan has been implemented and a progress report was presented to the Education, Children and Families Committee on 9 December 2014. In addition, Education Scotland published a letter on 13 January 2015 outlining that a further inspection visit will take place no later than 30 November 2015.
- 3.27 We are committed to closing the attainment versus deprivation gap and we regularly share best practice through our Head Teacher networks. During session 2013-14, the schools which have made the most progress towards improving outcomes for learners in the lower deciles are Firrhill (SIMD 1-3, Holy Rood (SIMD 1-5) and St Thomas of Aquin's (SIMD 1-4). In session 2014, the City of Edinburgh performed higher than the national levels for Attainment for All in all three measures as follows: 38 average total tariff points above the national figure for Attainment for All: highest 20%; 23 average total tariff points above the national figure for Attainment for All: middle 60%; and 10 average total tariff points above the national figure for Attainment for All: lowest 20%.
- 3.28 A full picture of the latest performance in attainment is available on the agenda in the Educational Attainment 2014 report.

### **Leadership and Professional Development**

- 3.29 Highly effective leadership is central to school improvement and during session 2013/14 a series of Curriculum for Excellence Head Teacher and Depute Head Teacher networks continued with the commitment to sharing best practice. In addition, through the work of the self-improving system the role of leadership and effective networks in improving schools is central and a wide range of CPD opportunities are offered to staff at all levels through the annual CPD directory.
- 3.30 'Teaching Scotland's Future' has driven much of the work related to this area in the past 12-18 months. Actions from this report outlined a need to develop leadership, to enhance professional learning and at the heart of this to review and update professional review and development procedures. Additionally, to ensure that teachers remain skilled in their posts and continue to learn and develop the system of Professional Update was established.
- 3.31 In addition the professional standards for teachers were reviewed and revised. The 3 new Standards (Standards for Registration, Standard for Career-long

Professional Learning and Standards for Leadership and Management) were published and in place for August 2014.

- 3.32 Professional Update is based on effective, consistent Professional Review and Development and high quality professional learning. It is focused on outcomes for a teacher's own learning and development and also on improving outcomes for children and young people.

## **Parental and Pupil Engagement**

### **Parents/Carers**

- 3.33 There has been significant progress in strengthening parental engagement in education including:
- New Parental Engagement Strategy was approved by Committee.
  - New approach to parental representation through neighbourhood groups and CCwP in operation and involving more parents.
  - Parent Councils operating effectively in schools across Edinburgh.
  - 4,600 parents/carers completed the parent/carer survey in 2013/14 – an increase of 16% on the previous year. More parents/carers strongly agreed that their views were asked for by schools and that their views are taken into account. Each participating school received a report of its parents/carers' views – these reports inform the development of school improvement plans.
  - A project to work with parents/carers to identify barriers to their involvement is planned in several primary schools in deprived communities in Edinburgh.
- 3.34 Education Scotland has highlighted Edinburgh's very effective structures for engaging parents.

### **Pupils**

- 3.35 Education Scotland noted that elected representatives and officers promote the voice of young people in Edinburgh. There are strong and continually improving arrangements in place to seek the views of and engage young people in decision making.
- More than 12,000 primary school pupils completed the Pupil Well-being Questionnaire in 2012/13 and almost 3,000 secondary pupils completed the 'About your school' survey. The surveys are being run again this year. Each participating school received a report of its pupils' views – these reports inform the development of school improvement plans
  - A series of focus group of pupils with disabilities was carried out in schools across Edinburgh as a follow-up to the pupil survey. Findings from the focus groups have been reported to participation schools and improvement actions identified.
  - Pupil councils operate across Edinburgh schools.

- The Youth Participation Team engages with young people in a range of participation activities such as participation mentors, action research projects and youth gatherings, as well as supporting Members of the Scottish Youth Parliament. A detailed report on this work is later on the agenda.
- 3.36 A full outline of the outcomes of the pupil and parent survey can be found in Appendix 3 of this report.

### **Resources**

- 3.37 The Council has protected education services from any further significant budget reduction in the 2015/16 budget. Spend per pupil at primary and secondary level is relatively low. Despite this educational attainment is above the national average and comparators in most measures. There has been significant investment in the ICT infrastructure in schools in recent years with many of Edinburgh's schools now judged to be sector-leading in this area.
- 3.38 Since October 2013 there have been a number of developments in the school estate with the projects to deliver the new Portobello, James Gillespie's and Boroughmuir High Schools and the significant extension to Kirkliston Primary School now being under construction. Full details regarding all developments is included in the most recent [Capital Coalition Pledges Monitoring Report](#) which was considered by Council on 20 November 2014; Pledges 3 and 4 are the most relevant.
- 3.39 In addition, the latest [Children and Families Asset Management Plan 2014](#), approved by the Education, Children and Families Committee on 9 December 2014, identifies the significant capital expenditure that will be made in the Children and Families estate in the next five years. 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 also exist. A full assessment of these issues is also provided in the Asset Management Plan.

### **Summary**

- 3.40 There has been good progress in implementing our Vision for Schools in Edinburgh. Educational attainment has improved significantly since 2007 and is now above the national average and comparators on most measures. There is strong commitment to meeting the needs of vulnerable children. There is also recognition of the importance of children's wider achievement and highly valued opportunities for music, sport, youth work and the development of children's healthy lifestyles have been maintained.
- 3.41 Education Scotland feedback positively about Education Services in Edinburgh highlighting the Council's effective political and managerial leadership with a clear vision for education, the commitment to parent and pupil engagement, the effective implementation of Curriculum for Excellence and strong promotion of children's wider achievement. It judges education services to be "green", of low risk and with sound capacity for continuing improvement.

- 3.42 The service has a good understanding of its strengths and also of the areas which still require improvement. This self-evaluation is informed by good quality performance information, a restructured and strengthened Quality Improvement Team, and feedback from Head Teachers, parents and pupils.
- 3.43 The following areas are identified as priorities for development and will be the subject of future reports:
- 3.43.1 Moving schools from “good to great” with a particular focus on:
- supporting the further development of leadership at all levels.
  - supporting the continuing development of high quality teaching.
  - reducing the variability in performance across primary schools.
  - continuing the improvement in positive destinations.
- 3.43.2 Continuing and sustaining improvements in educational attainment with a particular focus on:
- Improving outcomes for the lowest achieving 20% of children
  - Children living in areas of deprivation
  - Children looked after
  - Young carers
- 3.43.3 Continuing to strengthen support for children with additional support needs/disability.
- 3.43.4 Continuing to improve the quality of early years services, implement more flexible option for parents; develop more provision for 2 year olds; continue to identify and support children and families as early as possible; develop a high qualified and structured workforce.
- 3.43.5 Continuing to develop and upgrade the school estate so that, in the context of rising rolls, there are sufficient places for children to attend their catchment school and all schools in Edinburgh are graded B or above for condition.
- 3.44 The update to the Action Plan for the vision which was drawn up in accordance with the points identified in paragraph 2.4 of the 2013 report contains the points which are consistent with existing priorities and where details of these can be found (Capital Coalition Pledges 1-7, the Children and Families Service Plan and the Key Strategic Priorities for Schools Plan). The update to the original plan is included at Appendix 4. The plan for session 2015/16 will be integrated into the Children and Families Service Plan.

## **Measures of success**

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- 4.1 The Vision for Schools is incorporated into the planning and practice of schools across the city and integrated into the Children and Families Service Plan. The key measure of success will be in improved outcomes for children and young people.

## **Financial impact**

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

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

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

## **Equalities impact**

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- 7.1 The findings and recommendations in this report should lead to greater equalities for children and young people attending, and staff working in, City of Edinburgh Schools by helping to identify where improvements can be made.

## **Sustainability impact**

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



## Consultation and engagement

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- 9.1 Extensive consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from schools through their Head Teachers, staff and Education Scotland.

## Background reading/external references

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## Links

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<b>Coalition pledges</b>	<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>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<ol style="list-style-type: none"><li>1 Vision for Schools</li><li>2 Education Scotland Feedback</li><li>3 Parent/Carer Survey findings</li><li>4 Action Plan</li><li>5 Measuring Progress</li></ol>

## Appendix 1

### **CITY OF EDINBURGH COUNCIL**

#### **Vision for Schools in Edinburgh**

**Our vision is for all children and young people to enjoy their childhood and achieve their potential**

Our ambition is for all children and young people in Edinburgh to:

- have the best start in life;
- be physically and emotionally healthy;
- be successful learners, confident individuals, and responsible citizens making a positive contribution to their communities; and
- leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.

#### **Best Start in Life**

We have high quality early years provision in Edinburgh delivered through a combination of nursery schools, nursery classes, partner providers and Child and Family Centres. This will continue to be one of our highest priorities and we are determined to strengthen our provision further so that all children have access to early learning & childcare and family support from the age of three and vulnerable children have this from birth.

The Government's recent commitment to extend early learning and childcare to 600 hours per child per year will significantly strengthen early years provision for all young children and their families. The Capital Coalition has made a commitment to increasing affordable childcare through the development of Childcare Co-operatives. In addition to this, we recognise the need to strengthen support pre-birth and in early years for vulnerable children and families. The Government's commitment to early learning and child care for vulnerable 2 year olds and the Early Years Change Fund provide a real opportunity to do this.

We want to strengthen support for children in early years. This will be achieved by:

- developing more early years services linked to schools e.g. more schools to have a nursery or playgroup;
- developing integrated learning and childcare so parents have access to nursery education and wrap around childcare all year round;
- increasing the availability of affordable childcare, e.g. through the development of Childcare Co-operatives;
- early identification and support for children and families who need extra help;
- support for parents e.g. PEEP groups, Incredible Years, Mellow Parenting;
- strengthening health services particularly health visiting services;
- targeting support to areas of greatest need;
- improving support for early language and literacy; and
- effective transition from early years to school including nursery staff working in Primary 1 and vice versa.

## **Successful Learners. Confident Individuals. Effective Contributors. Responsible Citizens**

Schools in Edinburgh already provide a high quality education for their pupils. Educational attainment at Highers and Advanced Highers is in the top quartile for Scotland. This is an especially impressive achievement given the high level of pupils in the independent sector at secondary level. We are ambitious for our educational service and for our pupils. We are determined to improve further from 'good' to 'excellent'. We will also develop our focus on wider achievement in schools, ensuring that it has a much higher profile and that its hugely important contribution to young people's learning and development is recognized and acknowledged.

There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for children and young people in Scotland. We recognize that it needs time to become consolidated and we need to ensure consistent and effective implementation in a way that secures:

- high quality teaching and learning in every classroom;
- a broad and balanced education;
- high standards of educational attainment which are internationally competitive; a strong focus on recognizing and placing higher value on children's wider achievements;
- strengthening support for literacy and numeracy; and
- effective progression and transition from early years through school to post school
- educational outcomes which equip young people for lifelong learning and work

This will be achieved by:

- increasing confidence of parents and staff in CfE, including effective arrangements for reporting at all stages, arrangements for profiling at P7 and S3, and new national qualifications;
- improving arrangements for effective transition and progression;
- strengthening arrangements for self-evaluation, including monitoring quality of teaching;
- national benchmarks to assess progress in improving outcomes for children, particularly at primary and lower secondary and especially for literacy and numeracy and including 'added value' measures;
- ensuring a shared understanding of standards through effective arrangements for assessment, moderation and reporting to parents;
- strengthening support for staff so there are opportunities for sharing standards and good practice;
- considering delivery of Advanced Higher consortia arrangements, including use of technologies, shared campus model, involvement of universities;
- investing in opportunities for wider achievement including Active Schools, music, sports, outdoor education;
- holding the maximum P1 class size at 25 and seeking to reduce class sizes in line with government recommended actions; and
- improving engagement and communication with parents about Curriculum for Excellence.

## **Healthy Children**

Physical and emotional health are recognized as essential for enjoyable and successful lives. All of our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.

## **Improved Life Chances for Children in Need**

We will further develop this priority and continue to raise the attainment of the lowest achieving 20% of pupils and narrow the attainment gap between the highest and lowest achieving children. We recognise the important role of special schools. We also want to strengthen support for children with additional support needs, including those with emotional and behavioural needs, within mainstream schools. We want to reduce the need for children to be excluded from school and reduce the number of children who are absent from schools. We are determined to achieve this whilst ensuring that all children and young people are supported to achieve their potential.

This will be achieved by:

- strengthening support for children and families from pre-birth through childhood, e.g. including Family Nurse Partnership, Prepare, parenting;
- implementing CFE with the focus on personalised learning and skills for life;
- implementing Getting it Right for Every Child with its focus on early identification and intervention, single assessment, single plan and lead professional;
- strengthening the role of lead professional and key worker ensuring sufficient time for continuity of support and effective relationships between lead professional and child and family;
- ensuring that staff have the necessary skills to engage with pupils with emotional and behavioural needs including whole staff training;
- whole system prioritisation to tackle the issue of drug and alcohol misuse in parents and young people;
- strengthening support for children with emotional and behavioural needs in schools e.g. Audit hours, behaviour support teachers, in-school learning units, learning support assistants, nurture programmes, Improving Relationships programme, Growing Confidence, Rights Respecting Schools, Place 2 Be, solution focussed/restorative approaches;
- strengthening joint agency support for schools to meet children's needs e.g. support services working effectively around each school cluster so that each cluster has a social worker, youth worker, school nurse, health worker, welfare officer, psychologist, active schools co-ordinator, and police officers etc
- developing a directory of services in each cluster;
- ensuring a whole Council and joint agency approach to tackle poverty and inequalities in areas of deprivation e.g. Total Place initiative;
- protecting children from the adverse impact of benefits reform;
- strengthening multi-agency arrangement to improve school attendance including appropriate use of prosecution;
- developing more effective partnerships with health, housing, social work, voluntary sector;

- strengthening support for looked after children;
- increasing support for vulnerable children, including help for families so that fewer need to go into care;
- strengthening engagement with and support for parents, especially those who are hardly reached e.g. home school link workers; and
- targeting resources to children and schools in areas of greatest need, including strengthening support for positive action schools.

### **Schools in Challenging Circumstances**

We are determined to maximise our support for schools in challenging circumstances by:

- targeting additional resources to those schools and communities;
- implementing a Total Place approach so that all partners work together more effectively to improve outcomes for children and young people;
- managing school catchment areas to secure, as far as possible, comprehensive schools
- trial all year provision in areas of the city e.g. through summer/holiday provision including community based activities;
- trialling all year provision in areas of the city and
- trialling family/ vertical groupings in schools as a method of supporting positive behaviour and learning.

### **School Leavers**

We are determined to ensure that all young people in Edinburgh leave school into positive and sustained destinations in education, employment or training. We need to do more to ensure that education meets society's future needs e.g. economic development, skills for lifelong learning, future patterns of employment, and skills required by employers. A high priority will be to develop stronger links with Further and Higher Education and with employers, business and industry.

This will be achieved by:

- ensuring effective partnership working, particularly in the senior phase, including engagement with further and higher education, community learning and development and employers;
- leadership and resources at a Government and Council level to ensure that school leavers are prioritised for opportunities in further and higher education, employment and training;
- closer links between employers, colleges, universities and schools;
- learning from examples of good practice e.g. Edinburgh Guarantee;
- employers encouraged to support school leavers through jobs, internships, apprenticeships, work experience, mentoring;
- ensuring support for 16+ learning choices are more embedded within schools and across partner organisations; and
- improved information for young people about the opportunities available and for employers about how they can help.

### **Schools at the heart of their communities**

Schools have a key role to play at the heart of their communities. There is significant potential to:

- develop all schools as community schools providing learning opportunities and

- services for their community;
  - develop and strengthen school clusters as the hubs for the delivery of a range of support services and partnership working (link police officers, social workers, youth work, adult education, parenting, family support, health services, active schools etc);
  - provide resources to clusters through DSM to encourage more partnership working;
  - open up school facilities and resources for the benefit of their communities (playing fields, sport and leisure facilities, adult education), extend after hours provision and ensure that all schools are welcoming places;
  - strengthen links between home and school e.g. family link workers, support for parents to achieve qualifications;
  - review arrangements and funding for school lets so that they are more affordable for community groups; and
  - strengthen community capacity building e.g. Time Bank initiative in West Edinburgh;
  - strengthen links between schools and local employers.
- Promote a city-wide culture of learning

## **Leadership**

Strong and effective leadership of schools is key to achieving our vision for schools and improving outcomes for our young people. We already have strong leadership of our schools but there is more that we can do to support our leaders further:

This will be achieved by:

- leadership based on partnership between senior officers centrally and head teachers as senior officers in their communities;
- Investing in effective recruitment and high quality, inspiring professional development;
- ensuring strong networks of support and challenge across schools, including opportunities for staff to move between schools;
- ensuring that leaders have access to work shadowing, coaching and mentoring including external mentors;
- strengthening succession planning for Heads and Deputes;
- ensuring regular and effective appraisals;
- strengthening the self-evaluation in schools based on good practice already in place across the Authority;
- building the capacity of school leaders at all levels; and
- ensuring that management structures support the delivery of Curriculum for Excellence
- Developing a more unified school management style
- ensuring opportunities for rewarding staff for wider leadership roles;
- ensuring flexibility and career progression opportunities for all staff in schools e.g. learning support assistants, business managers.

## **Professional Development**

Staff are our most important resource and investment in their development is key. We want to strengthen support for development of staff including:

- rotation of head teachers and of other staff as a voluntary opportunity to experience practice in different settings ;

- increased opportunities for all staff to move between schools to support wider professional development;
- exploring greater use of external and non-teacher trained professionals alongside teachers bringing in a range of talent, skills and support;
- high quality professional development backed by research;
- improving initial training so failing students are not allowed to progress to probation, and implementing further measures to deal with 'failing' teachers;
- increased opportunities for learning between schools e.g. sharing good practice and developing innovative practice; and
- secondment of staff to work in each other's schools and at the centre.

### **Parental and Pupil Engagement**

We recognise that strong parental and pupil engagement in the life of the school has significant benefits in terms of the quality of education that we provide. We would like to strengthen parental and pupil engagement in schools.

This will be achieved by:

- regular feedback from parents and pupils;
- good quality information for parents and pupils;
- parental and pupil engagement in decision making at school, local and authority level;
- parents encouraged to share their skills with pupils, e.g. skills for work, knowledge about employment ; and
- strengthening arrangements for hardly reached parents and raising their ambitions for their children.

### **Resources**

Everyone understands that resources are constrained. The challenge is for the Council to make the best use of its resources in order to achieve its vision for schools.

There has been significant investment in the school estate over the last decade but there are still schools where there are concerns about the condition or suitability of the building. The Council needs to invest in its school buildings to ensure that, over time, all schools come up to the standards of the best. We will rebuild Portobello, James Gillespie's and Boroughmuir High Schools and continue progress on all other planned school developments while providing adequate investment in the fabric of all schools.

Despite the rising primary roll and the pressure in some primary schools across the city, there are still almost 5,000 empty school places across the primary estate. We will draw up a long-term strategic plan to tackle both overcrowding and under use in schools. There is a need to promote "local schools for local pupils" so that increasingly parents want to send their child to their local school. Parental expectation needs to be managed as it is clear there will be fewer places in schools for non catchment children in future.

The Council has invested £5m in the ICT refresh for schools. This now needs to be implemented in a way that makes maximum use of this investment and moves Edinburgh schools to the forefront of technological development including:

- ICT infrastructure which is secure and reliable
- more accessible VLE
- strategy in place for support for 1 to 1 technology

- arrangements for sharing best practice
- addressing issues regarding SEEMIS and GLOW
- development of a strategy for post 2016.

In order to make the best use of resources, we will:

- ensure maximum flexibility for Head Teachers to deploy resources to needs
- maintain business support for schools so that Head Teachers and teachers are able to focus on leadership and teaching & learning;
- improve the use of technology for business support e.g. SEEMIS, pupil tracking arrangements, financial systems; and
- strengthen and simplify support arrangements for Head Teachers including HR, property services and ICT.



**Education Scotland**  
**Edinburgh City Council Education Authority**  
November 2014

## Key Messages

**Summary:** Overall risk relating to education continues to be low

### Positive

- Clear vision and priorities
- Effective political and managerial leadership which sets a clear vision and a focus on improving outcomes
- Open and positive relationship with Education Scotland
- A restructured and strengthened quality improvement team is in place and making a difference schools are receiving more consistent support and challenge
- The self-improving schools work shows promise
- Welcome decision to protect education budgets from cuts
- Significant investment in school estate over the last decade
- Strong corporate approach to improve positive destinations. (10% increase over last 4 years)
- Strong commitment to Looked After children
- Promotion of wider achievement continues to be strong
- Implementation of Curriculum for Excellence is well led
- The Council has a well developed Literacy strategy and is one of four National Literacy Hubs
- The Council is well ahead with its preparations for 1+2 policy for modern foreign languages
- Overall the social work service provides effective help and support
- The implementation of GIRFEC is assisting staff to provide help and support
- The authority provides a good range of CPD
- Positive learning community inspections
- Strong scrutiny of budgets and service performance
- Strong strategic drive to strengthen partnership work
- Very effective structures for engaging parents
- Health promotion in schools continues to be successfully implemented
- Elected representatives and officers promote the voice of young people

- The service has sound capacity for continuing improvement

## **Areas for Development**

- Moving from 'good' to 'great'
- Continuing and sustaining improvements in attainment
- Performance across schools, particularly in the primary sector, continues to be variable though improved management arrangements mean schools are receiving more consistent support and challenge
- Need to embed culture of self-evaluation across all schools
- The Council is developing a similar approach to numeracy as it did with literacy
- The authority wants to strengthen leadership training for Curriculum Leaders
- In some cases children who need extra help are missing out or do not get help quickly enough
- Plans for children need to be more outcome focussed

## Parent/carer and pupil feedback

### Feedback from parent/carer survey 2013/2014

4,607 parents/carers responded to last year's (2013/2014) survey, an increase of 16% on the previous year.

Surveys now alternate between parents/carers one year and pupils the next, so pupils are currently being surveyed. Their response will be reported on in March.

### Strengths

Parents/carers are very satisfied with schools, with more than 90% agreeing that their child enjoys learning at school, that their child feels safe at school and that school helps their child to be more confident.

A majority of parents/carers responded positively to all 14 statements – with the percentage of those agreeing ranged from 94% to 64%. Responses are positive across the sectors with parents/carers of nursery and special schools appearing to be the most satisfied (although on a lower sample of responses).

The differences in the previous year's responses between parents/carers of children with additional support needs and other parents/carers appear to have reduced.

### Areas for improvement

Parents/carers are less likely to agree that the school asks for their views (75%) or takes them into account (64%) than other statements. One in four parents/carers either disagreed or were unsure if schools asked for their views and about one in three either disagree or are unsure if their views are taken into account. Although these issues were also present in the previous year's response, the number of parents/carers strongly agreeing that the school asks for their views and takes them into account did show an increase.

75% of parents/carers agreed that the school kept them well-informed about their child's progress, with 20% disagreeing.

Only 68% of parents/carers agreed that their school has the resources it requires to deliver a high quality education, with 22% disagreeing.

**Please note that the information below on the views of pupils is taken from the pupils surveys carried out in the year 2012/2013.**

### Secondary school pupils

#### Strengths

The majority of pupils responded positively to 20 of 22 survey statements.

Pupils agreed that:

- Staff expect me to take responsibility for my own work in class (93%)
- I expect to be able to get a job, college, training or university place when I leave school (92%)
- I am getting along well with my school work (87%)
- I get help when I need it (84%)

### **Areas for improvement**

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

### **Primary school pupils**

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

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

**Vision for Schools Action Plan – progress March 2015**

<b>Best Start</b>	<b>Aileen Mclean</b>
We are determined to ensure that all children have the best start in life. All eligible 3 and 4 year olds will have access to high quality early learning and childcare in line with the requirements of the Children and Young People (Act 2014). This will also be available for eligible two year olds and children under two who are vulnerable.	
<b>Pledge 06: Establish city-wide co-operatives for affordable childcare for working parents</b>	
<b>Strategic Outcome 1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</b>	
	<b>Progress report / further detail</b>
Importance of Early Years and Early Intervention	<a href="#">Early Years Change Fund – Progress update on Year Two, Children and Families Committee, 20 May 2014</a>
Ensure early Intervention and support continues throughout the entire school programme	<a href="#">Early Years Change Fund – Progress update on Year Two, Children and Families Committee, 20 May 2014</a>
Meet the increased entitlement to 600 hours	<a href="#">Early Years Strategy Progress Report, Children and Families Committee, 20 May 2014</a>
Further develop transition from nursery to primary	<a href="#">Early Years Strategy Progress Report, Children and Families Committee, 20 May 2014</a>
Further develop affordable childcare	<a href="#">Capital Coalition Pledges Performance Monitoring May-Oct 2014</a> , City of Edinburgh Council meeting, 20 November 2014
Improve the focus on Early Years and parental engagement	<a href="#">Early Years Strategy Progress Report, Children and Families Committee, 20 May 2014</a> <a href="#">Parental Engagement, Children and Families Committee, 11 September 2014</a> <a href="#">Parental Engagement Strategy and Action Plan</a>

<b>Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens</b>	<b>Karen Prophet</b>
Schools in Edinburgh already provide a high quality education for their pupils in which all children are encouraged to achieve their potential. Attainment at Highers and Advanced Highers is in the top quartile for Scotland. We will improve further from 'good' to 'excellent', and continue to value wider achievement as key to a fully rounded education. There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for all children and young people in Edinburgh.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
	<b>Progress report / further detail</b>
Consolidate Curriculum for Excellence	Educational attainment – Education, Children and Families, 3 March 2015 <a href="#">Early Years Strategy Progress Report</a> – Education, Children and Families Committee, 20 May 2014 <a href="#">Capital Coalition Pledges Performance Monitoring May-Oct 2014</a> , City of Edinburgh Council meeting, 20 November 2014
Recognise and profile wider achievement as part of a broad and general education	Educational attainment – Education, Children and Families, 3 March 2015 <a href="#">Sports and Outdoor Learning Unit</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">International Unit</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Responsible Citizenship - Volunteering in Schools</a> – Education, Children and Families Report, 10 December 2013
Place a greater focus on the quality of teaching and learning	Educational attainment – Education, Children and Families, 3 March 2015
Strengthen support for children with additional support needs	<a href="#">Additional Support Needs Planning and Performance Update 2013 - Follow up report</a> – Education, Children and Families Committee, 20 May 2014 <a href="#">Special Schools</a> progress report – Education, Children and Families Committee May 2014
Develop a city-wide culture of learning	Community Learning and Development strategic plan for the city is currently in development.

Increase and develop contact time in classroom with non-teaching professionals	This work requires further engagement in order to develop actions going forward
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<b>School Leavers</b>	<b>Karen Prophet</b>
We will ensure that all of our young people receive an education that meets the future needs of our communities, society and economy and prepares them for work, leisure, family life and lifelong learning. We will continue to increase the number of school leavers in positive destinations.	
<b>Pledge 07: Further develop the Edinburgh Guarantee to improve work prospects for school leavers</b>	
<b>Strategic Outcome 6: Our children's and young people's outcomes are not undermined by poverty and inequality</b>	
	<b>Progress report / further detail</b>
Continue to develop the Edinburgh Guarantee and Activity Agreements	<a href="#">The Edinburgh Guarantee Web Pages</a> <a href="#">Improving positive destinations</a> – Education, Children and Families Committee, 11 September 2014

<b>Healthy Children and Young People</b>	<b>David Bruce</b>
Physical and emotional health are recognised as essential for enjoyable and successful lives. All our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.	
<b>Strategic Outcome 4: Our children and young people are physically and emotionally healthy</b>	
	<b>Progress report / further detail</b>
Further develop and strengthen sport, physical activity and outdoor learning provision	<a href="#">Sports and Outdoor Learning Unit</a> – Education, Children and Families Committee, 11 September 2014
Further develop support with Mental Health and Wellbeing	Children and Young People's Health and Wellbeing <a href="#">Report to Education, Children and Families Committee, 05 March 2013</a>

Raise awareness of and educate about healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals	<a href="#">Free School Meals</a> - Education, Children and Families Committee, 9 December 2014 <a href="#">Food for Life Accreditation in Edinburgh Schools</a> – Education, Children and Families Committee, 20 May 2014
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<b>Schools at the Heart of their Communities</b>	<b>David Bruce / Karen Prophet</b>
Schools provide a focal point for community life. We will encourage local parents to choose to send their children to their local school. We will develop schools as a community resource for a range of valuable local services, including, where appropriate childcare, adult learning, youth work, and sports and leisure activities.	
<b>Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
<b>Strategic Outcome 7: Providing quality services and making best use of our resources</b>	
	<b>Progress report / further detail</b>
Improve the collective approach to partnership and multi-agency working so that all agencies work together in the interests of getting it right for every child	<a href="#">Children's Partnership Web Pages</a>
Build stronger links with FE/HE, and employers, business and industry	<a href="#">The Edinburgh Guarantee Web Pages</a>
Develop more effective joined-up services (e.g.Total Neighbourhood)	<a href="#">Children's Partnership Web Pages</a> Integrated Children’s Services – Education, Children and Families Committee, 3 March 2015 Total Craigroyston – Education, Children and Families Committee, 3 March 2015
Reduce barriers to reaching the most vulnerable and hard-to-reach sectors of society	A new project was recently implemented to support hardly reached parents by removing barriers to their children’s learning by supporting the home learning environment.
Improve the quality of education from “good” to “excellent”	The following five levers are essential to raising attainment: the quality of teachers; the quality of leadership; robust tracking and monitoring; involvement of parents in their child’s learning and the importance of the learner clearly understanding how they are doing and what they need to do next in order to improve their learning. These key levers have been incorporated into our strategies for further improvement.



Continue to improve community engagement	<a href="#">Review of Community Access to Schools</a> – Education, Children and Families Committee, 20 May 2014
Understand and address the reasons why so many parents make out of catchment requests. Encourage local children to attend local schools	Children and Families recently ran successful campaigns to encourage families to send their children to their catchment school
Highlight the role and impact of social mix on educational attainment	This work requires further engagement in order to develop actions going forward

<b>Improved Life Chances for Children in Need</b>	<b>Alistair Gaw</b>
We are determined to reduce inequalities and provide high quality, appropriate support for all children and young people who need extra help, as soon as it is needed and for as long as it is needed. We are determined to improve the attainment of the lowest achieving children in Edinburgh and ensure that the attainment gap between highest and lowest achieving pupils is narrowed.	
<b>Pledge 01: Increase support for vulnerable children, including help for families so that fewer go into care</b>	
<b>Strategic Outcome 3: Our children and young people in need, or with a disability, have improved life chances</b>	
	<b>Progress report / further detail</b>
Improve outcomes for the lowest achieving 20% of children	Educational attainment 2014 – Education, Children and Families, 3 March 2015.
Improve support for pupils with Additional Support Needs	<a href="#">Additional Support Needs Planning and Performance Update 2013 - Follow up report</a> – Education, Children and Families Committee, 20 May 2014 <a href="#">Special Schools</a> progress report – Education, Children and Families Committee May 2014
Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services	<a href="#">Support to Children with Disabilities</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Progress of the Implementation of Self-Directed Support</a> – Education, Children and Families Committee, 20 May 2014
Improve the link between poverty and attainment	All schools are now tracking pupil progress by SIMD. A further report on attainment and deprivation will be presented to Committee in October 2015.
Provide Early intervention and support throughout entire school career	<a href="#">Early Years Strategy</a> ; <a href="#">Additional Support Needs; Planning and Performance Update</a> .

Develop the skills for learning, life and work required for young people in special schools to move into and sustain an appropriate post-school destinations	<a href="#">Improving positive destinations</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Special Schools</a> progress report – Education, Children and Families Committee, 20 May 2014
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<b>Schools in Challenging Circumstances</b>	<b>Karen Prophet</b>
We will maximise our support for schools in challenging circumstances enabling them to develop innovative and creative multi-agency approaches towards improving outcomes.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
<b>Strategic Outcome 6: Our children’s and young people’s outcomes are not undermined by poverty and inequality</b>	
	<b>Progress report / further detail</b>
Improve equality and work to close the gap between children and schools in poorer areas and those in other parts of the city	Improving the outcomes for children living in the most deprived areas of the city is a key priority for the Council. A report will be scheduled to come to Committee.
Develop innovative and creative multi-agency approaches for improving outcomes	<a href="#">Children's Partnership Web Pages</a>
Enable and encourage the best teachers to be deployed where they are most needed	This work requires further engagement in order to develop actions going forward.

<b>Supporting and Ensuring Excellence</b>	<b>Karen Prophet</b>
<b>Leadership</b>	
We will ensure that all of our schools have strong and effective leaders who are improving outcomes for children and young people. We will strengthen our support for leadership at all levels through a comprehensive programme of leadership development and collaboration.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
	<b>Progress report / further detail</b>
Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice	Sharing best practice is central to improving outcomes for learners and we deliver an annual programme of Head Teacher, Depute Head Teacher and subject networks. Last session, the <i>good to great</i> self improving systems was developed in order to establish a strategic approach to securing continuous improvement.
Incentivise Head Teachers and teachers to work in schools in challenging circumstances	This work requires further engagement in order to develop actions going forward.
Provide a more unified school management style, and develop leadership at all levels	<a href="#">Implementation of Revised Secondary School Management Structures</a> – Education, Children and Families Committee, 9 December 2014
Strengthen support for school leadership at all levels	<a href="#">Implementation of Revised Secondary School Management Structures</a> – Education, Children and Families Committee, 9 December 2014
Give greater responsibility to head teachers and strengthen accountability	This work requires further engagement in order to develop actions going forward.










<b>Professional Development</b>	<b>Gillian Hunt</b>
Staff are valued as our most important resource, and investment in their development is a key priority. Opportunities for development will include sharing and experiencing good practice within Edinburgh and elsewhere.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
	<b>Progress report / further detail</b>
Improve initial training for teachers and ensure that students who don't meet standards don't progress to probation	Partnership working with local authorities and universities has strengthened following publication of 'Teaching Scotland's Future'. CEC now has a formalised partnership with the University of Edinburgh and 5 other local authorities. Two senior managers represent CEC on the Steering Group which meets every two months. Sub-groups comprising central officers and staff from schools take forward developments to continue improve initial teacher education. The partnership has become stronger, more focused and more effective. An Aspect Review by Education Scotland will take place in February 2015, and will identify good practice.
Ensure that all teachers are appropriately skilled	A comprehensive Directory of learning opportunities is provided. Staff carry out PRD and plan learning and development, supported by their line manager. Events such as the Edinburgh Learning Festival and the Scottish Learning Festival provide opportunities to share and learn from best practice.CEC have reviewed and revised PRD processes and paperwork which has been validated by GTCS. Professional Update will support the drive to continually improve the skills of teachers.
Ensure that staff feel valued and motivated	The biennial Employee Survey includes wellbeing questions such as morale and satisfaction with workloads. Analysis of this data is considered at Children and Families Senior Management Team and improvement activity identified and carried forward through the People Planning Steering Group.







Achieve the correct skills mix in schools to meet the needs of all children/young people	The CEC Employee Survey highlighted how staff feel about their work. Teachers reported higher levels of job satisfaction than any other group of staff. However, the Council requires to work on this area and all service areas have this in their People Plans.
Develop closer links between primary/secondary sectors and secondary/FE/HE sectors	<a href="#">The Edinburgh Guarantee Web Pages</a>
Create opportunities to move Head Teachers and other staff between schools, on voluntary basis, and create more mentoring and shadowing opportunities	This work requires further engagement in order to develop actions going forward.
Reduce unnecessary paperwork and increase time for direct work with pupils	The Council is committed to tackling bureaucracy and work is underway to develop improvement activity.

<b>Parental and Pupil Engagement</b>	<b>Moyra Wilson /David Maguire</b>
Strong parental and pupil engagement in our education service is key to improving outcomes for children. Parents, pupils and communities will be fully involved in shaping and developing learning and decisions affecting the life of their school.	
<b>Strategic Outcome 7: Providing quality services and making best use of our resources</b>	
	<b>Progress report / further detail</b>
Improve Parental and Pupil Engagement particularly with those who are hard to reach and unengaged	<a href="#">Parental Engagement</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Parental Engagement Strategy and Action Plan</a> <a href="#">Engagement of Children and Young People in the Development of Services</a> – Education, Children and Families Committee, 20 May 2014

<b>Resources</b>	<b>Billy MacIntyre</b>
The challenge is for the Council to make the best use of its resources to achieve its vision for schools. This will include ensuring that school buildings are fit for purpose, with ICT resources which meet the needs of all learners and users.	
<b>Pledge 03: Rebuild Portobello High School and continue to progress on all other planned school developments, while providing adequate investment in the fabric of all schools</b> <b>Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</b>	
<b>Strategic Outcome 7: Providing quality services and making best use of our resources</b>	
	<b>Progress report / further detail</b>
Improve the school estate	<a href="#">Capital Coalition Pledges Performance Monitoring May-Oct 2014</a> , City of Edinburgh Council meeting, 20 November 2014 <a href="#">Rising Rolls</a> – Education, Children and Families Committee,9 December 2014 <a href="#">Children and Families Asset Management Plan</a> – Education, Children and Families Committee,9 December 2014 <a href="#">EC&amp;F Asset Management Programme</a> – Education, Children and Families Committee,9 December 2014 <a href="#">Primary School Capacity Pressure in South Edinburgh</a> – Education, Children and Families Committee,9 December 2014
Improve ICT systems and equipment	Significant progress has been made including £5m investment in school ICT.

## Measuring Progress

Description	Performance			Target	Status	Progress Note
	2011/12	2012/13	2013/14			
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	91%	90%	92%		Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	90%	89%	89%	90%		The introduction of the Kinship support team has improved capacity to support kinship carers. Performance is monitored on a monthly basis and the figure shown is that as at the end of July 2014.
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority pre-school provision	475	475	475	475		Current levels maintained. We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014.
Percentage of pupils gaining 5+ SCQF awards at Level 6	29%	29.7%	30.4%	30%		Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. The national average was 28.1%.
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	7.8%	8.1%	8.7%	12.6%		Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. The national average was 12.6% and is the target to be reached. The aim is to close the gap between those living in the most deprived areas and their peers across the city.
Percentage of half days attended by pupils in primary schools	95.2%	94.9%	95.5	94.9%		Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 94.9%.
Percentage of half days attended by pupils in secondary schools	92.1%	92.5%	93.0%	91.4%		Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 91.9%.
Number of young people participating in Duke of Edinburgh Awards (Gold, Silver and Bronze)	2,202	2,986	3,633	3,135		Record numbers of young people are participating in the scheme,
Number of young people achieving Duke of Edinburgh Awards (Gold,	N/A	432	616	457		Bronze 458, Silver 106 and Gold 52

Description	Performance			Target	Status	Progress Note
	2011/12	2012/13	2013/14			
Silver and Bronze)						
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	69%	84%	95%	100%		All schools should meet target by August 2014. Continued funding from SportScotland allows for a focus on developing quality curricular PE
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	48%	65%	96%	96%		The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built.
Percentage of school leavers from mainstream schools who go on to positive destinations	88.3%	91.4%	91.2%	92.3%		Data is for leavers from 2013/14 school session from mainstream schools. The target to reach the national average was met in 2012/13 but not in 2013/14.
Percentage of school leavers from mainstream schools who are in a follow-up positive destination	89.8%	91%	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 level of 90% - the national average due to be reached by 2012/13.
Percentage of secondary school condition assessed at Level A or B	87%	91%	78%	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration' (11=A; 7=B). 2012/13 data is based on assumption of all Wave 3 schools being replaced. 2013/14 data does not include impact of Wave 3. National average for 2013/14 was 84%.
Percentage of special school condition assessed at Level A or B	100%	93%	100%	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration' (6=A; 6=B). 2012/13 data is based on assumption of all Wave 3 schools being replaced. 2013/14 data does not include impact of Wave 3. National average for 2013/14 was 73%.



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Edinburgh Integrated Literacy Strategy Report

Item number 7.4  
Report number  
Executive/routine  
Wards

### Executive summary

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This report outlines progress with priorities within the 2014-2015 Edinburgh Integrated Literacy Strategy (EILS) action plan (Appendix 1) which ranges from Early Years to Adult Literacies and whose priorities are identified as the result of on-going self-evaluation.

The overarching vision of the strategy is to improve literacy skills and raise standards for all learners at all stages, enabling them to participate confidently in a wide range of roles in modern society and to contribute to their local community.

This report is based on:

- Evaluations of work streams within the EILS.
- Reports to the Education, Children and Families Literacy Strategy Board and Heads of Service

### Links

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

## Edinburgh Integrated Literacy Strategy

### Recommendations

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To recommend that the Education, Children and Families Committee:

- 1.1 Notes the continued progress with priorities within the EILS action plan 2014-15.
- 1.2 Notes the continuing progress in Service improvement in literacy.
- 1.3 Notes the positive contribution the strategy makes to achieving Children and Families Service Improvement Plan (SIP) priorities.
- 1.4 Notes the progress made in closing the attainment gap/improving outcomes for the most disadvantaged 20%.
- 1.5 Notes the positive contribution the strategy makes to council outcomes and coalition pledges.

### Background

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#### **The Edinburgh Integrated Literacy Strategy (EILS)**

- 2.1 Formally established in 2011, the EILS (0-18) encompasses the ambitious vision, principles and practice outlined in the Scottish Government's *National Literacy Action Plan*.
- 2.2 The main purpose of the strategy, which includes all aspects of literacy within Curriculum for Excellence (CfE), is to improve literacy outcomes for all learners, equipping them with the literacy skills that are essential for success in life and work.
- 2.3 Key priorities are improving outcomes for the most disadvantaged children and young people and supporting families to help their children's reading.
- 2.4 Throughout, there is an emphasis on developing staff capacity to deliver active, engaging and inclusive learning experiences and on meeting the needs of all learners.
- 2.5 The EILS continues to be developed, delivered and monitored through a strong and effective multi-disciplinary partnership of CEC officers from across services and sectors. This includes Additional Support for Learning (ASL) specialists, educational psychologists and lead practitioners in schools. It also includes an extensive range of external partners, including NHS Lothian and Education Scotland.
- 2.6 This successful partnership enables a wide range of lead practitioners to work together with a common purpose. It supports effective access to, and deployment of, resources across services within Education, Children and

Families. It also ensures that EILS approaches are inclusive, with the focus firmly on meeting the literacy needs of all. In addition, more rigorous, evidence-based approaches to introducing new developments and evaluating their impact are now embedded.

2.7 There are two main strands to the EILS:

2.7.1 Universal approaches to support the development of literacy skills and the progress, attainment and achievement of all learners;

2.7.2 Targeted support, primarily in Positive Action (PA) areas, to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy.

## Main report

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### **Strand 1: Universal approaches to support the development of literacy skills and the progress of all learners**

#### **A Common Assessment Framework**

3.1 Standardised tests in reading at the end of P4, P7 and in the second term of S2 continue to provide schools with data to identify those learners who require additional support to develop their reading skills. These assessments also yield diagnostic information which supports teachers to better identify and meet the needs of children. Alongside this, schools work in conjunction with the English as an Additional Language (EAL) service to profile the stages of English of bilingual learners.

#### **P1**

3.2 A new standardised assessment was introduced in P1 in 2013-14. The data show that Edinburgh's results are strong and above the national average.

3.3 In P1 the assessment identified the following specific strengths:

- There is a positive distribution. The CEC cohort has fewer children than the UK in the "very low, below average and average" stanines.
- There are more CEC pupils in the "above average and very high stanines" than the UK average.
- The mean score across all categories is higher than the UK mean score.

3.4 An aspect for Improvement at P1:

- Early word recognition and sound deletion were the aspects which performed least well.

## **P4, P7**

- 3.5 A new standardised assessment, the Nelson Group Reading assessment, was also implemented in 2013-14 for P4 and P7.
- 3.6 In P4 the assessment identified the following strengths:
- Overall performance in reading at P4 is better than that of Maths.
  - Girls at P4 performing consistently well.
  - Edinburgh generally following the UK trend with the overall mean 99.1.
- 3.7 An aspect for Improvement at P4:
- Boys at P4 performing less well than girls across stanine distribution.
- 3.8 In P7, the assessment identified the following strengths:
- Overall performance in reading at P7 is better than that of Maths.
  - Girls at P7 performing consistently well.
  - Positive distribution of scores compared to UK.
- 3.9 An aspect for Improvement at P7:
- Boys at P7 are performing less well than girls.
- 3.10 Follow up work is carried out by Quality Improvement Officers (QIOs) in individual schools where progress is not as strong. Data are also used to identify schools with high numbers of children requiring additional support to make progress with their reading.
- 3.11 A full day's training for teachers by a leading expert in raising the literacy attainment of boys took place in May 2014. Further development work and career long professional learning (CLPL) is planned.

## **Progress through the Broad General Education (BGE)**

- 3.12 Data on children and young people achieving appropriate CfE levels are gathered at P4, P7 and S2 to support monitoring of progress through the BGE.
- 3.13 Ensuring teachers' understanding of standards and that professional judgements of individual progress are valid is a priority for development, both nationally and locally. As a result, a group of 23 cluster primary and three secondary assessment co-ordinators was established in session 2013-14 to take this forward. Each primary school also identified a school assessment co-ordinator.
- 3.14 As well as creating annotated exemplars of work showing achievement at each level, cluster co-co-ordinators have led CLPL sessions on assessment and moderation for teachers in all cluster primary schools and for colleagues from cluster secondary schools.

- 3.15 The cluster co-ordinator group continues to meet and work on exemplifying achievement at each level in reading and writing. A centrally-organised moderation exercise to quality assure standards in a sample of CEC schools is planned.
- 3.16 In recognition of CEC's leading work in this area, further annotated exemplars of achievement at different levels were commissioned by the national assessment team at Education Scotland. These were made available on Education Scotland's national assessment website in June 2014, where they have been very positively received. The writers of these materials are presenting a workshop at the National Literacy Network meeting in March 2015. In addition, three teachers from Edinburgh have been trained as national assessors for talking and listening and a group of teachers were trained and undertook marking in writing for the Scottish Survey of Literacy in 2014.

### **Early Years Literacy**

- 3.17 Extensive *Up, Up and Away* training continues to be provided to enable staff to identify, and plan to meet, the literacy needs of young children.
- 3.18 There is a particular focus on those children who may be at risk of poor achievement and centrally-organised CLPL sessions have been very well attended. In addition, literacy co-ordinators, support co-ordinators and some educational psychologists have been trained in delivering training to others and given the training resources to use.
- 3.19 Educational psychologists monitor the *Up, Up and Away* training their early years settings have received, what use they make of the resource and if they would like to receive further training. Early Years Centre (EYC) managers and literacy co-ordinators have been asked to ensure that the resource is being used effectively in their own centres and the local area.
- 3.20 Parent postcards and the *Literacy Rich Environment* toolkits are widely used. A strategy to consolidate the city wide Peers Early Education Partnership (PEEP) is being developed to further promote parental engagement.
- 3.21 The *Pre Five Assessment and Planning Trackers (APTs)* have been very effective. Education Scotland has commented positively on them and they have been shared with other authorities. A survey has been issued to all early years establishments to further evaluate the impact of the trackers. Staff were asked to comment on the impact of the APT on assessing and tracking progress, planning, engaging parents in children's learning and supporting transition to Primary 1. They were also asked to comment on any challenges or barriers to completing the APT. It was clear from the data received that the APT supported planning, assessing and tracking progress and transition to P 1. There was a varied response in relation to parental engagement in children's learning. Time was seen as the most significant challenge to the implementation of the APT. The information gathered will enable the Early Years Literacy QIO to monitor their implementation and provide further support as required.

- 3.22 Literacy co-ordinators have been appointed in every EYC and are part of a working group to share good practice and ensure that high quality literacy experiences are provided for the children most at risk of failing in literacy. A peripatetic teacher is now allocated to each centre to support literacy development, working closely with the literacy co-ordinator.
- 3.23 The Pre birth to Three Quality Assurance group has organised quality assurance visits to every EYC to monitor and evaluate literacy provision across all stages. Good practice will be shared and support provided as required.
- 3.24 The *Reading Rainbows* book gifting (which in 2014 included a book with a numeracy theme for the first time) is continuing and been extended to Gypsy Traveller Children and those children looked after at home.
- 3.25 Feedback gathered from parents and carers is very positive with high numbers reporting feeling more confident about learning and reading with their children.
- 3.26 The *Assertive Book Bug Outreach Programme*, funded by the Scottish Government, continues to be rolled out to vulnerable families in their own homes with training for staff and partner organisations.
- 3.27 One of the main aims of this work was to ensure that most of the Early Years Centres had at least two staff trained . Currently the focus is on ensuring that that training is being put into practice in working with vulnerable families.
- 3.28 *Bedtime Stories* is an Edinburgh initiative that has developed out of the Early Years Collaborative. It has increased parents book sharing with their children. Many early years settings are now taking forward bedtime stories on the same model. Boxes of new and exciting books to help staff in early years settings choose new books have been put together by Information and Learning Resources. All literacy co-ordinators will receive training on *Bedtime Stories* and will introduce this into their centre. This gifting will continue.

### **The implementation of consistent approaches to teaching reading - The Literacy Rich Edinburgh P1 phonics reading programme**

- 3.29 This is a structured phonics reading programme, developed by a multi-disciplinary group of lead practitioners and CEC literacy officers in 2012. It is designed to improve the decoding and comprehension skills of all primary learners in Edinburgh schools. To ensure the effective delivery of the programme, extensive training is provided.
- 3.30 Feedback from the training sessions on the implementation of the programme continues to be very positive.
- 3.31 Details of numbers trained are available.

### **Literacy Rich Edinburgh P1 Support Materials 2012-2015**

- 3.32 Many primary schools are now using the *Literacy Rich Environment toolkit* developed as part of the early years *Up, Up and Away* resource.

- 3.33 A major new resource to enhance the *Literacy Rich P1 Reading Programme*, the *Story Chat Board Resource*, is now well- embedded in schools. These chat boards provide a visual presentation of sounds, words and phrases relating to the content of a popular storybook. This resource helps develop comprehension skills.
- 3.34 In addition, sets of questions designed to develop Higher Order Thinking skills (HOTS), key skills for learning within CfE, have been developed for each of the 15 storybooks. These can be used by teachers and learners.
- 3.35 Resources on novels to encourage reading for pleasure in P1 and P2 are currently being identified in partnership with Information and Learning Resources staff.
- 3.36 A *Teachers' Guide* on the wide range of resources available to enhance the teaching of reading in early primary has been launched with staff and a CD of practical resources to support teachers issued to all schools.

### **The Literacy Rich Edinburgh P2 phonics reading programme**

- 3.37 The P2 Programme, with the same aims, principles and structure as the P1 programme, is now well- embedded within CEC primary schools.
- 3.38 Feedback from the training sessions on the implementation of the programme continues to be very positive.
- 3.39 A CD of practical resources to support teachers is currently being developed and this will be issued to all schools by the end of May 2015.
- 3.40 From 2011-14, CEC led the Scottish Government funded inter-authority Literacy Hub. As part of the legacy of this partnership, both the P1 and P2 *Literacy Rich* reading programmes and support resources are being implemented in all primary schools in Dumfries and Galloway in session 2014-15 as well as in a number of schools in Scottish Borders.

### **The Reflective Reading approach (formerly known as the Muckle Reading approach)**

- 3.41 To further strengthen the effective teaching of reading in primary schools, two whole-day *Reflective Reading* training sessions for literacy leaders, one in Edinburgh and one in Midlothian, were offered in June 2014.
- 3.42 Forthview Primary School held a whole staff training session jointly with Sighthill Primary in August 2014, prior to implementation of the approach. Forthview is now using the approach across the whole school and initial feedback is positive.
- 3.43 Hermitage Park and Fox Covert RC primaries have also organised whole-staff training this session, again with very positive feedback. Whole- staff training in the approach was carried out in Craigroyston Primary School in January 2015, and is organised at Towerbank for May 2015.

3.44 A further CEC one day professional learning session in the *Reflective Reading* approach has been organised for November 2015 with places offered to all schools.

