

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 19 May 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

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Education, Children and Families Committee 3 March 2015 (circulated)
Submitted for approval as a correct record

5. Forward planning

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

6. Business bulletin

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

7. Executive decisions

- 7.1 Standards and Quality Report 2015 and Children and Families Service Plan 2015-18 – report by the Director of Children and Families (circulated)
- 7.2 Edinburgh Children's Partnership - Integrated Plan for Children and Young People 2015-2018 – report by the Director of Children and Families (circulated)
- 7.3 Early Years Strategy Report – report by the Director of Children and Families (circulated)
- 7.4 New Early Years Provision at Fox Covert and Wardie – A Co-operative Approach – report by the Director of Children and Families (circulated)
- 7.5 Early Years Capital Investment – report by the Director of Children and Families (circulated)

- 7.6 Primary School Capacity Pressure in South Edinburgh – report by the Director of Children and Families (circulated)
- 7.7 Children and Families Asset Management Plan 2014 - Update– report by the Director of Children and Families (circulated)
- 7.8 Primary School Estate Rising Rolls – report by the Director of Children and Families (circulated)
- 7.9 Buckstone Primary School – Use of Developer Contributions – report by the Director of Children and Families (circulated)
- 7.10 Free School Meals P1–P3 - Progress Report – report by the Director of Children and Families (circulated)
- 7.11 Preventing and Responding to Bullying and Prejudice in City of Edinburgh Schools – report by the Director of Children and Families (circulated)
- 7.12 Response to the Scottish Government’s Education Bill - report by the Director of Children and Families (circulated)
- 7.13 Children and Families Grants to Third Parties 2015/16 – report by the Director of Children and Families (circulated)
- 7.14 1:1 Digital Learning Rollout – report by the Director of Children and Families (circulated)
- 7.15 Progress on the Implementation Self Directed Support in Children and Families – report by the Director of Children and Families (circulated)

8. Routine decisions

- 8.1 Community Learning and Development Annual Report – report by the Director of Children and Families (circulated)
- 8.2 Corporate Performance Framework: Performance from September 2014 to February 2015 – report by the Director of Children and Families (circulated)
- 8.3 Social Work Complaints Review Committee Recommendations - 25 March 2015 - report by the Chair of the Social Work Complaints Review Committee (circulated)
- 8.4 Policies - Assurance Statement – report by the Director of Children and Families (circulated)
- 8.5 School Session Dates 2016/2017, 2017/2018 and Consultation on Future Dates – report by the Director of Children and Families (circulated)

9. Motions

9.1 Parent Councils – Motion by Councillor Main

This Committee notes

1. The extensive contribution of volunteer time and funds raised by parents and Parent Councils across the city for schools and education projects and that the funding and opportunities for pupils and schools afforded by PCs are not quantified or the values known or reported.
2. £289,000 awarded to 7 Edinburgh Parent councils by the Legacy 2014 Active Play for capital projects for Edinburgh School Playgrounds and the additional match funding raised by the parent Councils for these projects totalling around £580,000 is only one of many success stories this year.
3. The difficulties and delays in taking the Legacy 2014 projects forward, experienced by some Parent Councils, that have been caused by unresolved issues with the Council.

Therefore this Committee:

1. Records its thanks and appreciation on behalf of the city for the hard work and contributions of all Parents Councils to the education and school environment of pupils across Edinburgh,
2. Welcomes the additional officer support for parent councils to coordinate dealings with CEC departments, to enable projects in schools and school grounds to proceed, as put in place by the Director,
3. Requests that a general partnership agreement is drawn up, reflecting effective and productive partnership between Edinburgh Council and Parent Councils, laying out clear guidance and information necessary for the delivery of partnership projects, ensuring grant and project requirements and assurances of all parties can be met timeously,
4. Requests support for Parent Councils to research charitable status and a central Edinburgh charity to support education,
5. Agrees to receive an annual report on partnership work with Parent Councils, highlighting the priorities and projects undertaken, celebrating the successes, and quantifying the funding and opportunities brought to the city by parents and Parent Councils.

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

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

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

Information about the Education, Children and Families Committee

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

The Education, Children and Families Committee usually meet in the 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

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

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

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

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Item 4.1 - Minutes

Education, Children and Families Committee

10.00 am, Tuesday, 3 March 2015

Present

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

Added members for Education items

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

1. Order of business

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

2. Religious Observance in Schools

2.1 Deputation – Edinburgh Secular Society

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

The deputation welcomed the Director of Children and Families' report as it provided a much needed analysis into religious observance across the Council's school estate, however, the following concerns were highlighted:

- Organised worship, including prayer and church visits, were still included in head teacher guidance;
- The use of new terms such as 'time for reflection' and 'spiritual development' did not address the underlying core issues that Religious Observance was exclusive – this was a historical problem and would persist;
- The report offered no explanation for the rapid increase in primary school opt outs from religious observance.
- The Director's report did not include information relating to why senior staff in schools were dismissive with regard to religious observance.

- The report contained little or no guidance on what materials religious or belief groups could distribute to young people or use in delivering religious observance.
- The report did not provide a detailed enough understanding of what religious observance included or who it was delivered by.
- In the most recent census, a higher proportion of Edinburgh Citizens claimed to have no religion than those with a religion. It was therefore untenable that the status quo was maintained.

The deputation concluded by requesting that the Committee allow for a poll of the electors on the matter, as allowed by the Education (Scotland) Act 1980.

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

As previously requested by the Committee, an update was provided on Religious Observance in Schools, including details of the organisations that had visited schools in the Council estate, and the findings of a second survey of head teachers undertaken in June 2014.

Decision

- 1) To note the content of the Director's Report.
- 2) To note the progress made to date.
- 3) To note the change of title from "Religious Observance" to "Time for Reflection".
- 4) To note the continuing Career Long Professional Learning opportunities and the range of support available for Headteachers in relation to "Time for Reflection".
- 5) That annually schools must inform their parent council about the composition of those delivering religious observance. Under the terms of the Education (Scotland) Act 1980, parents / carers have the right to ask for their children to be withdrawn from religious observance. This information must be updated in the school handbook each year. This must be carried out by all schools for the start of this academic year.
- 6) That parents must be informed about the times and subject of planned activities which will be delivered through religious observance. This information must be shared through parent council meetings, news bulletins,

school newsletters or the school website. An outline of religious observance events will be made available on request.

- 7) That when a pupil is withdrawn, the school must make suitable arrangements for the pupil to participate in a worthwhile activity, in consultation with parents. If parents have any concern about religious observance they should approach the head teacher to discuss their concerns.
- 8) That publications must not be sold to pupils by either individuals or groups. Head teachers must consider carefully all materials that are used with children. If they think any materials are of a sensitive nature they must discuss them with their parent council prior to issue and must seek advice from Children and Families staff.
- 9) That all groups must have a teacher present when conducting religious observance. If there is something done under the auspices of the school and a teacher will not be present (i.e. extra-curricular activities) explicit parental consent must be given.

(References – minute of the Education, Children and Families Committee 4 March 2014 (item 2); report by the Director of Children and Families, submitted.)

Declaration of Interest

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

3. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 9 December 2014 as a correct record.

4. Education, Children and Families Committee Key Decisions Forward Plan – May to October 2015

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

Decision

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

(Reference – Key Decisions Forward Plan – May to October 2015, submitted.)

5. Education, Children and Families Committee Rolling Actions Log

The Education, Children and Families Committee Rolling Actions Log for 3 March 2015 was presented.

Decision

- 1) To approve the actions recommended for closure (actions 6, 7, 9, 13 and 18)
- 2) That a comment be included in the next Business Bulletin on why the expected completion date for action 35 (Castlebrae Community High School Progress Report) had changed.

(Reference - Rolling Actions Log – 3 March 2015, submitted.)

6. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 3 March 2015 was presented.

Decision

- 1) To note the Business Bulletin.
- 2) To note that information on eye tests would be included in a future Early Years report, and to request that the NHS data on eye tests be circulated to Committee members.
- 3) To note that an update would be submitted to the next meeting of the Committee on the ongoing dialogue with the Scottish Government regarding teacher numbers.
- 4) To thank Claire Nicol and Judith Brownlie for their fundraising work to purchase defibrillators for Forrester and St Augustine's High Schools, at a time of great personal tragedy.

(Reference – Business Bulletin – 3 March 2015, submitted.)

7. Educational Attainment 2014

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

Decision

- 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.
- 2) To note that the strategies which had been deployed continue to raise attainment.
- 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 of the Director's report.
- 4) To agree to receive further annual reports on attainment/improvements in performance.
- 5) To note the position with regard to the implementation of 'Achieving a level' to replace Developing, Consolidating and Secure in session 2015/16.
- 6) To note the continued hard work of pupils, staff and parents to support the ongoing implementation of the new qualifications.
- 7) To note the position with regard to the implementation of the new benchmarking measures which would be employed to report performance by the end of S6 from session 2015/16.
- 8) To request a further report in October 2015 on:
 - The performance of looked after children;
 - The performance in relation to wider achievements and how they could be measured;
 - Attainment of children in areas of deprivation.
- 9) To request that an update be provided to the next meeting of the Committee on the use of one-to-one devices in schools.

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

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

The response of the Council to the recommendations contained within the June 2014 Accounts Commission report into how efficiently and effectively councils use their resources to maximise pupil achievement was detailed. The Accounts Commission had asked local authorities to address a range of issues, and examples of how the Council was currently addressing, or planned to address these issues, was outlined.

Decision

- 1) To note the content of the Director's report, including the areas of progress and further improvement.
- 2) That in addition to the information in paragraph 3.11 of the Director's report regarding the biennial workforce survey, Committee seeks additional measures for effectively attracting teacher responses and further requests that officers work with teacher trade unions and senior staff to find improved ways of monitoring and responding to issues relating to teacher wellbeing.

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

9. Vision for Schools

As previously requested by the Committee, an update was provided on progress with implementing the Council's Vision for Schools.

Decision

- 1) To note the good progress which had been made in implementing the Council's Vision for Schools in Edinburgh.
- 2) To note the positive feedback from Education Scotland about Education Services in Edinburgh.
- 3) To note that the next action plan relating to the Vision for Schools would be integrated into the Children and Families Service Plan for 2015/16.
- 4) To request a further report on progress in March 2016 focussing on the areas listed in paragraph 3.43 of the Director's report.

(References –minute of the Education, Children and Families Committee 8 October 2013 (item 4) - report by the Director of Children and Families, submitted.)

10. Edinburgh Integrated Literacy Strategy Report

An overview was provided of progress with priorities within the Edinburgh Integrated Literacy Strategy (EILS) Action Plan for 2014/15.

Decision

- 1) To note the continued progress with priorities within the EILS action plan 2014-15.
- 2) To note the continuing progress in Service improvement in literacy.

- 3) To note the positive contribution the strategy makes to achieving Children and Families Service Improvement Plan (SIP) priorities.
- 4) To note the progress made in closing the attainment gap/improving outcomes for the most disadvantaged 20%.
- 5) To note the positive contribution the strategy makes to council outcomes and coalition pledges.
- 6) To note that a report would be submitted to a future meeting of the Committee on the provision of English as an Additional Language (EAL).

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

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

Details were presented of the accommodation and placement issues for the anticipated P1 and S1 intakes for the 2015/16 school year.

Priority would be given to baptised Roman Catholic (RC) catchment pupils in twelve RC primary schools, and specific solutions for potential accommodation issues at Liberton and Bruntsfield Primary Schools had been identified. Within the secondary sector, Boroughmuir High School had experienced an unexpectedly large number of catchment registrations, and approval was sought to prioritise placing requests out of the school.

Decision

- 1) To note the content of the Director's report.
- 2) To agree to prioritise placing requests out of Boroughmuir High School

(References – minute of the Education, Children and Families Committee 4 March 2014 (item 5); report by the Director of Children and Families, submitted.)

12. Primary School Estate Rising Rolls

Details were provided of potential accommodation pressures which may arise in August 2016 and beyond at Balgreen, East Craigs, Ferryhill, Fox Covert, Granton, Roseburn, St Mary's RC (Leith) and Towerbank Primary Schools, together with a range of potential solutions which had been identified for each school to address this pressure.

Decision

- 1) To note the content of the Director's 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.
- 2) To 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.
- 3) To note that initial informal consultation would 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 were any other feasible and more preferable alternative options for alterations to catchment boundaries which would still achieve the required outcome.
- 4) 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 the Director's report which may arise as a result of the informal consultation to be undertaken with the affected schools.
- 5) To note that a report on the outcomes of the consultation would be submitted to a future Council meeting for consideration.

(References – minute of the Education, Children and Families Committee 9 December 2014 (item 10); report by the Director of Children and Families, submitted.)

13. Early Learning and Childcare Admissions Policy

Approval was sought for an Early Learning and Childcare Admissions Policy, the purpose of which was to ensure clarity and consistency in regard to the Council's duty to provide 600 hours of early learning and childcare to eligible children, as required by the Children and Young People (Scotland) Act 2014.

Decision

To approve the Early Learning and Childcare Admissions Policy as detailed in appendix 1 to the Director's report.

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

14. Integrated Children's Services

An update was provided on progress with the development of Integrated Children's Services in Edinburgh. A proposed model of governance for the process from April 2015 onwards was outlined, including the establishment of an Integrated Children's Services Board.

Decision

- 1) To note the significant progress which had been made in the development of Integrated Children's Services in Edinburgh.
- 2) To note the proposed remit for the Integrated Children's Services Board and to request a review of its effectiveness in March 2016.
- 3) To refer the Director's report to Council for approval and for appointment of the elected members to the Integrated Children's Services Board, subject to minor amendments to the membership and structural arrangements detailed in appendix 1 to the report.

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 15); report by the Director of Children and Families, submitted.)

15. School Based Sport Hubs

An update was provided on the development of school based Community Sport Hubs; a national initiative designed to improve school to club links and to develop partnerships with sports clubs and other community organisations. It was intended to expand the initiative to other schools following a new tranche of external funding from Sportscotland.

Decision

- 1) To note the successful impact of the existing school based sport hubs and the important role which schools play in the development of community sport.
- 2) To 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.
- 3) To agree that a further short report would be presented in May 2015 on the consultation, assessment and final recommendations of future school based Sports Hub locations.

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

16. Total Craigroyston

An update was provided on Total Craigroyston, an Edinburgh Partnership initiative charged with improving outcomes for children and families in and around Craigroyston Community High School. The previous year had seen work to progress a number of local changes and the initiative had contributed to a range of wider developments through the Better Outcomes Leaner Delivery (BOLD) project.

Decision

- 1) To note the scope of the work and the impact on key outcomes for children and families as well as the influence on wider strategic developments.
- 2) To commend the officers for their work on the Total Craigroyston Initiative.
- 3) To request a progress report within 12 months.

(References – minute of the Education, Children and Families Committee 21 June 2012 (item 13); report by the Director of Children and Families, submitted.)

17. Children and Families Revenue Budget Monitoring 2014-15 – Half Yearly Position

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

Decision

- 1) To note that at month nine the projected residual budget pressures to be managed for Children and Families totalled £0.3m.
- 2) To note that in the last stages of the financial year, expenditure restrictions would continue to be tightly applied and there would be an ongoing review and updating of projections.
- 3) To note that a balanced budget position was projected although a small risk of overspend remained.

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

18. Looked After Children: Transformation Programme Progress Report

An update was provided on progress to the end of December 2014 against the targets set out in the Looked After Children Transformation Programme.

Decision

- 1) To note the progress made to date against the targets set out in appendix 1 to the Director's report.
- 2) To note the actions in progress to achieve the targets to March 2018.
- 3) To note that the next update would be provided in August 2015.
- 4) To note the annual update to Family & Community Support.

(References – minute of the Governance, Risk and Best Value Committee 24 September 2014 (item 11); report by the Director Children and Families, submitted.)

19. Children and Families Grants to Third Parties 2015/16

Details were provided of third party grant awards through the Children and Families grants programme for 2015/16. A number of procedural changes were outlined to support the new Children and Families grants approach for 2016/17 onwards.

Decision

- 1) To note the 2015/16 budget approved by Council on 12 February 2015 which agreed an allocation of £2,437,426 for grants to third parties.
- 2) To note the awards to the organisations outlined in Appendix 1 of the Director's report.
- 3) To note the procedural changes outlined in paragraph 3.3 of the Director's report.
- 4) To note that a further report in May 2015 would outline the results of the coproduction process to redesign the approach to grants for 2016/17 onwards.

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

20. Children and Families Risk Register

The Governance, Risk and Best Value Committee had previously requested that an updated Children and Families Risk Register be submitted to the Education, Children and Families Committee, prior to being submitted to the Governance, Risk and Best Value Committee.

An updated Children and Families Risk Register was presented.

Decision

- 1) To note the content of the Risk Register and to request that the Risk Register be presented to Committee on an annual basis.
- 2) To refer the Director's report to Governance, Risk and Best Value Committee in April 2015.

(References – minute of the Governance Risk and Best Value 18 December 2014 (item 12); report by the Director of Children and Families, submitted)

21. Edinburgh Young People's Participation Strategy – Implementation Update: February 2015

The implementation of the Edinburgh Young People's Participation Strategy for the twelve months to February 2015 was outlined. The strategy aimed to facilitate young people's meaningful participation in partnership working and decision making in Council services and partner organisations.

Decision

- 1) To continue to support the Edinburgh Young People's Participation Strategy.
- 2) To invite young people to report on their work to the Education, Children and Families Committee on a yearly basis.
- 3) To advocate, when required, on behalf of young people and to support them to be heard within the full range of Council committees and structures.
- 4) To note that young people's participation was healthy, diverse and not limited to involvement in forums and other formal groups.
- 5) To note that although Council formal structures might be useful for some issues raised by young people, in general formal structures do not always meet the needs of young people and therefore alternative approaches and models to young people's involvement in decision making were required e.g. the 'Conversation for Action' model.

(References –minute of the Education, Children and Families Committee 10 December 2013 (item 6); report by the Director of Children and Families, submitted.)

Education, Children and Families

[October – December 2015]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Better relationships, better behaviours, better learning policy	06/10/15	All	Director: Gillian Tee Lead officer: Moyra Wilson and Maria Plant 0131 469 3066 and 0131 469 6107 moyra.wilson@edinburgh.gov.uk maria.plant@edinburgh.gov.uk	P5 CO2 and CO5 SO3
2	Improving Positive Destinations	06/10/15	All	Director: Gillian Tee Lead officer: Moyra Wilson and Maria Plant 0131 469 3066 and 0131 469 6107 moyra.wilson@edinburgh.gov.uk maria.plant@edinburgh.gov.uk	P5, P7 CO2, CO5, CO6 SO3
3	Support to Children and Young People with Additional Support Needs - Annual report	06/10/15	All	Director: Gillian Tee Lead Officer: Martin Vallely 0131 469 3019 martin.vallely@edinburgh.gov.uk	P1 CO2, CO3 SO3

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
4	Progress report on the school meals service	06/10/15		Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P5 CO1-CO6 SO3
5	Attainment of Looked After Children	06/10/15	All	Director: Gillian Tee Lead Officer: Liz Gray 0131 469 3229 liz.gray@edinburgh.gov.uk	P1, P5 CO2, CO3, CO6 SO3
6	Castlebrae progress report	06/10/15		Director: Gillian Tee Lead Officer: Liz Gray 0131 469 3229 liz.gray@edinburgh.gov.uk	P5 CO2, CO3, CO4, CO6 SO3
7	Community Centres - Governance arrangements and support to Community Centre Management Groups	06/10/15	All	Director: Gillian Tee Lead Officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	CO1 – CO6 SO3
8	Review of admissions and appeals process	06/10/15	All	Director: Gillian Tee Lead Officer: Moyra Wilson 0131 469 3066 moyra.wilson@edinburgh.gov.uk	P2, P4 CO1-CO6 SO3

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
9	Rising Rolls Annual Report	08/12/15	All	Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 billy.macintyre@edinburgh.gov.uk	P2, P4 CO1-CO6 SO3
10	Asset Management Plan	08/12/15	All	Director: Gillian Tee Lead Officer: Crawford McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P2, P3, P4 CO1-CO6 SO3

Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

19 May 2015

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	15.11.11	Getting the Best Start Towards Positive Destinations	To call for a further report including broader research into the impact of deferrals and global comparisons with regard to school starting age, and on the costs and savings involved.	Director of Children and Families	May 2015		An update has been included in the Early Years Strategy Report on 19 May 2015. See item 7.3 on this agenda.
2	08.10.13	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools	To request a further report in April 2015 in line with Council-wide Equalities reporting.	Director of Children and Families	May 2015		Deferred until May 2015 to allow further engagement with parents at the Consultative Committee with Parents meeting in March 2015. See item 7.11 on this agenda.
3	Council 01.05.14	Outcome of the Consultation Process for the Proposal to	To request a further report to the Education, Children and Families Committee on how the Council might	Director of Children and Families	May 2015		This has been combined with action 4 and has been renamed New Early Years Provision at

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Establish a Nursery Class at Wardie Primary School	work in a co-operative fashion to integrate delivery of nursery provision in the Wardie area with the existing partner provider.				Fox Covert and Wardie. See item 7.4 on this agenda.
4	Council 01.05.14	Outcome of the Consultation Process for the Proposal to Establish a Nursery Class at Fox Covert Primary Schools	To request a further report to the Education, Children and Families Committee on how the Council might work in a co-operative fashion to integrate delivery of nursery provision in the Fox Covert area with the existing partner provider.	Director of Children and Families	May 2015		This has been combined with action 3 and has been renamed New Early Years Provision at Fox Covert and Wardie. See item 7.4 on this agenda.
5	20.05.14	Early Years Change Fund - Progress Update on Year Two	To request that a report on the final year of the Change Fund be brought to the Committee in August 2015.	Director of Children and Families	October 2015		There is no Committee in August, so this will be reported in October 2015.
6	20.05.14	Early Years Strategy Progress Report	To request that an update be provided within six months, outlining progress on the issues highlighted in	Director of Children and Families	May 2015		See item 7.3 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			paragraphs 3.18 to 3.24 of the Director's report.				
7	20.05.14	Children and Young People (Scotland) Act 2014	That a further report be brought to the Committee in 18 months setting out progress on the implementation of the legislation in Edinburgh.	Director of Children and Families	December 2015		
8	20.05.14	Review of Community Access to Schools	To request that an update be provided in one year, including details of the new arrangements at Queensferry and Gracemount High Schools.	Director of Children and Families	October 2015		Deferred until October 2015 as there are currently 2 key inter dependent reviews which will potentially influence the next phase of the CATS review. They are the city wide review of Council owned sports facilities and the Corporate project to develop an online booking and payment facility for users of a number of council facilities including school lets.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
9	20.05.14	Schools Energy Report - Outcomes from Small Steps Awareness Campaign Pilot	To request that an update on the campaign be submitted to the Education, Children and Families Policy Development and Review Sub-Committee six months after the commencement of the campaign roll-out, which should include an update on quantified measures of success.	Acting Director of Services for Communities	May 2015		Due to the Council decision to discontinue PD&R Sub-Committees, an update has been included in the Committee's Business Bulletin on 19 May 2015. See item 6.1 on this agenda.
10	20.05.14	Food For Life Accreditation in Edinburgh Schools	To note that an update would be provided on financial implications arising from moving towards silver and gold standards for all schools once bronze was achieved.	Acting Director of Services for Communities	October 2015		A date of October 2015 will allow for more detailed information on the costing implications for achieving silver/ gold awards in all schools.
11	20.05.14	Progress on the Implementation of Self-Directed Support	To request that an update be provided to the Committee within one year.	Director of Children and Families	May 2015		See item 7.15 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	20.05.14	Engagement of Children, Young People etc in the Development of Services	To agree to receive a further progress report on engagement in May 2015.	Director of Children and Families	May 2015		The implementation of the Edinburgh Youth Participation Strategy was reported on at the March 2015 Committee. RECOMMEND CLOSURE.
13	11.09.14	Improving Positive Destinations	To agree to receive a further report in September 2015 after the follow up census which provides an indication of sustained destinations.	Director of Children and Families	October 2015		There is no Committee in September, so this will be reported in October 2015.
14	11.09.14	Early Years Capital Investment	To note that proposals regarding the use of the remaining available additional capital funding, together with any further funding which may be provided, will be reported to a future meeting of the Committee for consideration.	Director of Children and Families	May 2015		See item 7.5 on this agenda.
15	11.09.14	Support to Children and	To request a further progress report in	Director of Children and Families	October 2015		There is no Committee in September, so this

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Young People with Disabilities	September 2015.	Families			will be reported in October 2015.
16	11.09.14	Energy in Schools Report	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		There is no Committee in September, so this will be reported in October 2015.
17	11.09.14	Free School Meals	1) To note that the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools (for which the total further capital expenditure required is estimated to be £3,257,243) would	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>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 four schools requiring substantive works.</p> <p>3) To request an annual progress report on the School Meals service including:</p> <ul style="list-style-type: none"> • details of accommodation 		December 2014	9 December 2014	Closed. A report was submitted to the Committee on 9 December 2014.
					October 2015		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>for pupils;</p> <ul style="list-style-type: none"> • A quality assessment of the provision of school meals, including those from remote kitchens; • Uptake levels by year group; • Customer feedback (school, parent and pupil) on the school meals service and lunchtime environment; and • An update on the food for life project. 				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	11.09.14	International Unit - Annual Report	To agree to receive a further progress report on the International Unit in August 2015	Director of Children and Families	October 2015		There is no Committee in August, so this will be reported in October 2015.
19	11.09.14	Parental Engagement	To request a progress report on implementation in December 2015.	Director of Children and Families	December 2015		
20	09.12.14	Primary School Capacity Pressure in South Edinburgh	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		See item 7.6 on this agenda.
21	09.12.14	Closure of Duncan Place including implications for Leith Primary School	<p>1) To request a further report in spring 2015 on the long term options.</p> <p>2) To note that discussions are</p>	<p>Director of Children & Families</p> <p>Acting Director of</p>	May 2015		An update has been included in the business bulletin on 19 May 2015. See item 6.1 on this agenda. Full

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			ongoing with regards to “blocking off” St Andrew Place and transferring part of the street to school use and therefore requests that this be raised with Services for Communities and also reported back to the Education, Children and Families Committee.	Services for Communities			report deferred to October 2015 to allow more time for discussion with the community and the Planning Department.
22	09.12.14	Free School Meals	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		See item 7.10 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	09.12.14	Rising School Rolls	<p>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 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>	Director of Children and Families	March 2015	3 March 2015	Closed. A report was submitted to the Committee on 3 March 2015.
24	09.12.14	Castlebrae Community High	To agree to receive a further progress report in	Director of Children and Families	December 2015		Deferred until December 2015. As Education

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		School Progress Report	October 2015.				Scotland will be inspecting the school in November 2015.
25	09.12.14	Review of 2014 Admissions and Appeal Process	To request a report on the 2015 Admission and Appeal process in December 2015.	Director of Children and Families	December 2015		
26	09.12.14	Piping and Drumming Tuition Update	To agree to receive a further report in December 2015 on Instrumental Music, which will include the uptake and cost of drumming and piping.	Director of Children and Families	December 2015		
27	03.03.15	Business Bulletin - 3 March 2015	<p>1) To note that information on eye tests would be included in a future Early Years report.</p> <p>2) To note that an update would be submitted to the</p>	Director of Children and Families	May 2015		<p>This has been included as part of the Early Years Strategy Progress Report on 19 May 2015. See item 7.3 on this agenda.</p> <p>See item 6.1 on</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			next meeting of the Committee on the ongoing dialogue with the Scottish Government regarding teacher numbers.	Families			this agenda.
28	03.03.15	Educational Attainment 2014	<p>1) To agree to receive further annual reports on attainment/improvements in performance.</p> <p>2) To request a further report in October 2015 on:</p> <ul style="list-style-type: none"> • The performance of looked after children; • The performance in relation to wider achievements and how they could be 	<p>Director of Children and Families</p> <p>Director of Children and Families</p>	<p>March 2016</p> <p>October 2015</p>		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>measured;</p> <ul style="list-style-type: none"> Attainment of children in areas of deprivation. <p>3) To request that an update be provided to the next meeting of the Committee on the use of one-to-one devices in schools.</p>	Director of Children and Families	May 2015		See item 7.14 on this agenda
29	03.03.15	Vision for Schools	To request a further report on progress in March 2016 focussing on the areas listed in paragraph 3.43 of the Director's report.	Director of Children and Families	March 2016		
30	03.03.15	Edinburgh Integrated Literacy Strategy	To note that a report would be submitted to a future meeting of the Committee on the provision of English as an Additional Language (EAL).	Director of Children and Families	March 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
31	03.03.15	Primary School Estate Rising Rolls	To note 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.	Director of Children and Families	May 2015		See item 7.8 on this agenda.
32	03.03.15	Integrated Children's Services	To note the proposed remit for the Integrated Children's Services Board and to request a review of its effectiveness in March 2016.	Director of Children and Families	March 2016		
33	03.03.15	School Based Sports Hubs	To agree that a further short report would be presented in May 2015 on the consultation, assessment and final recommendations of future school based Sports Hub locations.	Director of Children and Families	May 2015		An update has been included in the Business Bulletin on 19 May 2015. See item 6.1 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
34	03.03.15	Total Craigroyston	To request a progress report within 12 months.	Director of Children and Families	March 2016		
35	03.03.15	Looked After Children Transformation Programme - Progress Report	To note that the next update would be provided in August 2015	Director of Children and Families	October 2015		There is no Committee in August, so this will be reported in October 2015.
36	03.03.15	Children and Families Grants to Third Parties 2015-16	To note that a further report in May 2015 would outline the results of the coproduction process to redesign the approach to grants for 2016/17 onwards.	Director of Children and Families	May 2015		See item 7.13 on this agenda.
37	03.03.15	Children & Families Risk Register	To request that the Risk Register be presented to Committee on an annual basis.	Director of Children and Families	March 2016		
38	GRBV Committee 05.03.15	Cameron House Community Centre: Review of Project Delivery	1. To request a report to the Education, Children and Families Committee	Acting Director of Services for Communities.	December 2015		



No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>in 3 cycles providing an update on how ongoing issues with the building were being resolved.</p> <p>2. To request a report within two cycles on governance arrangements (including the escalation of issues, service management and the interaction with Neighbourhood Partnerships) and Council support to community centre management committees to the Education, Children and Families Committee prior to coming to the Governance, Risk and Best Value Committee.</p>	Director of Children and Families	October 2015		

Item 6.1 - Business Bulletin

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Education, Children and Families Committee

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

Business Bulletin May 2015

Consultative Committee with Parents (CCwP)

The last meeting was on 26 February 2015. The first presentation was on [Educational Attainment](#) which has improved year on year since 2007 and is now better than national and comparators on most measures. The presentation also described the new way of monitoring educational attainment nationally through a tool called Insight. Parents asked if they could have a copy of this helpful presentation including data on their own school's performance and this was agreed.

The second presentation related to Facilities Management. Peter Watton, Acting Head of Corporate Property gave a helpful presentation and responded to parents questions. He clarified that condition surveys had been completed for the whole school estate and extra capital and revenue funding has been allocated to take this forward. He explained the financial challenge but emphasised that the budget would always be there to ensure that health and safety issues are addressed as a priority.

Sub Committee on Standards

The recent Sub Committee on Standards chaired by the Convener Paul Godzik was able to celebrate two very positive School Inspection reports from [Kirkliston Primary School](#) and [Craigroyston Community High School](#). There was also a positive report on the Craigroyston Learning Community. A report on the ongoing work of [Total Craigroyston](#) also went to Committee on 3 March 2015 and was highly praised for its innovative work which is already improving outcomes for children and families.

Corporate Parenting Member/Officer Group

At the recent meeting on 18 March 2015 we discussed a number of areas of work being taken forward to improve outcomes for looked after children including:

- A presentation from health colleagues on the implication of the [Children and Young People \(Scotland\) Act 2014](#) for Health Services.

For more information contact Moyra Wilson, 469 3066 or Moyra.wilson@edinburgh.gov.uk

[CCwP minutes of meeting on 26 February 2015](#)



For more information contact Andy Gray on 529 2217 or Andy.Gray@edinburgh.gov.uk

For more information contact Alistair Gaw 469 3388 or Alistair.Gaw@edinburgh.gov.uk

- An update on the action plan to improve educational attainment.
- An update from Economic Development on a mentoring pilot in partnership with local businesses to support young people going through a transition period in their life.
- An overview from colleagues in Commercial and Procurement Services who are taking forward Community Benefits which will specifically target improving outcomes for looked after children.



Corporate Parenting Action Plan – Refresh

Edinburgh Youth Participation work

Following a [report](#) to Committee on 3 March 2015 an event was organised for young people to tell officers and Elected Members about the work they have been involved in. They described their own participation mentors training programme where they had learned about facilitation skills, event planning, democracy and group decision making. They had also been involved in action research groups on particular topics for example mental health, bullying and equalities. You can read more on the [brightfutures blog](#).

For more information contact David Bruce 469 3795 or David.Bruce2@edinburgh.gov.uk



Schools Energy – Update on Small Steps Awareness Campaign

The second phase of the Small Steps Energy Awareness Campaign was launched in the Autumn term 2014 and will run until Summer 2015. A key element of the campaign has been to provide schools with support whilst encouraging them to develop their own tailored campaigns within their buildings. Further information on Small Steps is available on the campaign's [orb page](#).

For more information contact Paul Jones 469 3607 or Paul.Jones@edinburgh.gov.uk

Interest in signing up to the second phase of the campaign was high and the target of 20 participating schools was easily met. Feedback from participating schools will be collected at the end of this phase to further develop campaign activities. A [report](#) detailing the outcomes from the pilot campaign was submitted to Education, Children and Families Committee in May 2014.



Teacher Numbers

The Scottish Government has asked local authorities to commit to maintaining teacher numbers for 2015 at the same level as last year. We have confirmed our

For more information contact Karen Brannen 469 3494 or Karen.Brannen@edinburgh.gov.uk

commitment to maintain teacher numbers and pupil teacher ratios at, at least, 2014 levels.

Leith Primary School

As members are aware a working group was established involving representatives of all key stakeholders affected by the closure of the Duncan Place building. This group has met three times with one of the key tasks being to determine the scope of what replacement nursery, gym and community accommodation should be provided in the future.

As of 9 March 2015 a temporary nursery unit was opened in the Leith Primary School playground and the children who had been relocated to Stanwell nursery returned to this new facility. This temporary unit already has an increased capacity of 30:30 places.

Provision has been made for PE, assemblies, school events and active school clubs for the children and, since January 2015, Leith Primary School has met the Scottish Government target of delivering two hours of quality PE to all pupils.

The temporary lease arrangement with the nearby United Free Church which was established in September 2014 and is being used for indoor PE space for P2-P7 pupils has now been formally extended over a longer period to ensure continuity of provision. In addition, a disused classroom in the existing school building has been converted into an area for PE.

Discussions are still ongoing with both the community and the Planning Department. A feasibility study is underway and a full report will be presented to Committee in October 2015.

Sports Hubs

At the Committee in March a report on the success of the school-based community sports hubs was shared. We currently have sports hubs in Forrester's/St Augustine's, Broughton and The Royal High School. They are supported financially by SportsScotland who acknowledge Edinburgh's good practice and want to invest further a further £90,000 over the next four years in a bid to expand the successful approach to

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For more information contact
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other high schools and neighbourhoods in the city. Currently these are hoped to include Liberton High School and Leith Academy. There is also a proposal to develop an area-based sports hub in Kirkliston and South Queensferry, through a joint partnership approach with Edinburgh Leisure, which may involve Queensferry High School and the local feeder primaries.

Our active schools programme is also hugely successful. Over 13,000 young people are accessing 57 different sports involving 1071 volunteers associated with 211 local community sports clubs.

Placing in Schools

All letters of acceptance or refusal for out with catchment were sent out to Parents/Carers on Friday 13 March 2015 which is almost a month ahead of last year and 7 weeks ahead of our statutory deadline. Placing in school appeals will begin at the start of May this year rather than the end of May.

Towerbank Catchment Review

The informal consultation has been completed and the formal consultation started on 8 May 2015 will close on 22 June 2015. The final report will be published by 1 October 2015 for consideration at City of Edinburgh Council on 22 October 2015.

There will be no impact on children currently at Towerbank. We want to reassure all their parents and those at neighbouring schools that we will listen to their views and take them on board when it comes to making a decision on the final proposals. The dates for the Public meetings have been arranged as follows:

Towerbank Primary - Thursday 21 May 6.30-8.30
Bruntsbane Primary - Monday 25 May 6-8
Duddingston Primary - Monday 1 June 6.30-8.30
Royal High Primary - Wednesday 3 June 6.30-8.30

James Gillespie's High School teaching block unveiled on time!

The new teaching block at James Gillespie's High School has just opened and the staff, pupils and parents are delighted at the outcome. There have been

For more information contact Moyra Wilson, 469 3066 or Moyra.Wilson@edinburgh.gov.uk

For further information contact Asset Planning 469 3161 or cf.propertyreview@edinburgh.gov.uk



For more information contact Billy MacIntyre 469 3366 or

very positive messages on the Council Facebook account.

Work Starts On New Primary School Buildings

Construction work has started on the next wave of additional classrooms as the City of Edinburgh Council continues to tackle the issue of rising rolls in primary schools. The Council will provide 24 new class spaces, being delivered in conjunction with partners Hub South East Scotland Ltd and Morrison Construction, for the start of the 2015/16 school session.

The primary schools where the new class spaces will be provided through Hub South East Scotland are: Clermiston (4 classes), Flora Stevenson (3), Gilmerton (4), James Gillespie's (4), Pentland (3), Ratho (4) and Wardie (2).

In addition South Morningside Primary School will have a temporary annexe created for P1 and P2 pupils at the former Deanbank Resource Centre and extra internal space will be provided at both Bruntsfield and Liberton Primary Schools.

Co-operative Council – Briefing to staff from Children and Families – 1 April 2015

The Council Leader Andrew Burns briefed staff from across Children and Families about the aspirations and the progress to date as the Council takes forward its work as a Co-operative Council. A number of projects were identified as good practice including:

- After -School Care Co-operative Charter;
- Schools of Co-operation;
- Co-operative Commissioning of our disabilities Play scheme Services;
- Young People's Dragons Den;
- Building and Service Design in Wardie.

All of these demonstrated how staff are using the principles of co-operative working and co-production to improve the service.

Billy.MacIntyre@edinburgh.gov.uk

See photos of the teaching block here:<http://www.hubsoutheastscotland.co.uk/assets/i/g/jg-teaching-block.pdf>

For more information contact Billy MacIntyre 469 3366 or Billy.MacIntyre@edinburgh.gov.uk



For more information contact Aileen McLean 529 4325 or Aileen.McLean@edinburgh.gov.uk



Market Event Success

The Disability team held a Market Event on Sunday 8 March 2015, at The Yard. The day was organised to give parents and carers more information about Self-directed Support and for them to chat to service providers and find out more about what they can offer.

There were:

- 13 provider stalls
- 4 information workshops run by The City of Edinburgh Council staff and Lothian Centre for Inclusive Living
- 6 Fast Talkers giving a brief insight to their service
- Disability Practice team on hand to answer your questions

65 parents, carers, children and young people attended on the day and, although it rained, the children played outside in the amazing space on offer at The Yard.

Self-directed support is not a service; it is about people being in control of the support they need to live the life they choose.

Early Years Conference : Building the Ambition - Vision into Practice

This was a conference to continue the focus on ensuring that children have the best start in life. Over 300 early years practitioners attended over two days. This allowed opportunities for networking across the sector and with other agencies and professionals, with keynote speeches and a range of seminars available.

The introduction of additional hours for children has been welcomed by families across Edinburgh. Further engagement with parents will take place this session to ensure more flexible approaches can be considered as we move forward.

Castlebrae Community High School

The Edinburgh International Festival is working with Castlebrae Community High School to create a three year arts residency in the school from 2015 until the end of 2017. The residency will give pupils and staff the opportunity to take part in a programme of activities with artists in the school as well as offering access to a programme of workshops at The Hub.

For more information contact Kerry Millar 469 6117 or Kerry.Millar@edinburgh.gov.uk



For more information contact Aileen McLean 529 4325 or Aileen.Mclean@edinburgh.gov.uk



Full press release scotsman.com

Citysmart Cards for Looked After Children

Lothian Buses are working in partnership with the Council to provide Citysmart bus/tram cards at a reduced rate. Care Leavers eligible for Throughcare Aftercare services and young people who are looked after in residential units will soon be able to travel safely knowing they are carrying a pre-paid card. This Corporate Parenting initiative will be a six month pilot from 23 February 2015.

Schools which have been recognised nationally

It is always good to see the work of Edinburgh's schools recognised nationally.

In the Times Educational Supplement Scotland on the 6 March 2015 we had two significant features. The first relates to the partnership work between with the Scottish Parent Teacher Council and **Sciennes Primary school**. The aim of this [pilot project](#) is to strengthen the involvement of parents in the curriculum aspects of the school.

The second feature is the sector-leading work on our **Modern Languages 1+2** strategy. There was a particular focus on our success in German teaching in Edinburgh. You can read more about this [here](#).

Craigroyston Community High School

The Times Educational Supplement Scotland on 6 April 2015 ran a three page article on Craigroyston Community High School which highlighted as demonstrating national best practice for the way it has improved its senior phase and its vocational courses to encourage as many pupils as possible to stay on and learn at school. This exemplifies the Wood Commission report which was trying to ensure that all pupils get opportunities to develop skills to be ready for work. You can read the article [here](#).

Family Nurse Partnership

Edinburgh has become the first city in the world to offer the Family Nurse Partnership programme to all young mothers aged 19 and under. A named Family Nurse will work with the mother during their pregnancy and until their child is 2. This is already making a life changing difference and these young mothers and their children. You can read more about this [here](#).

For more information contact
Alistair Gaw 469 3388 or
alistair.gaw@edinburgh.gov.uk

theedinburghreporter.co.uk

Publication from TESS:

[Why parents will soon be showing who's boss](#)

Publication from TESS:

[How pupils are saying nein, danke to German](#)

Publications from TESS:

[Editorial: A vocational sea change needs a committed crew](#)

[Running a tight ship to ensure skills success](#)



[Edinburgh offer family nurse partnership to all eligible mums](#)

Paralympics Event at Forrester and St Augustine's High school

Children and young people from our schools were invited to attend a Paralympics Experience Event in March 2015. The Glasgow 2014 Commonwealth Games had the largest Para sport element in Commonwealth Games history.

The Paralympics Experience Event is designed to allow young people to experience a range of Para sports delivered by some of the best clubs and coaches available in Scotland.



You can read more about this event on the [Brightfutures blog](#)

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18

Item number	7.1
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to advise the Education, Children and Families Committee of the Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18.

The Standards and Quality Report 2015 is our annual performance report. It highlights the good progress and improvement achieved across all Children and Families Services over the period April 2014 to March 2015, together with the areas requiring continued improvement, and refers to the outgoing Children and Families Service Plan 2014-17.

The Children and Families Service Plan 2015-18 articulates the Council's vision for children and young people in Edinburgh and describes the seven key strategic outcomes which will help to achieve this vision. It describes why they are important, what actions will be taken to achieve them and how progress will be measured. It also details the seven areas identified as improvement priorities based on regular monitoring of progress.

Links

Coalition pledges	P1 – P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

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

Recommendations

- 1.1 It is recommended the Education, Children and Families Committee notes:
 - 1.1.1 The Standards and Quality Report 2015;
 - 1.1.2 The Children and Families Service Plan 2015-18.

Background

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

Main report

- 3.1 The purpose of this report is to advise the Education, Children and Families Committee of the Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18.
- 3.2 The Children and Families Standards and Quality Report 2015 highlights the good progress and improvement achieved across all Children and Families Services over the period April 2014 to March 2015. It also highlights what we will do next to address areas that have been identified for further development.
- 3.3 The Children and Families Service Plan 2015-18 articulates:
 - 3.2.1 The Council's vision for children and young people in Edinburgh;

3.2.2 The seven key strategic outcomes which will help to achieve this vision – why they are important, what actions will be taken to achieve them and how progress will be measured

3.2.3 The seven key strategic outcomes are:

- Our children have the best start in life and are ready to succeed
- 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 in need, or with a disability, have improved life chances
- Our children and young people are physically and emotionally healthy
- Our children and young people are safe from harm or fear of harm, and do not harm others
- Our children's and young people's outcomes are not undermined by poverty and inequality
- Providing high quality services and making best use of our resources

3.2.4 The seven areas identified as improvement priorities (based on regular monitoring of progress) are:

- To improve support in early years so that all children reach appropriate developmental and social milestones
- To reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- To improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- To improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- To improve mental health and wellbeing outcomes for children and young people
- To strengthen our approach to tackling child sexual exploitation
- To increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups

3.4 The plan aligns fully with the Edinburgh Partnership's Community Plan (Single Outcome Agreement), the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Capital Coalition Pledges.

Measures of success

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

Financial impact

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

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

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

Background reading/external references

[Children and Families Service Plan 2014-17](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
Council outcomes	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
Single Outcome Agreement	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>Standards and Quality Report 2015 (with Technical Appendix)</p> <p>Children and Families Service Plan 2015-18</p>



Standards and Quality Report

Children and Families 2015

Foreword

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

The challenge this year has been to continue to improve services at a time when overall budgets are declining whilst there is an increasing demand for more places in our Primary school estate. Staff and Managers are determined to further improve the services we deliver and to ensure that we target our efforts and resources where they are most needed and this will continue to be our priority for the coming year. In doing this and despite the current difficult economic circumstances we have a great number of success stories and achievements.

We have also continued to consolidate our work on Getting it right for Every Child, where all partners are working to improve outcomes for children and young people. This work has seen good improvement in our social work services for children at risk and we are continuing to reduce the rate of children requiring to be looked after by increasing provision in kinship care.

We have successfully managed to fulfil the Scottish Government's commitment to achieving the 600 hours for those eligible children from August 2014, with many extensions to current nurseries being delivered in the coming year. We are also developing effective co-operative working in two new nurseries of Wardie and Fox Covert. Play has also been a focus of our work including one of the most successful Play Days ever!

In our schools we are delighted to see strong performances continue particularly at Higher level, whilst there is still a strong focus on working to improve attainment for those lower attaining children particularly in both literacy and numeracy. School attendance overall has improved, whilst exclusion rates have reduced. However, we are all aware that closing the attainment gap, particularly in our most deprived areas must stay as a central focus in the coming years. Curriculum for Excellence continues to become embedded in our schools to give learners more depth in their learning and to improve their skills application in line with the Wood Commission.

We continue to engage well with parents through the Consultative Committee with Parent and the neighbourhood groups to gain their views and deal with issues that affect them. In addition the consultation with parents on rising rolls and the two thousand parents that have been involved in Raising Children with Confidence has also to be commended.

The recent awards for Cooperative Schools, where our children and young people are actively using the principle and values of co-operation, are at the heart of our desire to be a 'Cooperative Capital'. For 2015/16 I remain committed and determined to continue to build on these successes and further improve outcomes for all children and young people in Edinburgh.



Councillor Paul Godzik
Convener of Education, Children and Families Committee

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Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2015. The report covers the period from April 2014 to March 2015 and sets out how our services have performed during this time.

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

Our services have been the subject of several external evaluations with Child Protection services, residential care, education services and learning communities judged to be good or very good.

In addition, Education Scotland, feeding back about education services, highlighted:

- 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
- the strong promotion of children's wider achievements

The commitment to children's wider achievement includes:

- sector leading Active Schools programme judged by Sports Scotland to be one of the best in the country
- sector leading instrumental music service which is free for all school children
- two highly regarded outdoor centres which are now self-financing
- sector leading Duke of Edinburgh scheme

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

- The Edinburgh Guarantee to increase the number of young people leaving school into a positive destination
- Our inter-agency Corporate Parenting Action Plan to improve opportunities and outcomes for Looked After Children
- Our inter-agency Child Protection Improvement Plan.

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



Gillian Tee
Director of Children and Families

The National and Local Planning Framework

Our Vision

Our vision is that all children and young people in the city enjoy their childhood and fulfil their potential whatever their circumstances. To achieve this we place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood.

We recognise the need for excellent universal services that build resilience and provide important protective factors. We will do all we can to strengthen support for families and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range of services to meet local people's needs.

We recognise that when children, young people or families need help or support they should get it as quickly as possible, from services that are responsive, appropriate, proportionate and timely and always focused on the best possible outcomes for the children and young people concerned.

We promote the values of equality, rights, diversity, respect and integrity across all our working relationships and work to ensure that help and support is provided, wherever possible, by those who know the child, young person or family well and understand what they need and what works well for them.