3.45 Evaluation of the impact of the approach is planned for 2015-16.

### **Paired reading**

3.46 Paired reading is a tried and tested strategy where children who require support and confidence to improve their reading skills work regularly with a trusted reading partner on a one to one basis.

3.47 As a result of a new collaboration between the Quality Improvement Literacy team and the University of Edinburgh's Widening Participation (WP) team, four postgraduate students, who have already undertaken public engagement work with various ages, are about to start paired reading with pupils in two selected primary schools. This is following training from a CEC literacy officer in January 2015.

3.48 The pupils themselves select the book from a selection that the school has set aside specifically for Paired Reading therefore it feels special and personalised.

3.49 The personalised contact and reading with a person who has progressed in education in a sustained way is seen by CEC literacy officers and the university as an important aspect of this project, with benefits for both partners.

### **Literacy and Dyslexia - the Edinburgh framework for identifying and meeting additional needs in literacy**

3.50 The *Edinburgh Literacy and Dyslexia: Identifying and Meeting Needs* resource continues to provide all establishments with an approved approach for identifying and meeting additional needs in literacy.

3.51 Professional learning sessions on making effective use of these guidelines continue to be delivered by Support Co-ordinators at establishment level and through the CEC Continuous Professional Development (CPD) Directory.

3.52 75 schools have received training since 2010. This includes two special schools and six secondary schools (Appendix 2). Refresh sessions on implementing the guidance in primary and secondary schools have been held in the northwest neighbourhood in collaboration with Psychological Services. These were positively evaluated.

3.53 The Literacy and Dyslexia Service training course for teachers was accredited by the General Teaching Council for Scotland (GTCS) in October 2014, the very first dyslexia course in Scotland to be accredited.

3.54 Very positive feedback about the programme was given by the GTCS which commended it as is well-structured, creative and innovative.

3.55 The training programme is delivered through a secondment model, with teachers attending training sessions and working in schools with referred pupils one day a week for one school session. Since August 2010, 24 teachers have



been trained through the secondment model. On completion of the Literacy/ Dyslexia training secondment course, teachers can now gain GTCS Professional Recognition in Support for Learning (Literacy/ Dyslexia).

### **Other**

- 3.56 The service has worked in 47 primary and 10 secondary schools over the past five years, teaching and training staff in assessment, strategies for teaching reading and creating individualised programmes.
- 3.57 150 pupils with severe literacy needs have benefitted from individualised, expert literacy teaching.
- 3.58 Staff from the service have also delivered a range of CLPL courses.

### **The implementation of consistent approaches to teaching writing - the *Big Writing* approach**

- 3.59 This approach offers a structured, progressive approach to teaching writing and supports primary teachers to deliver consistent, high -quality learning experiences in writing.
- 3.60 Extensive training in the *Big Writing* approach has been rolled out across establishments since 2011. A range of different types of training has been provided, including full one- day training and shorter sessions led by local lead practitioners.
- 3.61 Twilight sessions delivered by practitioners and literacy officers continue to be offered in the CEC CPD Directory and are well -attended. Bespoke whole-school sessions at individual schools have also been delivered on request.
- 3.62 In response to feedback from primary literacy co-ordinators, a further full training day, entitled *Moving on with Big Writing*, took place in November 2014. The aim of this course was to recap on the key elements of *Big Writing*, reminding teachers what should be included in a good lesson, and showing ways of extending writing skills. One place was offered to every CEC primary school; 40 teachers attended and the feedback was extremely positive.
- 3.63 Professional learning sessions will be offered again next session.
- 3.64 The CEC database, showing schools and practitioners who have received training in this approach, continues to be updated.
- 3.65 A qualitative evaluation of the impact of this approach to teaching writing has been carried out with a sample of primary practitioners. Strengths include increased teacher confidence in teaching and assessment of writing leading to improved pupil confidence and motivation. Raised standards in writing were also noted by practitioners. Boys particularly enjoy the approach.

## **Literacy – the responsibility of all within Curriculum for Excellence**

### **Literacy Co-ordinators**

- 3.66 Literacy co-ordinators continue to take a leading role in all primary and secondary schools, in Early Years Centres, in some special schools and within School Support Services. This helps ensure that literacy remains a priority for establishments.
- 3.67 Leading work undertaken by literacy co-ordinators in 2014 includes:
- Early Years Centres - introducing the very successful *Bedtime Stories* initiative;
  - Primary – many co-ordinators are leading work at school or cluster level on the assessment and moderation of progress in reading and writing. Some contributed to the national bank of annotated exemplification of levels in reading, writing and listening and talking;
  - The lead secondary co-ordinators presented on their work on skills at the National Literacy Network meeting in November.
- 3.68 Positively evaluated network meetings, which are interactive and support professional reflection and leadership, continue to provide opportunities to share practice and resources and to hear about local and national initiatives.
- 3.69 In 2014-15, the focus of professional learning for secondary co-ordinators is on the development and application of core literacy skills across learning and their importance to employability.
- 3.70 To support this, further work is being undertaken to refresh and review CEC 3-15 literacy and English skills progressions. Core skills in reading, writing and listening and talking are being further highlighted so that teachers and young people are clear which essential literacy skills require to be developed and applied for success at learning and in life and work.

### **Listening and Talking across Learning**

- 3.71 Support in planning and assessment continues to be a priority for development in this area, in particular at primary levels. Development work is currently underway collating good practice in planning for progressive skills development and in assessing talking and listening. A package of guidance and exemplification for teachers is also in development and will be made available early in session 2015-16, supported by professional learning sessions.

### **Literacy Reviews**

- 3.72 QIOs are developing a model for CEC school reviews of 3-15 literacy across learning as part of wider Quality Improvement Team (QIT) work on self evaluation and the self- improving system.

## **Inter-Authority Literacy Hub 2011-2014**

3.73 The Scottish Government funding for the South of Scotland Literacy Hub, which involved the City of Edinburgh Council, East and West Lothian, Midlothian, Scottish Borders and latterly Dumfries and Galloway, ended in June 2014.

3.74 A longer-term, positive outcome of the Hub is a commitment to sustaining professional collaboration and positive working relationships across the authorities involved. As a result, CEC continues to foster positive links with all of the former Literacy Hub authorities and policy and practice continue to be shared:

- East Lothian is promoting a celebration of reading for enjoyment which will be hosted at Murrayfield Stadium and young people from several of the Hub authorities, including CEC, will attend;
- East Lothian's *Oor Reads*, which promotes whole school approaches to reading for enjoyment, is being shared nationally and was established as a result of the original Hub funding;
- CEC is sharing its approach to developing the reading school via the model at Forthview Primary and the creation of a structured, progressive CEC reading for enjoyment programme for P4-P7;
- A guide to strategies for teaching close reading for P5 – S3 will be launched in March 2015. This resource is the result of collaborative Hub working;
- CEC continues to invite representatives from the other Hub authorities to attend CLPL sessions such as CfE in –service days on the new qualifications, the Advanced Higher creative writing conference and a reflective reading training day;
- CEC officers have had discussions with Midlothian regarding an interdisciplinary initiative called *Moscars* designed to promote skills in digital literacy and integrate second level experiences from across the curriculum. It also develops pupils' skills in film-making, team working, enterprise and leadership. The initiative received a COSLA award. It will be discussed at a future meeting of the CEC Literacy Improvement Group with a view to identifying transferrable practice.

### **Developing the reading school**

3.75 A major priority for Literacy Hub work in 2013-14 was promoting reading for enjoyment. This has led to a pilot at Forthview Primary School, led by the headteacher and supported by CEC literacy officers. It sees a radical change of approach to fostering the enjoyment of reading in an area of disadvantage, with all pupils, staff and parents reading together from the outset.

3.76 An adults' reading group now meets regularly while the Forthview Fathers' group has reviewed graphic novels and comic books for senior classes as a way of encouraging dads to read for enjoyment. A Patron of Reading, local

author Lari Dan, who is funded through Book Trust Scotland's Live Literature scheme, has been appointed and visits the school regularly to promote reading for enjoyment. Other author visits and storytelling sessions are arranged for all stages to which parents are invited.

- 3.77 P6 and 7 pupils wrote a book of World War 1 poems, *Stolen Lives*, illustrated with the support of students from the Edinburgh College of Art. The book was launched at Edinburgh Castle with the involvement of Historic Scotland, followed by readings of the poems by professional actors at the Festival Theatre attended by pupils and parents.
- 3.78 The project won a Children and Families Award in September 2014, in the *Improving Literacy Outcomes* category.
- 3.79 The school has also been successful in gaining funding from the Education Scotland Access to Education Fund to support the refurbishment of the library.
- 3.80 A CLPL session, open to all practitioners, was offered by the headteacher and CEC literacy officers; this was positively evaluated and will run again in 2015-16. Primary literacy co-ordinators were updated on the pilot at their network meeting in November 2014. As a result of this, several schools have asked Information and Learning Resource officers to advise on the refurbishment of their school libraries.
- 3.81 Other current work on developing the reading school and promoting reading for enjoyment includes the development of a structured, progressive CEC reading for enjoyment programme for P4-P7 pupils. This will be piloted in the summer term of 2014-15, with the intention that it will be rolled out to all CEC primary schools in session 2015-16.

**Strand 2: Targeted support, primarily in Positive Action areas to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy (the most disadvantaged 20%)**

**Primary Reading Intervention for P5-7 children in Positive Action and other schools – *Fresh Start***

- 3.82 *Fresh Start* is a targeted reading intervention programme for learners in upper primary who have not made the expected progress in literacy.
- 3.83 It provides an interactive, fun, group approach to teaching reading and writing for identified learners in P 5 to P 7. The approach looks at how to decode text, how to improve comprehension of what has been decoded and also how to produce and improve written work such as stories and reports.
- 3.84 An updated overview of the 40 schools involved in *Fresh Start* 2012-14 (and the equivalent programme for younger children, *Read, Write, Inc*) is attached in Appendix 3.

- 3.85 Schools continue to be supported by the CEC Support for Learning Service and meet termly to share effective practice. There is an identified *Fresh Start* lead in each school and leads' meetings are held twice a year.
- 3.86 To enhance and enrich the reading experience for those children on the *Fresh Start* programme, funding was made available through the Literacy Hub in June 2014 for boxes of inspirational reading texts. Feedback on the impact of these reading for enjoyment materials is available.
- 3.87 Two further sets of reading boxes are being compiled to complement the remaining 20 modules in the *Fresh Start* programme. These will be piloted and should be ready for introduction to all schools involved next session.
- 3.89 A full evaluative report on the positive impact of the *Fresh Start* programme in 2013-14 is available.

#### **Results – session 2013-14**

- 3.90 Training and support was important to the successful implementation of the programme.

#### **Quantitative data showing the impact of *Fresh Start***

- 3.91 Statistically significant improvements in attainment have been demonstrated.
- 3.92 There were positive gains in reading in 32 of 33 schools; there were also statistically significant gains over the whole sample.
- 3.93 There were positive gains in 21 of 31 schools; there were also statistically significant gains over the whole sample.

#### **Qualitative data showing the impact of *Fresh Start***

- 3.95 School staff members were questioned about the approach and all the respondents agreed or strongly agreed that there had been a positive impact on the pupils, including EAL pupils, in terms of literacy skills, confidence around reading and enjoyment of reading.
- 3.96 Pupils confirmed these findings with their own feedback about their improved reading skills and their enjoyment of the *Fresh Start* programme.
- 3.97 Parents also provided positive feedback.
- 3.98 The evaluation shows that *Fresh Start* Phase 1 has been a success. A short film of *Fresh Start* in action at Castleview PS can be seen at <http://youtu.be/yLSD0co9SoY>

#### **Read Write Inc.**

- 3.99 *Read Write Inc* (RWI) is a phonics- based programme, which helps children learn to read and write while also developing a wide range of vocabulary and encouraging a love of stories. The approach is very similar to that of *Fresh Start* but designed for younger children.

- 3.100 All existing *Fresh Start* schools were invited to take part in the programme in 2013-14. 12 schools opted in and another seven schools participated, selected by analysis of P2 literacy attainment. In addition, one special school is being supported through the project.
- 3.101 In August 2014, a further 24 schools expressed interest and each funded training for two members of staff. Of these, 14 are now delivering *Read Write Inc* to P3 pupils who have not made expected progress in reading through P1 and P2.
- 3.102 The CEC Support for Learning Service offers continuing support through school mentoring visits and termly sharing practice sessions.
- 3.103 There is an identified *Read Write Inc* lead in each school and leads' meetings are held twice a year.

**Quantitative data showing the impact of *Read Write Inc* 2013-14**

- 3.104 Statistically significant improvements in attainment have been demonstrated with positive gains in reading in all 19 schools and statistically significant gains over the whole sample.
- 3.105 Positive gains in spelling have been noted in 17 of the 19 schools and statistically significant gains over the whole sample.

**Qualitative Data showing the impact of *Read Write Inc*.**

- 3.106 *'RWI has been hugely successful, especially for the pupils' confidence';*
- 3.107 *"Very positive impact and fast results with 2 EAL children";*
- 3.108 *'I would like to come more often and stay longer because I like it.'*

**The SRA Reading Programme (Secondary S1/2)**

- 3.109 The *SRA Corrective Reading programme* (also known as *Fast Track*) is designed to systematically assist learners with decoding and comprehension skills when they are learning to read fluently.
- 3.110 It has been used in several CEC secondary schools for a number of years and following their successful implementation, it was rolled out to all secondary schools. It has also been introduced in selected special schools.
- 3.111 A full analysis of the impact of the programme was carried out in 2013-14. Data show that where the programme was implemented effectively, learners who had previously had difficulty made significant progress in their reading.
- 3.112 A total of 444 learners was analysed across 22 of the 23 secondaries.
- 3.113 All schools showed improvement in the mean of their standard scores from August 2013 to June 2014. 16 of the schools showed statistically significant improvements in these scores. The remaining six schools all showed positive trends but not to a statistically significant degree.

- 3.114 From August 2013 to June 2014, there was a highly significant gain in the overall mean score for the sample of 444 learners.
- 3.115 The overall population undertaking the *Fast Track* programme also moved to having a standard score in the average range.

### **Conclusion**

- 3.116 CEC data suggest the *Fast Track* reading programme is an effective way of teaching poorer readers to read. Overall scores have improved to fall within the average range having previously been below it. This is highly significant as a large majority of the learners involved are now at the stage of becoming independent readers.
- 3.117 Looking at individual learners across the entire sample, the programme is making a significant difference to a majority of those involved. Where learners complete the programme or are close to the required number of sessions, it is rare not to find improvement.
- 3.118 This statistically significant quantitative finding is also supported by reports from young people and staff on the qualitative processes linked to being involved in the programme. Young people move on in the programme and young people and staff enjoy using it.
- 3.119 All schools taking part in the evaluation showed gains in functional reading ability, with some schools producing significant statistically significant gains. This was in the schools where a big enough group of participants completed the programme as stipulated.
- 3.120 Most of the best performing schools had 15 or more learners who completed the programme. Eight schools had 25 or more students involved and seven of these eight schools also made very significant gains.
- 3.121 The robustness of the data in 2014 is stronger than 2013's and shows a major positive impact across CEC secondary schools.

### **Additional Literacy Support for Looked After Children (LAC)**

- 3.122 Looked After Children (LAC) in all CEC schools continue to receive targeted intervention to improve their reading skills. These are selected from programmes already available within the EILS.
- 3.123 Preschool giftings continue through the *Imagination Library*, where a book is sent to the child's home address every month from birth until the child's fifth birthday. *Reading Rainbows* is another targeted early years gifting which is provided for all children in Positive Action schools and for all Looked After Children, wherever they live in the city.
- 3.124 The Service was able to secure funding for a picture book for every Looked After primary school -aged child from Scottish Book Trust and to work with them in ensuring that all the children received their book through their educational psychologist.

- 3.125 This was a total of 162 books for 162 children, with the books gift wrapped and accompanied by coloured pencils and book plates.
- 3.126 Additionally through funding from Scottish Book Trust, 150 books were distributed by educational psychologists, to all primary aged children who were LAC living at home.
- 3.127 The LAC literacy group continues with work in CEC Young People's Centres and with Out of Authority LAC pupils. The needs of CEC's LAC population being cared for and educated elsewhere are also addressed through a programme of visits by educational psychologists to schools in other local authorities.
- 3.128 In 2014-15 the attainment of LAC pupils is being addressed through the Corporate Parenting Plan. The LAC literacy group continues its work within this framework.

***Word Boost (formerly Enhanced Vocabulary Teaching)***

- 3.129 The *Word Boost* approach supports children to extend their vocabulary and apply the new words they have learned in their reading and writing. It was developed and implemented in CEC primary schools by leading Speech and Language Therapists (SLTs) from NHS Lothian. It has now been rolled out to 11 PA primary schools, including some nurseries.
- 3.130 A manual for teachers and a range of electronic resources for Nursery – Primary 7 are available to teachers.
- 3.131 Interviews with 23 teachers involved in the delivery of *Word Boost* were carried out in December 2014. Their professional reflections and experiences will be analysed using qualitative techniques as part of the ongoing evaluation of the impact of *Word Boost*.
- 3.132 Further roll out of the approach to more schools is planned for 2015-16.

***Adult Literacies***

- 3.133 Community Learning and Development staff (CLD) continue to provide a range of community based learning opportunities to adults needing to improve their literacy (and numeracy) skills using a social practice approach as outlined in the *Adult Literacies in Scotland Guidance 2020*.
- 3.134 The first strand of this provision is to work with learners to improve their own and their families' life chances through learning around employability, financial literacy, core skills, work with young adults 16-25 years, and English as a Second Language.
- 3.135 The second strand is to provide a range of family learning activities for parents and carers in positive action schools and early years establishments to enhance children's readiness for school and to support parents in the development of children's pre-literacy and literacy skills. In 2013-14, 1800



parents and carers in targeted establishments took part in a range of projects, events, groups and transition activities.

3.136 CLD works alongside a range of partner agencies, schools and early years establishments, libraries, colleges, NHS Lothian, and voluntary organisations to deliver literacies and to embed literacy in other activities targeted at those most in need of the provision. There are regular opportunities for staff, including volunteer tutors, to gain SQA qualifications under the National Professional Framework for adult literacies.

3.137 CLD also provides adult literacies training to partner agencies' staff.

### **Celebrating CEC achievements in Literacy 2014 to date – some highlights**

3.138 Literacy work in CEC schools has received positive attention, as follows. In addition, many of these events have been reported in the *Bright Futures* blog which goes to all schools. These include:

- In September 2014, the reading pilot project led by Forthview PS, *West Pilton Reads*, won the Children and Families Award in the category *Improving Literacy Outcomes*.
- In December 2014, the school was successfully awarded £5000 from the Scottish Government's Access to Education Fund to help refurbish their library.
- The improvement in secondary pupils' reading scores through the use of the *Fast Track* reading programme.

### **Media Success**

3.139 There has been positive media attention given to the literacy events, including:

- The launch of the Green Pencil (Creative Writing) Award in August 2014;
- The CEC Advanced Higher Creative Writing Conference, run in partnership with the University of Edinburgh, the Scottish Book Trust and the Scottish Poetry Library attended by 250 senior pupils from CEC secondary schools in September 2014;
- The visits to Forthview PS by former UK Children's Laureate, Julia Donaldson, and by children's author John Fardell were covered by STV, BBC Radio Scotland and the *Evening News*;
- STV covered the launch of Forthview pupils' poetry book, *Stolen Lives*, at Edinburgh Castle and the Festival Theatre in September 2014;
- Over the summer of 2014 two very favourable articles and editorials appeared in *The Edinburgh Evening News* and the *Times Educational Supplement Scotland* highlighting the positive results of *Fast Track* in CEC secondary schools.

## **Other**

- 3.140 Pupils from Gilmerton PS attended the launch of the National Library of Scotland's new Scots Language website in October 2014, following their participation in the pilot for this work.
- 3.141 The Green Pencil Award ceremony at Central Library in November 2014, when 20 finalists from a record number of over 1000 entries were awarded prizes.
- 3.142 The launch of Dalry Primary pupils' book, *Hearts and Minds*, at Tynecastle Stadium in December 2014.
- 3.143 The Cabinet Secretary for Education made her first school visit to Forthview Primary School following her appointment in October 2014, where she met with pupils, parents and staff. The visit was filmed and appeared on the Scottish Government website.
- 3.144 The First Minister, Nicola Sturgeon, visited Castleview Primary School in December 2014 to see the very successful early years literacy work done there.

## **Professional Recognition**

- 3.145 The Head of Service, Supporting Learning Services, delivered a seminar on *Fresh Start* in Edinburgh schools at the 2014 Scottish Learning Festival.
- 3.146 The QIO Literacy and Languages visited nine secondary schools across Scotland to assess their progress with literacy in the spring of 2014. This was as part of evidence gathering for the national CfE review of progress with literacy and English. This review is being launched at the National Literacy Network meeting in March 2015 and will highlight key strengths and aspects for development in literacy and English nationally.
- 3.147 The headteacher at Forthview PS presented on the CEC Word Boost programme at the National Literacy Network Conference in November 2014.
- 3.148 At the same conference, the lead secondary literacy co-ordinators also presented on their work on literacy across learning.

## **Literacy Events Calendar**

- 3.149 After the success of the original print calendar, the online version was launched in November 2013. This continues to be used to highlight Literacy events and good practice and is being regularly updated. Although it is split into age categories, information is mainly organised by primary and secondary sector.
- 3.150 The site is monitored and all posts have to be cleared by staff in Information and Learning Resources.
- 3.151 The next stage of development will be embedding the actual calendar into the blog, which will allow us to develop a live literacy calendar. Work has started on this.

3.152 The blog is used heavily by a number of practitioners, in particular the secondary school librarians, to highlight their work. A review of the site will take place later in 2015.

## Measures of success

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4.1 These are encompassed in previous sections.

### **Children and Families Service Improvement Plan**

#### **Priorities for Improvement:**

- Our children and young people are successful learners, confident individuals and responsible citizens, making a positive contribution to their communities;
- Our children and young people at risk, or with a disability, have improved life chances;
- To improve the educational attainment of the lowest achieving pupils;
- All learners with additional support needs have their needs met;
- To improve life chances for Looked After Children including increasing the focus on Corporate Parenting;
- To increase the number of young people who enter and sustain positive destinations.

## Financial impact

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5.1 This work is funded within existing budgets.

## Risk, policy, compliance and governance impact

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6.1 There are no adverse impacts arising.

## Equalities impact

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

## Sustainability impact

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8.1 This work has been mainstreamed.

## Consultation and engagement

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9.1 The Edinburgh Integrated Literacy Strategy is characterised by high levels of partnership working involving learners, parents, practitioners from across services and sectors within Education, Children and Families, from other authorities and with an extensive range of other external partners.

## Background reading/external references

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- [The National Literacy Action Plan 2010](#)
- [Read on Get on - Save the Children 2014](#)

### Gillian Tee

Director of Children and Families

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## Links

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<b>Coalition pledges</b>	P5 – Seek to ensure the smooth introduction of the CfE and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	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
<b>Single Outcome Agreement</b>	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	<ol style="list-style-type: none"><li>1 The Edinburgh Integrated Literacy Strategy Action Plan 2015-16</li><li>2 Literacy and Dyslexia Guidelines CPD sessions</li><li>3 Literacy Interventions in Primary schools in 2012-2015</li></ol>

**City of Edinburgh**

**Children & Families**

**Integrated Literacy Strategy Action Plan**

**Session 2014-15**

## **The Edinburgh Integrated Literacy Strategy Action Plan 2014-15**

### **Context and Rationale**

*“Our overarching vision is ... to raise standards of literacy for all from the early years to adulthood.”*

**Literacy Action Plan: an action plan to improve literacy in Scotland**

Scottish Government 2010

*“Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy numeracy and health and well being.”*

**Curriculum for Excellence Entitlements**, Education Scotland 2011

### **Edinburgh Children and Families Service Improvement Plan 2011-14**

*Strategic Objective 2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities*

*Priority – Educational outcomes for the most disadvantaged are improved, with a particular focus on literacy skills*

- *Develop and deliver a strategy to improving outcomes for lowest attaining young people*
- *Implement the Integrated Literacy Strategy for the lowest attaining 20%*

Literacy development is a key national and local priority. City of Edinburgh Council's Integrated Literacy Strategy is underpinned by the Scottish Government's Literacy Action Plan as well as by other national guidance, including literacy as the responsibility of all within Curriculum for Excellence.

Edinburgh's overarching vision reflects that of the national action plan: to raise standards of literacy for all learners at all stages, enabling individuals to participate confidently in a wide range of roles in a modern society and to contribute positively to their local communities.

## **The Strategy**

The Strategy is based on multi-disciplinary partnership working across services and sectors. It has two main strands: inclusive universal approaches to support the development of literacy skills and progress of all learners and targeted interventions to meet the needs of those learners who require additional support and opportunities to develop their literacy skills.

It involves the joint identification, development and systematic implementation of evidence-based programmes, supports and resources to promote reading and other literacy skills.

Edinburgh's Integrated Literacy Strategy is inclusive and pervasive, operating across the CEC's *Early Years Framework*, the *Parenting Framework and Getting It Right*. It also encompasses all aspects of literacy within *Curriculum for Excellence*.

## **Aims**

The Edinburgh Integrated Literacy Strategy aims to raise attainment and achievement and improve literacy outcomes for all learners through:

- ensuring access to well-planned literacy programmes and courses across the 4 contexts of the curriculum
- building on inclusive practice
- providing a framework which is designed to improve learners' experiences in literacy

- differentiating learning to meet the needs of all, including those who require additional support and opportunities to progress in literacy
- building the capacity of staff in all sectors to develop appropriate skills and knowledge through career- long professional learning and co-ordinated support to establishments
- effective partnership working
- ensuring a focus on overcoming the link between poor literacy development and barriers to learning such as deprivation
- ensuring all teachers are aware they are responsible for literacy and equipped to develop and extend the literacy skills of learners

## **Our Expectations**

Our expectation for our children, young people and adult learners in Edinburgh is that they are competent readers, able communicators and lifelong learners.

The development of good literacy skills should be a progressive journey through a series of well planned, relevant and engaging and motivating learning experiences, aimed at achieving high levels of literacy for everyone.

*Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.*

## **Curriculum for Excellence Literacy and English Principles and Practice 2009**

The development of literacy skills is the responsibility of all teachers in our schools and all professional staff in related education services, including Community Learning and Development.



## Integrated Literacy Strategy Improvement Plan 2014-15

<p><b>Priority – Early Years</b>  <b>Implementation of strategies to identify and support the development of early literacy, including interventions, support for transitions and early communication</b></p>	<p><b>Overall Responsibility</b>  Heather Gorton  Eve Lyon  Marion Rutherford</p>	<p><b>QIs</b>  <b>1.1,2.1, 5.1,5.3,5.9</b></p>
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading.

Impact: Children's literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners' needs in literacy. Raised achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Early Years Centre Literacy Co-ordinators will ensure that the use of <i>Up, Up and Away</i> is consolidated in every early years centre and good practice shared with other early years colleagues	Literacy Co-ordinators, Eve Lyon, Heather Gorton	<i>Up, Up and Away</i> Further training Termly meetings of literacy co-ordinators	From November 2014	All centres have nominated a literacy co-ordinator. This group has now met on three occasions and received further training in <i>Up, Up and Away</i> , the bed time stories intervention and book choices for this age group. Co-ordinators have been given a pack of materials that will enable them to deliver <i>Up, Up and Away</i> training to others.
ASL services, EPs, QIOs and SLTs to support all early years settings in use of up, up and away as a Pathway 1	ASL services, EPs, QIOs, SLTs	<i>Up, Up and Away</i> Further training/ support can be accessed from the early years literacy support group if needed	From August 2014	Further training has been given to key agencies in delivering <i>Up, Up and Away</i> training and a resource pack of training materials passed on. Training continues to be available in the CPD Directory and bespoke training has

and 2 resource for assessing and supporting children at risk of literacy failure.				been organised where it has been requested.
Produce, circulate and evaluate a survey monkey to all early years staff re effectiveness, usefulness and impact of the literacy Assessment and Planning Tracker (APT)	Eve Lyon	ICT support in implementing and evaluating survey monkey  Outcome to be fed back to Children and Families committee and taken forward in supporting practice in all settings.	October 2014	The survey monkey has been circulated and the results discussed, with next steps planned. A report on this has been produced.
Review and compress EAL section of APT following review through early years collaborative work	Tessa Humby, Eve Lyon, Heather Gorton	Data from feedback so far. Time to meet and forward plan. Mechanism for disseminating and sharing new format	January 2015	This piece of work is still in progress.
Link Assessment and Planning Tracker with electronic learning journals to ensure a consistent and time efficient approach	Eve Lyon and Lesley McDowell	Ongoing discussion re adaptation of soft ware. Evaluation of impact of this in early years settings	Ongoing since August 2014	A meeting has taken place with the author of the e-learning journals and further adaptations made to the way tracker data is collated and shown. The author is working closely with the authority and the e-learning journals are now being piloted across two primary schools.
Further develop use of Assessment and Planning Tracker as a nursery to P1 transition tool using early years collaborative methodology	Heather Gorton	Staff time to adjust and evaluate	Ongoing since March 2014	Further work was carried out in one city nursery class. Staff were able to use information from the APT to plan more effectively for children with additional support needs and to engage parents in supporting their child. A face to face meeting with the children's P1 teacher to share information and help with initial planning for P1 was found to be helpful. Staff identified some barriers and some new approaches are currently being trialled to over come these.

<p>The quality assurance 0-3 group will moderate 0-3 self evaluative reports within SQIPS and make recommendations as to good practice using the self evaluation tool kit</p>	<p>Quality assurance 0-3 group</p>	<p>0-3 self evaluation tool Time to collate, evaluate and offer feedback on SQIPs</p>	<p>March 2015</p>	<p>This work has begun and is ongoing. Links have been made through the literacy coordinators group. The Quality Assurance group has produced a Birth to Three self-evaluation toolkit and this has been circulated to every early years centre. Staff use the toolkit to identify strengths and areas for development. The toolkit is also used to support self-evaluation in the Standard and Quality report.</p>
<p>Consider ways of further rolling out Visual Support Project across the city</p>	<p>Visual Support Steering Group</p>	<p>Develop a training for trainers pack Consolidate resources Finalise evaluation of tier 1 Link with special schools</p>	<p>From September 2014</p>	<p>In March 2015 training for trainers will be run to support further spread of the project. Liaison has taken place with special schools and a training programme for them is also being planned.</p>

<b>Priority – Early years – Sustainable book gifting and co-ordination of national reading initiatives</b>	<b>Overall Responsibility</b> Aileen Mclean Cleo Jones	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading.

Impact: Children’s literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners’ needs in literacy, in particular in the lowest 20%. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Further Evaluation of <i>Reading Rainbows</i> including feedback from Early Years and Library staff as well as parent carers.  We also hope to increase the participation.	<i>Reading Rainbows</i> Steering group  Cleo Jones (Chair)	Staff time for producing suitable questionnaires.  Budget for incentive to take part in parent/carer evaluation, this year zoo tickets	Oct 2014	Evaluation complete, feedback reported and improvements made to initiative.  Identification of further vulnerable groups who may benefit from the gifting
Further report on the success of <i>Reading Rainbows</i> and its impact on some of the most vulnerable families in the city.	<i>Reading Rainbows</i> Steering group  Cleo Jones	Time for writing report	March 2015	Joint report submitted to relevant management teams

<p>To roll out <i>Book Bug</i> Assertive Outreach across the city by ensuring that at least 2 members of staff in every Early Years Centre are trained and starting to use BBAO in the home or in small groups.</p>	<p>Cleo Jones, Heather Gorton, Edinburgh Bookbug Assertive Outreach Steering group</p>	<p>Time for meetings  Time for further CLPL  Time for staff within Early Years Establishments to work with the most vulnerable families using <i>Bookbug</i> Assertive Outreach.</p>	<p>March 2015</p>	<p>That at least 2 members of staff are trained in every Early Years establishment and that families have been supported to help develop their child's literacy and improve their family relationships.</p>
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<b>Priority – Early years – Support for parents and carers in the development of their children’s literacy</b>	<b>Overall Responsibility</b> Dinah Pountain	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy skills

Impact: Children’s literacy skills are enhanced beyond the curriculum. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Secure future funding to develop a focus on literacies and employability work with parents of young children	CLDMs	Funding from ESF (matched with CLD service funding)	April 2015	ESF funding is due to start mid 2016 and CLD has applied for funding for this area of work.  3 staff have been trained in the new PEEP accredited units which now include employability-related work in the course material
Recognise the role of all age literacy learning ( National Literacy Action Plan) in discussion around the design of a pilot provision within a local area which aims to provide a coherent approach to literacies learning between parents and children	CLDMs	Support from ALO Education Scotland  CLD manager Senior Education Manager (schools) Moray House staff	Start discussion in Autumn 2014	Discussion has started in 2 primary schools in the City on a ‘tests of change’ basis within a context of engaging hardly reached families to identify barriers to children’s learning.  The specific linkage to the National Action Plan was not seen by colleagues as useful at this time

<p>To support parents/carer in the use of <i>parent postcards</i> through further piloting of '<i>It's All About Maths</i>', co-ordinated through CLD Family Learning/Educational Psychology</p>	<p>Barbara Middleton/Anne Renwick</p>	<p>3-6 week group work sessions with parents/carers in early years settings</p>	<p>October 2014-March 2015</p>	<p>Use of parent carer postcards and further piloting of <i>All About Maths</i> was rolled out to other schools in the City on the basis of successful delivery at Moffat Campus</p>
<p>Contribution from CLD Family Learning to support for parents/carers in the development of their children's literacy through programmes such as Transition from Nursery to Primary</p>	<p>FL workers/CLD manager</p>	<p>Continuation of successful programmes</p>	<p>2014/15</p>	<p>Transition sessions continue to be delivered by family learning in partnership with schools both before and after admission to P1.</p> <p>Take- up of pre-admission sessions averages 80% of parents targeted</p>

<b>Priority –Primary Age – Consistent Approaches to Reading P1/2</b>	<b>Overall Responsibility</b> Janice MacInnes	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner confidence in developing reading skills and supporting individual progress

Impact: Children's reading skills and learning experiences are enhanced beyond Improved meeting of learners' needs in reading. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue delivery of LRE P1 and 2 training	LRE working group JM	Staffing Time for training	Aug/Sept 2014	Completed in line with schedule. Positive feedback received.
Evaluate LRE P1 resources Compile LRE P2 resources and issue to all schools	LRE working group JM	Staffing Time for training	March 2015	Work on going.
Evaluate YARC results for P1 and share key messages with all relevant staff	JM	QIO time	Sept 2014	Completed and messages shared with key leads and networks.
Review LRE P1 and 2 teachers' book for reprint in June 2015	LRE working group JM	Staffing Time for training Reprint cost	Mar-May 2015	Planned once group has finished P1 and P2 resources tasks.



<b>Priority – Early Years/Primary – Consistent Approaches to Writing</b>	<b>Overall Responsibility</b> Evelyn Love-Gajardo	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner confidence in developing writing skills and supporting individual progress. Improved transitions in writing.

Impact: Children's writing skills and learning experiences are enhanced. Improved meeting of learners' needs in writing. Improved enjoyment, progress and achievement in writing.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Deliver further training in <i>Big Talk</i> for the early years Organise an Emerging Practice session for Big Talk to allow sharing of good practice and resources	Evelyn Gajardo SLWG- <i>Early Talk</i>	DO time Payment to teaching staff for CPD sessions	By May 2015	Sessions planned for 2015 included in CPD Directory
Deliver further training in Big Writing for teachers new to the approach, either as CPD twilight sessions or whole school training on request Provide an opportunity for sharing good practice in Big Writing through twilight CPD	Evelyn Gajardo Pam Briggs(after April 2015)	DO time	Ongoing throughout session 2104/15	Session undertaken in January 2015 and a further session planned for May 2015 and in CPD Directory.

Provide training for schools who have been using Big Writing for some time and are now ready to take it further	Evelyn Gajardo	Official training session, 'Moving On with Big Writing' led by Anne Glennie booked for 7th November 2014	November 2014	Completed in November 2014. Session attended by 40 teachers and positively evaluated.
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<b>Priority – Primary Age – Targeted P3 reading intervention Read, Write Inc</b>	<b>Overall Responsibility</b> Sandra Milne	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: *Read, Write Inc* successfully embedded in Phase 1, Phase 2 and self-funded schools

Impact: The reading skills of children in the lowest 20% are enhanced. Improved meeting of learners' needs in reading Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise training for additional staff in 19 <i>RWInc</i> schools.  Organise training for 24 new schools	Sandra Milne Hilary Aitken	Time (Schools self funding)	By end September 2014	Completed
Monitor and support <i>RWInc</i> schools	Hilary Aitken Sandra Milne Support Co-ordinators	Time for meetings, school visits	From end September 2014	Ongoing
Organise and lead Sharing Practice sessions and <i>RWInc</i> Leads' meetings.	Hilary Aitken Evelyn Gajardo	Time for planning and meetings	by end May '15	Continuing
Produce training film to support staff in developing good practice in delivery of the programme's strategies	Hilary Aitken Alistair McArthur Sandra Milne <i>RWInc</i>	Time for planning, filming, editing	By end June 2015	In development

	teachers and children			
Evaluate and report on impact of RWInc programme	Sandra Milne Educational Psychologist	Data collection and report writing time	By September 2015	On -going evaluations being gathered. Data collection planned for end of session to allow time for full impact of programme.

<b>Priority – Primary Age - Targeted P5-7 Reading Intervention Fresh Start</b>	<b>Overall Responsibility</b> Sandra Milne	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome : *Fresh Start* successfully embedded in 39 *Fresh Start* schools

Impact: The reading skills of children in the lowest 20% are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise training for additional/new staff in 39 <i>Fresh Start</i> schools	Sandra Milne Joan Shelley	Cost of training and resources Time	By end August 2014	Completed
Monitor and support schools through matching, school visits, promotion of self evaluation tool, observation of good practice opportunities, modelling	Joan Shelley  Lead <i>Fresh Start</i> practitioners	Time for meetings, visits and organisation	From September 2014	Ongoing
Support maintenance stage of the <i>Fresh Start</i> programme	LIPS steering group	Meeting time and school visits/liaison	September to June 2015	Ongoing
Evaluate and report on impact of <i>Fresh Start</i> session '14 – '15	Sandra Milne Pam McIlwaine	Time for data collection and writing	By September 2015	On schedule. Data collection under way.

<b>Priority – Literacy and Dyslexia</b>	<b>Overall Responsibility</b> Sandra Milne	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome; practitioner confidence in identifying and meeting the needs of children with dyslexia are improved through CPD, sharing practice

Impact: The reading skills of children enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise and deliver training to 5 new teachers seconded to the Literacy and Dyslexia Support Service	Hilary Aitken Sandra Milne	Development and delivery time. Funding to schools for cover. Resources	From September 2014	Recruitment completed and training now under way.
Provide teaching and in school training to pupils and staff. Provide advice to parents. Continue to promote effective use of CEC guidelines	Hilary Aitken LDSS teachers Support Co-ordinators	Development and teaching time Secondments	From September 2014	Under way and on schedule
Evaluate and report on work of the service	Hilary Aitken Seconded teachers	Time for data collection and writing	By mid June 2015	Data collection on schedule

<b>Priority – Targeted Support for Looked after Children</b>	<b>Overall Responsibility</b> Martin Gemmell (subsequently) Sheila Cornes	<b>QIs</b> <b>1.1,2.1, 5.1,5.3,5.9</b>
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Outcome: Effective development of systems to ensure Looked After Children (at home with carers and out with Edinburgh) have equivalent attainment levels to non-LAC comparators.

Impact: The reading skills of LAC/ pupils are enhanced. Improved meeting of LAC/ pupils' needs in reading. Improved enjoyment and achievement in reading for Looked After pupils.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Address attainment of LAC / pupils through the Corporate Parenting Plan.	All staff	Psychological Services staff	All reviewed June 2015. Ongoing.	All reviewed June 2015. Sheila Cornes, 16+ Manager and former DHT Pupil Support currently leading on raising attainment of LAC.  New national P1 literacy assessment and action resource, POLAAR, will be launched on 24 <sup>th</sup> February. Key early years and primary staff will attend and feedback on next steps.
Continue with work in YPCs and with Out of Authority LAC / pupils.	LAC Literacy group	Psychological Services staff – YPC staff	Ongoing	Profile of LAC living out with Edinburgh being raised through in-school work of educational psychologists.
Distribute 162 books through funding from Scottish Book Trust to all primary aged children who are LAC at home.	Relevant Educational Psychologists	Psychological Services staff	By Dec 2015	All books gifted and positive feedback provided

In schools with high numbers of LAC/ pupils, continue to ask for attainment data for these pupils (age - 6 year old – 16 year old)	Specific psychologists	Psychological Services staff	Ongoing	June 2015. Research shows that the act of asking is what raises the profile. We can get this data from other means (e.g. SEEMIS) but asking schools as Corporate Parents produces the increase in scores that indicates progress.
Track small Primary 1 cohort of LAC / pupils where baseline scores were lower than 85 for literacy, numeracy or both	MG, PMcIL, LM, RC	Psychological Services Attainment Group	Ongoing	June 2015 – though sustainability of gains may also need to be considered.
Continue to provide training in paired reading and <i>Toe by Toe</i> should this be required.	ASL Services – Sandra Milne and specific psychologists	Support Co-ordinators/Literacy Teachers	Ongoing	This training need has not been taken up so much recently.



<b>Priority – Enhanced Vocabulary Teaching</b>	<b>Overall Responsibility</b> Gill Earl (previously Marysia Nash till October 2014)	<b>QIs</b> <b>1.1,2.1, 5.1,5.3,5.9</b>
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**Outcome:** Practitioner confidence in developing children’s vocabulary in schools within positive action areas (and other schools deemed appropriate) is enhanced

**Impact:** Children’s spoken and written language shows evidence of enhanced vocabulary use. Children’s interest, enjoyment and understanding of the power of words is extended

Monitor approach in SHPS	M Nash/ G Earl	2 monitoring sessions  Word Boost ‘support’ Teachers	by October 2015  by June 2015	Whole school and Nursery engaged in Word Boost  100% of words targeted  New HT and PT attended Word Boost CPD 19/9/14
Consolidate approach in Forthview Primary (including nursery)	Marysia Nash and Gill Earl Carol Baines (SLT assistant)	Word Boost ‘support’ teachers identified  Some further upper school CPD New teacher CPD provided  Revised manual	By end October 2014    By June 2015	All teachers in the school following the approach  100% of ‘prescribed’ number of words for each year group, nursery – Primary 7 targeted. Approach integrated into classroom practice.  Sustainability plan in place
Extend the approach <b>whole or in part</b> to 10 other schools –  1. <b>Craigour Park</b>  2. <b>Leith Primary</b>  3. <b>Pirniehill Primary</b>  4. <b>St David’s</b>  5. <b>Trinity Primary</b>  6. <b>Canal view Primary</b>	Marysia Nash Gill Earl Carol Baines	<ul style="list-style-type: none"> <li>• CPD – all done by MN</li> <li>• Electronic resources on the cloud complete 22/9/2104</li> <li>• Manual complete</li> <li>• Books (if necessary)</li> <li>• Staff support for implementation</li> <li>• ongoing</li> </ul>	By September 2014    By June 2015	All required resources provided  For classes participating within each school – 100% of words covered  Late joiners – schools 9 and 10 ( 70%) of words covered

<p><b>7. Craigroyston</b></p> <p><b>8. Clovenstone</b></p> <p><b>9. Broomhouse Primary</b></p> <p><b>10. Castleview Primary</b></p>				
<p><b>Language Boost</b>  (an approach for lower level  vocabulary/ language in nursery  trialled and refined</p> <p>Greengables Nursery  Stanwell nursery</p>	<p>G Earl, M. Nash/  Carol Baines</p>	<ul style="list-style-type: none"> <li>• Teacher theme sheets with target vocabulary and syntax</li> <li>• some SLT support for nursery</li> </ul>	<p>By February  2015</p>	<p>Approach further defined and trialled  Materials complete  Implemented in one or two nurseries</p>

<b>Priority – Secondary Age – S1/2 Reading Intervention – SRA Fast track</b>	<b>Overall Responsibility</b> Morag Robertson	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: The programme is implemented consistently and effectively across schools.

Impact: The reading skills of children in the lowest 20% are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Improve the Reading skills of learners in S1 and S2 at greatest risk of not achieving functional levels of literacy.	Support Coordinators Anna Gray Morag Robertson	Individual support for each school	Over session 14/15	Schools are effectively implementing the programme and more consistently and effectively across schools.
To share good practice of schools where SRA Fastrack' has had greatest impact on reading improvement	Morag Robertson	CPD session  SRA Guidelines for teachers updated and reissued	Sept 14  Aug 14	Completed  Completed
Improve the quality of the assessment information carried out by schools that informs data gathering by schools to achieve consistency across the city	Support coordinators Anna Gray	Individual support with assessments	Over session 14/15	On going - quality of schools assessments is improving
Analysis of results 13/14 and report	Martin Gemmell / Morag	Initial assessments are carried out  Time / meetings	End Sept 2014  End Sept 2014	These have been carried out and programme under way.  Completed and results available. Feedback to SfL leaders October 2014 done.

Final assessments are carried out and returned	Robertson	Individual support	June 15	On going to ensure assessment information is returned on time and is of a quality to allow full analysis of the programme of intervention across the city
Analysis of results 14/15. And Report	Martin Gemmell Anna Gray	Time, meetings	Sept 15	

<b>Priority – Secondary Age – Literacy as the responsibility of all</b>	<b>Overall Responsibility</b> Liz Gray	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: improved practitioner confidence in extending and developing the literacy skills of all learners.

Impact: The literacy skills of all learners are enhanced across learning and their ability to recognise and apply these skills improved.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Identify a lead teacher for literacy as the responsibility of all	LG	Time Lead teacher funding	By September 2014	Joint lead teachers in place and leading the secondary literacy co-ordinator network, including sharing practice and resources and leading network meetings on on going basis.
Share practice on effective working with school librarians to extend and develop literacy skills	Lead teachers	Time	From October 2014	Leading practice from Portobello HS shared at secondary literacy co-ordinator network meeting in October and at a workshop at the National Literacy Network meeting in November.
Refine and develop literacy skills progressions to enhance assessment and tracking of progress	Lead teachers	Time	From October 2014	Ongoing in line with the timescale for all curricular areas. First drafts completed and being reviewed. An overarching skills framework has been drafted to accompany the progressions.

<b>Priority - Inter-authority Literacy Hub - Reading</b>	<b>Overall Responsibility</b> Liz Gray	<b>QIs</b> 1.1,2.1, 5.1,5.3,5.9
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Outcome: Sharing and joint development of practice in reading comprehension and reading for enjoyment across Partner Authorities.

Impact: Partnership working enhances learners' experiences, enjoyment and progress in reading. Learners' needs in reading are better met.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Reading for enjoyment Set up a short life Working Group	Evelyn Love-Gajardo, Cleo Jones, Eileen Littlewood Liz Gray	Time, funding	By Oct 2014	Group has been set up and has now met twice to take key actions forward.
Develop a reading for enjoyment programme for P4 - P7	Short Life Working group, Reading Culture Development group	Time, funding, Costs for production	Draft copy by Feb mid term. To be piloted in summer term in at least 2 schools Feedback and final write up by the end of June Launch August 2015	Draft programme is almost complete and ready to pilot in 3 identified schools in the summer term 2015.

<p>To create a "How-to Guide" in developing a whole school reading culture To include:</p> <p>Rationale</p> <ul style="list-style-type: none"> <li>- Curriculum Connections – links to Literacy Rich Edinburgh, Word Boost, CfE</li> </ul> <p>Audit Forthview case study Planning Tools</p> <ul style="list-style-type: none"> <li>- Reading year planner</li> <li>- Outside Agencies</li> <li>- Websites</li> <li>- Reading Templates</li> <li>- Recommended reads</li> <li>- Community Involvement</li> <li>- Environment</li> </ul>	<p>SLWG, RCDG</p>	<p>Time, Funding, Costs for production</p>	<p>Submission for publication for the beginning of May 2015</p> <p>Document published for August 2015</p>	<p>Work on this will begin once the draft programme is piloted. CPD has been planned and is in the directory for 2015/16.</p>
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## Appendix 2 - Literacy and Dyslexia Guidelines CPD sessions to date

Month	Schools
August 2010	Clovenstone Primary
September 2010	Fox Covert RC Primary Currie High School
October 2010	James Gillespies Primary Niddrie Mill Primary St Francis' RC Primary Tollcross Primary Portobello High School
November 2010	Bruntsfield Primary Castleview Primary Ratho Primary Sighthill Primary
January 2011	Buckstone Primary Newcraighall Primary St Margaret's RC Primary St Mary's (Leith) Primary St Ninian's RC Primary
February 2011	Abbeyhill Primary Dalry Primary Gilmerton Primary Gracemount Primary Leith Walk Primary Longstone Primary St Catherine's RC Primary St John Vianney RC Primary
March 2011	Rowanfield (Special)
April 2011	St John's RC Primary
May 2011	Carrick Knowe Primary Duddingston Primary Granton Primary Kirkliston Primary Pentland Primary Preston Street Primary WHEC
June 2011	Bonaly Primary Parson's Green Primary
August 2011	Dalmeny Primary Holy Rood High School Oxgangs Primary Leith Academy Brunstane Primary Hillwood Primary Davidson's Mains Primary
September 2011	St Joseph's Primary Broomhouse Primary Craigentenny Primary
October 2011	Sighthill Primary Broughton Primary



October 2011	Gylemuir Trinity Primary
November 2011	Flora Stevenson's Primary
December 2011	Holy Rood High School Trinity Academy
January 2012	Leith Primary St David's RC Primary Dean Park Primary Prestonfield Primary

### Appendix 3 - Literacy Interventions in Primary Schools 2012-15

#### Context

These reading interventions were targeted at Positive Action schools in the first phase, then a further 20 schools with high numbers of children from the lower SMID (Scottish Index of Multiple Deprivation) deciles in the second phase. Beyond this, a number of other schools asked to receive *Fresh Start* (P5-P7 pupils) training on a self-funded basis.

All PA schools were offered *Read, Write Inc* (P3 pupils) training and resources which are self-funded and almost all are now taking part. A number of other schools asked to receive training.

Full evaluations of impact are available.

School	<i>Fresh Start</i> Phase 1 (identified P5-P7 pupils)	<i>Fresh Start</i> Phase 2	<i>Read Write Inc.</i> (identified P3 pupils)
Abbeyhill		√	
Balgreen		√	
Blackhall			√
Bonaly			√
Broomhouse	√		√
Broughton		√	
Brunstane	√		√
Canal View	√		√
Castleview	√		√
Clovenstone	√		√
Corstorphine			√
Craigentenny	√		√
Craigour Park	√		
Craigroyston	√		√
Carrick Knowe			√
Colinton			√
Dalry		√	√
East Craigs			√
Ferryhill		√	√
Forthview	√		√
Fox Covert			√
Fox Covert RC			√
Gilmerton		√	
Gracemount		√	√
Granton	√		√
Hermitage Park		√	
Hillwood		√	
Holy Cross			√
James Gillespie's			√
Kirkliston			√
Leith Primary	√		√
Leith Walk		√	√

School	<i>Fresh Start</i> Phase 1 (identified P5-P7 pupils)	<i>Fresh Start</i> Phase 2	<i>Read Write</i> <i>Inc.</i> (identified P3 pupils)
Longstone			√
Lorne		√	√
Murrayburn		√	√
Niddrie Mill	√		√
Oxgangs			√
Pentland			√
Pirniehall	√		
Prestonfield		√	
Prospect Bank			√
Queensferry			√
Ratho			√
Rowanfield	√		
Royal High Primary		√	
Royal Mile	√		√
Sighthill	√		√
South Morningside			√
Stenhouse	√		√
St Catherine's	√		
St Cuthbert's		√	√
St David's	√		
St Francis'	√		√
St John's			√
St John Vianney		√	
St Joseph's		√	
St Mark's		√	
St Ninian's		√	
Stockbridge			√
Towerbank			√
Trinity			√
Victoria		√	

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Strategic Management of School Places: P1 and S1 Intakes for August 2015

Item number	7.5
Report number	
Executive/routine	
Wards	All

### Executive summary

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This is the latest in a series of annual reports which sets out accommodation and placement issues for the anticipated P1 and S1 intakes for the forthcoming school year, on this occasion for 2015/16. Although growth rates have started to slow down the P1 intake levels and overall P1-P7 school rolls continue to increase.