As the impact of disadvantage and inequalities on outcomes for children and young people is increasingly recognised, tackling this is central to achieving our vision. We will work both to tackle the root causes, and mitigate the impacts, of poverty and disadvantage and to proactively address inequalities in our planning and service delivery.



Our Strategic Outcomes, Priorities for Improvement and Capital Coalition Pledges

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

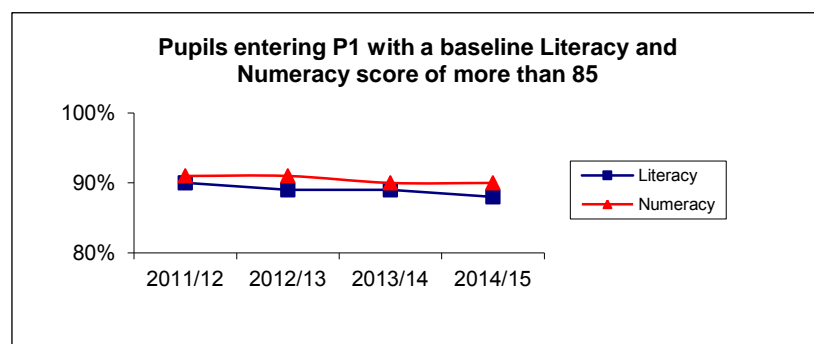
Our Strategic Outcomes, Priorities and Pledges

1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed	
Priority for Improvement:	Improve support in early years so that children reach appropriate developmental and social milestones
Capital Coalition Pledges:	Establish city-wide childcare co-operatives for affordable childcare for working parents Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Priority for Improvement:	Improve the educational attainment of the lowest achieving pupils
Capital Coalition Pledges:	Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools Draw up a long-term strategic plan to tackle both over-crowding and under use in schools Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
3. Our children and young people in need, or with a disability, have improved life chances	
Priority for Improvement:	Improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse Improve life chances for Looked After Children
Capital Coalition Pledge:	Increase support for vulnerable children, including help for families so that fewer go into care
4. Our children and young people are physically and emotionally healthy	
Priority for Improvement:	Improve health outcomes for children and young people, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
5. Our children and young people are safe from harm or fear of harm, and do not harm others	
Priority for Improvement:	To reduce the risk of children and young people causing harm to themselves and to others
6. Our children's and young people's outcomes are not undermined by poverty and inequality	
Priority for Improvement:	Increase the number of young people who enter and sustain positive destinations
Capital Coalition Pledges:	Establish city-wide childcare co-operatives for affordable childcare for working parents Further develop the Edinburgh Guarantee to improve work prospects for school leavers
7. Providing high quality services and making best use of our resources	
Capital Coalition Pledges:	Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools Draw up a long-term strategic plan to tackle both over-crowding and under use in schools

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

How are we doing?

- All children in Local Authority nursery classes have access to a qualified teacher
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- 1,350 parents and carers participated in *Family Learning* opportunities
- 250 delegates attended the annual *Early Years Conference* which this year focused on *building the ambition and aiming high for all our young learners*
- 58 primary schools (60%) are currently providing breakfast clubs and support has been provided to three schools that have developed clubs during the 2014/15 session
- Increase from 475 to 600 hours of early learning and childcare for all 3-4 year olds and eligible 2 year olds delivered by August 2014
- 41 early years practitioners in partner provider and 18 members of local authority staff are studying for the *BA Childhood Practice* with 17 practitioners already completing the degree

- A review of *Play in Partnership: a Play Strategy for the City of Edinburgh* has been developed in line with the national policy
- The annual *Nature Play* conference in partnership with the *Outdoor Woodland Learning Scotland* provided outdoor learning opportunities for a range of staff
- *Elected Member Play Champion* represents the interests of children's play



2014 Play Day event in the Grassmarket

- A plan is being developed to support playgroups, using co-operative principles with a view to developing collaborative practices
- The importance and value of play was highlighted at the *Playday* event and was estimated to have the highest number of children playing in a city street in the history of the event, attracting over 1,000 participants

What we will do next

- Improve support in early years so that all children reach appropriate developmental and social milestones
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Work with partners to develop a *Childcare Guarantee* based on the Edinburgh Guarantee model to encompass childcare to support employment and training and universal breakfast and after-school club provision
- Further develop affordable childcare
- Explore options for school holiday activity and care provision for children with additional support needs
- Improve levels of literacy and numeracy in P1
- Develop early years services in all localities and increase the range of services provided through partnership working and more flexible use of resources
- Identify approaches to improve readiness for school including literacy, numeracy and health and wellbeing
- Develop and deliver the *Psychology of Parenting Project* in Edinburgh
- Implement the quality assurance framework for 0-3 in all establishments
- Improvement and commitment to the development of pre-birth to three services will continue, including services for children aged 2 years who meet the criteria for 600 hours of early learning and childcare
- Continue to improve the quality of early years settings as assessed by *Education Scotland* and the *Care Commission*
- Further develop opportunities for participation in *Family Learning* in targeted schools and nurseries
- Ensure early intervention and support continues throughout the entire school programme
- Improve the focus on *Early Years* and parental engagement
- Further develop the *Outdoor Play Programme* through training programmes and pathways for continued professional development
- Ensure local delivery of an identified range of parent support interventions and use feedback data to inform future priorities and influence practice

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

How are we doing?

- 100% of primary schools assessed as *good or better* by *Education Scotland*, with one primary school assessed as *excellent* (sector leading) in two indicators
- Learning communities inspections by *Education Scotland* in Craigoyston and Liberton assessed all quality indicators as *good or very good*
- Education services judged by *Education Scotland* to be *good*, of low risk and with sound capacity for continuing improvement
- The entitlements of the *Broad General Education of Curriculum for Excellence* have now been implemented and schools are in year two of the implementation of the new qualifications
- Significant progress over the last 5 years in special schools in raising the expectations of individual and whole school performance for learner attainment and achievement
- New Parental Engagement strategy implemented and Parent Councils now operating effectively in schools across Edinburgh
- In 2013/14, attendance at primary was up from 94.9% to 95.5%, at secondary it was up from 92.5% to 93.0%.
- Permanent exclusions reduced to 0 in 2013/14, down from 21 in 2011/12
- 10 (up from 9) pupils per 1,000 excluded at primary and 39 (down from 43) at secondary in 2013/14
- Review of *Better Relationships, Better Learning, Better Behaviour* completed and new procedure developed

'Amongst staff and partners, there is a strong sense of shared responsibility to support young people to improve their lives.' *Education Scotland Inspection Report of Craigoyston Community High School*

- Continued improvements in attainment including 30.4% of pupils gained five or more Highers, up from 29.7%, above the national average of 28.1%
- 5,071 young people participated in the *Duke of Edinburgh Award* with 46 gold, 164 silver and 448 bronze awards achieved
- 19% of young people starting an award live in Edinburgh's deprived areas
- 22 of Edinburgh's secondary school students were given the opportunity to witness the referendum count
- Over 10,000 children and young people were learning to play a musical instrument through the *Instrumental Music Service* and the *Youth Music Initiative*
- Over 4,600 pupils in mainstream schools accessed the free instrumental music tuition
- 133 children and young people accessed the screen and media education and gained accredited awards as a result
- Sciennes Primary School Eco Team awarded their third Green Flag award from Eco Schools Scotland



What we will do next

- Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups
- Seek to ensure the smooth introduction of the *Curriculum for Excellence* and that management structures within our schools support the new curriculum
- Improve numeracy at all levels
- Increase opportunities to develop citizenship and wellbeing through accreditation of all schools as *Rights Respecting Schools*
- Ensure that those at risk of being educationally disadvantaged, particularly those living in deprived areas, are identified early and collaborative support is targeted
- Continue to increase the use of joint practice by neighbourhood/strategic groups senior leaders to identify strengths and areas for improvement in performance as part of the ongoing strategies for further improvement
- Continue to engage with partners to develop different pathways for individual young people
- Ensure children and young people with a disability are engaged with and enjoy attending school
- Maintain a range of opportunities for participation in non-formal learning activities
- Increase overall participation in universal youth work
- Ensure there is clarity regarding child's planning including format of plans and expectations of meetings, involvement of parents, young people and partners
- Ensure that all schools provide opportunities to have a say in the running of the school, and are asked for feedback on their learning experiences
- Recognise and profile wider achievement as part of a broad and general education and develop measures to support performance monitoring
- Ensure there are consistent approaches across all schools to assessing and responding to risks and needs
- Continue to increase the use of more robust self-evaluation to ensure up-to-date, high quality information which is used to guide change in order to improve outcomes for young people
- Strengthen support for children with additional support needs
- Increase and develop contact time in classroom with non-teaching professionals
- Continue to improve the quality of education as part of moving schools from *good to great*
- Improve community engagement
- Understand and address the reasons why so many parents make out of catchment requests and encourage local children to attend local schools
- Continue to improve attendance and reduce exclusions
- Roll out the new *Better Relationships, Better Learning, Better Behaviour Procedure* to all establishments

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

How are we doing?

- Mainstreaming of the *Getting it Right for Every Child* approach is being further consolidated
- *Transformation Programme* for Looked After Children being delivered through the Balance of Care Working Groups
- Around 1,400 children need to be looked after in Edinburgh
- The rate per 1,000 of children (aged 0-17) who need to be looked after was held steady at 16.9 (15.0 nationally)



Sue Bruce joins attendees at a recent foster care event

- *Foster with Edinburgh* campaign successful in attracting new foster carers
 - 55% of children placed with City of Edinburgh Council foster carers
 - Capacity exercise undertaken with 160 existing foster carers to identify support required for them to be able to take additional placements
 - 25% of looked after children are in kinship care
 - 55 children left care through adoption
 - Transport card provided to care leavers and improved health outcomes delivered through the *Corporate Parenting Action Plan*
 - 100% of units/services achieved *Care Commission* inspection grades of *good or better*
 - 65% of Looked After Children were in a sustained positive destination in 2012/13 (62% nationally)
 - Average tariff score for looked after children remained steady at 87 (116 nationally)
- 'The staff built strong, positive relationships with young people and helped them to begin to identify and deal with the challenges they faced, and the reasons behind their admission to secure care', Care Inspectorate, Report on Edinburgh Secure Services Secure Accommodation*
- 70% of formerly looked after children had a pathway plan in place as at end of July 2014 (up from below 10% in 2010/11)
 - 53 children (45 existing users and 8 new referrals) have agreed support plans with agreed personal outcomes through *Self-Directed Support*
 - 396 children accessed the enhanced playscheme service of which 108 were new to the service with 91 requesting the full 6 weeks
 - Family fun sessions were trialled during the Easter holidays in 2015 by *Edinburgh Leisure* offering swimming sessions to children attending special schools
 - 100% of special school inspections resulted in a *satisfactory or above* assessment
 - In conjunction with Radio Forth's *Cash for Kids*, over 700 pupils from all our special schools enjoyed a festive treat at the first ever 'relaxed performance' of the panto *Aladdin* at the King's Theatre

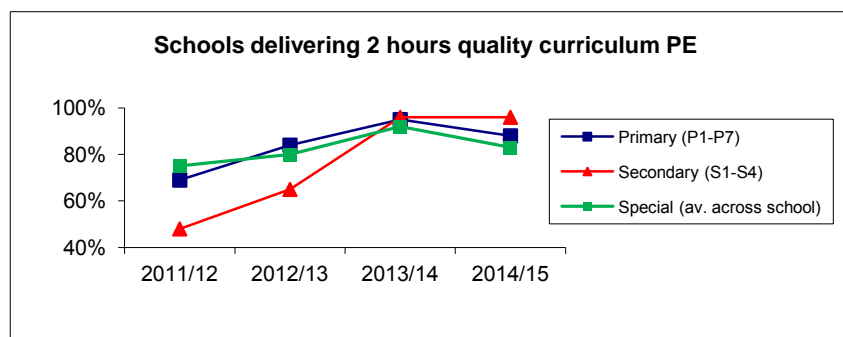
What we will do next

- Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- Improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- Improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- Increase support for vulnerable children, including help for families so that fewer go into care
- Deliver all actions in the city's *Looked After Strategy and Corporate Parenting Action Plan*
- Develop deliverable and safe alternative(s) to secure accommodation for young women at risk
- Expand the range of foster care and placements available
- Raise the attainment levels of looked after children and young people through a range of targeted actions within school settings and as part of the *Curriculum for Excellence*
- Increase access to social and leisure activities for children with a disability within universal services
- Develop the *Transition of Young People from Children's to Adult Services* policy to take into account the implications of *Self-Directed Support*
- Develop the *Children and Young People's Autism Strategy for Edinburgh* – to extend the *Children and Families Autism Plan* to include key priorities for all children with Autism
- Develop the pupil/carer survey to include specific questions on levels of support provided and satisfaction with this
- Develop performance measures to allow monitoring of whether children with a disability are able to access the appropriate supports to enable them to experience improved outcomes
- Develop locality-based ASL service delivery option
- Ensure young carers are identified, recorded and supported
- Analyse the pathway and outcomes from the positive identification of domestic abuse during routine enquiry
- Provide earlier support to families experiencing difficulties (with a specific focus on substance misuse and domestic violence) to reduce the need for children to become looked after
- Develop tools to support Named Persons when they are working with children affected by domestic abuse
- Improve knowledge and understanding of Getting it right core components
- Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery
- Review availability of support provision to take account of *Self-Directed Support*
- Provide specific parenting support and/or programmes for families of children with a disability
- Carry out *Section 23* assessments as quickly as possible and ensure identified needs are met
- Improve engagement with parents and carers to ensure they are involved in service planning and design for children and young people with a disability
- Create a clear documented approach to how the *Self-Directed Support* legislation will be applied to the wider children in need agenda
- Introduce consistent outcomes framework to support planning and commissioning of services for all children and young people from vulnerable groups
- Work to ensure all Child's Plans record review dates for actions and monitor progress appropriately
- Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services
- Develop the skills for learning, life and work required for young people in special schools to move into and sustain an appropriate post-school destination

Our children and young people are physically and emotionally healthy

How are we doing?

- 78% of primary schools delivered cycle training in 2013/14 delivered by the city's Active Schools team
- Nearly 5,000 JASS (*Junior Award Scheme Scotland*) packs sold within the City of Edinburgh Council Area
- Almost all special schools have learners working towards JASS and/or *Duke of Edinburgh Awards*
- 61% of those tested passed swimming level C5 and considered safe swimmers



- 88% of primary schools, 96% of secondary schools and 83% of special schools met the PE target of 2 hours/periods per week
- Three school-based *Community Sports Hubs* developed to include 49 partners who contribute to the school curriculum and/or Active Schools programmes

'Your work around schools based Community Sports 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', James Steel, National Manager, Sportscotland

- 14 young *Sport Hub Leaders* employed across Community Sports Hubs
- 6.3 pregnancies per 1,000 in under 16-year olds in 2012, down from 8.8 in 2008/09 (6.1 nationally, published in June 2014)
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2014* shows reductions in smoking, drinking and drug use
- Over 1,300 P6 pupils from 74 primary schools took part in the *Games @ The Hub Event* to celebrate the values and culture of the Commonwealth Games



Games @ The Hub event

- Pilot of *Raising Teens with Confidence* carried out with over 70 parents and carers of teenagers
- Over 2,000 parents and carers participated in *Raising Children With Confidence* in schools and settings across Edinburgh

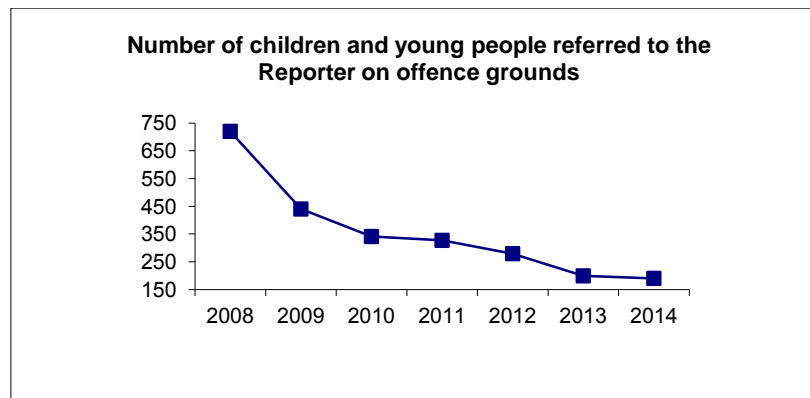
What we will do next

- Improve mental health and wellbeing outcomes for children and young people
- Offer S5/S6 pupils opportunities to become peer mentors in mental and emotional health programme e.g. *Cool, Calm and Connected*
- Engage secondary school staff with *Mental Health First Aid for Children and Young People*
- Engage voluntary sector youth work staff and school nurses with *Mental Health and First Aid*
- Increase staff awareness of how best to support children and young people's mental health and deal with wellbeing concerns through roll out of the *Supporting Children and Young People* guides and associated training (*Teenage Brains & Behaviour, Confident Staff, Confident Children* etc.)
- Increase parental awareness of how best to support their children's mental health and wellbeing and improve relationships through universal programmes in primary and secondary schools (e.g. *Raising Children and Raising Teens with Confidence*)
- Explore rollout of *Safe Talk* to residential childcare staff and children
- Establish a programme to create a *Healthy Respect* drop-in in or near to all Edinburgh schools
- Make *Healthy Families Healthy Children* (HFHC) available to all staff through the CEC CPD programme
- Continue to publicise the package of measures (*HFHC, H4U, Get Going*, clinical service) in place within schools and communities
- Adapt programmes in line with emerging evidence from the national *Child Healthy Weight* group and aim for a city wide agreement on school-based prevention programmes
- Engage selected secondary schools in *Decipher-Assist* programme and provide appropriate staff to support delivery of the programme
- Develop and agree shared care pathways for tier 3 and tier 4 services; Identify and address gaps in service provision to support young people with problematic substance misuse and commission as required
- Engagement of young people in development of the *Young People's Substance Misuse* service and service evaluation
- Edinburgh primary schools will be encouraged to participate in *NHS Lothian Smoke Free Homes and Zones* project
- CEC youth work services and youth services funded by CEC will review smoking/tobacco policies
- Ensure consistent delivery of *SHARE* programme in all secondary schools in Edinburgh
- Introduce *Zero Tolerance Respect* programme to Edinburgh primary schools
- Develop 'test of change' with young women at risk of non-attendance at school to better engage them in learning and reduce risk of unintended pregnancy
- Further develop and strengthen sport, physical activity and outdoor learning provision
- Further develop support with *Mental Health and Wellbeing*
- Raise awareness of, and educate about, healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals

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

How are we doing?

- 6 per 1,000 children reported to the Reporter for offending, equalling the national figure and showing continued improvement
- Inter-agency pre-referral screening continues to keep the number of children referred to the *Scottish Children's Reporter Administration* on offence grounds to a minimum (190 in 2013/14, down from 732 in 2008/09)



- *Young People's Service* supports young people to remain safely with their families as an alternative to residential care
- 77% of primary pupils and 68% of secondary pupils said that the school was good or very good at dealing with bullying from 6,400 responses to the *Safe from Bullying Survey*
- Edinburgh's child protection services are judged to be *good* by the *Care Inspectorate*
- Three areas of good practice noted by the *Care Inspectorate* in their recent report: *Speak Up, Speak Out* campaign; *Keeping it safe* booklets and *eIRD* tri-partite process

- Around 290 children are on the *Child Protection Register* in Edinburgh
- 96% of initial supervision visits were made within timescale



- 78% of initial and pre-birth case conferences took place within timescales
- Advocacy service continues to engage directly with children when they are subject to a *Child Protection Case Conference*, ensuring their views are represented
- Currie Community High School was represented by four pupils at *Education Scotland's Youth Equalities Conference*
- *Electronic Interagency Referral Discussion* tool (eIRD) continues to electronically notify the child's GP of the nature of concerns
- The *Multisystemic Therapy* (MST) service continues to provide 24/7 support to parents in addressing their teenage children's problem behaviour

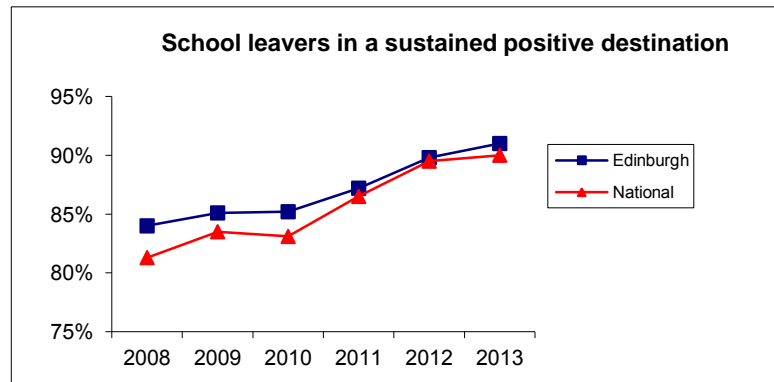
What we will do next

- Strengthen our approach to tackling child sexual exploitation
- Increase support for vulnerable children, including help for families so that fewer go into care
- Develop an inter-agency child sexual exploitation strategy and procedure for the City of Edinburgh
- Improve identification, recording and awareness of domestic abuse. Incorporate data into performance reporting to the *Quality Assurance Sub-Committee of the Child Protection Committee*
- Divert more young people, who are already subject to legal orders, away from referral to the Children's Hearing system by use of early and effective interventions and flexible approaches to policing
- Through the *Quality Assurance Sub-Committee of the Child Protection Committee*, single-agency and multi-agency guidance on chronologies will be reviewed to ensure consistency. Guidance will then be re-issued to the multi-agency workforce. Relevant information about a child and family will be shared and decisions will be based upon all available information.
- As part of our programme of child protection self-evaluation, a statistically viable sample of our chronologies will be reviewed on a single-agency basis against an agreed template
- Children and young people who are offending/or at risk of offending are identified and personalised plans developed
- Develop a clear strategy which reflects how we actively involve children and their families in the design and delivery of services
- Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice
- Monitor and follow procedures for dealing with the number of Children Missing from Education
- Lead on Child Protection priorities including sharing of learning on a multi-agency basis and the maintenance and development of tools such as the eIRD
- Implement the Safe and Together approach to families affected by domestic abuse and evaluate its outcomes for children

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

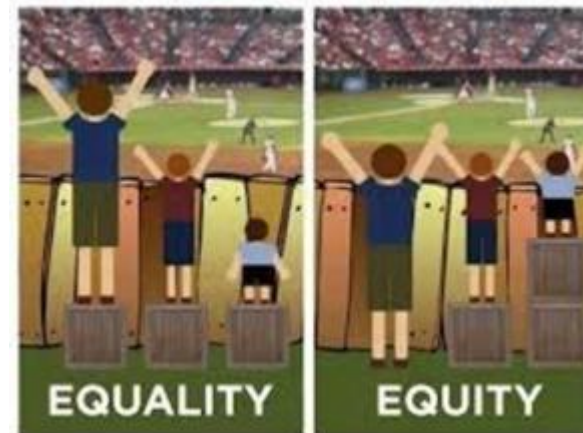
How are we doing?

- 91.2% (slightly down from 91.4%) of school leavers from 2013/14 entered positive destinations from mainstream schools (national average was 92.3%)
- 91% (up from 89.8%) of school leavers from 2012/13 were in a sustained positive destination, ahead of the national average of 90%



- 68.2% (up from 64.6%) of young people leaving special schools in 2013/14 entered positive destinations
- Council recruited 58 *Modern Apprentices* to the MA programme with the total number now 126
- 8.7% of pupils living in the most deprived areas of the city gained five or more awards at SCQF Level 6 or above, up from 8.1%, below the national average of 12.6%
- 30.4% of all pupils gained five or more awards at SCQF Level 6 or above, up from 29.7%, above the national average of 28.1%
- Over 800 learners took part in literacy provision

- Literacy and numeracy tuition was provided to those seeking employment and training as part of the *Literacies for Employability Pipeline Project*
- 1,004 students within CLD partner provision and 186 within Edinburgh College were provided with *English for Speakers of Other Languages* (ESOL) tuition
- Accredited learning offered to 112 adult learners in communications, numeracy, problem solving, working with others, IT, childcare and ESOL



- 43 care leavers engaging in literacy work experienced positive outcomes including improved literacy levels and budgeting and employability skills
- SQA verification of CLD's processes judged its practice as *excellent*
- Over 1,000 classes in over 50 venues saw more than 9,000 participants in the Adult Education Programme

What we will do next

- Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups
- Establish city-wide childcare co-operatives for affordable childcare for working parents
- Further develop the *Edinburgh Guarantee* to improve work prospects for school leavers
- Develop measures to 'poverty proof' the school day to reduce financial barriers for low income families and challenge stigma associated with poverty
- Provide an integrated package of support to parents, including employability support
- Work with food banks to better understand why families in poverty are using their services
- Further develop family engagement, including strong home-school partnerships and particularly for 'hardly-reached' families
- Provide a range of learning opportunities for personal and social development for children and young people in deprived communities
- Develop a range of youth literacies (including financial literacies)
- Increase participation in high-value achievement awards
- Improve access to breakfast club provision for children living in poverty
- Encourage development of out of school learning, development and mentoring opportunities
- Identify and develop more safe places to stay
- Increase participation in employability-related adult learning, including literacy, numeracy and ESOL
- Raise awareness and understanding amongst key professional staff of the impact of poverty on outcomes for children
- Make better use of existing data on our children living in poverty to improve understanding of who and where they are
- Investigate, with other service areas, measures to reduce and prevent homelessness amongst young people
- Focus on positive and sustained destinations as a result of engagement with expressive arts and creative learning
- Increase youth work participation, particularly amongst Looked After Children

Providing high quality services and making best use of our resources

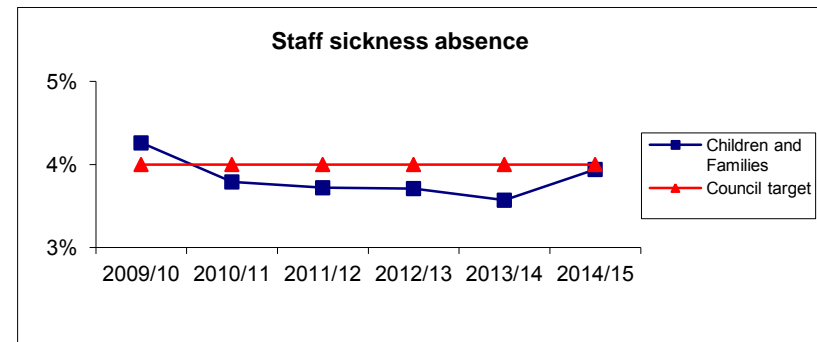
How are we doing?

- Balanced revenue budget for the fifth consecutive year
- Children and Families Asset Management Plan approved by Committee and identifies the significant capital expenditure that will be made in the next five years
- New James Gillespie's Secondary School teaching block successfully delivered and opened in April 2015 and has been positively received
- Work started on the new Boroughmuir High School at the Viewforth site



- Private Bill approved by the Scottish Parliament and legislation passed to allow the new Portobello High School to be built on Portobello Park
- Successfully completed consultation on the closure of Wellington School with the closure complete and resources re-allocated

- Firm proposals for an *Integrated Children's Service* being finalised following significant engagement with staff and service users
- 4,600 parents and carers took part in our citywide self-evaluation survey of schools (an increase of 16% on previous year) with results showing parents and carers being very positive about their child's experience at school













- Staff sickness absence remains within the Council target of 4% at 3.94%
- 71% of respondents to the biennial *Employee Survey* agreed that they are satisfied with their present job
- Actions taken in response to the *Employee Survey* include establishment of a monthly team brief, Heads of Service focus groups and 360 appraisal for senior managers
- There is good evidence of Getting it right for every child approaches being implemented across our establishments and teams and improving outcomes for children and young people
- Significant Occurrence Procedure*, developed to ensure schools manage a serious incident, shortlisted for a national *Business Continuity Award*

What we will do next





















- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
- Implement the *Children and Families Asset Management Plan*
- Respond to the educational infrastructure requirements arising from the additional housing identified in the *Local Development Plan* and to rising rolls
- Develop a consistent outcome based approach to child planning across the service area and in partnership activity to measure performance effectively
- Implement *Workforce Plan*, particularly with regard to recruitment of teachers and ensuring staff have the appropriate skills and services benefit from the best skill mix
- Implement *People Plan* and continue to develop it by responding to staff feedback, immediate priorities are responding to feedback with regard to workload and confidence in the management of change
- Reduce bureaucracy and consequently increase direct work with service users
- Ensure that commissioning, grant funding and contracting processes consistently reflect service area priorities and deliver improved outcomes
- Strengthen support for school leadership at all levels
- Give greater accountability to head teachers and strengthen accountability
 - Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice
 - Incentivise head teachers and teachers to work in schools in challenging circumstances
- Complete Year Three of the *Parental Engagement Action Plan*
- Continue to improve ICT systems and equipment
- Contribute towards the development and implementation of a framework to support a systematic approach to joint self-evaluation
- Continue to ensure there are clear, meaningful connections within the Council's planning framework and with other national planning frameworks, and that children's services planning responds to the requirements of the *Children and Young People's Act*
- Continue to ensure robust performance monitoring at all levels across children's services






Standards and Quality Report 2015 – Technical Appendix

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









Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	475	475	600	600			The target of providing and securing 600 hours of universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for eligible 2 years olds, by August 2014 was met.
Percentage of P1 pupils with a pupil:teacher ratio of 25:1 or under	97%	99%	99.4%	100%			Where a lack of accommodation restricts additional classes being established, team teaching arrangements are used in accordance with Scottish Government guidelines. As at census in September 2014, there was 1 P1 class in 1 school with a class size of 26 due to an excepted pupil on Placing Appeal. The data relates to 26 pupils out of 4590.
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	90%	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	89%	89%	88%	90%			Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.
Number of parents and young children participating in family learning opportunities in targeted establishments	1,000	1,350	1,350	1,350			The aim is to maintain at the current level.















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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of the relevant S4 cohort gaining 5+ awards at Level 6	29.7%	30.4%	N/A	30%			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. 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)	8.1%	8.7%	N/A	-			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. 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	94.9%	95.5%	N/A	95.3%			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	92.5%	93.0%	N/A	92.8%			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%.
Percentage of half days attended by pupils in special schools	91.7%	90.4%	N/A	90.6%			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 90.5%.
Exclusions per 1,000 pupils from primary schools	43	39	N/A	40			Latest data relates to performance over the school year 2013/14. The national figure is not published for 2013/14 and was 10 in 2012/13.
Exclusions per 1,000 pupils from secondary schools	9	10	N/A	10			Latest data relates to performance over the school year 2013/14. The national figure is not published for 2013/14 and was 58 in 2012/13.
Number of young people participating in Duke of Edinburgh Awards (Gold, Silver and Bronze)	2,986	3,633	5,071	4,000			Record numbers of young people are participating in the scheme.
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	432	616	658	625			Bronze 448, Silver 164 and Gold 46
Percentage of young people achieving Duke of Edinburgh awards who live in deprived areas	17%	18%	19%	20%			The data relates to those who have started an award and who live in a deprived area based on the 30% most deprived areas in Scotland using the SIMD. The figure is likely to be underestimated as 20% of those entering data did not provide their postcode.

















Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Number of pupils in mainstream schools accessing free instrumental music tuition	4,710	4,758	4,614	4,750			Edinburgh currently offers free tuition in every school according to school roll.
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well		78%		78%			
Number of young people (11-18) taking part in structured informal learning opportunities through CLD	7,500	7,500	7,500	7,500			Opportunities include open youth club provision, award scheme groups, specific activity groups. The aim is to maintain the participation levels.









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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of units/services achieving Care Commission inspection reports with average gradings of good or better	82%	91%	100%	100%			Performance relates to Young People's Centres, Edinburgh Families Project, Residential, Secure and Fostering and Adoption services for financial year 2014/15.
Number of children who need to be looked after (rate per 1,000 0-17)	16.7	16.9	16.9	16.7			Through early support for children and families (while still responding to need), we aim to reduce the rate of growth in the number of children who need to be looked after. The national figure is 15.0. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of the LAC population that is in kinship care	20%	21%	25%	21%			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. The national figure is 27%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of children placed with City of Edinburgh Council foster carers	56%	56%	55%	67%			This figure has remained steady for three years. The latest data for end of March 2015 shows a significant improvement to 59%. The national figure (% placed with Local Authority foster carers) is 72%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.





Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of reports (IARs and SBRs) including offence focussed reports submitted to SCRA within timescale	88%	85%	92%	75%			Figures relate to CEC recorded information as this is no longer published by SCRA. No national information is therefore available. 75% was the national target and Edinburgh's performance improved significantly from 53% in 2009/10.
Percentage of children who have a disability in mainstream secondary education who say they enjoy learning at school	64%	N/A	75%	-			Data is taken from the biennial self-evaluation survey undertaken in schools. Data refers to April 2015. No target was set for 2013/14.
Percentage of Section 23s assessed within timescale	35%	40%	N/A	42%			Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. Continuous improvement targets have been set. However, the introduction of self-directed support has resulted in a significant increase in the number of requests for assessment and targets may have to be revised to take this into account.
Average tariff score for Looked After Children	88	87	N/A	90			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 116.
Percentage of Looked After Children in a positive destination six months after leaving school	60%	65%	N/A	70%			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 62%.
Percentage of formerly looked after children with pathway co-ordinators	64%	86%	83%	70%			This data shows significant improvement since it was below 50% in 2010/11. The national figure is 77%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of formerly looked after children with pathway plans	60%	61%	70%	70%			This data shows significant improvement since it was below 10% in 2010/11. The national figure is 80%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of Looked After and Accommodated Children reviewed within timescales	85%	79%	83%	100%			Performance relates to those children looked after as at the end of July 2014.









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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	84%	95%	88%	100%			Latest data shows a decline in number of schools able to meet PE target with 11 primary schools not meeting the target. This is due to increasing school rolls particularly at the lower stages. For some schools this issue will be alleviated when new facilities are built.
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	65%	96%	96%	96%			Latest data shows a sustained number of schools meeting the target with only Portobello not meeting the 2 periods per week of PE. This situation will be rectified when the new school is built.
Percentage of special schools delivering 2 hours/periods quality curriculum PE (averaged across school)	80%	92%	83%	100%			Two schools are not meeting the target, in one case this is because the children in question would not manage to sustain 2 hours of PE during a week, and instead 90 minutes is more appropriate.
Percentage of pupils participating in Active Schools activities - primary	35%	39%	N/A	39%			Latest data shows an increase in the number of distinct participants in primary schools, Active Schools Co-ordinators have focused on increasing participation by offering a wide range of sports and developing pathways into community sport.
Percentage of pupils participating in Active Schools activities - secondary	31%	31%	N/A	36%			Latest data shows a maintenance of the number of distinct participants in secondary schools.
Percentage of primary pupils achieving swimming level C5	62%	61%	N/A	71%			Increase in swimming attainment is partly subject to continuation of Swimming Top Up funding from sportscotland which allows us to pay for additional teaching support. Rising school roles and pool access can impact on the effective delivery of primary swimming. Targets may need to be reviewed. New figures collected in June 2015.
Percentage of P6 pupils completing cycle training to Bikeability Level 2	54%	71%	N/A	60%			Latest data shows an increase in the number of P6 pupils completing Bikeability. Funding from Cycling Scotland has been used to provide cycle training mentors and bike maintenance courses, co-ordinated by the Active Schools team in mainstream schools. New data in June 2015.
Number of young people participating in JASS (Junior Award Scheme for Schools)	4,530	4,351	4,915	4,500			Junior Award Scheme for Schools (JASS) packs were sold in high schools, primary schools, special schools and community centres. The latest performance reflects the highest achievement to date for JASS (sold within City of Edinburgh Council) and exceeds the target originally set for 2016/17.







Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Rate of teenage pregnancies among under 16 year olds	8.4	6.9	6.3	7.4			The NHS Lothian target is 7.4 per 1,000. Data are reported as a three year rolling average. The latest data reported relates to the year ending December 2012 and is for the Edinburgh Community Health Partnership Area. The national rate was 6.1 for the same period. The data was published in June 2014.
Percentage of 15 year olds who are regular smokers	N/A	6%	N/A	10%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2010 when it was 13%. National performance improved from 13% to 9%.
Percentage of 15 year olds drinking once a week or more	N/A	10%	N/A	15%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2010 when it was 18%. National performance improved from 20% to 12%.
Percentage of 15 year olds who have used or taken drugs in the previous month	N/A	9%	N/A	10%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2010 when it was 11%. National performance improved from 11% to 9%.





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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	6	6	N/A	6			Performance has improved from 8 in 2011/12. The target is to maintain the good performance. National performance was 6.
Number of children referred to SCRA on offence grounds	199	190	N/A	200			The continued work of the multi-agency pre-referral screening group has ensured continued improvement in this area with the latest figure dropping again to 190 from 279 in 2011/12.









Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending Service or the Criminal Justice Service within 2 years	68%	85%	86%	85%			The latest data refers to young people exiting the Youth Offending Service between April 2012 and March 2013 and as at 31 March 2015 had not re-entered either the Youth Offending Service or the Criminal Justice System. Data shows marked improvement.
Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	7%	7%	7%	-			The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.
Percentage of initial visits made within 15 days of a new supervision requirement	89%	98%	96%	100%			Performance in this area has shown significant improvement since it was 60% in 2007/08. Exceptions are monitored on a monthly basis.
Percentage of pupils who said their school was good or very good at dealing with bullying	67%	75%	73%	77%			In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'. This change explains the slight drop in performance.

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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.1%	8.7%	N/A	-			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. No target was set for 2013/14. The national average was 12.6%. The aim is to close the gap between those living in the most deprived areas and their peers across the city. The percentage of pupils across the city gaining 5+ awards at level 6 was 30.4%.
Percentage of adults achieving all or part of their agreed learning goals	90%	90%	90%	90%			The figure relates to adult literacy and numeracy learners.
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 meet and exceed the national average was met in 2012/13 but not in 2013/14.

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of school leavers from mainstream schools who are in a follow-up positive destination	91%	N/A	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 young people leaving special schools who go on to an appropriate and/or positive destination	64.6%	68.2%	N/A	65%			Latest data is for leavers from school session 2013/14 and reflects only the number of learners leaving special schools who achieved a positive destination as defined by the Scottish Government. In addition to this a significant number of leavers from special schools have gone on to an appropriately structured destination/package of support to meet their continuing learning needs. No national data about learners from special schools is available for comparison.

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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of days lost due to staff sickness absence across Children and Families	3.71%	3.57%	3.94%	3.5%			The target is to maintain at the previously low level. Sickness absence across Children and Families remains below the Council target of 4%.
Percentage of days lost due to staff sickness absence for teaching staff	2.96%	3.12%	3.14%	3.1%			The challenging target of 3.14% was not quite achieved. Comparative data is not available for 2013/14. Edinburgh has performed well in the past compared with other Local Authorities.
Percentage of parents/carers satisfied with their school	91%	89%	N/A	95%			Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'. The survey now takes place biennially.
Percentage of primary school condition assessed at Level A or B	91%	90%	N/A	100%			Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. National average for 2013/14 was 83%.

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of secondary school condition assessed at Level A or B	91%	91%	N/A	100%			Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2013/14 data is based on assumption of all Wave 3 schools being replaced. National average for 2013/14 was 84%.
Percentage of special school condition assessed at Level A or B	93%	100%	N/A	100%			Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. National average for 2013/14 was 73%.
Pupil:teacher ratios across primary and secondary schools	14.2	14.3	14.9	14.3			Edinburgh is currently ranked 31 out of 32 Authorities with regard to Pupil:teacher ratios. The target for 2015/16 is to maintain at the 2014/15 level of 14.9 or below.



Service Plan
Children and Families 2015-18

Foreword

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

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

All children and young people should enjoy their childhood and be supported to enable them to reach their potential. We want to ensure that our work is child-centred. This means that all services are fitted around the needs of children, young people and their families. It is our firm belief that children and young people do best when:

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

Central to all we do is the need to develop self-confidence, resilience and positive attitudes amongst children and young people, and the need to develop a collective sense of responsibility within communities for vulnerable children and those in greatest need. At the same time, it is important to remain realistic about the inequalities particularly of child poverty that affect our children's life chances.

Working with our partners in health is the best way to make a progressive impact on the big issues, such as the significant levels of poverty, inequality and drug and alcohol misuse in the city. Together with our partners we continue to make significant progress in improving services for children and young people to Getting it Right for Every Child through an inclusive universal approaches that anticipate the needs and strengths of all children and young people including improving the outcomes of the lowest 20%.

This service plan details the ways in which all of our children can have the best start in life, be successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities; and leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.



Gillian Tee
Director of Children and Families



Councillor Paul Godzik
Convener of Education, Children and Families

getting
it right
for every child

Children and Families

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

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

Children and Families provides a wide range of services for Edinburgh’s children, young people and families which are summarised below. Further information can be found at www.edinburgh.gov.uk



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

Using our resources

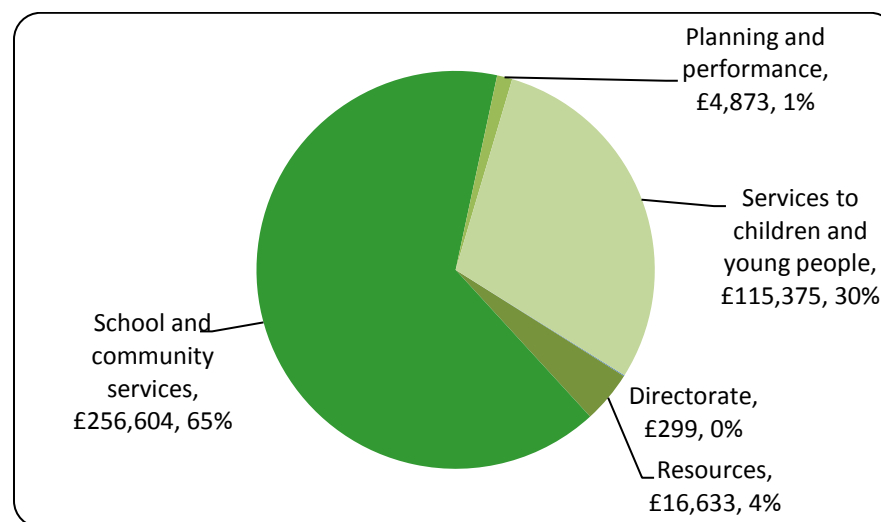
We are committed to delivering the highest level of service for every child and family across Edinburgh. We continue to work to redesign services and use our resources efficiently to improve outcomes for all of Edinburgh's children and young people. The services which we commission and deliver are also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

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

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

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

Children and Families Approved Budget 2015/16



The following tables provide a summary of our equalities employment data, and staffing data, as at 31st March 2015.

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4734	3407.29
Teaching staff	4058	3437.34

Equalities Employment data	Male Chief Officers	Female Chief Officers	Male at Grades GR10-12	Female at Grades GR10-12	BME	Disabled
Children and Families	80%	20%	48.49%	51.51%	1.86%	1.53%
Council	53%	47%	51.83%	48.17%	2.83%	1.84%

Context

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

The four outcomes identified to achieve the vision are:

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

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

City of Edinburgh Council's Business Plan - The Council's vision is to ensure that *Edinburgh is a thriving, successful and*

sustainable capital city. The Council's services will focus their work around three overlapping strategic themes (see diagram below) that, together will support the Council to *Deliver lean and agile Council Services*. Children and Families works alongside partners and communities to deliver services in support of all three of these themes and this Service Plan sets out how we will do this.



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

Background and Key Drivers

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

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

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

Performance Management – The drive for continuous improvement supports the development of all strategies and plans across Children and Families. We have implemented a number of performance management processes in line with our Performance Improvement Framework. All key aspects of Children and Families are regularly monitored and reported, in accordance with this framework.

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

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

Risk Management – Anticipating and managing risk is key to achieving our outcomes. We regularly assess, monitor, manage, control and plan around risk through a variety of mechanisms and the maintenance of a comprehensive Risk Register which is regularly reviewed at senior management level and reported at committee annually.

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

Commissioning – The Commissioning Plan for Children and Families 2015-2020 details how service development will be guided and shaped by our partnership strategic objectives and by Council-wide Commissioning Strategies. It explains our commissioning priorities as we move forward in developing services for the next 5 years and will underpin the development of our new grants programme.

Children and Families Service Planning

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

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

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

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

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

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

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

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

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

What Have We Achieved?

The summary report of the joint inspection of inter-agency provision of children's services in Edinburgh, published in April 2013, assessed our services as 'good'. The report (Services for children and young people in the City of Edinburgh) also noted that inspectors were very confident that our services would be able to make any necessary further improvements.

Through our regular performance monitoring, we have noted several key improvements during 2014/15 including:

- Continued improvements across a number of attainment measures
- Continued high levels of attendance amongst pupils at primary and secondary schools
- No permanent exclusions and continued good performance in the rate of temporary exclusions
- High levels of participation and achievement in Duke of Edinburgh Awards
- High levels of participation in free instrumental music tuition
- Maintenance in the rate of children and young people requiring to be looked after
- Improvement in the percentage of formerly looked after children with pathway plans and co-ordinators
- Improvement in the percentage of 15 year olds smoking, drinking and taking drugs
- Continued improvement in the number of young people referred to SCRA on offence grounds
- Sustained improvement in the number of school leavers entering and sustaining a positive destination from mainstream and special schools

External evaluations of services have highlighted areas of good practice including:

- Child protection arrangements judged to be 'good'
- Education Scotland feedback about education services is positive and highlights the Council's effective political and managerial leadership with a clear vision for education
- Sector-leading Active Schools programme judged by SportScotland to be one of the best in the country
- Sector-leading instrumental music service which is free for all school children
- Two highly regarded, now self-financing, outdoor centres
- Good quality residential care provision
- Sector-leading Duke of Edinburgh Award scheme

What Are Our Priorities for Improvement?

Taking into account the findings from the latest joint inspection, and using ongoing performance information, seven priorities for improvement have been identified. Focusing on these areas will support progress towards meeting the strategic outcomes:

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- to improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- to improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- to improve mental health and wellbeing outcomes for children and young people
- to strengthen our approach to tackling child sexual exploitation
- to increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups

What Are Our Key Challenges?

The actions and improvements detailed in this Service Plan also take into account a number of challenges arising from national requirements, demographic changes, legislation and Council-wide planning. The key challenges are articulated below:

- The projected 16% increase of children in our schools
- The requirement to implement new duties contained in the Children and Young People's Act
- Moving towards the delivery of integrated children's services including health services
- Improving the balance of care - responding to a continuing increase in the rate of children requiring to be looked after by increasing the proportion of those children looked after in kinship, and in foster care provided by City of Edinburgh Council foster carers
- Demographic increases amongst children requiring targeted services including those with a disability and the number of children who have additional support needs
- Pressure on school places in specific areas of the city
- Maintaining the required 600 hours of early learning and childcare together with the development of more flexible and affordable childcare
- Taking forward the co-operative approach across all services, including co-operative childcare
- Improving the physical condition of our buildings to bring them in line with 21st century expectations
- Educational infrastructure requirements arising from the additional housing identified in the Local Development Plan
- The requirement to implement new duties contained in The Social Care (Self-directed Support) (Scotland) Act 2013

Strategic Outcome 1 Led by Andy Gray

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

Priority

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

Pledges

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

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

Supporting Strategies and Plans

Early Years Strategy and Action Plan

Early Years Collaborative

Integrated Literacy Strategy

Numeracy Strategy

Additional Support for Learning Priorities

Play Strategy

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

In order to ensure positive long term outcomes for children we will work with our stakeholder partners to provide holistic support for children and their families from pre-birth into the early stages of education. We will deliver 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are looked after or in kinship care placements, by August 2014. We will also secure the same level of provision for those 2 year olds in households in receipt of out of work benefits as identified in the Children and Young People (Scotland) Act 2014. We will continue to promote positive relationships with parents and carers, seeking their views on flexible childcare requirements to support family life and reduce childcare costs in the city, in line with the Council's commitments. We will provide targeted support where it is required to children and their parents and carers, within strengthened universal settings where possible, including support through the key transition stages. The Edinburgh Early Years Collaborative Team was established to build on existing partnership work towards meeting the stretch aims identified by the Scottish Government (reduction in the rate of stillbirths and infant mortality, children reach appropriate developmental milestones - by the time of the 27-30 month review, by the time the child starts primary school and by the end of Primary 4). This multi-agency team established the following six groups to drive forward this work: Early support for pregnancy and beyond; Attachment and child development beyond maternity services and the 27-30 month child health review; Continuity of care in transitions between services; Developing parenting skills through Family Engagement to support early learning; Addressing child poverty; and, Improving attainment at primary 4.