Despite this growth, the planned delivery of additional accommodation through the rising rolls programme has resulted in there being few accommodation issues for the August 2015 P1 intake. However, this report notes that priority will be given to baptised Roman Catholic pupils in 12 Roman Catholic Primary Schools and highlights solutions to potential accommodation issues at Liberton Primary School and Bruntsfield Primary School.

In the secondary sector, the number of registrations for S1 in August 2015 is the highest in four years. This includes an unexpectedly large number of catchment registrations for Boroughmuir High School where it is recommended that placing requests out should be prioritised.

### Links

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Coalition pledges	<a href="#">P2</a> and <a href="#">P4</a>
Council outcomes	<a href="#">CO1</a> and <a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Strategic Management of School Places: P1 and S1 Intakes for August 2015

### Recommendations

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- 1.1 Note the content of this report.
- 1.2 Agree to prioritise placing requests out of Boroughmuir High School.

### Background

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- 2.1 This report provides an analysis of capacity and identifies any accommodation issues that may arise across the primary and secondary school estates as a result of the anticipated P1 and S1 intake numbers in August 2015. It is based on the findings of a Children and Families Working Group that meets in January each year as part of the annual P1 and S1 intake process. The report recommends strategies to address any issues identified and ensure that a consistent and equitable approach is taken to accommodating catchment pupil numbers and, where possible, placing requests across the school estate. This report is based on the most up to date information available at the time however the numbers will change prior to the start of session in August.
- 2.2 In the current financial climate achieving efficiencies in terms of the number of classes formed, staff allocated and accommodation utilised remains critical as a means of protecting core school budgets and delivering best value. The Council endeavours to respect parental preference wherever it can be achieved without additional cost.
- 2.3 This report illustrates that, while growth in the primary sector has slowed in comparison to previous years, P1 intakes remain at a high level and exceed those reported in the 2014 Strategic Management of School Places report. Accordingly, while the actual P1 intake increased by 1.2% between 2013/14 and 2014/15 this was considerably lower than the 4.0% increase recorded between 2012/13 and 2013/14. Forecasts suggest that the final P1 intake in 2015/16 will be 0.7% higher than in 2014/15.
- 2.4 The impact of larger P1 intakes entering the primary school system with smaller P7 classes exiting has maintained significant growth in the overall P1-P7 roll. The increase of 4.1% between 2013/14 and 2014/15 is the highest recorded since 1985. Increases in the birth rate since 2005 mean that a continuation of this pattern of growth in the primary sector is likely; although as the larger

intakes progress through the schools the rate of growth in the total P1-P7 roll is likely to slow.

- 2.5 Despite higher numbers of pupils entering P1 and increasing pressure at upper stages, the successful delivery of additional accommodation for August 2013 and August 2014 provided the capacity necessary to allow P1 catchment pupils a place at their non-denominational catchment school. The delivery of additional accommodation in August 2015 will further mitigate against capacity issues in future years and has resulted in few accommodation issues being anticipated for the August 2015 P1 intake.
- 2.6 In the secondary sector, while the S1 intake in August 2014 was the lowest recorded since 1980 and the overall S1-S6 roll was the lowest since 1993, the number of registrations for S1 in August 2015 is the highest in four years and does provide evidence of growth.

## Main report

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### Intake Projections for August 2015

- 3.1 The P1 roll at the time of the census in September 2014 was 4,590 pupils. P1 intake projections, which are largely derived from previously recorded birth rates, suggest that while the P1 intake in August 2015 is expected to show only marginal growth over that experienced in 2014, it would represent a pattern of sustained growth which actual birth data suggests is likely to be maintained in future years.
- 3.2 Based on P1 registrations to date and applying a three year average of the percentage change in pupils registered in January versus actual P1 intakes in the following August, a P1 intake of 4,635 is estimated for August 2015.
- 3.3 Total catchment registration numbers fluctuate considerably between January and August but follow a similar pattern each year: rising until mid-March before falling sharply in April with a more gradual drop-off until August. This fall is as a result of deferrals yet to be notified, movement out of the city, loss to the private sector and the processing of out of catchment placing requests. The degree to which the number of registrations within individual catchments will actually fall will vary considerably. Appendix 2 shows, for individual primary schools, how catchment registrations in January 2014 compared with the number of catchment pupils attending the school in August 2014.
- 3.4 Despite increasing demand for places in the primary sector, room for growth in the primary school estate continues to exist in a number of areas of the city. However, it is recognised that spare places may not always be located conveniently for areas experiencing increased localised demand. It should also be noted that the majority of spare places exist in upper stages of the school and may not be available to address growing accommodation issues in lower stages.
- 3.5 The Strategic Management of School Places Report for August 2014 forecast that the S1 intake in August 2014 would be 3,174. The actual intake was slightly

lower at 3,157 pupils which represented the lowest S1 intake in Edinburgh since 1980. However, projections suggest that August 2015 will be a turning point for S1 intakes and, with the number of registrations recorded in January 2015 being higher than for the equivalent time in each of the past four years, there is evidence that growth is beginning. Accordingly, the S1 intake for August 2015 is forecast to be 3,321; an increase of 5.2% on the actual intake in August 2014.

### **New Accommodation in the Estate**

#### ***August 2014***

- 3.6 New accommodation was provided at seven primary schools for August 2014, contributing to an increase in the capacity of the primary school estate of 462 places (+1.5%) and allowing the successful placement of all demand for P1 catchment places at all non-denominational schools. Table 1 lists the schools where new accommodation was delivered in August 2014 and provides a description of the new accommodation. These schools would not have been in a position to accommodate demand from their catchment P1 population if this new accommodation had not been provided.

**Table 1: New Accommodation delivered in August 2014**

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

- 3.7 Overall primary school rolls grew by 4.1% between the 2013/14 and 2014/15 sessions. Table 2 shows an overall increase in the number of schools exceeding a 100% occupancy level together with a significant reduction in the number of schools in the 60% and under occupancy bracket. This illustrates that the effects of rising rolls are being felt across the whole primary school estate and demonstrates the growing challenge faced by the Council and the value in maintaining a responsive rising rolls programme.

**Table 2: Primary Schools Occupancy Levels Start of Session 2014/15**

Occupancy Level	Primary Schools		Change on 2013/14
	Number	%	%
Over 100%	11	12.5%	+2.3%
81-100%	49	55.7%	+1.1%
61-80%	21	23.9%	+2.3%
60% and under	7	7.9%	-5.7%
<b>Total</b>	<b>88</b>	<b>100%</b>	

**August 2015**

- 3.8 On [20 May 2014](#) the Education, Children and Families Committee approved that new accommodation be provided at nine primary schools subject to a final decision regarding the necessity for such provision being delegated to the Director of Children and Families to be taken in January 2015. Committee also approved that a feasibility study to assess opportunities at Bruntsfield Primary School be carried out with a view to delivery for August 2016.
- 3.9 Following consideration of P1 intakes and an analysis of P1 projections, it was determined that additional accommodation will be necessary for August 2015 at eight of these schools. In addition, it was determined that the works required at Bruntsfield Primary School should be brought forward to August 2015. A summary of the accommodation to be provided is shown in Table 3.

**Table 3: New Accommodation to be delivered for August 2015**

Primary School	New Accommodation Description
Clermiston	New four classroom building.
Bruntsfield	Internal reconfiguration to create one additional classroom.
Flora Stevenson	New three classroom building.
Gilmerton	New four classroom building.
James Gillespie's	New four classroom building.
Pentland	New three classroom building.
Ratho	New four classroom building.
Wardie	New two classroom extension (Phase 2) of the previous Rising Rolls Building.
South Morningside	Establishment of a P1 and P2 annexe at the former Deanbank Resource Centre building.



- 3.10 The addition of this accommodation will increase the capacity of the primary school estate by a further 546 places (+1.7%).
- 3.11 In the secondary sector, nearly two thirds of schools are at least 80% occupied with four operating beyond their notional capacity - see Table 4 below. While the S1 intake in August 2014 was low, occupancy levels at secondary level have remained largely unchanged as a result of higher stay on rates at S5 and S6.

**Table 4: Secondary Schools Occupancy Levels Start of Session 2014/15**

Occupancy Level	Secondary Schools		Change on 2013/14
	Number	%	%
Over 100%	4	17%	-
81-100%	11	48%	+4%
61-80%	5	22%	-4%
60% and under	3	13%	-
<b>Total</b>	<b>23</b>	<b>100%</b>	

### Review of Primary School Capacity

- 3.12 The [Children and Families Asset Management Plan 2014](#) considered by Education, Children and Families Committee on 9 December 2014 sets out the intention to undertake a review of primary school capacity in light of the new guidance for Local Authorities which was issued by the Scottish Government in October 2014.
- 3.13 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. However, 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.
- 3.14 As set out in the Children and Families Asset Management Plan, a full review of the primary school estate will be required to fully assess the impact of the Scottish Government's recommendations. The outcome of this review will be reported to Committee in May 2015.

### Review of Secondary School Capacity

- 3.15 While school rolls at secondary level are currently at their lowest point since 1993, the rising rolls currently being experienced in the primary sector will begin to impact on S1 intakes by 2019. Increases at S1 come at a time when stay-on rates at S5 and S6 are increasing. The average stay-on rate between S4 and S5 has increased from 80% in 2008 to 90% in 2014 while the stay-on rate

between S5 and S6 has increased from 64% to 76% over the same period. With higher numbers arriving at S1 and an increase in the number of pupils choosing to stay on at S5 and S6, pressure on the available accommodation across the secondary school estate is expected to grow significantly in the next decade.

- 3.16 As reported to Committee on 9 December 2014 in the [Children and Families Asset Management Plan Report](#), throughout 2015 detailed analysis and engagement with schools will be progressed on the issue of rising rolls in the secondary sector. Potential solutions to the issues will be identified and investigated; however, the initial focus of this work is to review the capacity methodology employed in assessing schools to ensure that it is fair and robust and provides an accurate reflection of the maximum S1 intakes and rolls which may be achieved within existing school accommodation.
- 3.17 A report providing an update on the work being undertaken to address rising rolls in the secondary sector will be taken to Education, Children and Families Committee in December 2015.

### **Accommodation Restrictions – Capped Classes**

- 3.18 The City of Edinburgh Council has historically applied a cap of 30 pupils in Primary School classrooms where, while it is would be possible within the Regulations to form a class size of over 30 pupils (P4 to P7 stages), the physical size of the classrooms has been considered a constraint. In some schools where the majority of classrooms have required to be capped at 30 pupils, this restriction has simply been applied to the whole school. These restrictions have then been reported to Committee on an annual basis in the Strategic Management of School Places Report.
- 3.19 The Council has historically based its assessment of the need to cap a classroom at 30 pupils on the basis of a classroom not exceeding a certain floor area. However, application of this cap has been inconsistent as historically an assessment to cap a classroom or classrooms has only been undertaken following a direct request from a school.
- 3.20 The Scottish Government's primary school capacity guidance for authorities released in October 2014 requires that authorities assess the physical capacity of all classrooms and that this be recorded for all schools. Accordingly, a review of the school estate will be undertaken which will include an assessment of the 'standard' physical capacity of each classroom. This will be reported to Committee in May 2015 as part of the wider capacity review.
- 3.21 However, the guidance does allow authorities to increase the 'standard' capacity of a room or rooms within certain limits should circumstances require it. Where this is a requirement to accommodate classes of a particular size this should be considered on a case-by-case basis in discussion with school management as part of the P1 intake process. Where it is known by February that a non-standard capacity will require to be applied to a classroom at a particular school

this will be reported to Committee within the annual Strategic Management of School Places Report.

### **Provision of School Places**

- 3.22 The Council manages the provision of school places using principles and practices that are in line with the Education (Scotland) Act 1980, as amended and the Gaelic Language (Scotland) Act 2005. Further detail of how these fundamental principles are applied by the Council to the provision of school places are set out in the [Admissions P1, S1 Mainstream Schools Policy](#).

### **Oversubscribed Roman Catholic Schools**

- 3.23 In January 2014 the number of catchment P1 registrations at Roman Catholic (RC) Primary Schools stood at 722. This represented a decrease of over 9% on the previous year. However, in January 2015 the number of catchment P1 registrations at RC Primary School stood at 772 – a 7% increase on January 2014. Whilst there has been an increase in the number of registrations at RC Primary Schools between January 2014 and January 2015, the number of those registrations providing evidence of baptism has seen little change.
- 3.24 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised RC pupils. Furthermore an additional member of staff would not, as standard practice, be applied to an RC school to provide places beyond that necessary to support a P1 intake from its baptised RC catchment population. The exception to this may be where the creation of a higher intake at an RC school with sufficient capacity may resolve potential accommodation issues at another school.
- 3.25 Accordingly, where an RC school is oversubscribed the following actions will be taken:
- Priority will be given to baptised RC catchment pupils in allocating places.
  - In the event that there are insufficient places for all baptised RC catchment pupils then they may be prioritised into other RC schools.
  - Non baptised RC pupils, or baptised RC pupils who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not be prioritised out to other schools. Such children would be expected to first revert to their non-denominational catchment school.
- 3.26 None of the above affects a parent's statutory right to make a placing request to any school.

### **Catchment Registration and Placing Requests**

- 3.27 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by Children and Families on an annual basis. This process commences in November with schools being

asked to register their catchment children and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February to share with them the proposed P1 intakes and class organisations for the following August. Schools and Parent Councils have been made aware that class organisations can change between February and the start of the session.

- 3.28 Throughout the process pupil numbers can change, sometimes on a daily basis, as a result of parents making late registrations and often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations, identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by Children and Families through to the start of session in August. Appendix 1 sets out the process.
- 3.29 The process is characterised by complex patterns of pupil flows across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Appendix 2 illustrates that nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number of catchment pupils taking up a place in August. In many schools this drop can be significant; in 2014 the average drop was 21%. This drop is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.
- 3.30 These changes make it difficult not to over-plan for placements and many schools which, in January 2015, might initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August 2015. It also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until very late in the process because of complex cross catchment movement of pupils.

### **Class Sizes**

- 3.31 Council policy on class size is in line with class sizes originally prescribed by the SJNC (TSSE) Scheme of Salaries and Conditions of Service for Teaching Staff in School Education (1994), and the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended). These set out maximum class sizes of 25 at P1; 30 at P2-P3; 33 at P4-P7; and 25 for composite classes at any year stage.
- 3.32 In the August 2015 intake, P1 classes of up to 25 or composite classes with a mix of P1 and P2 pupils with a maximum of 25 will be the arrangement in most schools. Where the projected number of catchment pupils indicates that classes

of 25 will not accommodate these pupils, it will be necessary to create larger teaching groups with additional teaching staff being allocated. In these cases, the additional teachers will, where accommodation allows, be used either to organise an additional class or to organise a team teaching approach.

- 3.33 S1 intakes are set as multiples of 20. This is because practical classes in secondary are restricted to 20 pupils and to set limits that did not allow the formation of full classes of 20 would be inefficient. General classes in secondary schools are restricted to maximum class sizes of 33 pupils. These limits are also prescribed by the SJNC (TSSE) Scheme of Salaries and Conditions of Service for Teaching Staff in School Education (1994).

### **Reserving Places**

- 3.34 As school rolls rise across the city many schools will be operating from the outset of the school year with classes at, or approaching, the class size maxima. Where spaces are available at the start of the year, with all known catchment pupils accommodated, spare places are normally made available to non-catchment pupils making a request to that school until the class size maxima is reached. The implications of this, at all stages, is that pupils moving into the catchment area after the placing process has been completed or later in the school year may be unable to gain a place at their catchment school. This has led to the creation of catchment waiting lists at some schools and is contrary to the Council's aim of trying to ensure children can attend their local catchment school.
- 3.35 This has also lead to a significant increase in the number of appeals being heard. This is time consuming and stressful for parents; for the Head Teachers and Council Officers defending these appeals and, where an appeal is lost, may mean the authority incurring the additional cost of a teacher at a future stage or stages. For example, in August 2015 there will be four additional teaching staff required due to appeals lost in the 2014/15 session for just five pupils who would have received a place at their catchment schools had spare places not been relinquished for non-catchment pupils. This represents a significant cost that could be avoided by retaining reserved places beyond the start of the school year.
- 3.36 The Education (Scotland) Act 1980 allows an authority to reserve places at any stage in a school for incoming catchment children. In previous years, where numbers have permitted, one place has been reserved in each P1 class for new pupils moving into the catchment area between the registration period in November and the end of the following July, at which point the reserved places are allocated to non-catchment children. This approach will be extended from August 2015 allowing schools to reserve, where possible, one space in each class beyond the start of the school year, until such time as they are taken up by catchment pupils.

- 3.37 It will not be possible to reserve places at every school due to pressure of catchment numbers. In some schools reserved places may require to be released, at the discretion of the Director of Children and Families, to non catchment pupils to relieve pressure on other schools where there are difficulties in accommodating their catchment numbers. The aim, where possible, would be to retain reserved places to ensure pupils moving into a catchment area can obtain a place at their catchment school.
- 3.38 In some areas of the city new housing developments result in higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved.

### **Parental Preference**

- 3.39 Many schools across the city are experiencing increased demand from their own catchment population for P1 places. This has had the effect of reducing the number of places available for non-catchment pupils. Accordingly, the percentage of non-catchment placing requests being refused has risen from 18% in 2009 to 21% in 2014. It is anticipated that the percentage of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.
- 3.40 Communications with parents continue to encourage them to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days during the registration period give parents the opportunity to visit their local school without prior arrangement.
- 3.41 With regard to the secondary sector, the lowest S1 intake since at least 1980 resulted in the number of S1 non-catchment placing requests being refused falling from 18% in 2013 to 7% in 2014.

### **Accommodation Issues at Individual Schools**

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

### ***Non-denominational Primary School Provision***

#### Liberton Primary School

- 3.43 The number of registrations for P1 places as at the start of February 2015 has exceeded projections and there is a risk that, if the number of P1 registrations does not drop to 70 pupils or less, there may be a requirement for the school to create a classroom in an existing GP space for August 2015.
- 3.44 Even if the number of registrations were to fall by August 2015 to a level that could be accommodated within two classrooms it appears unlikely that it will

drop sufficiently to avoid creating a 15th class in August 2016 when that P1 class moves into P2.

- 3.45 During 2013, as part of phase 2 of the Rising Rolls programme a design for a five classroom extension at Liberton Primary School was developed for which planning consent was secured. This was not delivered for August 2014 as it was not required. Whilst the delivery of this extension for August 2016 would deal with the requirement for a 15th class, the latest roll projections suggest that the high intake in August 2015 will not be sustained. Accordingly, there is a risk that delivering a five classroom extension would be excessive and, in the long-term, unnecessary.
- 3.46 Under the new capacity guidance issued by the Scottish Government in October 2014, Liberton Primary School has been assessed as having a 15 class capacity although some minor adaptations would be required to the existing accommodation to create that additional classroom. Options to create that additional space will be explored with school management.
- 3.47 Additional accommodation requirements for August 2017 and beyond will be reassessed and reviewed in January 2016. At that point, should the actual intake in August 2015 and registrations for August 2016 suggest that new accommodation will be required for August 2017 a Working Group will be established with the school to review those requirements and how they could best be addressed.

#### Bruntsfield Primary School

- 3.48 In May 2014 Committee approved that a feasibility study be undertaken to identify how additional classroom space could be provided at Bruntsfield Primary School for August 2016. However, P1 registrations for August 2015 are higher than anticipated and suggest that a three stream intake (75 pupils) will be required for a fifth consecutive year. The school is already operating at its capacity of 19 classes and, with three P1 classes coming in and there being only two and a half classes in the exiting P7, the school will require an additional classroom space. Accordingly, the preferred option developed by the Rising Rolls Working Group at the school will be delivered a year earlier than was originally forecast.
- 3.49 Bruntsfield Primary School benefits from having some of the largest classrooms in the school estate; two of which exceed 105m<sup>2</sup> and a further four exceed 90m<sup>2</sup>. In order to provide the additional class space necessary to accommodate catchment demand the Rising Rolls Working Group have identified that one of the larger rooms may be sub-divided to provide an additional classroom space allowing the school to reorganise its classroom and GP space as required.

#### ***Roman Catholic Primary School Provision***

- 3.50 Given the normal trend of loss of pupils between now and the start of session, it is anticipated that numbers will drop in all Roman Catholic schools to allow the majority of those who have registered to receive a place. However, catchment

applications currently exceed places available. Accordingly, prioritisation of baptised Roman Catholic catchment pupils will be necessary at the following schools for August 2015:

- Fox Covert RC Primary School
- Holy Cross RC Primary School
- St Catherine's RC Primary School
- St Cuthbert's RC Primary School
- St David's RC Primary School
- St Francis' RC Primary School
- St John Vianney RC Primary School
- St Joseph's RC Primary School
- St Mark's RC Primary School
- St Mary's RC (Edinburgh) Primary School
- St Mary's RC (Leith) Primary School
- St Peter's RC Primary School

### ***Secondary Schools***

- 3.51 In August 2015 intake limits are applicable at a number of secondary schools to ensure that the S1 cohort is appropriate to the overall capacity of the school. These intake limits are set out in Appendix 3.
- 3.52 However, Boroughmuir High School is the only secondary school where the number of S1 catchment registrations for August 2015 currently exceeds the intake limit for the school and requires that measures be taken to ensure all catchment pupils may be accommodated.

### **Boroughmuir High School**

- 3.53 At the start of February 2015 there were 221 catchment registrations for Boroughmuir High School. The intake limit appropriate to the capacity of the current school building and the current S5 and S6 stay on rates is 200. This limit will also be applicable to the new Boroughmuir High School when it opens in August 2016 however the new building will have a capacity of 1,165 compared to a current capacity of 1,050 allowing greater flexibility.
- 3.54 The number of catchment pupils in an S1 intake at Boroughmuir High School has not exceeded 168 pupils in the last 10 years and the sharp increase in 2015 is attributable to three factors:
- (i) there has been an increase in the percentage of pupils transferring from P7 to S1 within the Boroughmuir High School catchment area. For example, in 2010 there were 187 P7 pupils registered at a Council run primary school residing in the Boroughmuir catchment area. In 2011 there were 163 S1

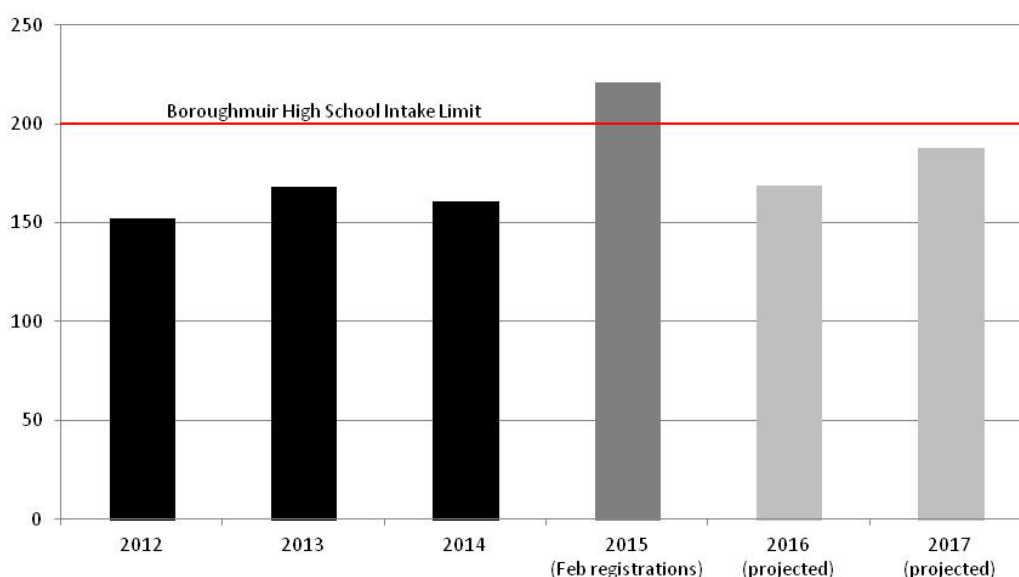


pupils residing in the same area. This represented a drop of 12% in the population between P7 and S1 and is principally attributed to loss to the private sector. Between 2007 and 2011 the average drop off of between P7 and the following year S1 was 12% however in 2012 the drop off fell to 6% and by 2013 and 2014 this drop off had disappeared.

- (ii) the percentage of the available S1 population within the Boroughmuir catchment choosing to attend Boroughmuir High School has increased. This is as a result of a drop in the number of pupils either applying to, or gaining a place at, James Gillespie's High School and a fall in the percentage of pupils from the Boroughmuir catchment area choosing to attend St Thomas of Aquin's RC High School. Between 2008 and 2014 the percentage of the Boroughmuir S1 catchment population attending James Gillespie's High School fell from 7.2% to 1.7% while the percentage attending St Thomas of Aquin's RC High School fell from 10.8% to 4.6%.
- (iii) there is a particularly high P7 population in the Bruntsfield Primary School catchment area, rising from 55 pupils in 2013/14 to 83 pupils in 2014/15.

3.55 The total number of P7 pupils in Council primary schools (denominational and non-denominational) within the Boroughmuir catchment area rose from 175 in 2013/14 session to 224 in the 2014/15 session. This growth was forecast to create a particularly high catchment intake at Boroughmuir for August 2015. However, combined with the factors set out above, the number of registrations has exceeded expectations. The graph below illustrates how the actual number of catchment pupils attending Boroughmuir High School compares with the number of registrations for August 2015 and that projected for the years that follow in which the S1 intake is expected to reduce to the levels experienced in previous years.

**Graph 1: Boroughmuir High School Catchment Demand; Actual 2012-2014, Registrations for August 2015 as of February 2015; Projected 2016 and 2017.**



- 3.56 As is the case in the primary sector at P1, there is a drop between S1 registrations in January and the actual S1 catchment intake in August. However, at Boroughmuir High School this drop has historically not been significant. Accordingly, in order to further reduce the number of catchment registrations it is proposed that during the placement process priority be given to those pupils from the Boroughmuir catchment area who have made a placing request to another school. There are currently nine such requests out of the Boroughmuir catchment area. Any remaining catchment pupils will be accommodated.

## Measures of success

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- 4.1 Measures of success are as follows:
- Implementation of a strategic approach to the management of school places which will result in a consistent and equitable approach to allocating places across the school estate.
  - Being able to accommodate catchment demand at all non-denominational schools.
  - Being able to provide sufficient places in the Roman Catholic sector to meet baptised Roman Catholic demand.

## Financial impact

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- 5.1 The revenue cost implications of the P1 and S1 intakes and class organisations contained in this report have been included in the budget planning provision for 2015/16. In the current financial climate the need to ensure efficient use of resources from the Children and Families budget is paramount. This means that there is a need to manage carefully the number of classes formed.
- 5.2 The capital costs of any minor internal reconfiguration works required at Liberton Primary School or Bruntsfield Primary School will be met from the Children and Families rising rolls capital budget. Estimated costs for these two schools have been included in the latest rising rolls financial forecast, details of which are provided in the Primary School Estate Rising Rolls report which is a separate item on the agenda for this Committee.

## Risk, policy, compliance and governance impact

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- 6.1 The Council manages the provision of school places using principles and practices that are in line with the Education (Scotland) Act 1980, as amended and the Gaelic Language (Scotland) Act 2005. Council policy on class size is in line with class sizes originally prescribed by the SJNC (TSSE) Scheme of Salaries and Conditions of Service for Teaching Staff in School Education (1994), and the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended).
- 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

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.

## Equalities impact

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- 7.1 This report sets out issues related to the accommodation provided by schools that may impact on the Council's ability to offer pupils the opportunity to attend their catchment school. Due to increasing demand from within school catchment populations, non-catchment placing requests are increasingly unsuccessful. However, the Council will endeavour to respond to parental preferences for a non-catchment placement where it is possible to do so.
- 7.2 The Council endeavours to make available places for all baptised Roman Catholic pupils who wish to attend a Roman Catholic primary school. By prioritising baptised Roman Catholic pupils into Roman Catholic schools, the Council can ensure that this is achieved. Accordingly, there will be no negative impact on equalities groups.

## Sustainability impact

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

## Consultation and engagement

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- 9.1 Proposed class organisations were shared with Head Teachers at the end of January, with Head Teachers being encouraged to share the proposals with their Parent Councils.
- 9.2 Where a requirement for the creation of an additional class space has been identified, officers have worked with the Head Teacher to identify how this may be achieved.

## Background reading/external references

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[Strategic Management of School Places for August 2014](#) – Report to Education, Children and Committee on 4 March 2014

[Rising Rolls](#) – Report to Education, Children and Committee on 9 December 2014

[Children and Families Asset Management Plan](#) – Report to Education, Children and Families Committee on 9 December 2014

[Admissions P1, S1 Mainstream Schools](#) – policy approved 4 March 2014

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## Links

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<b>Coalition pledges</b>	<a href="#">P2</a> and <a href="#">P4</a>
<b>Council outcomes</b>	<a href="#">CO1</a> and <a href="#">CO2</a>
<b>Single Outcome Agreement</b>	<a href="#">SO3</a>
<b>Appendices</b>	<ol style="list-style-type: none"><li>1. P1 and S1 Intake August 2015 Timetable</li><li>2. P1 Registrations (2014) and Actual P1 Catchment Pupils Retained</li><li>3. Secondary School Intake Limits</li></ol>

## Appendix 1

### P1 and S1 Intake August 2015 Timetable of Events

Date	What is happening?
	<p>All N5 &amp; P7 pupil address data verified and UPRN allocated on Click+Go. Catchment schools identified and initial information letters sent to parents.</p> <p>Posters advertising registration week distributed to all nursery &amp; primary schools (including Partner Provider nurseries), doctors' surgeries, leisure centres and libraries.</p>
<p>Wednesday 05 November 2014</p>	<p><b>Primary schools open day</b> for parents of catchment P1 children.</p>
<p>Thursday 06 November 2014</p>	<p>Advert in Evening News &amp; Metro publicising P1 &amp; S1 procedures.</p>
<p>Monday 10 November 2014</p>	<p><b>P1 registration week.</b> RC baptismal certificates to be collated at time of registration (if applicable). Catchment pupil details to be recorded on SEEMiS.</p> <p>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go. Secondary schools send appropriate supply of school handbooks to primary schools for onward distribution to P7 pupils.</p> <p><b>Online non-catchment placing request form goes live.</b> From this date requests are recorded by GAP on SEEMiS each day and acknowledge letter or automated email sent to parents confirming receipt.</p>
<p>Friday 28 November 2014</p>	<p><b>Closing date for return of primary school proposed class organisation</b> to Devolved Finance &amp; Resource Officer.</p> <p>All catchment P1 pupils registered during registration week to be recorded on SEEMiS by this date.</p>
<p>Late-November/ Early-December 2014</p>	<p>Primary Head Teacher seminars take place (dates TBC). Secondary Head Teachers to inform Devolved Finance &amp; Resource Officer of projected roll for 2015/16.</p>
<p>24 December 2014</p>	<p><b>Closing date for registration and non-catchment placing requests</b> to allow for accurate projection of requests citywide.</p>

Date	What is happening?
Monday 05 January 2015	Nursery & Primary schools to investigate N5 children who are not yet registered on SEEMiS and encourage parents to register.
Monday 12 January 2015	<p>Meeting held involving Senior Education Manager (Inclusion &amp; Pupil/Parent Support), GAP, Devolved Finance &amp; Resources, Asset Planning and Communications Service to assess demand for places citywide, propose intake limits and class organisations for 2015/16.</p> <p>Oversubscribed Roman Catholic schools identified and letters sent to affected parents.</p> <p>Preparation of reports to Committee on Pupil/Student Support.</p> <p>Home to school route measurements requested to prepare for the creation of waiting lists.</p>
By 30 January 2015	Proposed intakes and class organisations issued to Head Teachers by Devolved Finance & Resource Officer.
Early to Mid February 2015	<p>Parent Council meetings take place, where appropriate.</p> <p>Draft staffing allocations notified to schools by Devolved Finance &amp; Resource Officer.</p>
Thursday 26 February 2015	Meeting of the Committee on Pupil/Student Support to consider exceptional reasons submitted for placement in all oversubscribed schools. Waiting lists to be created based on committee decisions.
28 February 2015	<p><b>Catchment guarantee date.</b> All children who are resident in the catchment area by this date are guaranteed a place in their non-denominational catchment school unless they move address before the start of the 2015/16 session.</p> <p>New Intake Registration screen and Delete Registration screen locked from this date – send new P1 registrations after this date to <b>P1.registrations@edinburgh.gov.uk</b>.</p>
Friday 13 March 2015	<p><b>Decisions on oversubscribed schools sent to parents.</b> Waiting lists become operational.</p> <p>Preparation of reports to the Placing in Schools Appeal Committee commences.</p>
31 March 2015	<b>Closing date for requests to delay entry to P1.</b>
17 April 2015	<b>Closing date for submission of placing in school</b>

Date	What is happening?
	<b>appeals and second-preference requests.</b>
Monday 20 April 2015	<p><b>Primary &amp; Secondary schools to confirm places</b> with parents and invite to induction visit. Inform GAP if places are declined.</p> <p>Decisions on late and second-preference placing requests sent to parents in writing from this date onwards.</p>
Late-April to Late-May 2015	<b>Placing in Schools Appeal Committee</b> hearings take place.
16 – 18 June 2015	P7>S1 transition days.
Monday 17 August 2015	<p><b>Waiting lists passed to relevant schools.</b> Responsibility for subsequent allocation of places devolved to Head Teacher from this date.</p> <p>Primary &amp; Secondary schools to contact parents of children who have not attended as expected by telephone. If unable to contact parent letter issued by recorded delivery giving seven days to respond advising place will be given up if necessary.</p>
Monday 31 August 2015	Places held by children who have not attended as expected can be released to those on the waiting list (if applicable).
Monday 07 September 2015	<b>Pupil data cleared from SEEMiS</b> in preparation for next session's intake.

## Appendix 2

### P1 Registrations (2014) and Actual P1 Catchment Pupils Retained

	P1 Registrations (27 Jan 2014)	Peak Registrations (Jan' 14 - July ' 14)	Catchment Pupils Attending (Sept '14 Census)	Change Since Peak	
Abbeyhill Primary School	30	31	21	-10	-32%
Balgreen Primary School	63	68	58	-10	-15%
Blackhall Primary School	60	60	52	-8	-13%
Bonaly Primary School	59	60	54	-6	-10%
Broomhouse Primary School	18	31	24	-7	-23%
Broughton Primary School	66	85	56	-29	-34%
Brunstane Primary School	34	35	18	-17	-49%
Bruntsfield Primary School	91	96	85	-11	-11%
Buckstone Primary School	35	39	40	1	3%
Bun-sgoil Taobh na Pàirce ( Parkside Primary )	67	67	65	-2	-3%
Canal View Primary School	56	64	35	-29	-45%
Carrick Knowe Primary School	75	77	67	-10	-13%
Castleview Primary School	47	63	37	-26	-41%
Clermiston Primary School	71	73	60	-13	-18%
Clovenstone Primary School	32	43	23	-20	-47%
Colinton Primary School	28	30	21	-9	-30%
Corstorphine Primary School	74	77	66	-11	-14%
Craigentinny Primary School	47	50	26	-24	-48%
Craiglockhart Primary School	59	60	43	-17	-28%
Craigour Park Primary School	72	80	64	-16	-20%
Craigroyston Primary School	49	52	38	-14	-27%
Cramond Primary School	57	60	52	-8	-13%
Currie Primary School	56	59	45	-14	-24%
Dalmeny Primary School	10	11	10	-1	-9%
Dalry Primary School	45	49	33	-16	-33%
Davidson's Mains Primary School	74	75	66	-9	-12%
Dean Park Primary School	63	63	54	-9	-14%
Duddingston Primary School	35	37	29	-8	-22%
East Craigs Primary School	74	75	60	-15	-20%
Echline Primary School	51	52	45	-7	-13%
Ferryhill Primary School	62	66	50	-16	-24%
Flora Stevenson Primary School	91	102	81	-21	-21%



	<b>P1 Registrations (27 Jan 2014)</b>	<b>Peak Registrations (Jan' 14 - July '14)</b>	<b>Catchment Pupils Attending (Sept '14 Census)</b>	<b>Change Since Peak</b>	
Forthview Primary School	56	62	48	-14	-23%
Fox Covert ND Primary School	40	40	34	-6	-15%
Fox Covert Roman Catholic Primary School	25	25	20	-5	-20%
Gilmerton Primary School	84	95	79	-16	-17%
Gracemount Primary School	70	85	70	-15	-18%
Granton Primary School	68	81	67	-14	-17%
Gylemuir Primary School	73	85	76	-9	-11%
Hermitage Park Primary School	58	62	48	-14	-23%
Hillwood Primary School	7	7	4	-3	-43%
Holy Cross Roman Catholic Primary School	52	53	45	-8	-15%
James Gillespie's Primary School	98	100	86	-14	-14%
Juniper Green Primary School	62	64	52	-12	-19%
Kirkliston Primary School	80	82	79	-3	-4%
Leith Primary School	70	95	70	-25	-26%
Leith Walk Primary School	44	50	37	-13	-26%
Liberton Primary School	63	68	55	-13	-19%
Longstone Primary School	34	35	31	-4	-11%
Lorne Primary School	27	29	17	-12	-41%
Murrayburn Primary School	54	58	49	-9	-16%
Nether Currie Primary School	20	20	18	-2	-10%
Newcraighall Primary School	16	16	13	-3	-19%
Niddrie Mill Primary School	40	60	40	-20	-33%
Oxgangs Primary School	66	67	53	-14	-21%
Parsons Green Primary School	54	54	46	-8	-15%
Pentland Primary School	73	78	64	-14	-18%
Pirniehall Primary School	24	31	17	-14	-45%
Preston Street Primary School	48	50	36	-14	-28%
Prestonfield Primary School	20	20	18	-2	-10%
Queensferry Primary School	66	68	54	-14	-21%
Ratho Primary School	45	46	42	-4	-9%
Roseburn Primary School	42	43	35	-8	-19%
Royal Mile Primary School	25	27	18	-9	-33%
Sciennes Primary School	80	80	74	-6	-8%
Sighthill Primary School	49	51	43	-8	-16%
South Morningside Primary School	104	110	96	-14	-13%
St Catherine's Roman Catholic Primary School	41	41	34	-7	-17%

	<b>P1 Registrations (27 Jan 2014)</b>	<b>Peak Registrations (Jan' 14 - July '14)</b>	<b>Catchment Pupils Attending (Sept '14 Census)</b>	<b>Change Since Peak</b>	
St Cuthbert's Roman Catholic Primary School	36	36	35	-1	-3%
St David's Roman Catholic Primary School	48	52	41	-11	-21%
St Francis' Roman Catholic Primary School	48	55	34	-21	-38%
St John Vianney Roman Catholic Primary School	48	49	49	0	0%
St John's Roman Catholic Primary School	48	53	45	-8	-15%
St Joseph's Roman Catholic Primary School	61	63	53	-10	-16%
St Margaret's Roman Catholic Primary School	12	12	10	-2	-17%
St Mark's Roman Catholic Primary School	27	27	18	-9	-33%
St Mary's Roman Catholic Primary School (Edin.)	70	71	46	-25	-35%
St Mary's Roman Catholic Primary School (Leith)	72	78	66	-12	-15%
St Ninian's Roman Catholic Primary School	47	49	43	-6	-12%
St Peter's Roman Catholic Primary School	95	98	78	-20	-20%
Stenhouse Primary School	62	67	47	-20	-30%
Stockbridge Primary School	35	39	32	-7	-18%
The Royal High Primary School	29	30	24	-6	-20%
Tollcross Primary School	29	29	22	-7	-24%
Towerbank Primary School	100	117	101	-16	-14%
Trinity Primary School	79	86	64	-22	-26%
Victoria Primary School	49	50	40	-10	-20%
Wardie Primary School	74	77	65	-12	-16%

## Appendix 3

### S1 Intake Limits 2015

Secondary School	S1 Intake Limit
Boroughmuir High School	200
Broughton High School	220
Holy Rood RC High School*	220
James Gillespie's High School	200
Portobello High School	220
The Royal High School	220

\* subject to annual review

**Note:** The school intake limits are imposed to prevent a school from becoming overcrowded and exceeding its notional capacity. The remaining high schools do not have an intake limit as potential over occupancy has not been an issue.

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Primary School Estate Rising Rolls

Item number	7.6
Report number	
Executive/routine	
Wards	All

### Executive summary

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The latest primary school roll projections at a city-wide level reported to Committee on [9 December 2014](#) (derived from the latest National Records for Scotland population projections) estimate that the primary school roll will rise from the 2014/15 start of session position of 28,010 pupils to an estimated 31,700 pupils by 2020 and then increase further to an estimated 35,400 pupils by 2030.

To help predict how rising rolls might affect each primary school catchment area, detailed analysis is undertaken each year to identify schools where there could be insufficient accommodation to meet future catchment demand. The purpose of this report is to identify the schools which will potentially face accommodation pressures in August 2016 and beyond, together with options to address the issue at each school.

Engagement will now be undertaken with each school community to identify a preferred option which will be reported back to Committee on 19 May 2015. Regarding the proposals to alter catchment boundaries between Towerbank Primary School and the neighbouring primary schools initial informal consultation will be undertaken with the affected schools to establish if there are any other feasible and more preferable alternative options for alterations to catchment boundaries which would still achieve the required outcome.

### Links

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Coalition pledges	<a href="#">P4</a>
Council outcomes	<a href="#">CO1</a> and <a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Primary School Estate Rising Rolls

### Recommendations

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- 1.1 Note the content of this report and the intention to bring a further report to Committee on 19 May 2015 to identify the preferred solution (including delivery model) for each school facing a potential accommodation pressure in August 2016.
- 1.2 Approve that a statutory consultation be undertaken regarding proposals to alter catchment boundaries between Towerbank Primary School and the neighbouring primary schools together with any associated changes required to secondary school catchment boundaries.
- 1.3 Note that initial informal consultation will be undertaken with the affected schools regarding the proposals to alter catchment boundaries between Towerbank Primary School and the neighbouring primary schools to establish if there are any other feasible and more preferable alternative options for alterations to catchment boundaries which would still achieve the required outcome.
- 1.4 Delegate authority to the Director of Children and Families to develop a detailed consultation paper on proposed changes to primary and secondary school catchment boundaries taking into consideration any alterations to the proposed changes set out in this report which may arise as a result of the informal consultation to be undertaken with the affected schools.
- 1.5 Note a report on the outcomes of the consultation will be submitted to a future Council meeting for consideration.

### Background

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- 2.1 An update on projected primary school roll projections at a city-wide level was included in the [Rising School Rolls](#) report to Committee on 9 December 2014. This report advised that latest primary school roll projections at a city-wide level (derived from the latest National Records for Scotland population projections) estimate that the primary school roll will rise from the 2014/15 start of session position of 28,010 pupils to an estimated 31,700 pupils by 2020 (an increase of 13.2%) and then increase further to an estimated 35,400 pupils by 2030.

- 2.2 In a period during which the impact of high births will be reflected in a continuation of large numbers of pupils entering primary school education, the key Council requirement is to accommodate demand from catchment pupils at the P1 stage. However, there is a wide variation between individual school catchment areas which will bring different pressures across the primary school estate.
- 2.3 To help predict how rising rolls might affect each primary school catchment area, detailed analysis is undertaken each year to identify schools where there could be insufficient accommodation to meet catchment demand. A report to Committee on [10 December 2013](#) set out how the future school roll projections are derived; explained the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh and explained the further detailed analysis required each year to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years.
- 2.4 The annual roll projections have now been updated to take into consideration the latest P1 registration figures for August 2015 and a number of primary schools have been identified which may potentially face accommodation pressures in August 2016 and beyond. The main purpose of this report is to identify the schools involved together with any potential solutions which have been identified for each school to address this pressure. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested, to identify a preferred option.
- 2.5 This is the fourth year of the primary school rising rolls programme. New accommodation was successfully delivered for August 2013 at Granton, Trinity and Wardie Primary Schools and for August 2014 at Broughton, Victoria, Craigour Park and St David's RC Primary Schools. This new accommodation has been very well received and has been essential to avoid accommodation pressures which would have otherwise arisen.
- 2.6 Internal reconfiguration work designed to make more efficient use of existing space has also been undertaken at several schools including Stockbridge, Bruntsfield, Fox Covert and Gylemuir Primary Schools.
- 2.7 Additional accommodation is currently being delivered for August 2015 at a further nine primary schools and this report also provides an update on these projects.

## Main report

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### Schools Facing Accommodation Pressures for August 2016

- 3.1 As a result of the updated detailed analysis which has now been undertaken, eight primary schools have been identified which would potentially have difficulty in accommodating demand for P1 catchment places in August 2016. The schools are as follows:

- Balgreen Primary School
  - East Craigs Primary School
  - Ferryhill Primary School
  - Fox Covert Primary School
  - Granton Primary School
  - Roseburn Primary School
  - St Mary's RC (Leith) Primary School
  - Towerbank Primary School
- 3.2 Further detail is provided for these schools in Appendix 1 including the rationale for their inclusion in the fourth phase of the primary school rising rolls programme. Each school will operate under differing circumstances and the options available to address their accommodation issues will vary. Potential solutions have been identified for each school and discussions with school management and Parent Council representatives will now be progressed to consider the options and any others which may be suggested, with the aim of arriving at the most appropriate solution for each school. It is the intention to bring a further report to Committee on 19 May 2015 which will provide detail on the preferred solution (including delivery model) for each school.
- 3.3 The exception to this process of identifying options is Towerbank Primary School where it is considered that catchment review represents the only reasonable option due to already very restricted site. The requirement for catchment review is further enhanced due to the potential residential development of the Baileyfield site which is currently located within the Towerbank Primary School catchment area.
- 3.4 Any proposal to address projected accommodation issues in August 2016 through catchment review would be reliant on a statutory consultation process being undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.
- 3.5 The consultation process would require to be concluded and a decision made by Council (based on the outcomes of the consultation process) by November 2015 in order to provide clarity for parents at the outset of the P1 registration process for August 2016. Should the proposal which was subject to consultation ultimately prove to be unacceptable, this would also allow time for mitigation measures to be determined for August 2016 and alternative permanent solutions to be considered for August 2017.
- 3.6 With a requirement for a Council decision by November 2015 and with an estimated six month timescale to conclude the necessary statutory consultation process, it is proposed that a consultation on proposals to alter catchment boundaries between Towerbank Primary School and the neighbouring primary schools together with any associated changes required to secondary school

catchment boundaries be progressed at the earliest opportunity. Further details regarding the proposed catchment changes are provided in Appendix 2.

- 3.7 It is necessary to start the statutory consultation process before the date of the next Education, Children and Families Committee on 19 May 2015. However, it is proposed that, prior to starting the consultation process, initial informal consultation will be undertaken with the affected schools to establish if there are any other feasible and more preferable alternative options regarding alterations to catchment boundaries which would still achieve the required outcome.
- 3.8 Committee is asked to delegate authority to the Director of Children and Families to develop a detailed consultation paper on proposed changes to primary and secondary school catchment boundaries taking into consideration any alterations to the proposed changes set out in this report which may arise as a result of the informal consultation to be undertaken with the affected schools.

### **Schools Facing Accommodation Pressures for August 2017 and Beyond**

- 3.9 A number of further schools have been identified which, based on the latest roll projections, would potentially have difficulty in accommodating demand for P1 catchment places in August 2017 and beyond however these are not detailed in this report. It would be premature to consider any solutions to potential pressures at these schools at this time as the revised roll projections and detailed analysis which will be undertaken a year from now may result in a change in circumstances which may remove the necessity for solutions to be considered at some of these schools.
- 3.10 The primary school roll projections will continue to be updated on an annual basis to reflect actual P1 intakes, additional years' birth rates and other changes in circumstances.

### **Local Development Plan and Committed Development**

- 3.11 The second proposed Local Development Plan (LDP) includes proposals for significant new housing across the city. 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.
- 3.12 Some of the schools identified as facing future accommodation pressures as a result of rising school rolls are located close to, or within, the Strategic Development areas outlined in the Local Development Plan. Any additional implications arising from the new housing identified in the LDP will be taken into account as and when required as detailed proposals are developed for these schools. Any proposals for either catchment change and/or the provision of additional accommodation will be taken to Committee for consideration.
- 3.13 There are also areas in the city where there is a requirement for new primary school accommodation to be provided as a result of existing committed housing development where developer contributions have been secured for the



additional education infrastructure which will be required as a consequence. Any additional implications arising from these existing developments will also be taken into account as and when required as detailed proposals are developed for these schools. Any proposals for either catchment change and/or the provision of additional accommodation will be taken to Committee for consideration.

### **Accommodation to be Delivered for August 2015**

- 3.14 On [20 May 2014](#) the Education, Children and Families Committee approved a recommendation that additional accommodation be provided at ten primary schools subject to a final decision regarding the necessity for such provision in August 2015 being delegated to the Director of Children and Families and taken in January 2015 upon assessment of pupil registration figures. Further to this, on [9 December 2014](#) Committee approved that the solution for one of these ten schools - South Morningside Primary School – was the creation of a temporary annexe at Deanbank Resource Centre.
- 3.15 Following consideration of P1 registration data for August 2015 and analysis of P1 projections for each of the schools concerned it was determined that additional accommodation will be necessary in nine of the ten schools. Table 1 below lists these schools and provides a summary of the accommodation solution which will be provided for August 2015.

**Table 1: New Accommodation to be delivered for August 2015**

<b>School</b>	<b>Description of New Accommodation</b>
Bruntsfield Primary School	Internal reconfiguration to provide one additional classroom
Clermiston Primary School	New four classroom building
Flora Stevenson Primary School	New four classroom building
Gilmerton Primary School	New four classroom building
James Gillespie's Primary School	New four classroom building
Pentland Primary School	New three classroom building
Ratho Primary School	New four classroom building
South Morningside Primary School	Creation of temporary P1 and P2 annexe at the former Deanbank Resource Centre
Wardie Primary School	Extension to the existing building delivered under rising rolls to provide two additional classrooms

- 3.16 It had been considered increasingly unlikely that additional accommodation would be required at East Craigs Primary School for August 2015; the actual P1 intake figures in August 2014 and P1 registration figures in January 2015 confirmed that this was the case.

- 3.17 However, projections continue to suggest that East Craigs Primary School will reach a point where P1 intakes of 66 pupils or higher are sustained. Accordingly, should the actual P1 intake in August 2015 exceed 60 pupils and registrations in January 2016 suggest that an intake limit of 66 pupils will be required for August 2016 then the new accommodation for which designs have been developed over the last year would require to be delivered for August 2016 hence the inclusion of the school in phase four of the rising rolls programme.
- 3.18 The decision not to deliver new classroom accommodation at East Craigs Primary School for August 2015 does not affect the Council's commitment to deliver a new gym hall at the school for August 2016. Funding for this project has been secured and the Working Group formed to consider the delivery of the rising rolls classroom building will continue to meet to oversee the delivery of the gym hall.

## Measures of success

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

## Financial impact

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### Capital Expenditure

- 5.1 Taking into consideration the additional £5m investment which was approved by Council on 12 February 2015 there is provision of £19.902m within the Children and Families Capital Investment Programme to 2019/20 for the capital funding necessary to respond to the challenges arising from rising primary school rolls.
- 5.2 An updated forecast has been produced taking into consideration the costs incurred in delivering the necessary additional accommodation in August 2013 and 2014 together with the latest estimated costs of delivering the new accommodation at a number of schools for August 2015 and the projected costs of delivering the further new accommodation which, based on the latest projections, may be required up to 2019/20.
- 5.3 This latest forecast suggests that the capital funding necessary to respond to the challenges of rising primary school rolls is £19.888m, a small reduction of £0.034m from the last forecast reported to Committee on 9 December 2014.