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

In planning our services and allocating resources we will focus on addressing the social gradient in terms of families’ access to good quality, early childhood experiences. To achieve this we will continue to deliver high quality, universal early years’ services which build family capacity and confidence and to provide additional support for those children most in need.

We want to deliver increasingly integrated early years learning and childcare options with an emphasis on effective learning and support programmes for parents and carers, increased outreach provision and good quality local resources and information. Implementing and monitoring early interventions through the Early Years Change Fund is central to our ability to deliver transformational change in this respect and we will build on the learning from this approach in our service planning and delivery.

What high level actions will we take?

Action	Delivered by	Lead
Develop early years services in all localities and increase the range of services provided through partnership working and more flexible use of resources	August 2015	Aileen McLean
Identify approaches to improve readiness for school including literacy, numeracy and health and wellbeing	August 2015	Aileen McLean
Develop and deliver the Psychology of Parenting Project in Edinburgh (a cluster-based approach to begin with, building to a whole city approach)	March 2016	Donny Scott
Work with partners to develop a ‘Childcare Guarantee’ based on the Edinburgh Guarantee model to encompass childcare to support employment and training and universal breakfast and after-school club provision	March 2016	Vivienne Robinson
Explore options for school holiday activity and care provision for children with additional support needs	August 2015	Carol Chalmers
Increase access to early learning and childcare for all 3-4 year olds and eligible 2 year-olds to 600 hours per year	August 2015	Aileen McLean
Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children’s service delivery	March 2016	Aileen McLean

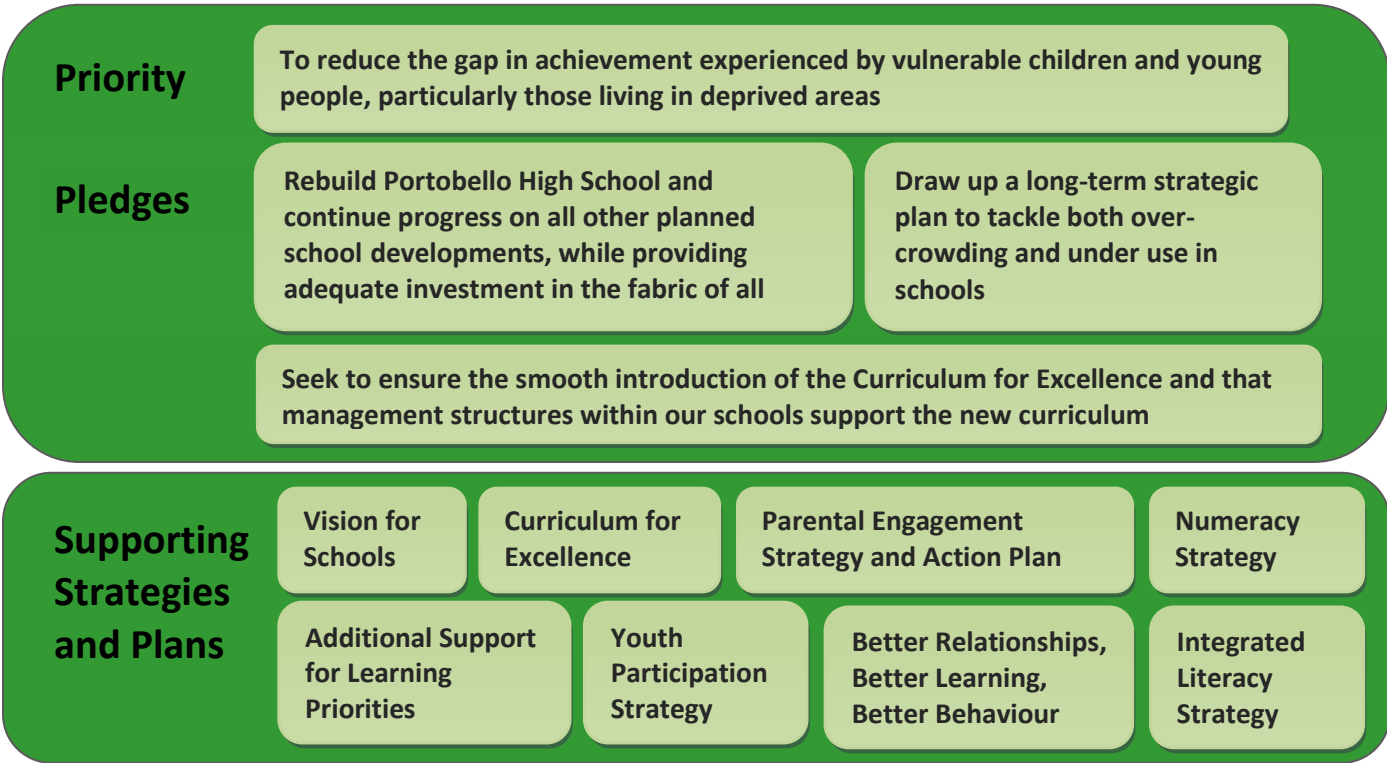
Action	Delivered by	Lead
Ensure local delivery of an identified range of parent support interventions and use feedback data to inform future priorities and influence practice	March 2016	Pat Southall
Further develop opportunities for participation in Family Learning in targeted schools and nurseries	March 2016	David Bruce
Improve levels of literacy and numeracy at P1	August 2016	Aileen McLean
Continue to improve the quality of early years settings as assessed by Education Scotland and the Care Commission	August 2016	Aileen McLean
Implement the quality assurance framework for 0-3 in all establishments	August 2015	Aileen McLean
Ensure early intervention and support continues throughout the entire school programme	March 2016	Aileen McLean
Further develop transition from nursery to primary	March 2016	Aileen McLean
Further develop affordable childcare	March 2016	Aileen McLean
Improve the focus on Early Years and parental engagement	March 2016	Aileen McLean
Improvement and commitment to the development of pre-birth to three services will continue, including services for children aged 2 years who meet the criteria for 600 hours of early learning and childcare	March 2016	Aileen McLean
Further develop the Outdoor Play Programme through training programmes and pathways for continued professional development	March 2016	Aileen McLean

How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	600	600	600	600	We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014.	Aileen McLean
Percentage of P1 pupils in class sizes of 25 or fewer	99.4%	100%	100%	100%	Where a lack of accommodation restricts additional classes being established, team teaching arrangements are used in accordance with Scottish Government guidelines. As at census in September 2014, there was 1 P1 class in 1 school with a class size of 26 due to an excepted pupil on Placing Appeal. The data relates to 26 pupils out of 4,590.	Moyra Wilson
Percentage of Care Commission inspection reports evaluating 'Quality of Care and Support' as good or above	94.3%	95%	96%	97%	A Growing Up in Scotland project report has shown that children who experienced high quality care were more likely to show better language skills by age five, irrespective of their skills at age three and their background characteristics.	Aileen McLean
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	92%	92%	92%	The data is based on analysis of standardised tests administered to P1 pupils at the start of term 2014. As it is a standardised assessment the aim is to maintain performance. It is acknowledged that this is not an ideal measure but remains in the plan as a proxy.	Aileen McLean
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	88%	90%	90%	90%		
Number of parents and young children participating in family learning opportunities in targeted establishments	1,350	1,350	1,350	1,350	The aim is to maintain at 1,350	David Bruce

**Strategic Outcome 2
Led by Andy Gray**

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



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

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

New National qualifications were introduced in 2013/14 as part of the continuing implementation of Curriculum for Excellence. New Higher qualifications will be introduced from 2014/15. Within the Senior Phase (S4-S6), schools continue to work with a wide range of partners including Edinburgh College, Universities, Community Learning and Development and employers to deliver a rich curriculum which meets the needs of all learners. A new national Senior Phase benchmarking tool, *Insight*, has been developed which provides extensive data regarding

measurements of improvement, including in literacy and numeracy, improving attainment for all, tackling disadvantage by improving the attainment of lower attainers relative to higher attainers and positive destinations. Measures of performance in attainment and achievement by the end of P1, P4, P7 and S3 will be based on pupils achieving the expected Curriculum for Excellence levels for their stage in numeracy and reading.

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

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

What high level actions will we take?

Action	Delivered by	Lead
Improve numeracy at all levels	August 2016	Karen Prophet
Increase opportunities to develop citizenship and wellbeing through accreditation of all schools as Rights Respecting Schools	March 2016	David Bruce
Ensure that those at risk of being educationally disadvantaged, particularly those living in deprived areas, are identified early and collaborative support is targeted	June 2016	Karen Prophet
Improve outcomes for all children and young people, including the lowest achieving pupils	June 2016	Karen Prophet
Continue to increase the use of joint practice by neighbourhood/strategic groups senior leaders to identify strengths and areas for improvement in performance as part of the ongoing strategies for further improvement	March 2016	Karen Prophet
Continue to engage with partners to develop different pathways for individual young people	March 2016	Karen Prophet
Ensure children and young people with a disability are engaged with and enjoy attending school	March 2016	Karen Prophet
Maintain a range of opportunities for participation in non-formal learning activities	March 2016	David Bruce
Increase overall participation in universal youth work	March 2016	David Bruce

Action	Delivered by	Lead
Ensure there is clarity regarding child's planning including format of plans and expectations of meetings, involvement of parents, young people and partners	March 2016	Karen Prophet
Ensure that all schools provide opportunities to have a say in the running of the school, and are asked for feedback on their learning experiences	March 2016	Karen Prophet
Ensure there are consistent approaches across all schools to assessing and responding to risks and needs	March 2016	Karen Prophet
Improve engagement with parents	March 2016	Moyra Wilson
Continue to increase the use of more robust self-evaluation to ensure up-to-date, high quality information which is used to guide change in order to improve outcomes for young people	September 2015	Karen Prophet
Develop effective self-evaluation involving key strategic leads to inform future plans	September 2015	Karen Prophet
Further embed Curriculum for Excellence	June 2016	Karen Prophet
Recognise and profile wider achievement as part of a broad and general education and develop measures to support performance monitoring on wider achievement	March 2016	David Bruce
Strengthen support for children with additional support needs	March 2016	Martin Vallely
Increase and develop contact time in classroom with non-teaching professionals	March 2016	Karen Prophet
Continue to improve the quality of education as part of moving schools from 'good to great'	June 2016	Karen Prophet
Improve community engagement	March 2016	David Bruce
Understand and address the reasons why so many parents make out of catchment requests and encourage local children to attend local schools and encourage local children to attend local schools	June 2016	Moyra Wilson
Continue to improve attendance and reduce exclusions	April 2016	Moyra Wilson
Roll out the new Better Relationships, Better Learning, Better Behaviour Procedure to all establishments	April 2016	Moyra Wilson

How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of pupils gaining 5+ SCQF awards at Level 6	30.4%	30.8%	-	-	Data is pre-appeal. No targets set beyond 2015/16 due to the change in the exam system. The indicator used to measure attainment will change when new benchmark indicators are developed. The national average was 28.1%.	Karen Prophet
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.7%	12.6%	-	-	Data is pre-appeal. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the gap in achievement experienced by those living in the most deprived areas in the city.	Karen Prophet
Average tariff score for looked after children	87	In line with or above the national average			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 116. The aim is to close the achievement gap experienced by those who are looked after.	
Percentage of half days attended by pupils in mainstream primary schools	95.5%	95.6%	95.7%	95.8%	Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data relates to school year 2013/14 and is taken directly from SEEMIS. No national data is available for 2013/14.	Moyra Wilson
Percentage of half days attended by pupils in mainstream secondary schools	93.0%	93.1%	93.2%	93.3%		
Percentage of half days attended by pupils in special schools	90.4%	90.6%	90.6%	90.6%		
Number of children and young people learning to play a musical instrument through the Instrumental Music Service (IMS) and the Youth Music Initiative (YMS)	10,136	10,250	10,350	10,500	Continue to ensure that children living in households /areas where access to arts and culture is traditionally low are fully supported to participate at no cost.	Linda Lees
Number of pupils in mainstream schools accessing instrumental music tuition	4,614	4,850	4,950	5,100	Edinburgh currently offers free tuition in every school according to school roll. This makes a significant contribution to SQA and other accredited awards in music.	Linda Lees

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Number of children and young people accessing screen and media education who gain accredited awards as a result	133	140	150	160	The majority of participants live in areas of multiple deprivation.	Linda Lees
Number of young people participating in the Duke of Edinburgh Awards programme	5,071	5,000	5,000	5,000	Record numbers of young people are participating in the scheme. The aim is to maintain the current participation levels.	Robin Yellowlees
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	658	627	658	691	Latest performance is for the year to 31 March 2015 and is the highest recorded to date with 46 gold, 164 silver and 448 bronze .	Robin Yellowlees
Percentage of young people achieving Duke of Edinburgh awards who live in deprived areas	19%	20%	21%	22%	The data relates to those who have started an award and who live in a deprived area based on the 30% most deprived areas in Scotland using the Scottish Index of Multiple Deprivation. The figure is likely to be underestimated as 20% of those entering data do not provide their postcode.	Robin Yellowlees
Number of schools with Rights Respecting School Award (at all levels)	17	25	60	All schools	The data includes the 3 stages of the award – Record of Commitment, level 1 and level 2. Further increases in figures will be dependent on securing funding for delivery of the awards.	Margo Morris
Number of children and young people achieving a John Muir Award through school and the Outdoor Learning Centres	1,036	1,150	1,270	1,400		Robin Yellowlees
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well	78%	80%	82%	84%		Martin Vallely
Number of young people (11-18) taking part in structured informal learning opportunities through CLD	7,500	7,500	7,500	7,500	Opportunities include open youth club provision, award scheme groups, specific activity groups.	David Bruce

Strategic Outcome 3 Led by Alistair Gaw

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

Priorities

To improve and extend help and support for children and families at an early stage so that fewer children need to be looked after

To improve outcomes for children in need, particularly those who need to be looked after and those with a disability

Pledge

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

Supporting Strategies and Plans

Corporate Parenting Action Plan

Balance of Care Project Plan

Edinburgh Joint Carers' Strategy

City of Edinburgh Council Adoption Plan

Integrated Literacy Strategy

Self-Directed Support Act

Strategic Plan for Children with disabilities

Additional Support for Learning Improvement Plan

We know that the needs of vulnerable children are best met in stable family situations and that looked after children (LAC) often experience poorer outcomes than their peers. We therefore want to support families earlier and more effectively when concerns are first identified and will encourage activities, allocate resources and support communities that provide a caring environment for children and young people in need.

We want to improve outcomes for all our children in need by focusing our attention on providing help and support at an early stage and working in partnership to address assessed needs as quickly possible. We also want to develop more integrated support services and strengthen the coordination role of the key worker or lead professional to minimise the number of interventions that families experience whilst maximising the impact of the allocated resource. Schools and associated support services will work together to improve attainment and wellbeing for all children and particularly for children in need.

By improving support for children and families at home, and in communities, we want to reduce the *need* for children to be accommodated and to be in a stronger position to invest more in early and effective identification and prevention work.

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

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

What high level actions will we take?

Action	Delivered by	Lead
Deliver all actions in the city's <i>Looked After Strategy</i> and <i>Corporate Parenting Action Plan</i>	March 2016	Scott Dunbar
Develop deliverable and safe alternative(s) to secure accommodation for young women at risk	March 2016	Scott Dunbar
Expand the range of foster care and placements available	March 2016	Scott Dunbar
Raise the attainment levels of looked after children and young people through a range of targeted actions within school settings and as part of the <i>Curriculum for Excellence</i>	June 2016	Karen Prophet
Increase access to social and leisure activities for children with a disability within universal services	March 2016	Carol Chalmers
Develop the <i>Transition of Young People from Children's to Adult Services</i> policy to take into account the implications of Self-Directed Support	July 2015	Carol Rice
Develop the <i>Children and Young People's Autism Strategy for Edinburgh</i> – to extend the <i>Children and Families Autism Plan</i> to include key priorities for all children with Autism	March 2016	Martin Vallely
Develop the pupil/carer survey to include specific questions on levels of support provided and satisfaction with this	March 2016	David Maguire
Develop performance measures to allow monitoring of whether children with a disability are able to access the appropriate supports to enable them to experience improved outcomes	March 2016	Carol Rice
Develop locality-based ASL service delivery option	March 2016	Martin Vallely
Ensure young carers are identified, recorded and supported	December 2015	Donny Scott
Analyse the pathway and outcomes from the positive identification of domestic abuse during routine enquiry	March 2016	Anna Mitchell

Action	Delivered by	Lead
Develop tools to support Named Persons when they are working with children affected by domestic abuse	March 2016	Anna Mitchell
Provide earlier support to families experiencing difficulties (with a specific focus on substance misuse and domestic violence) to reduce the need for children to become looked after	March 2016	Donny Scott
Improve knowledge and understanding of Getting it right core components	March 2016	Martin Vallely
Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery	March 2016	Martin Vallely
Review availability of support provision to take account of <i>Self-Directed Support</i>	December 2015	Carol Chalmers
Provide specific parenting support and/or programmes for families of children with a disability	March 2016	Carol Chalmers
Carry out Section 23 assessments as quickly as possible and ensure identified needs are met	March 2016	Carol Chalmers
Improve engagement with parents and carers to ensure they are involved in service planning and design for children and young people with a disability	March 2016	Carol Chalmers
Create a clear documented approach to how the Self-Directed Support legislation will be applied to the wider children in need agenda	March 2016	Carol Chalmers
Introduce consistent outcomes framework to support planning and commissioning of services for all children and young people from vulnerable groups	March 2016	Donny Scott
Work to ensure all Child's Plans record review dates for actions and monitor progress appropriately	March 2016	Martin Vallely
Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services	March 2016	Carol Chalmers
Develop the skills for learning, life and work required for young people in special schools to move into and sustain an appropriate post-school destination	March 2016	Rosie Wilson

How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Number of children who need to be looked after (rate per 1,000 0-17)	(July 2014) 16.9	16.7	16.7	16.7	We aim to reduce the rate of expected increase in the overall number of children who need to be looked after through early support for children and families.	Alistair Gaw
Percentage of the looked after children population that is in kinship care	(July 2014) 25%	26%	27%	28%	The introduction of the Kinship support team has improved capacity to support kinship carers.	Scott Dunbar
Percentage of children placed with City of Edinburgh Council foster carers	(July 2014) 55%	67%	70%	73%	The ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places.	Scott Dunbar
Number of young people in secure accommodation	(July 2014) 13	8	8	8		Scott Dunbar
Average tariff score for looked after children	(2012/13) 87	90	100	110	Latest data is taken from the Scottish Government publication 'Educational Outcomes of Looked After Children' published in June 2014. National performance was 116.	Karen Prophet
Percentage of looked after children in a positive destination six months after leaving school	(2012/13) 65%	70%	75%	80%	See note above. National performance was 62%.	Karen Prophet
Percentage of Section 23s assessed within target timescales	40%	42%	44%	46%	Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. Continuous improvement targets have been set. Targets may have to be revised to take self-directed support into account.	Carol Chalmers
Percentage of children receiving a service before 1 April 2014 to have a self-directed support (SDS) plan	23%	56%	100%	100%	The aim is for all existing service users to transfer to one of the four options within three years from the implementation of the Act.	Carol Chalmers
Percentage of children with a disability in mainstream secondary schools saying they enjoy learning in school	75%	75%	-	77%	Data is taken from the biennial self-evaluation survey undertaken in schools. Data refers to April 2015.	Diana Dodd



We want all children and young people in Edinburgh to have the opportunities, encouragement, support and guidance which maximise their chances to grow up being healthy, confident and resilient and developing positive relationships. We know that children learn better, achieve more and have better life chances when they are healthy and happy.

Research has found that there are a number of key things that help support children’s social and emotional development. These include positive relationships and role models, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. Children learn positive ways to look after their minds and bodies not just through teaching but through imitation and interaction with others. It is therefore also important to promote positive physical and emotional wellbeing in the adults that work with and care for our children so they can be the positive role models that our children need.

Wherever possible, we will continue to support partnership working which shifts the emphasis from crisis management to prevention and early intervention, reduces health inequality between children and young people across Edinburgh and delivers responsive and appropriate physical and mental health services that have been designed to meet their needs.

We want our services and resources to enable and equip children and young people to make healthy lifestyle choices and reduce their exposure to, and negative impacts of, risky behaviours such as obesity, unsafe sex, unintended pregnancy, smoking and substance misuse.

What high level actions will we take?

Action	Delivered by	Lead
Offer S5/S6 pupils opportunities to become peer mentors in mental and emotional health programme e.g. <i>Cool, Calm and Connected</i>	December 2015	Patricia Santelices
Engage secondary school staff with <i>Mental Health First Aid for Children and Young People</i>	March 2017	Patricia Santelices
Engage voluntary sector youth work staff and school nurses with <i>Mental Health and First Aid</i>	September 2015	Luisa Walker
Increase staff awareness of how best to support children and young people's mental health and deal with wellbeing concerns through roll out of the <i>Supporting Children and Young People</i> guides and associated training (<i>Teenage Brains & Behaviour, Confident Staff, Confident Children</i> etc.)	March 2016	Patricia Santelices
Increase parental awareness of how best to support their children's mental health and wellbeing and improve relationships through universal programmes in primary and secondary schools (e.g. <i>Raising Children and Raising Teens with Confidence</i>)	March 2016	Patricia Santelices
Explore rollout of <i>Safe Talk</i> to residential childcare staff and children	August 2015	Rachel King
Establish a programme to create a <i>Healthy Respect</i> drop-in in or near to all Edinburgh schools	September 2015	Kirsten Kernaghan
Make <i>Healthy Families Healthy Children</i> (HFHC) available to all staff through the CEC CPD programme	March 2016	Cath Morrison
Continue to publicise the package of measures (<i>HFHC, H4U, Get Going</i> , clinical service) in place within schools and communities	August 2015	Cath Morrison
Adapt programmes in line with emerging evidence from the national <i>Child Healthy Weight</i> group and aim for a city wide agreement on school-based prevention programmes	September 2015	Cath Morrison
Engage selected secondary schools in <i>Decipher-Assist</i> programme and provide appropriate staff to support delivery of the programme	June 2017	Colin Lumsdaine
Develop and agree shared care pathways for tier 3 and tier 4 services; Identify and address gaps in service provision to support young people with problematic substance misuse and commission as required	March 2016	Robert Keightley

Action	Delivered by	Lead
Engagement of young people in development of the <i>Young People's Substance Misuse</i> service and service evaluation	March 2016	Robert Keightley
Edinburgh primary schools will be encouraged to participate in <i>NHS Lothian Smoke Free Homes and Zones</i> project	June 2016	Colin Lumsdaine
CEC youth work services and youth services funded by CEC will review smoking/tobacco policies	September 2016	Colin Lumsdaine
Ensure consistent delivery of <i>SHARE</i> programme in all secondary schools in Edinburgh	September 2015	Gael Cochrane
Introduce <i>Zero Tolerance Respect</i> programme to Edinburgh primary schools	December 2015	Helen Smart
Develop 'test of change' with young women at risk of non-attendance at school to better engage them in learning and reduce risk of unintended pregnancy	March 2016	Dona Milne
Further develop and strengthen sport, physical activity and outdoor learning provision	March 2016	David Bruce
Further develop support with <i>Mental Health and Wellbeing</i>	March 2016	David Bruce
Raise awareness of, and educate about, healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals	March 2016	David Bruce

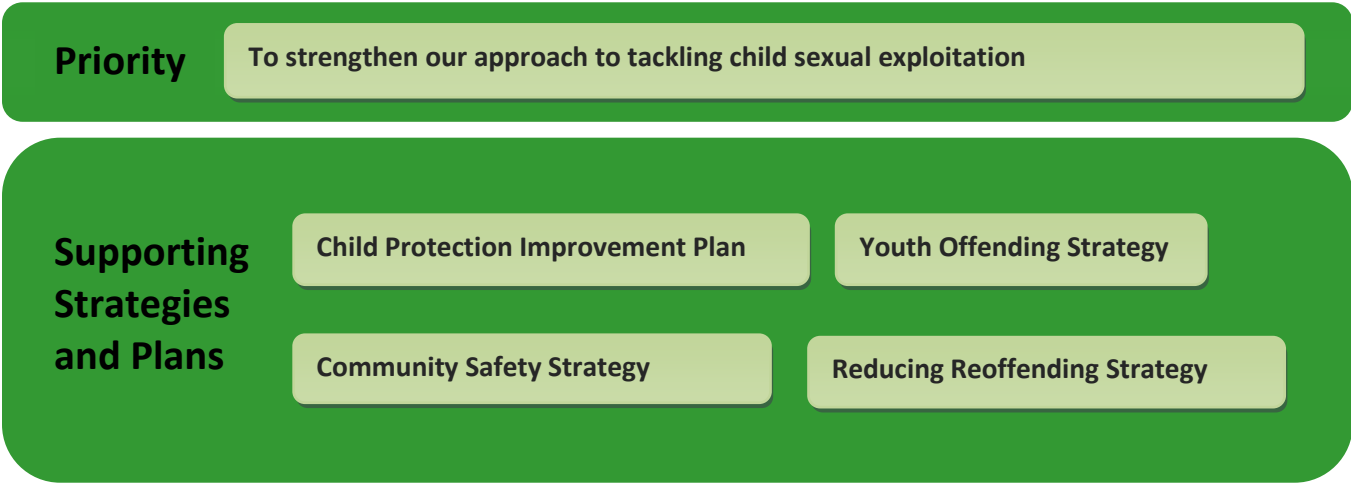
How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	88%	100%	100%	100%	Latest data shows a decline in the number of schools able to meet the PE target with 11 schools not meeting the target. This is due to increasing school rolls particularly at the lower stages. For some schools this issue will be alleviated when new facilities are built.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	96%	96%	96%	100%	Latest data shows a sustained number of schools meeting the target with only Portobello High School not meeting the 2 periods per week of PE. This situation will be rectified when the new school is built.	Karen Prophet Robin Yellowlees
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	83%	100%	100%	100%	Two schools are not meeting the target, in one case this is because the children in question would not manage to sustain 2 hours of PE during a week, and instead 90 minutes is more appropriate.	Rosie Wilson Robin Yellowlees
Percentage of P1 pupils who are at risk of obesity	10.4%	8.1%	8.0%	7.9%	Data is for the City of Edinburgh Council area and refers to school year 2013/14. The Edinburgh figure is now above the national average of 10.1%.	David Bruce
Rate (per 1,000) of teenage pregnancies amongst under 16 year olds	6.3	7.4	7.4	7.4	The NHS Lothian target is 7.4 per 1,000. Latest data refers to the year ending December 2012 and is for the Edinburgh Community Health Partnership Area. The national rate was 6.1 for the same period. The data was published in June 2014.	David Bruce

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of 15 year olds who are regular smokers	(2010) 6%	-	-	4%	Latest data taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 13% and exceeded the target of 10%. National performance improved from 13% to 10%.	David Bruce
Percentage of 15 year olds drinking once a week or more	(2010) 14%	-	-	10%	Latest data taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 18% and exceeded the target of 15%. National performance improved from 20% to 17%.	David Bruce
Percentage of 15 year olds who have used or taken drugs in the previous month	(2010) 9%	-	-	7%	Latest data taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved significantly from 2010 when it was 11% and exceeded the target of 10%. National performance improved from 11% to 9%.	David Bruce
Percentage of primary children who say they can ask for help when they need it	(2012/13) 87.5%	-	91%	-	A total of 12,157 pupils in 63 primary schools participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15. The target to reach by 2014/15 was 89%.	David Bruce

**Strategic Outcome 5
Led by Alistair Gaw**

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



It is impossible to achieve all other aspirations for our children and families if they are not safe.

We are applying the learning from significant case reviews and from research to help us to recognise risk factors more quickly and to engage more effectively, both directly with children and young people and with their families. We are reshaping some of our services to respond at an early stage to those with recognised vulnerabilities and will continue to improve our child protection services with a focus on earlier support, engagement with children and families and self-evaluation.

Tackling child sexual exploitation (CSE) in Edinburgh is a key priority. Coinciding with the publication of the Independent Inquiry into Child Sexual Exploitation in Rotherham (1997 – 2013) and the publication of Scotland’s National Action Plan to tackle Child Sexual Exploitation, we are strengthening our approach to dealing with this issue. This will include the development of multi-agency policy, strategy and guidance for operational staff, increased public awareness and staff training. We have tested out a multi-agency model for identifying and tackling risk of CSE to specific young people. The learning from this operation (including direct feedback from practitioners) has been presented to the Child Protection Committee and will inform our future strategy and procedure on CSE.

When a young person’s behaviour deteriorates or escalates, we are concerned both for the community and individuals affected, including the offending young person. We have taken steps to review our procedures for managing children and young people who pose a significant risk of harm to others and these are continuing to be disseminated through training and awareness raising.

We are improving our capacity to provide support to families to build their capacity in a way that can sustain longer term change and improvement in outcomes for children and young people.

Through our approach to implementing Getting it right for every child, our Inter-Agency Child Protection Procedures and our data sharing agreements, we are continuing to improve information-sharing among agencies to enable effective responses to causes for concern.

Through effective leadership of child protection services, we have continued to build a culture of learning and self-evaluation which is contributing to improved practice and improved safety for our most vulnerable children.

What high level actions will we take?

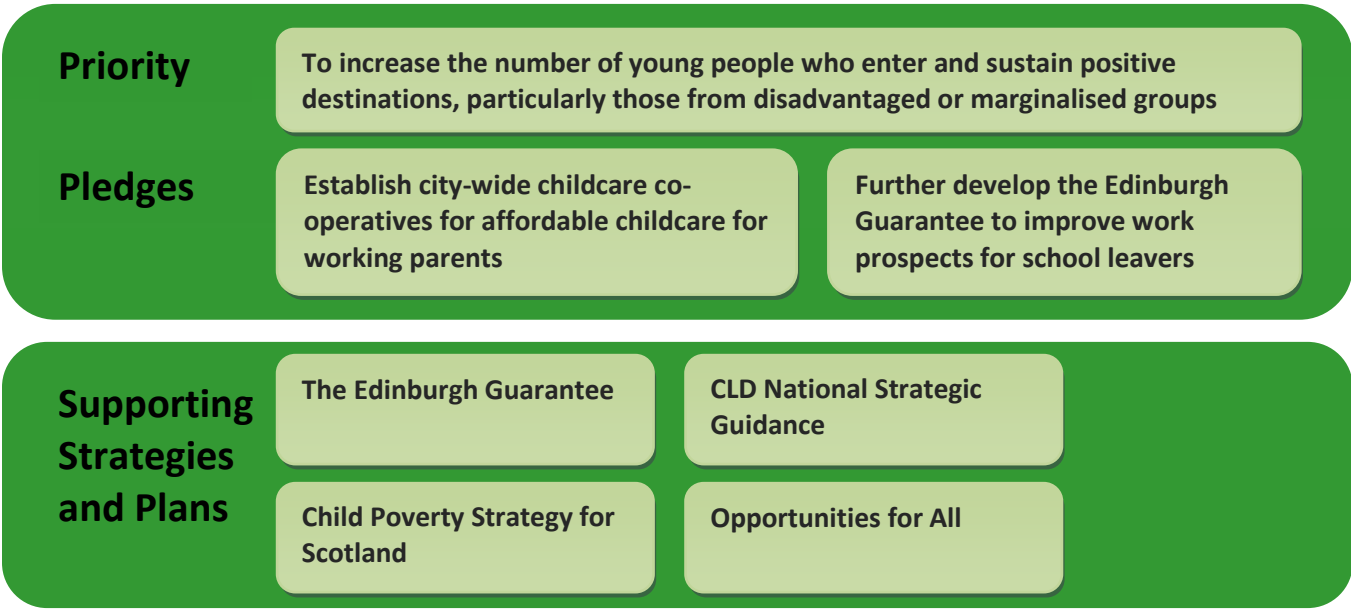
Action	Delivered by	Lead
Develop an inter-agency child sexual exploitation strategy and procedure for the City of Edinburgh	December 2015	Gareth Blair
Improve identification, recording and awareness of domestic abuse. Incorporate data into performance reporting to the <i>Quality Assurance Sub-Committee of the Child Protection Committee</i>	December 2015	Alwyn Bell
Divert more young people, who are already subject to legal orders, away from referral to the Children's Hearing system by use of early and effective interventions and flexible approaches to policing	December 2015	Donny Scott
Through the <i>Quality Assurance Sub-Committee of the Child Protection Committee</i> , single-agency and multi-agency guidance on chronologies will be reviewed to ensure consistency. Guidance will then be re-issued to the multi-agency workforce. Relevant information about a child and family will be shared and decisions will be based upon all available information.	March 2016	Andy Jeffries
As part of our programme of child protection self-evaluation, a statistically viable sample of our chronologies will be reviewed on a single-agency basis against an agreed template	March 2016	Andy Jeffries
Children and young people who are offending/or at risk of offending are identified and personalised plans developed	March 2016	Steve Harte
Develop a clear strategy which reflects how we actively involve children and their families in the design and delivery of services	March 2016	Sean Byrne
Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice	March 2016	Diana Dodd
Lead on Child Protection priorities including sharing of learning on a multi-agency basis and the maintenance and development of tools such as the eIRD	March 2016	Andy Jeffries
Implement the Safe and Together approach to families affected by domestic abuse and evaluate its outcomes for children	March 2016	Andy Jeffries
Monitor and follow procedures for dealing with the number of <i>Children Missing from Education</i>	March 2016	Moyra Wilson

How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years	86%	88%	90%	92%	The latest data refers to young people exiting the Youth Offending Service between April 2012 and March 2013. The target is to increase each year.	Donny Scott
Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	(2013/14) 6	6	6	6	The target is to maintain the good performance. National performance was 6.	Donny Scott
Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years	7%	-	-	-	The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.	Andy Jeffries
Percentage of pupils who said their school was good or very good at dealing with bullying	73%	80%	85%	90%	In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'.	Diana Dodd
Percentage of mainstream primary pupils who say they feel safe at school	88%	95%	96%	97%	Data is taken from the pupil wellbeing survey which last took place in 2012/13. New data will be available from the 2014/15 survey in June 2015.	Diana Dodd
Percentage of mainstream secondary pupils who say they feel safe and cared for at school	75%	81%	88%	95%		

**Strategic Outcome 6
Led by Andy Gray**

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



We know that poverty experienced during childhood can have a profound and lasting impact. ‘In Scotland today, over 1 in 5 children lives in poverty. It affects their health, their education, their connection to wider society and their future prospects for work’ (Joseph Rowntree Foundation, 2014). In Edinburgh, every local authority ward registers child poverty rates of 10% or more after housing costs, with the highest registering over 35% (End Child Poverty, 2013). The number of children living in poverty is projected to increase during the current decade.

We will work to provide services which help to mitigate the impact of poverty and inequality on children as well as develop strategies and actions to break cycles of disadvantage and inequality. There will be a greater focus on removing the barriers that families living in poverty face to being able to support their children’s learning. We will also work to challenge and reduce the stigma and discrimination that affects people living in poverty. We will follow the Child Poverty Strategy for Scotland and focus on its three identified priorities: Maximising Household Resources (**Pockets**); Improving children’s wellbeing and life chances (**Prospects**); and, Children from low-income households live in well-designed, sustainable places (**Places**).

We will also promote social inclusion by working with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, through active engagement in learning and work, people will be more able to contribute to, and be part of, their communities.

Through partnership working, we can provide children and young people with the opportunities to gain essential skills for work and for their personal and social lives and provide the support to make best use of these. In this way we can do our best to make sure that children and young people make the transition to adulthood with positive options, making positive choices, thus giving them the best possible start into a life which is free from poverty.

What high level actions will we take?

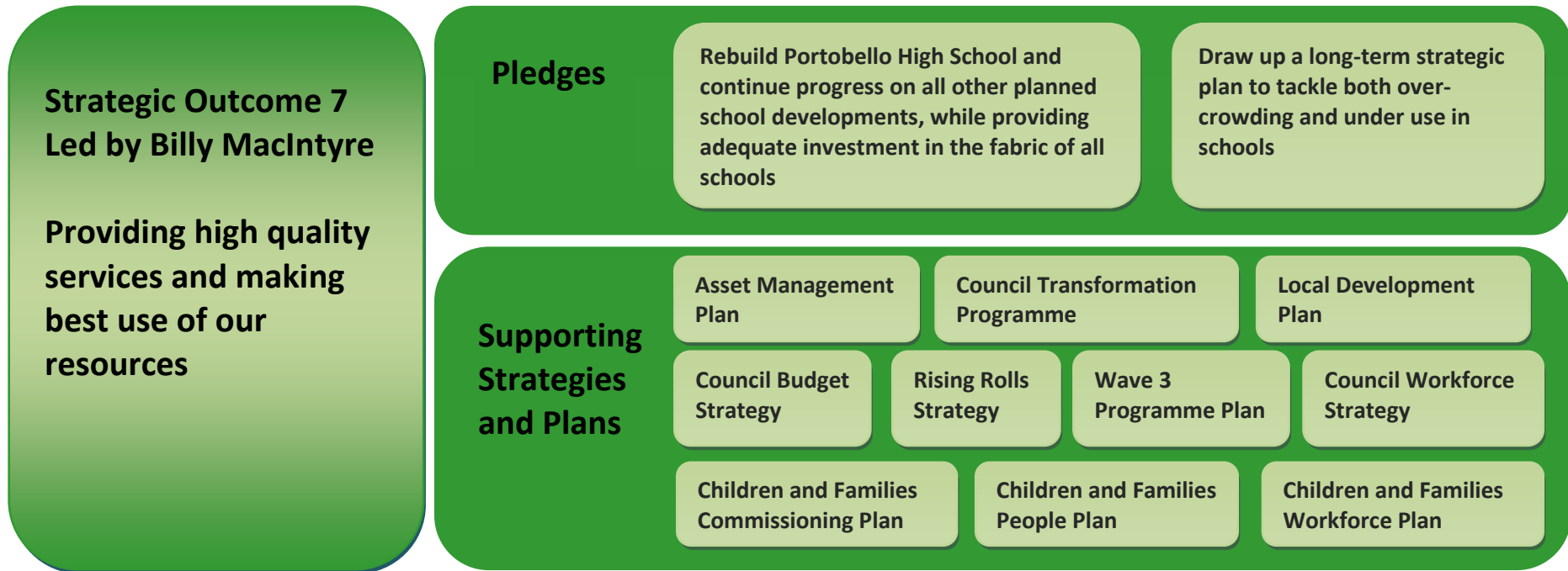
Theme	Action	Delivered by	Lead
Pockets	Develop measures to 'poverty proof' the school day, starting with a pilot in a small number of schools based on the learning from Newcastle and Glasgow	March 2016	David Bruce
	Development of more flexible and affordable childcare to meet the needs of families on a low income	December 2015	Aileen Mclean
	Work in partnership with foodbanks to better understand the reasons why families in poverty are using their services	September 2015	John Heywood
Prospects	Develop a range of youth literacies (including financial literacy) programmes in deprived areas	March 2016	David Bruce
	Provide a range of learning opportunities for personal and social development for children and young people within deprived communities	March 2016	David Bruce
	Increase the number of young people, particularly those living in deprived areas, who enrol in Edinburgh College	July 2016	Jane Handley
	Improve attendance at school and early years establishments, and attainment and achievement of young people	June 2016	Karen Prophet
	Reduce the attainment gap between the lowest achieving pupils and their peers across the city	June 2015	Karen Prophet / Moyra Wilson
	Further develop family engagement, including strong home-school partnerships and particularly for 'hardly reached' families	March 2016	Moyra Wilson
	Increase participation in high-value achievement awards (e.g. Duke of Edinburgh's Award), particularly by young people living in poverty	March 2016	David Bruce
	Increase participation in employability-related adult learning, including literacy, numeracy and ESOL	December 2015	David Bruce
	Support <i>Healthy Start</i> and the uptake of vouchers	August 2015	Graham Mackenzie

Theme	Action	Delivered by	Lead
	Develop more breakfast club provision to ensure access for all children living in poverty	August 2015	Aileen Mclean
	Continue to develop the Edinburgh Guarantee and Activity Agreements	March 2016	Karen Prophet
	Build stronger links with FE/HE, and employers, business and industry	March 2016	Karen Prophet
Places	Identify and develop more safe places to play	December 2015	Aileen Mclean
	Work in partnership with local people to build community resilience and increase co-production of services	December 2015	David Bruce
	Investigate, with other service areas, measures to reduce and prevent homelessness amongst young people	September 2015	John Heywood

How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.7%	12.6%	-	-	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Not targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the achievement gap experienced by those living in the most deprived areas in the city.	Karen Prophet
Percentage of leavers from mainstream schools who enter a positive destination	91.2%	Exceed the national average			Data is from the initial survey, sourced in September following leaving mainstream school. The national average was 92.3%.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of leavers from mainstream schools who are in a follow-up positive destination	(2012/13 leavers) 91.0%				Data is from the followup survey, sourced in the March following leaving mainstream school. The target was to reach the national average by 2013/14. Target was reached in 2011/12 and maintained in 2012/13.	
Percentage of leavers from special schools who go on to appropriate and/or positive destinations	68.2%	70%	70%	70%	Latest data is for leavers from school session 2013/14 and reflects only the number of learners leaving special schools who achieved a positive destination as defined by the Scottish Government. In addition to this a significant number of leavers from special schools have gone on to an appropriately structured destination/package of support to meet their continuing learning needs. No national data about learners from special schools is available for comparison.	Rosie Wilson
Percentage of young adults achieving all or part of their agreed learning goals	90%	92%	95%	97%		David Bruce



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

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

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

As we go forward our Commissioning Plan will help guide and inform our work with other providers and ensure that our resources support service delivery that not only improves outcomes but also achieves best value.

What high level actions will we take?

Action	Delivered by	Lead
Implement the <i>Children and Families Asset Management Plan</i>	March 2016	Billy MacIntyre
Respond to the educational infrastructure requirements arising from the additional housing identified in the <i>Local Development Plan</i> and to rising rolls	March 2016	Billy MacIntyre
Develop a consistent outcome based approach to child planning across the service area and in partnership activity to measure performance effectively	March 2016	Donny Scott
Implement <i>Workforce Plan</i> , particularly with regard to recruitment of teachers and ensuring staff have the appropriate skills and services benefit from the best skill mix	March 2016	Gillian Hunt
Implement <i>People Plan</i> and continue to develop it by responding to staff feedback, immediate priorities are responding to feedback with regard to workload and confidence in the management of change	March 2016	Gillian Hunt
Reduce bureaucracy and consequently increase direct work with service users	March 2016	Alistair Gaw / Andy Gray
Ensure that commissioning, grant funding and contracting processes consistently reflect service area priorities and deliver improved outcomes	March 2016	Alistair Gaw / Andy Gray
Strengthen support for school leadership at all levels	March 2016	Karen Prophet
Give greater accountability to head teachers and strengthen accountability <ul style="list-style-type: none"> Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice Incentivise head teachers and teachers to work in schools in challenging circumstances 	March 2016	Karen Prophet
Complete Year Three of the <i>Parental Engagement Action Plan</i>	March 2016	Moyra Wilson
Continue to improve ICT systems and equipment	March 2016	Billy MacIntyre
Contribute towards the development and implementation of a framework to support a systematic approach to joint self-evaluation	March 2016	Jon Ferrer
Continue to ensure there are clear, meaningful connections within the Council's planning framework and with other national planning frameworks, and that children's services planning responds to the requirements of the <i>Children and Young People's Act</i>	March 2016	Karen Brannen
Continue to ensure robust performance monitoring at all levels across children's services	March 2016	Karen Brannen

How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	The revenue outturn position for 2014/15, subject to audit, is balanced	Billy MacIntyre
Percentage of days lost due to staff sickness absence across Children and Families	3.94%	Maintain below 3.94%	Maintain below 3.94%	Maintain below 3.94%	The target is to continue to reduce sickness absence levels.	Mairi Grealis
Percentage of days lost due to staff sickness absence for teaching staff	3.14%	Maintain below 3.14%	Maintain below 3.14%	Maintain below 3.14%	The target is to continue to reduce sickness absence levels.	Andy Gray
Pupil:teacher ratios across all primary and secondary schools	14.9	Maintain at 14.9 or below	Maintain at 14.9 or below	Maintain at 14.9 or below	Edinburgh is currently ranked 31 out of 32 Authorities with regard to Pupil:teacher ratios. The target for 2015/16 is to maintain at the 2014/15 level of 14.9 or below.	Andy Gray
Percentage of parents/carers satisfied with their school	91%	97%	100%	100%	Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.	Karen Prophet Rosie Wilson
Percentage of primary school condition assessed at Level A or B	90%	100%	100%	100%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. National average was 83%.	Billy MacIntyre / Service for Communities
Percentage of secondary school condition assessed at Level A or B	78%	100%	100%	100%	See above note. National average was 84%.	
Percentage of special school condition assessed at Level A or B	100%	100%	100%	100%	See above note. National average was 73%.	

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

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Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Edinburgh Children's Partnership Integrated Plan for Children and Young People 2015-18

Item number	7.2
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to advise the Education, Children and Families Committee of the revised Integrated Plan for Children and Young People 2015-2018, produced by the Edinburgh Children's Partnership to guide and monitor the work of the Edinburgh Children's Partnership.

The Integrated Plan articulates the partnership's vision for children and young people in Edinburgh and clearly outlines the agreed strategic outcomes and partnership priorities. It describes the steps that we will take, together with our partners, to achieve this vision and deliver improvements in the lives of our children and their families: it also describes the performance indicators and measures that will be used to report on our joint progress.

Links

Coalition pledges	P1 – P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

Integrated Plan for Children & Young People 2015-18

Recommendations

- 1.1 It is recommended the Education, Children and Families Committee notes the Plan and its content.

Background

- 2.1 Children and Families remains committed to playing its part in the Edinburgh Children's Partnership and to working collaboratively in meeting the jointly agreed priorities which the Integrated Plan describes.
- 2.2 The Edinburgh Children's Partnership is chaired by the Director of Children and Families and comprises representation from City of Edinburgh Council, NHS Lothian, Police Scotland, Scottish Children's Reporter Administration and Edinburgh's third sector.
- 2.3 The Integrated Plan supports and complements the Children and Families Service Plan
- 2.4 Preparing, implementing and reporting on a plan for children's services is a central requirement of the Children and Young People (Scotland) Act 2014. Edinburgh is well placed to respond to this requirement.

Main report

- 3.1 This report advises the Education, Children and Families Committee of the Integrated Plan for Children and Young People 2015-18 (Appendix 1) which articulates:
 - a. The Edinburgh Children's Partnership's vision for the children and young people of Edinburgh
 - b. The structure of the Partnership and the way in which it will work to implement and report on its activities
 - c. The agreed strategic outcomes under which work will be coordinated and reported
- 3.2 The plan aligns fully with the Edinburgh Partnership's Community Plan (Single Outcome Agreement) and will also contribute directly to the Council's strategic outcomes and the Capital Coalition Pledges.

Measures of success

- 4.1 The Integrated Plan lays out in detail how progress will be measured. There is a full set of performance indicators showing current performance and targets for the next three years.

Financial impact

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

Risk, policy, compliance and governance impact

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

Equalities impact

- 7.1 There are no negative equalities impacts arising directly from this report. The Integrated Plan makes direct reference to equalities implications where relevant but overall is intended will support work which reduces the outcome gap caused by inequalities and poverty.

Sustainability impact

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

Consultation and engagement

- 9.1 Engagement has taken place through the Performance and Infrastructure Group of the Children's Partnership, with the wider Partnership membership and through the Strategic Oversight Groups which exist to deliver the work plans associated with each strategic outcome. All of these groups are multi-agency.

Background reading/external references

Edinburgh Partnership Community Plan 2015-18

Gillian Tee

Director of Children and Families

Contact: Lynne Porteous (Lead Officer, Edinburgh Children's Partnership)

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Links

Coalition pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
Council outcomes	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
Single Outcome Agreement	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>1 - Integrated Plan for Children and Young People 2015-18</p>

Edinburgh Children's Partnership
INTEGRATED PLAN FOR CHILDREN AND YOUNG PEOPLE
2015 – 2018

**getting
it right**
for every child



THE EDINBURGH PARTNERSHIP

THE EDINBURGH CHILDREN'S PARTNERSHIP

The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. It is supported in its work by a Chief Officer Group. Each group meets bi-monthly

From April 2015 an Integrated Children's Services Board will also be established. This will build on and support the work of the Partnership and Chief Officer Group and also 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 Partnership's vision is that all children and young people in the city enjoy their childhood and fulfil their potential whatever their circumstances. To achieve this we place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood.