- 5.4 As has been the case in previous forecasts this excludes any costs to provide a long term solution to the specific challenges in the south Edinburgh area (Bruntsfield, James Gillespie's and South Morningside Primary Schools) which will be the subject of a separate report to Committee on 19 May 2015.

### **Revenue Costs**

- 5.5 Where it proves necessary to do so, the provision of 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.

### **Loan Charges**

- 5.6 There is a provision of £19.902m within the Children and Families Capital Investment Programme to 2019/20 for the capital funding necessary to respond to the challenges arising from rising primary school rolls (excluding the provision of a long term solution to the specific challenges in the south Edinburgh area) which is now sufficient to cover the projected costs of responding to these challenges leaving a small margin for contingency.
- 5.7 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 £19.902m and interest of £12.952m, resulting in a total cost of £32.854m based on a loans fund interest rate of 5.1%. The annual loan charges would be £1.643m.
- 5.8 As the capital expenditure of £19.902m outlined 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.
- 5.9 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 programme.

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

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- 6.1 All Children and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school is the key objective of the primary school rising rolls programme and there would be 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 any accommodation solutions will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The school communities 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.

## **Equalities impact**

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

## **Sustainability impact**

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- 8.1 The potential solutions deliverable under this project include the addition of new classrooms across the city. This would create additional accommodation at local schools so that children can access their catchment school. Accordingly it should ensure that changes to travel to school patterns are minimised.

## **Consultation and engagement**

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- 9.1 This report sets out the schools which have been identified as potentially facing accommodation pressures in August 2016 and beyond together with a range of potential solutions which have been identified to address this pressure in each school.
- 9.2 Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested. A working group involving the school and parent representatives will be established at each school to undertake this initial consultation and identify a preferred option which will then be reported to Committee on 19 May 2015 for

approval. These working groups would continue thereafter 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.

- 9.3 Any proposal to address projected accommodation issues by catchment review would be conducted in accordance with the statutory consultation process set out in the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.

## Background reading/external references

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There have been six previous reports to the Education, Children and Families Committee regarding the issue of rising school rolls on [9 October 2012](#); [8 October 2013](#); [10 December 2013](#); [4 March 2014](#); [20 May 2014](#) and [9 December 2014](#).

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## Links

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<b>Coalition pledges</b>	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
<b>Council outcomes</b>	C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
<b>Single Outcome Agreement</b>	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1. Schools Facing Potential Accommodation Pressures for August 2016 2. Towerbank Primary School

## Appendix 1

### Schools Facing Potential Accommodation Pressures for August 2016

#### 1. Introduction

1.1. This appendix provides details of seven of the eight primary schools which are expected to face potential sustained accommodation pressures from August 2016 and, as such, have been included for consideration in the fourth phase of the primary school rising rolls programme. The details regarding Towerbank Primary School are provided in Appendix 2.

- Balgreen Primary School
- East Craigs Primary School
- Ferryhill Primary School
- Fox Covert Primary School
- Granton Primary School
- Roseburn Primary School
- St Mary's RC (Leith) Primary School

1.2. It is possible that delivery of extensions may not be appropriate and/or necessary at all of the identified schools because of the size of the school site or suitability of non-classroom accommodation to support increasing intakes therefore consideration may also be given to other options such as the upgrade and/or reconfiguration of existing buildings and also to catchment review.

1.3. Any solution involving catchment review would require a statutory consultation to be undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

#### 2. Balgreen Primary School

##### Background Information

- Current capacity = 329 pupils (13 classes)
- 2014/15 roll (September Census) = 356 pupils (14 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	57	55	49	61	50	42	42

- Median classroom size = 51.26m<sup>2</sup> (smallest = 51.04m<sup>2</sup>; largest = 69.46m<sup>2</sup>)  
Compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP (General Purpose) spaces = two full-size (one shared with the After School Club); one half-sized space and two small spaces.

### Accommodation Description

- 2.1. Balgreen Primary School has a current capacity of 13 classes. All but two of the classrooms are capped at a 30 pupil capacity. The school has a single gym/dining hall with the public library occupying what was once a second hall. The school has operated 14 classes for many years, with a resulting shortfall in general purpose space. GP provision is currently constituted from one full-size space (57m<sup>2</sup>), a 'hall' space in a temporary unit which is shared with the After School Club and Tynecastle Boys Club, a small room (36m<sup>2</sup>) and a couple of small breakout areas. As the hall space in the temporary unit is a shared space, total GP provision is considered to equate to approximately two and a half GP spaces.

### Capacity Issues

- 2.2. While Balgreen Primary School is currently considered to be operating beyond its current classroom capacity this is not the case when the Scottish Government's new capacity guidance is applied. However, even following the application of this new capacity methodology, the school will not be able to accommodate intakes of greater than 60 pupils (its current intake level) beyond P1 as all classrooms other than the P1 classroom are capped to a maximum of 30 pupils due to their small size.
- 2.3. The new Scottish Government guidance does allow for an increase in the recommended number of pupils per square metre but this may only be applied where 'it would be reasonable, in specific circumstances, to adjust the calculation to allow a full class to be accommodated if required in that session'. However, to apply a reduction across all classes on a long-term basis would not be considered appropriate.
- 2.4. Accordingly, if the P1 intake in August 2015 were to exceed 60 pupils, a further breach of the 60 pupil intake limit in August 2016 would cause the capacity of the school to be breached, regardless of the methodology adopted.
- 2.5. Projections currently suggest that the P1 intake in August 2015 will not breach 60 pupils. However, the number of births in the catchment area has seen consistent growth and the number of P1 registrations for August 2015 is very high. With the addition of likely refusals from the Roman Catholic sector due to the prioritisation of baptised RC pupils, whether the school will breach a 60 pupil intake in August 2015 is dependent on a high number of placing requests out being granted. Accordingly, while it is not projected to exceed 60 pupils in August 2015, a reliance on the number dropping remains a risk with little flexibility in the school to accommodate an equally high intake in August 2016 should the drop not occur.
- 2.6. While the long-term projections also suggest that an intake exceeding 60 pupils will not be required in August 2016 either, if the projection for August 2015 is understated there would be a risk that long-term projections understating the

projected intake in August 2016 would cause the capacity of the school to be breached.

### Potential Accommodation Solutions

- 2.7. During 2013 Balgreen Primary School was highlighted as one of the schools which might face potential accommodation pressures for August 2014; the details can be found in the report to Committee on [8 October 2013](#).
- 2.8. A feasibility study was undertaken to consider how the existing modular unit at the school could be refurbished and converted to modern classroom accommodation. The completed feasibility study indicated that the cost of this project would be comparable to the cost of building three entirely new spaces. Furthermore, the design and performance of the converted accommodation would be restricted by the current positioning, shape and dimensions of the unit. Accordingly, the option of refurbishing and converting the existing modular unit was rejected.
- 2.9. It is intended that plans for additional accommodation at Balgreen Primary School will continue to be developed but that the focus will now be on the provision of a new build solution. A new build solution would necessitate the loss of external space and the potential transfer of one of the adjacent bowling greens to increase the size of the school grounds and provide space for future expansion is being investigated. The bowling green in question has been highlighted as being surplus to requirements and, while it may not provide an appropriate site for a new building, may allow the school to relocate existing play facilities to this area to offset the loss of external space that is inevitable with a new build solution.
- 2.10. In addition, with long-term projections suggesting a breach of the 60 pupil intake limit in August 2017 and beyond and with several schools in the area also experiencing accommodation issues, the possibility of undertaking a catchment review with neighbouring schools should, and will, also be considered.

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

### Background Information

- Current capacity = 420 pupils (14 classes)
- 2014/15 Roll (September Census) = 402 Pupils (14 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	62	60	57	62	48	59	54

- Median classroom size = 58.02m<sup>2</sup> (smallest = 50.16m<sup>2</sup>; largest = 90.47m<sup>2</sup>) compared to estate optimum 60m<sup>2</sup>
- 2014/15 GP spaces = one small classroom, one open plan library area and large open activity areas.



### Accommodation Description

- 3.1. Classrooms are semi-open plan and vary in size but all benefit from opening directly onto large areas of open activity space. Five of the class bases exceed 70m<sup>2</sup>, although the majority are less than 60m<sup>2</sup>. GP space comprises an enclosed ICT classroom, a good sized open plan library area and large open activity areas outside the classrooms. This level of provision is considered appropriate for a 14 class school. The application of the new Scottish Government guidance on primary school capacity does not affect this assessment.
- 3.2. The school currently operates with a small single gym/dining hall however on [9 December 2014](#) Committee approved that a new gym hall be provided at the school using the additional capital funding provided by the Scottish Government to address accommodation shortfalls arising as a result of the extended entitlement to free school meals to all P1-P3 pupils which came into effect from January 2015.

### Capacity Issues

- 3.3. East Craigs Primary School was identified as facing potential accommodation issues for August 2015. If the projected P1 intake in August 2014 exceeded 60 pupils and registrations for 2015/16 suggested the same it was proposed that an accommodation solution be implemented for August 2015.
- 3.4. However, as has been a consistent pattern at East Craigs Primary School in recent years, between January and August 2014 the number of registrations fell and the final P1 intake in August 2014 did not exceed 60 pupils. In addition, in January 2015 there were only 69 registrations. This compares with 74 P1 registrations in January 2014 and 74 P1 registrations in January 2013 and in both these years, by August, the final P1 intake fell to 60 pupils or less. Accordingly it was determined that new accommodation was not required for August 2015.
- 3.5. However, projections continue to suggest that intakes of 66 will be experienced in August 2015 and August 2016 and may continue until 2020. This level of intake is better associated with a 16 class capacity school and could not be sustained within East Craigs Primary School without sustained formation of large team teaching classes at P1, P2 and P3. Accordingly, the same principles apply in March 2015 as was the case in March 2014 i.e. if the intake in 2015/16 exceeds 60 pupils and registrations for 2016/17 suggest the same, it is suggested that an accommodation solution rather than a teaching solution be implemented for August 2016.

### Potential Accommodation Solutions

A three classroom extension building on the East Craigs Primary School site has already been designed in consultation with the school community for which planning consent is currently being sought. Should additional accommodation be required in future years this extension would provide the required solution.

#### 4. **Ferryhill Primary School**

##### Background Information

- Current capacity = 315 pupils (12 classes)
- 2014/15 roll (September Census) = 299 pupils (12 Classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	52	56	45	35	42	28	41

- Median classroom size = 52.89m<sup>2</sup> (smallest = 46.56m<sup>2</sup>; largest = 54.52m<sup>2</sup>) compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP spaces = two full-size spaces (one shared with the After School Club); one half-sized space and an additional hall.

##### Accommodation Description

- 4.1. Ferryhill Primary School currently operates with a 12 class organisation and has capacity for 12 classes. Classrooms are uniformly small. The school meets the Council's current GP requirements for a school of 12 classes through the existing library, an additional hall space, a 'back stage' GP area that is shared with the After School Club and a small ICT suite. It is considered that this provision is equivalent to three full GP spaces.

##### Capacity Issues

- 4.2. The P1 intake in August 2015 is projected to be 50 pupils. This is consistent with the double stream intakes which have been experienced by the school since 2012. Projections suggest that double stream intakes will continue to be required until at least 2018. This level of intake cannot be sustained within 12 classes and is better suited to a 14 class school.
- 4.3. If the P1 intake in August 2015 is double stream as the number of P1 registrations currently suggests, the school would be required to exceed its classroom capacity in August 2016 to accommodate a further double stream intake. Accordingly, an accommodation solution is likely to be required for August 2016.

##### Potential Accommodation Solutions

- Provide additional accommodation at Ferryhill Primary School.
- Catchment review with neighbouring schools.
- Internal reconfiguration of existing accommodation.

#### 5. **Fox Covert Primary School**

##### Background Information

- Current capacity = 217 pupils (eight classes)

- 2014/15 roll (September Census) = 225 pupils (12 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	37	39	29	29	30	28	33

- Median classroom size = 70.26m<sup>2</sup> (smallest = 60.00m<sup>2</sup>; largest = 83.47m<sup>2</sup>) compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP space = one full-size ICT suite.

#### Accommodation Description

- 5.1. Fox Covert Primary School currently operates with an eight class organisation and has capacity for eight classes. Classrooms at Fox Covert Primary School are all a good size with those on the lower floor being particularly large. In 2014 the classrooms on the upper floor were sub-divided to allow the creation of an eighth classroom. The school has only one dedicated GP space however, the large size of some of the classrooms does allow for activities that would otherwise have required a separate space. Accordingly, it is considered that the school does meet the Council's current GP requirements for a school of eight classes which does not change when the new Scottish Government guidance on primary school capacity is applied.

#### Capacity Issues

- 5.2. The P1 intake in the past two years has exceeded 35 pupils. Registrations for August 2015 suggest a slight fall in numbers and are lower than projected but remain above a standard single stream intake. As there is only accommodation for a P1 intake of a single class, it is likely that this will require a team teaching arrangement. The intake limit has been set at 30 pupils. However, if the 37 P1 registrations do not fall to allow this level of intake it may be difficult to defend the release of further places to non-catchment pupils and the intake will be limited only by the capacity of the classroom space.
- 5.3. Projections suggest that intakes in the next three years will continue to rise. The large classes on the ground floor would allow these intakes (up to 45) to be accommodated through team teaching initially however the use of this space for team teaching would undermine the rationale for inclusion of this space in the school's GP provision. Accordingly, the school would effectively be short of one GP space.
- 5.4. For this reason it is suggested that an accommodation solution rather than a team teaching solution would be a more appropriate approach if the numbers projected do materialise.

#### Potential Accommodation Solutions

- Provide additional accommodation at Fox Covert Primary School.
- Catchment review with neighbouring schools.

- Internal reconfiguration of existing accommodation.
- Shared GP provision with the adjoining Fox Covert RC Primary School.

## 6. Granton Primary School

### Background Information

- Current capacity = 462 (16 classes)
- 2014/15 roll (September Census) = 375 pupils (16 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	66	76	45	58	50	44	36

- Median classroom size = 51.91m<sup>2</sup> (smallest = 51.47m<sup>2</sup>; largest = 60.31m<sup>2</sup>) compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP spaces = two full size classroom spaces; a half-size space and several smaller spaces.

### Accommodation Description

- 6.1. Granton Primary School currently operates a 16 class organisation and has capacity for 16 classes. The school was extended under phase 1 of the rising rolls programme and these classrooms, together with four in the main school building, are a standard size however, the remaining class bases in the school are small and are capped at a maximum of 30 pupils. The Council requirement for the equivalent of four GP spaces to support a capacity of 16 classes is met by two full classroom spaces, a space shared with the After School Club and a number of smaller spaces.

### Capacity Issues

- 6.2. In 2014/15 Granton Primary School is operating with a 16 class organisation. Registrations at Granton Primary are often late in the process and on the basis of current registrations and those forecast based on previous year's experience, an intake limit of 75 P1 pupils has been set for August 2015. This would be consistent with the long-term projections.
- 6.3. Intakes of this size are relatively new at Granton and, in 2014/15, classes beyond P2 are all less than 60 pupils. Accordingly, the new accommodation delivered under the first phase of the rising rolls programme means that there is capacity within the school to accommodate a three stream intake in August 2015.
- 6.4. However, three stream intakes cannot be sustained within a 16 class capacity. If the P1 intake in 2016/17 is a large three stream intake then it is likely that there will be a requirement for additional accommodation in that year. Smaller intakes in August 2015 and/or August 2016 may allow a composite class to be formed avoiding the requirement for an accommodation solution until August 2017.

However, projections suggest that the former scenario is currently more likely and that three stream intakes will be sustained in future years.

### Potential Accommodation Solutions

- 6.5. Granton Primary School was part of the first phase of the rising rolls programme and was expanded in August 2013 through the construction of a two classroom extension building. The design for the new building and related consents included provision for a possible further two extensions to the building as projections suggested that further additional accommodation would most likely be required in the future.
- 6.6. However, school management have subsequently identified a number of ways in which they could make more effective use of their existing space through the rationalisation of storage and resources spaces and reorganisation of office and learning support spaces. Accordingly, it is proposed that the rising rolls programme support the school in delivering this change to deliver two additional classrooms – one for August 2015 and one for August 2016. This approach would negate the need for an extension to the existing rising rolls building at this time however it may still be required in future.

## **7. Roseburn Primary School**

### Background Information

- Current capacity = 259 pupils (10 classes)
- 2014/15 roll (September Census) = 252 pupils (10 classes)

<b>Year Stage</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
<b>Roll</b>	47	34	49	32	39	22	29

- Median classroom size = 66.45m<sup>2</sup> (smallest = 52.43m<sup>2</sup>; largest = 87.53m<sup>2</sup>) compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP spaces = two full-size spaces (ICT suite and library and one small space)

### Accommodation Description

- 7.1. Roseburn Primary School currently operates with a 10 class organisation and has capacity for 10 classes. Classrooms at Roseburn vary in size but are generally large. Two of the classrooms are in a temporary unit within the school grounds. The school meets the Council's current GP requirements for a school of 10 classes through the two classroom size library and ICT suite GP spaces. The school also has a small cooking kitchen area. The school's gym hall and the dining room are both small.

### Capacity Issues

- 7.2. Between 2004 and 2010 the P1 intakes at Roseburn Primary School fluctuated between 23 pupils and 32 pupils and were appropriate for the school's 10 class

capacity: mainly single stream with an occasional requirement for intakes of a class and a half (a P1 class plus a P1/2 composite class). However, since 2011 Roseburn Primary School's P1 intakes have been between 31 and 50 pupils and have been characterised by alternating years of high and low intakes.

- 7.3. The number of catchment pupils in P1 intakes since 2011 has also fluctuated (as the birth rate in the catchment area suggested it might) but while it would have been possible to accommodate demand from catchment pupils in no more than a class and a half it has been necessary in some years to form a double stream intake as it would not have been possible to defend a lesser intake in an appeals process. This has necessarily created higher numbers of places for non-catchment pupils.
- 7.4. The result has been that the single stream year groups leaving at later stages have been replaced by one and a half or two stream P1 intakes which has seen the school increase from an eight class organisation in 2010 to a 10 class organisation in 2014. Accordingly, while projections for the school do not suggest that catchment demand alone will cause the school to breach its capacity, the requirement in some years to create an organisation with additional space means that maintaining the school within a 10 class capacity may be difficult to achieve.
- 7.5. Current registrations for P1 in August 2015 suggest a P1 intake of 39 may be likely. This will require that a team teaching class of 33 pupils and a composite P1/2 class with six P1 pupils be formed. It is likely that this level of intake will require that a team teacher be retained in this year group until at least P4. It also means that the intake in August 2016 will have to be accommodated in a single class. Projections suggest that this will be possible and that this arrangement (a single large team teaching class) will be increasingly common at Roseburn Primary School.
- 7.6. However, the P1 classroom is very large with a capacity of 50 pupils and there is a risk that more P1 pupils (non-catchment) may be admitted by an appeals panel causing accommodation issues in later years.

#### Potential Accommodation Solutions

- 7.7. Catchment review is not considered to be a solution to the issues at Roseburn Primary School as it is non-catchment pupils that are causing the accommodation pressure. Accordingly, the following are considered to be the most likely solutions:
  - Internal reconfiguration of existing accommodation.
  - Provide additional accommodation at Roseburn Primary School.

## 8. St Mary's RC (Leith) Primary School

### Background Information

- Current capacity = 394 (11 classes)
- 2014/15 Roll (September Census) = 301 pupils (11 Classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	49	54	48	38	40	28	44

- Median classroom size = 47.29m<sup>2</sup> (smallest = 46.95m<sup>2</sup>; largest = 53.89m<sup>2</sup>) compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP spaces = two full-size classrooms and a small library space.

### Accommodation Description

- 8.1. St Mary's RC (Leith) Primary School currently operates 12 classes but currently has an official capacity for 11 classes. However, when the Scottish Government's new capacity guidance is applied the official capacity of the school will increase to 12 classes. GP provision consists of an ICT classroom, a full size GP classroom and a small library room. The school has no separate dining area with the gym/assembly hall also functioning as a dining room.

### Capacity Issues

- 8.2. During 2013 St Mary's RC (Leith) Primary School was highlighted as one of the schools which might face potential accommodation pressures for August 2014; the details can be found in the report to Committee on [8 October 2013](#). In August 2013 the P1 intake necessitated the creation of a 12th class which was achieved through the loss of a GP space.
- 8.3. At the end of the 2013/14 session the exiting P7 was double stream allowing a double stream intake at P1 in August 2014 without the requirement for any additional accommodation. In 2014/15 the exiting P7 is also a double stream year group allowing the August 2015 intake to also be double stream without a requirement for additional accommodation. However, at the end of the 2015/16 session, the exiting P7 class is only single stream therefore to allow the double stream intake at P1 that is currently forecast for August 2016 an accommodation solution would be required.
- 8.4. Forecasting demand for RC places is difficult. However, projections do suggest that the double stream intakes that the school has experienced in the past two years will be maintained.

### Potential Accommodation Solutions

- 8.5. Initial investigations undertaken during 2013 indicated that the temporary unit in the grounds of the school that was formerly occupied by the Lapidary club and is now temporarily occupied by community groups displaced from Duncan Place

would not be suitable as classroom or GP space. Accordingly, the options proposed for consideration would be:

- Provide additional accommodation at St Mary's RC (Leith) Primary School.
- Catchment review with neighbouring schools.



## Appendix 2

### Towerbank Primary School

#### 1 Background Information

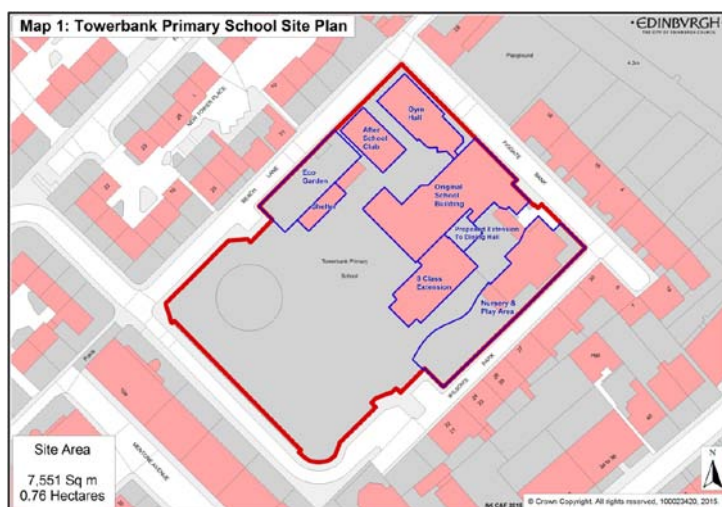
- Current capacity = 630 (21 classes)
- 2014/15 Roll (September Census) = 609 (22 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	108	88	88	89	89	83	64

- Median classroom size = 55.54m<sup>2</sup> (smallest = 49.44m<sup>2</sup>; largest = 67.07m<sup>2</sup>) compared to estate optimum of 60m<sup>2</sup>
- 2014/15 GP spaces = three full-size classroom spaces & two open GP areas.

#### 2 Accommodation Description

- 2.1 Towerbank Primary School currently has a capacity of 21 classes. However, to cater for a high catchment intake in 2014/15 the school is currently operating a 22 class organisation, including five classes at P1. The school was extended from 18 classes following the completion of a new eight classroom extension for August 2013. All the classrooms in the new extension are a standard size with breakout areas. Classrooms within the original building are generally small. The school has a temporary unit which accommodates the After School Club and a GP space.
- 2.2 On [9 December 2014](#) Committee approved that additional extended dining accommodation be provided at the school using the additional capital funding provided by the Scottish Government to address accommodation shortfalls arising as a result of the extended entitlement to free school meals to all P1-P3 pupils which came into effect from January 2015.
- 2.3 The combined site area of the school is still less than 0.8 hectares as shown in the following site plan.



### **3 Capacity Issues**

- 3.1 The P1 intake in August 2014 was 108 pupils. School management have spread this intake across five P1 classes; although this could be reduced to four classes if the school opted to adopt team teaching. Accordingly, while the school is operating with 22 classes in the 2014/15 session, this could be achieved within the existing capacity of 21 classes.
- 3.2 In January 2015 registrations for P1 in August 2015 stood at 100 pupils with further registrations being expected. Accordingly, allowing for a drop between January and August 2015, an intake of 99 P1 pupils for 2015/16 has been proposed. This aligns with the likely intake suggested by projections for the school for August 2015. This level of intake would cause the capacity of the school to be breached and 22 classes would be necessary.
- 3.3 However, projections suggest that Towerbank Primary School will experience a spike in its intake for August 2016 with a P1 intake of 114 pupils being projected. Allowing for four P1 classes, two of which would be team teaching classes of 32 pupils, this would require that the school organise 23 classes. With two year stages exceeding 99 pupils working their way through the school and three stream intakes forecast for future years, it is likely that the school would be required to maintain a 23 class organisation in the long-term.
- 3.4 Application of the Scottish Government Capacity Guidance for Primary Schools reduces the number of general purpose spaces required by the school however this only increases the capacity of the school to 22 classes; the level at which the school is currently operating.
- 3.5 In addition to the number of pupils already projected, the potential development of the Baileyfield site in Portobello for housing, which has recently received planning permission in principle, would place additional pressure on the school. The consultation response from Children and Families for the Baileyfield planning application advised that one extra class of primary school accommodation would be required and that it may be necessary for a review of the Towerbank Primary School catchment area to be proposed in order to deliver the required capacity at a neighbouring primary school.

### **4 Accommodation Solutions**

- 4.1 The school roll/catchment projections for Towerbank Primary School indicate that school roll numbers would rise to over 660 by 2019 and increase to 700 by 2026 based on a regular P1 catchment intake exceeding 100 pupils. The increase in roll would be further exacerbated by the additional pupils generated from the housing in the Baileyfield development. In creating school class organisations to cater for catchment intakes of over 100 pupils, any extra catchment places created beyond catchment requirements would likely be taken up via placing requests so further adding to pressure on the school.
- 4.2 Catering for over 700 pupils at Towerbank Primary School would require an additional three classes to be provided through a further extension to the school

which, if this were to be undertaken, would make this the largest primary school in the city and take the school capacity beyond three streams.

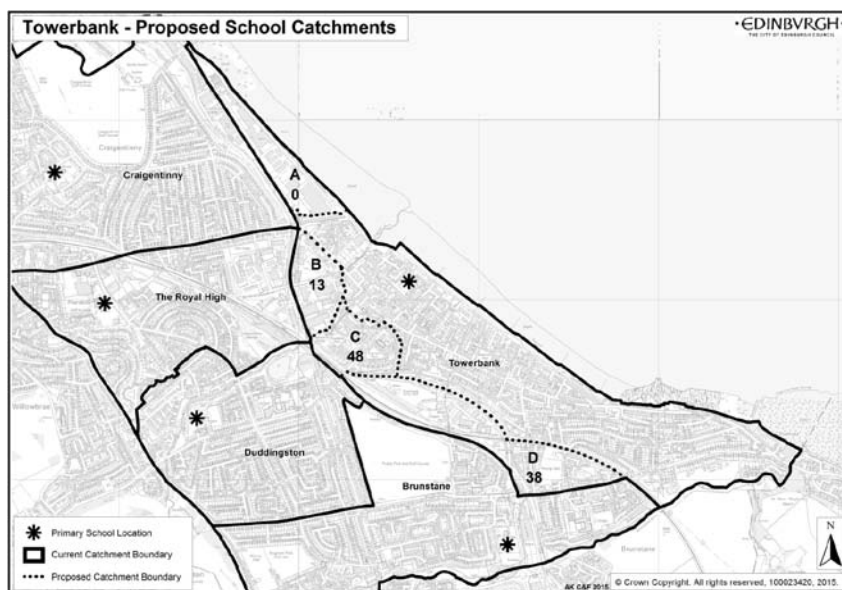
- 4.3 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new school with a primary school capacity of 451 or more and capacity for a further 40 pupils in the nursery the total site the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:
1. A main school site on which the actual school buildings are located of not less than 1.3 hectares; and
  2. An area for playing fields of not less than 0.6 hectares.
- 4.4 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 Council complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city.
- 4.5 In considering what would be an appropriate site area for any new or replacement double-stream primary school with a 40/40 nursery, an overall site area of 1.3 hectares has been identified as being capable of providing 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. At just under 0.8 hectares, the size of the current site at Towerbank Primary School is already well below this optimum size when the school is already larger at three-stream; any further increase in capacity would further exacerbate the issue.
- 4.6 It is considered that providing additional capacity by further extending the school would reduce the available play area to an unacceptable level. The school playground is also overlooked by houses and tenements and there may be difficulties in securing planning consent for any further development on the site even if it were to be proposed.
- 4.7 The only reasonable solution to the future accommodation pressure is considered to be a change to the existing catchment boundary for Towerbank Primary School to reduce the number of pupils in the catchment and, in turn, reduce potential future intakes to be in line with the available capacity at the school.

## **5 Catchment Change Proposals**

- 5.1 When assessing the extent of catchment change required it has been assumed that the overall catchment population of Towerbank Primary School has to be reduced by approximately 100 pupils. Such a reduction would average around 14 pupils at each year stage from P1 to P7. In respect of P1 intakes, with current catchment numbers being over 100, a reduction of 14 would bring the

school back towards a catchment P1 intake to 90 pupils, consistent with a three stream primary school. In assessing this change it is further assumed that the proposed housing development at Baileyfield would be assigned to the Royal High Primary School catchment.

- 5.2 The current Towerbank Primary School catchment area adjoins four other school catchment areas. These are Craigentinny Primary School to the north, the Royal High Primary School to the north east, Duddingston Primary School to the west and Brunstane Primary School to the south.
- 5.3 With Towerbank Primary School having 95% catchment retention and the school facing regular capacity pressure there have been few placements out and limited successful placements in to the catchment area. Of the 68 non-catchment pupils currently at Towerbank Primary School the four surrounding schools account for 45 of the placements with most (18) coming from the Brunstane catchment. Twelve pupils attend Duddingston Primary School from the Towerbank Primary School catchment area but no other school draws more than three pupils.
- 5.4 Detailed analysis has been undertaken to determine the optimum way of amending existing catchment boundaries to achieve the necessary level of reduction in the Towerbank Primary School catchment population. This has taken into consideration factors such as geography, home to school travel, catchment demand and the level of spare capacity available at the other schools.
- 5.5 It is considered that the necessary level of reduction would be best achieved by transferring parts of the Towerbank catchment to the catchment areas of the Royal High, Duddingston, Brunstane and Craigentinny Primary Schools. A map showing the areas of change proposed and the existing number of catchment pupils in each area is shown below.



A summary of the proposals is as follows:

**Area A** – It is proposed that this area transfers from the Towerbank Primary School and Portobello High School catchments to become part of the Craigentenny Primary School and Leith Academy catchment areas. This area is currently an industrial estate and there are no residential properties in this area and therefore no pupil generation.

**Area B** – It is proposed that this area transfers from the Towerbank Primary School catchment area to the Royal High Primary School catchment area. The secondary catchment area would remain as Portobello High School. This area contains the Baileyfield development site and residential properties which currently account for 13 Towerbank Primary School catchment pupils.

**Area C** – It is proposed that this area transfers from the Towerbank Primary School catchment area to the Duddingston Primary School catchment area. The secondary catchment area would remain as Portobello High School. This area contains residential properties which currently account for 48 Towerbank Primary School catchment pupils.

**Area D** – It is proposed that this area transfers from the Towerbank Primary School catchment area to the Brunstane Primary School catchment area. The secondary catchment area would remain as Portobello High School. This area contains an industrial estate with no pupil generation to the north of the railway and residential properties to the south of the railway which currently account for 38 Towerbank Primary School catchment pupils.

- 5.6 In undertaking this assessment it is assumed that the future pupil generation will be equivalent to the current number of pupils within each area. The following table provides the detail of the aggregate current pupil population in these areas by year stage (details by area are not provided for reasons of confidentiality).

Area	P1	P2	P3	P4	P5	P6	P7	Total
Pupils	14	11	14	17	13	14	16	99

- 5.7 All the affected primary schools have an associated nursery class but nurseries do not have defined catchment areas and none of the proposed catchment changes directly affect either existing capacity or current proposals to increase capacity.
- 5.8 Pupils already at Towerbank Primary School would remain at their school but the changes, if approved, would apply to future P1 intake from 2016/17 onwards and to any new pupils moving into the catchment.
- 5.9 It is proposed that, after meeting catchment needs, younger siblings of pupils at Towerbank Primary School who attended the school at the time of the catchment change and are, and remain, resident in the parts of the Towerbank Primary School catchment proposed for transfer would be offered priority for placing

requests into Towerbank Primary School. This policy would apply for a full primary school cycle (i.e. seven years).

## 6 Capacity in Proposed Receiving Schools

### Craigentenny Primary School

- 6.1 The Towerbank Primary School catchment includes a prong of land that extends northwards along the coast taking in an industrial area that currently does not have any housing so no current pupils would be affected by the proposal. Geographically, this area would better fall within the Craigentenny Primary School catchment to the west. Craigentenny Primary School is a feeder for Leith Academy so a catchment change would also result in transfer of land from the Portobello High School catchment to the Leith High School catchment.
- 6.2 While no pupils would be affected by this change, The Royal High Primary School currently draws 25% of its roll from Craigentenny Primary School through pupil placement so an increased catchment and higher P1 intake at the Royal High could result in fewer placements being available at that school for pupils from the Craigentenny catchment area.
- 6.3 Craigentenny Primary School is a two storey school building set in spacious grounds. The school currently has capacity for 14 classes (420 pupils) and this would not be changed by the application of the Scottish Government's new guidance for local authorities on determining the capacity of a primary school.
- 6.4 The current roll of the school is 204 pupils as shown in the table below. Recent internal works to the school has provided an Early Years Centre catering for children from 0 to 3 years old. The nursery class has a 40/40 capacity.

School	P1	P2	P3	P4	P5	P6	P7	Total Roll	Capacity
Craigentenny	33	41	37	23	34	23	13	<b>204</b>	420

### The Royal High Primary School

- 6.5 The Royal High Primary School catchment takes in an area south of Portobello Road and includes the neighbourhoods of Piershill and Willowbrae. The school lies to the north-west side of its catchment, approximately 200 metres south of Portobello Road.
- 6.6 The B listed school opened in 1931 and formerly served as a secondary school. The building is a mix of single and two stories set around a quadrangle. The nursery (30/30 capacity) is located in a temporary unit to north of the main building. A tarmac play area lies to the north of the school building. Council owned playing fields and a park lie immediately to the south and west of the school but these are shared leisure facilities rather than falling within the school grounds.

- 6.7 The school currently has capacity for 13 classes (329 pupil) however the application of the Scottish Government's new guidance for local authorities on determining the capacity of a primary school result in this increasing to a 14 class (420 pupil) capacity.
- 6.8 The current roll is 340 primary pupils as shown in the table below with all 13 of its existing classes in use. However, actual catchment numbers are lower than the roll. There are 245 catchment pupils of which 183 attend the Royal High, giving a catchment retention rate of 75%.

School	P1	P2	P3	P4	P5	P6	P7	Total Roll	Capacity
The Royal High	47	52	38	47	56	49	51	340	420

- 6.9 Approximately 45% of the roll at the Royal High School is non-catchment and the school attracts 86 pupils from Craigentenny (25% of the school roll). There are 62 placements out of the Royal High School, mainly to Duddingston and Parsons Green. The school roll/catchment projections indicate that future P1 catchment numbers are expected to be between 30 and 33 pupils whereas the appropriate P1 intake limit for a 14 class capacity school (under the Scottish Government's new capacity methodology) is 60.
- 6.10 The proposed catchment change would transfer the area around Baileyfield Industrial Estate to the Royal High. This comprises a mixed use industrial and commercial area as well as housing along Baileyfield Road. There are 13 non-denominational primary pupils currently living in this area, all attending Towerbank Primary School. In future, an extra 13 pupils from this area could be accommodated within the current capacity of The Royal High Primary School.
- 6.11 The proposed catchment change includes land at Baileyfield that has been granted permission for mixed uses including a potential development of around 200 dwellings that could expect to generate some 20 non-denominational primary school pupils. These extra pupils could also be accommodated within the capacity of the Royal High Primary School.

#### Duddingston Primary School

- 6.12 The Duddingston Primary School catchment lies west of Portobello Park and north of Milton Road West. The catchment area is compact and square in shape and is predominantly residential. The school lies toward the north-west of its catchment with access from Duddingston Road. Portobello High School and St John's RC Primary School lie on the same road further to the east.
- 6.13 The school occupies a large 2.3 hectare site with playing field provision to the east and a tarmaced area to north of the school. The school was completed circa 1959 and is set out as a main building over three storeys with adjoining single storey buildings. A temporary unit in the grounds also provides two spaces. The nursery class (40/40 places) is currently located in a separate

temporary unit to the north however a replacement 60/60 nursery building and outdoor play area will be provided for the start of the 2015/16 school year.

- 6.14 Duddingston Primary School is currently assessed as having capacity for 14 classes. The application of the Scottish Government's new guidance for local authorities on determining the capacity of a primary school results in this increasing to a 15 class (427 pupil) capacity.
- 6.15 Duddingston Primary School has a current roll of 384 pupils as shown in the table below. All existing 14 classes are used. In term of catchment numbers there are 283 primary pupils in the Duddingston catchment of which 226 attend their local school. The school draws 47 pupils from Brunstane and 31 from both the Royal High and Niddrie Mill (in Craigmillar). Placements out are primarily to the Royal High (18) and Towerbank (11).

School	P1	P2	P3	P4	P5	P6	P7	Total Roll	Capacity
Duddingston	48	53	59	48	64	56	56	<b>384</b>	427

- 6.16 Actual catchment P1 intakes have averaged 51 pupils over the last five years and, in the period to 2020, they are projected to stay below 55. The optimum P1 intake for a 14 class capacity school is 60 pupils which assumes team teaching at P1. While the application of the Scottish Government's new capacity guidance increases the number of classroom spaces it does not change the optimum P1 intake level.
- 6.17 The proposed catchment change would transfer an area of housing that lies between Portobello High Street and the A199/East Coast railway line and which is readily accessible to Duddingston Primary School via a road underpass at Broughton Place/Southfield Place.
- 6.18 There are 48 primary pupils currently living in this area, of which 43 attend Towerbank Primary School with the other five pupils going to Duddingston Primary School. The proposed catchment change would add an estimated additional 48 pupils to the Duddingston catchment and such a change could generate an average additional seven P1 pupils per annum. As projections show that the existing catchment will not generate more than 55 catchment pupils and the capacity will increase to 15 classes, this increase can be absorbed within the existing accommodation.

#### Brunstane Primary School

- 6.19 The Brunstane Primary School catchment takes in the Brunstane/Lismore area that lies predominantly south of Milton Road. The school is located in the middle of its catchment, towards its southern side. Following the closure of Lismore Primary in December 2008, the whole catchment area was transferred to Brunstane Primary School. At the time of the closure, the catchment change added a further 110 pupils to the Brunstane Primary School catchment.



- 6.20 The main, three-storey school building opened in 1960. Classbases and general purpose rooms are generally considered to be adequate. The school hall is relatively large but it is also used for dining. A 40/40 nursery class is located in a separate nursery building south of the main school and the Council run Magdalene community centre operates from a standalone building to the west of the school. There is a tarmac area to the north and west of the school and a playing field to the south. The entire site area including the community centre is 2.4 hectares.
- 6.21 Brunstane Primary School has capacity for 12 classes (315 pupils). The application of the Scottish Government's latest guidance for local authorities on determining the capacity of a primary school results in this increasing to a 13 class (379 pupil) capacity. Furthermore, the relocation of non-school facilities occupying classroom space within the school could potentially provide a 14<sup>th</sup> classroom.
- 6.22 The current roll at Brunstane Primary School is 177 primary pupils as shown in the table below. This compares with a revised capacity of 379 pupils; currently only eight classes are in use. There are 231 primary pupils in the catchment of which 119 (52%) attend their local school. The school attracts 58 out of catchment pupils mainly from Niddrie Mill to the south (40 pupils).

School	P1	P2	P3	P4	P5	P6	P7	Total Roll	Capacity
Brunstane	31	33	33	23	16	22	19	177	379

- 6.23 The school roll/catchment projections indicate that P1 catchment numbers are expected to be around 33 and rising towards 38 in later years whereas the optimum P1 intake for a 14 class capacity school (under the Scottish Government's new capacity methodology) is 60 pupils.
- 6.24 The proposed catchment change would transfer a triangular area of land positioned between Milton Road and the main East Coast railway line to Brunstane Primary School catchment area. There are 38 primary pupils living in this area of which 34 attend Towerbank and three attend Duddingston. In future, an extra 38 pupils from this area could be accommodated within the capacity of Brunstane Primary School. The proposed change would also include an industrial area to the north of the railway line which currently does not have any residential properties and or generate any pupils.

#### St John's RC Primary School

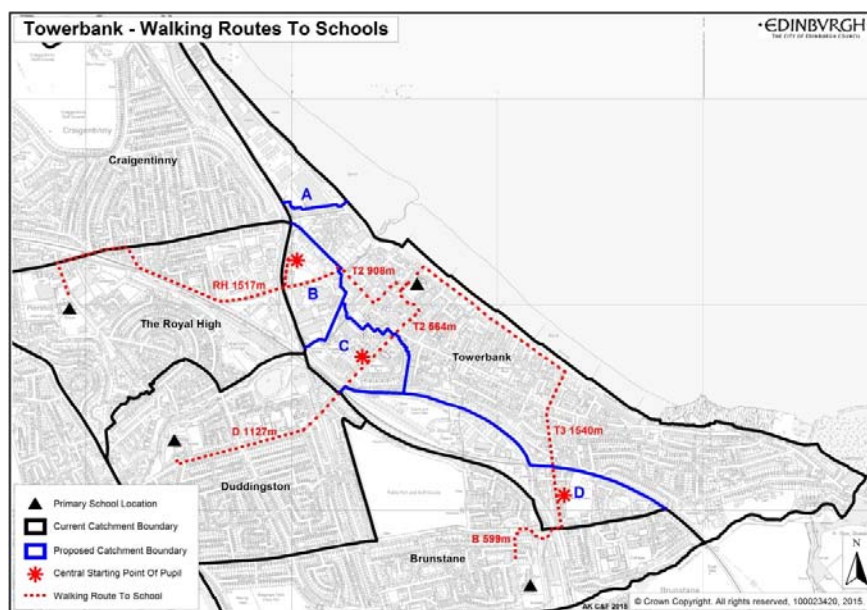
- 6.25 While the proposed catchment changes relate to the non-denominational sector, the proximity of St John's RC Primary School to Duddingston Primary School means that parents whose children are affected by the proposed catchment change may consider this as an alternative option. St John's RC Primary School is adjacent to Portobello High School so pupils from the area that is proposed to

transfer to Duddingston Primary School would walk past St John's RC Primary School en route.

- 6.26 St John's RC Primary School is a 14 class organisation with a capacity of 420 and a current roll of 376 pupils. For the 2015/16 school year it is proposed that the school will operate with an intake limit of 50 pupils which includes 19 pupils who are recorded as being baptised Roman Catholics.
- 6.27 The existing St John's RC Primary School is rated poorly in term of building condition (C rated) and suitability (D rated) but is due to be replaced with an entirely new building on an enlarged 1.3 hectare site on part of the current Portobello High School site. The construction of the new St John's RC Primary School is due to commence once the new Portobello High School opens and the existing school buildings are demolished.

## 7 Walking Routes to Proposed Receiving Schools

- 7.1 The following map shows the proposed catchment changes, the walking route that pupils could expect to take to reach Towerbank Primary School at present and the walking route that pupils could expect to take to reach their proposed new catchment school.



- 7.2 The identified routes are deemed to be 'safer route to schools' which means they have a good surface, are lit and any means of crossing main roads are by traffic controlled crossings or pedestrian over/underpasses. In identifying the potential walking routes, it is on the basis that the responsibility for ensuring the safety of children on the journey between home and school and, where appropriate, supervising the journey, rests with parents or guardians.
- 7.3 The table below shows the walking distance to both Towerbank Primary School and the proposed receiving primary schools from points identified on the map above.

Location	to Towerbank	to The Royal High
Baileyfield Road	908m	1,517m
Location	to Towerbank	to Duddingston
Brighton Place	564m	1,127m
Location	to Towerbank	to Brunstane
Brunstane Road	1,540m	599m

- 7.4 The proposed catchment changes, with future P1 pupils having to travel to different schools, would have a variable impact if implemented. For pupils that would attend the Royal High and Duddingston the walking distances would be greater whereas the walking distance to Brunstane would be less.
- 7.5 The Royal High Primary School lies off Milton Road, accessed via Northfield Broadway. There is a road/footpath link from Baileyfield that runs to the north of the railway line and which then leads onto Milton Road. A traffic controlled crossing point on the A199 at Baileyfield provides a connection to this footpath.
- 7.6 In respect of the proposed catchment change with Duddingston, pupils would follow Brighton Place through the underpass and onto Duddingston Road. In terms of walking distance, Brunstane Primary is better placed to serve the area proposed for catchment change than Towerbank Primary School. Pupils would walk along Milton Road, and go down Magdalene Drive to the school. There is a subway and traffic controlled lights at the junction with Milton Road and the A199.

## 8 Educational Attainment

- 8.1 School inspection reports were undertaken in recent years by Education Scotland at Towerbank, The Royal High, Duddingston and Craigentenny Primary Schools and the quality indicators for each school were assessed as shown in the table below.

Evaluation Criteria	Towerbank	Royal High	Duddingston	Craigentenny
Date of Evaluation Report	Feb-2012	Aug-2012	May-2012	Aug-2013
<b>Primary School</b>				
Learners' experiences	very good	good	good	good
Improvements in performance	good	very good	satisfactory	good
Meeting Learning needs	very good	good	satisfactory	satisfactory
<b>Nursery Class</b>				
Children's experiences	very good	very good	good	good
Improvements in performance	good	very good	very good	very good
Meeting Learning needs	good	very good	good	very good
<b>Work of the school and nursery class</b>				
The curriculum	good	good	weak	good
Improvement through self-evaluation	very good	good	weak	satisfactory

- 8.2 The evaluation of quality indicators by Education Scotland show that Towerbank, the Royal High and Craigentenny Primary Schools received positive assessments but Duddingston received a poor assessment with two areas identified as being weak. This resulted in the school, with the support from the Council, taking forward a school improvement plan to enhance performance in these two areas. An internal follow through report undertaken by a Quality Improvement Officer from the Children and Families Department and published in October 2013, concluded that Duddingston Primary School now provides a good standard of education and that the necessary improvements have been made following the Education Scotland evaluation.
- 8.3 Brunstane Primary School was last inspected by HM Inspectors of Education (HMIE) in October 2007. Under the criterion being evaluated at that time the school received three very good, nine good and three adequate. An internal follow through report undertaken by a Quality Improvement Officer from the Children and Families Department in August 2009 concluded that “With support from the education authority, Brunstane Primary School provided a good standard of education for its pupils. The school had progressed very well since the inspection and had made the necessary improvements in light of the inspection findings. The current improvement plan had had a positive impact on the work of the school. The teamwork in the school provided a very good basis for continued improvement. The education authority will not publish further reports in connection with the 2007 HMIE report”.

## **9 Statutory Consultation Process**

- 9.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for any proposal to alter the catchment area of a school.
- 9.2 The statutory consultees are prescribed as follows:
- the Parent Council of any 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); and
  - any other users of any affected school that the Council considers relevant.

- 9.3 This report recommends that Committee delegate authority to the Director of Children and Families to develop a detailed consultation paper on the proposed changes to primary and secondary school catchment boundaries.
- 9.4 The detailed consultation paper is being prepared and if the proposal to carry out a statutory consultation is approved by Committee then the consultation paper would be finalised and a full statutory consultation process would be progressed. An outline programme for the consultation process is set out below.

Date	Action
3 March 2015	Report to Education, Children and Families Committee
8 May - 22 June 2015	Period for Public Consultation
17 Aug - 6 Sept 2015	Period for Education Scotland to respond
1 October 2015	Publication of Report on Outcomes of Consultation
22 October 2015	Consideration by Council of Report on Outcomes of Consultation

- 9.5 It is necessary to start the statutory consultation process before the date of the next Education, Children and Families Committee on 19 May 2015 however it is proposed that, prior to starting the consultation process, initial informal consultation will be undertaken with the affected schools to establish if there are any other feasible and more preferable alternative options regarding alterations to catchment boundaries which would still achieve the required outcome. One such feasible option would be expanding the area to the south of the current Towerbank Primary School catchment area which is proposed for transfer to Brunstane Primary School and reducing the area currently proposed for transfer to Duddingston Primary School. This and other options will be discussed with each school community.
- 9.6 Committee is asked to delegate authority to the Director of Children and Families to, in developing a detailed consultation paper on proposed changes to primary and secondary school catchment boundaries, take into consideration any alterations to the proposed changes set out in this report which may arise as a result of the informal consultation to be undertaken with the affected schools.
- 9.7 Four public meetings would be held in respect of the proposals at each of the schools where pupils will be affected (Towerbank, Royal High, Duddingston and Brunstane Primary Schools). As the area being proposed for transfer to Craigentenny Primary School does not include any residential properties it is not considered necessary to have a separate meeting at this school. These meetings will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meetings to outline the proposals, assist discussions and answer questions.
- 9.8 All comments received will be recorded and represented in the final consultation report, along with the Council's response to those comments. Individual responses to submissions during the consultation will not be provided. However,

if common themes emerge from submissions, the Council will prepare a Frequently Asked Questions paper and publish it on the Council website during the consultation.

- 9.9 The final consultation report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and a record of representations made at the public meeting along with the Council response to representations made.
- 9.10 It is anticipated that the consultation report will be presented to a meeting of the Council on 22 October 2015 setting out recommendations; it is expected that the Council report would be published on 1 October 2015.

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Early Learning and Childcare Admissions Policy

Item number 7.7  
Report number  
Executive/routine  
Wards

### Executive summary

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To seek members approval for an Early Learning and Childcare Admissions Policy. The proposed policy is attached at Appendix 1.

The purpose of the proposed policy is to ensure clarity and consistency in pursuance of the Local Authority duty to provide 600 hours of early learning and childcare to eligible children as required under Part 6 of Children and Young People (Scotland) Act 2014.

The policy encompasses the requirement to provide 600 hours of early learning and childcare for children aged 2, 3 and 4 years old who are eligible, and the duty of the local authority to consider provision to meet the needs of vulnerable children aged 0-2 years of age.

### Links

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Coalition pledges [P1](#)  
Council outcomes [CO1](#), [CO2](#) and [CO3](#)  
Single Outcome Agreement [SO3](#)

## Early Learning and Childcare Admissions Policy

### Recommendations

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- 1.1 To seek members approval of a policy statement in respect of Early Learning and Childcare Admissions Policy. The proposed policy is attached in Appendix 1.

### Background

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- 2.1 The Children and Young People (Scotland) Act 2014 (the Act) increases the responsibility of the Local Authority to provide 600 hours of Early Learning and Childcare for all four year olds, 3 year olds in the term following their 3<sup>rd</sup> birthday and 2 year olds who meet particular criteria.
- 2.2 The Policy identifies the priority for allocating places in accordance with the requirements laid down in the Act, including the need to provide continuity of service should a family or child's circumstances change.
- 2.3 The needs of vulnerable children aged 0-3 years have historically been met in the Council's Early Years Centres (former Child and Family Centres), with the emphasis being placed on a move to universal provision following their 3<sup>rd</sup> birthday if possible. While the availability of places for children aged 0-2 years will remain in the Early Years Centres, the availability of places for children from the age of 2 years old is being extended to wider settings. These include primary schools and nursery schools, and in new provision where possible and where required.
- 2.4 The Policy is underpinned by the core components, values and principles within "*Getting it right for every child*", which are also fundamental to the detailed guidance and procedures developed in order to implement the policy.