The Edinburgh Children's Partnership comprises representatives from City of Edinburgh Council (CEC), Voluntary Sector (through EVOC), NHS Lothian (NHS), Scottish Children's Reporter Administration (SCRA), Police Scotland and Edinburgh College.

As a Partnership, we recognise the need for excellent universal services that build resilience and provide important protective factors. We will do all we can to strengthen support for families and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range

of services to meet local people's needs and we will strengthen this through the development of the Team around the Cluster in localities.

We recognise that when children, young people or families need help or support they should get it as quickly as possible, from services that are responsive, appropriate, proportionate and timely and always focused on the best possible outcomes for the children and young people concerned.

We promote the values of equality, rights, diversity, respect and integrity across all our working relationships and work to ensure that help and support is provided, wherever possible, by those who know the child, young person or family well and understand what they need and what works well for them.

As the impact of disadvantage and inequalities on outcomes for children and young people is increasingly recognised, tackling this is central to achieving our vision. We will work both to tackle the root causes, and mitigate the impacts, of poverty and disadvantage and to proactively address inequalities in our planning and service delivery.

THE INTEGRATED PLAN FOR CHILDREN AND YOUNG PEOPLE

This plan – for all children, young people and their families in Edinburgh – has been developed by the Edinburgh Children's Partnership. It is aligned to the Edinburgh Partnership's Community Plan (formerly known as the Single Outcome Agreement) which describes how the city delivers the Scottish Government's commitments and its agreed shared priorities. The Community Plan focuses on four priority outcomes:

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

The content of the Integrated Plan delivers on these priorities and sets out how partners have committed to work together effectively to secure the delivery of efficient, high quality and best value services resulting in improved outcomes for Edinburgh's children and young people, their families and their communities.

KEY DRIVERS

The [Christie Commission report](#) outlined the importance of integrating public services to improve outcomes for the people of Scotland. The establishment of the Integrated Children's Services Board and a single NHS lead for Children's Health will further enhance joint service planning, commissioning and delivery.

The [Children and Young People \(Scotland\) Act 2014](#), requires community planning partners to demonstrate the extent to which children and young people's wellbeing is maximised and their rights are promoted and protected through joint planning and service delivery across a number of areas.

These include:

- Increasing the amount and flexibility of free early learning and childcare for 3 and 4 year olds and eligible 2 year olds
- Improving permanence planning for looked after children, and supporting the parenting role of kinship carers
- Enshrining elements of the *Getting it right for every child* (GIRFEC) approach in law, ensuring a single planning approach for children who need additional support from services, a single point of contact for every child and a holistic understanding of wellbeing
- Increasing accountability for progressing actions in children's services plans
- Providing reports on actions taken to meet requirements under the [UN Convention of the Rights of the Child](#).

OUR STRATEGIC OUTCOMES

This plan covers the period from April 2015 – March 2018. It gives detail on our strategic outcomes and priorities for improvement. It also outlines the high level actions we will take to achieve the outcomes and priorities and the key performance indicators we will use to measure progress. Each of the high level actions is aligned to the quality indicators used by the Care Inspectorate in '[How well are we improving the lives of children and young people?](#)' (see page 36).

Performance for the year 2014/15, and the relevant target for that year is contained in the annual report of progress which will be available via the [Children's Partnership web pages](#).

The plan is structured around the seven Strategic Outcomes identified by the Children's Partnership. These are:

- SO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
- SO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
- SO3 - Our children and young people in need, or with a disability, have improved life chances
- SO4 - Our children and young people are physically and emotionally healthy
- SO5 - Our children and young people are safe from harm and fear of harm, and do not harm others
- SO6 - Our children's and young people's outcomes are not undermined by poverty and inequality
- SO7 - Making effective use of our resources

PRIORITIES FOR IMPROVEMENT

The summary report of the joint inspection of inter-agency provision of children's services in Edinburgh, published in April 2013, assessed our services as *good*. A number of key strengths and areas for improvement were noted. The report ([Services for children and young people in the City of Edinburgh](#)) also noted that inspectors were very confident that our services would be able to make the necessary improvements.

Taking into account these findings, and using ongoing performance information, the following priorities for improvement have been identified:

Integrated Plan for Children and Young People 2015 - 2018

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- to improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- to improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- to improve mental health and wellbeing outcomes for children and young people
- to strengthen our approach to tackling child sexual exploitation
- to increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups

HOW WILL THE PARTNERSHIP DELIVER THE OUTCOMES IN THE PLAN?

A Strategic Oversight Group (SOG), led by a member of the Edinburgh Children's Partnership, coordinates the multi-agency planning of services to address these outcomes and priorities and report on progress and improvement. A diagrammatic representation of the Partnership and these groups can be found on page 34.

Each SOG will develop its own workplan to deliver the high level actions in the Integrated Plan. Whilst the responsibility for ensuring actions are taken often remains with individual agencies and is detailed in their service plans, the SOG Lead has a key

role in ensuring all agencies remain focussed on delivering improved outcomes for children and young people and in coordinating regular reporting to the Children's Partnership. Progress reports refer specifically to the agreed improvement themes and describe how outcomes are being met as well as detailing self-evaluation and engagement activity.

Guidance and scheduling for reporting is produced by the Partnership's multi-agency Performance and Infrastructure Group which meets monthly.

HOW DO WE MEASURE SUCCESS?

The Children's Partnership has a set of well-defined measures, with three-year targets, which are used for measuring success and progress towards achieving outcomes and addressing improvement priorities.

We want to develop further measures to assess our performance in achieving meaningful outcomes for children and young people in the long term. The Children's Partnership is developing an agreed outcomes framework for use in child planning across all partner agencies: this will also assist in assessing progress against our shared outcomes. We will continue to use existing performance information whilst developing this framework and other indicators to help us better support our joint assessment of progress in achieving the desired outcomes and quality services for children and young people.

Key to measuring progress is getting regular feedback from children, young people and their families about how well we are doing in meeting their needs. Feedback is used to inform planning for future service delivery. We will also seek to improve

the quality of our joint self-evaluation to aid in measuring the success of partnership activity.

Strategic Oversight Group reports to the bi-monthly Children's Partnership incorporate details of engagement and self evaluation activity.

Further information on the Integrated Plan for Children and Young People, measuring progress, leadership and key groups can be found on the [Children's Partnership web pages](#).

Strategic Outcome 1
Jointly led by Aileen McLean and Lynda Cowie

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

Improvement themes

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

Improve planning to meet needs so children experience long lasting improvements

Ensure eligibility criteria do not restrict access to services

Continue to reduce outcome gaps for those at risk

Improve parent and carer support

Improve joint self-evaluation

Supporting Strategies and Plans

Early Years Strategy and Action Plan

Early Years Collaborative

Integrated Literacy Strategy

Early Years Change Fund Action Plan

Additional Support for Learning Priorities

We know that there is a direct link between the experiences of early childhood and what happens in adult life. We also know that parents' and carers' interaction with children during early childhood is critical in developing relationships and laying the foundations for positive physical and mental health development. "Giving every child the best start in life is also crucial to reducing health inequalities across the life course" (Marmot Review 2010). In planning our services and allocating resources we will focus on addressing the social gradient in terms of families' access to good quality, early childhood experiences. To achieve this we will continue to deliver high quality, universal early years' services which build family capacity and confidence and also provide additional support for those children most in need.

In October 2012, the Scottish Government launched the Early Years' Collaborative with the aim of making Scotland the best place in the world to grow up and to put the Early Years' Framework into practical action. The Edinburgh Early Years Collaborative Team was established to build on existing partnership work towards meeting the stretch aims identified by the Scottish Government (reduction in the rate of stillbirths and infant mortality, children reach appropriate developmental milestones - by the time of the 27-30 month review, by the time the child starts primary school and by the end of Primary 4). This multi-agency team established the following six groups to drive forward this work: Early support for pregnancy and beyond; Attachment and child development beyond maternity services and the 27-30

month child health review; Continuity of care in transitions between services; Developing parenting skills through Family Engagement to support early learning; Addressing child poverty; and, Improving attainment at primary 4.

We want to deliver increasingly integrated early years learning and childcare options with an emphasis on effective learning and support programmes for parents and carers, increased outreach provision and good quality local resources and information. Implementing and monitoring early interventions through the Early Years Change Fund is central to our ability to deliver transformational change in this respect and we will build on the learning from this approach in our service planning and delivery.

What high level actions will we take?

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve support in early years so that all children reach appropriate developmental milestones	Improve the health and wellbeing of pregnant women	December 2015	Lynda Cowie (NHS)	2.1
	Develop early years services in all localities and increase the range of services provided through partnership working and more flexible use of resources	August 2015	Aileen McLean (CEC)	6.2
	Identify approaches to improve readiness for school including literacy, numeracy and health and wellbeing	August 2015	Aileen McLean (CEC)	2.1
	Develop and deliver the Psychology of Parenting Project in Edinburgh (a cluster-based approach to begin with, building to a whole city approach)	March 2016	Donny Scott (CEC)	2.2
	Continue to support the sustainability of Family Nurse Partnership to become a core universal service	August 2015	Lynda Cowie (NHS)	2.1
Continue to reduce outcome gaps for those at risk	Work with partners to develop a 'Childcare Guarantee' based on the Edinburgh Guarantee model to encompass childcare to support employment and training and universal breakfast and after-school club provision	March 2016	Vivienne Robinson (CEC)	2.1, 2.2
	Explore options for school holiday activity and care provision for children with additional support needs	August 2015	Carol Chalmers (CEC)	2.1, 2.2
Improve planning to meet needs so children experience long lasting improvements	Use the results from the 27-30 month Health Visitor review to improve planning for individual children	March 2016	Graham McKenzie (NHS)	5.3

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Ensure eligibility criteria do not restrict access to services	Increase access to early learning and childcare for all 3-4 year olds and eligible 2 year-olds to 600 hours per year	August 2015	Aileen McLean (CEC)	2.2
	Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery	March 2016	Aileen McLean (CEC)	5.2, 5.3
Improve parent and carer support	Ensure local delivery of an identified range of parent support interventions and use feedback data to inform future priorities and influence practice	March 2016	Pat Southall (CEC)	2.1, 2.2
	Further develop opportunities for participation in Family Learning in targeted schools and nurseries	March 2016	Maria Gray (CEC)	2.1, 2.2
Improve joint self-evaluation	Use the PDSA approach (as used in the Early Years Collaborative) to evaluate possible changes to services	August 2015	Donna Murray (CEC)	6.4
	Implement the quality assurance framework for 0-3 in all establishments	August 2015	Aileen McLean (CEC)	6.4, 8.3

How will we measure progress?

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	475	475	600	600	600	The target of providing and securing 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for eligible 2 year olds by August 2014 was achieved.
Percentage of children who have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review	N/A	79%	81%	83%	85%	During the year 1 April 2013 – 31 March 2014, of 5304 eligible children, 4628 were assessed. There was no concern over all domains for 3650 of these children. There is an upward trend in performance between quarter 1 (76%) and quarter 4 (81%).

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of pregnant women in each SIMD quintile booked for antenatal care by the 12th week of gestation	90%	90%	90%	90%	90%	Latest data is for Edinburgh Community Health Partnership for April 2013 – March 2014. Target was originally to reach 80% by March 2015. As we are currently exceeding the target, NHS Lothian has agreed to stretch the target to 88%. Booking in for antenatal care ensures access to health support.
Percentage of Care Commission inspection reports evaluating 'Quality of Care and Support' as good or above	94.3%	Not available	95%	96%	97%	A Growing Up in Scotland project report has shown that children who experienced high quality care were more likely to show better language skills by age five, irrespective of their skills at age three and their background characteristics.
Percentage of children entering P1 with a baseline numeracy score of 85 or more	91%	90%	92%	92%	92%	The data is based on analysis of standardised tests administered to P1 pupils at the start of term. As it is a standardised assessment the aim is to maintain performance.
Percentage of children entering P1 with a baseline literacy score level of 85 or more	89%	89%	90%	90%	90%	

Strategic Outcome 2
Jointly led by David
Bruce and Karen Prophet

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

**Improvement
themes**

Reduce the gap in achievement
experienced by vulnerable children and
young people, particularly those living in
deprived areas

Improve planning to meet
needs so children
experience long lasting
improvements

Improve and extend help and support at
an early stage

Improve joint self-
evaluation

**Supporting
Strategies
and Plans**

Vision for
Schools

Curriculum
for Excellence

Integrated
Literacy Strategy

Parental Engagement
Strategy

National CLD
Strategic Guidance

Additional Support
for Learning Priorities

Better Relationships, Better
Learning, Better Behaviour

We are committed to providing high quality learning environments which work with families to meet the needs of all children and young people. We recognise that many children face barriers to learning and that these may arise in school and/or as a result of family or social circumstances. We are committed to the delivery of effective provision to meet these additional support needs and by identifying early those at greatest risk of being educationally disadvantaged we can target collaborative support to ensure that all achieve their full potential. The implementation of Getting it right for every child through a well-informed assessment of need and a single integrated child's plan which addresses all aspects of the wellbeing of children, is therefore a key priority.

By enabling children and young people to develop the knowledge, skills and attributes they need to flourish in life, learning and work, they will become successful learners, confident individuals, responsible citizens and effective contributors. In addition to existing attainment measures, we are developing more ways to measure wider achievement in areas such as the Duke of Edinburgh and John Muir Award Scheme, outdoor learning, volunteering and creative learning. We also recognise and value the contribution that children and young people make to their own learning, development and achievement when they engage in youth work and other community learning and development activities and support the provision of such opportunities at locality level.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. The Partnership will promote joint working which supports this approach across all learning communities in Edinburgh.

What high level actions will we take?

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Reduce the gap in achievement experienced by vulnerable children, particularly those living in deprived areas	Increase opportunities to develop citizenship and wellbeing through accreditation of all schools as Rights Respecting Schools	March 2016	David Bruce (CEC)	2.1
	Ensure that those at risk of being educationally disadvantaged, particularly those living in deprived areas, are identified early and collaborative support is targeted	June 2016	Karen Prophet (CEC)	2.1
	Continue to increase the use of joint practice by neighbourhood/strategic groups senior leaders to identify strengths and areas for improvement in performance as part of the ongoing strategies for further improvement	March 2016	Karen Prophet (CEC)	2.1, 6.4
	Continue to engage with partners to develop different pathways for individual young people	March 2016	Karen Prophet (CEC)	5.3
	Ensure children and young people with a disability are engaged with and enjoy attending school	March 2016	Karen Prophet (CEC)	2.2
	Maintain a range of opportunities for participation in non-formal learning activities	March 2016	Maria Gray (CEC)	2.1
	Establish a STEM (Science, Technology, Engineering and Mathematics) academy to take forward the recommendations of the Developing Scotland's Workforce report	March 2018	Jane Handley (Edinburgh College)	2.1
	Increase overall participation in universal youth work	March 2016	David Bruce (CEC)	2.1, 4.1

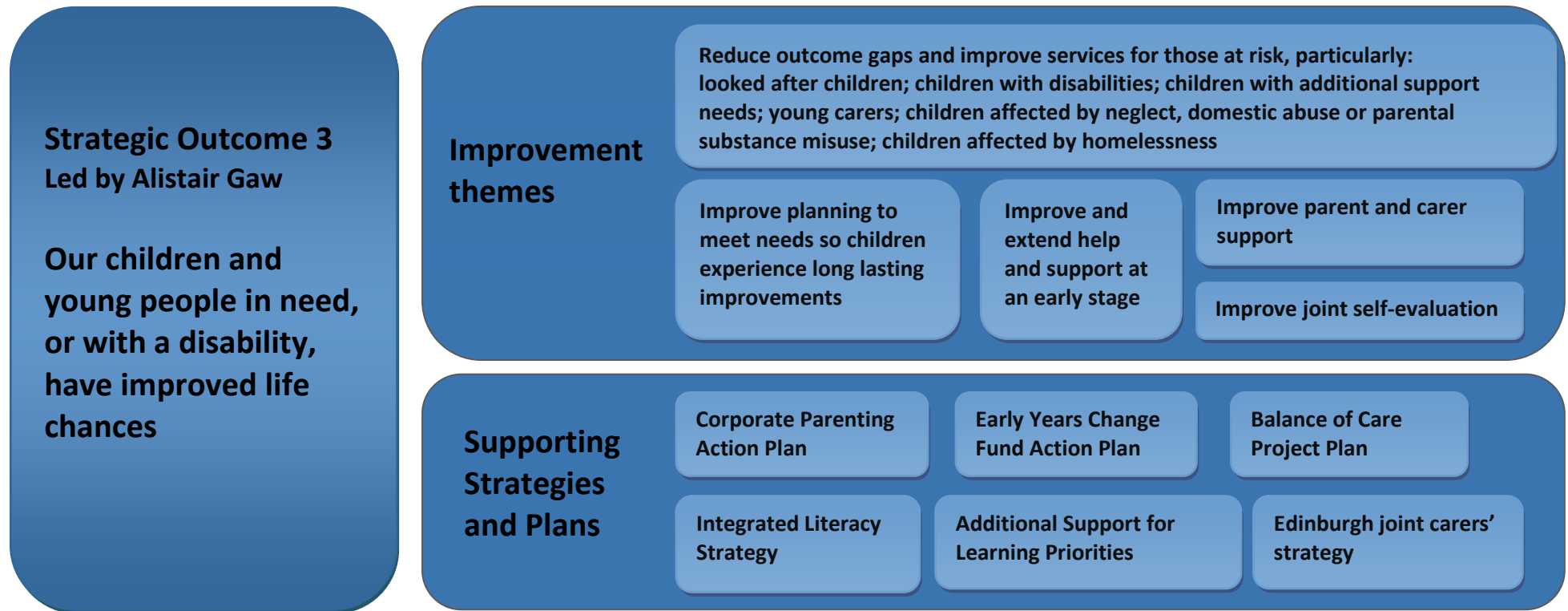
Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve planning to meet needs so children experience long lasting improvements	Ensure there is clarity regarding child's planning including format of plans and expectations of meetings, involvement of parents, young people and partners	March 2016	Karen Prophet (CEC)	6.1, 5.3, 6.3
	Ensure that all schools provide opportunities to have a say in the running of the school, and are asked for feedback on their learning experiences	March 2016	Karen Prophet (CEC)	5.3
	Develop measures to support performance monitoring on wider achievement	March 2016	David Bruce (CEC)	6.4
Improve and extend help and support at an early stage	Ensure there are consistent approaches across all schools to assessing and responding to risks and needs	March 2016	Karen Prophet (CEC)	5.2
	Improve engagement with parents	March 2016	Moyra Wilson (CEC)	6.3
Improve joint self-evaluation	Continue to increase the use of more robust self-evaluation to ensure up-to-date, high quality information which is used to guide change in order to improve outcomes for young people	September 2015	Karen Prophet (CEC)	8.3, 2.1
	Develop effective self-evaluation involving key strategic leads to inform future plans	September 2015	Karen Prophet (CEC)	8.3

How will we measure progress?

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of pupils gaining 5+ SCQF awards at Level 6	29.7%	30.4%	30.8%	-	-	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. 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)	8.1%	8.7%	12.6%	-	-	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the gap in achievement experienced by those living in the most deprived areas in the city.

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Average tariff score for looked after children	88	87	In line with or above the national average			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 116. The aim is to close the gap in achievement experienced by those who are looked after.
Percentage of half days attended by pupils in mainstream primary schools	94.9%	95.5%	95.6%	95.7%	95.8%	Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data is taken directly from SEEMIS. No national data is available for 2013/14.
Percentage of half days attended by pupils in mainstream secondary schools	92.5%	93.0%	93.1%	93.2%	93.3%	
Percentage of half days attended by pupils in special schools	91.7%	90.4%	90.6%	90.6%	90.6%	
Number of young people participating in the Duke of Edinburgh Awards programme	2,986	3,633	3,633	3,633	3,633	Record numbers of young people are participating in the scheme. The aim is to maintain the current participation levels.
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	432	616	627	658	691	Implementation of e-DofE (the electronic recording system) has improved reporting mechanisms significantly. 616 is the highest level of achievement to date and is split into 458 Bronze, 106 Silver and 52 Gold.
Percentage of young people achieving Duke of Edinburgh awards who live in deprived areas	17%	18%	20%	21%	22%	The data relates to those who have achieved an award and who live in a deprived area based on the 30% most deprived areas in Scotland using the Scottish Index of Multiple Deprivation.
Number of schools with Rights Respecting School Award (at all levels)	4	17	25	40	60	The data includes the 3 stages of the award – Record of Commitment; level 1 and level 2. Further increases in figures will be dependent on securing funding for delivery of the awards.
Number of children and young people achieving a John Muir award through school and the Outdoor Learning Centres	686	1,036	1,150	1,270	1,400	

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well	Not available	78%	80%	82%	84%	
Number of young people (11-18) taking part in structured informal learning opportunities	7,500	7,500	7,500	7,500	7,500	Opportunities include open youth club provision, award scheme groups, specific activity groups. The aim is to maintain the participation levels.
Percentage of primary pupils who say they feel safe at school	88%	Not available	95%	96%	97%	Data taken from the pupil wellbeing survey. The survey is now biennial with the next survey to be carried out in 2014/15.
Percentage of secondary pupils who say they feel safe and cared for at school	75%	Not available	81%	88%	95%	



We know that the needs of vulnerable children are best met in stable family situations and that looked after children (LAC) often experience poorer outcomes than their peers. We therefore want to support families earlier and more effectively when concerns are first identified and will encourage activities, allocate resources and support communities that provide a caring environment for children and young people in need.

We want to improve outcomes for all our children in need by focusing our attention on providing help and support at an early stage and working in partnership to address assessed needs as quickly possible. We also want to develop more integrated support services and strengthen the coordination role of the key worker or lead professional to minimise the number of interventions that families experience whilst maximising the impact of the allocated resource. Schools and associated support services will work together to improve attainment and wellbeing for all children and particularly for children in need.

By improving support for children and families at home, and in communities, we want to reduce the *need* for children to be accommodated and to be in a stronger position to invest more in early and effective identification and prevention work.

What high level actions will we take?

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Reduce outcome gaps and improve services for looked after children	Deliver all actions in the city's Looked After Strategy and Corporate Parenting Action Plan	March 2016	Scott Dunbar (CEC)	2.1
	Ensure looked after children have an up-to-date health assessment	August 2015	Anne Neilson (NHS)	2.1
	Develop deliverable and safe alternative(s) to secure accommodation for young women at risk	March 2016	Scott Dunbar (CEC)	2.1
	Expand the range of foster care and placements available	March 2016	Scott Dunbar (CEC)	2.1, 2.2, 5.3
	Raise the attainment levels of looked after children and young people through a range of targeted actions within school settings and as part of the <i>Curriculum for Excellence</i>	June 2016	Karen Prophet (CEC)	2.1
Reduce outcome gaps and improve services for children and young people with disabilities	Increase access to social and leisure activities for children with a disability within universal services	March 2016	Carol Chalmers (CEC)	2.1, 2.2
	Develop the <i>Transition of Young People from Children's to Adult Services</i> policy to take into account the implications of Self-Directed Support	July 2015	Carol Rice (CEC)	2.1
	Develop the <i>Children and Young People's Autism Strategy for Edinburgh</i> – to extend the <i>Children and Families Autism Plan</i> to include key priorities for all children with Autism	March 2016	Martin Vallely (CEC)	2.1, 6.2
	Provide more consistent training across sectors and agencies in terms of dealing appropriately with children with challenging behaviour and/or complex needs	March 2016	Gillian Hunt (CEC)	7.2
	Develop the pupil/carer survey to include specific questions on levels of support provided and satisfaction with this	March 2016	David Maguire (CEC)	2.2, 6.3
	Develop performance measures to allow monitoring of whether children with a disability are able to access the appropriate supports to enable them to experience improved outcomes	March 2016	Carol Rice (CEC)	2.1, 6.4

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Reduce outcome gaps and improve services for children with additional support needs	Develop locality-based ASL service delivery option	March 2016	Martin Vallely (CEC)	2.1, 6.2
Reduce outcome gaps and improve services for young carers	Ensure that young carers' needs are adequately reflected in city's <i>Carers Strategy</i>	June 2015	Donny Scott (CEC)	2.1, 6.2
	Ensure young carers are identified, recorded and supported within the education sector	June 2015	Donny Scott (CEC)	2.1, 5.2
Reduce outcome gaps and improve services for children affected by neglect or domestic abuse or parental substance misuse	Analyse the pathway and outcomes from the positive identification of domestic abuse during routine enquiry	March 2016	Ros Boyd (NHS)	2.1, 2.2, 6.2
	Develop tools to support Named Persons when they are working with children affected by domestic abuse	March 2016	Anna Mitchell (CEC)	3.1, 7.2
	Provide earlier support to families experiencing difficulties (with a specific focus on substance misuse and domestic violence) to reduce the need for children to become looked after	March 2016	Donny Scott (CEC)	2.1, 2.2, 5.2
Reduce outcome gaps and improve services for children affected by homelessness	Build on existing <i>Recovery Hub</i> work to better identify children in need and provide support appropriately; Extend existing model to all <i>Recovery Hubs</i>	March 2016	Nick Smith (CEC)	2.1, 5.2
	Gather data on adults and children who are registered homeless or are in temporary accommodation due to domestic abuse	August 2015	Anna Mitchell (CEC)	6.4
Improve and extend help and support at an early stage	Improve knowledge and understanding of Getting it right core components	March 2016	Martin Vallely (CEC)	6.2, 5.3
	Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery	March 2016	Martin Vallely (CEC)	2.1, 5.3
	Work to increase availability and uptake of long acting reversible contraception in community, specialist and hospital settings	March 2016	Dona Milne (NHS)	2.1

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve parent and carer support	Review availability of support provision to take account of <i>Self-Directed Support</i>	June 2015	Carol Chalmers (CEC)	2.1, 2.2
	Provide specific parenting support and/or programmes for families of children with a disability	March 2016	Carol Chalmers (CEC)	2.1, 2.2
	Carry out Section 23 assessments as quickly as possible and ensure identified needs are met	March 2016	Carol Chalmers (CEC)	2.1, 2.2
	Develop and deliver the <i>Psychology of Parenting Project</i> in Edinburgh (a cluster-based approach to begin with, building to a whole city approach)	March 2016	Donny Scott (CEC)	2.2
Improve planning to meet needs so children experience long lasting improvements	Ensure all children with a disability have a child's plan	March 2016	Carol Chalmers (CEC)	5.3
	Improve engagement with parents and carers to ensure they are involved in service planning and design for children and young people with a disability	March 2016	Carol Chalmers (CEC)	6.3
	Map disability services (including securing necessary funding)	December 2015	Joan Fraser (Voluntary Sector)	6.2
	Introduce consistent outcomes framework to support planning and commissioning of services for all children and young people from vulnerable groups	March 2016	Donny Scott (CEC)	2.1, 6.4
	Work to ensure all Child's Plans record review dates for actions and monitor progress appropriately	March 2016	Martin Vallely (CEC)	2.1, 5.3
	Redesign <i>Children Affected by Parental Substance Misuse (CAPSM)</i> services across the city to ensure equity of provision	March 2016	Nick Smith (CEC)	5.3
Improve joint self-evaluation	Evaluate appropriateness and timeliness of services to meet individuals and families needs through case file audits and self evaluation activity	March 2016	Jon Ferrer (CEC)	6.4, 8.3

How will we measure progress?

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Number of children who <u>need</u> to be looked after (rate per 1,000 0-17)	16.8	16.9	16.7	16.7	16.7	Through early support for children and families (while still responding to need), we aim to reduce the rate of growth in the number of children who need to be looked after. The calculation changed in 2013/14 from 0-18 to 0-17 to better reflect the population.
Percentage of the looked after children population that is in kinship care	21%	25%	22%	23%	24%	The introduction of the Kinship care support team has improved capacity to support kinship carers. Performance is monitored on a monthly basis and the figure shown is as at the end of July 2014.
Percentage of looked after children provided with a physical health assessment	Not available	98%	100% for all LAC	100% for all LAC	100% for all LAC	Assessments are currently undertaken with looked after and accommodated children and latest data shows 98% for the year 2013 with 100% achieved from February through to December. From December 2013 NHS Lothian will provide assessments for all looked after children, including those looked after at home.
Percentage of looked after children in a positive destination six months after leaving school	60%	65%	70%	75%	80%	Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 62%.
Average tariff score for looked after children	88	87	90	100	110	Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 116.
Percentage of Section 23s assessed within target timescales	35%	40%	42%	44%	46%	Under Section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. Continuous improvement targets have been set. Targets may have to be revised to take self-directed support into account.
Rate (per 1,000) of uptake by women aged 15-49 of very long acting reversible methods of contraception (LARC)	49.6	57.5	60	60	60	Data taken from NHS ISD Division publication 'Long acting reversible methods of contraception – Key Clinical Indicator' published in September 2014. The national figure was 62.1.
Percentage of children with a disability in mainstream schools saying they enjoy learning in school	Not available	64%	75%	-	77%	Data is taken from the self-evaluation survey undertaken in schools. The survey is biennial and will be run next in 2015.



We want all children and young people in Edinburgh to have the opportunities, encouragement, support and guidance which maximise their chances to grow up being healthy, confident and resilient and developing positive relationships. We know that children learn better, achieve more and have better life chances when they are healthy and happy.

Research has found that there are a number of key things that help support children’s social and emotional development. These include positive relationships and role models, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. Children learn positive ways to look after their minds and bodies not just through teaching but through imitation and interaction with others. It is therefore also important to promote positive physical and emotional wellbeing in the adults that work with and care for our children so they can be the positive role models that our children need.

Wherever possible, we will continue to support partnership working which shifts the emphasis from crisis management to prevention and early intervention, reduces health inequality between children and young people across Edinburgh and delivers responsive and appropriate physical and mental health services that have been designed to meet their needs.

We want our services and resources to enable and equip children and young people to make healthy lifestyle choices and reduce their exposure to, and negative impacts of, risky behaviours such as obesity, unsafe sex, unintended pregnancy, smoking and substance misuse.

What high level actions will we take?

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve mental health and wellbeing outcomes for children and young people	Offer S5/S6 pupils opportunities to become peer mentors in mental and emotional health programme e.g. <i>Cool, Calm and Connected</i>	December 2015	Patricia Santelices (CEC)	2.1
	Engage secondary school staff with <i>Mental Health First Aid for Children and Young People</i>	March 2017	Patricia Santelices (CEC)	2.1
	Engage voluntary sector youth work staff and school nurses with <i>Mental Health and First Aid</i>	September 2015	Luisa Walker (NHS)	2.1
	Increase staff awareness of how best to support children and young people's mental health and deal with wellbeing concerns through roll out of the <i>Supporting Children and Young People</i> guides and associated training (<i>Teenage Brains & Behaviour, Confident Staff, Confident Children</i> etc.)	March 2016	Patricia Santelices (CEC)	3.1, 7.2
	Increase parental awareness of how best to support their children's mental health and wellbeing and improve relationships through universal programmes in primary and secondary schools (e.g. <i>Raising Children and Raising Teens with Confidence</i>)	March 2016	Patricia Santelices (CEC)	2.2
	Explore rollout of <i>Safe Talk</i> to residential childcare staff and children	August 2015	Rachel King (NHS)	2.1, 2.2
	Establish a programme to create a <i>Healthy Respect</i> drop-in in or near to all Edinburgh schools	September 2015	Kirsten Kernaghan (NHS)	2.1, 2.2

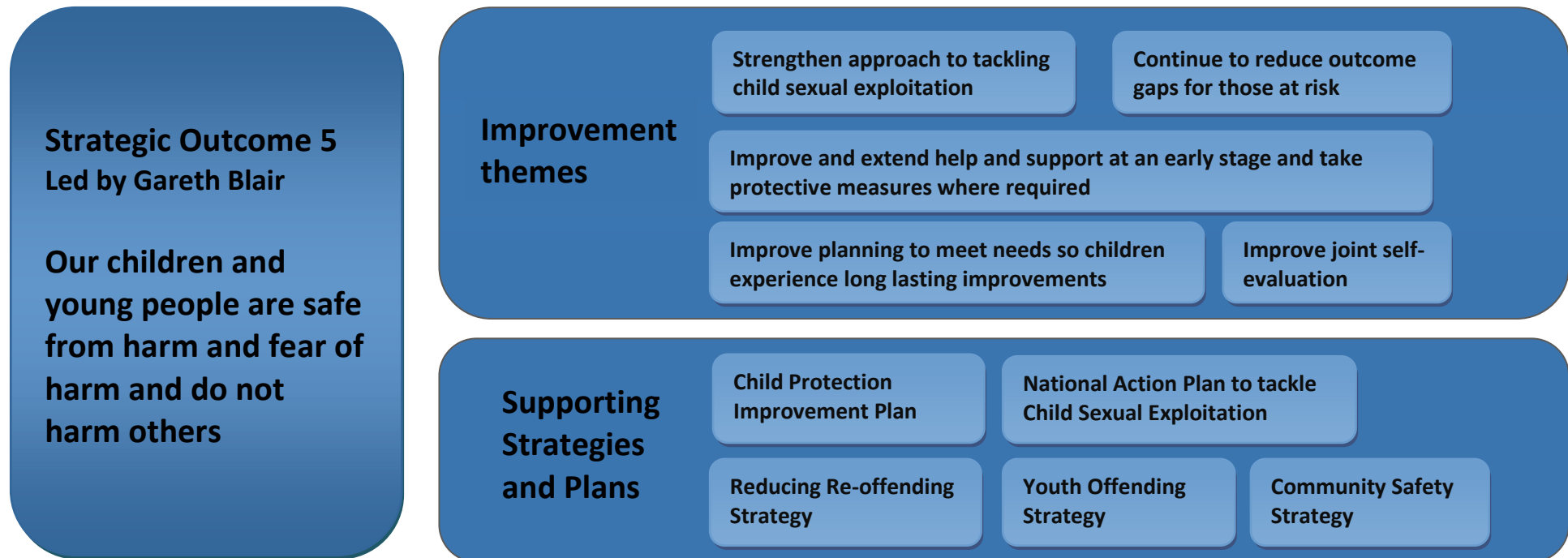
Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve and extend help and support at an early stage in relation to child healthy weight	Make <i>Healthy Families Healthy Children</i> (HFHC) available to all staff through the CEC CPD programme	March 2016	Cath Morrison (NHS)	7.2
	Continue to support <i>Health 4U</i> (H4U) availability to all local authority schools in Edinburgh (in 8 schools as at November 2014)	March 2016	Cath Morrison (NHS)	2.1
	Explore securing funding to mainstream <i>Get Going</i> and <i>H4U</i> programmes	August 2015	Cath Morrison (NHS)	2.1
	Continue to publicise the package of measures (<i>HFHC, H4U, Get Going</i> , clinical service) in place within schools and communities	August 2015	Cath Morrison (NHS)	2.1
	Extend the PE pilot in north Edinburgh (Flora Stevenson, Stockbridge, St Mary's Leith) to other schools	September 2015	Graham Mackenzie (NHS)	2.1
	Adapt programmes in line with emerging evidence from the national <i>Child Healthy Weight</i> group and aim for a city wide agreement on school-based prevention programmes	September 2015	Cath Morrison (NHS)	6.2
Improve and extend help and support at an early stage in relation to children exhibiting risk-taking behaviour	Engage selected secondary schools in <i>Decipher-Assist</i> programme and provide appropriate staff to support delivery of the programme	June 2017	Colin Lumsdaine (NHS)	2.1, 2.2, 7.2
	Develop and agree shared care pathways for tier 3 and tier 4 services; Identify and address gaps in service provision to support young people with problematic substance misuse and commission as required	March 2016	Robert Keightley (CEC)	2.1, 6.2
	Engagement of young people in development of the <i>Young People's Substance Misuse</i> service and service evaluation	March 2016	Robert Keightley (CEC)	2.1, 6.3
	Edinburgh primary schools will be encouraged to participate in <i>NHS Lothian Smoke Free Homes and Zones</i> project	June 2016	Colin Lumsdaine (NHS)	2.1, 2.2
	CEC youth work services and youth services funded by CEC will review smoking/tobacco policies	September 2016	Colin Lumsdaine (NHS)	6.1

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve and extend help and support at an early stage in relation to children exhibiting risk-taking behaviour (cont.)	Meet Scottish Government target of testing minimum 10% tobacco retailers per annum	March 2016	Chris Morris (CEC)	2.1
	Ensure consistent delivery of <i>SHARE</i> programme in all secondary schools in Edinburgh	September 2015	Gael Cochrane (NHS)	2.1, 7.2
	Introduce <i>Zero Tolerance Respect</i> programme to Edinburgh primary schools	March 2016	Helen Smart (NHS)	2.1
	Develop 'test of change' with young women at risk of non-attendance at school to better engage them in learning and reduce risk of unintended pregnancy	March 2016	Dona Milne (NHS)	2.1
Improve planning to meet needs so children experience long lasting improvements	Consider the role of the NHS, Local Authority, third sector and children and young people in all new areas of work to ensure effective engagement with all partners	March 2016	Dona Milne (NHS)	6.3
	Implement the recommendations from <i>Sophie's Pathway</i> to ensure that we are providing health and social care services that are responsive to the needs of children, young people and their families	March 2016	Dona Milne (NHS)	6.2
Improve joint self-evaluation	Liaise with link member of self-evaluation group to ensure consistent approach to joint self-evaluation	March 2016	Dona Milne (NHS)	6.4

How will we measure progress?

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of young people waiting over 26 weeks from referral to treatment for specialist CAMHS services	8%	15%	0%	0%	0%	Previous target was to reach zero by March 2013. A further target of 0% for those waiting for over 18 weeks from referral to treatment to be reached by December 2014. The latest data shown is for the period April 2013 to March 2014.
Percentage of primary children who say they can ask for help when they need it	87.5%	Not available	89%	-	91%	A total of 12,157 pupils in 63 primary schools participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15.

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of 15 year olds who are regular smokers	(2010) 13%	(2014) 6%	-	-	4%	Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 13% and exceeded the target of 10%. National performance improved from 13% to 10%.
Percentage of 15 year olds drinking once a week or more	(2010) 18%	(2014) 14%	-	-	10%	Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 18% and exceeded the target of 15%. National performance improved from 20% to 17%.
Percentage of 15 year olds who have used or taken drugs in the previous month	(2010) 11%	(2014) 9%	-	-	7%	Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 11% and exceeded the target of 10%. National performance improved from 11% to 9%.
Percentage of P1 pupils who are at risk of obesity	9.4%	8.3%	8.3%	8.1%	8.0%	Data is for the City of Edinburgh Council area and refers to school year 2012/13. The Edinburgh figure remains below the national average of 9.3%.



It is impossible to achieve all other aspirations for our children and families if they are not safe.

We are applying the learning from significant case reviews and from research to help us to recognise risk factors more quickly and to engage more effectively, both directly with children and young people and with their families. We are reshaping some of our services to respond at an early stage to those with recognised vulnerabilities and will continue to improve our child protection services with a focus on earlier support, engagement with children and families and self-evaluation.

Tackling child sexual exploitation in Edinburgh is a key priority. Coinciding with the publication of the Independent Inquiry into Child Sexual Exploitation in Rotherham (1997 – 2013) and the publication of Scotland’s National Action Plan to tackle Child Sexual Exploitation, we are strengthening our approach to dealing with this issue. This will include the development of multi-agency policy, strategy and guidance for operational staff, increased public awareness and staff training.

When a young person’s behaviour deteriorates or escalates, we are concerned both for the community and individuals affected, including the offending young person. We have taken steps to review our procedures for managing children and young people who pose a significant risk of harm to others and these are continuing to be disseminated through training and awareness-raising.

We are improving our capacity to provide support to families to build their capacity in a way that can sustain longer term change and improvement in outcomes for children and young people.

Through our approach to implementing Getting it right for every child, our Inter-Agency Child Protection Procedures and our data sharing agreements, we are continuing to improve information-sharing among agencies to enable effective responses to causes for concern.

What high level actions will we take?

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Strengthen approach to tackling child sexual exploitation	Develop an inter-agency child sexual exploitation strategy and procedure for the City of Edinburgh	December 2015	Gareth Blair (Police Scotland)	6.1
	Integrate child sexual exploitation into our inter-agency learning and development strategy	March 2016	Gareth Blair (Police Scotland)	7.2
	Ensure child sexual exploitation features in our public awareness activity	March 2016	Gareth Blair (Police Scotland)	4.1
	Develop performance measures to ensure we can demonstrate that we can identify and tackle suspected child sexual exploitation in Edinburgh	December 2015	Gareth Blair (Police Scotland)	1.1
Improve and extend help and support at an early stage and take protective measures where required	Improve identification, recording and awareness of domestic abuse. Incorporate data into performance reporting to the <i>Quality Assurance Sub-Committee of the Child Protection Committee</i>	December 2015	Alwyn Bell (Police Scotland)	2.1
	Along with the <i>Edinburgh Violence Against Women Partnership</i> , undertake multi-agency staff awareness sessions around the identification, impact and prevalence of domestic abuse	March 2016	Alwyn Bell (Police Scotland)	2.1
	Ensure that the roll out of the domestic abuse court and advocacy service and the <i>MARAC</i> and <i>MATAC</i> process meets the needs of children affected by domestic abuse	March 2016	Alwyn Bell (Police Scotland)	2.1
	Develop performance measures to ensure that we can clearly demonstrate that interventions for children affected by domestic abuse have made a positive difference to their lives	December 2015	Alwyn Bell (Police Scotland)	1.1

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve and extend help and support at an early stage and take protective measures where required (cont.)	Extend the scope and availability of Level 1 awareness training and cover all areas of public protection and to target a broader multi-agency staff group	March 2016	Sean Byrne (CEC)	2.1
	Divert more young people, who are already subject to legal orders, away from referral to the Children's Hearing system by use of early and effective interventions and flexible approaches to policing	March 2016	Donny Scott (CEC)	2.1
Improve planning to meet needs so children experience long lasting improvements	The inter-agency learning and development strategy for child protection will be revised to provide specific input on the use of chronologies	March 2016	Andy Jeffries (CEC)	5.2
	Through the <i>Quality Assurance Sub-Committee of the Child Protection Committee</i> , single-agency and multi-agency guidance on chronologies will be reviewed to ensure consistency. Guidance will then be re-issued to the multi-agency workforce. Relevant information about a child and family will be shared and decisions will be based upon all available information.	March 2016	Andy Jeffries (CEC)	5.2
	As part of our programme of child protection self-evaluation, a statistically viable sample of our chronologies will be reviewed on a single-agency basis against an agreed template	March 2016	Andy Jeffries (CEC)	5.3
	Children and young people who are offending/or at risk of offending are identified and personalised plans developed	March 2016	Steve Harte (CEC)	5.2
	Children, young people and families contribute to our improvement activity and our policy making process	March 2016	Sean Byrne (CEC)	6.1
	Our engagement with children, young people, families and other stakeholders clearly shapes our policies and informs our plans	March 2016	Sean Byrne (CEC)	6.1
	Develop a clear strategy which reflects how we actively involve children and their families in the design and delivery of services	March 2016	Sean Byrne (CEC)	6.1

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve joint self-evaluation	Carry out further self-evaluation using the <i>University of Bedfordshire Child Exploitation</i> toolkit	March 2016	Gareth Blair (Police Scotland)	8.3
	Liaise with link member of self-evaluation group to ensure consistent approach to joint self-evaluation	March 2016	Jon Ferrer (CEC)	6.4
	Develop an additional working group of the <i>Quality Assurance Sub-Committee</i> , to look at the outcomes for all children, whether previously registered or still on the Child Protection Register. Self-evaluation will focus on outcomes, performance indicators will be revised to a balance of quantitative data and measurable outcomes	March 2016	Michelle Miller (CEC)	5.1

How will we measure progress?

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	7%	7%	minimise	minimise	minimise	The aim is to minimise but targets are not set as we must respond to need.
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending or the Criminal Justice Services within 2 years	68.5%	68%	70%	72%	74%	The latest data refers to young people exiting the Youth Offending Service between April 2009 and March 2010. The target is to increase each year.
Number of young people (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	8	6	6	6	6	The target is to maintain the good performance. National performance was 6.

Strategic Outcome 6 Led by Kate Kasprovicz

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

Improvement themes

Increase the percentage of young people entering positive and sustainable destinations, with a focus on those from marginalised or disadvantaged groups

Improve and extend help and support at an early stage

Improve planning to meet needs so children experience long lasting improvements

Improve joint self-evaluation

Supporting Strategies and Plans

Poverty and Inequality Framework

Child Poverty Strategy for Scotland

Employability and Jobs Strategy

Curriculum for Excellence

Opportunities for All

More Choices, More Chances

Early Years Collaborative

The Edinburgh Guarantee

16+ Learning Choices

National CLD Strategic Guidance

We know that poverty experienced during childhood can have a profound and lasting impact. 'In Scotland today, over 1 in 5 children lives in poverty. It affects their health, their education, their connection to wider society and their future prospects for work' (Joseph Rowntree Foundation, 2014). In Edinburgh, every local authority ward registers child poverty rates of 10% or more after housing costs, with the highest registering over 35% (End Child Poverty, 2013). The number of children living in poverty is projected to increase during the current decade.

We will work to provide services which help to mitigate the impact of poverty and inequality on children as well as develop strategies and actions to break cycles of disadvantage and inequality. There will be a greater focus on removing the barriers that families living in poverty face to being able to support their children's learning. We will also work to challenge and reduce the stigma and discrimination that affects people living in poverty. We will follow the Child Poverty Strategy for Scotland and focus on its three identified priorities: Maximising Household Resources (**Pockets**); Improving children's wellbeing and life chances (**Prospects**); and, Children from low-income households live in well-designed, sustainable places (**Places**).

We will also promote social inclusion by working with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, through active engagement in learning and work, people will be more able to contribute to, and be part of, their communities.

Through partnership working, we can provide children and young people with the opportunities to gain essential skills for work and for their personal and social lives and provide the support to make best use of these. In this way we can do our best to make sure that children and young people make the transition to adulthood with positive options, making positive choices, thus giving them the best possible start into a life which is free from poverty.

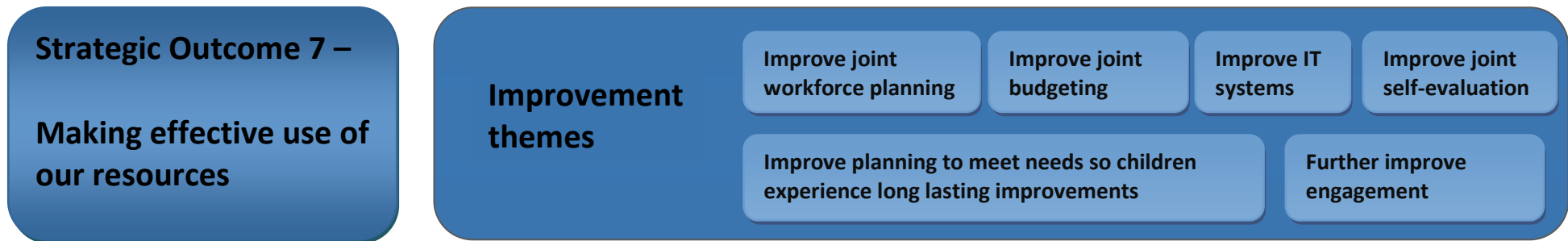
What high level actions will we take?