### Main report

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- 3.1 The Policy identifies the order of priority given to children who are eligible for 600 hours of early learning and childcare, either because of their age or other criteria as identified in the [Children and Young People \(Scotland\) Act](#).
- 3.2 The Policy is applicable in nursery schools, nursery classes and early years centres and prioritises children who are resident within the boundaries of the City of Edinburgh Council. There are no catchment areas applied to nurseries and therefore, parents continue to have choice in provision as capacity allows.



- 3.3 The Policy reflects the increase in hours of early learning and childcare from 475 hours to 600 hours as determined by the Act, and the core configuration of these hours currently available within local authority settings i.e 3 hours 10 minutes per day over 38 weeks.
- 3.4 The authority intends to develop more flexible delivery models to build on the current configuration of available hours. Consultation with parents is underway to identify how this flexibility might be achieved. Possible options could enable parents to access 600 hours over two 8 hour days per week, four 4 hour days per week and provision over school holiday periods.
- 3.5 The Act provides the local authority with the powers to provide more or less than 600 hours, should this be consistent with an assessment of need and agreed through a child's planning process. This same process will also identify the requirement for a service for children aged 0-2 years, the allocation of additional support for children consistent with Additional Support for Learning Act, the allocation of hours beyond the school terms, and the allocation of support to parents and carers.
- 3.6 Once a child is identified as eligible from the age of 2 years, their entitlement to early learning and childcare will remain, regardless of changes to parental/family circumstances. The Policy reflects the child's need for continuity of service should a transition between settings be required e.g. from an early years centre to a nursery school or class.

## Measures of success

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- 4.1 The Policy seeks to provide clarity to parents/carers, council staff and elected members about the duties of the local authority to meet its statutory duties in the delivery of early learning and childcare. Guidance regarding detailed procedures which reflect the duties and priorities outlined in the Policy will be prepared.

## Financial impact

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- 5.1 There are no further financial implications with regard to the duties outlined within the Policy. The local authority will be informed of additional funding in the event of any increase to the current statutory entitlement.

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

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- 6.1 The Policy on Early Learning and Childcare Admissions meets the Council's requirement to have governing decision making in the allocation of resources and in relation to service standards.
- 6.2 The Policy will need to be updated in accordance with decisions communicated by the Scottish Government with regard to any modifications in entitlement.

## **Equalities impact**

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- 7.1 There is no adverse impact on equalities as a consequence of the content of the Policy.

## **Sustainability impact**

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- 8.1 Not Applicable

## **Consultation and engagement**

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- 9.1 The local authority has a duty to consult regularly with parents about the delivery of provision, and the current delivery of these hours (i.e. 3hrs10mns over 38 weeks) was identified as a consequence of such a consultation. The local authority is now expected to plan for flexible delivery of these hours in the coming year. Options for delivery will be explored through further consultation, and reviewed every 2 years thereafter, or as a consequence of any modifications to entitlement communicated by the Scottish Government.
- 9.2 The Early Years Strategy Group led by the Senior Education Manager, Early Stages has representation that includes staff from the range of local authority early years settings. This group has responsibility for the development of consultation and reviewing of developments and delivery of early learning and childcare as identified within the Policy.

## Background reading/external references

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[Children and Young People \(Scotland\) Act 2014](#)

[Standards in Scotland's Schools Act 2000](#)

[Children \(Scotland\) Act 1995](#)

### Gillian Tee

Director of Children and Families

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### Links

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<b>Coalition pledges</b>	P1 - Increase support for vulnerable children, including help for families so that fewer go into care.
<b>Council outcomes</b>	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people at risk, or with a disability, have improved life chances
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 –Early Years: Early Learning and Childcare Admissions Policy

# Early Years: Early Learning and Childcare Admissions

**Implementation date: 03 March 2015**

## Control schedule

<b>Approved by</b>	
<b>Approval date</b>	
<b>Senior Responsible Officer</b>	Aileen McLean
<b>Author</b>	Liz Ersoy
<b>Scheduled for review</b>	June 2016

## Version control

Version	Date	Author	Comment
0.1			

## Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute

## Policy statement

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This policy is required to ensure clarity and consistency in pursuance of the Local Authority duty to provide 600 hours of early learning and childcare to eligible children as required under Part 6 Children and Young People (Scotland) Act 2014.

1.1 The Act defines those children who have an entitlement to 600 hours of Early Learning and Childcare as:

- All 4 year olds.
- 3 years olds in the term following their third birthday (Standards in Scotland's Schools Act 2000).
- Any child aged 2 or over, who is or has been since aged 2, looked after by any local authority or has been the subject of a kinship care order.
- Children aged 2, in the term following their second birthday, living in households where the parent/carer is in receipt of one or more of the following benefits:
  - Income Support
  - Income based Jobseekers Allowance
  - Income based Employment and Support Allowance
  - Incapacity Benefit
  - Severe Disablement Allowance
  - Pension Credit

Part 12 (3) of the Act identifies a child who is considered to be at risk of becoming looked after as eligible.

Once a child is identified as eligible their entitlement to early learning and childcare will remain, regardless of changes to parental/family circumstances.

This policy will safeguard and promote the welfare of children who are in need and so far as is consistent with that duty, promote the upbringing of children by their families, by providing a range and level of service appropriate to their need (Children (Scotland) Act 1995).

Getting it Right for Every Child (GIRFEC) in Edinburgh seeks to build on existing structure and best practice that supports early intervention whenever possible. This policy is underpinned by GIRFEC and considers the core components, values and principles which bring meaning and relevance at a practice level to this single-agency, multi-agency and inter-agency approach, to meet the needs of all children.

All children within the eligible groups will be entitled to 600h early learning and childcare over a school year (3h 10m over 38 weeks). This is a current core configuration to entitlement based upon consultation with parents. Alternative models to increase flexibility for families will be considered and this guidance further developed.

## Scope

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- 2.1 The Policy relates to the following specific services within Local Authority provision:
- 600 hours early learning and childcare for 3 and 4 year olds.
  - 600 hours early learning and childcare for 2 year olds who are of have been since aged 2, looked after by a local authority or under a kinship care order.
  - 600 hours early learning and childcare for 2 year olds whose parents/carers are or have been since the child was aged 2, in receipt of specified benefits.
  - Early learning and childcare services for children aged under 2 years.

Attendance at a particular Nursery School, Nursery Class or Early Years Centre does not guarantee a child's entry into a specific Primary School. The provision of early learning and childcare in early years establishments is not governed by catchment areas.

The legislative duty of the Local Authority will be met in ensuring that 600 hours of early learning and childcare is available for those entitled within the Local Authority though not necessarily within a specific establishment.

## Definitions

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- 3.1 "Term" following their second or third birthday: as per school session dates. Term 1 – Autumn term, Term 2 – Spring term, Term 3 – Summer term. See [term dates](#).

There is provision to secure a place for a child earlier, immediately following their second or third birthday where a SHANARRI need has been identified through the child's planning process.

## Policy content

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### Underpinning Principles

- 4.1 The principles underlying the policy apply regardless of the type of service accessed and are as specified in legislation :
- New universality and entitlement of early learning and childcare to specific groups.
  - Centrality of the rights, needs and views of children and their families.
  - Accessibility and flexibility of high quality services.
  - Socially inclusive provision for families, incorporating additional support as appropriate through the integrated assessment and child planning process as outlined in GIRFEC.
  - A commitment to cooperative values and the principles of equity of opportunity, social justice and to tackling social exclusion.

## Implementation

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### Allocation of spaces

- 4.1 The criteria for allocation of places and for providing additional services apply across all early years settings. Parents/carers are expected to show evidence of a child's identification in the form of the birth certificate prior to placement. Early Years Centres will also provide a range of services which prioritises those children and families identified as being "in need".

### Additionality criteria

- 4.2 Any service delivery which does not reflect the baseline 600 hour entitlement will be made through the integrated assessment and child's planning process. This would include the allocation of additional resources (which may include additional time), a reduction in hours needed and those children who do not meet the eligibility criteria (eg those aged under 2).

### Nursery Schools, Nursery Classes and Early Years Centres

- 4.3 These settings provide 600 hours of early learning and childcare hours to 3 and 4 year old children and to 2 year olds who meet the eligibility criteria, under the Children and Young People (Scotland) Act 2014.
- 4.4 Places will be allocated in order of birth date. Where the integrated planning process has identified a child in need they may be allocated a placement as a priority.
- 4.5 Some settings will have spaces specifically created for 2 year olds.

- 4.6 Whilst settings will take into account a parent's preference for a morning or afternoon placement, the Head of Establishment will ensure that there is a balance of use across morning and afternoon sessions to ensure a high standard of experiences and outcomes for children, in addition to the most efficient use of resources.
- 4.7 The audit process will consider children with additional support for learning needs and how best they can be supported within the nursery setting.
- 4.8 Bright Start placements for children with exceptionality will be accessed via the Children's Management Review Group (CMRG).
- 4.9 The allocation of places to children resident in the City of Edinburgh will be made in the order of priority listed below. Once a child is identified as eligible from the age of 2, priority will be given for them to receive a place when aged 3. This reflects the requirement in the Act for the entitlement to remain and the importance of smooth transitions for our youngest citizens.
- Children who require additional support to enable them to reach their full potential (*Education (Additional Support for Learning) (Scotland) Act 2009*), or who meet the eligibility criteria as identified in the Children and Young People (Scotland) Act 2014.
  - Children accessing a retained year (i.e. children of statutory school age who are assessed as requiring another year of pre-school education).
  - Children with deferred entry to Primary School (i.e. children who are eligible to go to school but have applied for and been granted a deferred year or where a parent has a right to choose delayed entry when the child's birth month is January or February).
  - Children in their pre-school year in order of their birth date, oldest first.
  - Children who have reached their third birthday and are born within the dates of eligibility, in order of their birth date, oldest first (Appendix 4)
  - Children who have reached their third birthday and are not yet eligible based on the eligibility date but who have been assessed as meeting the criteria in section 4.2.
- 4.10 If vacancies exist in local authority settings after places have been allocated to Edinburgh residents, places may be offered to those living out with the City of Edinburgh. Attention will be paid to the numbers of children in Edinburgh who require places throughout the year before placement allocation to children out with Edinburgh will be considered.



## **Split placements**

- 4.11 An aim of integrating early learning and childcare is to provide greater consistency for children and reduce the need for split placements if this is not in the best interests of the child and family.
- 4.12 If a split placement is considered as the most appropriate arrangement in meeting the needs of a child and family this can be accommodated at the discretion of the Head of establishment and will be for no less than two days.
- 4.13 Where there is a high demand for placements (i.e. 10 children or more on the waiting list), the Head of establishment will allocate split placements on a discretionary basis.
- 4.14 Consideration must be given to the best use of resources and staffing. All split placements should therefore make up the equivalent of one full week, Monday to Friday. Due to varying demand and availability, discussions regarding the provision of split places will be agreed with the service manager on an annual basis.

## **Allocation of additional services/supports**

- 4.15 Any decision for a child and family to receive additional services will be allocated as a result of an integrated assessment and child's planning meeting as per Getting it Right for Every Child.
- 4.16 These decisions will be informed by the use of the GIRFEC practice tools: the wellbeing indicators (SHANARRI) and the resilience matrix where required. Decisions will be recorded as part of the Child's Plan and will refer to the child's identified and specific additional support needs.
- 4.17 Decisions to allocate additional hours or modify the allocated hours as an emergency intervention may be taken by the Head of Establishment and will relate to a child's safety, an emergency situation which has adverse effect on the family or the prevention of child from being looked after by the local authority. A child's planning meeting may then consider any additional supports/actions required as a result of such an emergency.

## **Selling of Additional Hours**

- 4.18 Some settings have early learning and childcare hours available for purchase which may include wraparound care between the hours of 8am and 5.45pm and which may include available hours over school holiday periods. Some settings have places specifically identified for this purpose and may therefore be in a position to offer services more flexibly. The majority of settings will require to review the selling of additional hours each term in order to consider the waiting list for entitled children.
- 4.19 Priority for these places will be given to those parents in employment or education.
- 4.20 The Local Authority will continue to review the current favoured configuration of 600 hours in consultation with stakeholders.

## **Responsibilities**

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Early Years and Childcare Managers

## **Related documents**

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- [Children and Young People \(Scotland\) Act 2014](#)
- [Standards in Scotland's Schools Act 2000](#)
- [Children \(Scotland\) Act 1995](#)

## **Equalities and impact assessment**

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For details of the completed Record of Equality and Rights Impact Assessment (ERIA) form, contact the named author of the policy.

## **Strategic environmental assessment**

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Not applicable

## **Review**

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June 2016

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Integrated Children's Services

Item number	7.8
Report number	
Executive	
Wards	All

### Executive summary

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This report provides a further update on the good progress made towards the Integration of Children's Services in Edinburgh and proposes a model of governance for the process from April 2015 onwards.

### Links

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Coalition pledges	<a href="#">P1 – P6</a>
Council outcomes	<a href="#">CO1 – CO6</a>
Single Outcome Agreement	<a href="#">SO2, SO3</a>

## Integrated Children's Services

### Recommendations

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- 1.1 The Committee is asked to note the significant progress which has been made in the development of Integrated Children's Services in Edinburgh
- 1.2 The Committee is asked to note the proposed remit for the Integrated Children's Services Board and to request a review of its effectiveness in March 2016
- 1.3 That this report is forwarded to Council for approval and for the appointment of elected members to The Integrated Children's Services Board

### Background

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- 2.1 Since May of 2014, work has been underway to agree a shared approach, with NHS Lothian, to the delivery and management of Integrated Children's Services for the City of Edinburgh. The overall purpose of this is to enable senior management within children's health, education and social work in Edinburgh to improve outcomes for children, young people and their families in the city through the delivery of more efficient, effective and coherent services and resources.
- 2.2 Significant engagement with staff and service users (including children, young people, parents and carers) has taken place and was previously reported to [Committee in September 2014](#).
- 2.3 The principles and practice of Integrated Children's Services reflects feedback and learning from Total Craigroyston, Total Neighbourhood East and the Wester Hailes Healthy Living Centre as well as information gathered as part of the design of locality service delivery as part of the BOLD programme

### Main report

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- 3.1 Over the last 9 months the variety of engagement activities which have been undertaken to gain feedback from staff and service users about the proposal to better integrate services have demonstrated clear support for this approach, considering it to be an appropriate and logical way to progress. This next step in integration complements the development of the Integrated Joint Board for adult health and social care services and is entirely consistent with the principles within "Organise to Deliver" and the associated business cases for locality working and shared services.
- 3.2 The **Integrated Children's Services Board (ICSB)** would operate on a consensual basis, similar to the former Joint Board of Governance for adult services in Edinburgh.

It would build on and support the work of the successful Children's Partnership and its associated Chief Officer Group and have oversight of all children's services within the city of Edinburgh in line with the Community Plan and Integrated Plan for Children and Young People.

- 3.3 With the impending dissolution of Edinburgh's Community Health Partnership, this paper proposes the establishment of an Integrated Children Services Board (Appendix 1). This Board will support the ongoing implementation of the integration process and the associated changes in reporting and accountability and oversee and monitor the implementation of the city's Integrated Plan for Children, Young People and their families. Whilst this Board will be established by April 1st 2015 it is not likely to meet until early June for the first time to for proper recruitment and preparation work to take place with members.
- 3.4 At a locality level, Integrated Children's Services will build on the effective work to date of multi-agency Children's Services Management Groups and respond to further changes which will occur as a result of the agreement between community planning partners to work within coterminous boundaries in the city and the current consultation by the BOLD team about resource distribution and locality management of CEC services. The principles which apply to this process will serve the further development of integrated services well and every effort will be made, going forward, to explore opportunities for collocation, shared learning and development, jointly funded posts and pooled budgets to facilitate collaborative working and achieve budget efficiencies.
- 3.5 Firm proposals for an Integrated Children's Service (including management structures for NHS Lothian staff formerly within the CHP) are currently being finalised and will be submitted to the Scottish Government along with the paper which sets out the integrated adult health and social care arrangements within the city.
- 3.6 Accountability for health visiting and school nursing services will rest with the General Manager of Women's and Children's Services within NHS Lothian.
- 3.7 It is anticipated that the Child and Adolescent Mental Health Service and Family Nurse Partnership – both Lothian wide resources – will sit within the same management structure although the details associated with this have to be finalised.
- 3.8 Any changes for CEC staff will take place as part of Organise to Deliver implementation and as part of the redesign work which will follow

## Measures of success

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

Services. The Board will monitor progress in all these key areas and would expect to see improvements in the identified priority areas. We would also expect that feedback from staff would demonstrate the added value of further integration through the introduction of greater co-location, shared infrastructure resources and improved communication and information sharing

## **Financial impact**

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

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

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- 6.1 A Risk Register will be developed to support the development of Integrated Services and highlight areas that the Integrated Children's Services Board needs to take account of, and monitor, during the development process

## **Equalities impact**

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- 7.1 An Integrated Impact Assessment of the proposed structure will be undertaken when the details of the first stages are formally agreed and by the end of March 2015 at the latest. This will be jointly led by NHS Lothian and CEC's equalities staff and we expect that this will provide both some objective scrutiny of the process and also identify areas of Equalities and Rights for particular attention as we move into the more detailed planning phase.
- 7.2 However, we believe that the development of better Integrated Services for children, young people and families should help us address the causes and impact of inequality more effectively and efficiently.

## **Sustainability impact**

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- 8.1 Developing models of collocation and shared services will have a positive effect in terms of property use and associated energy requirements and the development of more integrated working practices should produce more sustainable services in the longer term.

## Consultation and engagement

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- 9.1 This proposal to develop Integrated Children's Services builds on – and will be supported by - the very positive work of the multi-agency Edinburgh Children's Partnership and its Chief Officer group.
- 9.2 We expect to continue the process of information sharing, consultation and engagement that has already taken place and to use the feedback from children, young people, their families and our staff to develop a programme of continuous improvement as we take forward integration.

## Background reading/external references

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[Organise to Deliver](#)

[BOLD Business Cases; delivering a lean and agile Council](#)

### **Gillian Tee**

Director of Children and Families

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

E-mail: [lynne.porteous@edinburgh.gov](mailto:lynne.porteous@edinburgh.gov) | Tel: 0131 529 2423

<b>Coalition pledges</b>	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO2 - Edinburgh’s citizens experience improved health and wellbeing, with reduced inequalities in health</p> <p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<p>1. <a href="#">Draft remit – Integrated Children’s Services Board</a></p>



## **Integrated Children's Services Board**

### **Purpose and Remit**

The **Integrated Children's Services Board (ICSB)** would operate on a consensual basis, similar to the former Joint Board of Governance for adult services in Edinburgh. It would build on and support the work of the successful Children's Partnership and Partnership Chief Officer Group and have oversight of all children's services within the city of Edinburgh in line with the Community Plan and Integrated Plan for Children and Young People.

Through the development of appropriate management structures and reporting and monitoring processes, the ICSB will ensure a holistic view of all children's services in Edinburgh from universal to specialist and acute services and including transition arrangements for young people moving into adult services.

The ICSB will hold senior management within children's health, education and social work in Edinburgh accountable for the delivery of efficient and effective services and improved outcomes for children, young people and families in line with the requirements within the Children and Young People (Scotland) Act 2014

The work of the ICSB will strengthen existing partnership working arrangements by:

- Maintaining clear oversight of the shared vision for children's services and delivery of the Integrated Plan for Children and Young People
- Ensuring a corporate approach across CEC and NHS Lothian to the delivery of children's health, social work and education services in Edinburgh
- Ensuring compliance with the statutory responsibilities within the Children and Young People (Scotland) Act and fulfilling the expectations of the Care Commission and Joint Inspectorate
- Developing a reporting framework to ensure the accountability of senior managers for their leadership of integrated service delivery across children's health, social work and education services
- Propose and monitor resource allocation - within the budgetary resources available to NHS Lothian and CEC - to meet joint service targets and statutory responsibilities in accordance with the Integrated Plan and to meet the requirements of the Children and Young People (Scotland) Act 2014

- Building on – and extending - the important interface with adult treatment and care services in terms of improving transition for young people into adult services and better supporting families
- Ensuring effective and efficient co-production and joint commissioning processes are in place to support service delivery.

### **Membership:**

Membership of the ICSB will be as follows:

#### **City of Edinburgh Council:**

- 3 x Elected Members
- Director of Children and Families
- Chief Social Work Officer

#### **NHS Lothian:**

- 3 x Non-Executive Members
- General Manager for Children's Services
- Child Health Commissioner

#### **In attendance:**

Voluntary Sector representative (through EVOC) (1)

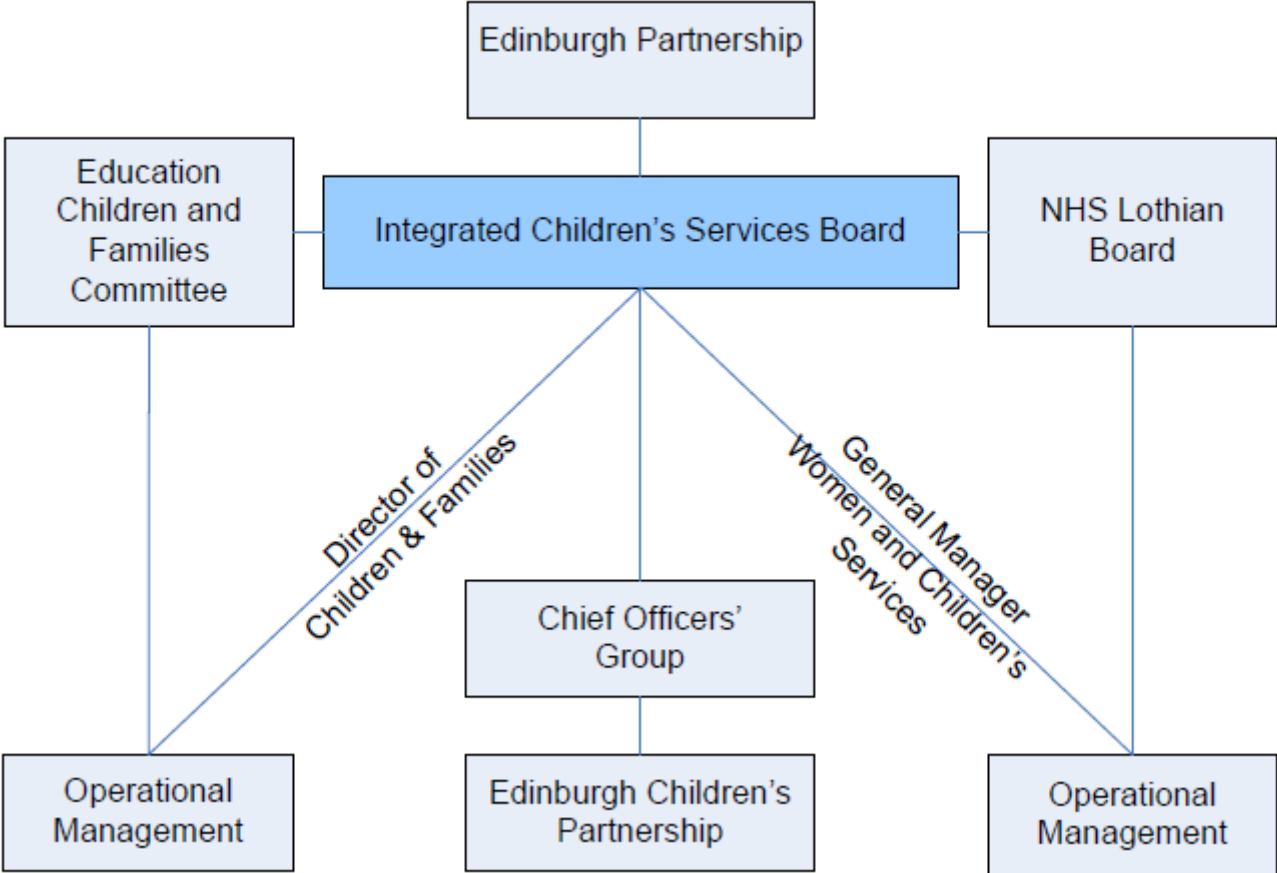
Police Scotland representative (1)

Lead Officers from NHS Lothian and CEC by agreement

#### **Meeting Structure:**

- The Chair will be agreed by the membership and will rotate annually between NHS Lothian and CEC
- Meetings will be held quarterly
- Secretariat functions will be jointly provided through CEC and NHS Lothian

**Structural Relationships:**



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## School Based Sport Hubs

Item number	7.9
Report number	
Executive/routine	
Wards	All

### Executive summary

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The Sports and Outdoor Learning Unit have led on the successful development of school based Community Sport Hubs and are set to roll out this approach to other schools and neighbourhoods in the city.

### Links

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Coalition pledges	<a href="#">P42</a> , <a href="#">P43</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO10</a> , <a href="#">CO20</a>
Single Outcome Agreement	<a href="#">SO2</a> , <a href="#">SO3</a>

## School Based Sport Hubs

### Recommendations

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The Committee is asked to:

- 1.1 Note the successful impact of the existing school based sport hubs and the important role which schools play in the development of community sport.
- 1.2 Note the confirmation of a new tranche of external funding from Sportscotland as of April 2015 and the intention to expand the approach to other schools.
- 1.3 Agree that a further short report will be presented in May 2015 on the consultation, assessment and final recommendations of future school based Sports Hub locations.

### Background

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- 2.1 The Community Sport Hubs are a national initiative (funded by Sportscotland) designed to improve school to club links and develop partnerships with sports clubs and other community organisations.

### Main report

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- 3.1 The Sports and Outdoor Learning Unit has taken the lead role in developing three school based Community Sport Hubs (firstly, Forrester/St Augustine's HS Campus followed by Broughton HS and more recently a third one – at The Royal High School). This has resulted in significant success (see below for increased participation levels)

Community Sport Hub	Number of years in operation	Active Participant Visits	Youth Participant Visits	Club Membership
Forrester / St Augustine's	3 YEARS	73,387: <b>24% increase</b>	51,370: <b>70%</b> of Total visits	<b>70% increase</b>
Broughton High School	2 YEARS	37,094: <b>47% increase</b>	18,547: <b>50%</b> of Total visits	<b>113% increase</b>
The Royal High School	1 YEAR	19,101: <b>59% increase</b>	9,9932: <b>52%</b> of Total visits	<b>25% increase</b>

## **Schools: The home of Clubs and Organisations**

- 3.2 Schools are seen to be the home of club sport in Edinburgh and the relationship with Children and Families is crucial to sustaining success in creating pathways from participation in school sport to a lifelong engagement through club and community sport.
- 3.3 There are now forty nine 'partner sports clubs' at our three school based sport hubs. 'Tier 1' Partner clubs are clubs that contribute to the school curriculum and/or Active Schools programmes (see list of Clubs/Organisations and their priority status in Appendix A). In addition to the partner clubs there are additional clubs and organisations that regularly use the sports facilities.

Forrester/St Augustine's : Total number of Clubs/Organisations – 39

Broughton High School: Total number of Clubs/Organisations – 18

The Royal High School: Total number of Clubs/Organisations – 15

Total 72

- 3.4 Sport has the power to enrich and enhance the people and communities of Edinburgh. This approach to building strong communities (the focus on the collective) provides a very important balance to the 'pay to play' model that generally operates in sport centres (by contrast the focus on the individual consumer).
- 3.5 For example, Queensferry High School sports facility is run by Edinburgh Leisure and in the main operates a 'pay to play' model. There are currently very few local sports clubs regularly using the facility. The school is now under consideration to become part of an area based Sports Hub in Kirkliston and South Queensferry (see section 3.15 on new schools and neighbourhoods).

## **Sport Hubs and Community Access to Schools**

- 3.6 Community Access to Schools (CATS) is a strategic priority for the Children and Families Department and our partners. A current review has already delivered on significant efficiencies and savings together with agreed plans for improved co-ordination, improved marketing and customer experience. New management arrangements have been agreed that move responsibilities from Head teachers to Community Learning and Development management creating more synergy with community planning and the use of schools to achieve improved outcomes across key priorities within the Community Plan (SOA). The development of school based Community Sport Hubs are a key part of these new arrangements.

### **LOCAL: LOCAL: LOCAL: LOCAL**

- 3.7 One of the key themes and approach to our work is LOCAL: LOCAL; LOCAL: LOCAL – Local People with Local Coaches in Local Clubs in their Local School. An improved marketing strategy will be developed to incorporate this critical local aspect.

- 3.8 One of the best examples of this approach is the West Edinburgh Netball Club (WENC) at the Forrester campus. There was a lack of a Netball Club on the west side of the city. Hannah Gaunt a pupil at Forrester High School was travelling across the city to play her netball and was concerned by the absence of a club in her area. Together with her mother she set up the WENC at the Sports Hub. Within three years they have set up two age group squads and a recreational club for younger pupils from local Primary Schools. In November 2014 Hannah won a national award as Young Netball Coach of the Year.

### **Our Partnerships with Sportscotland and the National Governing Bodies**

- 3.9 Both Sportscotland and the National Governing Bodies (Scottish Football Association, Scottish Rugby Union, Netball Scotland, Scottish Volleyball, etc) are fully aware that schools play a crucial part in the development of youth sport. A critical element of promoting and developing sport with young people is the City of Edinburgh Council's policy of youth registration. This progressive policy allows youth sport to take place at school sport facilities at a reduced rate.
- 3.10 The buzz word/phrase emanating from Sportscotland (the national agency for sport) is 'The Connectors'. It is about connecting PE to Active Schools programmes and then onto Club sport. Community Sport Hubs focus on sports clubs to make them more capable and connected to the school environment.
- 3.11 "Your work around schools based Community Sport Hubs has been a great example of the benefits of adopting this simple approach. It has also shown us some great examples of youth leadership in a school environment connecting with club activities in the community space in the evenings. As you know we are all working to the aspiration of a sporting system that connects club/community and school environments together so it is great to see the commitment to making this happen."

James Steel. National Manager, Sportscotland

### **Income Generation**

- 3.12 The primary aim of the Sport Hubs is as indicated above to improve the connections not to income generate. However, by working with local clubs and promoting new opportunities we have improved the participation numbers (as featured in section 3.1) and as a consequence the income generation levels have increased.
- 3.13 This proves it is possible to combine a progressive sports development approach with a healthy financial return.

<b>Community Sports Hub</b>	<b>Income Generation 2011-12</b>	<b>Income Generation 2012-13</b>	<b>Income Generation 2013-14</b>
<b>Forrester / St Augustine's</b>	£142,599	£170,702	£178,606
<b>Broughton High School</b>	£51,407	£69,896	£86,922
<b>The Royal High School</b>	£36,731	£50,317	£50,551

### **Sport Hub Leaders**

- 3.14 A key area of focus across the three Hubs is the development of 'Young Leadership' and employability opportunities. There is now a network of 14 young Sport Hub Leaders employed across the Hubs, all identified from the local community, local schools and local clubs. The Sport Leaders play a dual role in terms of reception/customer care and supporting junior clubs. Caitlin Wilson a pupil at the Royal High School spoke at the recent National Sports Hub Conference about her experience. She has since acquired her first job in Customer Services at Edinburgh Airport. She has kindly informed us that undoubtedly it was the experience and confidence she gained from being a Sports Leader that won her the job.

### **The New Schools and Neighbourhoods for Sport Hubs**

- 3.15 In consultation with SportScotland we have, through a mapping and development planning exercise, started the process of identifying schools and neighbourhoods that might benefit from a roll out of the sport hub approach. The schools and areas that have been identified as potential sport hubs are Liberton High School and Leith Academy. There is an additional proposal to develop an area based Sports Hub in Kirkliston and South Queensferry (through a joint partnership approach with Edinburgh Leisure) and this may involve Queensferry High School and the local feeder Primaries. An assessment checklist has been devised that looks at various key criteria such as school support, type and quality of facilities and the clubs and organisations in the area. Further consultation will shortly commence with the aforementioned schools, local clubs and other local stakeholders to determine if a Sports Hub should be created at these schools/neighbourhoods. A further report on the consultation, assessment and final recommendations will be produced by May 2015.



- 3.16 Sportscotland have also invited the Children and Families Sports and Outdoor Learning Unit to forge a larger and more formal partnership role in the Heriot Watt University Sports Hub which embraces the Currie/Balerno and Wester Hailes areas.

## Measures of success

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- 4.1 We can demonstrate quantitative data and we can also demonstrate qualitative impact through other indices - leadership, personal achievement, teamwork and confidence.

## Financial impact

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- 5.1 The City of Edinburgh Council was awarded £90,000 per year from Sportscotland from 2011 to 2015. A new allocation of £90,000 has been awarded for 2015 to 2019.

## Risk, policy, compliance and governance impact

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- 6.1 The approach and recommendations in this report are a complementary part of the Community Access to School (CATS) policy. There is no health and safety, compliance or regulatory implications arising from the report.

## Equalities impact

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- 7.1 A significant number of developments at the Sport Hubs are specifically targeted at addressing inequality particularly female participation (see case study example in section 3.11) and new developments relating to disability sport. The close relationship and commitment to local clubs and the reduced rates through the Youth Registration scheme are designed to assist young people from low socio-economic backgrounds are supported in their desire to play sport.

## Sustainability impact

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

## Consultation and engagement

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- 9.1 The approach to consultation and engagement in the first phase of this development has been through the establishment of Club Forums.

## Background reading/external references

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- 10.1 None.

### Gillian Tee

Director of Children and Families

Robin Yellowlees, Service Manager – Sports and Outdoor Learning Unit

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## Links

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<b>Coalition pledges</b>	P42 Continue to support and invest in our sporting infrastructure P43 Invest in healthy living and fitness advice for those most in need
<b>Council outcomes</b>	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO10. Improved health and reduced inequalities CO20. Culture, sport and major events – Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and futures of citizens
<b>Single Outcome Agreement</b>	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
<b>Appendices</b>	1 – List of ‘Partner Clubs’ at our school based Sport Hubs

### Partner Clubs at our School based Sport Hubs

**Tier 1: 39 Clubs/Organisations: Rationale: Engagement in Curriculum Delivery, Active Schools, Development of Young Sport Hub Leaders, Local Events and City wide Priority Developments.**

'Tier 1' Clubs/Organisations receive priority status in the annual letting process. The intention is to increase the number of Tier 1 Clubs and to support their engagement with local schools (Secondary and feeder Primary Schools) as well as their profile in the local community.

**Tier 2: 10 Clubs: Rationale: Current engagement with local young people, Occasional involvement in local school and community events.**

**Tier 3: Other Users.**

#### **Forrester/St Augustine's Sports Hub**

##### **Tier 1**

Hearts Swimming Club  
Warrender Swimming Club  
Hibs Girls Football Club  
Salvesen Football Club  
Edinburgh City Football Club  
Forrester Rugby Club  
Edinburgh#3 Triathlon Club  
Corstorphine Athletics Club  
Jets Volleyball Club  
Tall Oaks Badminton Club  
West Edinburgh Netball Club  
Kestrels Gymnastics Club  
Active Judo Club  
Edinburgh Eagles Disability Athletics Club  
Edinburgh Disability Judo Club x 2 (1 visual and sensory / 1 all other disabilities)

##### **Other Priority Developments**

Capital Athletics Junior Development Squad  
City of Edinburgh Netball Association – Matches and Squad training  
City of Edinburgh Schools Sports Academy  
SFA Mini Kickers  
East of Scotland Disability Football  
Plus Schools fixtures (weekend football/hockey)

##### **Tier 2**

Dunedin Junior Swimming Club  
Pleasance Junior Basketball Club  
Thistle Dance  
Dunedin Netball Club  
Capital Allstars Cheerleading  
Murrayfield Junior Ice Hockey Club

##### **Tier 3**

13 Other Groups/Organisations using the sports facilities

## **Broughton High School Sports Hub**

### **Tier 1**

Blackhall Football Club  
Spartans Football Club  
Bats Rugby Club  
Edinburgh Lions Basketball Club  
Capital Lacrosse Club  
Sneekys Ultimate Frisbee Club  
Fencing Club  
Tae Kwon Do Club  
Dancenation  
City of Edinburgh Gymnastics Club

### **Other Priority Developments**

SFA Performance School  
Edinburgh Dance  
Plus Schools fixtures (weekend football/hockey)

### **Tier 2**

Synergy Kettlebell Junior Fitness Club  
City of Edinburgh Korfbal Club

### **Tier 3**

4 Other Groups/Organisations using the sports facilities

## **The Royal High School Sports Hub**

### **Tier 1**

RHC Cougars Rugby Club  
RHC Lions Cricket Club  
Royal High Junior Athletics Club (Panthers)  
Murrayfield Table Tennis Club (Meerkats)  
Cramond Football Club  
Hearts Swimming Club  
Wildcats Outdoor Adventure Club

### **Other Priority Developments**

Schools fixtures (weekend football/rugby/hockey)

### **Tier 2**

Royal High Bowling Club  
Dunedin Athletic Football Club

### **Tier 3**

6 Other Groups/Organisations using the sports facilities

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Total Craigroyston

Item number	7.10
Report number	
Executive/routine	
Ward	4

### Executive summary

Total Craigroyston is an Edinburgh Partnership initiative charged with improving outcomes for children and families. Its roots are in the Christie Commission on the Future Design of Public Services in Scotland, which recognised that despite major investments of time and resources over many years, the effects of poverty are still felt disproportionately in some communities in Scotland. In addition the Commission recognised that much of our public spending goes on meeting 'failure demand' and called for resources to move from high end crisis intervention towards prevention and early intervention approaches

Total Craigroyston is now into its third year working towards improving outcomes for Children and Families in and around Craigroyston Community High School. This latest year has seen the work continue to progress a number of local changes as well as contribute to a range of wider development through the BOLD project.

### Links

Coalition pledges	<a href="#">P1</a> , <a href="#">P8</a> , <a href="#">P11</a> , <a href="#">P12</a> , <a href="#">P13</a> , <a href="#">P29</a> , <a href="#">P32</a> , <a href="#">P33</a> , <a href="#">P34</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO10</a> , <a href="#">CO11</a> , <a href="#">C14</a> , <a href="#">CO23</a> , <a href="#">CO24</a>
Single Outcome Agreement	<a href="#">SO2</a> , <a href="#">SO3</a> , <a href="#">SO4</a>

## Total Craigroyston – Executive Report

### Recommendations

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- 1.1 The Committee is asked to note the scope of work and the impact on key outcomes for children and families as well as the influence on wider strategic developments

### Background

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- 2.1 Total Craigroyston works to a Road Map which was developed through an extensive consultation and engagement process involving local residents and local staff including colleagues from schools. Through the consultation, seven themes were identified, one of which was providing support to families at an earlier stage in order to avoid problems becoming crises as well as finding new ways to engage with people living in the community. Total Craigroyston is a 'whole place' approach, building on three core components - Strengthening Universal Services, Supporting Families and Strengthening the Community. Taking action across these core components has been shown to be necessary to achieve lasting change.

Total Craigroyston has been asked to 'do what it takes' to improve outcomes for children and families in the cluster. It works across the Craigroyston Community High School cluster, enlisting the support of a wide range of partners and third sector agencies as well as the community itself.

### Main report

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#### Supporting and Sustaining Change

- 3.1 The major emphasis of Total Craigroyston is identifying and delivering local improvements that improve outcomes for local families and produce learning for wider systematic change in the delivery of public services. This is encapsulated within the three areas of the working model.



Total Craigroyston's working model recognises that in order to achieve sustained change, action needs to be taken in the round. Communities and families who face complex challenges need to feel included, supported and connected to the wider world. This is not easy work and the challenge is to think less about service driven outcomes and more about people driven outcomes. Relationships of trust, which support honest respectful conversations taking place and a sharing of insight and expertise in order to identify changes required in both practice and procedures are important. Joining up services for communities and families facing multiple and complex challenges requires commitment from service managers to allow their staff time and space to work differently.

- 3.2 Within the local community the impact of the work is being seen by local people - experiencing services that are beginning to be better connected, and by local staff - seeing improved communication and partnership working which supports them in their day to day work.
- 3.3 Some areas of challenge remain. The impact of anti-social and criminal behaviour on both the community and the individuals involved is a considerable challenge. There has been a concerted and coordinated focus from a range of services working alongside the community and there are some early signs of progress.
- 3.4 The Taking Stock 2014 report – on which this report is based - describes the work of Total Craigroyston over the last year within the three elements of the working model, the lessons learned, the successes to date and identifies outstanding areas for action going forward by the full range of partners involved in this work.
- 3.5 A basic premise of the work of Total Craigroyston continues to be that as many people as possible are supported through the services that are universally available to all members of society. The challenge, as identified through Christie and other commentators, remains that this access to universal services is often underutilised, insufficient or inefficient.



### **Multi-agency Practice Development**

- 3.6 Total Craigroyston has continued to support the implementation of Getting it Right across the area by offering local training, practice development and developing better partnership working.
- 3.7 As well as building knowledge and skills, the delivery of multi-agency, inter-disciplinary training and practice development at local level plays an important role in supporting staff to build relationships of trust, which in turn contribute to better partnership working.

Over the last year the following training / practice development has been delivered locally:

<b>Training Offered</b>	<b>Staff Trained</b>	<b>Number of Agencies</b>
Steps to Excellence	11	4
Positive Futures (supporting vulnerable under fives)	20	10
Working With Parents (two courses)	60	31
Developing a Coaching Approach	11	6
Housing for non-housing staff	54	19
Getting it Right - Core Components	9	6
Getting it Right - Role of the Lead Professional	23	14
Getting it Right - SMART planning and assessment	13	10
Children Affected by Parental Substance Misuse	48	23
Mentors in Violence Prevention	21	11

## **Early Years**

### **Providing Quicker Access to Family Centres**

- 3.8 As part of the Scottish Government's Early Years Collaborative, Total Craigroyston is running an Early Years test of change designed to reduce the number of stages required for families to gain access to early years' services. The test has resulted in a streamlined process which means that families gain access to services within one week rather than six weeks.
- 3.9 The process implemented in this test will influence the admissions procedure for Early Years establishments across Edinburgh and in due course the lessons learned will be fed back to the Scottish Government.



### **27-30 Month Developmental Review**

- 3.10 The re-introduction of the 27 – 30 month developmental review is now well underway. The review is delivered by health visitors in the area and across Lothian the uptake is high. NHS Lothian has been gathering data on the outcomes of the review and so far it has identified that the greatest area of need is for speech, language and communication support followed by support for behaviour issues and the development of social skills. Local data will demonstrate if the pattern is repeated within the Total Craigroyston area and the intention is to use the information from the developmental review to improve transition into nursery, especially for those children coming directly from home.

### **Access to Health Services**

- 3.11 Due to changes in the use of Health Services buildings in the area, Community Child Health colleagues felt that their premises were no longer suitable for their purposes. Space within Royston Wardieburn Community Centre was made available and this has been used for multi-disciplinary assessment clinics since October 2013. Attendance at the clinics has been about 80%, much higher than normal. Due to similar changes, the Child and Adolescent Mental Health Team has also begun using this space for their Choice appointments and there is also potential for the space to be used by some of the associated therapists.
- 3.12 This is a good example of a win-win situation. Health colleagues gain access to more family friendly space and the community centre is better used at a quiet time and is also able to link families into the range of programmes and activities they have on offer.

### **Supporting Mental Well Being**

- 3.13 In August, a conversation with local services and projects which provide mental health and wellbeing services in the area took place, to explore more effective ways of working together. Two actions from this were a networking event to raise awareness of the range of services available locally is being planned and a 'conversation cafe' has been held around the issue of substance misuse. Additionally, visiting a project in London to learn more about the asset based approach that is being developed there through the 'recovery college' approach will be explored.

### **Integrating Health and Children and Families Services**

- 3.14 Local people were influential in the development of the ideas being taken forward to integrate Children and Families and Health services at local level. Senior managers from both organisations came out to the area to talk with local people and staff about their experiences and to hear their ideas about where things could be working more effectively. Their ideas were incorporated into the paper, *Towards a Model of Integrated Children's Services for Edinburgh*. This significantly influenced

the development of this approach which will bring Children and Families and Child Health Services into a joint governance arrangement from April 2015.

### **Supporting our Youngest Children**

- 3.15 Local data demonstrates that a number of young children in the Total Craigroyston area begin school at a considerable disadvantage compared to their peers. This disadvantage persists throughout their school life and often has a significant impact on their later life chances.
- 3.16 Improving young children's readiness for school is one of the most important objectives of Total Craigroyston and a range of work goes on in the area to ensure that children arrive at school with the expected level of language and social skills.
- 3.17 The PlayTalkRead bus made 6 visits to the area over the past year and another date is planned; visits were co-ordinated and promoted by the Parent and Carer Support Development Officer around the days and venues when parent and children groups were running to encourage attendance. The visit to Pennywell road in June was a huge success with 100 parents and 111 children attending. Health Visitors, a Speech and Language Therapist and Sleep Counsellors were on hand throughout the day to answer parents' questions and information on all the local programmes and activities for families was made available. The event was supported by Tenants and Residents in Muirhouse (TRIM) and fruit and healthy snacks were provided in th Community Shop for all of the children who attended.
- 3.18 Lickety Spit – an early years' immersive drama group – works in the area offering child centred drama productions and workshops. As the resident drama group at North Edinburgh Arts Centre, Lickety Spit offers children and their families a unique opportunity to experience drama and music in their own community. Lickety Spit has a high level of success in involving families in this work, nurturing children's creativity and increasing parent and carers understanding of the importance of building on children's creative abilities.
- 3.19 To give a greater focus to this work, a seminar, addressed by Emeritus Professor Colwyn Trevarthan, was held in June 2014, with Early Years partners to consider the issue of school readiness and to identify further actions that can be taken to help children's school readiness. The actions identified include focussing on play and nurture in the very early years, support to parents and carers around developing early literacy and family learning, using the 27/30 month review to enable us to provide appropriate early support. This has been developed into an action plan and is being taken forward within the local Early Years Forum.

#### **Some of the Opportunities in the Area**

Bookbug sessions

PEEP groups

Toddler groups

Family Events

Play, Talk, Read bus

## **Getting the Most from School**

### **Attainment and Achievement**

- 3.20 Primary schools in the area have continued to focus on ensuring that children do well with reading, writing and maths and several programmes are in place to support children in these areas of learning. The outcome continues to be a steady improvement in all schools across all areas.
- 3.21 At Craigoyston Community High School the trend of improvement shown over the last three years continues.

### **Reducing Exclusions and Improving Attendance**

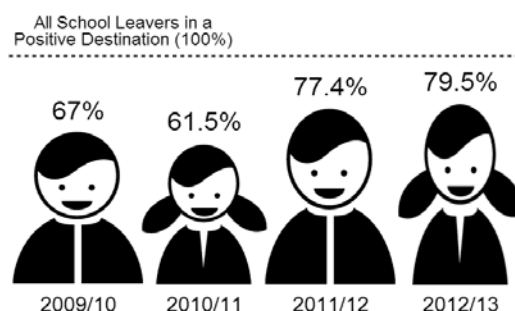
- 3.22 School exclusions continue to be carefully monitored and there has been a marked reduction at the primary school level in the number of exclusions that have taken place.
- 3.23 At the secondary level there has been a large reduction in the number of exclusions from 2012. As part of the commitment to improving outcomes for young people over the long term, Craigoyston Community High School has adopted a no exclusions approach in session 2014/15. This is a bold decision and one that is challenging not only for the school but also for central support services and local partners. Seeing this achieved successfully will require a concerted effort from all partners.
- 3.24 All schools have taken steps to improve their regime around attendance and in three of our schools attendance is improving. There is commitment to continuing to improve attendance over the coming year, especially in the High School where tutor groups have been re-introduced from the start of the 2014 session. This has created more consistency for youngsters at the beginning of the day and has led to non attendance being picked up more quickly. Each tutor group to take part in a residential experience at the beginning of term to strengthen the early bond with school.. These residential experiences are being delivered by My Adventure, a community based social enterprise which employs local young people.
- 3.25 Craigoyston High School recently received a very positive Education Scotland inspection report which commended the school's inclusive vision and very good curriculum which is designed to ensure that all young people can stay on at school until S6 and leave school into a positive destination. See the school inspection here -  
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CraigroystonCommunityHighSchoolEdinburghCity.asp>. Alongside that, the Learning Community was also inspected, in both Total Craigoyston was found to be making a very positive impact on partnership working in the school and the wider community. See the Learning Community inspection here -

## Tackling Bullying

- 3.26 One of the issues identified by local people during the initial engagement process was bullying in schools. Although all schools have rigorous policies to deal with bullying, parents and members of the wider community were unsure about how it was handled by individual schools. Parents recognised that there is often tension between what happens in school and what takes place outside school and were keen to address this. Work was done in each primary school, involving the parent councils, to create parent friendly communication about bullying. The parents have formed a joint group - North Edinburgh Parents Working Together for a Safe Community. In addition, workshops were run in primary school classes by members of the North Edinburgh Young People's Forum to establish improvements that the children themselves would like to see.
- 3.27 Following this a second edition of the youth newspaper, The Matter was produced, bringing together their ideas. All four primary schools have agreed to adopt the Rights Respecting School programme and the parent councils have agreed to look at how this programme could be adapted for use in the wider community. Training for community providers was delivered in September 2014 to support the development of a consistent approach between schools and community providers.
- 3.28 The 'Do you know where they are tonight?' parents and carers leaflet was produced by the Parent and Carer Support Development Officer in consultation with the parents mentioned above. The leaflet gives advice to anyone who may be worried their child may become involved in anti-social or offending behaviour and outlines suggestions to prevent and address this type of behaviour, it also lists contact details for relevant organisations.
- 3.29 Craigroyston Community High School continues to do extremely well in its approach to tackling issues of bullying. To complement this work, the Community High School has implemented the Scottish Violence Reduction Unit's Mentors in Violence Prevention programme (MVP). Taking a bystander approach this project trains senior students to be mentors to younger students, supporting them to understand the ways in which they can challenge a range of bullying behaviour. Training for peer mentors started in mid September and was delivered by staff from a number of services including the Total Craigroyston team. From January 2015 all S1 students will be involved in this project through their Personal and Social Development curriculum. Local youth organisations are also developing the use of this approach within their community settings.

## Post School Destinations

- 3.30 The high school and its partners continue to make good progress in relation to



supporting young people into positive destinations. Community partners continue to work effectively together to ensure that all school leavers who need additional help and support receive it quickly.

### **Understanding our Area**

- 3.31 In late Autumn 2013, the Total Craigroyston Management Group identified a need to have a better understanding of the issues facing the area and some of the key demographic information. In response to this the 'A Place that You Know' infographic was produced which presents in a graphical format data from a range of sources such as the Census, Scottish Public Health Observatory and Council teams. This work has allowed local practitioners to focus discussions on why particular trends are appearing. One of the specific areas was around school readiness. A second infographic was produced 'Early Years in Muirhouse and West Pilton' which was used to inform the seminar on school readiness.
- 3.32 Several areas of work have identified the need for a more in depth look at the data that is currently collected by services and how it can be used to improve practice and work with partners, for example:
- How trends/changes that are happening in the area are understood ;
  - How improvements at a local level are shown;
  - How positive or negative divergences from city trends are identified;
  - How others are informed about the impact or difficulties facing teams.

### **Support in Time Meetings**

- 3.33 Last year the use of Support in Time meetings at individual school level were introduced, to improve partnership working and as a means of providing support to children and their families quickly. Although the model worked well, partners agreed to test a cluster model to enable a wider group of partners to attend more regularly. Partners come together on a monthly basis to share information and ideas about how best to support children or families identified by primary school head teachers.
- 3.34 The group is chaired by an experienced manager who has considerable skill in this area and has discussed a number of individuals and families over the course of the year resulting in earlier support being provided
- 3.35 Attendance at the group has been consistently high, with most members finding it useful and productive. Voluntary sector partners are actively involved in this group and it is evident that a stronger sense of shared responsibility for achieving outcomes is being developed. More detail about the operation of the Support in Time meetings is available in a separate report.
- 3.36 Agreement has been reached in principle to extend the group's remit to cover the under fives and the first meeting with that focus was held in January 2015.

## **Our Families**

- 3.37 A different approach to supporting families with more complex needs has been tested. Building on evidence from a range of sources this model involves 'de-cluttering the landscape', providing a dedicated worker, using a family rather than individual focus and providing an opportunity for staff to reflect together regularly.
- 3.38 Details of how the approach has been developed, the journey taken and the learning so far is the subject of a more detailed report, but at this stage the lessons learned from this work have been shared with the Inclusive Edinburgh and Families with Complex Needs working groups as well as the BOLD team

## **Family Solutions**

- 3.39 Over the last few months the local managers of Family Solutions and the Neighbourhood Support Service have been meeting to find opportunities to strengthen support to families by pooling the experience of their teams and a number of families have benefitted from these closer links.
- 3.40 The ongoing focus for this work will be around embedding the principles from the Our Families work particularly reducing the number of staff involved where possible and considering the needs of families as a whole.

## **Rent Arrears**

- 3.41 At the point of the last Taking Stock report work on implementing a protocol for the North rents team that allows them to refer information to the Named Person via Social Care Direct was in the early stages This specifically addressed the issue of housing staff not always having enough information about the children in a family to identify the Named Person with whom to raise a wellbeing concern. The protocol is now in place as well as access to SWIFT. The local Team Leader reports that having access to SWIFT has facilitated earlier intervention in cases but also that there is a strengthened relationships between local rents and social work teams. In Spring 2014 it was agreed to roll-out SWIFT access to rents teams across the city, most Team Leaders have now been trained are using SWIFT to strengthen their practice.

## **Temporary Accommodation**

- 3.42 The issues addressed through the rents protocol reflects other work that has been taking place for families that enter temporary accommodation that is being led by staff at the central homelessness services team. Using the Early Years' Collaborative test of change model all families entering temporary accommodation with children under 5 years of age are being referred through Social Care Direct to the Health Visitor team. This work originated from research carried out in 2013 by a GP on the support available to families who enter temporary accommodation. A short test was carried out that highlighted significant issues within families, particularly around their health. These were at risk of not being addressed through their displacement into temporary accommodation. Through this work, as with the

rents protocol, it is expected that poor outcomes will be prevented by ensuring that families have continuity in the provision of their support.

- 3.43 Within the Total Craigroyston area the disruption caused by families going into temporary accommodation is an area of focus. Over the coming year work will be undertaken with local partners to come up with ways to minimise the level of disruption wherever possible.

### **Increasing Understanding of Housing Services**

- 3.44 The team has continued to lead training for non-housing staff in the area with 73 practitioners having attended from a range of public and voluntary services. The model follows the multi-agency approach that has been used across the range of training delivered through Total Craigroyston. Sessions will continue to be delivered at regular intervals with more members of the local housing team being involved in delivering the sessions. Those that have attended have found these sessions beneficial in that they have learned more about housing issues and built links with a range of opportunities to support their work with families and others. There is interest from across the city in this model and the sessions have raised awareness that the levelling of knowledge about housing issues is low among non-housing teams. A presentation to Housing and Regeneration Managers took place in August with the view of extending this model of housing training across the city.
- 3.45 A housing information sheet was produced for staff, to highlight the services available to accompany the training and be available more widely. The sheet brings together the issues of finding and retaining a home as well as where to get help about benefits and accessing support.

### **Parent and Carer Support**

- 3.46 The range of support available to parents has been extended by the Support for Parent and Carer Development Officer. This has included a regularly updated booklet of activities, a directory of resources, a DVD on the role of the named person, training for staff working with parents, group work and individual events and sign-posting. This has led to an increased uptake of the various parenting programmes across the area. Delivering programmes which contribute to the prevention of the escalation of problems needs to be viewed as an important part of the day to day duties of staff in the area and ways need to be found to support managers to release staff to enable them to run these programmes.
- 3.47 It is becoming increasingly accepted that the creation of safe, stable and predictable environments where people feel a sense of connection and support are crucial to people's ability to flourish. This has been recognised in Total Craigroyston's approach and work with local partners to create a strong and supportive community.



Build a  
Strong  
Community

## **Supporting Local Activities/Building on Community Assets**

- 3.48 Through Muirhouse Link Up project, community learning and development and other local voluntary organisations, local people are being supported to run a wide range of community activities. The community shop continues to offer a 'hub' for local information sharing, gathering views and developing a sense of civic pride. Run by local volunteers it has become a hub for a range of different types of events including healthy eating demonstrations, cookery and furniture exchange.
- 3.49 A small group of recovering substance users continue to use the community shop as a support in their recovery journey and there are plans to develop this further. The possibility of establishing a 'recovery college' similar to the model running south of the border is being considered
- 3.50 The North Edinburgh Timebank continues to develop with 75 members sharing their skills and resources with each other and local organisations. The Timebank Temptations were part of the Big Big Sing day at the Usher Hall back in February 2014 and the Scottish Mental Health Art and Film Festival in October. A Speak Easy group has been set up as part of the Living in Harmony project at Pilton Community Health Project working with BME women who want to practice their English language skills. On top of these initiatives, Time Bank members continue to help each other by fixing things that are broken, helping with household tasks and collecting shopping amongst other activities.
- 3.51 Local people identified an interest in developing community gardening and there are now a growing number of green spaces being developed by residents. The latest one is a new community garden at North Edinburgh Arts Centre, which was opened in June last year. The garden offers small allotments for local groups as well as a beautiful play space for young children. Through the place making approach adopted by the regeneration project it is intended that more high quality civic space will be developed around important community anchor organisations like the Arts Centre and the Library.

## **Community Leadership**

- 3.52 In January 2014 a local child was reported missing. This led to an extensive search in the community and surrounding area in which many hundreds of local people were involved, some staying out all night to search for the missing child. This very live demonstration of the strength of the community spirit in an area that is often seen as problematic was inspiring.

### **Key Lesson**

Strong local leadership in the community is a major asset within the community. Finding ways to support these community leaders is essential.



- 3.53 Community Leaders played an important role in helping the wider community through this. Using social media, a range of events was organised to give a focus to the emotional response to what had happened which 'guided and supported' people through their reaction to the very distressing events. Events were also organised to raise funds for a permanent memorial to the little boy. Funding has been secured from the STV appeal to build on the community leadership displayed throughout this difficult time. We intend to develop a 'Community Leadership College' to support local people develop leadership capability.

### **Supporting Play**

- 3.54 As part of their Building Community Assets work in the area, Save the Children worked with parents who had been involved in the Families and Schools Together programmes in the area to develop a play project. With support from Community Learning and Development, bags of play equipment were developed and placed in community buildings for use by groups and individual families. Play-at-home and Play-in-the-Park bags are available in two of the local community centre for use in the local parks. Training has been offered to local people and volunteers who may wish to use them.
- 3.55 In addition, Play Out Days have been run again over the course of the year, involving volunteers from the Time Bank as well as North Edinburgh Young People's Forum. A Play Rangers project has been organised through the Regeneration Project in one of the gap sites zoned for housing. The hope is that that these initiatives will support local 'play champions' to take forward the promotion of play and children's activities in the area.

### **Out of School Programmes**

- 3.56 Research carried out last year indicated a lack of out of school provision for under 12s in the Muirhouse area. This was of particular concern given the forthcoming regeneration programme. Working with Muirhouse Millenium Centre and other local partners, Community Learning and Development has introduced new activities on four evenings per week.
- 3.57 Further calendars have been produced of out of school opportunities for children and young people during term time and holidays. Collating the information to produce these timetables is fairly labour intensive but has been made simpler where organisations are using Join in Edinburgh. Introducing a coordinated approach to agreeing programmes and sharing similar release dates for opportunities will make this work easier and provide better information for families and workers.

### **Reducing Youth Crime and Providing Positive Alternatives**

- 3.58 Reducing youth crime and anti-social behaviour continues to be a significant challenge. Previous research into the patterns of youth crime in North Edinburgh revealed differences compared to other areas of Edinburgh.

- 3.59 There has been a concerted and coordinated focus from a range of services working alongside the local community to address these issues. The Stronger North programme has been established and there are early signs of progress being made.
- 3.60 The Guardians Group has continued to meet to bring the youth organisations and other partners together to develop preventative approaches to youth crime in the area and several actions have been agreed locally.
- 3.61 Craigroyston Community High School is piloting a no exclusions approach in recognition of the importance of providing a stable and inclusive school placement for our youngsters. A youth worker has been allocated to engage with the group and to provide a range of alternative support to the youngsters and their families.
- 3.62 A group of primary aged children at risk of becoming involved in anti-social behaviour was identified through the Support in Time meetings. A plan, involving all local partners, was drawn up to prevent these children being attracted further into anti social behaviour. In addition, a combined community learning and development and community safety post was established to provide a dedicated resource to work with younger children and to support the implementation of the joint plan.

## **Regeneration**

### **New Homes, Places and Community Benefits**

- 3.63 In spring 2014, Urban Union was appointed as developer for over 700 new homes in Muirhouse and Pennywell and construction commenced early summer. Urban Union has committed to an extensive range of community benefits including at least 180 work experience placements and 60 jobs through the course of the development programme. These opportunities are being delivered through a partnership of Urban Union, Capital City Partnership and Joined Up for Jobs. The Total Craigroyston team contributed to ensuring that people local to the development benefitted as much as possible through building links with the Community Connections group.
- 3.64 Work on the North West Edinburgh Partnership Centre is continuing and designs have been submitted for planning approval. Colleagues from NHS Lothian and North Edinburgh Arts have been working on an arts strategy for the building that will contribute to the interior design and to creating a positive experience for people who use and work in the building. Information on the design of the building has been circulated to a number of venues including the Community Shop, the North Neighbourhood Office and North Edinburgh Arts Centre.
- 3.65 The central area around Muirhouse Shopping Centre has been the focus of a bid for funding to the Scottish Government Capital Regeneration Fund. At present the bid is in the second stage and if successful will see £1.9million in investment being brought to the area. The proposal is to develop the area immediately in front of Muirhouse Library into a civic square and improve the access and appearance into

the library and neighbouring Arts Centre. Through this work the appearance of Muirhouse Shopping Centre, particularly the Mall, will be addressed as this has been a priority of the community for a number of years.

### **Community Engagement in Regeneration**

- 3.66 The Improving Muirhouse and Pennywell (IMP) development group continues to function as the key opportunity for the community to participate in the regeneration of the local area. In Spring 2014 a regeneration programme manager for North was appointed who has focused on continuing to strengthen the IMP's ability to listen to, and inform, the community on regeneration matters.

### **Reflections**

- 3.67 Over the last year we have continued to make progress over a number of measures and progress has been made in these areas:
- Attainment
  - Literacy and numeracy levels
  - Positive destinations
  - Reducing school exclusions
- 3.68 There is continued progress on improving partnership working at local level. Staff have welcomed the opportunity to come together through local training and have indicated that their relationships are strengthened as a result. Local health services are increasingly using community based venues and are therefore more accessible to local families.
- 3.69 Families requiring additional support from early years' services are receiving a quicker response through the developing changes in the referral procedures being tested by health visitors and early years staff.
- 3.70 Support in Time meetings are building better partnership working and are effective in ensuring that families receive help and support at the right time. There have been some successes in supporting families in a different way by applying the principles agreed for the 'Our Families'.
- 3.71 Craigroyston Community High School identified several important changes to be implemented in the 2014/15 session, including a completely revamped senior phase curriculum focusing on skills for employment, a no-exclusion approach and a re-introduction of a first line guidance system throughout the school. They received a very positive inspection in January 2015. In addition, CCHS is implementing the Mentors in Violence Prevention Programme and the primary schools are taking forward the Rights, Respecting Schools approach: both of these will contribute to tackling anti-social behaviour and youth crime over the longer term.
- 3.72 The Neighbourhood Partnership has developed a new community plan which is complementary to the work of Total Craigroyston and it is likely that two of the

areas for action will be taken forward by partnership groups established through Total Craigroyston. This is welcomed as it will support the long term sustainability of the work.

## Measures of success

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- 4.1 Progress is being made across most of the key indicators.
- 4.2 The BOLD team is taking forward the development of a neighbourhood model of service delivery, and colleagues in South West Edinburgh are developing better joined approaches in their neighbourhood. There has been some discussion about bringing all of these workstreams together into a single management structure and this would make good sense in order to share learning and improve capacity for change.

## Financial impact

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- 5.1 Total Craigroyston has a small dedicated budget which is used to test locally agreed preventive and early intervention approaches. Dedicated staffing is provided for a manager and senior project officer as well as business support. Teams locally allocate staff time to taking forward agreed work streams

## Risk, policy, compliance and governance impact

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- 6.1 Total Craigroyston is overseen by a Steering Group with membership from all key partners in the authority at a senior level. In addition to reporting to Committee, progress is reported to Children and Families SMT, the Edinburgh Children's Partnership and Edinburgh Partnership.

## Equalities impact

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- 7.1 The initiative is specifically targeted at addressing inequality and deprivation. Some key examples are featured in the Report section.

## Sustainability impact

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- 8.1 It is anticipated that improving support at an earlier stage and supporting local residents to help themselves will reduce demand on services over time.

## Consultation and engagement

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- 9.1 All areas of work require significant levels of consultation and engagement.

## **Background reading/external references**

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<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CraigroystonCommunityHighSchoolEdinburghCity.asp>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/CraigroystonCommunityHighSchoolc.asp>

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<b>Coalition pledges</b>	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P8 – Make sure the city’s people are well-housed, including encouraging developers to build residential communities, starting with brownfield sites</p> <p>P11 – Encourage the development of co-operative housing arrangements</p> <p>P12 – Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P13 – Enforce tenancy agreements (council and private landlord) with a view to ensuring tenants and landlords fulfil their good conduct responsibilities</p> <p>P29 – Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>P32 – Develop and strengthen local community links with the police</p> <p>P33 – Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</p> <p>P34 – Work with police on an anti-social behaviour unit to target persistent offenders</p>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO10 – Improved health and reduced inequalities</p> <p>CO11 – Preventative and personalised support in place</p> <p>C14 – Communities have the capacity to help support people</p> <p>CO23 – Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p> <p>CO24 – The Council communicates effectively internally and externally and has an excellent reputation for customer care</p>

<b>Single Outcome Agreement</b>	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
<b>Appendices</b>	Appendix 1 – Key Outcomes 2014, updated February 2015

## Appendix 1: Key Outcomes 2014, updated February 2014

At the commencement of Total Craigroyston a number of key outcomes were outlined that would mark the contribution the initiative was making.

### ➤ Children achieve their educational potential

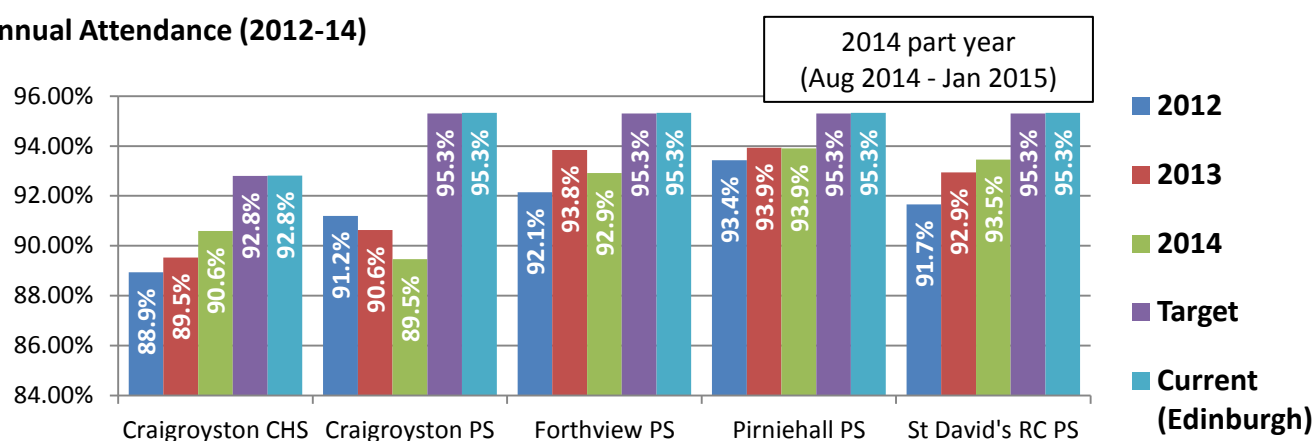
#### Attainment

S4 results for this year are assessed using the new measures which reflect the new national examinations and cannot be compared to previous years. The table below outlines performance data using comparative measures for S5 and S6:

	2012	2013	2014
<b>Attainment by the end of S5</b>			
%age of S4 roll attaining 5 or more awards at SCQF Level 3 or better	79	89	100
%age of S4 roll attaining 5 or more awards at SCQF Level 5 or better	20	24	17
%age of S4 roll attaining 1 or more awards at SCQF Level 6 or better	18	18	21
%age of S4 roll attaining 3 or more awards at SCQF Level 6 or better	2	8	11
<b>Attainment by the end of S6</b>			
%age of S4 roll attaining awards in English and Mathematics at SCQF level 3 or better	85	91	96
%age of S4 roll attaining 5 or more awards at SCQF Level 3 or better	72	79	89
%age of S4 roll attaining 5 or more awards at SCQF Level 5 or better	10	23	25
%age of S4 roll attaining 1 or more awards at SCQF Level 6 or better	11	26	26
%age of S4 roll attaining 3 or more awards at SCQF Level 6 or better	1	7	14
%age of S4 roll attaining 5 or more awards at SCQF Level 6 or better	1	2	7
%age of S4 roll attaining 1 or more awards at SCQF Level 7 or better	0	0	4

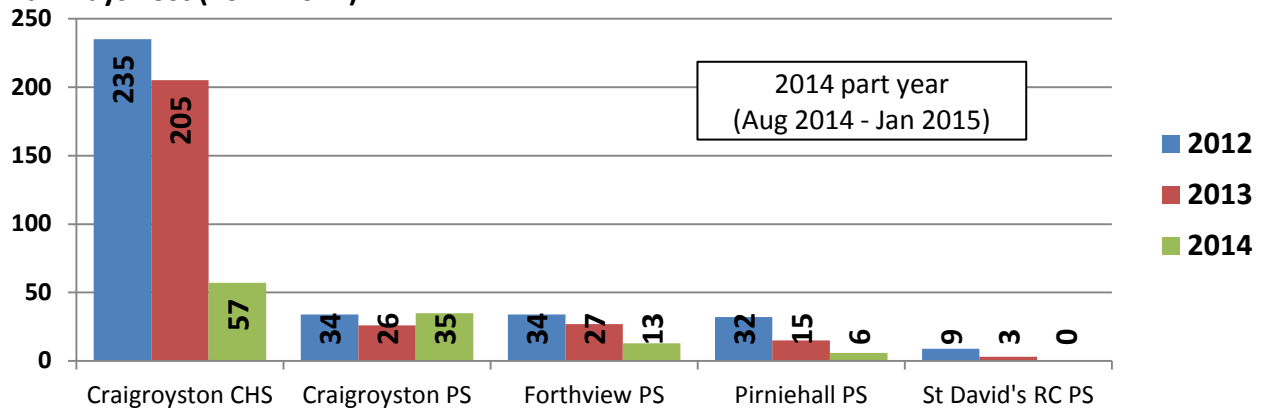
### ➤ Fewer children need to be excluded / fewer children truant

#### Annual Attendance (2012-14)





### Half Days Lost (2012-2014)



### ➤ More school leavers go into education, training and employment

#### Positive Destinations

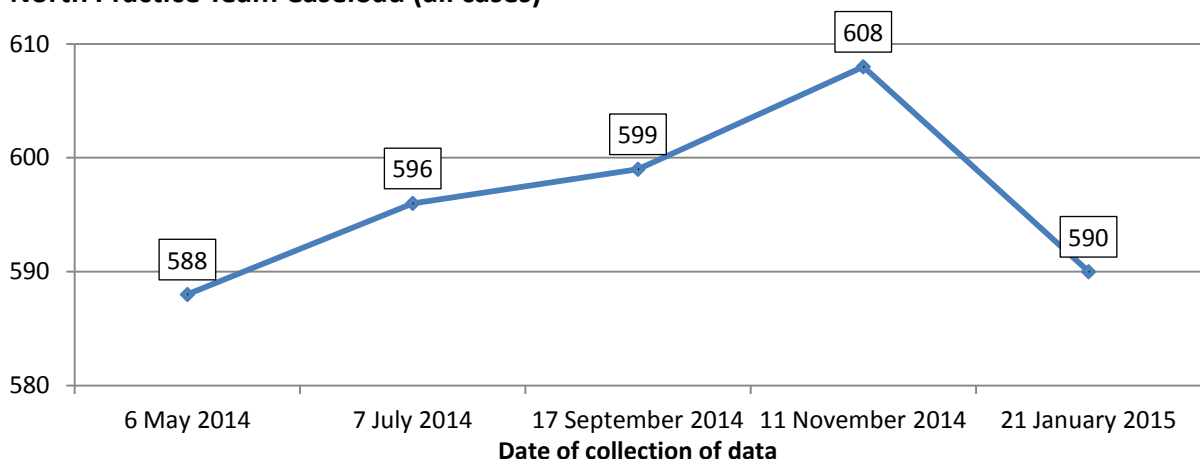
	2010/11	2011/12	2012/13	2013/14
Craigroyston CHS %	61.5	77.4	79.5	79.7
Edinburgh %	87.4	91.0	91.2	

### ➤ Improve family support so that fewer children need to be taken into care

Cluster Support-in-Time meetings have continued to prove useful in identifying early opportunities to support families. The high level of partnership work has facilitated this positive progress.

#### Looked After / Children in Need

##### North Practice Team Caseload (all cases)

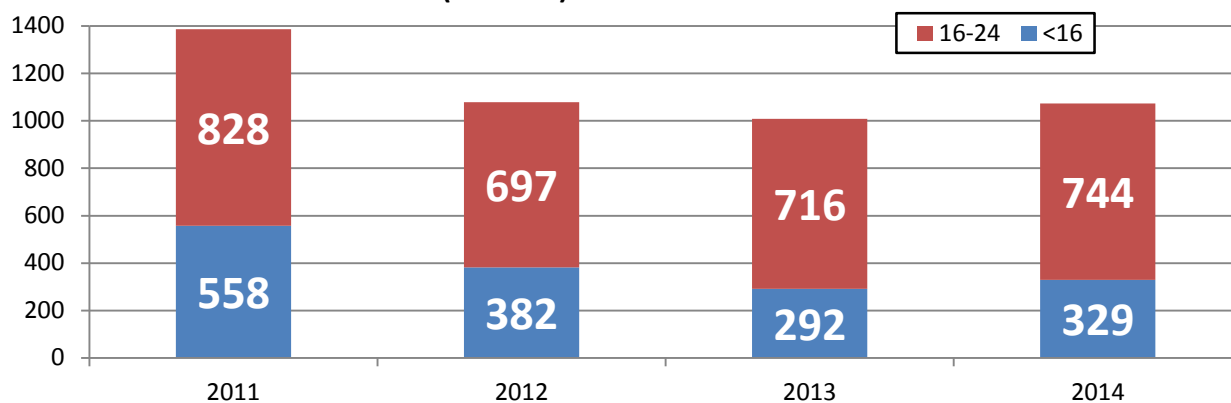


## ➤ Improve outcomes for children in care

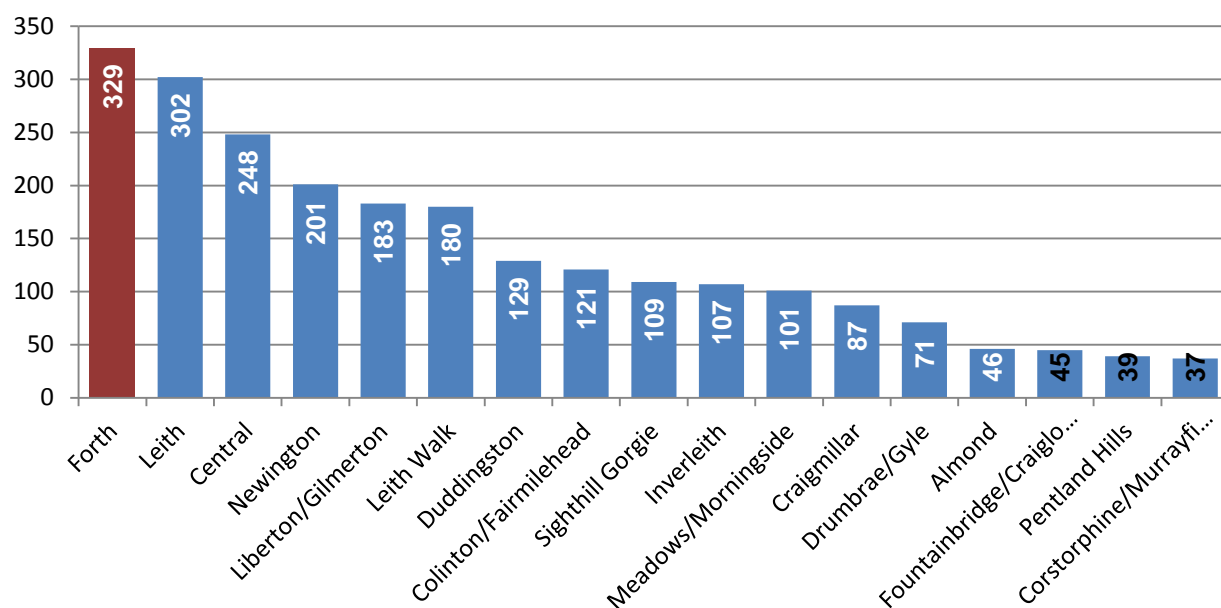
All Looked after Children, and Looked after and Accommodated Children have an allocated social worker who works to an agreed plan which is regularly reviewed. Where necessary any additional services that are required are brought in to assist in the support of these children and young people. Links between social work and education staff are strong and schools regularly monitor the educational attainment of looked after children.

## ➤ Fewer children involved in offending / repeat offending

**Number of Youth Crimes in Forth (2011-14)**



**Crimes Committed by Under-16s (2014)**



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Children and Families Revenue Budget Monitoring 2014-15 – Nine Month Position

Item number	7.11
Report number	
Executive/routine	Executive
Wards	All

### Executive summary

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The purpose of this report is to advise Committee of the projected revenue budget monitoring position for Children and Families at month nine, the period ended 31 December 2014.

A balanced outturn position is projected. Whilst considerable progress has already been made, at the time of concluding this report further management action is required to mitigate £0.3m of residual pressures. Children and Families remains committed to delivering a balance budget for the year.

### Links

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Coalition pledges	<a href="#">P30</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO5</a> , <a href="#">CO6</a> , <a href="#">CO25</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Children and Families Revenue Budget Monitoring 2014-15 – Nine Month Position

### Recommendations

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- 1.1 It is recommended that the Education, Children and Families Committee note that :
  - 1.1.1 at month nine the projected residual budget pressures to be managed for Children and Families totalled £0.3m;
  - 1.1.2 in the last stages of the financial year expenditure restrictions will continue to be tightly applied and there will be an ongoing review and updating of projections;
  - 1.1.3 a balanced budget position is projected although a small risk of overspend remains.

### Background

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- 2.1 The purpose of this report is to advise Committee of the projected revenue budget monitoring position for Children and Families at month nine.

### Main report

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#### **2014/15 Revenue Budget Position**

- 3.1 The total 2014/15 revised net budget for Children and Families is £387.3m.
- 3.2 During the financial year the level of budget pressures, assessed at £6.9m, has presented a challenging position for the service to address. At month 9 a residual pressure of £0.3m remains. Table 1 provides a divisional summary of the forecast residual budget pressures and the management action taken to address them.
- 3.3 A balanced budget position is projected for Children and Families, albeit that a small risk remains around £0.3m of residual budget pressures. The forecast assumes that all residual budget pressures are fully addressed through continued management action and Children and Families remains committed to achieving this.

**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	108.5	4.4	(2.8)		110.1
Schools & Community Services					
- Non Schools	40.3	1.1	(1.7)		39.7
- Schools	220.1	1.1	(0.8)		220.4
Resources	13.0	0.5	(0.8)		12.7
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			(0.3)	(0.3)
<b>Total for Service</b>	<b>387.3</b>	<b>7.2</b>	<b>(6.9)</b>	<b>(0.3)</b>	<b>387.3</b>

### 3.3 Forecast Budget Pressures and Management Action

Further details of the £7.2m pressures and management action included within the projected residual pressures are noted in Table 2:

**Table 2 – Main Areas of Pressure and Management Action**

<b><u>Forecast Gross Budget Pressures</u></b>	<b>£m</b>	
Fostering, kinship and residence payments	2.1	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	1.7	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 actual out-turn for the 2013/14 financial year
Other forecast pressures across range of service areas	2.8	Reflects forecast pressures across a range of services areas including residential services (£0.8m), secure services (£0.6m) and property rationalisation (£0.2m)
<b><u>Forecast Savings/Management Action</u></b>		
Application of departmental reserves	(2.6)	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 budgets
Other savings/ management action	(3.0)	Reflects forecast savings/management action across a range of service areas including PPP budgets (£0.5m), StC&YP Business Support (£0.3m), Early Years (£0.3m) and Pentland View closure (£0.4m)
Freeze on discretionary spend	(1.3)	Reflects additional savings from freeze on discretionary expenditure budgets across the Children and Family services identified as part of review of residual expenditure budgets for the half year report

### **Further Management Action**

- 3.4 Children and Families is fully committed to delivering a balanced budget and will continue to seek further measures to address the projected residual pressures of £0.3m.
- 3.5 All areas of service spend continue to be scrutinised to assess further opportunities for savings; this includes controls on staff recruitment.

### **Approved Budget Savings 2014/15**

- 3.6 Net savings totalling £16.3m were approved in arriving at the 2014/15 revenue Children and Families budget and require to be delivered.
- 3.7 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 any approved savings.

### **Measures of success**

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- 4.1 The achievement of a balanced revenue budget for Children and Families for 2014-15.

### **Financial impact**

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- 5.1 There are no direct financial implications arising from this report.

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

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- 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**

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

### **Sustainability impact**

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

## Consultation and engagement

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9.1 As is the norm, there has been no external consultation or engagement in producing this report.

## Background reading/external references

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None

### Gillian Tee

Director of Children and Families

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## Links

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<b>Coalition pledges</b>	P30. Continue to maintain a sound financial position including long-term financial planning
<b>Council outcomes</b>	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people at risk, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality CO25. The Council has efficient and effective services that deliver on objectives
<b>Single Outcome Agreement</b>	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	None



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Looked After Children: Transformation Programme Progress Report

Item number	8.1
Report number	
Executive/routine	
Wards	All

### Executive summary

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

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

This report provides an update on progress to the end of December 2014 against the targets as set out in the original report to Corporate Management Team dated 31 July 2013 and subsequently reported to Governance, Risk and Best Value Committee on 25 September 2013.

### Links

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

The service is on or ahead of target with the overall number of LAC, the number of LAC in foster care and the combined number of LAC within kinship care and with prospective adopters.

The service is behind target on the proportion of foster care placements being provided by the Council's own carers and the number of LAC in residential and secure care. Actions are in place to mitigate these issues where possible.

# Looked After Children: Transformation Programme Progress Report

## Recommendations

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- 1.1 Note the progress made to date against the targets as set out in appendix 1.
- 1.2 Note the actions in progress to achieve the targets to March 2018.
- 1.3 Note that the next update will be provided in August 2015.
- 1.4 Note the annual update to Family & Community Support.

## Background

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- 2.1 The number of LAC increased from 1,228 in 2007 to 1,410 in 2013, an increase of 15% or an average of 30 children a year. The cost of this increase is £1.8m each year, a total increase of £10.8m since 2007. The Council had been budgeting for continued annual increases of £1.8m a year from 2013/14 to 2017/18.
- 2.2 The growth in LAC was primarily accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%.
- 2.3 The majority of this growth was with independent fostering providers with the average cost per placement being £46K pa.
- 2.4 This trend of increasing numbers of LAC and corresponding increase in purchased fostering was reflected at a national level.
- 2.5 The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging each authority to identify funding for a minimum of three years from 2012/13. This was to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures such as purchased fostering, residential care and secure care to early years, pre-school and early intervention support for families that reduce the need for accommodation and improve outcomes for children and young people.
- 2.6 In February 2012 the Council approved funding of £8.642m from 2012/13 to 2014/15 for the Early Years Change Fund. The Council's Long-Term Financial Plan has built in the continuation of £4.038m per year from 2015/16.
- 2.7 Through the Priority Based Planning process the service developed a transformation programme to change the balance of care for LAC to take effect from April 2013 and targets were set to March 2018. The targets reflect the objectives of the Early Years Change Fund to shift investment from expensive care arrangements to early intervention whilst improving the outcomes for LAC.

This includes strengthening universal early years services and providing more support to families to support their children at home.

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

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

## Main report

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### Balance of Care targets

- 3.1 Appendix 1 sets out the client populations, the objective, and the target placement numbers as at 31 March for each year 2014 to 2018. The target, actual and variance as at 31 December 2014 is also shown. An indicator is shown to indicate if the performance to date is on or ahead of target (green), behind target (red) or whether performance is not displaying a trend and is therefore uncertain (amber).
- 3.2 Further information about each target will provide an understanding of the actions to date, any issues that have arisen and actions being taken to ensure future targets are achieved.

### **Looked After Children (all placements)**

- 3.3 The target is to reduce the rate of annual growth by a third from an average of 30 placements to 20 a year. The performance is ahead of target with a positive variance to target of 18 as at December 2014.
- 3.4 Analysis of the placements starting and ceasing indicates that the number starting to be LAC is comparable with 2013/14 although there has been a reduction in the number ceasing to be LAC. This has resulted in overall LAC increasing recently, however, it is within the targeted level of increase.
- 3.5 Services designed to stop children needing to become LAC and enabling children to cease being LAC, such as universal Early Years services, parenting support programmes, Prepare, Family Group Decision Making and Family Solutions, will continue to focus on supporting children and families to enable them to not require statutory measures.

### **Foster Care**

#### **Overall placement numbers**

- 3.6 Foster placements had increased at an average of 40 a year from March 2007 to March 2013. The target is for there to be no further growth in this population and in relation to LAC this is ahead of target with an overall reduction at December 2014 of seven placements compared to March 2013.
- 3.7 It should be noted that foster care is also provided on a discretionary basis to former LAC i.e. children who were in a foster placement but are no longer legally classed as Looked After when they reach age 18. As part of through care planning for some of these young people a continuation of their foster placement, often whilst attending further education, is agreed. Since March 2013 the number of former LAC in foster care has increased by 13 resulting in a net increase in all foster placements of six placements.
- 3.8 Work is currently taking place to review all placements for former LAC to ensure their continuation is justified. The service has estimated the additional annual cost of supporting former LAC in placement at March 2015 to be £950K a year and has factored this into the 2015/16 budget process.

#### **The City of Edinburgh Council (CEC) Foster Care**

- 3.9 The target is to increase CEC foster placements by 25 a year, with an equivalent reduction in independent placements, and at December 2014 the target would be an increase of 44. The service is behind target by 44 placements as there has been no overall change in the number of CEC placements compared to March 2013. However, having seen a net reduction of 15 placements in 2013/14 there has been a net increase to date in 2014/15 and the service is encouraged that the actions being taken are resulting in growth and are confident this will continue in the coming months.

- 3.10 Actions taken recently that are expected to improve this position are:
- 3.10.1 11 carers from independent agencies are in the process of transferring to become CEC carers.
  - 3.10.2 A carer capacity exercise was carried out in summer 2013 where approximately 160 existing foster carers were interviewed to discuss their willingness to take additional placements and identify the support required to enable this to happen. This has resulted in 13 carers being prepared to offer up to 19 additional placements if adaptations to their property can be made to increase the number of bedrooms and bathrooms. This is now being progressed using Early Years Change Fund funding and we expect all adaptations to have been made by June 2015.
  - 3.10.3 Discussions with the Communications Service are taking place on the best ways of targeting carers for the groups we most need to recruit for which are teenagers, siblings, children and young people with disabilities and permanent placements. A part-time social worker has been appointed to work within the communication team to develop best practice in relation to recruitment and retention of foster carers.

#### **Independent Foster Care**

- 3.11 The target is to reduce independent foster placements by 25 a year and at December 2014 the target would be a reduction of 44. The service is behind target by 37 placements as there has been a reduction of 7 placements since March 2013.
- 3.12 The number referred during 2013/14 reduced by 32% compared to 2012/13 and this has been maintained during 2014/15. This demonstrates that the actions to reduce placements are being put in place. However, until the internal capacity is increased the referrals cannot reduce to the required level to achieve the targets.
- 3.13 This position is expected to improve as the impact of the measures detailed in 3.10 above is delivered. The extra capacity should enable referrals to independent agencies to reduce further and improve the performance against this target.
- 3.14 The financial impact of the delay in progress on achieving the change in mix between CEC and independent carers is partially mitigated by the savings from the overall reduction in foster placements.
- 3.15 The financial impact of the shortfall in placement reductions was covered in 2013/14 through higher than budgeted residential savings, however, this was a one off benefit. Actions are being taken within the service to identify one off savings to cover the shortfall in 2014/15 and an estimated pressure of £800K has been factored into the 2015/16 budget process. The target for a reduction of 25 independents placements and a corresponding increase of 25 CEC placements during 2015/16 is still being anticipated in the budget planning assumptions for 2015/16.

- 3.16 The service is currently meeting with all independent agencies to review pricing, particularly in relation to permanent placements and placements for young people aged 18 and over. Any savings delivered from this process will help to achieve the incremental savings required in 2015/16 from independent foster care.

### **Residential Care**

- 3.17 The target is to reduce residential placements by four a year and at December 2014 the target would be a reduction of seven. The service is behind target by seven placements.
- 3.18 This position has improved following the decision by the Council to close Pentland View close support unit which is a five bed residential unit.
- 3.19 The service continues to review all internal and purchased residential placements to ensure they are still in the best interests of the child placed.
- 3.20 The service continues to review internal and external residential provision to ensure we have the optimum mix of short and long term residential provision and is confident that the 2017/18 target can be achieved.

### **Kinship Care**

- 3.21 The target is to increase kinship placements by 15 a year and at December 2014 the target would be an increase of 26. The service is ahead of target by 23 and is already close to achieving its 2017/18 target of 24% of LAC placements being with kinship carers.
- 3.22 Over the past two years kinship support services have been put in place which supports approximately 100 placements a year. The Family Group Decision Making Service has also been expanded, including a pilot on vulnerable babies in South West neighbourhood, and taken together the expansion of this support to families is seen to be the main reasons for the increases in kinship placements.
- 3.23 The vulnerable babies pilot has operated within South West neighbourhood since February 2014. The initial results suggest there has been a positive impact in enabling more babies to either not need to become LAC or be supported with kinship carers. This pilot will continue to be monitored and possible roll outs to other areas of the city will be considered if it is felt it will have a positive effect on the number of babies needing to become LAC and subsequently being placed for adoption.

### **Prospective adoptions**

- 3.24 The target is to increase the number of prospective adoptions by five in 2013/14 and by 10 from 2014/15. This is to address the gap between the number of children where adoption is seen as being in the best interests of the child and the number being adopted.
- 3.25 During 2013/14 there were five additional prospective adopters starting the adoption process compared to 2012/13. There were also 54 successful adoptions during 2013/14 which is an increase of 12 compared to 2012/13.

- 3.26 The number of children placed with prospective adopters in 2014/15 has reduced by 42% compared to 2013/14. This is a result of the reduction of children being identified where adoption is in their best interests. The work of Family Group Decision Making and Prepare is felt to be instrumental in this as their work aims to support more babies to remain with their parents or with kinship carers.
- 3.27 It is too early to say if this reduction will be maintained as it depends mainly on the stability of kinship placements being maintained. The service is monitoring the success of kinship placements for babies as this is the population that in the past has been the most likely to require adoption.

### **Secure Care**

- 3.28 The target is to reduce secure placements by three by March 2014 and by a further three by March 2015. At December 2014 the number of secure placements target is seven, however, the number of placements is 10 which is three short of the target.
- 3.29 There has been a significant increase in the number of secure referrals this year with an increase of 85% on 2013/14 levels. The majority of this increase has occurred since August 2014 and prior to this point the service was on target and selling spare capacity to other local authorities.
- 3.30 The service will seek to sell remaining capacity when demand arises but the main target is to keep Edinburgh usage at six to seven beds enabling the eventual reduction in capacity from 12 to six beds.

### **Looked After Children at Home**

- 3.31 The target is to increase the proportion of Looked After children supported at home with their parents from 27% to 29% by 2017/18. This reflects a gradual increase over time and the benefits of this are that children remain with their parents and do not require higher cost services such as residential, foster and kinship placements.
- 3.32 At December 2014 the proportion had reduced to 25% due to a significant increase in the number ceasing to be Looked After at all, however, in recent months the numbers have been increasing with corresponding reductions in kinship and prospective adoption placements.
- 3.33 The service continues to have the long-term aim of increasing the proportion of Looked After at home within the LAC population but at this stage welcomes the reduction in the need for children to be Looked After.
- 3.34 As the benefits of Family Solutions, Family Group Decision Making and other early intervention measures increase the service expects the shift between those supported at home and those in accommodation to be delivered.
- 3.35 The Family and Community Support Service is integral to the Looked After Children Transformation Programme. Its services work with children and families to reduce the need for children to become Looked After and reduce the number



requiring higher tariff foster, residential and secure care. The annual update on Family and Community Support has, therefore, been incorporated within this report so its services can be seen in the overall context of shifting the balance of care. The annual update is included at Appendix 4.

## Measures of success

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4.1 The programme has the following key measures of success (when compared to the position at March 2013). The position at December 2014 relative to targets is also given. Appendix 1 displays the targets to 2017/18 along with targets and performance as at December 2014.

The target is for:

4.1.1 Annual growth in total LAC to be reduced by 33% from 2013/14 and at December 2014 this is ahead of target.

4.1.2 No net growth in LAC foster placements from 2013/14 to 2017/18 and performance at December 2014 is ahead of target.

4.1.3 The number of LAC foster placements with the City of Edinburgh Council's own carers' to increase by 25 a year from 2013/14 to 2017/18, a total increase of 125 placements. Performance at December 2014 is behind target.

4.1.4 The number of foster placements purchased from independent providers to reduce by 25 a year from 2013/14 to 2017/18, a total reduction of 125 placements. Performance at December 2014 is behind target.

4.1.5 The number of residential placements to reduce by 27% by 2017/18. This is a reduction of 24 placements. Performance at December 2014 is behind target, however, the recent decision to close Pentland View close support unit will mitigate this in the coming months.

4.1.6 The number of LAC placed with kinship carers to increase to 24% of all LAC by 2017/18. Performance at December 2014 is ahead of target.

4.1.7 The number of LAC placed for adoption to increase by five in 2013/14 and by 10 a year from 2014/15. Performance in 2013/14 was above target, however, performance at December 2014 for this year is behind target. This is due to a reduction in the number children requiring an adoption placement.

4.1.8 The number of secure placements to reduce by 50% by 2015/16. This is a reduction of six placements and at December 2014 is behind target.

4.1.9 The proportion of children Looked After at home to increase to 29% of the total LAC population by 2017/18 and at June 2014 is behind target.

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

- 4.3 It should also be acknowledged that the aim is to achieve the optimum balance between different care types and in certain instances being behind target is mitigated by other areas being ahead of target.

## Financial impact

- 5.1 The budget and forecast outturn for 2014/15 and the budgeted investment and saving for 2015/16 is shown below. The detailed investment and saving initiatives are shown on Appendix 2 for the period 2012/13 to 2017/18.

	<b>14/15 Budget £K</b>	<b>14/15 Year End Forecast £K</b>	<b>14/15 Forecast Variance £K</b>	<b>15/16 Budget £K</b>
<b>Investment</b>				
Early Years Change Fund	5,790	4,430	(1,360)	4,072
Priority Based Planning initiatives	2,210	1,266	(944)	3,425
<b>Total Investment</b>	<b>8,000</b>	<b>5,696</b>	<b>(2,304)</b>	<b>7,497</b>
<b>Savings</b>				
Transformation savings (cashable)	(7,545)	(4,843)	2,702	(11,046)
Transformation savings (avoided costs)	(3,578)	(3,578)	0	(5,367)
<b>Total Savings</b>	<b>(11,123)</b>	<b>(8,421)</b>	<b>2,702</b>	<b>(16,413)</b>
<b>Net Investment / (Savings)</b>	<b>(3,123)</b>	<b>(2,725)</b>	<b>398</b>	<b>(8,916)</b>

- 5.2 The service has identified savings from other areas to cover the forecast pressure of £398K.
- 5.3 The full value of the Early Years Change Fund under spend of £1.718m, delivered in 2013/14, was carried forward to 2014/15 and is included in the above figures.
- 5.4 The impact of the 2014/15 budget process has seen an increase in the budgeted cashable savings of £2.56m in 2014/15 and £11.08m across the period 2012/13 to 2017/18. This is due to reductions in allowances paid for new kinship, residence

and adoption placements, changes to day care provision, further expected savings to secure and residential care and efficiencies in Family and Community Support Services.

- 5.5 Investment in the Early Years Change Fund was reduced by £100K in 2014/15 and an overall reduction of £400K across the period 2014/15 to 2017/18.
- 5.6 The overall budgeted net savings over the period 2012/13 to 2017/18, cashable and avoided future costs, have increased from £28.89m to £40.46m.
- 5.7 As stated in paragraphs 3.6 to 3.8 (Overall placement numbers) there are financial implications arising from the increase in foster care placements for young people aged 18+ and the lack of shift in foster placements between independent agencies and CEC carers.
- 5.8 Based on estimated numbers of 18+ placements at March 2015 a pressure of £950K has been identified for 2015/16.
- 5.9 A further pressure of £800K from the lack of shift in placements between independent agencies and CEC carers has been identified based on the shortfall in the period April 2013 to December 2014. The service has assumed the targets for April 2015 to March 2016 will be achieved, based on the initiatives set out in paragraph 3.10 and will not create additional pressures.
- 5.10 The combined pressure of £1.75m has been factored into the services savings proposals for the 2015/16 budget process. Should these expected pressures reduce in future years the financial benefits will be factored into future budget processes. The remaining cashable and non-cashable savings identified in the table above are forecast to be achievable.

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

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- 6.1 The LAC Transformation Programme is monitored by the Early Years Change Fund Core Group and the Balance of Care Group, both chaired by the Director of Children and Families. Risks to achievement of savings targets and mitigating actions are discussed at these meetings.
- 6.2 A detailed risk analysis of the savings initiatives is being prepared and will be provided in the next update report in six months. The top five risks identified are detailed in Appendix 3.

## **Equalities impact**

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

## Sustainability impact

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

## Consultation and engagement

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- 9.1 Where the transformation initiatives require consultation with the trade unions, public or Scottish Government it will be carried out as necessary.