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Increase the percentage of young people entering positive and sustainable destinations, with a focus on those from marginalised or disadvantaged groups	Develop measures to 'poverty proof' the school day, starting with a pilot in a small number of schools based on the learning from Newcastle and Glasgow (Pockets)	March 2016	David Bruce (CEC)	2.1, 2.2
	Develop a range of youth literacies (including financial literacy) programmes in deprived areas (Prospects)	March 2016	David Bruce (CEC)	2.1
	Provide a range of learning opportunities for personal and social development for children and young people within deprived communities (Prospects)	March 2016	David Bruce (CEC)	2.1
	Increase the number of young people, particularly those living in deprived areas, who enrol in Edinburgh College (Prospects)	July 2016	Jane Handley (Edinburgh College)	2.1
	Improve attendance at school and early years establishments, and attainment and achievement of young people (Prospects)	June 2016	Karen Prophet (CEC)	2.1
	Reduce the attainment gap between the lowest achieving pupils and their peers across the city (Prospects)	June 2016	Karen Prophet (CEC)	2.1
	Further develop family engagement, including strong home-school partnerships and particularly for 'hardly reached' families (Prospects)	March 2016	Moyra Wilson (CEC)	2.2, 6.3
	Increase participation in high-value achievement awards (e.g. Duke of Edinburgh's Award), particularly by young people living in poverty (Prospects)	March 2016	David Bruce (CEC)	2.1, 4.1
	Increase participation in employability-related adult learning, including literacy, numeracy and ESOL (Prospects)	December 2015	David Bruce (CEC)	2.1, 2.2, 4.1
	Identify and develop more safe places to play (Places)	December 2015	Aileen Mclean (CEC)	2.1

Improvement theme	Action	Delivered by	Lead	Quality Indicator
Improve and extend help and support at an early stage	Support <i>Healthy Start</i> and the uptake of vouchers (Prospects)	August 2015	Graham Mackenzie (NHS)	2.1
Improve planning to meet needs so children experience long lasting improvements	Development of more flexible and affordable childcare to meet the needs of families on a low income (Pockets)	December 2015	Aileen Mclean (CEC)	2.1
	Work in partnership with foodbanks to better understand the reasons why families in poverty are using their services (Pockets)	September 2015	John Heywood (CEC)	2.2
	Develop more breakfast club provision to ensure access for all children living in poverty (Prospects)	December 2015	Aileen Mclean (CEC)	2.1, 2.2
	Work in partnership with local people to build community resilience and increase co-production of services (Places)	August 2015	David Bruce (CEC)	4.1, 6.3
	Investigate, with other service areas, measures to reduce and prevent homelessness amongst young people (Places)	September 2015	John Heywood (CEC)	2.1, 2.2
Improve joint self-evaluation	Develop the scrutiny role of SO6 in order to demonstrate the difference the improvement actions make to poverty and inequality	August 2015	John Heywood (CEC)	6.4, 8.3

How will we measure progress?

Performance Measure	Performance		Target			Comment
	2012/13	2013/14	2015/16	2016/17	2017/18	
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.1%	8.7%	12.6%	-	-	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the gap experienced by those living in the most deprived areas in the city.
Percentage of leavers from mainstream schools who enter a positive destination	91.4%	91.2%	Exceed National Average			Data is from the initial survey, sourced in September following leaving mainstream school.
Percentage of leavers from mainstream schools who are in a follow up positive destination	91.0%	Not available				Data is from the followup survey, sourced in the March following leaving mainstream school, published in June 2014. The target was to reach the national average by 2013/14. Target was reached in 2011/12 and maintained in 2012/13.
Percentage of leavers from special schools who go on to appropriate and/or positive destinations	64.6%	65.5%	70%	70%	70%	Data used reflects only the number of learners leaving special schools who achieved a positive destination as defined by the Scottish Government. In addition to this a significant number of leavers from special schools have gone on to an appropriately structured destination/package of support to meet their continuing learning needs. No national data about learners from special schools is available for comparison.



As a Partnership, we are committed to working together to deliver this plan and recognise that this will mean taking – and creating opportunities – in collaboration with other stakeholders – to reconfigure service delivery and resources to best meet need and address priorities. This will include co-locating staff, pooling resources (including staffing, budgets and buildings) and making more informed, joint decisions about evaluating existing services and investing in new ones.

Our overall aim is to work together more efficiently and effectively to deliver our strategies and plans and overcome capacity or financial obstacles through local and integrated planning and resource allocation.

Increasingly, we want to be able to make decisions about resource allocation on the basis of the quality of services and the extent to which explicit and agreed outcomes for children and young people are improving.

Developing actions and reporting on progress in this area is co-ordinated by the multi-agency Performance and Infrastructure Group.

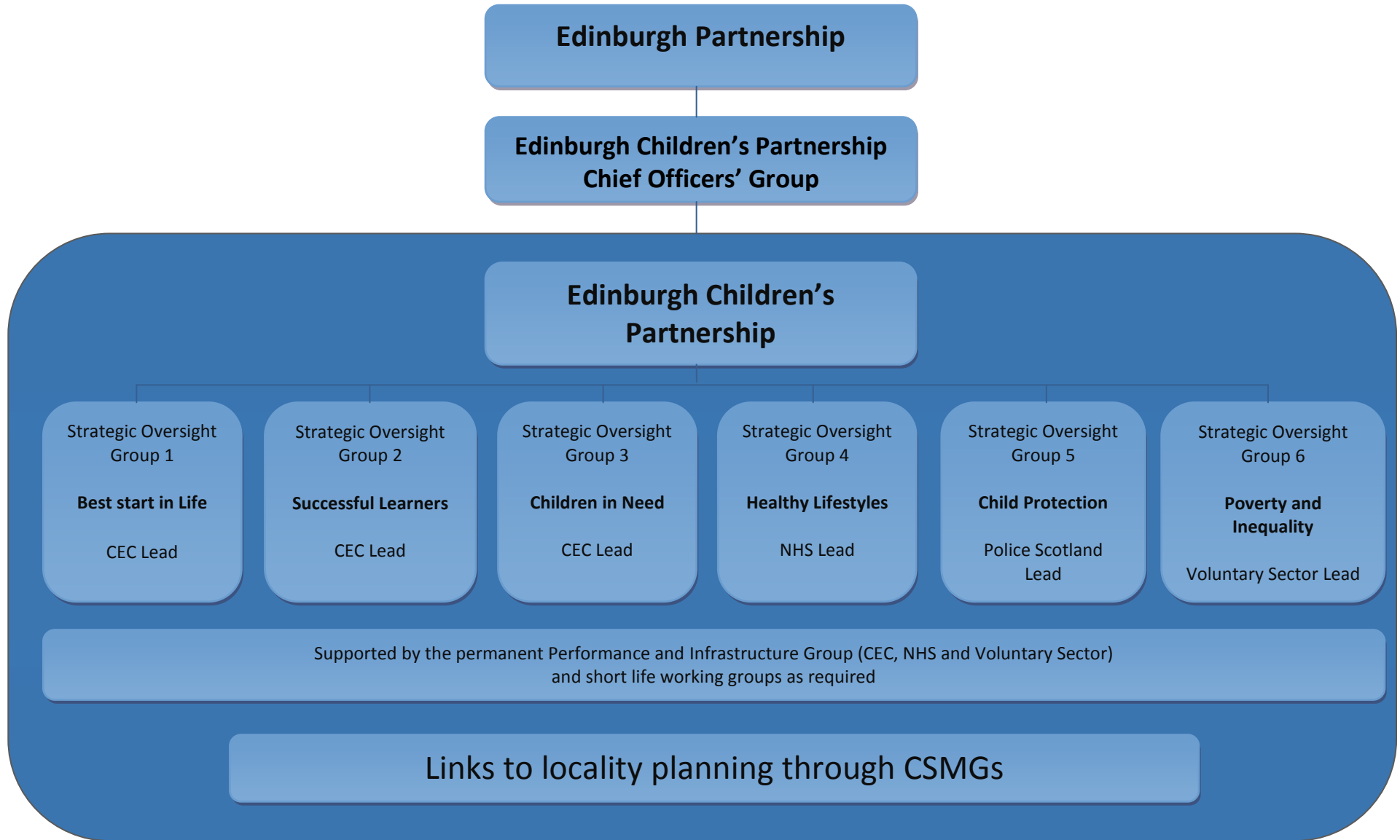
What actions will we take?

The high level actions we will take to achieve the outcomes and priorities, structured around the relevant improvement themes, are detailed below.

Improvement theme	Action	Delivered by	Quality Indicator
Improve joint workforce planning	Explore opportunities for co-location and test these as they arise	March 2016	8.1
	Explore options for developing a common approach to recruitment across services	March 2016	7.1, 8.1
	Explore options for developing a wider range of options for skills sharing and work shadowing	March 2016	7.2

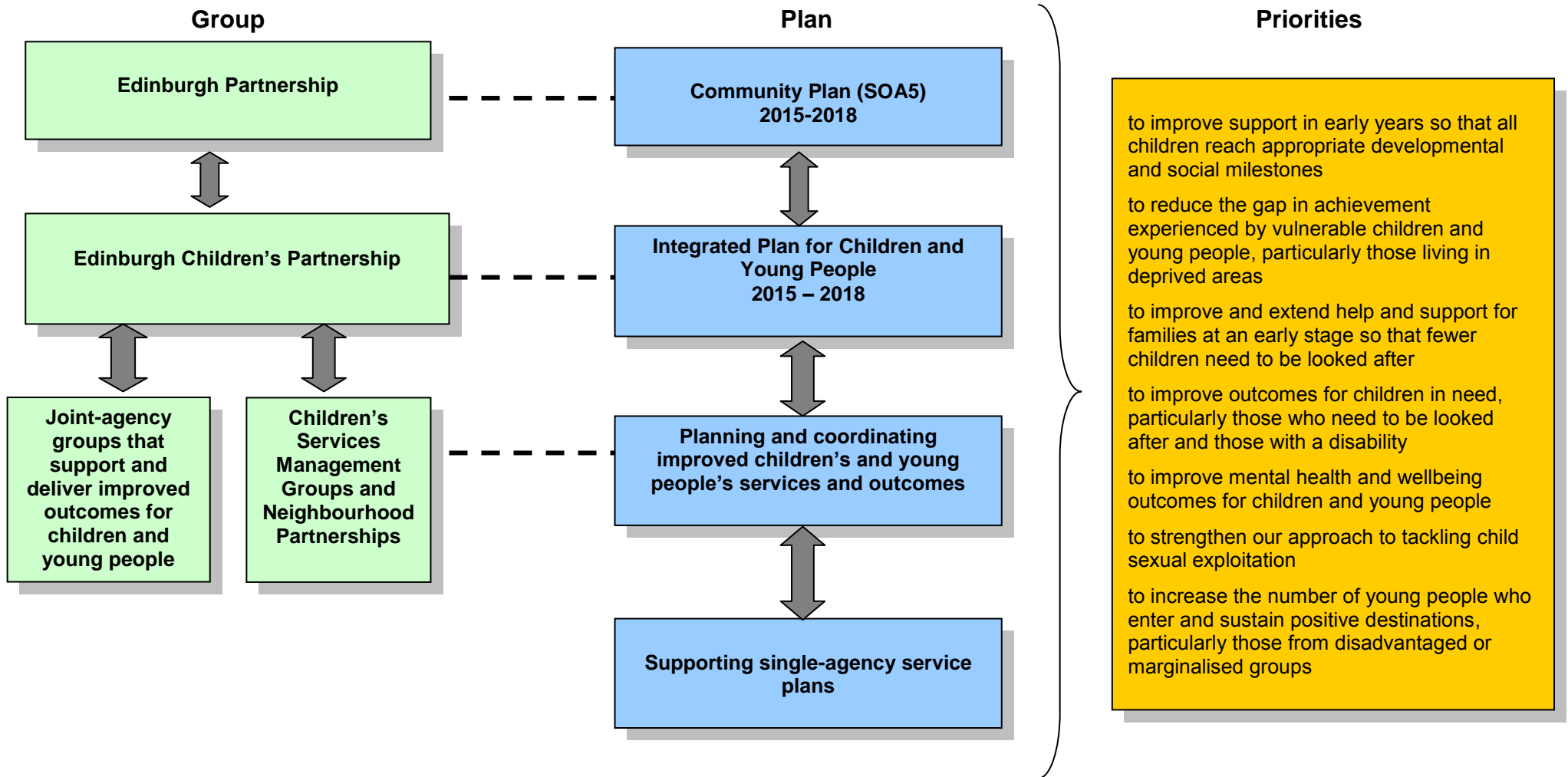
Improvement theme	Action	Delivered by	Quality Indicator
Improve joint workforce planning (cont.)	Explore options for developing integrated management	March 2016	9.4, 8.1
	Address capacity issues in the workforce with a specific focus on the recruitment of additional health visitors	March 2016	7.1
	Develop a joint Children's Services CPD programme	March 2016	7.2
Improve joint budgeting	Develop joint commissioning approaches and actively seek opportunities to create joint contracts and funding wherever possible	March 2016	8.2
	Improve collaborative budgeting and coordinate external funding bids to support agreed Partnership priorities	March 2016	8.1
Improve IT systems	Improve responsiveness of IT systems to support the delivery of integrated services	December 2016	8.1
Further improve engagement	Demonstrate active engagement of children, young people and families in decisions that affect them	March 2016	6.3
	Share and build on good practice in engagement	March 2016	8.3
	Evidence joint approaches to engagement and consultation	March 2016	8.3
Improve planning to meet needs so children experience long-lasting improvements	Deliver a shared outcomes framework for the Edinburgh Children's Partnership	March 2016	8.3, 6.4
	Improve children's services planning through more effective joint working, particularly between the voluntary and statutory services	March 2016	5.3
	Monitor the implementation of the Integrated Plan for Children and Young People through providing tools and support to Strategic Oversight Group Leads	March 2016	6.4
	Annually review the Integrated Plan for Children and Young People	March 2016	6.2
Improve joint self-evaluation	Develop framework for systematic approach to joint self-evaluation and ensure consistent reporting of activity across all Oversight Groups	March 2016	8.3

Getting it right for every child in Edinburgh



HOW DOES THE INTEGRATED PLAN LINK TO THE SINGLE OUTCOME AGREEMENT AND OTHER PLANS AND JOINT-AGENCY GROUPS?

The diagram below shows the structure and relationship between the Edinburgh Partnership, the Children's Partnership and its subgroups alongside the planning landscape around the Integrated Plan for Children and Young People. Also shown is a re-iteration of the agreed improvement themes.



How are we improving the lives of children and young people? The framework of quality indicators (Care Inspectorate)

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of services for children young people, and families?	How good is our operational management?	How good is our leadership?
1. Key performance outcomes	2. Impact on children, young people and families	5. Delivery of key processes	6. Policy, service and development and planning	9. Leadership and direction
1.1 Improvements in the wellbeing of children and young people	2.1 Impact on children and young people 2.2 Impact on families	5.1 Providing help and support at an early stage 5.2 Assessing and responding to risks and needs 5.3 Planning for individual children 5.4 Involving individual children, young people and families	6.1 Policies, procedures and legal measures 6.2 Planning and improving services 6.3 Participation of children, young people, families and other stakeholders 6.4 Performance management and quality assurance	9.1 Visions, values and aims 9.2 Leadership of strategy and direction 9.3 Leadership of people 9.4 Leadership of improvement and change
	3. Impact on staff		7. Management and support of staff	
	3.1 Impact on staff		7.1 Recruitment, deployment and joint working 7.2 Staff training, development and support	
	4. Impact on the community		8. Partnership and resources	
4.1 Impact on communities		8.1 Management of resources 8.2 Commissioning arrangements 8.3 Securing improvement through self-evaluation		
10. What is our capacity for improvement?				
Global judgement based on an evaluation of the framework of quality indicators				

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Early Years Strategy Report

Item number	7.3
Report number	
Executive	
Wards	All

Executive summary

The report outlines the national priorities in early years and highlights the City of Edinburgh Council's progress towards implementation of requirements in line with current legislation including the [Children and Young People \(Scotland\) Act 2014](#), strategies, policies and the Early Years Collaborative. The report also includes the key achievements and identifies the priorities for the future development of the service.

Links

Coalition pledges	P1 , P6
Council outcomes	CO1
Single Outcome Agreement	SO3

Early Years Strategy Progress Report

Recommendations

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

Background

Early Years Strategy

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

Play Strategy

- 2.3 Play in Partnership: a Play Strategy for the City of Edinburgh was adopted by Council in 2000, reviewed in January 2009 and December 2014. In June and November 2013, the Scottish Government launched the national Play Strategy for Scotland: Our Vision, and Play Strategy for Scotland: Our Action Plan. Play in Partnership: a Play Strategy for the City of Edinburgh has been revised in line with the national policy.
- 2.4 Councillor Keith Robson Play Champion continues to chair the Edinburgh Play Forum which meets quarterly. The Play Forum is a partnership of voluntary sector play organisations supported by the City of Edinburgh Council and Inspiring Scotland to provide a vehicle to build play opportunities in communities and attract additional funding for play projects. The Edinburgh Play Forum informs the Council's Play Strategy Steering Group.

The Children and Young People's Act

- 2.5 [The Children and Young People \(Scotland\) Act 2014](#) introduced a new concept of *early learning and childcare*. This term seeks to remove an artificial divide between pre-school for three and four year olds; and, childcare for zero – three year olds; or, pre-school and wrap around care for three and four year olds; whereby pre-school is the educational element delivered in short blocks tied to a certain number of hours in a day; topped up by childcare or wrap around care which can be seen as less important to learning.
- 2.6 The Scottish Government has also increased early learning and childcare to the most vulnerable two year olds and increasing to every two year old living in a household seeking work and receiving certain welfare benefits such as Jobseeker's Allowance.

Building the Ambition

- 2.7 This new document provides guidance on delivering high quality early learning and childcare from birth to starting school. It complements the [Children and Young People \(Scotland\) Act 2014 Early Learning and Childcare Statutory Guidance Five](#) which outlines the policy changes which are necessary to implement the provisions in the Act.

The Early Years Collaborative

- 2.8 The Early Years Collaborative was launched in October 2012 and there are now five work streams contributing to improved outcomes for children and families. The stretch aim is: "To make Scotland the best place in the world to grow up, by improving outcomes, and reducing inequalities, for all babies, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed."
- 2.9 The key themes being addressed are;
- Early Support for Pregnancy and Beyond;
 - Attachment, child development and Learning;
 - Information sharing at Transitions;
 - Child health reviews including the 27-30 month child review;
 - Developing Parenting skills and Family Engagement to Support Early Learning;
 - Addressing Child Poverty;
 - Play.

Early Years and Early Intervention Change Fund

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

Aim One - to develop integrated, flexible services to provide effective learning and childcare for all families

Quality of provision

- 3.1 From June 2014 Education Scotland carried out inspections in four partner provider centres and five nursery classes. Thirty three grades were awarded as follows; one excellent, nine very good, 14 good, five satisfactory and four weak (see Appendix 1).
- 3.2 Kirkliston Primary nursery class was awarded a grade of excellent for Meeting Learning Needs. Inspectors praised '*the range of stimulating and relevant activities to meet children's interests both indoors and in the very well-developed outdoor area*' They also commended the clear approach to identifying children's next steps in learning to ensure depth and challenge in their learning.
- 3.3 In almost all other inspections children were found to be enthusiastic, confident and motivated learners. Most centres were seen to have a strong ethos with well developed teamwork.
- 3.4 In a few inspections, the high quality of leadership was recognised as a strong driver for continuous improvement.
- 3.5 Education Scotland Inspectors highlighted areas for further improvement in line with 'increased expectations' as:
 - to further develop the curriculum to ensure progression in children's learning;
 - to improve systems for self evaluation;
 - to ensure better monitoring and tracking of children's progress and achievement.
- 3.6 These areas are consistent with recommendations for improvement across all early years and primary both locally and nationally.
- 3.7 Two partner provider centres are currently being reviewed as part of the City of Edinburgh Council's service improvement process. One centre remains in the process from last year and another came into the process following their inspection in December 2014. This centre now plans to close in June 2015. Support is being provided for both centres during the process.
- 3.8 Overall inspections from Care Inspectorate across the sector are positive with almost all centres receiving positive inspections with grades of good or above.
- 3.9 A recent study from Growing up in Scotland (GUS) highlighted the link between centres achieving very good grades for quality of Care and Support and the subsequent positive achievement in children's cognitive skills at school. Almost all centres were awarded grades of good or very good for this theme.

Pre Birth to Three

- 3.10 The Quality Assurance Group for Birth to Three was established to provide a quality assurance framework for staff in early years centres working with babies and young children.
- 3.11 A self-evaluation toolkit was produced to support; observation and planning, the role of the practitioner, babies and young children's experiences, the environment, literacy, numeracy and health and wellbeing. Staff use the toolkit to identify strengths and areas for improvement. All centres now include an evaluation of their provision for babies and young children within their annual Standard and Quality Report, using the toolkit.
- 3.12 Following the development of the toolkit, a quality assurance group visited all early years centres. The focus of the visits has been early literacy. Visits are currently ongoing and a summary report will highlight strengths and areas for further development. Support will be provided where necessary. Visits will now be offered to early years settings providing early learning and childcare to eligible two year olds.
- 3.13 Support visits to partner provider nurseries are provided as requested in addition to those who are in the service improvement process.
- 3.14 A programme of training has been agreed and will include training on the key areas for development. Approximately 200 people have attended training over the last year.
- 3.15 A conference 'A Good Time to be Two' to support practitioners working with eligible two's was held in November 2014 for 300 delegates. Keynote speakers and various workshops provided key messages around support for early literacy and exploratory play. The event was very well evaluated.

Building the Ambition

- 3.16 The [document](#) makes links between practice, theory and policy guidance to reinforce aspects of high quality provision and the critical role played by early years practitioners. The guidance builds upon Pre-Birth to Three and the early level of Curriculum for Excellence. It provides detailed, practical guidance on the experiences and interactions necessary to deliver high quality ELCC for babies, toddlers and young children. It describes good practice in creating caring and nurturing settings that allow wellbeing, communication, curiosity, inquiry and creativity to flourish. All establishments have been offered training for this. More information can be found at:
<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/buildingtheambition/index.asp>

Support and Challenge

- 3.17 The Early Years Quality Improvement Officers (QIO) provide support and challenge for 116 partner providers, 14 early years centres and 13 nursery schools. Support was provided to nursery classes as required in liaison with the primary QIOs. A team of peripatetic teachers offer additional support as required.
- 3.18 Since August 2015 a cost to partner provider centres has been introduced for the services of the peripatetic teachers, the pre birth to three development officers and the play development officers. Where a quality improvement officer has identified a need for improvement there is a strong recommendation that the centre acquires the services of the appropriate officer. This service is also available to all partner providers who feel that they would benefit from this expertise. The role of the peripatetic teachers has now been extended to local authority nursery classes as required. Initial evaluation of this has been very positive and will be reviewed.

Curriculum development - [The Integrated Literacy Strategy - Early Years](#)

- 3.19 The multidisciplinary early years support group has developed a wide range of strategies and interventions to support early literacy and these are widely used across centres. Every early years centre now has a literacy coordinator to lead developments. Centres will introduce the very successful Early Years Collaborative bedtime story approach.
- 3.20 Every early years centre has received Up Up and Away training to enable staff to identify need and plan to meet the early literacy needs of young children who may be at risk of poor achievement in language, literacy and learning. Parent postcards and the literacy rich environment toolkits are widely used.
- 3.21 A strategy to consolidate the city wide Parents Early Education Partnership (PEEP) is being developed to further promote parental engagement.
- 3.22 The Assertive Book Bug Outreach Programme funded by the Scottish Government will be rolled out to vulnerable families in their own homes and will expand the Book Bug provision within the community.

Numeracy

- 3.23 Many early years settings are currently using the Stages of Early Arithmetical Learning (SEAL) approaches to counting which has a positive impact on children's progress in numeracy. This has shown a positive impact at Tynecastle nursery school. Staff have seen clear evidence of children's increased number skills and extended involvement and enthusiasm for numeracy based activities.
- 3.24 A programme of training in SEAL methodology for early years staff is planned
- 3.25 Murrayfield nursery has been highlighted on the Care Inspectorate Hub as a centre of good practice in supporting children's numeracy skills through their parent postcards which support the development of children's numeracy and mathematical skills at home.

3.26 Early years is in a strong position to contribute to a wider numeracy strategy as it develops.

Health and Wellbeing

3.27 The Health and Wellbeing Planning for Learning document supports the development of the experiences and outcomes for children at the early level. This is being used effectively to support health and wellbeing across learning. Almost all reports from Care Inspectorate and Education Scotland highlight a key strength around 'confident and motivated children'.

3.28 Many establishments are currently working towards accreditation in the Healthy Schools (Healthy Early Years) scheme. This joint initiative is supported by NHS Scotland. There are now 25 establishments with accreditation at various levels. Six centres have achieved accreditation at level three. The scheme takes account of curriculum development, ethos, physical environment, partnership working and health and welfare of staff.

3.29 [Setting the Table](#) a recent document compiled by NHS Scotland has been distributed to all early learning and childcare settings. This provides guidance to promote the importance of good nutrition in the early years with advice on food standards and sample menus. It also offers practical advice on providing for special diets and religious faiths. Training for staff on supporting the use of the document will be provided through NHS Health Promotion Capacity Building Programme.

3.30 At the Education Children and Families Committee it was agreed that the Edinburgh vision uptake information should be included in this report. Appendix 2 gives the most up to date information from the NHS related specifically to the Edinburgh area. The Lead officer for this is Lynne Porteous.

Support for other curriculum areas:

3.31 Funding from the Youth Music Initiative has enabled development of a music resource 'The Magic of Music' which supports key curriculum development in literacy and numeracy. A final section supporting development of health and wellbeing is due to be completed in April.

3.32 The early years department of St David's Primary and Pirniehall Primary schools worked collaboratively with a musician to contribute to the numeracy section and staff and young children from Hailesland early years centre are working with a dance specialist towards completion of the section to support health and wellbeing.

3.33 The peripatetic teachers are compiling support packs for all other curriculum areas. These should be completed by end of 2015 and will be available for all establishments.

Transitions

3.34 To support smooth and seamless transitions for children moving from nursery to primary one, active learning approaches remain a focus for further development.

The Primary QIOs have produced a document 'Effective transition – Creating an Effective Environment for Learning and Teaching at Early level'. This was distributed to all primary one teachers in August 2014 and was supported with relevant CPD sessions.

- 3.35 The City of Edinburgh Council's assessment and planning trackers for literacy and numeracy are now widely used across the city. A survey monkey was used to ascertain practitioner's views and evaluate the impact for children. Overall, feedback from practitioners was very positive with comments highlighting the increased opportunities for effective monitoring and tracking of children's progress and aid transitions. Education Scotland has positively commented on them and they have been shared with other authorities.
- 3.36 A revised transition report to take account of the use of the CEC assessment and planning trackers was developed in 2014. All establishments use this document for reporting on children's progress prior to moving on to primary one. This is accompanied by a child's profile which is used to highlight their latest and best example of writing along with a personal statement. Parents are given an opportunity to contribute to both documents.
- 3.37 Deferrals and delayed entry to primary one continue to be reviewed through the deferral panel systems. Parents have been made more aware of active learning approaches within schools and across early years provision. This encourages smoother transition for the children between nursery and primary one. Advice and support is offered to parents who wish to consider a deferral. Parents are offered this support through discussions with nursery staff, child planning meetings, visits to primary one settings and deferral information events. The number of applications for discretionary deferrals has reduced from 159 in 2008 / 2009 to 81 in 2014 / 2015. A reduction of almost 50% over five years.

600 hours early learning and childcare

- 3.38 Eligible three and four year olds have access to 600 hours of early learning and childcare in council early years settings and the majority of partner provider settings. In two partner playgroup settings this has not been possible and the organisations have been asked to submit plans for addressing this from August 2015. Although all the independent schools were able to meet the requirements for 600 hours in some cases they were not providing this over the required 38 weeks. Consequently they were asked to consider how they could extend their provision. They have now all submitted plans outlining how they intend meet this requirement from August 2015.
- 3.39 Almost all schools and centres have successfully implemented the increased hours and have provided favourable feedback. There have however been challenges for staff in particular around dedicated time for staff meetings and time for planning, assessment recording and reporting. Subsequently a short life working group was set up to review and streamline documentation. Updated guidance was sent out to all establishments. This will continue to be monitored.

- 3.40 In order to develop more flexibility in how families access their 600 hours of early learning and childcare two working groups with representation from local authority and the private sector were established to explore different ways of delivery.
- 3.41 Consultation with parents took place in small focus groups across the city to obtain parental views on more flexible options for delivery of 600 hours. Following this consultation we intend to trial various options across the localities.
- 3.42 Six local authority early years settings will pilot more flexible models after the Easter holidays. The Partner Provider working group will continue to explore flexible delivery in the private sector.
- 3.43 The [Admissions Policy](#) has been updated to take account of the implementation of 600 hours of early learning and childcare and eligible two year olds.

Provision for eligible two year olds

- 3.44 The Scottish Government has estimated that Edinburgh should be providing 600 hours of early learning and childcare to 500 additional two year old children over the period 2014/15 session. In December 2014, 360 two year olds received this provision. This will now extend to two year olds in households where the income of parents/carers meets the thresholds that would entitle them to free school meals. The Scottish Government estimates that this should increase the entitlement by 27%.
- 3.45 The Council has increased its capacity by 150 places along with existing places provided in early years centres. The choice of places is being increased by using Scottish Government funding to ensure that any planned building development of nursery provision includes space for two year olds. Where space allows in existing provision for three and four year olds, this will be made compliant with regulation to provide for two year olds.

Affordable childcare

- 3.46 Children are at greater risk of poverty than any other major population group in Scotland. 21% of children in Edinburgh live in poverty and every ward in the city has a child poverty rate (after housing costs) of 10% or more. Half of all children in poverty are under five years old. Extensive research suggests that the first few years of a child's life have a large effect on their future outcomes and their future position in the income distribution. A child's development score at 22 months can serve as an accurate predictor of education outcomes at 26 years (Equality Trust, 2014). Poverty affects children's health, education, their connection to wider society and their future prospects for work. Child poverty rates are predicted to continue to rise, with one estimate (Save the Children, 2014) that it will reach 28.5% by 2020. The two main pillars of any child poverty strategy must be concerned with maximising household income and improving children's wellbeing and life chances.
- 3.47 The council has undertaken a procurement exercise to increase capacity for families to access subsidised childcare across the city, in areas where this has not been available to date. This will allow greater choice for parents in the lowest income

households, providing proportionately higher subsidies for their youngest children, for whom childcare costs are highest.

Nursery Application Management System (NAMS)

- 3.48 All partner provider nurseries were trained to use the NAMS system which went live in August 2014. Payments are now being calculated using this and to date, two payment runs have been completed. Support and training to the partners is ongoing and is provided by the Early Years Team. Changes to the system are currently under development by SEEMiS to take account of the legislation in the [Children and Young People's Act](#). This should go live in August 2015. Support and training for this new development will be provided.

Capital Investment

- 3.49 The Scottish Government has released additional funding for capital development. A replacement nursery class at Duddingston Primary School is planned to open in August 2015 and two new classes at Wardie Primary School and Fox Covert Primary are planned to open in August 2015. The latter is also part funded from the Early Years and Early Intervention Change Fund.
- 3.50 Following statutory consultation three new early learning and childcare establishments were approved by the council to be built and opened by August 2014. Working groups at each school involving Council officers, school staff, parent council representatives and members of the design team have been meeting over the last seven months to establish the location and progress the detailed design of the proposed accommodation. Two of the new establishments are being delivered at schools that have not previously had early learning and childcare provision.
- 3.51 A compliance audit commissioned through Services for Communities to provide extended services to care for two year olds has met some difficulties and only two of the three new services have been completed. Gylemuir and Clermiston are both completed and Hillwood will open in August 2016. Some smaller building works have taken place and enabled eligible two year old spaces to be made available.
- 3.52 An analysis of birth rates and current nursery registrations to identify opportunities for expanded or new facilities has been completed. Plans for new buildings agreed by Council will open in April 2016 at Longstone Primary School, Davidson's Mains Primary School, Corstorphine Primary School, and Granton Early Years Centre. Working groups have been established to take forward these developments with parents and other stakeholders.
- 3.53 There is Capital funding available for approximately three further new buildings and proposals are detailed in a separate report.

Aim Two - to develop a highly skilled and motivated workforce to deliver a high quality early years service

Edinburgh Early Learning and Childcare Academy (EELCA)

- 3.54 Since August 2014 EELCA provides a framework for all early years training requirements to facilitate the implementation of the Children and Young People (Scotland) Act 2014. The EELCA team is committed to growing and developing the workforce by providing funding for existing staff to work towards a range of early years qualifications.
- 3.55 Two groups of students, modern apprentices and trainees have been receiving training from the EELCA team, or from Edinburgh College. Students are working towards gaining SVQ level three in Social Services for Children and Young People, a level 7 qualification on the Scottish Credit and Qualifications Framework. They are working in a range of settings across the city and supported on a daily basis by an appointed mentor within the setting.
- 3.56 Plans are in place to build the team of SVQ assessors, internal verifiers and trainers. A new intake of candidates is planned for August 2016.
- 3.57 The SVQ Programme is part of the wider EELCA supporting continued professional lifelong learning through the following working groups and networks.
- BA Students Network;
 - New Nursery Teachers Network;
 - Senior Early Years Officer and Early Years Officer Networks;
 - Funded Qualifications Group;
 - Modern Apprentice Early Years Practitioners Working Group;
 - Trainee Early Years Practitioners Working Group;
 - Play Training.
- 3.58 EELCA workforce development funds have supported 39 students to undertake part time level nine qualifications such as BA Childhood Practice. Ten students are currently being funded for the Froebel qualification, three funded for SVQ four and four studying for a post graduate diploma. Funding has been awarded to those professionals registered as managers with Scottish Social Services Council (SSSC) and working in our own early years establishments, partner nurseries and after school groups.
- 3.59 All staff considered as support workers in daycare of children within the early years establishments are now registered with Scottish Social Services Council. Approximately 40 staff are now required to undertake a SVQ level two qualification as a condition of registration. Funding is available to support these staff to access the training from partner training providers and this is currently being taken forward for six staff. In the future it is hoped that this level of training will be delivered by our own EELCA. This capacity is still being developed.

Continuing Professional Development (CPD)

- 3.60 A series of moderation sessions reviewing the five quality indicators used as the basis for inspection by Education Scotland have been offered as part of the programme for CPD.
- 3.61 Education Scotland provided support for a recent session on self evaluation. This event was attended by 100 delegates and provided a helpful overview of national developments and systems for improvement.
- 3.62 The annual Success in the City Roadshow event where practitioners share good practice continues to offer support for development of all areas of curriculum for excellence and national and local priorities and initiatives.
- 3.63 The annual early years conference 2015, now in its 10th year was attended by over 300 delegates from across the early years sector. Nationally acclaimed speakers provide stimulating and motivational keynotes which have been highly evaluated. This event remains a key component of the early year's professional development calendar. The 2015 conference focused on the new national guidelines Building the Ambition. A range of seminars provided support for all aspects of curriculum development.
- 3.64 In January 2015, 250 practitioners from nursery schools and early years centres came together for a half day conference Building the Ambition and shared a range of practical workshops. Delegates were given the opportunity to participate in creative and inspiring workshops led by staff. This event proved to be a very effective and innovative way of sharing skills and expertise within the sector. There are plans to replicate this event in 2016.
- 3.65 In March 2015, a working group was established to produce an Early Years CPD Framework. It has been agreed that there will be one overarching CPD framework which will outline what is mandatory, required and recommended learning and development for all early years' staff. This will be in place for the start of the new session, August 2015.
- 3.66 A support group for teachers newly appointed to the nursery class now in its third year provides support and advice for relevant issues and developments within early years. This forms part of the EELCA.
- 3.67 Additional support for all staff is provided through an early years blog. Various curriculum support packs, keynote presentations and relevant updates are regularly uploaded and accessible for all staff. [Environment toolkits for self evaluation of provision in literacy, numeracy, pre-birth to three and outdoors have proved to be particularly helpful.](#)
- 3.68 Other courses to support the implementation of curriculum for excellence are organised throughout the year in response to current needs and interests.

Aim Three - to develop universal services in partnership to support all children and families

Early Years Collaborative

- 3.69 This multi-agency approach brings together a range of professionals from health, education, police, housing and the voluntary sector to share their knowledge and ideas on areas for improvement. The model for improvement promotes a trial and change approach by measuring impact along the way. Since the launch in 2012 there have been seven national two day learning sessions to enable colleagues from across the country to review progress towards the ambition.
- 3.70 There are currently 17 active Early Years Collaborative projects in Edinburgh addressing a range of issues to improve outcomes for children and support for families.
- 3.71 By using this approach Edinburgh has gained national recognition for several improvement projects developed to address the key themes. We are addressing child poverty by highlighting the issues that make it difficult for families to register for Healthy Start food vouchers and as a result of this work, the 17% more receive their entitlement.
- 3.72 Our work on promoting bedtime reading to support attachment and literacy has also gained wider recognition and in Edinburgh at least 21 early years settings have now adopted the approach.
- 3.73 Play has recently been added as a key theme of the collaborative.

Parenting

- 3.74 The Psychology of Parenting Project (PoPP) is aimed at improving the availability of high quality evidence – based parenting programmes for parents and carers of three and four year olds with elevated behaviour problems. The two evidence based programmes offered in this project are The Incredible Years and level four Group Triple P.
- 3.75 The first stage of the implementation of PoPP involved 19 practitioners from the Council, Health and Third Sector services engaged in the training for The Incredible Years programme. There are currently seven Incredible Years groups running in the North, South and South West of the city. We had 89 referrals for these groups.
- 3.76 Fifteen practitioners have now been trained to deliver the Triple P programme.
- 3.77 The second stage will include East, West and remaining clusters in South and South West from September 2015. By April 2016 a rolling programme of both Incredible Years and Triple P will be running across the city.
- 3.78 The Early Years service is crucial to the success of the project, in providing delivery and in recruitment of families. [Popp-Psychology of Parenting Project](#)
- 3.79 Parenting support can be achieved in early years settings where there are staff outwith adult child ratios. In early years establishments where this is not possible an allocation of £900 was granted to support work with parents. A range of activities

took place over session 2014 / 2015 including PEEP, Play at Home and other transition activities. In a survey where 58 settings responded approximately 1500 parents have been engaged in these activities. This has been well received by staff who have implemented the increased hours of early learning and childcare.

Breakfast clubs

- 3.80 Fifty three primary schools are currently providing access to a breakfast club. These are detailed in Appendix 3. This represents 60% of all primary schools.
- 3.82 We are looking to support the remaining schools to consider starting a breakfast club. In order to increase the number of clubs and ensure all children have access, support from local businesses should be sought. The implementation of the procurement policy which requires contracted organisations to evidence community benefit by supporting breakfast clubs would also extend provision. The existing partnership with Aegon remains pivotal to harnessing and supporting future partnership arrangements with businesses.

Develop greater engagement with local people to build community resilience and increase co-production of services

- 3.83 Development and design of nurseries at Wardie and Fox Covert is being undertaken using coproduction and co-operative principles with members of their respective local communities. This is the subject of separate report to the [Education Children and Families Committee on 19 May 2015](#).
- 3.84 These schools are currently served by local voluntary providers in close proximity to the school. This has provided an opportunity to develop the new service without the constraints of previous school practice. It is proposed that the working groups should be continued and become a stakeholders group which will have a role in developing the early year's service.
- 3.85 The Headteacher of Wardie Primary School presented the approach taken at the Leaders event on 1 April 2015.
- 3.86 Support using grant funding is currently being given by Lothian Association of Youth Clubs (LAYC) to support parent led organisations to encourage mutual support and quality improvement using co-operative principles.
- 3.87 Support to a group of playgroups is being piloted to identify how cooperative practices might be developed to support these organisations in a more structured way. This model could mirror the support that has been developed for after school care clubs.
- 3.88 The [Children and Young People \(Scotland\) Act 2014](#) requires the Local Authority to consult with parents about their plans to deliver out of school care. Currently, a consultation plan is being developed in the form of a survey monkey, followed by focus groups. It is expected that the outcome of this consultation will be available by September 2015.

Aim Four - Learning through play opportunities and active learning are developed as integral parts of the early year's service

- 3.89 On 9 December 2014 the Education, Children and Families Committee accepted the [Play Strategy Report](#). Included in the report was the proposal that over a 12 month period over 600 staff will have received training in play and outdoor learning.
- 3.90 Amongst the priorities highlighted in the report was a proposal to invest in gardens for play in early years settings providing for eligible twos (OPAL Space for Twos project). New play gardens have been installed in the grounds at Hillwood, Gylemuir and Clermiston early years hubs. Work has been carried out to provide improved opportunities for outdoor play and learning at Viewforth, Stenhouse and Fort early years centres, and at Cameron House, Oxfangs, Leith Walk, and Royal Mile nurseries. Support and funds were also made available to increase opportunities at Craigmiller, Greendykes, Granton and Gilmerton early years centres.
- 3.91 The annual Nature Play conference was held on 25 April in partnership with the Outdoor Woodland Learning Scotland, with leading speakers and facilitators providing outdoor learning opportunities for staff.
- 3.92 Edinburgh Playday 2014 event in the Grassmarket attracted over 1000 participants. The 2015 Playday is being planned and will be supported in communities by members of the play forum.
- 3.93 Staff training in outdoor play and learning continues to build on previous successes with over six hundred staff receiving training in 2014. Additionally over 300 staff are currently in training to support parents to engage in play activities with their children.
- 3.94 Play is now a key theme within the early years collaborative.
- 3.95 We continue to build on good practice for active learning approaches in the early stages of Primary school. Staff will continue to be supported through use of Building the Ambition and the Transition policy.

Measures of success

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

Financial impact

- 5.1 The Scottish Government has provided additional capital funding to respond to the necessity to deliver additional capacity across the estate as a result of new requirements. The additional capital funding which has already been confirmed as being available is £9.892m with further funding likely to be provided.
- 5.2 A [report to Committee on 11 September 2014](#) approved expenditure of £5.247m to progress priority projects involving the replacement and/or expansion of the Early Years provision at five key locations across the City.
- 5.3 Further analysis has been undertaken to identify priorities for investment and this is reported in the Early Years Capital Investment report May 2015.
- 5.4 All other developments within early years will be funded through the revenue budget and the early years change fund.

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 The necessary consultation has been undertaken with all key stakeholders in the following areas of development within early years:
 - Focus groups of parents and staff to review the expansion of flexibility of 600hrs of early learning and care;

- Survey Monkey to consult with parents on all aspects of out of school care followed by focus groups;
- Parental and staff focus groups to review changes to the Admissions Policy;
- Development of working groups within the new early years settings following the principles of co-production;
- Piloting collaborative and co-operative working with voluntary playgroups and nurseries in the Morningside area.

Background reading / external references

- [Early Years Collaborative](#)
- [National Parent Strategy](#)
- [Integrated Literacy Strategy Report 2015](#)
- [Early Years Strategy Progress report 2014](#)
- [Building the Ambition](#)
- [Setting the Table](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care P6 – Establish city-wide co-operatives for affordable childcare for working parents
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Inspection grades 2. Vision screening uptake by locality 3. Breakfast Clubs

CHILDREN AND FAMILIES
SCHOOLS AND COMMUNITY SERVICES
Education Scotland Partner Provider Results
August 2014 – July 2015

Key to evaluations:	6 excellent	5 very good	4 good	3 satisfactory	2 weak	1 unsatisfactory
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		1.1	2.1	5.3	5.1	5.9
Publication date		Improvements in performance	Children's experiences	Meeting learning needs	The Curriculum	Improvement through self-evaluation
02/12/14	St James Playgroup E	3	3	2	2	2
03/03/15	Tom Thumb Nursery and Playgroup Ltd W	4	5	5	4	4
24/03/15	Cherrytrees at Little Acorns	4	4	4	4	4

Independent schools

		1.1	2.1	5.3	5.1	5.9
Publication date		Improvements in performance	Children's experiences	Meeting learning needs	The Curriculum	Improvement through self-evaluation
24.03.15	St Georges	5	5	5		

EDINBURGH

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

SCHOOLS AND COMMUNITY SERVICES

Education Scotland Nursery Class Results

August 2014 – July 2015

Key to evaluations:	6 = excellent	5 = very good	4 = good	3 = satisfactory	2 = weak	1 = unsatisfactory
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Date Published	School	1.1 Improvements in performance	2.1 Children's experiences	5.3 Meeting learning needs
26/08/14	Oaklands School Nursery Class N	5	4	5
02/09/14	Clermiston PS Nursery Class W	4	4	3
04/11/14	Broomhouse PS Nursery Class W	2	3	3
13/01/15	Sighthill PS Nursery Class SW	4	4	4
13/01/15	Kirkliston PS Nursery Class W	5	5	6

Appendix 2

Vision Screening Uptake by Geographical Area, Childs Date of Birth Between 01/03/2009 - 28/02/2010

Geographical Area³	Population¹	Reviews²	% Uptake
Edinburgh CHP	5,147	3,690	71.7
Deprivation			
SIMD 1 (Most Deprived)	1,292	848	65.6
SIMD 2	683	489	71.6
SIMD 3	733	510	69.6
SIMD 4	1,030	768	74.6
SIMD 5 (Least Deprived)	1,408	1,075	76.3
Integrated Joint Board Locality			
Edinburgh (East)	1,154	760	65.9
Edinburgh (North West)	1,719	1,263	73.5
Edinburgh (South Central)	1,085	778	71.7
Edinburgh (South West)	1,188	889	74.8

Notes

1. Population defined as all children turning 4 years of age during the time period reported.
2. Reviews where consent was given, if any child had more than one vision screening appointment only their first appointment is counted.
3. Geographical area derived from the child's home postcode.

Source: CHSP Pre School (Extract - December 2014)

Date: Feb 2015

Appendix 3

Schools who are delivering or have access to Breakfast Club Provision across City of Edinburgh Council.

Total number of schools = 53

60% of the total number of primary schools

Abbeyhill Primary School
Blackhall Primary School
Bonaly Primary School
Broomhouse Primary School
Brunstane Primary School
Bruntsfield Primary School
Bun-sgoil Taobh na Pàirce
Canal View Primary School
Carrick Knowe Primary School
Castleview Primary School
Clovenstone Primary School
Colinton Primary School
Craigour Park Primary School
Craigroyston Primary School
Dalry Primary School
Davidson's Mains Primary School
East Craigs Primary School
Ferryhill Primary School
Forthview Primary School
Granton Primary School
Hillwood Primary School
James Gillespie's Primary School
Kirkliston Primary School
Leith Primary School
Leith Walk Primary School
Liberton Primary School
Longstone Primary School
Lorne Primary School
Murrayburn Primary School
Niddrie Mill Primary School
Oxgangs Primary School
Pentland Primary School
Pirniehall Primary School
Preston Street Primary School
Ratho Primary School
Royal High Primary School
Sciennes Primary School

Sighthill Primary School
South Morningside Primary School
St Catherine's RC Primary School
St David's RC Primary School
St Francis' RC Primary School
St John Vianney RC Primary School
St Joseph's RC Primary School
St Mary's RC Primary
St Ninian's RC Primary
St Peter's RC Primary School
Stenhouse Primary School
The Royal High Primary School
Tollcross Primary School
Towerbank Primary School
Trinity Primary School
Victoria Primary School

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

New Early Years Provision at Fox Covert and Wardie – A Cooperative Approach

Item number	7.4
Report number	
Executive/routine	
Wards	Drumbrae/Gyle and Forth

Executive summary

The purpose of this report is to update committee on the progress in relation to the new early years provision at Fox Covert and Wardie Primary Schools. The report outlines the progress of work with officers and the current nursery provider in moving forward to the new nursery provision in a cooperative way.

Links

Coalition pledges	P4 and P5
Council outcomes	CO1 and CO2
Single Outcome Agreement	SO3

New Early Years Provision at Fox Covert and Wardie - A Cooperative Approach

Recommendations

- 1.1 Committee is asked to note the progress of the new early years provision at Fox Covert and Wardie primary schools.

Background

- 2.1 The [Children and Young People \(Scotland\) Act 2014](#) introduced a new concept of *early learning and childcare*. This term seeks to remove an artificial divide between pre-school for 3 and 4 year olds; and, childcare for 0 – 3 year olds; or, pre-school and wrap around care for 3 and 4 year olds; whereby pre-school is the educational element delivered in short blocks tied to a certain number of hours in a day; topped up by childcare or wrap around care which can be seen as less important than learning.
- 2.2 The Scottish Government has also provided access to early learning and childcare for eligible two year olds.
- 2.3 The Act also highlighted the importance of early learning and childcare being child and family centred. Under section 50(1)(a) of the Act it states that “education authorities must consult with such persons as appear to them to be representative of parents of children under school age in their area about how they should make early learning and childcare available”.
- 2.4 At the same time there is an increasing interest across the public sector in working more cooperatively with communities and citizens to ensure that more services are ‘co-produced’. The Christie Commission (2011) on the future delivery of public services emphasised that ‘reforms must aim to empower individuals and communities receiving public services by involving them in the design and delivery of the service they use’. The work at Fox Covert and Wardie has sought to embrace this principle.
- 2.5 Edinburgh Council is committed to becoming a Cooperative Capital where communities are much more involved in planning, managing and delivering services. This approach gives local people a greater sense of choice and control over the public services they use. The aim is to provide quality services that meet the needs of citizens and businesses in the face of bigger service demands and less funding.
- 2.6 In June 2014, the Communities and Neighbourhoods Committee endorsed the Compact Partnership’s description and principles of co-production, as follows:

Definition,

“To co-produce is to build something together, to co-create, to jointly develop and innovate.”