## Background reading/external references

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[Children and Young People \(Scotland\) Act 2014 – Education, Children and Families Committee 20 May 2014](#)

[Early Years Change Fund Progress Update on Year Two – Education, Children and Families Committee 20 May 2014](#)

[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](#)

[Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 24 September 2014](#)

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## Links

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<b>Coalition pledges</b>	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 – Our children and young people in need, or with a

disability, have improved life chances

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

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

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

**Single Outcome Agreement**










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

**Appendices**

- 1 LAC Transformation Programme performance reporting as at June 2014
- 2 LAC Transformation Programme Financial Summary
- 3 LAC Transformation Programme Risk Register
- 4 Family and Community Support Services

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

Appendix 1

Client populations	Objective	Lead Officer(s)	Target at March:					Position as at:		Dec	2014
			2014	2015	2016	2017	2018	Target	Actual		
Looked After Children (covering all sub-sets below)	To reduce the rate of increase for this population to +20 or less for the full year.	Becky Cropper, Team Manager, Family Solutions	1,433	1,456	1,477	1,498	1,519	1,450	1,432	-18	
Foster Care	No growth in overall foster numbers. The net difference for the full year should be 0.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	608	608	608	608	608	608	601	-7	
CEC foster Care	To increase the number of placements with CEC Carers. The net difference for the full year should be +25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	368	393	418	443	468	387	343	-44	
Independent foster care	To reduce the number of placements with Independent Carers. The net difference for the full year should be -25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	240	215	190	165	140	221	258	+37	
Residential care	To reduce the number of placements. The net difference for the full year should be -4 or more.	Andy Jeffries, Service Manager for Practice Teams	80	76	72	68	64	77	85	+8	
Kinship care	To increase the percentage to 24% of the overall LAC population. The net difference for the full year should be +15 or more.	Gillian Christian, Team Manager, Family Group Decision Making	303	318	333	348	363	314	337	+23	
Prospective adoptions	To increase the number of placements. The net difference for the full year should be around +5.	Neil Bruce, Team Manager, Permanence Team	44	49	49	49	49	48	35	-13	
Secure care	To reduce the number of placements from 12 to 6 by 2018.	Carole Murphy, Multisystemic Therapy and Steve Harte, Young Peoples Service	9	6	6	6	6	7	10	+3	
Looked After Children at Home	To increase the percentage to 29% of the overall LAC population. The net difference for the full year should be +10 or more.	Becky Cropper, Team Manager, Family Solutions	389	399	409	419	429	397	364	-33	

# Financial Summary - Looked After Children Transformation Programme

2012/13 and 2013/14 Actual and 2014/15 - 2017/18 budgets

## Looked After Children Net Position

	2012/13	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Actual	Actual	Budget	Forecast	Variance	Budget	Budget	Budget	Budget
Transformation Investment Initiatives	445,747	2,794,002	8,000,183	5,696,087	(2,304,096)	7,497,000	8,262,000	9,027,000	36,025,931
Transformation Savings (cashable)	0	(2,334,000)	(7,545,000)	(4,843,000)	2,702,000	(11,046,000)	(13,296,000)	(15,433,000)	(49,654,000)
<b>Cashable costs / (savings)</b>	<b>445,747</b>	<b>460,002</b>	<b>455,183</b>	<b>853,087</b>	<b>397,904</b>	<b>(3,549,000)</b>	<b>(5,034,000)</b>	<b>(6,406,000)</b>	<b>(13,628,069)</b>
Forecast Costs Avoided	0	(1,789,000)	(3,578,000)	(3,578,000)	0	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
<b>Net costs, (cashable savings) and (future costs avoided)</b>	<b>445,747</b>	<b>(1,328,998)</b>	<b>(3,122,817)</b>	<b>(2,724,913)</b>	<b>397,904</b>	<b>(8,916,000)</b>	<b>(12,190,000)</b>	<b>(15,351,000)</b>	<b>(40,463,069)</b>

## Transformation Investment Initiatives

	2012/13	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Actual	Actual	Budget	Forecast	Variance	Budget	Budget	Budget	Budget (12/13 and 13/14 actuals plus 14/15 - 17/18 Budget)
<b>Early Years Change Fund initiatives</b>									
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	39,989	44,269	128,838	128,838	0	127,562	127,562	127,562	595,782
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigentenny	0	94,787	203,000	203,000	0	63,781	63,781	63,781	489,130
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	0	38,605	63,000	63,000	0	154,145	154,145	154,145	564,040
Provide Early Years Centre Services in each neighbourhood - Oxgangs PS	2,600	17,046	54,000	54,000	0	64,164	64,164	64,164	266,138
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch (Fox Covert)	0	0	200,000	200,000	0	152,580	152,580	152,580	657,740
Early Years Officer to support the development of PEEP	8,069	21,303	18,000	18,000	0	0	0	0	47,372
Pilot of 15hpw provision for 2 weeks across 5 nurseries	0	0	0	0	0	0	0	0	0
Family Group Decision Making - expand and reprioritise	73,754	185,860	178,265	199,000	20,735	176,500	176,500	176,500	967,379
Evidence based parenting support programmes	0	14,016	36,000	36,000	0	0	0	0	50,016
Parenting Support for parents of older children - expansion	44,681	111,220	125,580	113,580	(12,000)	120,000	120,000	120,000	641,481
Expand family support service to provide practical help for families	0	400,071	545,400	545,400	0	540,000	540,000	540,000	2,565,471
Consistent feedback to named person from Social Care Direct	21,771	71,988	71,362	71,362	0	71,150	71,150	71,150	378,570
Supervised Contact arrangements	0	21,000	141,198	70,198	(71,000)	139,800	139,800	139,800	581,598
Intensive Behaviour Support Service for families affected by disability	0	6,053	90,289	77,289	(13,000)	89,395	89,395	89,395	364,527
Playschemes for children with disabilities	0	44,582	356,000	306,000	(50,000)	356,000	356,000	356,000	1,468,582
Prepare	0	18,845	30,000	30,000	0	30,000	30,000	30,000	138,845
Befriending	0	0	80,000	80,000	0	0	0	0	80,000
Multi Systemic Therapy	15,484	504,447	656,500	523,500	(133,000)	650,000	650,000	650,000	3,126,431
Increased support to families with kinship care arrangements	73	96,622	174,898	174,898	0	173,187	173,187	173,187	791,153
Recruit more City of Edinburgh Council foster carers	146,561	359,720	558,530	386,000	(172,530)	553,000	553,000	553,000	2,723,811
Permanence Panel co-ordination	51,840	51,840	52,358	52,358	0	51,840	51,840	51,840	311,558
Programme Support	40,925	94,441	68,175	85,000	16,825	45,000	45,000	45,000	338,541
Permanence Team	0	0	239,370	151,000	(88,370)	258,000	278,000	298,000	1,073,370
Foster Carer adaptations	0	26,666	470,000	470,000	0	0	0	0	496,666
Development Fund	0	116,666	391,664	391,664	0	42,666	0	0	550,996

	2012/13	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Actual	Actual	Budget	Forecast	Variance	Budget	Budget	Budget	Budget
Other expenditure items	0	0	857,756	0	(857,756)	213,230	235,896	215,896	1,522,778
<b>Total Early Years Change Fund initiatives</b>	<b>445,747</b>	<b>2,340,047</b>	<b>5,790,183</b>	<b>4,430,087</b>	<b>(1,360,096)</b>	<b>4,072,000</b>	<b>4,072,000</b>	<b>4,072,000</b>	<b>20,791,976</b>
<b>Priority Based Planning initiatives</b>									
Increased CEC foster placements	0	101,000	1,050,000	0	(1,050,000)	1,665,000	2,280,000	2,895,000	7,991,000
Domestic abuse programmes	0	0	160,000	160,000	0	160,000	160,000	160,000	640,000
Re-provision of SEBD support in mainstream schools	0	0	700,000	700,000	0	1,150,000	1,150,000	1,150,000	4,150,000
Increased kinship placements	0	194,000	150,000	283,000	133,000	225,000	300,000	375,000	1,244,000
Increased adoption placements	0	158,955	150,000	123,000	(27,000)	225,000	300,000	375,000	1,208,955
<b>Total Priority Based Planning initiatives</b>	<b>0</b>	<b>453,955</b>	<b>2,210,000</b>	<b>1,266,000</b>	<b>(944,000)</b>	<b>3,425,000</b>	<b>4,190,000</b>	<b>4,955,000</b>	<b>15,233,955</b>
<b>Total Cost of Transformation investment</b>	<b>445,747</b>	<b>2,794,002</b>	<b>8,000,183</b>	<b>5,696,087</b>	<b>(2,304,096)</b>	<b>7,497,000</b>	<b>8,262,000</b>	<b>9,027,000</b>	<b>36,025,931</b>

### Transformation Savings and Avoided Costs

#### Transformation Savings (cashable)

	2012/13	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Actual	Actual	Budget	Forecast	Variance	Budget	Budget	Budget	Budget
Reductions to Intensive Crisis Support	0	(314,000)	(400,000)	(400,000)	0	(400,000)	(400,000)	(400,000)	(1,914,000)
Purchased residential school placements	0	(619,000)	(976,000)	(526,000)	450,000	(1,414,000)	(1,614,000)	(1,814,000)	(6,437,000)
Sale of secure beds	0	(475,000)	(801,000)	(539,000)	262,000	(801,000)	(801,000)	(801,000)	(3,679,000)
Reductions in current method of SEBD service delivery	0	(810,000)	(550,000)	(550,000)	0	(1,780,000)	(2,646,000)	(2,800,000)	(8,586,000)
Purchased residential placements	0	(200,000)	(322,000)	(200,000)	122,000	(432,000)	(432,000)	(432,000)	(1,818,000)
Purchased fostering savings	0	84,000	(2,158,000)	(322,000)	1,836,000	(3,513,000)	(4,914,000)	(6,313,000)	(16,814,000)
Accelerated savings	0	0	(1,145,000)	(1,372,000)	(227,000)	(1,218,000)	(389,000)	0	(2,752,000)
Reductions in allowances to new kinship, residence and adoption placements from 1st April 2014	0	0	(288,000)	(288,000)	0	(503,000)	(690,000)	(848,000)	(2,329,000)
Reductions in day care provision	0	0	(199,000)	35,000	234,000	(199,000)	(199,000)	(199,000)	(796,000)
Reductions in purchased secure placements	0	0	(200,000)	100,000	300,000	(200,000)	(200,000)	(200,000)	(800,000)
Reductions in close support residential provision	0	0	0	(50,000)	(50,000)	(80,000)	(505,000)	(1,120,000)	(1,705,000)
Efficiencies in family & community support	0	0	(506,000)	(731,000)	(225,000)	(506,000)	(506,000)	(506,000)	(2,024,000)
<b>Total Transformation savings (cashable)</b>	<b>0</b>	<b>(2,334,000)</b>	<b>(7,545,000)</b>	<b>(4,843,000)</b>	<b>2,702,000</b>	<b>(11,046,000)</b>	<b>(13,296,000)</b>	<b>(15,433,000)</b>	<b>(49,654,000)</b>

#### Forecast Costs Avoided

	2012/13	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Actual	Actual	Budget	Forecast	Variance	Budget	Budget	Budget	Budget
Fostering - growth in placements	0	(1,789,000)	(3,578,000)	(3,578,000)	0	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
<b>Total Forecast Costs avoided</b>	<b>0</b>	<b>(1,789,000)</b>	<b>(3,578,000)</b>	<b>(3,578,000)</b>	<b>0</b>	<b>(5,367,000)</b>	<b>(7,156,000)</b>	<b>(8,945,000)</b>	<b>(26,835,000)</b>
<b>Total savings and forecast costs avoided</b>	<b>0</b>	<b>(4,123,000)</b>	<b>(11,123,000)</b>	<b>(8,421,000)</b>	<b>2,702,000</b>	<b>(16,413,000)</b>	<b>(20,452,000)</b>	<b>(24,378,000)</b>	<b>(76,489,000)</b>



## Looked After Children Transformation Programme

### Risk Register - Top 5 Risks

Risk Reference	Description of risk and implications	Likelihood	Impact	Inherent Risk	Action Plan
1	Sufficient CEC foster care capacity for the target groups is not achieved. <b>Implication</b> - there is insufficient capacity available to place new children requiring a foster placement, therefore, requiring an independent placement to be purchased. The annual value of net savings budgeted is £2.9m by 2017/18 and this would not be achieved in full.	7	8	56	The marketing strategy to attract new carers will be reviewed to ensure the target markets are being reached. An action plan has been developed by Family Based Care to address the issues that are understood to be restricting growth in available placements.
2	There is an insufficient number of existing foster placements with independent agencies ceasing enabling the overall number to reduce. <b>Implication</b> - savings are based on 25 placements a year ceasing that are not replaced with new placements. The annual value of net savings budgeted is £2.9m by 2017/18 and this would not be achieved in full.	6	7	42	Existing foster placements are reviewed by practice team social workers on a regular basis to ensure the placement is still necessary for the child. Requests for permanent placements from the independent agencies are scrutinised to ensure they are in the best interests of the child and no suitable alternative to foster care is available.
3	The demand for independent residential school placements does not continue to reduce at existing levels. <b>Implication</b> - the budgeted savings target of £1.8m a year by 2017/18 is not achieved in full.	4	7	28	Early intervention services within care and education continue to be developed to support children within the Council's own resources. The referral processes for early intervention services is reviewed to ensure they are utilised at the optimum time in the case planning process.
4	The demand for residential services does not continue to reduce at existing levels. <b>Implication</b> - the budgeted savings target of £1.5m a year by 2017/18 is not achieved in full.	4	7	28	Early intervention services within care and education continue to be developed to support children within less costly forms of care. The referral processes for early intervention services is reviewed to ensure they are utilised at the optimum time in the case planning process.
5	The demand for secure placements does not reduce to the target level, which is based on the national average for a city of Edinburgh's size of population. <b>Implication</b> - the budgeted savings target of £1.0m a year by 2014/15 is not achieved in full.	4	6	24	Early intervention services within care and education continue to be developed to support children within less costly forms of care. The referral processes for early intervention services is reviewed to ensure they are utilised at the optimum time in the case planning process.

## Family and Community Support Service

- 1.1 This paper provides Committee with information about developments in Family and Community Support within Children and Families, and about the services it provides.
- 1.2 Family and Community Support is one part of the Support for Children and Young People service within the Children and Families Department, working alongside the other Support for Children and Young People divisions: Children's Practice Teams, Looked After and Accommodated Children, Disability, Additional Support for Learning, and Special Schools and Specialist Provision.
- 1.3 Family and Community Support comprises a number of distinct, complementary services, all of which have been involved in change and development over the last year:
- Family Solutions
  - Support to Parents and Carers
  - Family Group Decision Making Service
  - Young People's Service
  - Safer Families Edinburgh
  - Multisystemic Therapy (MST)
- 1.4 Services work to the following principles:
- Identify and solve problems early on, and so reduce the need for higher tariff services;
  - Improve our capacity to support parents in fulfilling their role to prevent breakdown of a child's links with family and community;
  - Work to help families themselves to find solutions, as well as providing practical help;
  - Strengthen support for schools and other service settings so they can sustain their work with particular children and families;
  - Work to help children and families to take individual and collective responsibility;
  - Develop increased mutual confidence among colleagues in different services, departments and agencies.
  - Where possible, services should be delivered locally, enhancing partnership with other neighbourhood colleagues.
- 1.5 The services all emphasise the family as the focus of support and intervention. So, although the initial reason for involvement may relate to a particular child, it is likely that the response will involve engagement with parents and the challenges faced by the family as a whole. Staff will always seek to recognise and build on strengths as well as responding to need. Seeing things from the family's perspective also means trying to build relationship, ensuring that the system of professionals makes human sense to family members. This will often imply a main key practitioner with whom family members can develop trust and who can help them to manage their interactions with a number of other agencies.
- 1.6 The service was accredited with the Customer Service Excellence award in 2012. It has been re-assessed in 2013 and 2014 on a further set of indicators and the award has been confirmed in both years.

## 2 Family Solutions

- 2.1 The Family Solutions service was created during 2013. The service works alongside families to build on their strengths to find solutions to social, health, relationship or parenting difficulties, including multiple and complicated problems. The service aims to prevent problems from escalating thus reducing the need for more intensive and costly services at a later stage.
- 2.2 The service has six responsive teams based in neighbourhoods across Edinburgh and is managed on a city-wide basis by a manager and an assistant manager. Each neighbourhood team is led by a Senior Family Worker and includes a Family Worker as well as a number of Family Support Workers and volunteers.

2.3 The service works with families with children who require a significant level of support to prevent difficulties from escalating in a variety of areas including:

- improving school attendance
- reducing exclusions
- routines, behaviour management
- relationships
- shared family experiences
- housing, financial issues
- employment
- linking with community supports

2.4 Between July 2013 and the end of 2014 (18 months) Family Solutions received referrals for 1009 young people, 34 of these being re-referrals. Of the 1009 referrals 56 (5.5%) did not progress to a service and there is currently a waiting list of 58 young people. 483 cases are currently open relating to 256 families.

2.5 Family Solutions works with cases for which the lead professional is a social worker in a practice team. In other cases there is no practice team involvement. Of the 483 open cases, Family Solutions carries lead responsibility in 263 (54%) – relating to 141 families.

2.6 A central focus for Family Solutions is addressing the Balance of Care, supporting families so that they are able to keep their children at home ('looked after status is maintained') or to have their children restored to them ('looked after status 'reduced'). The aim is to keep to a minimum the number of children who need to be removed from the family ('looked after status increased'). The outcomes relevant to this agenda are available for Family Solutions cases that have been closed up to 1 October 2014.

In 91% of 318 closed cases, the positive outcome, looked after status either maintained or reduced, has been achieved. The movements in looked after status were as follows:

- 14 (4%) reduced,
- 276 (87%) maintained,
- 28 (8.8%) increased.

The outcomes have been largely sustained for a period after case closure. For cases closed for more than 3 months (including 162 cases closed for 3-5 months and 79 closed for more than 6 months), the looked after status had been maintained in 97.5% of cases.

### **3 Parent and Carer Support**

3.1 The Council and NHS Lothian have established a framework for the support of parents and carers. This framework is currently being refreshed. It represents a commitment to the principles in the National Parenting Framework, building on the recognition that families are the key matrix for healthy and positive child development, and that supporting parents to fulfil their role is both essential in achieving positive outcomes for children and young people, as well as being cost effective and sustainable. Implementation of Getting it Right for every child necessarily involves getting it right for parents and families.

3.2 The Parent and Carer Support Team develop capacity among services and organises the delivery of support to parents across the city. The team comprises four members of staff aligned to the city's geographical quadrants and a training officer.

3.3 The team has provided an audit of provision and gaps, established parent information points in libraries and schools, coordinated the availability of parenting programmes and the matching of parents appropriately to these programmes, and trained staff in various agencies in relation to parent support.

- 3.4 The Children's Partnership was successful in applying to participate in the National Psychology of Parenting Project (PoPP). This is a preventative approach to the 10% of small children whose difficult behaviour suggests they are very likely to have poor outcomes, with behaviours as young people and adults that will cause difficulties for others as well as for themselves – and impose significant costs on services.
- 3.5 The SG has funded NHS Education Scotland to support the implementation of two parenting programmes (Incredible Years and Triple P) with the parents of these children – with indications that about two thirds of the children would move from the concerning level to a normal level in relation to their behaviours.
- 3.6 The Children's Partnership in Edinburgh has committed to doing this on an inter-agency basis. The delivery of such a project in a city the size of Edinburgh is challenging: 10% of 3 and 4 year olds is approximately 1000 children. Delivering the required number of programmes for this number requires that about 80 group facilitators be freed up for one day per week.
- 3.7 The first cohorts of staff have been recruited and trained and programmes will start running in late February 2015.

#### **4 Family Group Decision Making service**

- 4.1 The Family Group Decision Making service becomes involved in situations when there are questions about how a child can be cared for within a family, including in many cases a concern that the child may need to be removed and accommodated by the local authority.
- 4.2 The purpose of the service is to assist the wider family to make a family plan for the care of the child. The approach is to bring the extended family together, alongside professionals, to consider and decide on a response to the needs of child members of the family. It is often possible to find improved solutions for a child through involving all members of the family in this way.
- 4.3 The team has 8 permanent members of staff and a manager. It has also been complemented in recent months by two members of staff on a temporary basis.
- 4.4 The work of the team involves researching and contacting members of the extended family and in some cases significant friends, achieving agreement to meet and then arranging and facilitating a family meeting. About 17 to 21 such meetings have been held each month.
- 4.5 Desired and actual outcomes from meetings vary in their focus. They can include agreeing contact arrangements where parents are separated, getting agreement for how a child's placement can be supported, or deciding who in a family the child will live with.
- 4.6 131 (55%) of the 237 outcomes recorded (55%) over a 12 month period were directly related to keeping a child within their extended family. (These outcomes were "plan made to keep child safe at home", "kinship care placement identified and agreed" and "plan to rehabilitate child home from care placement").
- 4.7 The FGDM service has initiated a vulnerable babies project in one sector of the city. Family group meetings can be arranged when there is a child protection concern prior to a child's birth. Comparing rates of placement into foster care of newborn children between years suggests that finding solutions within families through this service has generated a significant net saving to the council

#### **5 Young People's Service**

- 5.1 The Young People's Service is a social work team working with vulnerable young people including those who are involved in offending. The work with young people involved in offending includes those who are being dealt with through either the Children's Hearing system or the adult criminal justice system and those who can be diverted productively from either system.
- 5.2 The service has been leading the development in Edinburgh of a "Whole Systems Approach" to youth offending. This multi-agency model of practice seeks to respond to young people in a way that is appropriate to their developmental stage, reducing the need for custody, diverting them where appropriate from prosecution and implementing effective care plans.

- 5.3 According to Police Scotland information the number of young people involved in offending in Edinburgh has reduced by 28% between 2011 and 2014: the figure in 2014 for Edinburgh being 1,331. This represents just over 3% of the child population aged 8 – 17.
- 5.4 Edinburgh has been for some years a leader, nationally, in reducing the number of young people being referred to the Children's Reporter on offence grounds. This has been a purposeful approach, using the Pre-Referral Screening model to broaden the range of services who engage with young people and their families about offending. Over the last two years 2013 and 2014, the rate of referral of young people has levelled out at 6 per 1,000 (0.6%).
- 5.5 Diversion from prosecution has also developed over the last three years with 80 young people referred for this approach in 2014.
- 5.6 The use of Movement Restriction Conditions (MRCs) by the Young People's Service has been expanded since the commencement in 2013 of the relevant part of the Children's Hearings (Scotland) Act 2011. This measure involves the use of an electronic tag or bracelet along with the provision of intensive support as an alternative to detaining a child or young person in secure accommodation. Between November 2013 and December 2014 eleven young people were subject to an MRC. This approach has contributed to maintaining a number of these young people, who would otherwise be accommodated, in the community.

## **6 Safer Families Edinburgh**

- 6.1 Safer Families provides a service across Edinburgh to increase safety for women and children experiencing domestic abuse by engaging with men in relation to their behaviour and with women in relation to safety planning for themselves and their children. The majority of referrals are from children and families practice teams where there are concerns about the wellbeing of children.
- 6.2 The service is for families in which the man has not been convicted in court of domestic abuse. Because of the hurdles to be overcome in achieving conviction, such as under-reporting and difficulties in achieving evidence, this is a far larger population of men than those who have been so convicted.
- 6.3 When a man is put on probation by a court in relation to domestic abuse, the court has the option of making a condition of attendance at the Caledonian Edinburgh programme which provides a court-mandated probation service within the Department of Health and Social Care.
- 6.4 The service has taken on two Polish language social workers to allow this sensitive work to take place in the native language of both Polish men and Polish women. This additional work has been funded by the Scottish Government.
- 6.5 Including the Polish speaking staff, the service has a project manager, senior social worker, four men's workers and three women's workers in post.
- 6.6 Over a six month period the statistics for the service were as follows:
- Men receiving service – 111 (33 new referrals)
  - Women receiving a service – 86 (30 new referrals)
  - Children affected by man's violence – 161 (50 new referrals)
  - Children on the Child Protection Register during involvement 67 (10 New referrals)
  - Number of children removed from the Child Protection Register, 29 (43%)
  - Children who were looked after and accommodated during involvement – 18 (6 New referrals)
  - Number of children ceased to be accommodated 8 (44%)
  - 19 safe contact assessments undertaken
- 6.7 The feedback from Children and Families practice teams has been positive about the reduced need for more formal intervention.

## **7 Multisystemic Therapy (MST)**

7.1 The Edinburgh MST service has been working since May 2013 with families to help address significant teenage anti-social behaviour and offending. The threshold for the service is high with behaviours putting young people at risk of being removed from their families, often being out of education, and caught up in offending. The goals of the service are to help parents

- keep young people at home,
- engaged with school and
- not offending.

7.2 A key worker with a small caseload of four or five families works intensively over a period of 3-5 months to help the parents or carers to take charge of those key environmental factors, promoting pro-social rather than anti-social behaviour, engagement in school and with pro-social peers. Support is available for families on a 24/7 basis.

7.3 MST is a licensed programme with stringent systems to ensure adherence by staff members to programme principles. These principles are designed to ensure maximum flexibility in responding to the unique circumstances of individual families while sustaining the daily focus of parents and carers on the steps and changes that they need to take.

7.4 From its starting point in May 2013 to December 2014, the service has worked with 74 families.

The outcomes in relation to the cases which have been closed are as follows:

- Percent of young people sustained at home: 88%
- Percent of young people in school / working: 64%
- Percent of young people with no new charges: 68%

Donny Scott  
Service Manager, Family and Community Support  
February 2015

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Religious Observance in Schools

Item number	8.2
Report number	
Executive/routine	
Wards	All

### Executive summary

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The Education, Children and Families Committee, at its meeting on [4 March 2014](#), requested a further report to be submitted addressing the recommendations in the report of March 2014 as follows:

1. The Headteacher Guidelines, Position Paper 16 (Appendix1) will be reviewed by a cross-sectoral working party in consultation with interested parties;
2. Consideration will be given to advising schools to use the term "Time for Reflection" instead of "religious observance";
3. Consideration will be given to offering a series of CPD events to support school programmes and policies;
4. The Quality Improvement Officer will attend a RO Conversation Day organised by Education Scotland on 25 March 2014;
5. Schools whose programmes are causing concern will be visited with a view to offering additional support;
6. A second survey of all headteachers will be undertaken by June 2014 to collect data on the proposed content of religious observance programmes for session 2014-15, the number of pupils choosing to opt out, and the details of organisations that visit schools in relation to religious observance including the resources they use.

This report provides an update on progress with those recommendations.

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO2</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Religious Observance in Schools

### Recommendations

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Committee are requested to:

- 1.1 Note the content of the report.
- 1.2 Note the progress made to date.
- 1.3 Note the change of title from “Religious Observance” to “Time for Reflection”.
- 1.4 Note the continuing Career Long Professional Learning opportunities and the range of support available for headteachers in relation to “Time for Reflection”.

### Background

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- 2.1 Two petitions were tabled at the Council’s Petitions Committee on 3 June 2013. The first (PE1487) was presented by a parent who is a member of the Edinburgh Secular Society and was entitled “Remove Religious Observance from non denominational schools”. This petition received 896 valid signatures. The second petition was tabled by Ewan Aitken. It received 1522 valid signatures. Subsequently, on 28 January 2014, the Church of Scotland and the Humanist Society made a joint submission to the Petition Committee of the Scottish Government calling for Religious Observance to be renamed Time for Reflection.
- 2.2 The Council’s Petitions Committee requested a report to be submitted to the Education, Children and Families Committee in March 2014 providing further information on:
  - 2.2.1 The estimated cost of holding a referendum.
  - 2.2.2 The current position for religious observance in schools in Edinburgh.
  - 2.2.3 What constitutes religious observance?
  - 2.2.4 Details of the training headteachers were provided with on religious observance.
  - 2.2.5 Details of the organisations that visit schools in relation to religious observance and what activities they provide.
  - 2.2.6 Details of further discussion with both set of petitioners, the deputation and other groups.
- 2.3 A report entitled Religious Observance in Schools was duly submitted to the Education, Children and Families Committee who requested a further report to be submitted providing an update on the actions outlined below:



- 2.3.1 The Headteacher Guidelines (Position Paper 16) will be reviewed by a cross-sectoral working party in consultation with interested parties;
  - 2.3.2 Consideration will be given to advising schools to use the term “Time for Reflection” instead of “religious observance”;
  - 2.3.3 Consideration will be given to offering a series of CPD events to support school programmes and policies;
  - 2.3.4 The Quality improvement Officer will attend a RO Conversation Day organised by Education Scotland on 25 March 2014;
  - 2.3.5 Schools whose programmes are causing concern will be visited with a view to offering additional support;
  - 2.3.6 A second survey of all headteachers will be undertaken by June 2014 to collect data on the proposed content of religious observance programmes for session 2014-15, the number of pupils choosing to opt out, and the details of organisations that visit schools in relation to religious education including the resources which they use.
- 2.4 This report provides the update requested.

## Main report

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- 3.1 The City of Edinburgh Headteacher Guidelines were reviewed by an inter-authority working group comprising Quality Improvement Officers, Education Scotland representatives and a representative from SCES (Scottish Catholic Education Service). The group is chaired by a Senior Education Officer from Education Scotland. This working group considered that the City of Edinburgh Headteacher Guidelines were an example of national best practice and proposed that these Guidelines could be used as a template for other authorities. The City of Edinburgh Headteacher Guidelines reflect the content of *Curriculum for Excellence Briefing Paper 16: Religious Observance* (Appendix 2) which was published in December 2014. In discussion with the chair of the secondary Headteachers’ Executive, it was agreed that no amendments should be made to the City of Edinburgh Headteacher Guidelines at this stage but that an appendix should be added which refers to *Briefing Paper 16*.
- 3.2 The majority of schools in Edinburgh have moved to using the terminology “*Time for Reflection*” or similar. The current Guidelines allow for schools to choose terminology appropriate to their own school community. It is proposed that the City of Edinburgh Council will use the term “Time for Reflection” in all future documentation.
- 3.3 Education Scotland has offered and continues to offer a comprehensive series of professional learning events for headteachers and teachers of RME. The City of Edinburgh had four places reserved at a National Engagement Event for headteachers held on 31 October 2014, however only one headteacher attended. Feedback from those headteachers who were approached individually to attend

indicated that they did not consider religious observance or RME within the curriculum to be a priority. The three denominational secondary schools were represented at an event planned specifically for Roman Catholic schools. Three further Career Long Professional Development (CLPL) events have been organised between April 2015 and September 2015 to raise awareness of the contents of *Briefing Paper 16*.

- 3.4 The Quality Improvement Officer attended a Conversation Day on 25 March 2014 organised by Education Scotland. She has since been nominated as a member of the national Short Life Working Group which has met three times since August 2014. Liaison with colleagues in other authorities will ensure that best practice is maintained in Edinburgh.
- 3.5 The religious observance programmes in a small number of schools were causing concern because of their limited nature and lack of balance. The headteachers of these schools have been contacted, phased programmes of improvements have been agreed, and revised programmes are now being implemented. In particular, one cluster received significant support: the public stance of the Chaplain did not meet the expectations of the majority of the school community, or of the authority in terms of the CEC Equalities Policy. A series of meetings were held where the role of the chaplain was discussed and, as a result, his approach in schools changed. Members of the Quality Improvement Team will continue to sample Time for Reflection events in schools as part of their ongoing support and challenge visits. Examples of best practice will be brought to the attention of the Quality Improvement Officer for Religious and Moral Education, as will schools where there is cause for concern. These schools will then be supported as appropriate.
- 3.6 A second survey of all headteachers was undertaken in June 2014 to collect data on the number of pupils choosing to opt out and the details of religious organisations that visit schools. Headteachers were reminded to ensure that the proposed content of religious observance programmes for session 2014-15 was available on their school website. There was a 100% return to the survey: 92% responded by email, 8% required a follow up phone call.

**The findings of the survey are as follows:**

- There are 88 schools in the primary sector. A total of 181 individuals in 31 schools opt out of religious observance for all or part of the programme. This represents an increase from session 2013-14 of 107 pupils of primary school age and an increase of 19 primary schools with pupils who opt out. In 56 primary schools there are no pupils who opt out;
- There are 23 schools in the secondary sector. A total of 14 young people from three schools opt out. This represents an increase from session 2013-14 of 11 young people over the same number of schools;
- The nursery/early years sector is excluded from the legislation;
- There are 11 special schools in the city. Two pupils from two schools opt out. There is no comparative data from session 2013-14 for this sector;

- The proposed content of religious observance programmes is shared with the school community on the school's website. A sample of websites shows that almost all schools are basing their programmes on their school values, on developing citizenship, and on events of national importance such as Remembrance. In many cases, the programmes are planned and delivered by the young people themselves and are interactive and inclusive;
- Organisations that visit schools:
  - Church of Scotland School Chaplain: there is input in 52 of the 74 non-denominational primary schools, 16 of the 20 non-denominational secondary schools and four of the eleven special schools. The number of occasions on which the Church of Scotland representative visits the school varies from one time to ten times (in one case). The norm is for three or six visits per year. Where there is best practice (Buckstone, Dalry, Portobello), the Church of Scotland representative is part of a Chaplaincy team who plan and deliver RO events in collaboration with representatives of the school community. In cases where the RO programme is imbalanced, there has been discussion with the headteacher as outlined in paragraph 3.5 above.
  - Roman Catholic Schools: in the 14 Roman Catholic primary schools and the three Roman Catholic secondary schools there is significant input from the Parish Priest and representatives of the Catholic Church.
  - The Gideons visit almost all non-denominational secondary schools. They visit once per year to S1 students.
  - Scripture Union visit 9 primary schools. In two schools, they run a weekly lunchtime club; in one school they attend weekly for a block of approximately six weeks; in the remaining six schools they attend once per term. Scripture Union attend one secondary school on a termly basis.
  - Representatives of the Baptist Church attend once per year in two primary schools and one secondary school.
  - According to the survey, representatives from the local Sikh, Hindu and Jewish communities visit four primary schools and three secondary schools.
  - The Army Padre contributes to RO in Colinton PS and Firrhill HS.
  - The Humanist Society are represented in one primary school, two secondary schools and one special school. In the case of the primary school, the Humanist representative is part of the Chaplaincy team.
  - Prayer Space visit two schools. In one case, this was on one day. In the other case, the visit lasted over three days. The headteacher agreed to review this for the future.
  - Bible Alive visit two schools.
  - The Edinburgh City Mission visits one school.
  - Young Life Scotland visit one school.

- All representatives from the different world religions use verbal and visual resources from their own religious communities and experience. In the cases of Prayer Space and Bible Alive, resources used include video and audio material, poetry and texts drawn from members and supporters of their own organisations. As with Scripture Union, headteachers have been advised that input from these organisations should be arranged to take place after school and attendance should be voluntary.
- 3.7 In addition to the survey, a sample of religious observance events was attended. This was a 25% sample in the secondary sector and a 10% sample in the primary sector. The overall quality was very high, based on pupil involvement, relevance to young people's lives, and impact on their learning. Focus groups of young people in three non-denominational secondary schools indicated that they were positive about the experience they had in religious observance, they felt that they were able to contribute, and they were aware of their right to withdraw.
- 3.8 Good practice has been shared at cluster meetings across the city. Although religious observance has not been the subject of authority review this session, the provision has been monitored through support and challenge visits.

## **Measures of success**

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- 4.1 Religious Observance will be delivered in line with legislation and City of Edinburgh recommendations.

## **Financial impact**

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

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

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

## **Equalities impact**

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

## Sustainability impact

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8.1 There are no adverse impacts arising from this report.

## Consultation and engagement

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- 9.1 The City of Edinburgh position paper on Religious Observance was developed by a cross sector working group led by the Quality Improvement Officer.
- 9.2 All schools have been involved in developing their plans for religious observance in consultation with their Parent Council body.
- 9.3 Following the Petitions Committee meeting on 3 June 2013, individual meetings took place with representatives from both petitions. A further meeting took place with representatives from the Edinburgh Secular Society in January 2015.
- 9.4 Consultation on the content and format of the City of Edinburgh position paper has taken place at inter-authority level and with representatives from Education Scotland.

## Background reading/external references

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- [Curriculum for Excellence Briefing Paper 16](#)

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## Links

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 – City of Edinburgh Position Paper on Religious Observance 2 – <i>Curriculum for Excellence Briefing Paper 16</i>

## Provision of Religious Observance in Schools

### City of Edinburgh Headteacher Guidelines

#### INTRODUCTION

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

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

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

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

One implication of this diversity is that the forms of religious observance may differ from school to school. Schools are therefore encouraged to make decisions based on local needs and circumstances. Full consultation should take place with all interested parties on how religious observance can be implemented in each school community. Full consultation should also take place on what to call the events that meet the religious observance requirements for that school community<sup>1</sup>. The unifying principle behind the different approaches to religious observance will be the aims set out in this paper.

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<sup>1</sup> Scottish Government letter 21 February 2011: para. 6

## **AIMS OF RELIGIOUS OBSERVANCE**

The aims of religious observance are defined as:

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

## **DEFINITION OF RELIGIOUS OBSERVANCE**

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

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

Three key issues emerge from this definition :

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

### **Building A Sense Of Community**

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

### **Understanding Spiritual Development**

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

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

### **Celebrating Shared Values**

Many schools would identify and promote values such as 'honesty, liberty, justice, fairness and concern for others'<sup>5</sup> as common shared values in our society. It is also true that different communities hold values that are particular to their own tradition. These values should be acknowledged, the right of people to hold them should be

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<sup>2</sup> Religious Observance Review Group Report: p12.

<sup>3</sup> Religious Observance Review Group Report: p12

<sup>4</sup> Religious Observance Review Group Report: p12

<sup>5</sup> Religious and Moral Education 5-14 National Guidelines

respected and pupils should be encouraged to reflect on these values and the life stances which they reflect.

## **RELIGIOUS OBSERVANCE AND ORGANISED WORSHIP**

Religious observance is not concerned in the main with organised worship. Worship is a free response of an individual and community to what is considered worthy of worship. This response involves three elements: belief, desire to worship and the commitment to life stances. An organised act of worship is based on the assumption that those present share these elements.

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

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

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

## **ASSEMBLIES AND RELIGIOUS OBSERVANCE**

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

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

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

At present school assemblies are the most common vehicle for delivering religious observance. A clear distinction has to be drawn between assemblies devised for the delivery of religious observance and assemblies which support other purposes. Communicating day-to-day administrative arrangements and information about extra-curricular activities at an assembly is important for the life and work of the school. However, this should be kept separate from occasions that are specifically set aside

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<sup>6</sup> Religious Observance Review Group Report p16.

<sup>7</sup> Scottish Government letter 21 February 2011: para 9

<sup>8</sup> Scottish Government letter 21 February 2011: para 10



for religious observance. It is important for those organising and leading religious observance that the overall integrity and purpose of the event are kept distinctive and are not compromised.

## **FREQUENCY OF RELIGIOUS OBSERVANCE**

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

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

## **CHARACTERISTICS OF GOOD RELIGIOUS OBSERVANCE**

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

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

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

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

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

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

## **CHAPLAINS**

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

The role of the chaplain or chaplaincy team includes:

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

## **THE RIGHTS OF PARENTS**

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

## **DENOMINATIONAL SCHOOLS**

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

## **NURSERY SCHOOLS**

There is no formal requirement for religious observance in nursery schools and classes. However, there are many opportunities to help children develop an early awareness of different religious and cultural groups and their traditions. By marking significant religious celebrations and exploring shared values as well as matters of

common concern, children can build up a sense of their own uniqueness. In this way their journey of spiritual development begins. Such activities provide important foundational experiences for young children on which primary and secondary school can build.

### **RACE EQUALITY POLICY**

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

### **QUALITY ASSURANCE**

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

### **SUPPORT FOR SCHOOLS**

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

## **Appendix**

### **Helpful Resources**

[www.ltscotland.org.uk/religiousobservance/keydocuments/index.asp](http://www.ltscotland.org.uk/religiousobservance/keydocuments/index.asp)

[www.churchofscotland.org.uk/resources/subjects/schools-resources](http://www.churchofscotland.org.uk/resources/subjects/schools-resources)

[www.fischymusic.com](http://www.fischymusic.com)

[www.alwaleed.ed.ac.uk](http://www.alwaleed.ed.ac.uk)

[www.eifa.org.uk](http://www.eifa.org.uk)

[www.assemblies.org.uk](http://www.assemblies.org.uk)

[www.gla.ac.uk/departments/religiouseducation/coursesanddegreeprogrammes/religiousobservancedesignandpractice](http://www.gla.ac.uk/departments/religiouseducation/coursesanddegreeprogrammes/religiousobservancedesignandpractice)



This briefing for practitioners is intended to explore the aims and purposes of Religious Observance (RO) within Curriculum for Excellence but can also be used to inform partners, learners, and their parents and carers, about RO.

## CfE Briefing <sup>16</sup>

### Curriculum for Excellence: Religious Observance (Time for Reflection)

Curriculum for Excellence (CfE) is taking a fresh approach to what, how and where children and young people learn. It aims to raise standards, improve knowledge and develop skills for learning, life and work. It seeks to improve achievement for all and reduce inequity in educational outcomes by helping every individual to be successful, confident, and to contribute effectively, including as responsible citizens. At the heart of RO in CfE is this aspiration to develop every learner as an individual. This means helping them to grow and develop their own sense of themselves, to be confident in expressing their own beliefs and values, and to develop an understanding of and empathy towards others. This briefing, then, provides background information about the role of RO and explores how it is developing across educational establishments as part of CfE.

#### 1. What is the policy framework for RO in CfE?

In 2005, the Scottish Government set up a review group to define and exemplify RO. The review group defined RO as: *community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community.* The aims of RO are clearly based on that definition: *to promote the spiritual development of all members of the school community; to express and celebrate the shared values of the school community.* RO is relevant and meaningful for the whole school community. It contributes to children and young people's learning and personal development particularly well when it is engaging and creative. The RO review group defined "spiritual development" as something which:

November 2014

Religious Observance provides opportunities for the school community to express and celebrate values which are considered common human values.

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

This approach to RO recognises that schools are communities of learners often from different cultural and social backgrounds with a wide range of beliefs. It recognises that individual, personal development is founded on respect for oneself and for everyone else. In practice, this means that RO:

- provides opportunities for the school community to express and celebrate values which are considered common human values;
- gives the school community time to reflect upon a variety of traditions and viewpoints as well as other stimuli such as literature, art and music; and
- provides opportunities for the community to reflect upon values, beliefs, commitments and hopes which are implicit in being human.

Many non-denominational schools refer to RO as *Time for Reflection*. This helps to describe the type of experience that the learner can have through engaging with issues and events as part of RO. RO takes different forms and educational establishments are well placed to take account of their own particular contexts when planning RO. This includes making local decisions about whether the term "Time for Reflection" is suitable or not or perhaps, for example in denominational schools, the term "worship" may be considered more appropriate. In all cases RO has an important part to play in children and young people's development. It also helps the whole school community to reflect upon and develop a deeper understanding of

the worth and contribution of each individual. As such, RO contributes directly to the intended outcomes of CfE.



## 2. How do children and young people benefit from RO?

RO makes a contribution to the ethos and life of the school because it can influence how children and young people develop values and behaviours. The context for learning can be particularly effective when RO is planned through appropriate experiences and outcomes. For example, RO can help learners to develop respect for others and understand their beliefs and values (RME 0-07a – 4-07a; RERC 0-21a – 4-21a, RERC 3-25a). It can also assist learners in developing increased awareness and understanding of their own beliefs and values, as well as reflecting upon how to put their own beliefs and values into action in positive ways (RME 1-08a – 4-08a, RERC 1-24a – 4-24a). RO helps learners to reflect upon "ultimate questions" (RME 3-09a, RERC 1-23a -4-23a) and in considering and reflecting upon topical social and moral issues (RME 1-09a, 1-09c, 3-09c). It can also provide children and young people with an opportunity to learn about and from the beliefs of others (RME 2-01c, 2-04c, 3-01b, 3-04b, RERC 3-25a, 4-25a, b). It can engage children and young people actively in reflecting upon spiritual, social, moral and philosophical issues through, for example, drama or other activities

(EXA 0-01a – 4-01a, EXA 0-13a – 2-13a). This active approach can also address mental, emotional and social aspects of Health and wellbeing (HWB 0-01a – 4-01a, 0-09a – 4-09a, 0-13a – 4-13a).

Other attributes and skills can be promoted through RO. For example, skills such as reflection and evaluation benefit from relevant experiences across the curriculum. Learners can develop an "appreciation of aesthetic and cultural values, identities and ideas" (Expressive Arts Principles and Practice), or indeed "establish a pattern of health and wellbeing which will be sustained into adult life" (Health and Wellbeing Principles and Practice). RO can help children and young people to develop their "understanding of what is special, vibrant and valuable about [their] and other cultures" (Literacy and English Experiences and Outcomes). It can help them to "develop a curiosity and understanding of their environment and their place in the living, material and physical world" (Sciences Principles and Practice) as well as "develop their understanding of their own values, beliefs and cultures and those of others" and so "broaden their understanding of the world" (Social Studies Principles and Practice).

RO can also help learners to develop higher order skills including, for example, analysis and evaluation. RO can give learners confidence in making their own minds up about important issues and help them to express their own views reasonably and securely. Effective RO can allow learners to address issues of equality, for example by developing respect for the beliefs and values of others as well as by developing empathy with a wide variety of perspectives. So, in effective RO, children and young people learn about the beliefs and

Effective Religious Observance is active, engaging, challenging and thought provoking. It supports children and young people in the development of their own set of beliefs and values.

values of those around them and through reflection, consider their own beliefs and values; these skills are central to their development as citizens in our modern, pluralistic society.

### 3. What are the features of effective learning through RO?

RO can be an engaging, challenging and reflective experience that enables children and young people to explore, evaluate and reflect on a range of views to help form their own. This happens in many stimulating and often thought-provoking contexts that are sensitive to and respectful of everyone's right to their own beliefs and values. Some of the kinds of contexts and learning experiences that promote this effective learning are described here.

**Discussions** help children and young people learn about the beliefs and values of others as well as learning from them. Discussions enable creative thinking between young people, helping them to develop a clearer understanding of how a person's life is influenced by the beliefs and values they hold. They also offer opportunities for reflection on views which may be very different to the child or young person's own views, and to develop important skills such as listening attentively and respecting the rights of others to hold views which are different to their own.

**Personal research** enables learners to delve into different perspectives which can lead to a deepening of their own understanding and awareness of emerging viewpoints. In evaluating and responding to the challenges which stem from RO experiences, children and young people might gather data about supporting or conflicting viewpoints and explore many sources of information to deepen their own

understanding, perhaps following an RO experience they've had. This helps learners to be active in RO.



**Partnerships** often involve interactions between visitors and children and young people that expose the learners to the real-life experiences of people whose lives may be very different to their own. This can provide an authentic experience for children and young people that enables them to come into contact with a wide range of viewpoints and perspectives – religious and otherwise. Such interactions go to the heart of meaningful education in that they involve meaningful dialogue between people, and the development of a sense of our shared human identity.

**Personal reflection** is about having the space to step back from daily business for a time. It creates the environment to take stock of situations that really matter, and for learners to consider their own developing role in the world in which they live. This process of stepping back is appropriate and helpful for all children and young people, no matter what their own beliefs and values are.

**Outdoor learning** can be an important context for learning. Many religious places, sites of cultural significance and other out-of-school locations lend themselves well to supporting children and young people in developing their own beliefs, values, attitudes and attributes. Engaging with and reflecting upon

the natural world allows learners to consider their place in it, as well as their responsibilities towards it. It can also prompt discussion about important “ultimate questions”.

Overall then, effective RO is active, engaging, challenging and thought provoking. It supports children and young people in the development of their own set of beliefs and values, and it allows them the opportunity for deeper reflection about the beliefs and values of others. This enables each and every individual to gain a sense of his or her own place in the world.

### 4. Do all children and young people need to take part in RO?

All educational establishments and local authorities are expected to have policies that describe their approach to RO. School handbooks should describe the provision of RO and also explain arrangements for those who wish to exercise the parental right to withdraw a child or young person from RO. To support parents in making decisions about RO, schools are expected to set a clear rationale for the approach taken and to involve parents and children and young people in decisions about the RO programme. All schools are required to make suitable arrangements so that children or young people who are withdrawn from RO can benefit from alternative relevant activities. For example, where appropriate, schools will work with parents to agree a programme that enables learners to further their understanding of their own family beliefs, values and traditions. Parents may, and often do, provide some additional study material that enables these learners to use RO time to engage in some personal development and reflection in line with the beliefs and values of the family. Exercising the right to withdraw should never involve a child

It is important for schools to ensure that community partners are diverse and varied – representing a range of beliefs and viewpoints.

or young person feeling excluded – nor should parents feel under any pressure to avoid exercising their right to withdraw. This can be achieved by sensitive handling and clear communication.

### 5. How can community partners support RO?

A wide range of community partners often support school staff to plan and implement RO. This can include members of faith communities, belief groups and other partners such as youth workers and local charity workers. It is important for schools to ensure that such community partners are diverse and varied – representing a range of beliefs and viewpoints. Schools recognise the important and varied contributions that community partners and other community leaders can make to the life of the school. Effective educational establishments act professionally in this respect, ensuring that relationships with partners are negotiated and agreed. They ensure that everyone concerned is fully informed about the content and aims of any RO activities planned and executed by partners. They also ensure that such activities are guided by educational principles and apply normal safeguarding protocols when working with visiting speakers.

**School assemblies** are varied and diverse. Whole school assemblies can be very positive occasions, particularly when they recognise and celebrate achievement. They can be used very effectively to share information and expectations with children, young people and staff. Effective provision ensures that a clear distinction is made between assemblies arranged for the purpose of RO and assemblies arranged for other purposes such as, for example, celebrating success. Members of the

school community, including children, young people and their parents sometimes wish to contribute to RO within the school, and staff can ensure that this happens in an appropriate way.



### 6. RO in Roman Catholic schools

The distinctive RO approach in Roman Catholic denominational schools was recognised in a letter of guidance issued by the Scottish Government in February 2011.

Roman Catholic schools follow the customs and practices of the Roman Catholic Church in order to nourish spirituality and faith. Traditional prayers, devotions and services are used to help young people to become aware of, and show reverence to God. Pupils are invited to pray at times in classrooms and assemblies, and in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature signs, symbols and objects connected with Roman Catholicism. Prayer is complemented by religious services conducted to mark special occasions. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of

special religious significance. While Religious Education is governed by separate Church guidance, it is complemented by RO practices and, together, these experiences help pupils to develop their understanding of the Catholic faith and experience opportunities for spiritual growth and commit to beliefs, values and actions in a positive response to God's invitation to faith. Chaplains and other members of the Diocese play an integral part in the life of the school and will support learning and spiritual development as well as religious assemblies and services of worship.

### 7. How do we take forward RO in CfE?

As practitioners look to make increasingly effective use of RO to promote the intended outcomes of CfE, it may be helpful to consider the following questions.

- How well do learners and their parents/carers understand the purposes of RO?
- How well does everyone concerned understand the relationship between learning, RO and CfE?
- To what extent are learners and their parents/carers confident that RO in their school is fully inclusive of their own beliefs and values, while respecting the beliefs and values of the school community?
- How well does RO contribute to the development of the whole person at different stages of learning?
- How wide and varied are the viewpoints and beliefs explored through RO in your establishment?
- How effectively are children and young people themselves involved in the planning of RO?



# How effectively are children and young people themselves involved in the planning of Religious Observance?

- Where RO involves community partners, what mechanisms are in place for schools to engage in dialogue with community partners about the aims and format of RO? You might like to look at: [www.journeytoexcellence.org.uk/partnership/improvementguides/theschoolinitscommunity.asp](http://www.journeytoexcellence.org.uk/partnership/improvementguides/theschoolinitscommunity.asp)
- In what ways can RO support and challenge children and young people in the development of their own beliefs and values?
- To what extent are children and young people aware of the skills and attributes which can be developed through RO?
- How far are children, young people and their parents/carers encouraged to engage in dialogue about the aims and format of RO?
- How inclusive is RO in your establishment?
- How well does RO contribute to an understanding of diversity and equality in Scotland?
- How far can RO be used to promote active learning? [www.journeytoexcellence.org.uk/learningandteaching/improvementguide/promotionofactivelearning.asp](http://www.journeytoexcellence.org.uk/learningandteaching/improvementguide/promotionofactivelearning.asp)

## Links to Exemplification of Practice in RO

Supporting faith formation through RME in St Andrew's Primary School – <http://www.journeytoexcellence.org.uk/videos/faithformation.asp>

Supporting children's learning through meditation and prayer in St Andrew's Primary School – <http://www.journeytoexcellence.org.uk/videos/meditationandprayer.asp>

Using a labyrinth to explore spirituality in RME and RO – <http://www.journeytoexcellence.org.uk/videos/labyrinth.asp>

## Links to resources for RO

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/creatingaplan/religiousobservance/assemblyresources/index.asp>

<http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/creatingaplan/religiousobservance/keydocuments/index.asp>

RO in Roman Catholic Schools: <http://www.sces.uk.com/>

Link to support available from Humanist Society of Scotland: [www.humanism-scotland.org.uk/content/education](http://www.humanism-scotland.org.uk/content/education)



# Education, Children and Families

10am, Tuesday 3 March 2015

## Children and Families Grants to Third Parties 2015/16

Item number 8.3  
Report number  
Executive/routine  
Wards All

### Executive summary

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This report details the awards of grants to organisations following the budget setting process for 2015/16.

The report also outlines a number of procedural changes to support the identification of the budget for the new Children and Families grants approach for 2016/17 onwards.

### Links

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Coalition pledges	<a href="#">P6</a> , <a href="#">P12</a> , <a href="#">P36</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO5</a> , <a href="#">CO6</a> , <a href="#">CO10</a> , <a href="#">CO11</a> , <a href="#">CO12</a> , <a href="#">CO14</a> , <a href="#">CO20</a> , <a href="#">CO23</a> , <a href="#">CO25</a> , <a href="#">CO26</a>
Single Outcome Agreement	<a href="#">SO2</a> , <a href="#">SO3</a>

## Children and Families Grants to Third Parties 2015/16

### Recommendations

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It is recommended that the Committee:

- 1.1 Notes the 2015/16 budget approved by Council on 12<sup>th</sup> February which agreed an allocation of £2,437,426 for grants to third parties
- 1.2 Notes the awards to organisations outlined in Appendix 1.
- 1.3 Notes the procedural changes outlined in paragraph 3.3
- 1.4 Notes that a further report in May will outline the results of the coproduction process to redesign the approach to grants for 2016/17 onwards.

### Background

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- 2.1 On 11 February 2014, the Communities and Neighbourhoods Committee agreed “The transfer of responsibility for developing future grant programmes and making grant awards to executive committees and policy development sub-committees”.
- 2.2 The Committee also agreed that all grant programmes should be aligned to meet strategic plans, commissioning and capital coalition pledge priorities. The Review of Grants to Third Parties set out a requirement that all grant award recommendations should be co-produced with service users, carers and third sector organisations by April 2016. The review also recommended that co-produced grant programmes should ideally be funded for a period of three years to provide financial stability for recipient organisations.
- 2.3 In addition, the Better Outcomes Leaner Delivery (BOLD) workstream on third sector expenditure set out a recommendation to reduce third sector spend by 10% over three years. Service departments were instructed to decide how best to implement these proposals.
- 2.4 Given the pressures on the grants budget and the new approach being designed for 2016/17, Children and Families restricted access to the 2015/16 round to existing award holders.

- 3.1 A closing date of 5 December 2014 was set for award holders to apply for funding in 2015/16. Applications were received from all bar one of the existing award holders. The organisation concerned, Edinburgh Pre Nursery Services, ceased operations in June 2014
- 3.2 Children and Families then applied a 3.3% reduction to all organisations requesting funding with some organisations, following assessment, being subject either to a greater percentage reduction or, in the case of 6 organisations, no award being made. All organisations were notified of these funding intentions prior to the Council budget setting process in February of this year.
- 3.3 There are 76 awards reported in Appendix 1 for 2015/16 totalling £2,437,426
- 3.4 Within these awards there are four organisations that were not named in the 2014/15 grants report. These organisations were previously in contractual arrangements with the Council and it was decided that a grant arrangement for 2015/16 was the most suitable method of supporting the activity undertaken by these organisations
- 3.5 To enable a smooth transition to the new grants approach for 2016 and beyond there are a number of procedural changes being put in place as follows;
  - Of the awards reported in Appendix 1, nine meet the costs of services provided directly by the Council. These budgets will be transferred to the relevant service area along with the requirement for making savings of 3.3% for years 2016/17 and 2017/18
  - The budgets for existing funds that award to individual young people involved in sporting or cultural activity will also be transferred to the relevant service area along with the requirement for making savings of 3.3% for years 2016/17 and 2017/18
  - The award to LAYC for the development of childcare cooperatives, whilst reported in the grants' report, has been set up as a contract. This budget will be transferred to Schools and Community Services along with the requirement for making savings of 3.3% for years 2016/17 and 2017/18
  - The award to Aberlour is for 6 months only without any saving requirement in that period as it will be part of a wider redesign process of CAPSM (Children Affected by Parental Substance Misuse) services which is being undertaken. It is expected that the new citywide service will start on 1<sup>st</sup> October following a procurement process and the savings required from this award will be applied when it is transferred to the CAPSM Services budget

- 3.6 The above changes will clarify the level of resource that will be available through the new 2016/17 grants approach which will only be open to applications from voluntary organisations
- 3.7 Work has started on developing the new Children and Families approach to grants for 2016/17 onwards. This work is being guided by the principles of coproduction albeit within a tight timescale and has involved ongoing dialogue with existing award holders as well as with organisations that have not previously been in receipt of a Children and Families award. A further report on this process will be presented to Committee in May.