Principles,

“Co-Production is about equal and respectful, trusting and purposeful relationships between:

- i. policy-makers and those affected by policies and outcomes;*
- ii. service providers and service users; and*
- iii. budget decision-makers and those affected by budget decisions.”*

Main report

Planning new services

- 3.1 Following a statutory consultation, three new early learning and childcare establishments were approved by the council to be built and opened by August 2015 at Duddingston, Fox Covert and Wardie Primary Schools. All centres are now in the building stage.
- 3.2 Working groups at each school involving Council officers, school staff, Parent Council representatives and members of the design team have been meeting over the last year to establish the location of and progress the detailed design of the proposed accommodation.
- 3.3 Two of the new establishments at Fox Covert and Wardie Primary Schools are being delivered at schools that have not previously had early learning and childcare provided by the school but have local voluntary providers in close proximity to the school. This has provided an opportunity to develop the new service without the constraints of previous practice.
- 3.4 It is proposed that the working groups should be continued and be developed to become a stakeholders group which will have a role in developing the early years service.

This will be based on the key principles of co-production highlighted in the Cooperative Capital Framework:

- Recognising people as assets, because people themselves are the real wealth of society.
- Valuing work differently, to recognise as work the things that people as well as services do to raise families, look after people, maintain healthy communities and good governance.
- Promoting reciprocity, giving and receiving – because it builds trust between people and fosters mutual respect.

- Building social networks, because people's physical and mental well-being depends on strong, enduring relationships.

3.5 The intention is that the stakeholders group move beyond consultation and into a more equal partnership where the group members are enabled to support the service. They will be instrumental in ensuring professional and experiential knowledge are valued and combined.

3.6 The Stakeholder groups for both nurseries will consist of parent representatives from the early years provision, from the schools, the Headteacher of the primary schools schools and the Head of Centre, health representatives and any other interested parties as agreed.

3.7 The asset based approach outlined below will form the bases of the approach in both early years settings:

Deficit-based approach	Asset-based approach
Start with deficiencies and needs in the community, defined by external data about the community	Start with the assets in the community in particular highlighted through the working group
Respond to problems	Identify strengths and opportunities from the working group and other parent committees
Provide services to users	Invest in parents as citizens
Emphasis the role of the agencies	Emphasis the role of parents
Focus on individuals	Use the strengths of the group, community and the common good
See people as clients and consumers receiving service	See parents as people who have something to offer
Treat people as passive and 'done to'	Help parents to have control of their and the their children's lives
Fix people	Support people to develop their potential
Implement programmes as the answer	Enable parents to explore issues and find solutions

Fox Covert

Provision

- 3.8 The centre would operate 52 weeks of the year 8am to 6pm Monday to Friday developing local access to services for all families.
- 3.9 600 hours of flexible, high quality early learning and childcare will be delivered to all 3 and 4 year old the term after their third birthday and to all eligible two year olds. This will be achieved by providing a range of flexible placements (full day/part day) in line with our statutory requirements and in consultation with service users.
- 3.10 The centre will provide, parenting support groups, parenting programmes and intensive packages of care for very vulnerable children where required.
- 3.11 The centre will provide additional wrap around childcare if space and capacity allows this.

Staffing

- 3.12 This provision will be managed by the Headteacher of Fox Covert, Non Denominational (ND). A Head of Centre will be appointed to manage the early years service and will report to the Headteacher. This post is currently being advertised.
- 3.13 Additional staffing will be two Senior Early Years Officers, one Teacher, eight point five Early Years Practitioners, two Early Years Assistants, one clerical assistant.
- 3.14 Full consultation has taken place with the staff from the current Fox Covert partner nursery and it has been agreed that in order to work together most effectively they will become a full part of the new provision with the closure of the partner nursery.
- 3.15 In the case of Fox Covert Nursery and Fox Covert Early Years Centre it has been agreed that Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) applies. This has been confirmed by human resources business management team and the Council's employment solicitor.
- 3.16 Further consultation will now take place with the staff from Fox Covert Nursery to match them into posts.

Stakeholders

- 3.17 Meeting have taken place with health representatives to consider joint working protocols.
- 3.18 Questionnaire has been sent to parent to ascertain their views and ideas on the range of services they would like provided in the new centre.

Wardie

Provision

- 3.19 The centre would operate school terms from 8am to 6pm Monday to Friday, developing local access to services for all families
- 3.20 600 hrs of flexible, high quality early learning and childcare will be delivered to all three and four year old the term after their third birthday. This will be achieved by providing a range of flexible placements (full day/part day) in line with our statutory requirements and in consultation with service users.
- 3.21 The centre will provide additional wrap around childcare if space and capacity allows this.

Staffing

- 3.22 This provision will be managed by the Headteacher of Wardie Primary School.
- 3.23 Additional staffing will be one Teacher, one Early Years Officer and two point five Early Years Practitioners, and Early Years Assistants as required.

Stakeholders

- 3.24 Questionnaire has been sent to parents, carers, staff and childcare providers in the Wardie area about the current provision of wraparound care and the needs of users was sought through the questionnaire devised by the working group. The purpose of the questionnaire is to ascertain their views and ideas on the range of services they would like provided in the new centre.

Next Steps

- 3.25 Both centres are now recruiting staff as required.
- 3.26 The questionnaires and surveys will be analysed by the stakeholders group and these groups will be supported to be developed and consolidated.

Measures of success

- 4.1 The Cooperative Capital's evaluative framework will be used as one means by which to measure the overall progress.

Financial impact

- 5.1 When the staff from the Fox Covert partner nursery are transferred under TUPE it will reduce the overall budget costs to the Council by approximately £44,970 per year.
- 5.2 Within the new centres there should be capacity to sell additional hours which will then decrease staffing costs in accordance with income generation.

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 The necessary consultation has been undertaken with all key stakeholders in the following areas of development:
- a) Development of working groups within the new early years settings following the principles of co-production;
 - b) Questionnaires to parents who attend Fox Covert partner nursery, the two primary schools and wider area to consider development of service provision;
 - c) Survey Monkey to consult with parents on all aspects of out of school care at Wardie nursery and primary school;
 - d) A series of engagement meetings with the board at both Wardie partner nursery and Fox Covert partner nursery to consider the future partnerships between the partner nursery and the new provision;
 - e) Engagement with other local stakeholders specifically local health visitors to consider partnership working.

Background reading/external references

- [Children and Young People's Act \(Scotland\) 2014](#)
- [Early Year Strategy, Edinburgh Council 2010](#)
- [Cooperative Development Unit information](#)

Gillian Tee

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Links

Coalition pledges	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement Appendices	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Early Years Capital Investment

Item number	7.5
Report number	
Executive/routine	Executive
Wards	Ward 5 (Inverleith); Ward 7 (Sighthill Gorgie) and Ward 13 (Leith)

Executive summary

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

The Scottish Government has provided additional capital funding to the Council of £9.892m to respond to the necessity to deliver additional capacity across the estate as a result of these new requirements. Committee has previously approved expenditure of £5.741m to progress priority projects involving the replacement and/or expansion of the early years provision at six key locations across the City leaving a balance of £4.151m remaining.

The purpose of this report is to seek the approval of Committee to utilise the remaining funding to provide improved, replacement or expanded early years facilities at four key locations across the City which have been identified as priorities for investment.

Links

Coalition pledges	P1 and P6
Council outcomes	C01 and C02
Single Outcome Agreement	S03

Early Years Capital Investment

Recommendations

- 1.1 Approve the proposed projects identified in this report to improve, replace or expand early years facilities at the following locations with the costs being met from the additional capital funding provided by the Scottish Government:
- Leith Primary School
 - Tynecastle Nursery
 - Blackhall Nursery
 - Ferryhill Primary School

Background

- 2.1 The Children and Young People (Scotland) Act 2014 ('the Act') sets out the requirement to expand free nursery provision from 475 hours to 600 hours a year for all three and four year olds and for certain two year olds.
- 2.2 The Scottish Government has made additional capital funding available to all Local Authorities aligned to the extended entitlements arising from the Act. The total additional capital funding which is being provided to the Council is £9,892,469.
- 2.3 On [11 September 2014](#) Committee approved that funding of £5,247,000 be utilised to deliver replacement and/or expanded early years facilities at:
- Longstone Primary School
 - Granton Early Years Centre
 - Davidson's Mains Primary School
 - Corstorphine Primary School
 - The new St John's RC Primary School
- 2.4 Each of these projects is now being progressed. The projects at Davidson's Mains and Longstone Primary Schools will, subject to satisfactory terms being agreed, be delivered through Hub South East Scotland Limited (HSESL) who are currently delivering the three new nurseries at Duddingston, Fox Covert and Wardie Primary Schools which will open in August 2015. The St John's RC Primary School provision will be delivered through the project to replace the primary school which was approved by Council on [11 December 2014](#).

- 2.5 The remaining facilities at Corstorphine Primary School and Granton Early Years Centre will, subject to satisfactory terms being agreed, be delivered through the SCAPE minor works framework which is available to be used by Local Authorities for individual projects up to a value of £2m. The SCAPE framework is similar to the HSESL process as it involves less risk in the timing of delivery as a protracted procurement process is not necessary but still allows value for money to be achieved through external benchmarking.
- 2.6 On [9 December 2014](#) Committee approved that funding of £0.494m be utilised as part of a wider funding package to deliver an expanded new nursery at Fox Covert Primary Schools.
- 2.7 Once all existing commitments have been taken into consideration there remains a balance of £4.151m of capital funding available for other early years provision. The purpose of this report is to seek the approval of Committee to utilise this remaining funding to provide improved, replacement or expanded early years provision in a further four areas of the City which have been identified as a priority for investment.

Main report

- 3.1 In order to oversee the development of proposals for the most effective use of the additional capital funding an officer working group involving representatives from Early Years and Asset Planning in Children and Families and Corporate Property in Services for Communities has been meeting since June 2014.
- 3.2 In considering the priorities for the use of the remaining capital funding of £4.151m the group has identified the necessity for improved, replacement or expanded early years provision in four areas of the City.

Leith Primary School

- 3.3 On [9 December 2014](#) Committee approved the demolition of the Duncan Place building which housed a community centre and the gym hall and nursery accommodation for Leith Primary School, sharing a site with the primary school. In order to deliver an immediate solution for nursery provision, those with places at Leith Primary School were relocated to Stanwell Nursery School in September 2014. In March 2015 a temporary 30:30 nursery unit was opened in the Leith Primary School playground and the children who had been relocated to Stanwell nursery returned to this new facility.
- 3.4 A working group involving all parties affected by the closure of the Duncan Place building was established to determine the scope of what nursery, gym and community accommodation should be provided in the future. A report on the long term options for future accommodation provision will be the subject of a future report to Committee on 6 October 2015.
- 3.5 Whilst the replacement accommodation and how it would be delivered has not yet been determined, it has been confirmed that a permanent, but expanded,

replacement 40:40 nursery with additional provision to cater for 15 two year olds will be required in the area. It is proposed that this element of the replacement project is funded from the remaining Scottish Government early years capital funding.

- 3.6 The accommodation brief for this size of facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 358m² and a maximum area of external space of 512m². A budgetary estimate based on new build of £1,181,400 has been identified by applying an assumed all-in rate of £3,300/m² to the internal space requirement.

Tynecastle Nursery

- 3.7 In this area the current Council provision is a 30:30 nursery class at Stenhouse Primary School, a 40:40 nursery in the Tynecastle area and a 60:60 nursery in Balgreen which is located adjacent to Balgreen Primary School but is managed separately.
- 3.8 Tynecastle Nursery is currently operating near to its 40:40 capacity however the building is in very poor condition which poses concerns regarding the ongoing continuity of provision of the service. The figures for eligible two year olds in this area necessitate additional accommodation being provided for two year olds. It is therefore proposed to replace this with a new expanded facility which has additional provision to cater for 15 two year olds to meet the increased demand in the area.
- 3.9 An initial assessment has concluded that a new facility could be delivered within the existing Tynecastle Nursery site while the current nursery remained operational i.e. no decant would be required although the amount of external play space available would be significantly reduced during the period of construction.
- 3.10 The accommodation brief for this size of facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 370m² and a maximum area of external space of 512m². A budgetary estimate of £1,221,000 has been identified by applying an assumed all-in rate of £3,300/m² to the internal space requirement.

Blackhall Nursery

- 3.11 Blackhall Primary School does not have an associated nursery and the main local early years provision in the area is a voluntary nursery which is run by an independent management committee. The nursery operates from a Council owned building, the Ravelston Park Pavilion. The nursery has capacity for 60 children and has a waiting list.
- 3.12 Due to burdens associated with the land it is not possible to expand or replace the existing building on either its existing site or elsewhere on Ravelston Park.

The existing building was in poor condition which raises concerns regarding the ongoing continuity of provision of the service. Whilst investment of £25,000 has recently been made in repairing the roof, there remain condition issues which require to be addressed which are routine in nature. It is therefore proposed that expenditure of £15,000 is incurred to address the remaining condition issues which have been identified in the existing building.

- 3.13 Consideration has also been given as to whether a new nursery facility could be provided within the grounds of Blackhall Primary School. However, the school had a significant extension which was completed in 2005, still operates two temporary units within its grounds and over the next six months is being provided with a new hall facility. As a result, the remaining outdoor space available to the school is limited and there is not scope to provide a new nursery at the school.

Ferryhill Primary School

- 3.14 Taking into consideration the needs of the wider area of Blackhall and Ferryhill it is proposed to increase the provision at the next nearest primary school which is considered to have capacity on its site to locate the required additional accommodation which is Ferryhill Primary School.
- 3.15 The existing nursery provision at Ferryhill Primary School is a 40:40 nursery accommodated within the primary school building. The nursery is currently operating to full capacity with a waiting list of 14 children who cannot access a local nursery service. The figures for eligible two year olds in this area necessitate additional accommodation being provided for two year olds. It is therefore proposed to replace this accommodation with a new purpose built, larger 60:60 stand alone nursery with additional provision to cater for 15 two year olds; this would be located within the school grounds.
- 3.16 Ferryhill Primary School has been identified as one of the primary schools which will potentially face accommodation pressures in August 2016 and beyond as a result of [rising primary school rolls](#), and for which a solution will require to be found to address the issue should it arise. It has been estimated that an additional two class spaces will need to be provided at the school. The existing nursery space has been identified as being capable of adaptation to provide the additional two class spaces required.
- 3.17 The accommodation brief for the proposed facility to comply with all necessary requirements, including the School Premises Regulations and the Care Commission, identifies a requirement for internal space of 441m² and a maximum area of external space of 698m². A budgetary estimate of £1,455,300 has been identified by applying an assumed all-in rate of £3,300/m² to the internal space requirement. The budgetary estimate assumes there is space elsewhere within the existing site on which to progress a new build thus avoiding the necessity for, and costs of, a decant.

Delivering the New Accommodation

- 3.18 Hub South East Scotland Limited (HSESL) has very successfully delivered the first two phases of the primary school rising rolls project and are in the process of delivering phase three. HSESL is also currently delivering the new gym at Blackhall Primary School and the three new nurseries at Duddingston, Fox Covert and Wardie Primary Schools.
- 3.19 Children and Families are currently piloting the delivery of the early years facilities at Corstorphine Primary School and Granton Early Years Centre through an alternative mechanism, the SCAPE minor works framework which is similar to the HSESL process.
- 3.20 Both processes involve less risk in the timing of delivery as they do not involve the necessity for a protracted procurement process. However, the processes still allow value for money to be achieved through external benchmarking. It is proposed that either the HSESL or the SCAPE framework procurement routes will be used for delivery of the projects at Tynecastle Nursery and Ferryhill Primary School identified in this report. The best delivery solution for each of the individual projects will be determined based on an assessment of the value for money achieved in the early years projects which are currently being delivered through both routes.
- 3.21 The improvements required to the condition of Blackhall Nursery will be progressed using the normal Council processes for such works. The new early years facilities at Leith Primary School would be incorporated into the overall project to deliver the replacement accommodation required on that site.

Measures of success

- 4.1 The delivery of accommodation solutions at the identified locations to ensure the capacity across Edinburgh is appropriate to meet the level of demand for early years services.
- 4.2 The delivery of the agreed projects on time, within budget and to the necessary quality.

Financial impact

Capital Expenditure

- 5.1 The additional capital funding which has already been confirmed as being provided to the Council to accommodate the extended entitlement to early learning and childcare is £9,892,469.
- 5.2 The additional capital funding allocations will be added to the relevant year's General Capital Grant (GCG) figures and paid to the Council as part of the GCG settlement; the funding has been added to the Children and Families Capital Investment Programme as a top slice of the overall grant.

- 5.3 General Capital Grant is used to partially fund the Council's capital programme with the balance of funding required being met through borrowing. In any given year the Council has to demonstrate to the Scottish Government that it has spent the GCG in full to fund capital expenditure of the authority, as the assumption is that the grant will be applied to finance local authority capital programmes before the application of any other capital or revenue resources such as capital receipts or borrowing.
- 5.4 The utilisation of this additional capital funding will not be time bound from a Scottish Government perspective provided the Council can demonstrate full utilisation of the total GCG in any given year. Finance has confirmed that planned capital spend for both 2014/15 and 2015/16 will exceed the GCG therefore the Council will meet this criteria on a whole programme basis. As such, there are no specific time constraints regarding in which financial year the additional capital funding allocations should be spent.
- 5.5 The estimated total capital expenditure associated with the proposed projects which have been identified in this report is £4,151,469 as detailed in the following table with £278,769 being retained as contingency. This expenditure will be fully funded from the additional capital funding which has been provided by the Scottish Government.

Project	Area (m ²)	Cost (£)
Leith Primary School Nursery	358m ²	1,181,400
Tynecastle Nursery	370m ²	1,221,000
Blackhall Nursery	n/a	15,000
Ferryhill Primary School Nursery	441m ²	1,455,300
Contingency		278,769
Total		£4,151,469

- 5.6 Each project is discrete and the most appropriate final solution for each will be progressed whilst always ensuring that value for money is achieved. Each indicative budget includes provision for the construction costs which would be included in any contract (which, due to the values involved, would be progressed in accordance with the scheme of delegation to officers) together with costs for those elements of the project which would be retained by the Council including furniture, fittings and equipment; ICT and some professional fees.
- 5.7 The retained contingency of £278,769 would be used to accommodate any variation in costs which might arise in any of the projects to deliver new early years accommodation, for example due to site specific abnormal costs which can only be determined following detailed design.

Revenue Costs

- 5.8 The majority of the projects to which it is proposed the remaining funding is allocated will 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 have to be funded from future revenue budgets as, and when, necessary.

Loans Charges

- 5.9 The Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects.
- 5.10 However, the capital expenditure identified above of £4,151,489 will be funded fully from the additional capital funding which has been provided by the Scottish Government for this purpose therefore this expenditure will entail no borrowing requirement or associated loans charges.

Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 All Children and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for early years provision is the key objective and there is a significant reputational risk to the Council if this is not achieved.
- 6.3 Delivery of the projects will be overseen by an Investment Steering Group which operates based on the project management principles of Prince 2 following the same governance structure as other such projects including the delivery of new schools. The consideration and management of risk will be undertaken through this group.
- 6.4 The contractors delivering the accommodation will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The relevant school and local communities will be kept informed of any issues that arise during the construction process which will mitigate against the risk of criticism of the Council in relation to these high profile and visible projects.
- 6.5 The engagement of HSESL or the use of the SCAPE framework for the delivery of the new build accommodation reduces the risk of project delay as procurement timescales are reduced and each route provides a considerable

degree of cost certainty by establishing affordability caps prior to the finalisation of contracts.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.
- 7.2 By offering additional capacity for early years provision the Council is responding to parental choice and endeavouring to offer childcare opportunities to children from all equalities groups. The Council will continue to ensure that the needs of children who have a disability are met by the accommodation provided.
- 7.3 Accordingly, these proposals have no significant impact on any equalities groups. For these reasons, the overall equalities relevance score is 1 (out of a possible 9) and a full Equalities Impact Assessment is not required.

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the majority of the proposals would see the expansion of existing facilities, the purpose is to create additional accommodation to meet demand. The new buildings would be designed to minimise the impact on carbon emissions and energy consumption and would be more efficient than the buildings which they replace.

Consultation and engagement

- 9.1 The necessary consultation will be undertaken with each school community as part of the design development and planning processes for each individual project.
- 9.2 Working groups involving school staff and parent representatives would be established at all schools and early years facilities to act as the main communication forum as each project is progressed. These groups would allow the design team and staff from Children and Families to work with the respective school and parent representatives to progress the delivery of the project including identification of the suitable location for any new accommodation and its design.
- 9.3 The proposed projects involve either improving the condition or the replacement and expansion of existing facilities which do not require formal statutory consultation to be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended.

Background reading/external references

- [Early Years Framework, Scottish Government and COSLA, December 2008](#)
- [Early Years Strategy, Edinburgh Council 2010](#)

- [Children and Young People’s Act \(Scotland\) 2014](#)
- [Early Years Capital Investment: Report to Education, Children and Families Committee; 11 September 2014](#)
- [Fox Covert Primary Schools - New Nursery: Report to Education, Children and Families Committee; 9 December 2014](#)

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Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care P6 - Establish city-wide co-operatives for affordable childcare for working parents
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 - Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Primary School Capacity Pressure in South Edinburgh

Item number	7.6
Report number	
Executive/routine	Executive
Wards	8 (Colinton/Fairmilehead), 9 (Fountainbridge/Craiglockhart), 10 (Meadows/Morningside), 11 (City Centre) and 15 (Southside/Newington)

Executive summary

The area to the south side of the city centre has traditionally experienced pressure on primary school places which has become more significant due to the period of rising rolls which is being experienced in many areas of the city. Three primary schools in this area - South Morningside, James Gillespie's and Bruntsfield - are predominantly affected by this issue; all operate from constrained sites with no dedicated playing fields and the scope to extend capacity on their existing sites is severely limited. While these issues are being addressed in the short term through the rising primary school rolls programme there remains a requirement for a permanent long term solution in this area.

Potential long term solutions were identified in reports to Committee on [4 March 2014](#) and [9 December 2014](#) when Committee noted the intention to seek approval for a statutory consultation process to be undertaken regarding options to address the long term accommodation issues in this area. The purpose of this report is to seek approval for the proposed statutory consultation to be undertaken.

Links

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

Primary School Capacity Pressure in South Edinburgh

Recommendations

- 1.1 Approve that a statutory consultation process be undertaken regarding proposals to address primary school capacity and accommodation pressures in south Edinburgh.
- 1.2 Delegate authority to the Director of Children and Families to finalise the detailed consultation paper before the start date for the statutory consultation process.
- 1.3 Note a report on the outcomes of the consultation will be submitted to a future Council meeting for consideration.

Background

- 2.1 The area to the south side of the City centre has traditionally experienced pressure on primary school places with schools having had high occupancy levels during previous periods of declining rolls across the city and now facing significant pressure during a period of rising rolls.
- 2.2 Three primary schools in this area - South Morningside, James Gillespie's and Bruntsfield - are predominantly affected by this issue; all operate from constrained sites with no dedicated playing fields and the scope to extend capacity on their existing sites is severely limited.
- 2.3 This issue was the subject of previous reports to Committee on [4 March 2014](#) and [9 December 2014](#) which set out in detail the capacity and accommodation issues facing the schools in the south Edinburgh area and identified a range of potential options to address these in both the short and long term. Further updates and information on the short term solutions have been provided to Committee as part of the rising primary school rolls programme update reports to Committee on [20 May 2014](#) and [9 December 2014](#).
- 2.4 On 9 December 2014 Committee noted the intention to seek approval for a statutory consultation process to be undertaken regarding options to address the long term accommodation issues in this area. The purpose of this report is to seek approval to the proposed statutory consultation to be undertaken.

Main report

- 3.1 A proposed draft statutory consultation paper is included in Appendix 1 which includes three options to address primary school accommodation pressures in the south Edinburgh area. The options affect Bruntsfield, James Gillespie's,

South Morningside and Tollcross Primary Schools and can be summarised as follows:

Option 1 – Establish a new primary school on the combined site of the existing South Morningside Primary School Deanbank annexe and the Oaklands Care Home on Canaan Lane incorporating sections of the Bruntsfield, James Gillespie's and South Morningside Primary School catchment areas. This option would also require the northern tip of the James Gillespie's catchment area to be realigned with Tollcross Primary School and would further involve either:

- a. **not including a nursery** as part of the new school building due to the retention of the existing nursery classes of South Morningside Primary School currently based at Fairmilehead Church Hall;
- b. **including a nursery** as part of the new school building and retaining the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall; or
- c. **including a nursery** as part of the new school building to replace the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall and necessitating the closure of that facility.

Option 2 – Expand the capacity of South Morningside Primary School to four streams by establishing a permanent annexe of South Morningside Primary School accommodating the nursery to P3 stages on the combined site of the existing Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane. This would require the existing South Morningside Primary School catchment to be extended to incorporate sections of the Bruntsfield and James Gillespie's Primary School catchment areas and would also require the northern tip of the James Gillespie's Primary School catchment area to be realigned with Tollcross Primary School.

Option 3 – Maintain and improve existing accommodation arrangements by permanently establishing South Morningside Primary School's Deanbank temporary annexe including the provision of a new gym, the relocation of South Morningside Primary School's nursery to the Deanbank site and a minor catchment change to incorporate the combined site of the existing Deanbank temporary annexe and the Oaklands Care Home within the South Morningside Primary School catchment area.

- 3.2 Secondary school catchment areas are unaffected by any of the proposed options.
- 3.3 If approved by Committee it is proposed that the statutory consultation would commence in August 2015 with a report on the outcome of the consultation process being submitted to a future Council meeting for consideration. The statutory consultation would be conducted in line with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.

- 3.4 Certain highlighted areas of the proposed statutory consultation paper require additional information to be added before the statutory consultation commences. These additions relate only to the provision of further information or the confirmation of dates for the public consultation meetings and will not change in any way the options which it is proposed would be the subject of the consultation. It is therefore recommended that authority is delegated to the Director of Children and Families to make any required amendments to the statutory consultation paper which are considered to be necessary prior to publication.

Measures of success

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

Financial impact

- 5.1 The capital and revenue cost implications for each option are set out in the draft statutory consultation paper included in Appendix 1.

Risk, policy, compliance and governance impact

- 6.1 The options considered in the draft statutory consultation paper address the Council's policy of ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school. Option 1 would also address the Council objective of ensuring the suitability of the school estate through withdrawal from both annexe and temporary accommodation in the area.
- 6.2 All options are subject to the successful procurement of a permanent site. Early discussions with Health and Social Care regarding the possibility of acquiring both the Deanbank and the adjacent Oaklands site have been positive. However, until a business case and the appropriate funding has been identified and approved for the provision of a new care home to replace the existing facility on the Oaklands site, the disposal may not take place and this remains a significant risk to the delivery of all options.
- 6.3 There is currently no provision in the Council Capital Investment Programme to 2019/20 for any capital funding relating to the delivery of any of the options set out in the consultation paper nor is there provision in the Children and Families revenue budget for the associated additional revenue costs which would arise. On completion of the consultation and the agreement by Council of the option to be progressed, the identification and approval of the capital and revenue funding which will be necessary to do so will require to be considered by the full Council as part of future Council budget processes. The delivery of all options is contingent on this capital and revenue funding being secured.

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 The statutory consultation process would be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

Background reading/external references

A report to the Education, Children and Families Committee on [4 March 2014](#) detailed the capacity and accommodation issues facing the three schools in the area and identified a range of potential options to address these in both the short and long term. On [9 December 2014](#) Committee noted the intention to seek approval for a statutory consultation process to be undertaken regarding options to address the long term accommodation issues in this area.

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Links

Coalition pledges	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Draft Statutory Consultation Paper

Options to Address Primary School Capacity and Accommodation Pressures in South Edinburgh

Affecting James Gillespie's Primary School, South Morningside Primary School, Bruntsfield Primary School, Tollcross Primary School, James Gillespie's High School and Boroughmuir High School

1 Introduction

1.1 This consultation paper sets out the rationale for, and implications of, options to address primary school capacity and accommodation pressures in the south Edinburgh area. The paper also sets out the consultation process and the means and timescales for making representations.

1.2 The consultation paper is divided into the following sections:

1. Introduction
2. Background and Context
3. Roll Projections, Catchment Data and Capacity Analysis
4. Option 1 - Establish a New Primary School
5. Option 2 - Increase the Capacity of South Morningside Primary School
6. Option 3 - Maintain and Improve Existing Arrangements
7. Planning and Transport
8. Financial Considerations
9. Indicative Construction Timescales
10. Summary of Options
11. Consultation Process

Appendices

1. Response Questionnaire
2. Existing Catchment Areas, School Locations and combined Deanbank and Oaklands Site
3. Option 1a: Indicative Site Layout
4. Options 1b, 1c and 2: Indicative Site Layout
5. Option 1: Proposed Catchment Changes
6. Option 1: Proposed Sections of South Morningside Primary School Catchment Area to be Realigned with New School Catchment Area

7. Option 1: Travel Routes and Distances between Blackford Rise Area and Proposed New Primary School Site
8. Options 1 & 2: Proposed Section of James Gillespie's Primary School Catchment Area to be Realigned with Tollcross Primary School
9. Option 2: Proposed Catchment Changes
10. Option 2: Travel Routes and Distances between Blackford Rise Area, Proposed Annexe Site and South Morningside Primary School
11. Option 2: Travel Routes and Distances between Falcon Avenue Area, Proposed Annexe Site and South Morningside Primary School
12. Option 3: Indicative Site Layout
13. Option 3: Proposed Catchment Changes
14. Revenue Cost Implications
15. Analysis and Review of Nursery Proposals associated with all Options

1.3 Three different options have been identified for consideration as follows:

Option 1 – Establish a new primary school on the combined site of the existing South Morningside Primary School Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane incorporating sections of the Bruntsfield, James Gillespie's and South Morningside Primary School catchment areas. This option would also require the northern tip of the James Gillespie's Primary School catchment area to be realigned with Tollcross Primary School and would further involve either:

- a. **not including a nursery** as part of the new school building due to the retention of the existing nursery classes of South Morningside Primary School currently based at Fairmilehead Church Hall;
- b. **including a nursery** as part of the new school building and retaining the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall; or
- c. **including a nursery** as part of the new school building to replace the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall and necessitating the closure of that facility.

Option 2 – Increase the capacity of South Morningside Primary School to four streams by establishing a permanent annexe of South Morningside Primary School accommodating the nursery to P3 stages on the combined site of the existing Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane. This would require the existing South Morningside Primary School catchment to be extended to incorporate sections of the Bruntsfield and James Gillespie's Primary School catchment areas and would also require the northern tip of the James Gillespie's Primary School catchment area to be realigned with Tollcross Primary School.

Option 3 – Maintain and improve existing accommodation arrangements by permanently establishing South Morningside Primary School’s Deanbank temporary annexe including the provision of a new gym, the relocation of the South Morningside Primary School nursery to the Deanbank site and a minor catchment change to incorporate the combined site of the existing temporary Deanbank temporary annexe and the Oaklands Care Home within the South Morningside Primary School catchment area.

- 1.4 Each of the options would require that varying degrees of catchment change be undertaken. Option 1, the creation of a new primary school, would also require the transfer of pupils from existing schools although this would be on a voluntary basis. Secondary school catchment areas are unaffected by any of the options considered in this paper.
- 1.5 Options 1a, 1b, 1c and 2 would involve the transfer of parts of existing primary school catchment areas to different primary school catchments which introduces the potential issue of younger siblings of pupils currently in one primary school possibly being required to attend a different primary school from elder brother/sister in the future.
- 1.6 Whilst it is not considered feasible to provide a guarantee regarding siblings under Options 1a, 1b, 1c and 2 in certain circumstances priority would be applied to siblings. In future, after meeting catchment needs, younger siblings of pupils at any primary school (but not any associated nursery) which is subject to a change of catchment area who attended the school at the time of the decision on catchment change and were, at that time, resident in the parts of that primary school proposed for transfer would be given priority for placing requests into that primary school in future. This policy would apply for a full primary school cycle (i.e. seven years) but would only apply if, when the younger sibling was entering P1, he/she continued to be resident in the parts of the primary school catchment from which transfer had previously been approved and an elder sibling is still a pupil at that primary school.
- 1.7 Comments on the proposals should be submitted by no later than close of business on Tuesday, 6 October 2015 by email or post to the addresses set out in Section 11 of this paper. A response questionnaire is provided for this purpose, details of which are included in Appendix 1 and which can also be completed online via the following link: www.edinburgh.gov.uk/.
- 1.8 Four public meetings will be held as follows, further details of which are provided in section 11:

Venue	Date	Time
Bruntsfield Primary School	xxx	xxx
James Gillespie’s Primary School	xxx	xxx
South Morningside Primary School	xxx	xxx
St Peter’s RC Primary School	xxx	xxx

2 Background and Context

- 2.1 On 19 May 2015 the Education, Children and Families Committee approved that a consultation be undertaken regarding options to address the long-term accommodation issues in the south Edinburgh area. This followed previous reports to Committee on [9 December 2014](#) and [4 March 2014](#) which set out the accommodation and capacity issues faced in this area and the requirement to identify solutions to these issues through discussions with each of the school communities affected.
- 2.2 For the purposes of this process the south Edinburgh area is defined as encompassing the three primary school catchment areas covered by Bruntsfield, James Gillespie's and South Morningside Primary Schools. This area has traditionally experienced pressure on primary school places with schools having had high occupancy levels during a period of declining rolls and a necessity for additional accommodation subsequently being required through the provision of temporary units and annexes, some of which still remain.
- 2.3 The Council's over-riding priority is to ensure that it can meet its commitment to ensuring that places are available for all pupils to attend their local catchment school should they wish to do so. The issue of rising primary school rolls in the City has been, and remains, a significant challenge but is one which the Council is committed to addressing and has been doing so successfully for several years through its primary school rising rolls programme.
- 2.4 Through the establishment of stakeholder working groups and a consultative process with parents and school communities this programme has, in the past three years, delivered extensions to provide additional classrooms at seven primary schools with additional accommodation also being created at several other primary schools by adapting existing buildings. Extensions at a further seven primary schools are being constructed for August 2015.
- 2.5 Bruntsfield Primary School has experienced high P1 intakes in the past few years which have necessitated the school's involvement in the rising rolls programme. However, rather than new build, the accommodation solution identified for Bruntsfield Primary School was internal reconfiguration of the existing building to create more classroom space. This reconfiguration has increased the capacity of the school while maintaining good supporting space.
- 2.6 Previous reports to Committee setting out the issues in the south Edinburgh area have included Bruntsfield Primary School as a key component of a long-term solution for the area. While projections suggest that the work undertaken at the school to date, and the further adaptations possible, would be sufficient to address projected growth in the catchment area there is a strong rationale for including a small proportion of the existing Bruntsfield catchment area within the proposed catchment area changes for options 1a, 1b and 2 and this is exemplified in the appropriate sections of this paper.

- 2.7 Through the rising rolls process James Gillespie's Primary School was identified as a school that would struggle to accommodate catchment demand in August 2015. The school site is a reasonable size and a new classroom extension building is being constructed for August 2015 to increase the school's capacity. However, while the new building will provide the school with the accommodation necessary to provide sufficient places for its current and projected catchment demand, there will remain an ongoing requirement to accommodate classes in the existing temporary unit. There also remain suitability issues associated with the size of some of the classrooms in the main school building.
- 2.8 The accommodation issues at South Morningside Primary School have been more acute and, in order to address capacity issues and the suitability issues associated with the temporary units on the school site and the annexe located at the Cluny Church Centre, the Rising Rolls Working Group at South Morningside Primary School identified a larger, off site annexe solution as its preferred option. Accordingly, on 9 December 2014 the Education, Children and Families Committee approved that the short-term solution for South Morningside Primary School was the creation of a temporary P1 and P2 annexe at the former Deanbank Resource Centre on Canaan Lane.
- 2.9 Whilst it is considered that accommodation pressures in the area can be addressed in the short term through the measures set out above which also improve the suitability of the accommodation available, these solutions create their own challenges and a longer term, sustainable and permanent solution is now required.
- 2.10 Several options for a longer-term solution have previously been investigated. A report to the Council's Estate Strategy and Rising Rolls Working Group on 8 May 2013 considered options to relieve pressure through catchment review. However, it was acknowledged that there were only minor opportunities for catchment change and that these were unlikely to be of sufficient size to address the issue. The Estate Strategy and Rising Rolls Working Group concluded that it was likely that additional accommodation would be required if intake numbers were sustained at their (then) present level.
- 2.11 In 2011 a feasibility study was undertaken which considered options to locate all of South Morningside Primary School's pupils in permanent buildings on the main school site; the provision of a new gym and relocation of the nursery were also considered. This feasibility study was updated in 2014. However, due to the significant loss of playground space which would arise and advice received from Planning that the height of the proposed buildings and their proximity to the common boundary would make planning issues difficult to overcome, the option of a permanent expansion of accommodation on the existing school site was not considered to be a reasonable or deliverable solution.
- 2.12 The delivery of the first option which has been identified for consideration, creating an entirely new primary school, would entail significant additional capital and revenue costs and require considerable restructuring of the catchment areas of the non-denominational primary schools in the south

Edinburgh area. It is a long-term solution that would represent a significant change for the residents and wider communities of each school in the south Edinburgh area and would have significant budgetary implications. For these reasons, two further options have been developed which seek to build upon the temporary solutions already delivered but with a more limited demographic and financial impact.

Site Considerations

- 2.13 There are few options in the south Edinburgh area to provide the land necessary to deliver any of the proposals considered in this paper and some of the options which are available could, in the absence of an appropriate site, carry with them a high degree of uncertainty in terms of the timescales within which they may be deliverable and the cost that would be attached.
- 2.14 Accordingly, successfully identifying a site for a new school or an annexe building has been a significant factor in the failure to deliver previous proposals. This was most notably the case in 1998 when a proposal for a new double stream primary school on an NHS site was consulted upon, approved and included within the Council's first Public Private Partnership (PPP) project but could not be delivered as the availability of the site slipped beyond project longstop dates resulting in its removal from the project.
- 2.15 In the report to Committee on [9 December 2014](#) a potential site constituted from the site of the former Deanbank Resource Centre (now the Deanbank temporary annexe of South Morningside Primary School) and the directly adjacent site on which the Oaklands residential care home is located was identified. This site is considered to be appropriate for an educational establishment and, as it is in Council ownership through Health and Social Care, offers a high level of certainty and control regarding both availability and the timescales to deliver whatever solution is approved by Council as the outcome of this consultation process.
- 2.16 Oaklands is one of Health and Social Care's older facilities and there is a desire to replace it with a new facility on a different site. Whilst the business case for the provision of a new facility assumes a receipt for the combined Oaklands and Deanbank site; no business case has yet been considered, or approved, by the appropriate Committee and the full funding package which would allow this to be progressed is not yet in place. It is fully recognised that a new care home would have to be delivered before the Oaklands site could be vacated and the indicative timescales set out in this paper are therefore contingent on a new care home being completed prior to the start of construction of any new primary school or annexe building.
- 2.17 The Committee noted the intention of Children and Families to undertake discussions with Health and Social Care regarding arrangements for the transfer of the Deanbank Resource Centre and Oaklands residential care home sites. In order to implement interim accommodation solutions for South Morningside Primary School, Children and Families has leased the Deanbank Resource Centre site from Health and Social Care and discussions regarding

the value and timing of the purchase of the combined Deanbank and Oaklands site which would also allow Health and Social Care to progress the necessary business case for the provision of a new facility are underway.

- 2.18 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new double stream primary school with capacity for a further 40 pupils in the nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
 - An area for playing fields of not less than 0.6 hectares.
- 2.19 The size of the combined Deanbank and Oaklands sites is 0.96 hectares which is less than the minimum specified requirement for a main new school site. In certain circumstances a smaller site area for either element can be provided with the consent of the Scottish Government subject to it being agreed that it would be impractical or unreasonable to apply the standards within the legislation.
- 2.20 The combined site is considered sufficient to provide an appropriate environment for a new primary school and nursery of this size and accordingly, should the outcome of this statutory consultation process result in the option for a new primary school being progressed, the consent of the Scottish Government to the smaller site would be sought.
- 2.21 The regulations do not actually require that playing fields (or pitches) are adjacent to the actual school building but that they are *available* to the school i.e. could be elsewhere and off-site. In Edinburgh there are many schools where the maximum areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city. Taking the area of such off-site facilities into consideration this would be the case which would apply regarding the proposed new primary school.
- 2.22 The establishment of the current Deanbank temporary annexe of South Morningside Primary School did not require that a statutory consultation be undertaken under the Schools (Consultation) (Scotland) Act 2010 as it was established as a temporary measure. However, despite currently being the site of an educational facility, to establish a *permanent* annexe of South Morningside Primary School on the combined Deanbank and Oaklands site does require that a statutory consultation be undertaken. While the consent of the Scottish Government would be required to deliver a new primary school on this site as it is smaller than specified in the regulations, no such consent would be required to establish permanent annexe accommodation.
- 2.23 Deanbank House was built circa 1912. While the Deanbank House building is not listed, due to its location within the Grange Conservation area Planning has

advised that, regardless of the option, they would expect the Deanbank House building to be retained. The demolition of unlisted buildings (such as Deanbank House) which are considered to make a positive contribution to a conservation area is only permitted where the proposals may be justified by the condition of the building, the conservation deficit, the adequacy of efforts made to retain the building and the relative public benefit of the demolition.

2.24 Children and Families believe this represents a significant risk to the delivery of any option which would require the demolition of the Deanbank House building. Accordingly, all options considered retain the Deanbank building as a part of the final design solution. The Oaklands Care Home building is not of historic interest and all options considered would require, and assume, its demolition.

3 Roll Projections, Catchment Data and Capacity Analysis

3.1 This section considers the historic, current and projected roll and catchment population data and the accommodation issues and other factors that have resulted in this consultation being undertaken and have shaped the options set out in this paper.

South Edinburgh Area Overview

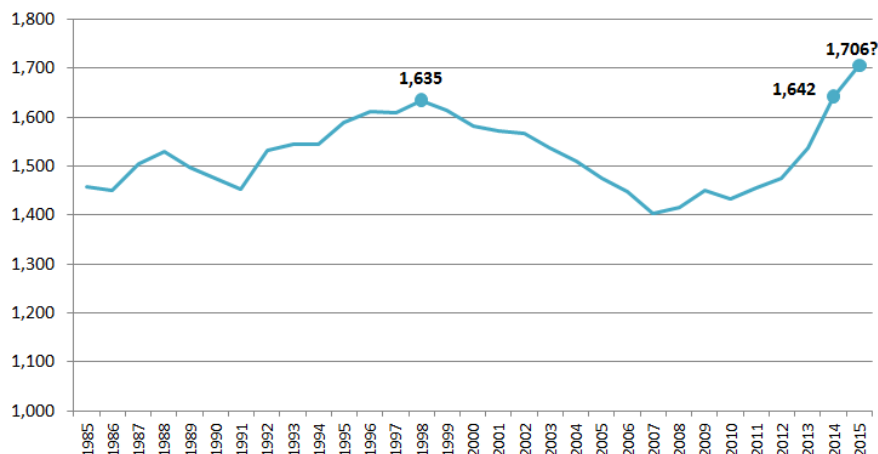
3.2 Table 1 shows that, between the three south Edinburgh primary schools, there will be, as of August 2015, an optimum operating capacity of 1,736 primary pupils. However, the combined roll of the three schools in August 2015 is forecast to be 1,706; an occupancy level exceeding 98%. However, it should be noted that generic capacity figures do not take account of a school's capacity for team teaching arrangements; a practice which is increasingly common place across the Council's primary school estate including at each of the three south Edinburgh primary schools.

Table 1: School Capacity and Estimated Class and Roll Data for August 2015

School	Number of Classes	Capacity (as of Aug 2015)	Classes Expected 2015/16	Estimated Roll 2015/16	Estimated Occupancy Rate
Bruntsfield	20	560	20	559	99.8%
James Gillespie's	19	546	17	494	90.0%
South Morningside	21	630	21	653	103.6%
Totals	60	1,736	58	1,706	98.3%

3.3 Figure 1 shows how the combined rolls of the three primary schools has changed since 1985 and illustrates that the capacity challenges currently faced in this area are the greatest in more than 30 years. It also illustrates that the peak experienced in 1998 when a new school was previously approved for the south Edinburgh area was lower than the current combined roll.

Figure 1: Growth in the combined rolls of Bruntsfield, James Gillespie's and South Morningside Primary Schools



- 3.4 The growth in the overall school roll has been driven by growth in the combined primary age catchment populations of each of the three south Edinburgh primary schools. This population growth has been significant, rising from 1,445 primary aged pupils in 2006 to 1,861 in 2014 – a rise of nearly 29% in eight years compared to a citywide increase in the primary age population of 11.5% over the same period.
- 3.5 A reduction in the number of pupils from outside the south Edinburgh area being successful in gaining a place at one of the three south Edinburgh schools has been a consequence of increased catchment demand. The percentage of non-catchment pupils in the combined south Edinburgh primary school roll has fallen every year since 2005 from 22.6% to 9.9% in 2014.
- 3.6 However, while the overall pupil population in the south Edinburgh area has increased, patterns of parental choice have remained relatively consistent. For example the percentage of pupils from the combined Bruntsfield, James Gillespie's and South Morningside Primary School catchment areas attending a Roman Catholic (RC) school has remained between 10.3% and 12.5%. Furthermore, the percentage of non-denominational pupils from these three catchment areas attending any of the three primary schools has remained at approximately 90%.

Bruntsfield Primary School

Capacity and Growth

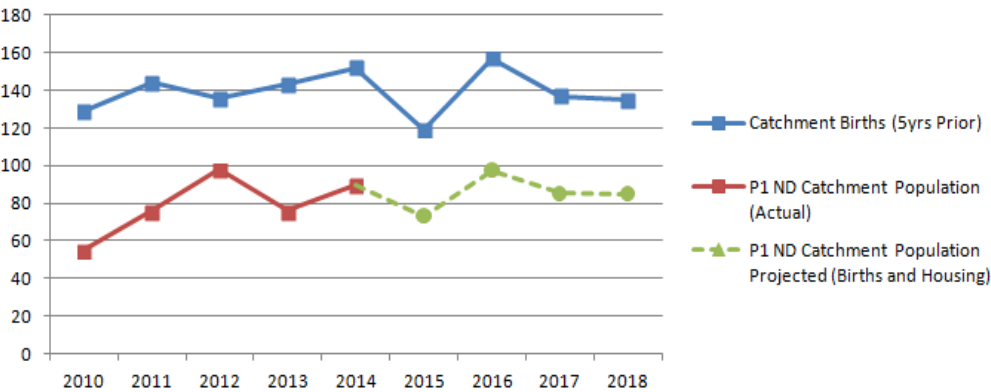
- 3.7 The roll at Bruntsfield Primary School has increased from 431 primary pupils in 2010 to 556 in 2014, a growth of 29% over a five year period. The roll has not been this high for at least 30 years and has necessitated that work be undertaken at the school to create additional classroom space by subdividing some of the very large classrooms in the building. By August 2015 the school's capacity will be 20 classes (560 pupils) and a feasibility study undertaken to explore options to create additional classroom space has identified several other solutions to further increase the school's capacity to 21 classes (630 pupils) if that is ultimately required.

- 3.8 In addition to some very large classrooms the school has three halls, two of which are among the largest in the city’s primary school estate. The school also benefits from a swimming pool. However, the school grounds are small and, while the school and Parent Council have recently secured funding for a significant investment in playground improvements, in terms of the ratio of the number of pupils per m², it is one of the smallest playgrounds in the city.
- 3.9 The accommodation pressure being experienced at Bruntsfield Primary School is principally attributable to significant growth in the primary age catchment population which has increased by a third since 2010. Despite pressure on surrounding schools the percentage of the total pupil population attending Bruntsfield has seen little change, rising from 73% in 2010 to 75% in 2014.
- 3.10 In 2014, the loss to the RC sector accounted for 46% of the pupils from the catchment area’s primary age population choosing to attend another school. However, there is a broad range of schools attended by those choosing a non-denominational primary school other than Bruntsfield Primary School with the most popular alternative options being Bun Sgoil Taobh na Pairce, James Gillespie’s Primary School, South Morningside Primary School, Tollcross Primary School, Sciennes Primary School and Dalry Primary School.
- 3.11 The percentage of non-catchment pupils attending Bruntsfield Primary School has fallen from 20% in 2010 to 16% in 2014. However, it is only in the 2014 P1 intake that the percentage of non-catchment pupils gaining a place at the school has been significantly reduced, falling to just one pupil. The percentage of the total catchment pupil population attending Bruntsfield Primary School also rose marginally to 78% with more than half of those attending another school choosing the RC sector; in particular St Peter’s RC Primary School.