### **Measures of success**

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- 4.1 Each grant recipient is required to complete a funding agreement that details SMART targets to be achieved by the organisation within the funding period. The achievement of these targets contributes to departmental objectives and service plan.

### **Financial impact**

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- 5.1 The total figure for the grant awards recommended in Appendix 1 is £2,437,426 which is the allocation agreed by Council on February 12<sup>th</sup> 2015.

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

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- 6.1 This report is compliant with the recommendations of the Review of Grants to Third Parties and will be complemented by a further report to Committee in May which will outline the results of the coproduction process to redesign the Children and Families approach to grants for 2016/17 onwards.

### **Equalities impact**

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- 7.1 The funding of activity by third parties through grant aid contributes to the Council's delivery of its Equality Act 2000 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and to advance equality and foster good relations.

### **Sustainability impact**

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- 8.1 The awarding of grants to third parties enables the Council to meet Climate Change (Scotland) Act 2009 Public Bodies Duties as well as contributing to the city's Sustainable Edinburgh 2020 objectives.

## Consultation and engagement

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- 9.1 There was engagement involving stakeholders to review the third party grants process throughout 2013. Specifically this includes:
- Council Review of Grants to Third Parties – Discussed by the Compact Partnership Board on 1 March 2013.
  - Discussion at Communities and Neighbourhoods Policy Development Meeting and Review Sub Committee on 4 June 2013.
  - Meetings of the Compact’s Council Grants to Third Parties Reference Group from June to October 2013.
  - Release of approved Council Grants to Third Parties Review Scope and Remit on the Council website and linked to the Compact and Third Sector Interface websites in early July 2013.
  - Grants Review Survey for current and potential grant recipients issued in July/August 2013.
  - Update report to the meeting of the Communities and Neighbourhoods Committee in 24 September 2013.

## Background reading/external references

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[Review of Council Grants to Third Parties 2013-14, Communities and Neighbourhoods Committee, 11 February 2014](#)

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## Links

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<b>Coalition pledges</b>	P6 - Establish city-wide co-operatives for affordable childcare for working parents P12 - Work with health, police and third sector agencies to
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expand existing and effective drug and alcohol treatment programmes

P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the "Total Craigroyston" model

**Council outcomes**

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

CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

CO3 - Our children and young people at risk, or with a disability, have improved life chances

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

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

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

CO10 - Improved health and reduced inequalities

CO11 - Preventative and personalised support in place

CO12 - Edinburgh's carers are supported

CO14 - Communities have the capacity to help support people

CO20 - Culture, sport and major events – Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and futures of citizens

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

CO25 - The Council has efficient and effective services that deliver on objectives

CO26 - The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives

**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**

Grants to Third Parties 2015/16 – Proposals for Expenditure

## Appendix 1

### Children & Families Grants to Third Parties 2015/16

Applicant Organisation	Award
Aberlour Outreach Project	32,314
Action Group - Family Support Project	29,461
Adult Learning Link (East CLD) (internal)	39,301
Bingham and District 50+ Project	12,934
Broomhouse Centre	16,637
Buckstone Youth Club & Project	484
Cafe K	71,116
Canongate Youth Project	13,125
Cavalry Park Sports Club	4,535
CHAI	34,164
Children 1st - Family Support	49,792
City of Edinburgh Guides	10,105
CLD East Early Intervention (internal)	32,997
Corstorphine Youth and Community Centre	13,003
Couple Counselling Lothian	16,462
Craigmillar Community Arts	39,363
Craigmillar Summer Childcare (internal)	16,439
Craigmillar Summer Projects (internal)	46,845
Cruse	13,715
Currie Youth Club	5,299
Dr Bells Family Centre	49,603
Drylaw/Telford Community Association	39,163
Dunedin Canmore (Youth Project)	7,027
Early Literacy (Integrated Literacy Strategy) (internal)	37,230
Edinburgh Womens Rape and Sexual Abuse Centre	7,377
EVOC	8,896
FABB Scotland	37,048
Family Group Decision Making (internal)	88,964
Family Mediation	35,000
Fet-Lor Youth Centre	4,662
Friends of the award	14,505
Gingerbread	14,886



Girl's Brigade	2,901
Gorgie/Dalry Community Association	29,003
Granton Youth Centre	112,849
Health Opportunities Team	145,541
HMP Edinburgh (Salvation Army)	4,835
Home Link	46,777
Inverleith CLD - Open Air Club (internal)	3,055
Kindred	13,581
LGBT - Youth Scotland	28,981
Lothian Association of Youth Clubs	5,512
Lothian Association of Youth Clubs (Childcare Cooperatives )	22,241
Muirhouse Youth Development Group	86,216
Multi-Cultural Family Base (4-2-7 Project)	7,414
Munro Community Centre	11,040
NKS	46,377
North Edinburgh Arts	3,707
North Merchiston Club	15,714
Northfield Community Centre (The BUZ)	8,777
Oxgangs Neighbourhood Centre	40,006
Parenting Skills Programme (Parent and Carer Support) (internal)	136,023
Pilmeny Development Project	33,957
Pilmeny Youth Centre	22,842
Pilton Community Health Project	3,641
Pilton Youth and Children's Project	82,217
Play-Base Project	18,647
PRePare	38,566
Royal Zoological Society	34,735
Russian Edinburgh	1,837
RUTS	12,075
Sense Scotland	1,667
South East Scotland Regional Scout Council	21,758
Sports Award Fund	1,257
Stepping Stones (North Edinburgh)	11,990
Tall Oaks Youth Club	749
The Citadel Youth Centre	3,500
The Junction	98,107

<b>The Ripple</b>	106,534
<b>The Yard</b>	30,147
<b>Venchie Children &amp; Young Peoples Project</b>	95,805
<b>Wester Hailes Youth Agency</b>	36,096
<b>Workers Educational Association</b>	25,640
<b>Working with Men (Safer Families Edinburgh) (internal)</b>	59,606
<b>Youth Fund</b>	44,371
<b>Youth Work Strategy (internal)</b>	38,680
	2,437,426

# Education, Children and Families Committee

10am, Tuesday, 3 March 2105

## Children and Families Risk Register

Item number	8.4
Report number	
Executive/routine	
Wards	All

### Executive summary

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As part of the City of Edinburgh Council's risk strategy each service area has a risk register which reflects the current highest priority risks. The Children and Families' risk register as at November 2014 was presented to Governance, Risk and Best Value Committee on December 18<sup>th</sup> 2014.

The decision of that committee was to ask that, following the next officer review of the Children and Families' risk register in January 2015, an updated register be submitted to the March meeting of the Education, Children and Families Committee prior to coming to Governance, Risk and Best Value Committee in April 2015.

Appendix 1 contains the revised version of the Children and Families Risk Register.

### Links

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

## Children and Families Risk Register

### Recommendations

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- 1.1 That the Committee notes the content of the Risk Register and requests that the Risk Register be presented to Committee on an annual basis
- 1.2 That the report is referred to Governance, Risk and Best Value in April 2015

### Background

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- 2.1 The Council's Governance, Risk and Best Value Committee monitors the effectiveness of the Council's risk management arrangements, including monitoring internal financial control, corporate risk management and key corporate governance areas. The Committee reviews a Service Area risk register quarterly on a cyclical basis.
- 2.2 The Children and Families' risk register as at November 2014 was presented to Governance, Risk and Best Value Committee on December 18<sup>th</sup> 2014.
- 2.3 The decision of that committee was to ask that, following the next officer review of the Children and Families' risk register in January 2015, an updated register be submitted to the March meeting of the Education, Children and Families Committee prior to coming to Governance, Risk and Best Value Committee in April 2015.

### Main report

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- 3.1 Children and Families maintains a Risk Register which is owned by the Director and the Senior Management Team and is informed and updated by intelligence from regular performance monitoring, internal audits and Health and Safety audits, and specific issues arising in the course of delivering core work.
- 3.2 SMT receives regular briefings on risk and resilience, and on Health and Safety, from the Principal Officer responsible for these areas of work within Children and Families.
- 3.3 Children and Families also supports a departmental Risk Committee and a Health and Safety Committee. The membership of each of these groups represents the various components of Children and Families remit and responsibilities and the Health and Safety Committee has Trades Union representation.

- 3.4 The Children and Families Risk register is regularly reviewed as part of the core business of SMT. On a three-monthly basis SMT meets as the Children and Families Risk Committee and with the support of colleagues from Corporate Governance undertakes a more detailed analysis of the register in the light of agreed presenting and current issues. This is a new approach and one which the service area has valued greatly.
- 3.5 Individual Risk Registers are put in place for specific pieces of work as and when required and the key learning from this will inform the review of the service area risk register on an ongoing basis.
- 3.6 The attached Risk Register was modified after the most recent meeting of the Children and Families Risk Committee in January. As part of that process, a number of issues were highlighted that, due to their cross-cutting nature, were forwarded for consideration by CMT in discussion of their Council-wide risk register.

### **Measures of success**

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- 4.1 By using Covalent to maintain the register it is possible to ascertain, on a regular basis, the extent to which the impact of identified risks is being mitigated by the internal controls which have been put in place. This means that emphasis can be placed on those areas of risk which continue to present a higher level of residual risk.

### **Financial impact**

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- 5.1 There may be a financial component to the controls which require to be put in place to mitigate identified risk: these costs will be considered as part of the service area budget monitoring.

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

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- 6.1 Risk registers are viewed as an important management tool to help mitigate against risks and to support the effective planning and delivery of core business processes as well as key initiatives and specific workstreams.

### **Equalities impact**

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- 7.1 None

### **Sustainability impact**

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8.1 There are no direct sustainability impacts arising directly from the report's contents.

## Consultation and engagement

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9.1 Senior Management Team, Risk Committee, Risk Group, Health and Safety Committee.

## Background reading/external references

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None

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## Links

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<b>Coalition pledges</b>	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 - Establish city-wide co-operatives for affordable childcare for working parents</p>
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<b>Council outcomes</b>	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and emotionally healthy</p> <p>CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	1 - Children and Families Senior Management Team Full Risk Register at February 2015





## Children and Families SMT Full Risk Register at 18.02.15







Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF010012	Operational	<p><b>Protection of vulnerable children</b></p> <p>Risk of harm/exploitation in relation to the protection and safety of vulnerable children and young people (including those in our care)</p>	C&F SMT	5	4		<ul style="list-style-type: none"> <li>Multi-agency child protection procedures updated annually by the Child Protection Committee</li> <li>Child protection mandatory training in place for all relevant staff</li> <li>Child Protection Improvement Plan reviewed monthly by the Child Protection Committee and all child protection actions monitored.</li> <li>Bi-monthly reports on key performance indicators to the Children &amp; Families reviewed by SMT</li> <li>Weekly reporting to senior service manager in place from practice teams</li> <li>Bi-monthly reports on key performance indicators to the Children &amp; Families reviewed by service manager and head of service</li> <li>Significant Case reviews are undertaken and action points agreed and implemented.</li> <li>Actions arising from the Care Commission reports are managed and resolved by Management and Teams</li> <li>KPIs are used to monitor effectiveness of processes in relation to statutory duties and managers implement remedial actions where these are required</li> <li>Daily monitoring of children in care who go missing by senior service managers</li> <li>Agreed multi-agency procedure in place to act quickly when a child or young person is suspected of being the victim of sexual exploitation</li> <li>Annual programme for managers to audit other practice team files to ensure quality of content/standard of work is maintained</li> <li>Regular single agency and multi agency practice evaluation take place in dialogue with lead professionals and Core Groups</li> <li>Actions arising from the Care Commission reports are managed and resolved by Management and Teams</li> <li>Inspection processes provide external scrutiny and influence improvement plans required</li> </ul>	5	3		Treat - Action Plan	<ul style="list-style-type: none"> <li>Multi agency practice evaluations have taken place and will inform practice developments and improvements</li> <li>Weekly multi-agency review of all child protection investigations by senior managers used to identify potential patterns or risks of CSE</li> <li>Further training to be provided and relevant staff will attend local and national events on CSE</li> <li>Lessons learned event to be held following effective multi-agency investigation</li> <li>Application of the Barnardo's Scotland Sexual Exploitation Risk Assessment Framework (SERAF)</li> <li>The Speak Up Speak Out campaign will develop materials in consultation with service users and relevant individuals as part of the public protection awareness campaign relevant to CSE during 2015/16</li> <li>A briefing event on risks of exploitation of children and vulnerable adults is to be held for all Elected Members</li> <li>Quality Assurance and Case evaluations are completed throughout the year</li> </ul>









Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF01 0005	Integrity / Hazard	<p><b>ICT systems support</b></p> <p>Risk that ICT system fails to support C&amp;F operations results in inefficiencies and potential service failures or security breaches.</p>	C&F SMT	5	3		<ul style="list-style-type: none"> <li>• Current BT maintenance contract in place includes a requirement to respond within 4 hours</li> <li>• Response times are tracked and reported monthly to ensure the requirements of the contract are being fulfilled</li> <li>• Information is backed up daily onto a separate server located at a secondary site</li> <li>• Situation monitored through ICT Strategy Board and other infrastructure groups</li> </ul>	3	3		Treat	<ul style="list-style-type: none"> <li>• Ongoing management and operational contribution to procurement process to identify unmet need and address gaps</li> <li>• Development work is underway to improve interagency access to ICT systems</li> <li>• Management meeting with C&amp;F IT Lead Officers on risks</li> <li>• ICT is core element of BOLD workstreams</li> </ul>
CF01 0008	Operational	<p><b>Severe weather</b></p> <p>Risk that lack of effective contingency planning to respond to severe weather/emergency situations leads to loss or disruption of services.</p>	C&F SMT	5	4		<ul style="list-style-type: none"> <li>• ERM/BC principal officer appointed with job description to maintain plans and coordinate communications in such an event</li> <li>• Severe Weather Contingency Plan developed by the Business Continuity Officer and reviewed by SMT annually</li> <li>• Approved procedures in place for emergency closure of Children &amp; Families establishments are updated annually and reviewed by SMT before being issued to all C&amp;F establishments</li> <li>• All head teachers / establishment managers trained in managing Significant Occurrence Procedure.</li> <li>• Annual issue of C&amp;F Ready for winter pack and scenarios.</li> <li>• C&amp;F Buddy arrangements</li> <li>• The use of SEEMIS centrally in emergencies</li> <li>• The use of esendex to text key staff groups</li> <li>• Winter Weather Workshops</li> </ul>	4	3		Treat - Action Plan	<ul style="list-style-type: none"> <li>• Development of "C&amp;F Hit the Hub" a one stop area for C&amp;F information on the Orb</li> </ul>

Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF01 0003	Integrity / Hazard	<b>Health and Safety compliance</b> Risk that non compliance with Health and Safety legislation leads to employee / service user injury and/or regulatory fines	C&F SMT	5	4		<ul style="list-style-type: none"> <li>Health and Safety policy is available to all staff through the Orb and is reviewed (and updated if required) annually by the SMT</li> <li>Health and Safety Joint Working Group meet every 8 weeks and maintain a Risk Management Action Log</li> <li>C&amp;F Health &amp; Safety Working Group meets monthly and maintains a Risk Management and action plan.</li> <li>Annual C&amp;F H&amp;S report is reviewed by the SMT.</li> <li>Departmental Joint Consultative Committees (DJCC) and Local Negotiating Committee Teaching (LNCT) H&amp;S action log is maintained and reviewed by DJCC/LNCT</li> <li>H&amp;S internal audits are completed and recommendations arising are addressed and actioned by the H&amp;S Joint Steering Group</li> <li>Mandatory Health &amp; Safety training for C&amp;F staff available on Orb</li> <li>Ongoing Council wide H&amp;S review following Internal Audit report in August 14 will fundamentally realign strategy and operations in order to better embed Health and Safety across service delivery areas</li> </ul>	5	3		Treat - Action Plan	<ul style="list-style-type: none"> <li>Health &amp; Safety Facilities Management Log/H&amp;S Assurance Statement being developed to improve consistent monitoring in all establishments</li> <li>Ongoing rollout of SHE Health &amp; Safety incident reporting database.</li> <li>SMT review of establishment audits</li> <li>Ongoing engagement with Traces Union to increase Health &amp; Safety representation</li> <li>Developing quarterly update on risk and Health &amp; Safety communication for all establishments</li> </ul>
CF01 0025	Integrity / Hazard	<b>Equalities implementation</b> Risk of not fully or properly implementing equalities legislation leads to poor experience for service users and potential reputational damage	C&F SMT	4	4		<ul style="list-style-type: none"> <li>Equality and Rights Action Plan to ensure implementation of the corporate equalities and rights outcomes maintained by Council Equalities and Implementation Monitoring Group and reviewed annually</li> <li>C&amp;F Equalities and Rights Group meets quarterly with remit to oversee equalities work in the service area and receive monitoring reports and share good practice</li> <li>Annual Committee report on anti-bullying work in schools and other establishments highlights good practice and areas where specific work may be required</li> <li>Equalities and rights impacts assessments completed through ongoing work across all service areas (e.g. included within Committee reports) and as part of the budget setting process</li> </ul>	3	2		Treat	<ul style="list-style-type: none"> <li>C&amp;F contributes to Council wide working group to monitor implementation an ensure consistent approach</li> <li>Work underway to attain the LGBT Charter mark in specified service areas</li> </ul>
CF01 0017	Operational	<b>Trade Union engagement</b> Risk of failure to engage with trade unions leads to a breakdown in industrial relations resulting in strike action and consequential impact on service delivery	C&F SMT	4	4		<ul style="list-style-type: none"> <li>Departmental Joint Consultative Committees (DJCC) and Local Negotiating Committee Teaching (LNCT) H&amp;S action log is maintained and reviewed by both groups</li> <li>Quarterly meetings are held with EIS to discuss union issues and the working relationships between staff</li> <li>Partnership agreement between trade union, Council written (code of practice)</li> <li>Regular engagement through working groups with Union representation in relation to Health &amp; Safety and risk</li> </ul>	3	2		Treat	

Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF01 0024	Integrity / Hazard	<p><b>Infection control</b></p> <p>Risk that infection is not prevented or in the case of an outbreak not adequately controlled – or that cleaning regimes are reduced or inadequate - across the network of schools and establishments</p>	C&F SMT	5	4		<ul style="list-style-type: none"> <li>• Infection Control Arrangements are available to all staff through the Orb</li> <li>• Service Coordinators are all trained on Infection Control</li> <li>• Debriefs undertaken following outbreaks to look at lessons learned and enhance procedure</li> <li>• C&amp;F Infection Control procedure updated and cascaded regularly to head teachers and Managers.</li> <li>• Head teachers and Establishment Managers asked prior to winter to work through infection control scenario with teams to consider management of situation, roles/responsibilities</li> </ul>	3	3		Treat - Action Plan	<ul style="list-style-type: none"> <li>• Regular debriefs to ensure continual improvements in procedure and management of outbreaks</li> <li>• Continuing liaison with NHS Public Health to enhance preparedness</li> <li>• Embedding Noro Virus toolkit in a way that is fit for purpose and sustainable</li> <li>• Information input and update on Noro Virus at Business Managers mandatory training Feb 2015</li> <li>• Awareness raising of the importance of infection control with parents</li> </ul>
CF01 0001	Financial	<p><b>Budget management</b></p> <p>Risk that inadequate management of current and future budgets results in inability to maintain and deliver statutory, education and care service obligations with consequent impacts on service users</p>	C&F SMT	5	4		<ul style="list-style-type: none"> <li>• Revenue and Capital budget is approved annually by SMT/CMT and reviewed monthly by the SMT</li> <li>• Efficiency plan is approved by SMT/CMT each year and reviewed monthly by the SMT</li> <li>• Responsibilities of Budget Managers are written into the job description for each staff member in the role</li> <li>• Budget Managers review weekly budget reports and report directly to the Head of Service</li> <li>• Workforce planning is reviewed by SMT monthly to ensure vacant posts are managed appropriately and in line with budgets and savings plans</li> <li>• Each efficiency saving has a clearly aligned service manager responsible for delivery</li> <li>• Each saving has a clear plan for delivery (implementation plan) including, where appropriate, targets and performance data</li> <li>• Where the saving involved staff reductions there is a clear strategy/plan for achieving reductions</li> </ul>	4	3		Treat	<ul style="list-style-type: none"> <li>• C&amp;F SMT meet fortnightly to monitor budget in addition to ongoing discussions at weekly management meetings</li> </ul>

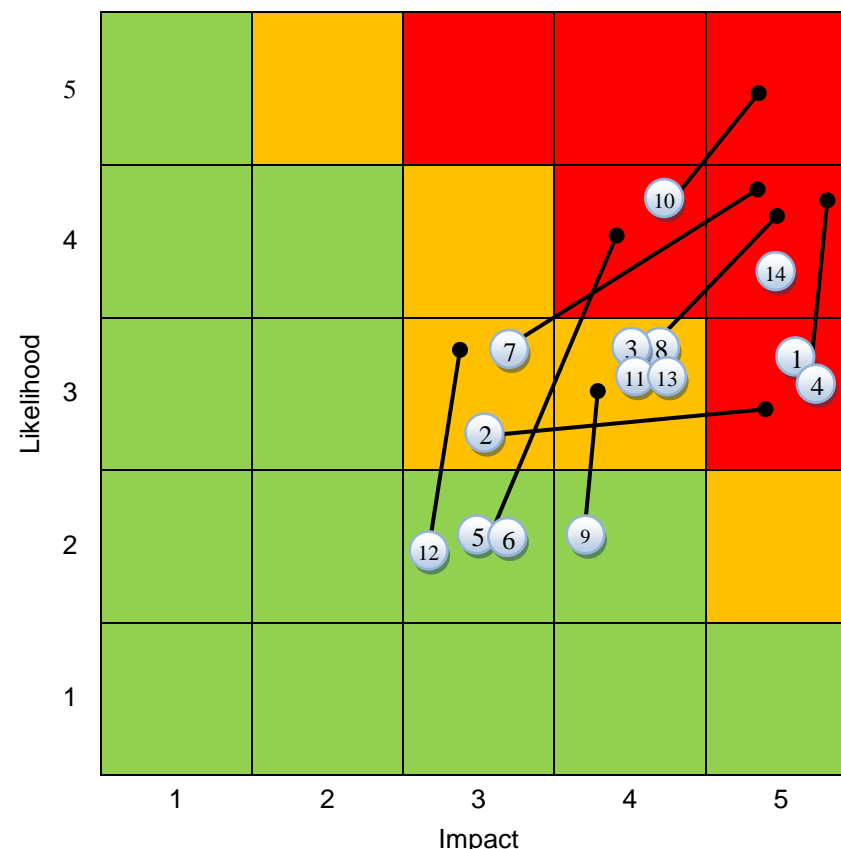
Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF01 0022	Integrity / Hazard	<p><b>Information / data security</b></p> <p>Risk of not managing information sharing safely and effectively leads to legal/reputational implications</p>	C&F SMT	4	3		<ul style="list-style-type: none"> <li>Council wide Information Council and Data Council support infrastructure planning to comply with legislation and policy, deal with security breaches and avoid further difficulties arising</li> <li>Council-wide information security guidance is available to all staff on the Orb</li> <li>All mobile devices are encrypted to protect data</li> <li>All staff have a unique username and login to access the network and further login details to access key software including Swift and Seemis</li> <li>Use of management procedures referred to in approved Internal Audit Information Security report.</li> </ul>	4	2		Treat - Action Plan	<ul style="list-style-type: none"> <li>Continuous discussion at C&amp;F Risk Management Group</li> <li>Further guidance on use of social media under development</li> </ul>
CF01 0021	Strategic	<p><b>Integrated Property Facilities Management</b></p> <p>Risk that lack of properly resourced and effective Integrated Property Facilities Management resulting in shortcomings in service delivery.</p>	C&F SMT	5	5		<ul style="list-style-type: none"> <li>Monthly C&amp;F Property Facilities Management Group is chaired by Integrated Property Facilities Management to focus on managing operational property issues and risks. The group has cross departmental representation to provide operational and strategic expertise.</li> <li>Asset maintenance programme targeted at priority sites</li> <li>Investment requirements routinely reviewed and subject to Council approval</li> <li>Corporate Asset Management Plan regularly reviewed</li> </ul>	4	4		Treat - Action Plan	<ul style="list-style-type: none"> <li>Corporate Property Facilities Management Joint Review of Services</li> <li>SLAs to be agreed and finalised</li> </ul>
CF01 0018	Staff	<p><b>Organisational change</b></p> <p>Risk that significant organisational change has negative impact on staff and:</p> <ul style="list-style-type: none"> <li>increases sickness absence</li> <li>decreases output/activity</li> <li>increases staff turnover and loss of expertise with associated negative impact on service users and potential increased financial costs to the organisation</li> </ul>	C&F SMT	5	4		<ul style="list-style-type: none"> <li>The Absence Management Policy and Procedure sets out the controls in relation to the management of short/long term absence and is approved annually</li> <li>All managers monitor sickness absence MI each month through MyPeople</li> <li>HR Representative manages and reviews performance absence monthly and reports to the SMT</li> <li>Regular communication on BOLD from the top of the organisation with focus on engagement in decision making process</li> <li>People Plan highlights importance of leading and managing staff effectively</li> <li>Pride in Our People focus on positive messages to staff about value and contribution</li> <li>Regular team meetings, change discussion on agenda, team building for new and existing teams</li> </ul>	4	3		Treat	<ul style="list-style-type: none"> <li>Fortnightly meeting HR Partner/ Director of C&amp;F/ HoS Planning &amp; Performance</li> <li>Fortnightly budget monitoring includes workforce component</li> </ul>

Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF01 0020	Operational	<p><b>Engagement with external organisations</b></p> <p>Risk of inadequate engagement with - and monitoring of -partner activity (external organisations) delivering services on our behalf leads to negative impact on service and reputational damage</p>	C&F SMT	3	3		<ul style="list-style-type: none"> <li>Integrated Action Plan to identify key partner activity across agreed outcome areas</li> <li>Performance and Infrastructure Group meets monthly to oversee performance reporting</li> <li>Regular contract reviews in place in line with agreed business processes</li> <li>Annual grant application process includes reporting against outcomes achieved</li> </ul>	3	2		Treat - monitor	<ul style="list-style-type: none"> <li>Performance &amp; Infrastructure Group have identified need for Risk Register for Integrated Plan: timeline for production to be agreed</li> <li>Outcome Framework under development to bring more consistency to commissioning and monitoring</li> </ul>
CF01 0002	Integrity / Hazard	<p><b>Fraud</b></p> <p>Risk of financial loss and reputational damage as a result of significant fraud/bribery/corruption</p>	C&F SMT	5	4		<ul style="list-style-type: none"> <li>Corporate policies and procedures embedded throughout the Council are reviewed and approved annually</li> <li>Manager toolkits are available and annual training is completed to support implementation of new/revised policies and procedures</li> <li>Escalation of sensitive/high profile risk matters to HoS/Director/CMT as per the Council policy approved annually</li> <li>Action plans are maintained to respond to findings from Best Value reviews</li> <li>C&amp;F bi-annual update of anti-bribery risk register</li> <li>Mandatory annual programme of training is completed by all staff and is monitored to ensure completion</li> <li>Monthly hospitality register reminder cascaded to Head Teachers and Establishment Managers/Managers</li> <li>Part of mandatory training for Heads of Establishment</li> </ul>	4	3		Treat - monitor	<ul style="list-style-type: none"> <li>Bi-annual update of anti-bribery risk register</li> <li>Development of assurance statement for all heads of establishment to complete which will feed into The Director's Annual Statement</li> </ul>

Ref	Category	Key Risks	Risk Owner	I	L	Inherent Risk	Key Controls in place	I	L	Current Risk	Approach to Risk	Further Actions
CF01 0026	Financial/ Operational/ Reputational	<p><b>Local Development Plan - Educational Infrastructure</b></p> <p>Risk that insufficient funding will be secured from developer contributions to fully fund the educational infrastructure requirements which would be required to support the additional pupils generated from the significant housing development identified in the second Local Development Plan.</p> <p>Should this situation arise and the necessary funding to deliver this infrastructure not be available for when it is required (or at all) there are operational and reputational risks that there would be insufficient capacity available in certain schools to meet catchment demand from local pupils.</p> <p>There is also an additional financial risk relating to the additional revenue costs arising from this new infrastructure for which there is currently no provision in the Council's Long Term Financial Plan.</p>	SMT	5	4		<p>Revised governance arrangements are being established led by Planning to oversee the delivery of the second Local Development Plan including:</p> <ul style="list-style-type: none"> <li>(i) Identifying and costing the actions required to deliver the Local Development Plan</li> <li>(ii) Identifying the level of developer contributions that can be achieved while retaining an effective housing land supply</li> <li>(iii) Identifying the level of shortfall that requires alternative funding mechanism.</li> </ul> <p>Ensuring that the risks associated with the delivery of infrastructure are understood and properly managed.</p>	5	4		Treat - monitor	<ul style="list-style-type: none"> <li>• Include in CMT Risk Register</li> </ul>

# Appendix 1 – Children & Families Risk Heat Map

1. **Protection of vulnerable children in our care**  
Risk of harm/exploitation in relation to the protection and safety of vulnerable children and young people in our care.
2. **ICT systems support**  
Risk that ICT system fails to support C&F operations results in inefficiencies and potential service failures or security breaches.
3. **Severe weather**  
Risk that lack of effective contingency planning to respond to severe weather/emergency situations leads to loss or disruption of services.
4. **Health and Safety compliance**  
Risk that non-compliance with Health and Safety legislation leads to employee / service user injury and/or regulatory fines
5. **Equalities implementation**  
Risk of not fully or properly implementing equalities legislation leads to poor experience for service users and potential reputational damage
6. **Trade Union engagement**  
Risk of failure to engage with trade unions leads to a breakdown in industrial relations resulting in strike action and consequential impact on service delivery
7. **Infection control**  
Risk that infection is not prevented or in the case of an outbreak not adequately controlled - or that cleaning regimes are reduced or inadequate - across the network of schools and establishments
8. **Budget management**  
Risk that inadequate management of current and future budgets results in inability to maintain and deliver statutory, education and care service obligations with consequent impacts on service users
9. **Information / data security**  
Risk of not managing information sharing safely and effectively leads to legal/reputational implications
10. **Integrated Property Facilities Management**  
Risk that lack of properly resourced and effective Integrated Property Facilities Management resulting in shortcomings in service delivery.
11. **Organisational change**  
Risk that significant organisational change has negative impact on staff and increases sickness absence, decreases output/activity, increases staff turnover and loss of expertise with associated negative impact on service users and potential increased financial costs to the organisation



- 12 **Engagement with external organisations**  
Risk of inadequate engagement with, and monitoring of, partner activity (external organisations) delivering services on our behalf leads to negative impact on service and reputational damage
- 13 **Fraud**  
Risk of financial loss and reputational damage as a result of significant fraud/bribery/corruption
- 14 **Local Development Plan - Educational Infrastructure**  
Insufficient or delayed funding to deliver the educational infrastructure requirements necessary to support additional pupils generated from significant housing development in second Local Development Plan could result in financial risk and operational and/or reputational risk if insufficient capacity available in certain schools to meet catchment demand.

## Appendix 2 – Guidance for Assessing Impact and Likelihood of Risk

Likelihood	1 – Rare	2 – Unlikely	3 – Possible	4 – Likely	5 – Almost Certain
Probability	0-15%	16-35%	36-60%	61-80%	81-100%
Chance of Occurrence	Hard to imagine, only in exceptional circumstances	Not expected to occur, unlikely to happen	May happen, reasonable chance of occurring	More likely to occur than not	Hard to imagine not happening
Timeframe	Greater than 10 years	Between 5-10 years	Likely between 3-5 years	Likely between 1-3 years	Likely within 1 year

Impact	1 – Negligible	2 – Minor	3 – Moderate	4 – Major	5 - Catastrophic
Effect on outcomes	Minimal effect	Minor short term effect	Part failure to achieve outcomes	Significant failure to achieve obligations	Unable to fulfil obligations
Financial effect	Corporate: up to £250k Services: up to £100k	Corporate: £250k - £750k Services: £100k - £300k	Corporate: £750k - £5m Services: £300k - £1m	Corporate: £5m - £20m Services: £1m - £5m	Corporate: £20m + Services: £5m +
Reputational damage	None	Minor	Moderate loss of confidence and embarrassment	Major loss of confidence and adverse publicity	Severe loss of confidence and public outcry

Likelihood	5 – Almost Certain	Low	Medium	High	High	High
	4 – Likely	Low	Low	Medium	High	High
	3 – Possible	Low	Low	Medium	Medium	High
	2 – Unlikely	Low	Low	Low	Low	Medium
	1 – Rare	Low	Low	Low	Low	Low
		1 – Negligible	2 – Minor	3 – Moderate	4 – Major	5 - Catastrophic
		Impact				



# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Edinburgh Young People's Participation Strategy – Implementation Update: February 2015

Item number	8.5
Report number	
Executive/routine	
Wards	All

### Executive summary

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**Edinburgh Young People's Participation Strategy:** the aim of the young people's participation in Edinburgh is to facilitate young people's meaningful participation in partnership working and decision making, leading to:

- a) Improvements in services for young people;
- b) Learning and development for young people involved.

Young people's participation takes place in many council services and also partner agencies across the city. There is a range of options for young people, from dedicated youth forums to joining open campaign groups or political organisation alongside adults.

This report outlines the implementation of the strategy over the past year.

### Links

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Coalition pledges	<a href="#">P1, P7 and P33</a>
Council outcomes	<a href="#">CO1-CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Edinburgh Young People's Participation Strategy

### Recommendations

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It is recommended the Committee:

- 1.1 Continues to support the Edinburgh Young People's Participation Strategy.
- 1.2 Invites young people to report on their work to the Education, Children and Families Committee on a yearly basis.
- 1.3 Advocates, when required, on behalf of young people and supports them to be heard within the full range of Council committees and structures.
- 1.4 Notes that young people's participation is healthy, diverse and not limited to involvement in forums and other formal groups.
- 1.5 Notes that although Council formal structures might be useful for some issues raised by young people, in general formal structures do not always meet the needs of young people and therefore alternative approaches and models to young people's involvement in decision making are required eg the 'Conversation for Action' model.

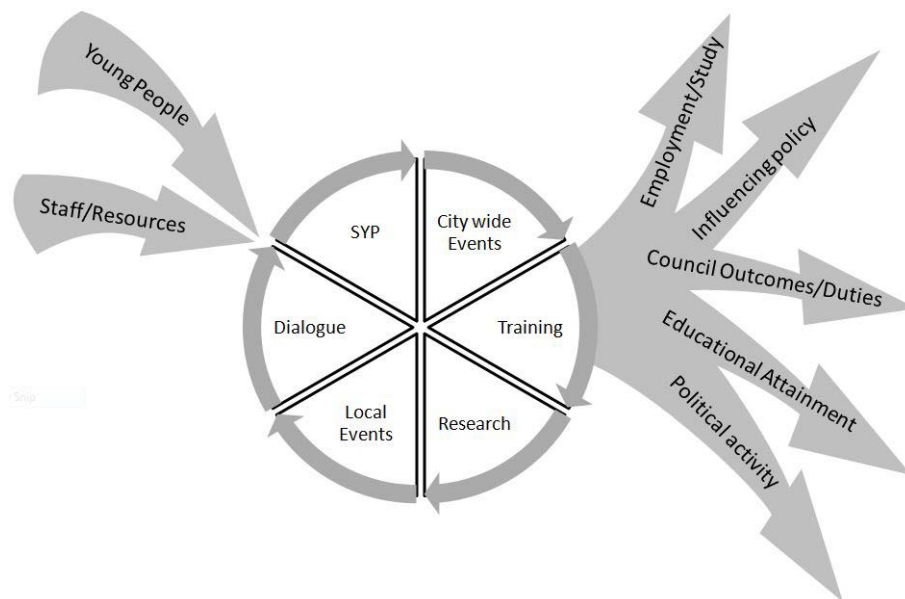
### Background

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- 2.1 On 10 December 2013, the Edinburgh Young People's Strategy was tabled at the Education, Children and Families Committee. This report recommended the implementation of the Edinburgh Young People's Participation Strategy.
- 2.2 Edinburgh Youth Participation Strategy is delivered by the Community Learning and Development's Participation Team.
- 2.3 Edinburgh Young People's Participation supports young people to make changes on local, citywide and global issues. The aim of young people's participation in Edinburgh is to facilitate young people's meaningful involvement in partnership working and decision making across Edinburgh, leading to improvements in services for young people and development for the young people involved.
- 2.4 Measures of success from the Dec 2013 report and accompanying evidence can be seen in Appendix 1.
- 2.5 This report outlines the implementation of the strategy over the past year.

## Main report

- 3.1 **Edinburgh Young People's Participation Strategy:** the aim of the young people's participation in Edinburgh is to facilitate young people's meaningful participation in partnership working and decision making, leading to:
- Improvements for services for young people
  - Learning and development for young people involved
- 3.2 Young people's participation takes place in many council services and also partner agencies across the city. There is a range of options for young people, from dedicated youth forums to joining an open campaign groups or political organisation alongside adults.
- 3.3 This work complements and is one of the key priorities of the National Community Learning and Development strategic guidance for community planning partnerships, which highlights the importance of involving stakeholders (including young people) in community planning. In addition 'the Requirements for Community learning and Development (Scotland) regulations 2013' that came into force in September 2013 have strengthened the legislative framework for the delivery of service user involvement in planning.
- 3.4 Young people's participation supports young people to make changes on local citywide, national and global issues. This includes, but is not limited to, engaging with Councillors, officers and other decision makers at a range of levels. The work supports colleagues across Children and Families, and other council departments and partner agencies to hear young people's thoughts and concerns on a wide range of issues.
- 3.5 Youth Participation in Edinburgh:



## **Strengthening Community links**

- 3.6 An important element of the participation strategy has been to strengthen young people's links with the Edinburgh Partnership and local level decision making forums.
- 3.7 The Community Learning and Development service (CLD) has identified 6 local participation leads who are actively involving young people in participation activities at a local level.
- 3.8 Examples of local participation activities include:
- the organisation of local Youth Gatherings in East (March 2014 involving 45 young people) and the summer blast in North Edinburgh (June 2014, involving over 500 young people).
  - 'Youth Decides' processes in local communities have also supported young people to have a say in the way budgets are distribution at a local level.
- 3.9 An exemplar of good practice includes North Edinburgh CLD team's partnership working with schools which links schools with local activities and issues. North Edinburgh News have provided journalism training opportunities for students to enable them to write articles for the local newspaper, challenging negative stereotypes of young people by highlighting good news stories. In addition the North CLD participation lead is teaching an elective S2 democracy course '*Power to the People*' which identifies local issues for young people and supports them to challenge and campaign for change.
- 3.10 These activities (Appendix 2) reflect a variety of ways in which CLD neighbourhood teams are involving young people in both the organisation and planning of events locally.

### **Citywide areas of work and development include:**



## **Young People's Events – The Participation Festival and Gathering**

### **The Participation Festival**

- 3.11 This one day event held in February 2014, brought together 75 young people, youth workers and elected members to celebrate and hear about young people's participation in Edinburgh. It highlighted actions taken throughout the year by young people involved in city wide activities as well as providing an opportunity for external agencies to showcase their own participation practice. The Festival of Participation was facilitated and organised by young people drawn from the participation mentor team.

### **The Young People's Gathering**

- 3.12 Gatherings are fun and informal issue based events organised for and by young people. The purpose of the gatherings is to identify issues for young people, which will be taken forward in the action research groups. The 2014 Gathering was held in November 2014 and 45 young people attended the event. It was planned, delivered and reviewed by participation mentors. The following issues were prioritised by those young people who attended of which the top two are currently the focus of young people's action research groups:
- a) Better sex education
  - b) Votes at 16
  - c) Gender Inequality

### **Action Research Groups**

- 3.13 Young people volunteer to be involved in action research groups, the topics of which are identified by the gatherings and then defined as a result of conversations between young people and workers, setting a priority for meaningful learning and action.
- 3.14 The action research process, as identified by City of Edinburgh Council's young people's participation team has 4 stages:
- **Think** about the issue and about why this issue is important for young people in Edinburgh;
  - **Investigate** the current situation and what people think about this issue
  - **Create a resource** to share what we have learned;
  - **Make recommendations** to the people who make decisions about the issue.

However the form that these stages take is flexible, depending upon the issue and the group of young people working on the issue.

- 3.15 Over the course of 2014 there were two action research groups which met and focused on issues which had been identified at the September 2013 Gathering : Poverty and Inequality and Mental Health in Schools.

#### **Poverty and Inequality Action Research Group**

- 3.16 Canongate Youth were identified as a partner organisation for this work as they had already been planning to do some work looking at young people's perception of poverty and were interested in hosting an action research project. The group was made up of 9 young men aged between 16 and 18.

The most significant issue identified over the course of the group was immigration and how their views on immigration had changed across the course of the life of the group:

- How it isn't fair to blame foreigners for taking Scottish people's jobs and houses
- The positive impact that migrants have on Scottish economy and communities
- The high number of people in Edinburgh living in poverty

#### **Mental Health in Schools Action Research Group**

- 3.17 A group of nine young people and two Modern Apprentices worked with Council staff to research two key questions regarding Mental Health Support in schools.

- What can be done to improve awareness, information and education for young people and teachers about mental health?
- Why is mental health stigmatised and what can be done to de-stigmatise it?

- 3.18 The group distributed questionnaires to teachers and pupils, receiving 124 responses from pupils and 47 from teachers. After analysing the information the group decided that they wanted to create a radio play to share the key messages from their learning on this project. After writing the script, they recorded the play and one of the group members drew pictures to animate the play

- 3.19 The key message that the group wanted to get across was about the importance of communication. The radio play encourages people to think about how they could best support a person who may be experiencing difficulties with their mental health. It also encourages young people to think about what they could do if they were experiencing a mental health problem. It emphasises the importance of listening and of not making assumptions about people

- 3.20 A script of the play is available on request. The play can be accessed online at: <http://vimeo.com/95219980#at=1>

### **Conversation for Action**

- 3.21 Chaired by the Convenor for Young People's Participation Strategy, these conversations involve key CEC Officers, partner agencies and young people. They are structured and action focused where those young people involved in an action research group present their learning, ideas and recommendations for meaningful dialogue between themselves and relevant policy makers and senior officers. Joint plans for improvement are created as a result of these conversations. Actions from these plans are reported back to key stakeholders.
- 3.22 Actions identified in the Mental Health Support in Schools Conversation for action include:
- All new staff in the City of Edinburgh Council will be involved in a training course on Mental Health in the Workplace – this will be a platform for further in-depth training for teachers, youth workers and other staff on young people and mental health;
  - the book Stress by Nicola Morgan will be available in all high school libraries;
  - the Healthy Respect website has been revamped to include general information about relationships and mental health;
  - and finally new and improved ways of communicating to young people the best pathways to mental health services will be piloted over the coming year.

### **Participation Mentors**

- 3.23 The participation mentors programme is a key strand of the youth participation strategy. Young people are trained in political education, facilitation skills, presentation skills and decision making activities. In this way they are able to host activities for other young people and help others to; prioritise topics, clarify thoughts into action and contribute to local and national policy. In 2014 we trained 23 young people through the process and they have worked alongside those trained previously to deliver the Participation Festival and Gathering events.

#### **Graduation**

- 3.24 The young people that have been through the Participation Mentors training in 2013 and 2014 were invited to 'Graduate' at a ceremony we held in the City Art Centre. This enabled us to thank young people for being involved, ask them to share some of their highlights from the programme and also talk to both Councillor Cammy Day and the Director of Children and Families about their personal priorities and any issues they had.

## **Referendum**

### **Democracy on the Move**

- 3.25 This project was created and delivered as part of a final year student placement from the Community Education course at Moray House. The project delivered classroom based democracy education using the Independence Referendum as the 'hook' to engage young people. Young people engaged by the project were S4-S6 from a variety of schools across the city. The project worked with over 200 young people. The session looked at decision making, linking opinions to politics and aimed to make political decisions (elections and referenda) more interesting to young people. A subtext of this project was to encourage young people to register to vote in the referendum.

### **Kirklees Young people visit**

- 3.26 We were approached by a youth forum in Kirklees, West Yorkshire. Their young people had been thinking about the referendum, and what it meant to Scottish and English young people. We invited the group to visit Edinburgh and facilitated two discussion sessions, one with 10 city wide young people (MSYPs, participation mentors and action research group members) and one meeting with a local project (Jack Kane Community Centre). At these meetings we facilitated discussion on National and local politics whilst also sharing participation techniques that encourage dialogue and decision making. At the city wide event we made a short video looking at the top topics for young people.

## **Work experience placement**

- 3.27 The Young People's Participation Team has an S5 student from Castlebrae Community High School on work experience for the 2014/15 academic year.

Nicole says:

*I have learned many things, even how to do small things such as connecting the computer to the printer and learning how to use Outlook and use in detail Microsoft office photo manager. I have learned how to be more confident and speak up more in front of people. As a person I have learned to handle the responsibility of being given tasks to do and go away and do them, and my organisation and writing skills have improved massively. I am challenging my comfort zone, meeting new people and doing new things. In the 4 months I have been here I can look back and notice a positive change in me and see how much more confident I have become is unbelievable.'*



## **Erasmus+**

- 3.28 We are putting together a bid for European money through the Erasmus+ programme under key strand 3 'Structured Dialogue with Young People'. If successful this will involve 3 or 4 European partners, each with 10 young people who will look at youth participation in democracy. The aims of the project are to find out; What does youth participation look like across the partners? What specific successes have partners had, what specific methods do they use and finally host an international conference here in Edinburgh that will showcase the findings and launch an 'action plan' for youth participation.

## **Measures of success**

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- 4.1 A diverse range of young people from across Edinburgh attend the events organised, including members of the Scottish Youth Parliament, local forums and student councils
- 4.2 30 young people trained to become Participation Members before April 2016
- 4.3 These participation mentors (and other keen young people) lead events and discussions within and outside the structures of the Young People's participation team
- 4.4 Elected members, partners and key officers attend and participate fully in the variety of activities organized to discuss the issues raised by young people
- 4.5 Services (both Council and partners) learn from the young people and develop their practice because of the participation of young people
- 4.6 Young People's participation in formal democratic processes is increased and supported.

## **Financial impact**

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- 5.1 None

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

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- 6.1 None

## **Equalities impact**

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- 7.1 The structure of Youth Participation in Edinburgh will support a broad range of young people to get involved in decision making in Edinburgh. The participation strategy contributes positively to the Council's duty to a. Eliminate unlawful discrimination b. Advance equality of opportunity and c. foster good relations.

## Sustainability impact

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

## Consultation and engagement

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- 9.1 The participation Strategy was developed and agreed to in 2013 after consultation took place with key stakeholders i.e. young people, youth workers, partner agencies and elected members.

## Background reading/external references

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Education Children and Families Committee report 10 Dec 2013

Edinburgh Young People's Participation Strategy

### Gillian Tee

Director of Children and Families

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## Links

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Coalition pledges	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p> <p>P33 - Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</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 at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and</p>

emotionally healthy

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

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

Single Outcome Agreement

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

Appendices

- 1) Edinburgh Youth Participation Strategy Statistics/Activities 2014
- 2) Measures of Success Youth Participation Strategy

**Measures of success Young Peoples Participation Strategy  
Dec 2013- Feb 2015**

2013 Report	Comment	2015/16 measures of success
A diverse range of young people from across Edinburgh attend the events organised, including members of the Scottish Youth Parliament, local forums and student councils	<p>A post code analysis indicates young people from a broad spectrum of backgrounds are involved in YPPT activities.</p> <p>In terms of equalities there are a good range a young people from black and minority ethnic groups. There is still work to be done to support young people with disabilities and encourage the involvement of young men.</p>	Diverse range of young people is expected to continue. The additional time it takes to ensure young people are supported to get involved and attend events / activities is challenging.
30 young people trained to becomes Participation Members before April 2014	<p>Achieved.</p> <p>45 young people have been trained in 2013/2014. Those young people have been involved in organising Youth Participation events, participating in action research groups and getting involved in local forums. Residential training experience has proved a valuable expenditure.</p>	It is expected the Participation Mentors training will continue. We expect to train 30 young people in 2015/16.
These participation mentors (and other keen young people) lead events and discussions within and outside the structures of the Young People's participation team	<p>Achieved.</p> <p>All events have been organised by young people for young people. This includes developing programs as well as facilitating the events.</p>	This measure of success will continue.
Elected members , partners and key officers attend and participate fully in the variety of activities organized to discuss the issues raised by young people	<p>Achieved</p> <p>Conversation for Action whilst in the early stages have proven successful in particular the Mental Health In Schools Conversation for action where the director for Children and Families and NHS senior officers engaged in dialogue with young people.</p>	This measure of success will continue.

<p>A young Peoples participation conference occurs showcasing young people's participation across the city</p>	<p>Achieved</p> <p>This was a highly successful and popular event, reenergizing young people across the city to get involved in a variety of activities.</p>	<p>Capacity to do undertake this activity annually within the team budget and workload is challenging. We expect to undertake this event every two years. The next festival is expected to be organized in spring 2016</p>
<p>Services (both Council and partners) learn from the young people and develop their practice because of the participation of young people</p>	<p>Achieved</p> <p>Conversation for action has created the following change in practice :</p>	<p>The action research group and conversation for action model is expected to be continued and developed over the coming year.</p>
<p>Young People's participation in formal democratic processes is increased. Specifically turn out for the 2014 independence referendum in the 16 – 18 yr old age range in Edinburgh is on the top quarter of local authorities in Scotland</p>	<p>Achieved:</p> <p>82% of young people in Scotland participated in the referendum. No statistics available for Edinburgh specifically.</p> <p>YPPT specific input resulted in 499 'branded' voter registration forms being submitted. 144 of these would not have been registered in any other way and 39 were 16-17 year olds.</p> <p>Democracy on the Move provided information workshops regarding the election for young people in schools and community groups across the city.</p> <p>One of the current action research group for the team is focusing on votes at 16.</p>	<p>The Scottish Youth Parliament election, General election and Scottish elections over the coming two years will enable the team to continue to support young peoples participation in democratic processes.</p>
<p>An increase number of young people feedback their views are listened to and changes are made as a result of feedback.</p>	<p>The action research groups and consequent Conversation for Action has proven to be a successful model to support the views of young people effectively being heard and change being made.</p>	<p>The team is confident that young people will be involved in participation activities across the city, this can only be strengthened with elected members support.</p>

## Edinburgh Youth Participation Strategy Statistics/Activities 2014

Activity	Numbers of YP involved
Participation Mentor Training x3	45
Festival planning group	15
Youth Decides (several)	50
Participation Festival February	75
East Youth Gathering March	45
North Summer Blast June	500
Gathering planning group	10
Gathering November	45
Kirklees visit	18
MSYP x 3 sittings	12 each sitting
S1 event	75 attending 6 helping
Action Research Groups:	
Poverty and Inequality	9
State of our schools	4
Mental Health Support for Schools	12
Votes at 16	
Better Sex Education	6
Conversation for Action	8
	8
Preventing Violence against women workshops	8
Peer Mentor Graduation	18
Democracy on the move	200
Youth Work Trainee and Work experience	2 (Terri and Nicole)
SYP elections	25 candidates
<b>Total</b>	<b>1,196</b>

## **Feedback from participants in Action research Groups**

### **What is important about the action research group? 4.2.15**

- The idea that we can raise awareness on important issues that affect young people – we can beat the unfairness that is served to the youth!
- That everyone is open that we can all communicate and cooperate, work together.
- Everyone respects one another
- I like the research groups because we can be open with our questions and ideas.
- Safe
- Banter
- Education out of school
- I feel listened to and respected,
- I feel comfortable
- Meeting new people is great
- They are interesting