Roll Projections

- 3.12 Figure 2 suggests that, based on births from five years prior and known housing development data, the non-denominational P1 catchment population at Bruntsfield Primary School will reach its highest level in August 2016. An intake of 90 P1 pupils is forecast for that year. The next two year’s intakes are forecast to be 75 pupils, the same level as August 2015. This level of intake is consistent with a school operating almost at full three streams (21 classes).

Figure 2: Actual Catchment Births (from five years prior) and P1 ND Catchment Population (Actual and Projected), 2010 to 2018



- 3.13 Longer term projections based on the National Records of Scotland (NRS) age 5-11 years population projections for the City of Edinburgh Council area suggest that regular intakes of 90 pupils could become common place beyond 2018. If this were to be the case, it would suggest that growth to 21 classes would be required in the long-term. This is the level of capacity that a feasibility study has identified may be achieved within the schools existing accommodation whilst continuing to meet the Scottish Government's recommended level of General Purpose space provision.

James Gillespie's Primary School

Capacity and Growth

- 3.14 The roll at James Gillespie's Primary School has increased from 402 primary pupils in 2010 to 451 in 2014 (growth of 12%) and not been this high for at least 30 years.
- 3.15 The relatively modest growth in the overall roll masks significant increases in P1 intakes in the last two years. In the 28 years prior to 2013 the P1 intake at James Gillespie's Primary School had not exceeded 66 pupils. However, in 2013 and 2014 the P1 intakes were 75 and 85 respectively. The P1 intake for August 2015 is anticipated to be 90 pupils. This is an intake level more commonly associated with a three stream school (21 class capacity).
- 3.16 These increases at P1 have necessitated that the temporary units at the school be retained and that it be included in the rising primary school rolls programme for August 2015. This will result in the delivery of additional classroom and general purpose space and, following reassessment according to the Scottish Government's new primary school capacity guidance, will increase the capacity of the school to 19 classes (546 pupils) from its present level of 16 classes.
- 3.17 Following the completion of the new rising rolls building in August 2015 the school will benefit from two new classrooms and a large open General Purpose (GP) space. The GP spaces within the main school building are generally small and the school also has six classrooms which fall below the minimum size expected by the Council. However, the school benefits from a playground area that is relatively large for a city centre school and in 2013 work on a new gym hall and a new nursery was completed. Two of the existing classrooms were also significantly refurbished during these works.
- 3.18 The total primary age population of the James Gillespie's catchment area (excluding pupils attending independent schools) in 2010 was 427 pupils which grew by 29.5% to 553 in 2014. Despite pressure on surrounding schools, the percentage of the total catchment pupil population attending James Gillespie's Primary School has seen little change, rising from 65% in 2010 to 70% in 2014.
- 3.19 Loss to the RC sector accounts for 26% of the pupils from the catchment area's primary age population choosing to attend another school. However there is a broad range of schools attended by those choosing a non-denominational primary school other than James Gillespie's with the most popular alternative

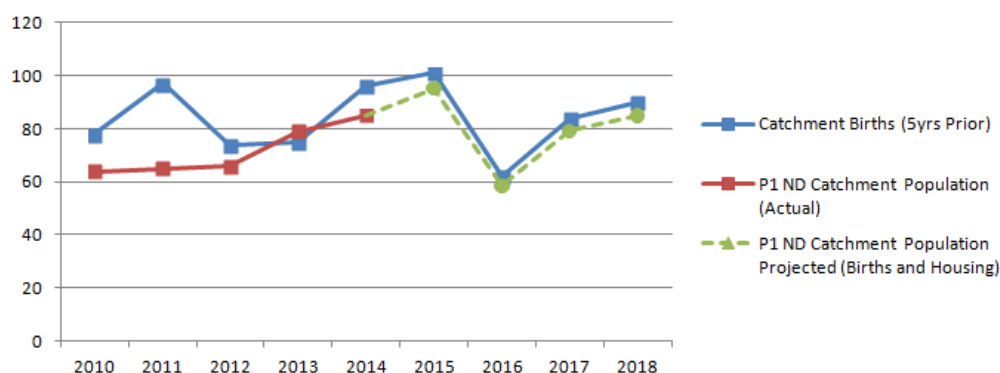
options being Bruntsfield Primary School, South Morningside Primary School, Tollcross Primary School and Sciennes Primary School.

3.20 In the 2014 P1 intake the percentage of non-catchment pupils was 8% compared to 11% in 2010. Accordingly, there is little difference in the percentage of P1 places being allocated to non-catchment pupils. However, the percentage of non-catchment pupils attending James Gillespie's Primary School as a whole has fallen from 30% in 2010 to 14% in 2014. This reduction suggests that places made available beyond P1 as a result of increases in class size limits which would previously have allowed higher numbers of non-catchment pupils to transfer into the school are now being filled by catchment pupils from the school's waiting list.

Roll Projections

3.21 Figure 3 (below) suggests that, based on births from five years prior and known housing development data, the non-denominational P1 catchment population at James Gillespie's Primary School will reach its highest level in August 2015 when an intake of 90 P1 pupils is forecast. However, there is a significant drop in the catchment births the following year and an intake in August 2016 comparable to those experienced pre-2013 is forecast (60 pupils). The following two years are projected to see a return to higher intake levels with an intake of 75 pupils projected for 2017 and an intake of 90 pupils projected as potentially being necessary for 2018.

Figure 3: Actual Catchment Births (from five years prior) and P1 ND Catchment Population (Actual and Projected), 2010 to 2018



3.22 Longer term forecasts based on the National Records of Scotland (NRS) population projections for the Council area suggest that regular intakes of 75 pupils would become common place beyond 2018. This would suggest that a capacity of 19 classes would be required in the longer-term. Accordingly, the school has capacity to support the projected growth albeit requiring the continued use of two classes in the temporary unit and a further six classes in classrooms that fall below the minimum size expected by the Council.

3.23 However, the significant growth in the total catchment population at all stages does suggest that growth in the birth rate and new housing developments are not the only factors behind the accommodation pressures being experienced in the James Gillespie's catchment area. Anecdotal evidence suggests that the

development of student accommodation in the City of Edinburgh Council area has drawn students away from private rental properties within Marchmont and other areas creating opportunities for families to move into the James Gillespie's catchment area. Accounting for this type of demographic change in population projections would be a significant challenge.

South Morningside Primary School

Capacity and Growth

- 3.24 South Morningside Primary School is a 21 class (630 pupil) capacity school split across three sites. The school's nursery class is located at Fairmilehead Church, two miles from the main school site on Comiston Road. From August 2015 the school will operate a temporary P1/P2 annexe at the former Deanbank Resource Centre on Canaan Lane which replaces the previous two classroom annexe at the Cluny Church Centre and the four classrooms located in temporary units on the main school site. The 15 remaining classrooms on the main school site will accommodate all P3 to P7 pupils.
- 3.25 The roll at South Morningside Primary School in 2014 is 630 pupils, the highest it has been since 2001. The roll for August 2015 is forecast to be 653 pupils - the highest for at least 30 years. The optimum P1 intake for a school with a 21 class capacity is 90 pupils based on forming two classes of 25 and a team teaching class of 40 pupils. However, the school has exceeded this intake level twice in the past five years and it is forecast will do so again in August 2015.
- 3.26 The most efficient P1 intake limit after 90 pupils is 99, allowing three classes of 33 pupils at the P4 to P7 stages without incurring the cost of an additional teacher (this also means it is a limit that can be defended at appeals). However at P1, an intake limit of 99 pupils requires the formation of one class of 25 pupils and two team teaching classes of up to 37 pupils, thus incurring the cost of an additional teacher compared to an intake of 90 and requiring two classrooms capable of supporting larger class sizes. If the P2 and/or P3 stages also exceed 90 pupils there is a requirement for both an additional teacher and classrooms large enough to support team teaching classes in these stages.
- 3.27 The accommodation at the Deanbank temporary annexe has been arranged in a way that provides the classroom space necessary to support larger team teaching classes at P1 and P2 and provide these classes with several breakout spaces. However, operating an annexe building that is approximately 1km from the main school site is a challenge from a management perspective and also represents an issue for parents with children at both school sites.

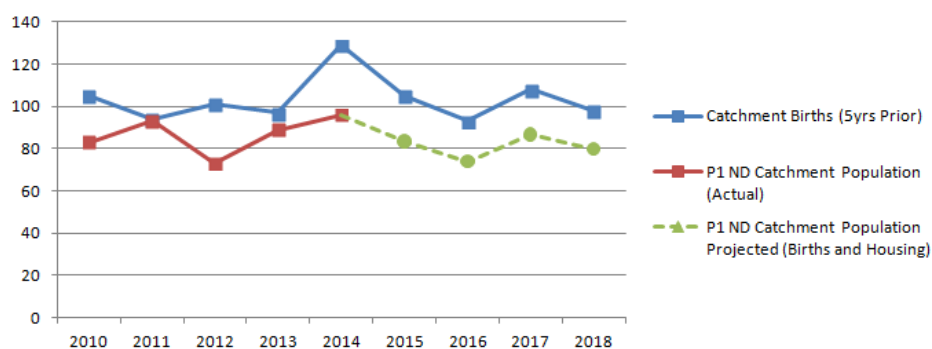
Roll Projections

- 3.28 While it may be significant in terms of staffing and accommodation implications, in real terms the difference between P1 intakes of 90 or 99 pupils is small. This means projections of future P1 intakes must be treated with caution. For example, while an intake of 99 was correctly projected for August 2014, the intake for August 2015 was projected to be 90 but current registration numbers suggest that a requirement for an intake of 99 is more likely. South

Morningside traditionally draws a high number of non-catchment placing requests meaning that an intake from the catchment population of 91 rather than 90 would most likely result in an overall intake of 99. Accordingly, within projections for the South Morningside area the margins of error are very fine.

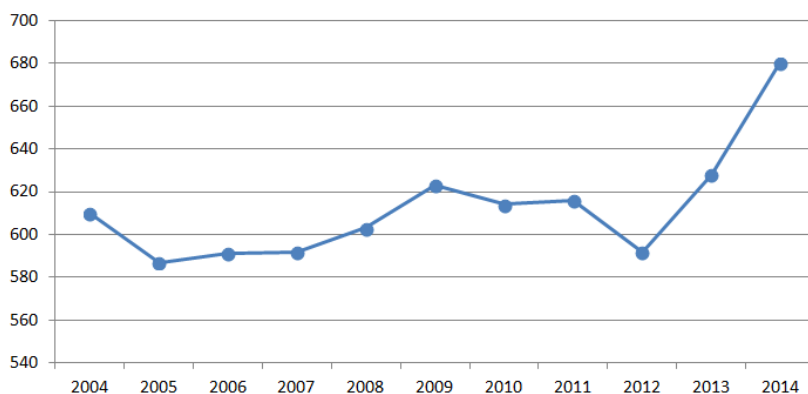
3.29 Figure 4 illustrates that the birth rate in the catchment area has changed little over a nine year period. The exception to this is the significant spike in 2009 affecting the 2014 P1 intake.

Figure 4: Actual Catchment Births (from five years prior) and P1 ND Catchment Population (Actual and Projected), 2010 to 2018



3.30 Figure 5 illustrates that the total primary age population of South Morningside Primary School had remained broadly static until 2014 when it grew significantly.

Figure 5: Total South Morningside Primary School Catchment Population, 2004 to 2014



3.31 The reason for this growth is increasing numbers of P1 age pupils within the catchment area and the cumulative effect this is having on the total catchment population as these higher numbers roll forward and lower numbers at P7 enter secondary school. The total P1 catchment population has increased from 87 in 2009 to 117 in 2014 and registrations for August 2015 suggest that it is likely to stay at these higher levels.

3.32 The number of P1 pupils within the South Morningside Primary School catchment area attending an RC school has also increased from 14 in 2009 to 20 in 2014. It is this increase that has allowed South Morningside's P1 intake to remain within the 99 pupil intake limit.

3.33 Growth in the P1 stage alone rather than at several stages would suggest that the increased accommodation pressure at South Morningside Primary School is related principally to an increase in the birth rate. However, with the exception of a spike in 2009 affecting the 2014 catchment population, changes in the birth rate have been largely insignificant and do not fully explain the high registrations being experienced for August 2015. Additionally, in several years, most notably, 2011 and 2013, the total number of P1 pupils in the catchment (i.e. including denominational and non-denominational pupils) has exceeded the births from five years prior. Accordingly, other factors such as migration of young families into the catchment area or changes in the number of pupils attending schools in the independent sector are likely to be unquantifiable contributing factors.

4 Option 1 – Establish a new Primary School

Option Overview

- 4.1 Establish a new primary school on the combined site of the existing South Morningside Primary School Deanbank temporary annexe and the Oaklands Care Home incorporating sections of the Bruntsfield, James Gillespie's and South Morningside Primary School catchment areas. This would involve either:
- a. **not including a nursery** as part of the new school building due to retention of the existing nursery classes of South Morningside Primary School currently based at Fairmilehead Church Hall;
 - b. **including a nursery** as part of the new school building and retaining the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall; or
 - c. **including a nursery** as part of the new school building to replace the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall and necessitating the closure of that facility.

Option Summary

- A new double stream (14 class) primary school would be established on the combined site of the existing South Morningside Primary School Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane.
- A new school building would be constructed to include eight classes together with gym, dining and office facilities.
- Under Option 1a the new school building would not include a nursery facility and South Morningside Primary School's nursery would continue to operate from the Fairmilehead Church.
- Under Option 1b the new school would include a new nursery facility and South Morningside Primary School's nursery would be retained.

- Under Option 1c the new school would include a new nursery facility and South Morningside Primary School's nursery would close with any remaining eligible pupils offered a place at the new school's nursery.
- The Deanbank House building would be retained and upgraded and would form part of the new school's accommodation.
- Sections of the catchment areas of Bruntsfield, James Gillespie's and South Morningside Primary School would become the catchment area of the new school.
- The northern tip of the James Gillespie's catchment area would be realigned with Tollcross Primary School.
- The date from when the catchment changes would be effective is the school year at the start of which the new primary school could be completed and opened and is entirely dependent on when that happens; the pupil registration process would be progressed on that basis. The new primary school would become the non-denominational catchment school for all P1 pupils living in the new school's catchment area at the time of P1 registrations in the preceding November.
- In the November of the year preceding the opening of the new school, all pupils from P1 to P6 stages living in the new catchment area and also those pupils from P1-P5 stages attending any other non-denominational and denominational primary schools in the city would be offered a place at the new school for the start of the following school year.
- There would be no mandatory transfer for pupils living in the new catchment area.
- In the following January the class organisation of the new school for the start of the forthcoming school year in August would be established based on P1 registrations and those P1 to P6 catchment pupils accepting the offer of a place at the new school.
- Standard processes for the placement of non-catchment pupils making a placing request to the new school would apply, however, places for catchment pupils would be reserved at each stage through the school year.
- If the number of pupils voluntarily transferring from South Morningside Primary School is insufficient to allow all remaining South Morningside Primary School pupils to be accommodated on the main school site, an annexe of South Morningside Primary School would continue to operate in classes within the new primary school building(s) until such time as numbers fell sufficiently.
- If the number of pupils accepting the offer of a place at the new school exceeds the available capacity, pupils from South Morningside Primary School would be prioritised to reduce the requirements for the continuation of an annexe of South Morningside Primary School on the new school site.

- Options 1a, 1b, 1c and 2 would involve the transfer of parts of existing primary school catchment areas to different primary school catchments which introduces the potential issue of younger siblings of pupils currently in one primary school possibly being required to attend a different primary school from elder brother/sister in the future.
- Whilst it would it is not considered feasible to provide a guarantee regarding siblings under Options 1a, 1b, 1c and 2 in certain circumstances priority would be applied to siblings. In future, after meeting catchment needs, younger siblings of pupils at any primary school (but not any associated nursery) which is subject to a change of catchment area who attended the school at the time of the decision on catchment change and were, at that time, resident in the parts of that primary school proposed for transfer would be given priority for placing requests into that primary school in future. This policy would apply for a full primary school cycle (i.e. seven years) but would only apply if, when the younger sibling was entering P1, he/she continued to be resident in the parts of the primary school catchment from which transfer had previously been approved and an elder sibling is still a pupil at that primary school.
- To ensure a contingency is maintained, the temporary unit at James Gillespie's Primary School would only be removed once organisations for the new school and James Gillespie's Primary School were agreed in January prior to the new school opening and it was clear that there would be no continuing requirement for the temporary unit building.
- No changes would be made to existing secondary school catchment boundaries. James Gillespie's High School would continue to be the catchment secondary school for pupils attending the new primary school from the former James Gillespie's Primary School catchment area while Boroughmuir High School would continue to be the catchment secondary school for pupils attending the new primary school from the former South Morningside and Bruntsfield Primary School catchment areas. Tollcross Primary School is currently a feeder primary school to James Gillespie's High School and so there would also be no change of secondary school for pupils from the northern tip of the James Gillespie's Primary School catchment area realigned with Tollcross Primary School.
- South Morningside Primary School would be reduced to double stream (14 classes) with all primary classes being on one site. James Gillespie's Primary School would be reduced to double stream (15 classes) with the removal of the temporary unit and reconfiguration of smaller classes subject to rolls falling to appropriate levels.
- The selection of Option 1c would require that the proposed closure of South Morningside Primary School's nursery classes be referred to Scottish Ministers for consideration.

Implications

- 4.2 This section considers the implications and practicalities of implementing the option to establish a new primary school in the south Edinburgh area which would involve four main elements:
- (i) The establishment of a new double stream (14 class) primary school on the combined sites of the existing South Morningside Primary School Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane;
 - (ii) The realignment of catchment boundaries to meet capacity objectives and create a catchment area for a new south Edinburgh school;
 - (iii) The process by which a new school would be populated; and
 - (iv) The inclusion, or exclusion, of new nursery facilities with the new primary school and the corresponding **closure** or retention of South Morningside Primary School's nursery classes at Fairmilehead Church.
- 4.3 Secondary school provision would remain unaffected by this proposal. Accordingly, the catchment boundaries currently in place for secondary schools would remain as they are. This means that the primary pupils in the James Gillespie's Primary School section of the new primary school catchment would continue to feed into James Gillespie's High School while primary pupils in the South Morningside Primary and Bruntsfield Primary sections of the new primary school catchment would continue to feed into Boroughmuir High School. Tollcross Primary School is currently a feeder primary school to James Gillespie's High School and so there would also be no change of secondary school for pupils from the northern tip of the James Gillespie's Primary School catchment area realigned with Tollcross Primary School.

Establishing a New Primary School

- 4.4 A new primary school would be established on the combined site of the existing South Morningside Primary School Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane. The Deanbank House building would be retained and upgraded to form part of the accommodation of the new school. The Oaklands Care Home would be demolished to make way for a new school building.
- 4.5 The new school would be double stream (14 classes) with capacity for 420 primary pupils. A feasibility study to consider how the new build element of the new school could be located on the combined Oaklands and Deanbank site has been undertaken. The indicative site layout is included as Appendix 3 for option 1a (excluding a new nursery) and Appendix 4 for options 1b and 1c (both including a new nursery). In developing this feasibility study, the advice of Planning has been sought and consideration has been given to traffic implications for the area, the requirements of developing a design in a conservation area, limiting the impact on the mature trees in the grounds of the site and limiting the impact of the design on neighbouring properties.

- 4.6 Appendices 3 and 4 show that the new school building would be located to the east of the site and would be accessed via a landscaped courtyard which would be used to address the significant level drop across the combined Deanbank and Oaklands site allowing disabled users ease of access. Being south west facing, this should also act as an attractive and sunny open space. The existing access road would be retained and upgraded for vehicular turning requirements. The loss of existing trees on the site would be minimal.
- 4.7 Subject to the availability of the Oaklands site and the availability of the capital and revenue funding to progress the project it would be the intention to have the new primary school constructed and operational as soon as possible. It is estimated that the earliest date by when a new primary school could be opened is August 2019 with the new school and nursery built over an estimated three phases starting on site in August 2017. This would be dependent on the Oaklands site being secured from Health and Social Care and vacated well in advance of the construction start date.
- 4.8 An indicative proposal for the phasing of the construction would be as follows:

- *Phase 1: Construct new building*

During phase 1 the Oaklands site would be isolated from the Deanbank site to allow the main school building to be constructed whilst maintaining the operation of South Morningside Primary School's Deanbank temporary annexe. Accordingly, there would be no requirement for decant of the pupils from the Deanbank temporary annexe whilst the new building was being constructed.

It is estimated that the duration of this building phase would be approximately 15 months. This may be able to be reduced slightly for the option excluding a nursery but for the purposes of this paper 15 months is considered a reasonable estimate for either option.

On completion of the new building the pupils would be decanted into it from the Deanbank temporary annexe to allow the upgrade works to be undertaken.

- *Phase 2: Construct hard standing, access, car parking and undertake initial upgrade works to Deanbank House*

During phase 2, the access route which had previously not been part of the building site in order to maintain access to the Deanbank temporary annexe building during Phase 1 would be reconfigured to form the hard standing, access routes and car parking for the new school.

The initial upgrade works to Deanbank House would also be undertaken together with any further upgrade works which were possible within the time available in advance of the start of the next school year by when the building would require to be available for use. It is estimated that the duration of this phase would be a minimum of three months.

- *Phase 3: Further upgrade works to Deanbank House*

Any further upgrade works required to Deanbank House which could not be completed in the time available before the necessity to open the new school would be progressed in the next available school holiday periods; this may require any substantive works to be undertaken over several future summer holiday periods.

Catchment Realignment Overview

- 4.9 The location of the school building, existing pupil flows, obvious geographical boundaries, public transport links and distances to and from a school are all factors taken into account when establishing new catchment boundaries. However, the principal driver is to ensure that the catchment populations for each of the schools affected are appropriate to their proposed capacity.
- 4.10 Under Options 1a, 1b and 1c the catchment areas of James Gillespie's and South Morningside Primary Schools would be realigned to reduce their catchment populations to a level consistent with double stream (14/15 class) capacities. The resulting catchment area for the new school would also be appropriate for a double stream school.
- 4.11 The catchment changes proposed under Option 1a, 1b and 1c are shown in Appendix 5. More detailed maps and lists of the addresses affected may be viewed at the following web address: www.edinburgh.gov.uk.
- 4.12 The date from when the catchment changes would be effective is the school year at the start of which the new primary school could be completed and opened and is entirely dependent on when that happens; the pupil registration process would be progressed on that basis. The new primary school would become the non-denominational catchment school for all P1 pupils living in the new school's catchment area at the time of P1 registrations in the preceding November.

Proposed Catchment Changes - Bruntsfield Primary School

- 4.13 Under Options 1a, 1b and 1c the section of the Bruntsfield catchment area adjacent to the new school site on Canaan Lane would be realigned with the new school. This area may be summarised as including Falcon Road, Falcon Road West, Falcon Avenue, Falcon Gardens and Falcon Court. There is easy access to the proposed site of the new school from these areas via the footpath from Falcon Road (beside St Peter's RC Primary School) or pedestrian routes via Falcon Court. All properties in this area are less than 400m from the new school site and, in 2014, 41% of the primary age pupil population from this section of the Bruntsfield catchment area attended St Peter's RC Primary School.

Proposed Catchment Changes - James Gillespie's Primary School

South of Catchment

- 4.14 The proposed changes affecting the south of the James Gillespie's Primary School catchment area may be summarised as incorporating the Astley Ainsley

Hospital site and all areas of the James Gillespie's Primary School catchment area south of the railway line. It is proposed that this section of the James Gillespie's catchment area be realigned with the new school. In 2014, 31% of the primary age pupil population in this area attend a school other than James Gillespie's Primary School.

- 4.15 Appendix 7 shows travel distances and routes between the area of the James Gillespie's catchment proposed for realignment and the new school. It shows that all residential properties within the area proposed for transfer to the new school are a greater distance from James Gillespie's Primary School than they would be from the new school. The number 41 bus service runs along Blackford Avenue and may be used to journey north, making it convenient for pupils attending James Gillespie's Primary School; or may be used to travel south and then west, making it equally convenient for pupils who would attend the proposed new school on Canaan Lane.

North of Catchment

- 4.16 The proposed changes affecting the north of the James Gillespie's Primary School catchment area may be summarised as incorporating all areas north of Bruntsfield Links. It is proposed that this section of the James Gillespie's catchment area be realigned with Tollcross Primary School. In 2014, 43% of the primary age pupil population in this area attend a school other than James Gillespie's Primary School with 27% attending Tollcross Primary School.
- 4.17 Appendix 8 compares the travel distances and routes from the area of the James Gillespie's catchment proposed for realignment to both Tollcross Primary School and James Gillespie's Primary School. It illustrates that the difference in the distances travelled would be small.

Proposed Catchment Changes - South Morningside Primary School

- 4.18 Appendix 6 illustrates the proposed catchment changes affecting South Morningside Primary School. These may be summarised as follows:
- Section A: All areas within the South Morningside catchment area north of the railway line would be realigned with the new school's catchment area.
 - Section B: All areas east of Braid Road but south of the Braid Burn would be realigned to the new school's catchment area.
 - Section C: All areas north of Morningside Road including the Craighouse Campus and Meadowspot would be realigned with the new school's catchment area.
- 4.19 Its proximity to the site of the proposed new school makes Section A an obvious choice for realignment with the new school. To exclude it from the new school's catchment would make realignment of other areas from the South Morningside catchment difficult to achieve.
- 4.20 However, due to the location of South Morningside Primary School within its catchment area and the clustering of the pupil population within that catchment, any proposal to reduce the size of the South Morningside catchment would

necessarily result in many families being a greater distance to the new school than from their (existing) catchment school. However, not to include these areas would make reducing South Morningside Primary School to a double stream school and populating a new school practically impossible to achieve.

- 4.21 Accordingly, Appendix 6 illustrates that many of the properties in Sections B and Section C are considerably closer to South Morningside Primary School than they are to the proposed new school. For example some properties on Hermitage Drive (in Section B) would be located only 300m from South Morningside Primary School and up to 1.2km from the proposed new school site. In Section C the residents of Pewland Gardens closest to South Morningside Primary School are currently approximately 650m from their catchment school and this distance would double to approximately 1.3km under the catchment changes proposed.
- 4.22 Despite its relatively large area, the number of primary age pupils from Section B attending a Council run school is low with 53 in total in 2014, 12 of whom attend St Peter's RC Primary School (adjacent to the proposed new school site) and 37 of whom attend South Morningside Primary School. By contrast, other areas in the northern and western sections of the South Morningside catchment area are more densely populated making it difficult to draw a boundary line that does not divide a single street or include too much of the pupil population.
- 4.23 The inclusion of Section B also provides a greater geographical link between the areas of the South Morningside and James Gillespie's Primary School catchment sections being transferred. Furthermore, the proposed new school may be accessed from this area via Braid Avenue and Woodburn Terrace, avoiding the more congested streets around Morningside Road.
- 4.24 While the walking distances to the new school would be greater for many residents of Section C than at present, the areas selected for transfer have the benefit of being located close to or on the route of the regular number 23 bus service which stops at Morningside Park, opposite the entrance to Canaan Lane. The less regular number 38 service also runs along Cluny Gardens with a stop at Woodburn Terrace.
- 4.25 If these proposals were to be implemented, it would remain the right of pupils in the new school catchment to make placing requests to South Morningside Primary School.

Catchment Change Analysis

- 4.26 Tables 2 and 3 show the impact the proposed catchment changes set out above would have had on the total catchment population and P1 catchment population of Bruntsfield, James Gillespie's, South Morningside and Tollcross Primary Schools had they been applied in each of the last three years.

Table 2: Total Catchment Population 2012-2014; Actual and Adjusted for New School

		2012			2013			2014		
		ND	RC	Total	ND	RC	Total	ND	RC	Total
Bruntsfield	Actual	495	72	567	505	69	574	555	73	628
	Adjusted	466	49	515	465	46	511	518	47	565
James Gillespie's	Actual	423	45	468	470	38	508	509	44	553
	Adjusted	295	32	327	338	26	364	369	32	401
South Morningside	Actual	514	78	592	539	89	628	583	97	680
	Adjusted	334	29	363	352	35	387	371	37	408
To New School		310	84	394	329	89	418	352	98	450
To Tollcross Primary		27	1	28	30	0	30	37	0	37

Table 3: P1 Catchment Population 2012-2014; Actual and Adjusted for New School

		2012			2013			2014		
		ND	RC	Total	ND	RC	Total	ND	RC	Total
Bruntsfield	Actual	98	13	111	76	14	90	92	13	105
	Adjusted	90	7	97	69	10	79	86	9	95
James Gillespie's	Actual	66	5	71	79	7	86	85	4	89
	Adjusted	46	4	50	61	4	65	71	2	73
South Morningside	Actual	73	15	88	89	18	107	97	20	117
	Adjusted	44	8	52	56	6	62	56	8	64
To New School		310	52	14	66	52	19	71	56	18
To Tollcross Primary		27	5	0	5	6	0	6	5	0

Bruntsfield Primary School

4.27 Table 2 illustrates that the catchment changes proposed would reduce the non-denominational catchment population of Bruntsfield Primary School by an estimated average of 35 pupils a year. This is unlikely to reduce the long-term requirement for 21 classes at the school. However, due to the proximity of many residential properties within the Bruntsfield catchment area to the new school site, to exclude Bruntsfield from any catchment changes would result in the new school being located on its catchment boundary with the nearest pupil population aligned with a school considerably further away.

James Gillespie's Primary School

4.28 Table 2 illustrates that in 2014, had the catchment changes under the new school proposal been in place, the non-denominational catchment population would have been 369 pupils – reducing the actual population by 140 pupils (27.5%). With an overall retention rate of 76% in 2014 this would have resulted in a catchment roll of 280 pupils at James Gillespie's Primary School,

significantly lower than the optimum 434 pupil capacity for a 15 class school. The number of catchment pupils captured in 2012 and 2013 would have been 224 and 257 respectively – also significantly lower than the available capacity.

- 4.29 However, Table 3 illustrates significant growth in the actual P1 catchment population between 2012 and 2014. It also shows that, if the proposed catchment changes are applied to the P1 catchment population in 2014, it results in a reduction in the non-denominational catchment population from 85 to 71 pupils. Pressure at neighbouring schools means that fewer placing requests to schools outside the James Gillespie's catchment are being granted. This means that the percentage of non-denominational catchment pupils retained by James Gillespie's Primary School at P1 was 94% in August 2014 compared to 76% for the school as a whole. Accordingly, applying the catchment changes under the new school proposal to the P1 intake in August 2014 would result in an intake of 67 pupils compared to an optimum intake level of 60 pupils for a double stream school.
- 4.30 However, the long-term forecast for the James Gillespie's Primary School catchment area suggests that the P1 intake in 2015 will be a peak with projections to 2021 (based on National Records for Scotland's long-term population projections) suggesting that an annual non-denominational P1 catchment population of approximately 75 should be expected. Table 3 suggests that the catchment changes proposed as part of the new school proposal could reduce the non-denominational P1 catchment population of James Gillespie's Primary School by an average of 17 pupils per year – suggesting a long-term non-denominational P1 catchment population of approximately 58 pupils. Based on a retention rate of 94% this would equate to an estimated 55 P1 pupils compared to an optimal intake of 60 pupils for a double-stream primary school.
- 4.31 Furthermore, it is anticipated that, in the long term, the additional capacity in the area would generate greater pupil flow between the three south Edinburgh primary school catchment populations, reducing the percentage of catchment pupils retained by each school.
- 4.32 However, if growth is not maintained in the James Gillespie's Primary School catchment area in future years or the catchment population (or retention rate) drops, historic pupil flows suggest that it is likely to draw placing requests from neighbouring schools, including Bruntsfield Primary School and Sciennes Primary School, alleviating pressure on these schools.

South Morningside Primary School

- 4.33 Table 2 illustrates that in 2014, had the catchment changes under the new school proposal been in place, the total non-denominational catchment population of South Morningside Primary School would have been 371 pupils – reducing the actual population by 212 pupils (36%). With an overall retention rate of 91% in 2014 this would have resulted in a roll from catchment pupils of 337 pupils - within the optimum capacity of 420 pupils for a 14 class school.

The number of catchment pupils retained in 2012 and 2013 would have been 334 and 352 respectively.

- 4.34 Table 3 illustrates that the proposed catchment change applied to the P1 catchment population would have reduced the non-denominational P1 catchment population from 97 to 56 pupils in August 2014. Pressure at neighbouring schools means that fewer placing requests to other schools are being granted. Accordingly, the percentage of non-denominational catchment pupils retained by South Morningside Primary School at P1 was 98% in August 2014 compared to 91% for the school as a whole. This means that had the catchment changes under the new school proposal been in place, the P1 intake in August 2014 would have been 55 pupils compared to an optimum intake level of 60 pupils for a double stream school.
- 4.35 Accordingly, it is anticipated that the catchment realignment proposed for South Morningside Primary School would result in catchment demand at P1 level of between 50 and 60 pupils on an annual basis allowing some flexibility to respond to growth in the catchment area.
- 4.36 It should be noted that the catchment changes set out in this paper do not affect denominational school catchment areas. Accordingly, pupils living in the catchment of St Peter's RC Primary School would continue to have the right to a place at that school. Equally, the changes proposed in this paper do not affect the catchment arrangements for Bun Sgoil Taobh na Pairce, the Council's Gaelic Medium Primary School or existing secondary school catchment boundaries.

New Primary School

- 4.37 Table 2 illustrates that in 2014 the new school would have had a non-denominational catchment population of 352 pupils while Table 3 illustrates that the new school would have had a P1 catchment population of 56 pupils. This is in keeping with a capacity of 420 pupils and an optimum P1 intake of 60 pupils. Assuming a drop-off to other schools this would suggest that the proposed catchment area would provide a degree of flexibility to support growth.
- 4.38 However, in 2014 nearly 22% of pupils in the new catchment area attend a school in the RC sector, principally St Peter's RC Primary School. This compares with 16% in the existing South Morningside Primary School catchment, 13% in the existing Bruntsfield catchment and 8% in the existing James Gillespie's catchment.
- 4.39 The higher than average percentage of pupils in areas close to St Peter's RC Primary School choosing to attend that school may suggest that, historically, convenience has been a significant factor in many parent's decision to apply for a place at that school. Accordingly, it is possible that a new non-denominational primary school on the site adjacent to St Peter's RC Primary School may have an impact on the number of pupils in this area choosing to attend the RC sector. The impact of a shift back to the non-denominational sector, if this does occur, cannot be quantified but supports the need to retain

some flexibility for growth in the number of non-denominational pupils the new school may be required to support.

Tollcross Primary School

- 4.40 The section of the James Gillespie's Primary School catchment north of Bruntsfield Links has been included in the overall catchment review of the south Edinburgh area for several reasons. Principally it is included because there is a need to reduce the catchment population of James Gillespie's Primary School and the reduction required cannot be fully achieved through realignment of areas in the south of the catchment with a new school. There is also an existing flow of pupils from this area with 27% of the primary age pupil population already attending Tollcross Primary School. Finally, Bruntsfield Links would form an obvious geographical line between the catchments of James Gillespie's and Tollcross Primary Schools.
- 4.41 Under the Scottish Government's Primary School Capacity Guidance issued in October 2014, Tollcross Primary School has been assessed as having a 12 class capacity. In August 2014 it operated with eight classes. Its P1 catchment population in August 2014 was 21 pupils and the provisional data suggests that 19 of the projected P1 intake in August 2015 will be catchment pupils. Accordingly, there is capacity within Tollcross Primary School to support an increase in its catchment population.

Populating a New School

Populating P1 in a new school

- 4.42 On the assumption that the new school could be progressed, funded, constructed and opened by August 2019 the catchment changes set out above would apply from the start of the P1 registration process in November 2018 prior to the opening of the new school in August 2019. A later date of opening would result in a deferral of this, and other, key dates from which the change in catchment areas would be effective.
- 4.43 Pupils eligible to start school in August 2019 and living within the catchment area of the new school when registrations opened in November 2018 would be expected to make a non-catchment placing request if they wished to attend a school other than their new catchment school. Accordingly, it is anticipated that a double stream (two class) intake of P1 pupils would be formed in August 2019 through catchment realignment alone.

Populating P2 to P7 in a new school

- 4.44 In Autumn 2018 the Council would write to the parents and guardians of all P1 to P6 pupils living in the catchment area of the new school, including those attending Bruntsfield Primary School, James Gillespie's Primary School, South Morningside Primary School and all other non-denominational or denominational City of Edinburgh Council primary school offering them a place at the new school for the start of the school year in August 2019.

- 4.45 Parents or carers may choose to refuse this offer of a place. There would be no mandatory transfer for pupils already attending another primary school.
- 4.46 In January 2019 a special meeting of the Children and Families Working Group that meets in January each year as part of the annual P1 and S1 intake process would meet with the Head Teachers of the new school, James Gillespie's Primary School and South Morningside Primary School to establish class organisations for August 2019 based on the number of P1 registrations for each school and the number of pupils from upper stages accepting the offer of a place at the new school.
- 4.47 If the number of pupils accepting the offer of a place at P2 to P7 in the new school exceeds the available capacity, places at the new school would be prioritised for:
- pupils with siblings entering the new school at P1 in August 2019 or with siblings already accepted for transfer to a stage other than P1 in August 2019;
 - pupils attending South Morningside Primary School;
 - pupils attending James Gillespie's Primary School.
- 4.48 Standard processes for the placement of non-catchment pupils making a placing request to the new school for August 2019 would apply, however, places for catchment pupils would be reserved at each stage through the school year. The number of places to be reserved would be determined by the Working Group.
- 4.49 The experience of other local authorities who have opened an entirely new school would suggest that transfer on a voluntary basis is likely to result in an uneven distribution of pupils between year groups with a risk that some stages, especially from P4 to P7, are very small or altogether empty. Accordingly, it should be anticipated that composite classes at upper stages may be necessary.
- 4.50 This would suggest that it is unlikely that the roll at South Morningside Primary School would reduce sufficiently to allow its remaining pupils to be accommodated on the main school site alone. However, while this would result in a requirement to continue to operate an annexe of South Morningside Primary School in classes within the new primary school building(s) until such time as numbers fell sufficiently, it would have the advantage of providing the pupils attending this annexe with the full range of facilities offered by the new school. Accommodating some or all of South Morningside Primary School's P6 and P7 classes here would have the further advantage of providing the newly established school with a sizeable cohort of senior pupils, increasing opportunities for peer interaction.
- 4.51 The temporary annexe arrangements of South Morningside Primary School would continue to operate until such time as the roll at South Morningside reduced to a level sufficient to allow all pupils to be accommodated on the main

school site. The capacity occupied by the new school as an annexe of South Morningside Primary School would have to be a consideration in all pupil placements and the organisation of the new school.

Staffing for a New School

- 4.52 It is anticipated that the majority of the teaching staff and support staff at the new school would be members of the existing South Morningside Primary School and James Gillespie's Primary School staff.
- 4.53 A process to identify which staff would move to the new school would be undertaken in Autumn 2018 prior to offers of transfer being sent to pupils living within the new school's catchment area. Details of this process and additional recruitment requirements for the new school would be the subject of a separate report to the Education, Children and Families Committee in Spring 2018.

Early Years Provision

- 4.54 A review of Early Years provision across the city has identified no requirement for additional Early Years capacity in the south Edinburgh area. Accordingly, the options in this paper propose only minor increases in the net number of nursery places provided. Providing for additional nursery places beyond that required in the area would divert funding away from other areas of the city which do require additional places.
- 4.55 Accordingly, it is proposed that a new school would be built either:
- a. not including a nursery** as part of the new school building due to retention of the existing nursery classes of South Morningside Primary School currently based at Fairmilehead Church Hall;
 - b. including a nursery** as part of the new school building and retaining the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall; or
 - c. including a nursery** as part of the new school building to replace the capacity currently provided by the nursery classes of South Morningside Primary School based at Fairmilehead Church Hall and necessitating the closure of that facility.
- 4.56 If the option approved by Council following the consultation process is Option 1a then no new nursery would be built as part of the new primary school and there would be no change to existing Early Years arrangements. South Morningside Primary School's nursery classes would continue to operate from Fairmilehead Church Hall and would continue to be managed by staff from South Morningside Primary School.
- 4.57 If the option approved by Council following the consultation process is Option 1b then a new nursery would be built with the new primary school and there would be no change to existing Early Years arrangements. South Morningside Primary School's nursery classes would continue to operate from Fairmilehead Church Hall and would continue to be managed by staff from South Morningside Primary School.

- 4.58 If the option approved by Council following the consultation process is Option 1c then a new nursery would be built with the new primary school and this would require the closure of South Morningside Primary School's nursery classes at Fairmilehead Church Hall. Accordingly, under this option South Morningside Primary School would no longer provide nursery places from the end of the academic year prior to the opening of the new school building.
- 4.59 Appendix 15 provides further details and analysis of Options 1a, 1b and particularly Option 1c which would result in the closure of South Morningside Primary School's nursery classes and the establishment of a new nursery at the new school site.

Educational Benefits of Option 1

- 4.60 Under Option 1 a new school would be established in south Edinburgh. While the pupils affected by this proposal attend schools that are highly regarded for the quality of the service they provide for children and families, a new school that relieves pressure on existing school facilities provides the opportunity to enhance the learning and teaching environment for all pupils.
- 4.61 The principal educational advantage of Option 1 is that it addresses sufficiency and suitability issues at all schools in the south Edinburgh area, particularly for South Morningside Primary School.
- 4.62 Under Option 1 all South Morningside Primary School's primary classes would be located on a single site and would reduce to 14 classes. The Council considers that this would provide the following advantages for pupils at South Morningside Primary School:
- A greater sense of togetherness, providing the potential for a stronger shared identity, a unified school ethos and a stronger sense of community.
 - Improved opportunities for peer interactions.
 - Continuity for pupils with no transition required between an annexe and the main school building.
 - Reduced time spent by staff preparing for and 'acclimatising' children to their new environment following transition from the infant annexe to the main school building.
 - Less management time and resources spent physically managing two sites and also developing and sustaining means of maintaining the links and relationships between the two sites.
 - Greater opportunities for collaborative working between staff from infant and senior classes.
 - Greater flexibility in allocating staff time so that visiting staff may be timetabled to suit the whole school.
 - No separation of siblings between two sites.
 - Greater potential for whole school assemblies.

- Greater familiarity for parents and pupils with a smaller staff providing the potential for stronger relationships and greater trust.
 - A smaller, closer school community providing a greater sense of safety and reduced anonymity.
- 4.63 Parents of pupils at South Morningside Primary School would also benefit from the removal of the logistical challenges currently faced by parents when considering drop-off times, pick-up times and attendance at after school clubs.
- 4.64 For pupils from the Bruntsfield, James Gillespie's and South Morningside Primary School catchment sections realigned with a new school, Option 1 would provide access to purpose built facilities. The Councils believe that affected pupils, staff and the wider school community would benefit from access to a modern learning and teaching environment, with facilities designed specifically for a modern curriculum.
- 4.65 The new building would complement the older Deanbank House, allowing children to develop skills for learning, life and work in a range of learning and teaching contexts, something that is promoted under Curriculum for Excellence. The indoor and outdoor learning and play facilities at the new school would be flexible so that children could work together in large or smaller groups, and have access to state of the art ICT. Purpose-built physical education facilities would assist in the delivery of a better quality of two hours of PE as required by Scottish Government's Healthy Living Strategy. A modern building would also be built to support the Council's policy of inclusion.
- 4.66 The availability of a new, purpose built facility including sports facilities could also advantage the local community including St Peter's RC Primary School.
- 4.67 Under Option 1 James Gillespie's Primary School and, to a lesser extent, Bruntsfield Primary School, would experience reduced pressure on their facilities as the rolls drop following realignment of their catchment boundaries and uptake at the new school. This would assist the schools in the delivery of two hours of PE as required by Scottish Government's Healthy Living Strategy. It would also reduce pressure on the schools dining facilities and allow for greater flexibility in the timetabling of General Purpose spaces. The benefits associated with smaller schools, such as greater familiarity for parents and pupils with a smaller staff and a closer school community, would also be applicable.
- 4.68 The principal educational disadvantage of Option 1 is that it proposes wholesale changes to schools which are already high performing and are highly regarded for the quality of the service they provide.
- 4.69 At secondary level pupils in the section of the existing James Gillespie's Primary School catchment area transferring to the new school would continue to feed to James Gillespie's High School. This would mean that pupils in the same classes at the new school would feed to different secondary schools.

4.70 The implications of this are separation of friends between P7 and S1 and a requirement for the new school to form transition relationships with both Boroughmuir High School and James Gillespie's High School.

Capital Works Required

4.71 A construction cost estimate has been prepared by external cost consultants, Morham & Brochie Limited, which shows an indicative capital cost of £12.187m taking into consideration provision for future cost inflation. This cost, which is for options 1b and 1c, includes provision for:

- Demolition of the Oaklands Care Home building;
- Construction of a new eight class school building (including nursery);
- Upgrade of the Deanbank building;
- Upgrade of access; and
- Landscaping to all areas.

4.72 If option 1a was chosen, constructing a new school without a nursery, then the estimated costs would be reduced to £11.315m.

4.73 The cost of the construction work is in addition to the cost of purchasing the site which would apply under both options and is estimated to be £5m.

4.74 In addition there would be a requirement at a future date to demolish the temporary unit at James Gillespie's Primary School and undertake the internal works required to reconfigure the six small classrooms into four larger classroom spaces. The estimated cost of this work is £0.11m. The timescales for this work would be dependent on the roll at James Gillespie's Primary School falling sufficiently to allow it to take place.

Additional Revenue Costs

4.75 A new school would increase the number of primary school establishments in the City from 88 to 89 which would lead to an increase in total costs. This is because, in addition to the additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate primary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.

4.76 Some of these costs may be offset against the costs currently incurred for the dining staff, admin/clerical staff and janitorial staff at the Deanbank temporary annexe of South Morningside Primary School.

4.77 Reduced rolls at South Morningside Primary School and James Gillespie's Primary School would also result in a reduction in the number of promoted positions at these schools however, for the most part, the positions created at a new school would be new and would require that additional annual revenue costs be provided for in the Children and Families revenue budget.

- 4.78 The creation of a new school building would also result in additional building running, maintenance and repair costs for the school estate.
- 4.79 The additional revenue costs for Options 1a, 1b and 1c are set out in full in **Appendix 14**. These figures include an estimated average annual repairs spend based on previous experience of new school buildings. The maintenance burden for the building is likely to be low in the short to medium term but would increase over time.

Community Issues

- 4.80 Research on practices adopted in other authorities leading up to the opening of an entirely new school has highlighted the value in appointing the Head Teacher at least six months before the new school opens. This would allow the Head Teacher to take time to appoint staff, oversee the completion and occupation of the building and take a leading role in establishing relationships within the new school community including with the potential parent body and promoting the school to its potential users and community. This could play a significant part in increasing the number of parents willing to transfer their child from existing schools to the new school.
- 4.81 A significant consultee from the outset of this consultation process through to the operation of the new school would be the school community of St Peter's RC Primary School. The location of the new school on the site directly adjacent to St Peter's would provide significant opportunities for collaborative working between pupils and staff and the sharing of resources.

5 Option 2 – Increase the Capacity of South Morningside Primary School

Option Description

- 5.1 Expand the capacity of South Morningside Primary School to four streams by undertaking a catchment review with Bruntsfield Primary School and James Gillespie's Primary School and establishing a permanent annexe of South Morningside Primary School accommodating nursery to P3 stages on the sites of the existing Deanbank temporary annexe and the Oaklands Care Home on Canaan Lane.

Option Summary

- A new building would be constructed on the combined Deanbank temporary annexe and the Oaklands Care Home site to expand the existing annexe of South Morningside Primary School to accommodate all nursery to P3 pupils.
- The new building would include gym, dining and office facilities and the new 40/40 nursery.
- The Deanbank House building would be retained and upgraded and form part of the new school's accommodation.

- The catchment area of South Morningside Primary School would be extended to incorporate the southern section of James Gillespie's Primary School's catchment area and the area of Bruntsfield Primary School's catchment immediately adjacent to the Deanbank temporary annexe site.
- The northern tip of the James Gillespie's catchment area would be realigned with Tollcross Primary School.
- The date from when the catchment changes would be effective is the school year at the start of which the new permanent annexe could be completed and opened and is entirely dependent on when that happens; the pupil registration process would be progressed on that basis. P1 pupils living in the affected sections of the James Gillespie's and Bruntsfield Primary School catchment areas would register at South Morningside Primary School from the preceding November.
- No transfer process for pupils in upper year groups would be undertaken – roll reduction at Bruntsfield and James Gillespie's Primary Schools and population of the new capacity at South Morningside Primary School would be achieved through catchment change affecting only future P1 intakes.
- Options 1a, 1b, 1c and 2 would involve the transfer of parts of existing primary school catchment areas to different primary school catchments which introduces the potential issue of younger siblings of pupils currently in one primary school possibly being required to attend a different primary school from elder brother/sister in the future.
- Whilst it is not considered feasible to provide a guarantee regarding siblings under Options 1a, 1b, 1c and 2 in certain circumstances priority would be applied to siblings. In future, after meeting catchment needs, younger siblings of pupils at any primary school (but not any associated nursery) which is subject to a change of catchment area who attended the school at the time of the decision on catchment change and were, at that time, resident in the parts of that primary school proposed for transfer would be given priority for placing requests into that primary school in future. This policy would apply for a full primary school cycle (i.e. seven years) but would only apply if, when the younger sibling was entering P1, he/she continued to be resident in the parts of the primary school catchment from which transfer had previously been approved and an elder sibling is still a pupil at that primary school.
- James Gillespie's Primary School would be reduced to double stream (15 classes) with the removal of the temporary unit and reconfiguration of smaller classes being possible subject to rolls falling to appropriate levels.
- South Morningside Primary School's nursery classes would be relocated from the Fairmilehead Church to the new annexe building.
- The capacity on the South Morningside Primary School main school site would be extended by one classroom to allow four classes at each year group from P4-P7 to be accommodated.

- No changes would be made to existing secondary school catchment boundaries. James Gillespie's High School would continue to be the catchment secondary school for pupils attending the expanded South Morningside Primary School from the former James Gillespie's Primary School catchment area while Boroughmuir High School would continue to be the catchment secondary school for all other South Morningside Primary School pupils including those attending from the former Bruntsfield Primary School catchment areas. Tollcross Primary School is currently a feeder primary school to James Gillespie's High School and so there would also be no change of secondary school for pupils from the northern tip of the James Gillespie's Primary School catchment area realigned with Tollcross Primary School.

Implications

- 5.2 This section considers the implications and practicalities of implementing an option to increase the capacity of South Morningside Primary School by creating a permanent annexe for the school on the combined existing Deanbank temporary annexe and the Oaklands Care Home site which would involve four main elements:
- 1 The establishment of a permanent 14 class annexe of South Morningside Primary School on the combined Deanbank and Oaklands Care Home site;
 - 2 The realignment of catchment boundaries to meet capacity objectives and create a catchment area for South Morningside Primary School.
 - 3 Relocation of all P1 to P3 pupils of South Morningside Primary School to the new annexe;
- 5.3 Relocation of South Morningside Primary School's nursery classes to the new annexe building from the Fairmilehead Church building.
- 5.4 Secondary school provision would remain unaffected by this option. Accordingly, the catchment boundaries currently in place for secondary schools would remain as they are. This means that primary pupils in the section of the James Gillespie's Primary School catchment that is realigned with South Morningside Primary School would continue to feed into James Gillespie's High School while pupils in the existing South Morningside and Bruntsfield Primary School catchment areas would continue to feed into Boroughmuir High School. Tollcross Primary School is currently a feeder primary school to James Gillespie's High School and so there would also be no change of secondary school for pupils from the northern tip of the James Gillespie's Primary School catchment area realigned with Tollcross Primary School.
- 5.5 As this proposal allows natural expansion of the South Morningside Primary School roll, no transfer of pupils or staff is required and it is assumed that the management structures of the school would be largely unaffected.

Establishing a Permanent Annexe of South Morningside Primary School

- 5.6 The location and site proposed for the expanded and permanent annexe of South Morningside Primary School is the same combined Deanbank Resource

Centre and Oaklands Care Home site as described for the option to create a new primary school under Options 1b and 1c.

- 5.7 Accordingly, the timescales for the delivery of the permanent annexe, particularly the new building which would be required, are dependent upon a new care home being funded and delivered on an alternative site before the Oaklands site could be vacated. As these timescales are unknown at this time, the indicative timescales set out in this paper are subject to this new provision being made prior to the start of construction of the new annexe building.
- 5.8 The requirement to accommodate four streams at P1 to P3 means that the new annexe site would need at least 13 classes (allowing five P1 classes, four P2 classes and four P3 classes). It would effectively be a double stream primary school and would include all the facilities associated with a separate school: a gym hall, a dining hall, all the required general purpose and support spaces, cloakroom space, etc. It would also include a new 40/40 nursery.
- 5.9 Accordingly, the feasibility study undertaken for Options 1b and 1c to consider how a new school, including the new building with nursery which would be required to supplement the accommodation provided by the Deanbank building, could be created on the combined Oaklands and Deanbank site is also applicable to Option 2. The indicative site layout is shown in Appendix 4.
- 5.10 There would also be a requirement under Option 2 to extend the capacity of the South Morningside main site by one classroom in order to accommodate four classes at each stage from P4 to P7. This would require that the school building on the main school site be extended by one additional classroom. This would have the disadvantage of reducing the playground area. As the requirement would be for a single room it is likely the main school building would be physically extended rather than constructing a separate building.

Catchment Realignment Overview

- 5.11 Under Option 2 the catchment area of South Morningside Primary School would increase in size to accommodate sections of the existing Bruntsfield and James Gillespie's Primary School catchment areas. The location of the school building, existing pupil flows, obvious geographical boundaries, public transport links and distances to and from a school are all factors taken into account when establishing new catchment boundaries. However, the principal driver is to ensure that the catchment populations for each of the schools affected are appropriate to the proposed capacity.
- 5.12 Under Option 2 the sections of the Bruntsfield and James Gillespie's Primary School catchment areas proposed for realignment are the same as proposed under Option 1. However, rather than being realigned with a new school, under Option 2 the southern area of the James Gillespie's catchment area would be realigned with an expanded South Morningside Primary School. The section of James Gillespie's Primary School catchment north of Bruntsfield Links would be realigned with Tollcross Primary School as proposed under Option 1.

- 5.13 This catchment realignment would, over a period of time, reduce the catchment population of James Gillespie's Primary School to a level consistent with a double stream (15 class) capacity and reduce pressure on Bruntsfield Primary School. The corresponding increase in the catchment area of South Morningside Primary School would create a catchment population appropriate for a four stream primary school. The proposed catchment changes are shown in Appendix 9.
- 5.14 However, Option 2 splits South Morningside Primary School across two sites and, under this proposal, pupils from the sections of Bruntsfield and James Gillespie's catchment areas which would be realigned with the South Morningside Primary School catchment area would be required to attend P4 to P7 classes at the main South Morningside Primary School site.
- 5.15 Appendices 10 and 11 compare the current and proposed routes and travel distances for pupils in the sections of the Bruntsfield and James Gillespie's catchment areas proposed for realignment with South Morningside Primary School. They show that the distance pupils from these realigned areas would be required to travel to their catchment school would be less than at present for P1 to P3 pupils and similar to existing distances when they reached P4 to P7 stages.

Catchment Change Analysis

- 5.16 Tables 4 and 5 (below) show the impact the proposed catchment changes set out above and in Appendix 9 would have had on the total catchment population and P1 catchment population of Bruntsfield Primary School, James Gillespie's Primary School, South Morningside Primary School and Tollcross Primary School had they been applied in each of the last three years.
- 5.17 As the catchment sections proposed for realignment are the same as under Option 1 the impact of the changes on Bruntsfield Primary School and James Gillespie's Primary School is the same as for Option 1.

Table 4: Total Catchment Population 2012-2014; Actual and Adjusted for Expanded South Morningside Primary School

		2012			2013			2014		
		ND	RC	Total	ND	RC	Total	ND	RC	Total
Bruntsfield	Actual	495	72	567	505	69	574	555	73	628
	Adjusted	466	49	515	465	46	511	518	47	565
James Gillespie's	Actual	423	45	468	470	38	508	509	44	553
	Adjusted	295	32	327	338	26	364	369	32	401
South Morningside	Actual	514	78	592	539	89	628	583	97	680
	Adjusted	671	114	785	711	124	835	760	135	895
To Tollcross Primary		27	1	28	30	0	30	37	0	37

Table 5: P1 Catchment Population 2012-2014; Actual and Adjusted for Expanded South Morningside Primary School

		2012			2013			2014		
		ND	RC	Total	ND	RC	Total	ND	RC	Total
Bruntsfield	Actual	98	13	111	76	14	90	92	13	105
	Adjusted	90	7	97	69	10	79	86	9	95
James Gillespie's	Actual	66	5	71	79	7	86	85	4	89
	Adjusted	46	4	50	61	4	65	71	2	73
South Morningside	Actual	73	15	88	89	18	107	97	20	117
	Adjusted	101	22	123	114	25	139	117	26	143
To Tollcross Primary		27	5	0	5	6	0	6	5	0

5.18 It should be noted that none of the proposed catchment changes would affect denominational school catchment areas. Accordingly, pupils living in the catchment of St Peter's RC Primary School would continue to have the right to request a place at that school. Equally, the changes proposed in this paper do not affect the catchment arrangements for Bun Sgoil Taobh na Pairce, the Council's Gaelic Medium Primary School.

South Morningside Primary School – Impact of Catchment Changes

5.19 Under Option 2 there would be no change to any existing areas of the South Morningside catchment. All pupils currently attending South Morningside Primary School would continue to do so. However, the catchment boundary of South Morningside Primary School would be extended north and east to incorporate sections of the existing Bruntsfield and James Gillespie's Primary School catchment areas.

5.20 Table 4 illustrates that in 2014, had the catchment changes under the new school proposal been in place, the total non-denominational catchment population of South Morningside Primary School would have been 760 pupils – increasing the catchment population by 177 pupils (30%). With an overall retention rate of 91% in 2014 this would have resulted in a roll from catchment pupils alone of 692 pupils, within the optimum capacity of 840 pupils for a four stream (29 class) school. The number of catchment pupils captured in 2012 and 2013 would have been 611 and 647 respectively.

5.21 Table 5 illustrates that in 2014, had the proposed catchment change been applied to the non-denominational P1 catchment population, it would have increased from 97 to 117 pupils. South Morningside Primary School had a P1 capture rate of 98% in August 2014 compared to 91% for the school as a whole. This means that had the catchment changes under the new school proposal been in place, the P1 intake in August 2014 would have been 115 pupils, within the 120 pupil optimum intake level appropriate for a four stream school.

5.22 Accordingly, it is anticipated that the catchment realignment proposed for South Morningside Primary School would result in catchment demand at P1 level of between 99 and 120 pupils on an annual basis allowing some flexibility to respond to growth in the catchment area.

Populating an Expanded South Morningside Primary School

5.23 There would be no requirement for pupils to transfer from either Bruntsfield or James Gillespie's Primary Schools to South Morningside Primary School.

5.24 The catchment changes proposed would apply only to P1 pupils from the realigned sections of the Bruntsfield and James Gillespie's Primary School catchments.

5.25 The date from when the catchment changes would be effective is the school year at the start of which the new permanent annexe could be completed and opened and is entirely dependent on when that happens; the pupil registration process would be progressed on that basis. P1 pupils living in the affected sections of the James Gillespie's and Bruntsfield Primary School catchment areas would register at South Morningside Primary School from the preceding November.

5.26 It is anticipated that it would take several years for the new annexe to reach its classroom capacity and for James Gillespie's Primary School to reduce to a 15 class organisation.

Staffing an Expanded South Morningside Primary School

5.27 Staffing arrangements would be largely unchanged from those currently in operation. Standard staffing allocation procedures would apply and it is anticipated that the staff roll at James Gillespie's Primary School would reduce while South Morningside Primary School's staff would grow as their respective rolls changed.

Early Years Provision

5.28 A new 40/40 nursery would be built. South Morningside Primary School's nursery classes would relocate from the Fairmilehead Church hall in which they are currently located to the new building. This would result in a modest increase in the number of places available in the area and would allow the lease for the church hall at Fairmilehead to be ended thus removing the risk to service continuity which exists by relying on using leased accommodation.

5.29 The advantages and disadvantages of the relocation of South Morningside Primary School's nursery classes to the combined Deanbank and Oaklands site are considered in detail, together with analysis of Early Years provision in the area, in [Appendix 15](#).

Educational Benefits of Option 2

5.30 The principal educational advantages of Option 2, expanding the capacity of South Morningside Primary School, is that it builds on the existing strengths of South Morningside Primary School but provides greater opportunities for pupils,

staff and school users with access to purpose built facilities. Specifically, the Council considers that Option 2 would provide the following advantages:

- The increased number of staff would provide opportunities for pupils to take part in a wider range of curricular and extra-curricular activities due to the availability of the broader range of skills and talents of an increased staff team.
- Pupils would benefit from exposure to a broader range of teaching styles and greater opportunities for specialist tuition and support.
- A larger cohort of pupils at the current Deanbank temporary annexe would provide greater flexibility to group children for learning and teaching so that learning activities could be more closely aligned with children's needs.
- Learners, staff and other school users would benefit from an improved learning and teaching environment through access to modern, built for purpose facilities and spaces.
- The increased number of staff would benefit the school as a whole through the greater flexibility to deploy staff according to the needs of children.
- A larger roll would provide pupils with greater opportunities to develop friendships and develop social skills.
- Pupils and staff would benefit from the broader range of expertise within the schools staff and greater opportunities to share effective practice.
- Pupils would benefit from opportunities to experience a wider range of learning and teaching approaches.
- The increased roll would result in a larger management team providing additional support to promote the school's improvement agenda.
- The increased roll would provide greater leadership opportunities for pupils and increase the roles and responsibilities of the school's Pupil Council.
- The larger parent population would provide greater strength and depth for the Parent Council, increasing the numbers of parent volunteers and resources available.

5.31 Under Option 2 South Morningside Primary School would become Edinburgh's only four stream school. However, as it would be split across two sites with a junior school and a senior school, this provides the benefits of a large school without overwhelming pupils or congesting external areas. A larger cohort of pupils on the annexe site for a longer period of time would offer pupils the potential for greater social diversity and choice in an environment that would effectively be a school in its own right rather than a 'satellite' facility. A managed transition between the annexe and the main site would provide pupils with experience and resilience for the transfer between primary and secondary.

5.32 Under Option 2 pupils, staff and the wider school community would benefit from access to a modern learning and teaching environment, with facilities designed specifically for a modern curriculum. The new building would complement the

older, allowing children to develop skills for learning, life and work in a range of learning and teaching contexts, something that is promoted under Curriculum for Excellence. The indoor and outdoor learning and play facilities at Deanbank would be flexible so that children can work together in large or smaller groups, and have access to state of the art ICT. The enhanced provision of physical education facilities would assist in the delivery of a better quality of two hours of PE as required by the Scottish Government's Healthy Living Strategy. A modern building would also be built to support the Council's policy of inclusion.

- 5.33 The co-location of the nursery classes with P1, P2 and P3 classes on the annexe site would allow the school to improve transition arrangements between nursery and P1 and allow nursery and primary staff greater opportunities to collaborate and improve all children's learning experiences. A new, purpose built, nursery facility on the Deanbank site would provide a brighter and more attractive environment for learning and teaching and would improve the security and safety of nursery pupils.
- 5.34 The availability of a new, purpose built facilities including sports facilities could also advantage the wider school community such as through increased provision for after school clubs and greater opportunities for whole school assemblies on the annexe site. This would also promote greater interaction between older and young year groups. The availability of new facilities could also benefit the wider community including St Peter's RC Primary School further developing South Morningside Primary School's links in this community.
- 5.35 The principal educational disadvantage of Option 2 is that it makes permanent the temporary split site arrangement currently being managed by South Morningside Primary School. This creates challenges in developing sustainable peer interactions, in maintaining a unified school ethos, in encouraging collaborative working between staff and in allocating staff time. Furthermore, it potentially separates siblings and presents more of a logistical challenge for parents when considering drop-off times, pick-up times and attendance at after school clubs.
- 5.36 At secondary level pupils in the section of the existing James Gillespie's Primary School catchment area transferring to South Morningside Primary School would continue to feed to James Gillespie's High School. This would mean that pupils in the same classes at South Morningside Primary School would feed to different secondary schools. The implications of this would be the separation of friends between P7 and S1 and a requirement for South Morningside Primary School to form transition relationships with both Boroughmuir High School and James Gillespie's High School.

Capital Works Required

- 5.37 A construction cost estimate has been prepared by external cost consultants, Morham & Brotchie Limited, which shows an indicative capital cost for the project of £12.187m taking into consideration provision for future cost inflation. This cost includes provision for:

- Demolition of the Oaklands Care Home building;
- Construction of a new eight class school building (including nursery);
- Upgrade of the Deanbank building;
- Upgrade of access; and
- Landscaping to all areas.

5.38 The cost of the construction work is in addition to the cost of purchasing the site, estimated to be £5m.

5.39 In addition there would be a requirement at a future date to demolish the temporary unit at James Gillespie's Primary School and undertake the internal works required to reconfigure the six small classrooms into four larger classroom spaces. The estimated cost of this work is £0.11m. The timescales for this work would be dependent on the roll at James Gillespie's Primary School falling sufficiently to allow it to take place.

5.40 Furthermore, Option 2 would require the provision of an additional classroom on the main South Morningside Primary School site to allow the 16 classes necessary to support four stream of P4-P7 pupils to be accommodated. This would require that the existing school building be extended. The estimated cost of this extension would be £tbc.

Additional Revenue Costs

5.41 Option 2 would not increase the number of schools in the city. The staff required to operate an annexe of South Morningside Primary School are already in place by virtue of the existing Deanbank temporary annexe. The growth in the number of staff to support the larger pupil roll at South Morningside Primary School would be necessary regardless of the solution put in place and would be offset by a corresponding reduction in the staffing levels at James Gillespie's Primary School.

5.42 The new annexe building would result in additional building running, maintenance and repair costs for the school estate.

5.43 The additional revenue costs for Option 2 are set out in full in [Appendix 14](#). These include an estimated average annual repairs spend based on previous experience of new school buildings. The maintenance burden for the building is likely to be low in the short to medium term but would increase over time.

5.44 The leases for both the existing Deanbank temporary annexe building and the church hall at Fairmilehead would no longer be required representing revenue cost savings for the Council.

Community Issues

5.45 A significant consultee from the outset of this consultation process through to the operation of the new annexe would be the school community of St Peter's RC Primary School. The location of the annexe on the site directly adjacent to

St Peter's would provide significant opportunities for collaborative working between pupils and staff and the sharing of resources.

6 Option 3 – Maintain and Improve Existing Arrangements

Option Description

6.1 Maintaining and improving existing accommodation arrangements by permanently establishing South Morningside Primary School's existing Deanbank temporary annexe but also including the provision of a new gym, the relocation of South Morningside Primary School's nursery to the Deanbank site and a minor catchment change to incorporate the combined site of the existing temporary Deanbank temporary annexe and the Oaklands Care Home within the South Morningside Primary School catchment area.

Option Summary

- A new 40/40 nursery building and a gym hall would be constructed adjacent to the Deanbank building using part of the Oaklands care home site.
- South Morningside Primary School's nursery classes would be relocated from the Fairmilehead Church to the new nursery on the expanded Deanbank site.
- The Deanbank temporary annexe of South Morningside Primary School would be retained with further minor upgrade undertaken to meet the requirements of a permanent building.
- The catchment area of South Morningside Primary School would be extended to incorporate the combined Deanbank and Oaklands site. The only properties affected by the change would be the Deanbank and Oaklands buildings. No residential properties would change catchment.
- The opportunity would also be taken to address an anomaly in the James Gillespie's and Bruntsfield Primary School catchment boundary which currently results in the boundary dissecting the St Peter's RC Primary School site rather than running around its perimeter.
- No change would be made to James Gillespie's Primary School's existing accommodation.
- No change would be made to the accommodation on South Morningside Primary School's main site.
- No changes would be made to existing secondary school catchment boundaries or transfer arrangements.

Implications

6.2 This section considers the implications and practicalities of maintaining the existing accommodation arrangements at Bruntsfield Primary School and James Gillespie's Primary School and maintaining and improving the existing

South Morningside Primary School accommodation regarding which there are three main elements:

- 1 The establishment of South Morningside Primary School's Deanbank temporary annexe as permanent accommodation for P1 and P2 pupils from South Morningside Primary School but with additional facilities;
 - 2 Minor realignment of the existing South Morningside Primary School catchment boundary to incorporate the combined Deanbank and Oakland site. The opportunity would also be taken to address an anomaly in the James Gillespie's and Bruntsfield Primary School catchment boundary which currently results in the boundary dissecting the St Peter's RC Primary School site rather than running around its perimeter;
 - 3 Relocation of South Morningside Primary School's nursery class to a new facility on an expanded annexe site.
- 6.3 The minor change to the primary school catchment boundaries would also be made to secondary school catchment boundaries. However, the proposal would affect only the combined Deanbank and Oakland site and no other properties would be affected. This means that primary pupils in the James Gillespie's Primary School catchment area would continue to feed into James Gillespie's High School while pupils in the South Morningside Primary School catchment area would continue to feed into Boroughmuir High School.
- 6.4 As this proposal maintains existing capacity arrangements, no transfer of pupils or staff would be required.

Establishing Deanbank as a Permanent Annexe of South Morningside Primary School

- 6.5 Under Option 3 a new 40/40 nursery building and a gym hall would be constructed adjacent to the existing Deanbank temporary annexe using part of the Oaklands care home site.
- 6.6 Appendix 12 illustrates how the new nursery and gym buildings could be accommodated on an expanded Deanbank temporary annexe site. As part of the works, minor upgrade works would take place at Deanbank House to ensure that its mechanical and electrical installations and fire protection systems were appropriate for its status as a permanent building.
- 6.7 The new gym hall and the new nursery would be erected as separate buildings to the east of the site. The existing vehicular access would be maintained and upgraded.
- 6.8 Due to the reduced level of accommodation provided under Option 3, some of the Oaklands site would be surplus to requirements and would be sold to reduce the overall cost to the Council.
- 6.9 It would be the intention to have the new nursery and gym hall operational as soon as possible with the works required taking place over three phases. The timescales for the delivery of the new facilities would be dependent upon a new care home being funded and delivered on an alternative site before the

Oaklands site could be vacated. As these timescales are unknown at this time, the indicative timescales set out in this paper are subject to this new provision being made prior to the start of construction of the new annexe building.

6.10 An indicative proposal for the phasing of the construction would be as follows:

- *Phase 1: Construct new nursery and gym buildings*

During phase 1 the Oaklands site would be isolated from the Deanbank site to allow the new nursery and gym buildings to be constructed whilst maintaining the operation of South Morningside Primary School's Deanbank temporary annexe. Accordingly, there would be no requirement for decant of the pupils from the Deanbank temporary annexe. It is estimated that the duration of this phase would be eight months.

- *Phase 2: Construct hard standing, access and car parking and undertake initial upgrade works to Deanbank House*

During phase 2, the access route which had previously not been part of the building site in order to maintain access to the Deanbank temporary annexe building during Phase 1 would be reconfigured to form the hard standing, access routes and new car parking.

The initial upgrade works to Deanbank House would also be undertaken together. It is estimated that the duration of this phase would be three months with the majority of the work undertaken during the summer break otherwise a disruptive and expensive decant to temporary accommodation would be required.

- *Phase 3: Upgrade works to Deanbank House*

Any further upgrade works required to Deanbank House which could not be completed in the time available before the necessity to open the new school would be progressed in the next available school holiday periods; this may require any substantive works to be undertaken over several future summer holiday periods.

Catchment Realignment

6.11 Under Option 3 there would be only a minor catchment realignment to bring the combined Deanbank and Oaklands site into the South Morningside Primary School catchment area. The opportunity would also be taken to address an anomaly in the James Gillespie's and Bruntsfield Primary School catchment boundary which currently results in the boundary dissecting the St Peter's RC Primary School site rather than running around its perimeter. A map illustrating the extent of the proposed changes is included at Appendix 13.

6.12 As the catchment change proposed would affect only non-residential sites within the Council's ownership, there would be no change to the catchment populations of Bruntsfield Primary School, James Gillespie's Primary School or South Morningside Primary School.

Early Years Provision

- 6.13 A new 40/40 nursery would be built as part of Option 3. This would be separate from the Deanbank temporary annexe building. South Morningside Primary School's nursery classes would relocate from the Fairmilehead Church hall in which they are currently located to the new building. This would result in a small increase in the number of places available in the south Edinburgh area and would allow the lease for the church hall at Fairmilehead to be ended.

Educational Benefits of Option 3

- 6.14 The principal educational advantage of maintaining existing accommodation arrangements is that it offers a continuation of the high standard of education already available at schools in the south Edinburgh area.
- 6.15 The main beneficiaries would be the pupils from South Morningside Primary School attending the existing Deanbank temporary annexe and South Morningside Primary's nursery classes. Option 3 offers considerable educational advantages to nursery and infant classes by delivering improved internal and external learning and play environments and by providing purpose built physical education facilities enhancing the schools ability to meet the require two hours of PE per week.
- 6.16 The co-location of the new nursery with P1 and P2 classes on the annexe site would allow the school to improve transition arrangements between nursery and P1 and allow nursery and primary staff greater opportunities to collaborate and improve all children's learning experiences.
- 6.17 The availability of a new, purpose built gym hall could also advantage the wider school community such as through increased provision for after school clubs or whole school assemblies on the annexe site. This would also promote greater interaction between older and young year groups. The availability of a new gym hall could also benefit the wider community including St Peter's RC Primary School further developing South Morningside Primary School's community links in this area.
- 6.18 The principal educational disadvantage is that it would make permanent the split site arrangement currently being managed by South Morningside Primary School. This creates challenges in developing peer interactions, in maintaining a unified school ethos, in encouraging collaborative working between staff and in allocating staff time. Furthermore, it would potentially separate siblings and presents more of a logistical challenge for parents when considering drop-off times, pick-up times and attendance at after school clubs.

Capital Works Required

- 6.19 A construction cost estimate for Option 3 has been prepared by external cost consultants, Morham & Brochie Limited, which shows an indicative capital cost for the project of £4.587m taking into consideration provision for future cost inflation. This cost includes provision for:
- Demolition of the Oaklands Care Home building;

- Construction of a new 40/40 nursery and a gym hall;
- Upgrade of the Deanbank building;
- Upgrade of access; and
- Landscaping to all areas.

6.20 The cost of the construction works is in addition to the cost of purchasing the combined Deanbank and Oaklands site, estimated to be £5m. This cost would be reduced by the proceeds from the disposal of the area of the combined site which would be surplus to requirements which has an estimated value of £#m.

Additional Revenue Costs

6.21 Option 3 would result in no changes to existing staffing arrangements.

6.22 The new nursery and gym buildings would result in additional building running, maintenance and repair costs for the school estate. However, Under Option 3 the leases for both the Deanbank temporary annexe building and the church hall at Fairmilehead would no longer be required which would represent a revenue cost saving to the Council.

6.23 The additional revenue costs for Option 3 are set out in full in Appendix 14. These figures include an estimated average annual repairs spend based on previous experience of new nursery and gym buildings. The maintenance burden for the buildings is likely to be low in the short to medium term but would increase over time.

Community Issues

6.24 A significant consultee from the outset of this consultation process through to the operation of a permanent annexe of South Morningside Primary School would be the school community of St Peter's RC Primary School. The location of the annexe on the site directly adjacent to St Peter's would provide significant opportunities for collaborative working between pupils and staff and the sharing of resources.

7 Planning and Transport

Planning Considerations

7.1 Deanbank House was built circa 1912. While the building is not listed, due to its location within the Grange Conservation area Planning have advised that, regardless of the option developed, they would expect the Deanbank House building to be retained. The demolition of unlisted buildings (such as Deanbank House) which are considered to make a positive contribution to a conservation area is only permitted where the proposals may be justified by the condition of the building, the conservation deficit, the adequacy of efforts made to retain the building and the relative public benefit of the demolition.

7.2 Children and Families believes this represents a significant risk to the delivery of any option which would result in, or require, the demolition of the Deanbank

House building. Accordingly, all options considered in this paper retain the Deanbank building as a part of the final design solution. The Oaklands Care Home building is not of historic interest and all options considered would require, and assume, its demolition.

- 7.3 Planning has advised that particular consideration would be required to the trees on the Deanbank and Oaklands sites. Trees within a conservation area are covered by the Town and Country Planning (Scotland) Act 1997. This Act requires that Planning be given advance notice of the intention to uproot, fell or lop trees in a conservation area. Accordingly, in developing the outline designs for all options in this paper the impact on the trees has been kept to a minimum.
- 7.4 A full survey of the trees on the Deanbank and Oaklands sites to assess their importance as wildlife habitats would be undertaken as part of the design process and would form part of the final planning submission. A separate bat survey of the trees and buildings on the site would also be undertaken.
- 7.5 Following advice from Planning, all options in this paper seek to minimise the impact on the stone walls which form the perimeter of the Deanbank and Oaklands sites, particularly along Canaan Lane. Accordingly, the designs developed retain the Deanbank House access road as their vehicular access point. Inside the site, the large stone walls between Deanbank House and the Oaklands Care Home would also be preserved where possible.

Transport

- 7.6 The Deanbank and Oaklands sites are located directly adjacent to St Peter's RC Primary School and may be accessed by vehicles and by pedestrians from Canaan Lane to the south and by pedestrians only from Falcon Road to the north. The roads surrounding St Peter's RC Primary School, including Canaan Lane, are already within a 20mph zone and as such include a number of measures allowing children safe access to the combined Deanbank and Oaklands site. Canaan Lane is a one way, traffic calmed, 20mph zone with a zebra crossing close to its junction with Woodburn Terrace. Canaan Lane is also a cycle route.
- 7.7 All options would provide for staff and visitor parking on the Deanbank site. However, it is not Council policy to specifically provide drop-off zones for parents and carers.
- 7.8 Under Options 1a, 1b and 1c while the number of pupils attending the Deanbank and Oaklands sites would increase, the proposed catchment area of the new school would ensure that the majority of pupils could access their new school via public transportation with much of the catchment population within walking distance of it. This is likely to make it easier to encourage pupils and parents or carers to walk, cycle or scoot to school.
- 7.9 Furthermore, the new school would not result in an increase in the number of younger pupils (nursery to P2) attending the combined Deanbank and Oaklands sites, parents of whom are more likely to consider using a car to drop-off their child at school or nursery. Option 1a, 1b and 1c would also have the advantage

of removing South Morningside Primary School's split site reducing the need for parents using a car to drive between sites.

7.10 This would not be the case under Option 2 which would retain South Morningside's existing split site arrangement and would result in a significant increase in the number of younger pupils on the combined Deanbank and Oaklands sites. As Option 3 also includes the relocation of the nursery to the Deanbank site it too would increase the number of younger pupils on the combined Deanbank and Oaklands sites.

7.11 Accordingly, both Options 2 and 3 may result in an increase in the number of parents likely to consider using a car to drop-off their child at school or nursery. However, as Options 2 and 3 result in only older pupils being located at the main South Morningside Primary School site, it is anticipated that there would be a corresponding reduction in the number of parents likely to consider using a car to drop-off their child there.

7.12 A review of traffic management will be undertaken regardless of the option progressed and this will include an evaluation of the success or otherwise of the temporary road closures scheme being piloted at St Peter's RC Primary School.

8 Financial Considerations

8.1 The estimated total capital and annual recurring revenue costs associated with each option, which are set out in detail in sections 4, 5 and 6 and in [Appendix 14](#), are summarised in Table 6.

Table 6: Cost Summary

	Option 1a £'000	Option 1b £'000	Option 1c £'000	Option 2 £'000	Option 3 £'000
Capital Construction	11,315	12,187	12,187	12,187	4,587
New space at South Morningside Primary	-	-	-	tbc	-
Works at James Gillespie's Primary	110	110	110	110	-
Site Acquisition	tbc	tbc	tbc	tbc	tbc
Part site disposal proceeds	-	-	-	-	tbc
Estimated Total Capital Costs	tbc	tbc	tbc	tbc	tbc
	Option 1a £'000	Option 1b £'000	Option 1c £'000	Option 2 £'000	Option 3 £'000
Estimated Annual Recurring Revenue Costs	tbc	tbc	tbc	tbc	tbc

Funding

- 8.2 In a report to Council on 25 September 2014 regarding [Future Investment in the School Estate](#) through a Wave 4 Programme, the first priority for capital investment was identified as being the funding necessary to respond to the challenges of primary school rolls in the City including a resolution to the long term accommodation pressures in the south Edinburgh area.
- 8.3 On completion of the statutory consultation and the agreement by Council of the option to be progressed, the identification and approval of the required capital and revenue funding would require to be considered by Council as part of future Council budget processes.
- 8.4 There is currently no provision in the Council Capital Investment Programme to 2019/20 for any capital funding relating to the delivery of any of the options set out in this paper nor is there provision in the Children and Families revenue budget for the associated revenue costs.

9 Indicative Construction Timescales

- 9.1 The timescales for the delivery of the new facilities are entirely dependent upon a new care home being funded and delivered on an alternative site before the Oaklands site could be vacated and also the necessary funding being approved and provided to deliver the project.
- 9.2 Table 7 sets out, for each option, the indicative construction timescales which would apply based on an assumed date of initiation of Council approval on 4 February 2016 to completion of all works required. These timescales assume, and are subject to the combined site being available prior to the start of construction.
- 9.3 The timescales for Option 1c, which would involve the closure of South Morningside Primary School's nursery classes, are also dependent on by when a final outcome is known taking into consideration the necessity to refer the matter to Scottish Ministers and, if the proposal was then called-in, the time for a final decision to be taken by the School Closure Review Panel.
- 9.4 Scottish Ministers have a period of eight weeks following an authority's decision in which to decide whether to call in the decision. If Scottish Ministers did decide to call in the decision it would be referred to a School Closure Review Panel for determination. Depending on circumstances it could take a further period of up to 17 weeks for a decision to be reached. The timescales in Table 7 assume that a decision is reached by Scottish Ministers within eight weeks of the Council meeting and that the proposal is not called-in.
- 9.5 For each option the timescales for Phase 2 of the works involving the construction of the hard standing, access road, car parking and undertaking any initial upgrade works to Deanbank House are determined by the time available for such works to be undertaken in advance of the start of the next available

school year. Any remaining non-essential works would be carried out in subsequent holiday periods.

Table 7: Indicative Construction Timescales

	Options 1a, 1b & 2	Option 1c	Option 3
Conclusion of consultation and approval of Option to be progressed	February 2016	February 2016	February 2016
Final decision by Scottish Ministers (only required for option involving closure)	n/a	+2 months	n/a
Appoint Design Team	+3 months	+3 months	+3 months
Design Development to RIBA Stage 2	+3 months	+3 months	+3 months
Design Development to RIBA Stage 3 (submit for Planning)	+3 months	+3 months	+3 months
Design Development to RIBA Stage 4 and completion of planning	+4 months	+4 months	+4 months
Complete construction contract tender process and award contract	+5 months	+5 months	+5 months
Construction Completion of Phase 1 (New Build)	+15 months	+15 months	+8 months
Construction Completion of Phase 2 (Access Road and Deanbank House)	+9 months	+7 months	+4 months
Estimated Opening Date	August 2019	August 2019	August 2018

10 **Summary of Options**

10.1 The following section provides a summary of the arguments for and against each options identified.

Option 1a: New School but no New Nursery
Arguments For Option 1a
Growth
Education
Finance
Other
Arguments Against Option 1a

Growth
Education
Finance

Option 1b: New School including New Nursery and retaining existing South Morningside Primary School Nursery
Arguments For Option 1b
Growth
Education
Finance
Other
Arguments Against Option 1b
Growth
Education
Finance
Other

Option 1c: New School including New Nursery and closing existing South Morningside Primary School Nursery
Arguments For Option 1c
Growth
Education
Finance
Other
Arguments Against Option 1c
Growth
Education

Finance
Other

Option 2: Expand South Morningside Capacity
Arguments For Option 2
Growth
Education
Finance
Other
Arguments Against Option 2
Growth
Education
Finance
Other

Option 3: Maintain Existing Arrangements
Arguments For Option 3
Growth
Education
Finance
Other
Arguments Against Option 3
Growth
Education
Finance

11 Consultation Process

11.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:

- The establishment of a new school;
- The relocation of a stage of education;
- Changes to existing admission arrangements (such as catchment change); and
- The closure of a stage of education.

11.2 The prescribed consultees vary for each of the above, however, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- 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);
- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

11.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.

11.4 The consultation period will run for a 6 week period from Monday, 24 August 2015 to Tuesday, 6 October 2015 and the paper will be made available electronically and in paper format and copies will be available for inspection at

the Council Offices at Waverley Court, at [REDACTED] Library and at the schools affected by the proposals..

- 11.5 Four public meetings will be held in respect of the proposals at the venues listed below. 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. Free childcare and/or translation services can be provided at each public meeting if requests for these services are made to (0131) XXX XXXX no later than X. A record of each public meeting will be taken by the Council.

Venue	Date	Time
Bruntsfield Primary School	XXX	XXX
James Gillespie's Primary School	XXX	XXX
South Morningside Primary School	XXX	XXX
St Peter's RC Primary School	XXX	XXX

- 11.6 All comments received will be recorded and represented in the final report, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation. 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.
- 11.7 The Council website will contain information on the consultation and this will be updated as necessary. The web address is: [REDACTED].
- 11.8 During the consultation period, any views on this proposal should be sent to in writing to the following address:

Gillian Tee
Director of Children and Families
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:2
4 East Market Street
Edinburgh EH8 8BG

- 11.9 Respondents are encouraged to use the response questionnaire which had been produced and is provided in Appendix 13. The response questionnaire can also be completed online via the following link: www.edinburgh.gov.uk/. Responses can also be made by e-mail to the following address cf.propertyreview@edinburgh.gov.uk. All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on [REDACTED] 2015.

- 11.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 11.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 11.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council on 4 February 2016. It is expected that the report will be published no later than 14 January 2016 being the required three weeks in advance of it being considered by the Council.
- 11.13 Should a recommendation be made that would result in the closure of the nursery classes at South Morningside Primary School (only in Option 1c in this paper) and the Council was to approve that recommendation at its meeting on 4 February 2016, the decision would require to be referred to Scottish Ministers within six working days who would then have eight weeks from the date of the Council decision to decide whether to call in the proposals for determination.
- 11.14 Scottish Ministers have a power to call in a closure decision, but only where it appears to Ministers that the council has failed in a significant regard to comply with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended or, in coming to its decision, has failed to take proper account of a material consideration relevant to the proposal. Ministers have up to eight weeks from the date of the council's decision to decide whether or not to issue a call-in notice.
- 11.15 In considering whether or not to call in the proposal, Scottish Ministers are to take account of representations made to them within the first three weeks of that eight week period. Any person wishing to make a representation that the decision should, or should not, be called in will have three weeks from the date of the Authority's decision to convey their representation to the Scottish Ministers.
- 11.16 The Council cannot proceed further with implementing the closure decision wholly or partly before the eight week period has expired, unless Scottish Ministers have given notice before the end of the period that they will not call the decision in.

- 11.17 Should Scottish Ministers decide not to call in the proposal, then the Council could then enact the decision. Based on a Council decision being taken on 4 February 2016 the eight week call in period is likely to conclude on 1 April 2016.
- 11.18 Should Scottish Ministers decide to call in the proposal it would be referred to the Convenor of the School Closure Review Panels who must, within a period of seven days beginning with the day on which the call-in notice is issued, constitute a School Closure Review Panel to review the proposal.
- 11.19 The School Closure Review Panel would then be required to consider whether, in relation to the closure proposal, the Council had failed in a significant regard to comply with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended or, in coming to its decision, had failed to take proper account of a material consideration relevant to the proposal. The School Closure Review Panel must notify the Council of its decision within a period of eight weeks beginning with the day on which it was constituted however there are circumstances when this period can be extended to 16 weeks.
- 11.20 Following a review of the closure proposal the School Closure Review Panel may (a) refuse to consent to the proposal, (b) refuse to consent to the proposal and remit it to the education authority for a fresh decision as to implementation or (c) grant consent to the proposal either subject to conditions, or unconditionally. The Panel must give reasons for its decision.
- 11.21 An appeal may be made to the sheriff against a decision of a School Closure Review Panel by the education authority or a relevant consultee in relation to the closure proposal. An appeal may be made only on a point of law, must be made by way of summary application and must be made within the period of 14 days beginning with the day on which the Panel publishes notice of the decision. In the appeal the sheriff can either (a) confirm the decision or (b) quash the decision and refer the matter back to the Panel. The sheriff's determination of the appeal is final.

APPENDIX 1 – Response Questionnaire

**APPENDIX 2 - Existing Catchment Areas, School Locations and combined
Deanbank and Oaklands Sites**

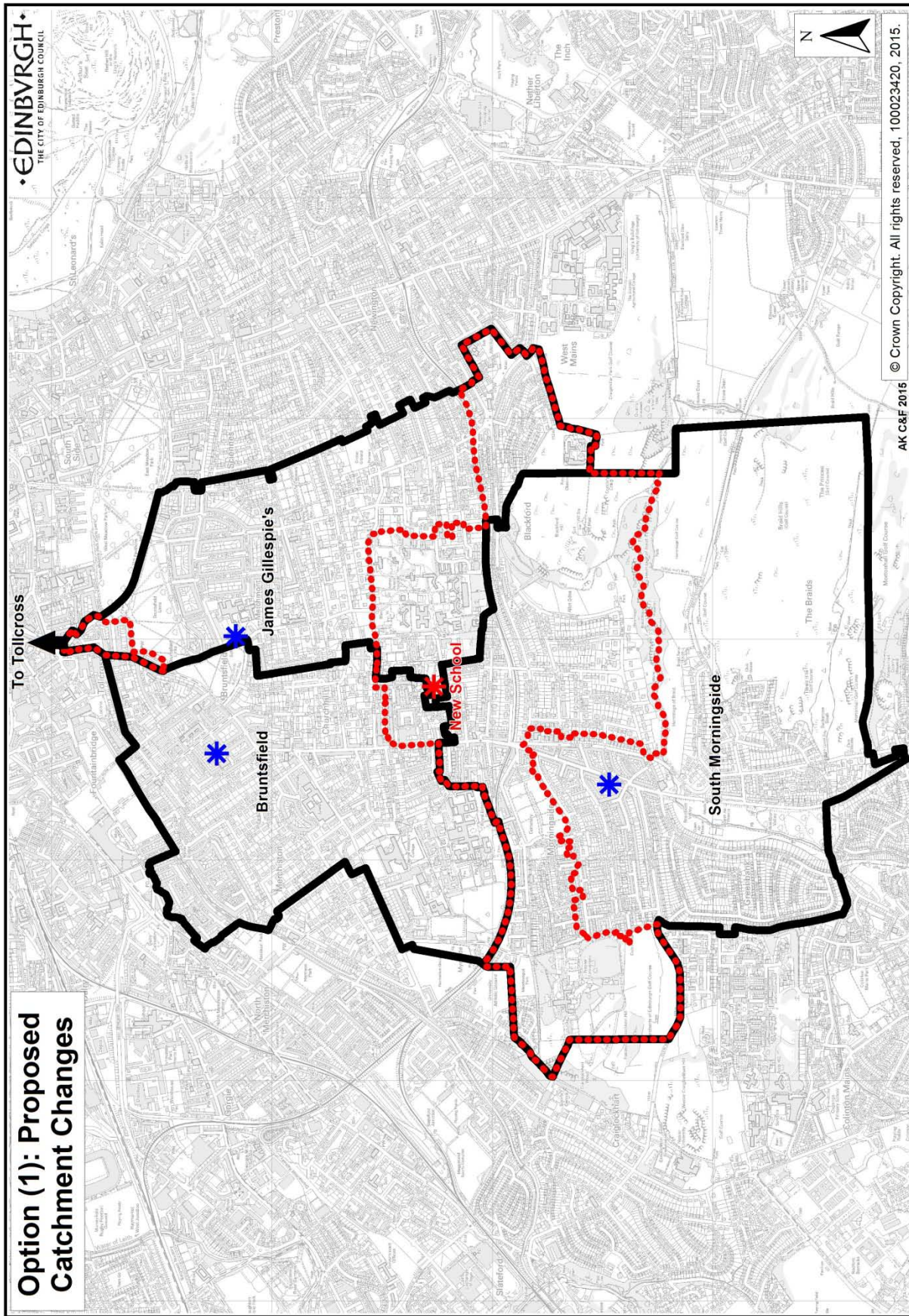
APPENDIX 3 – Option 1a: Indicative Site Layout



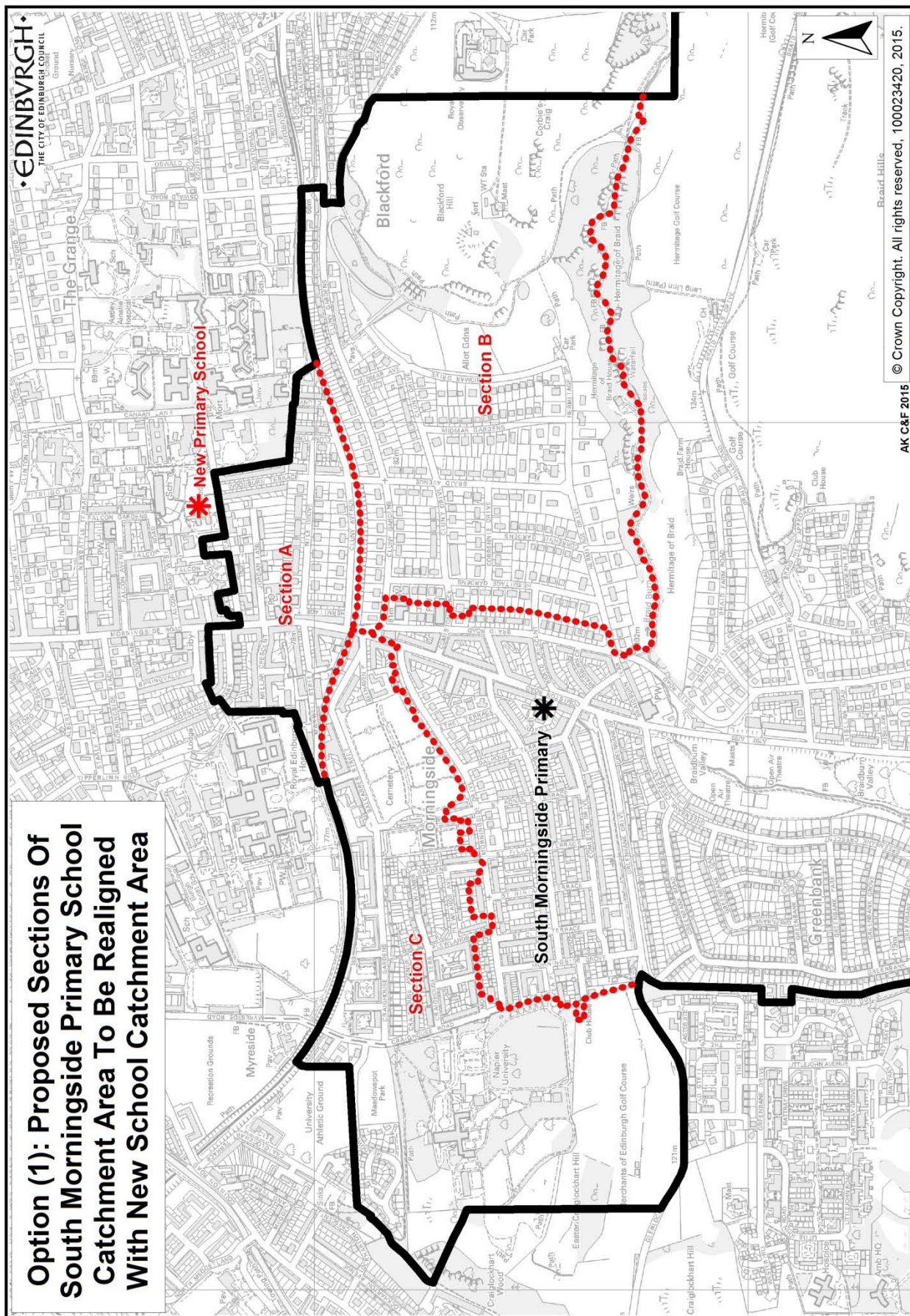
APPENDIX 4 - Options 1b, 1c and 2: Indicative Site Layout



APPENDIX 5 - Option 1: Proposed Catchment Changes

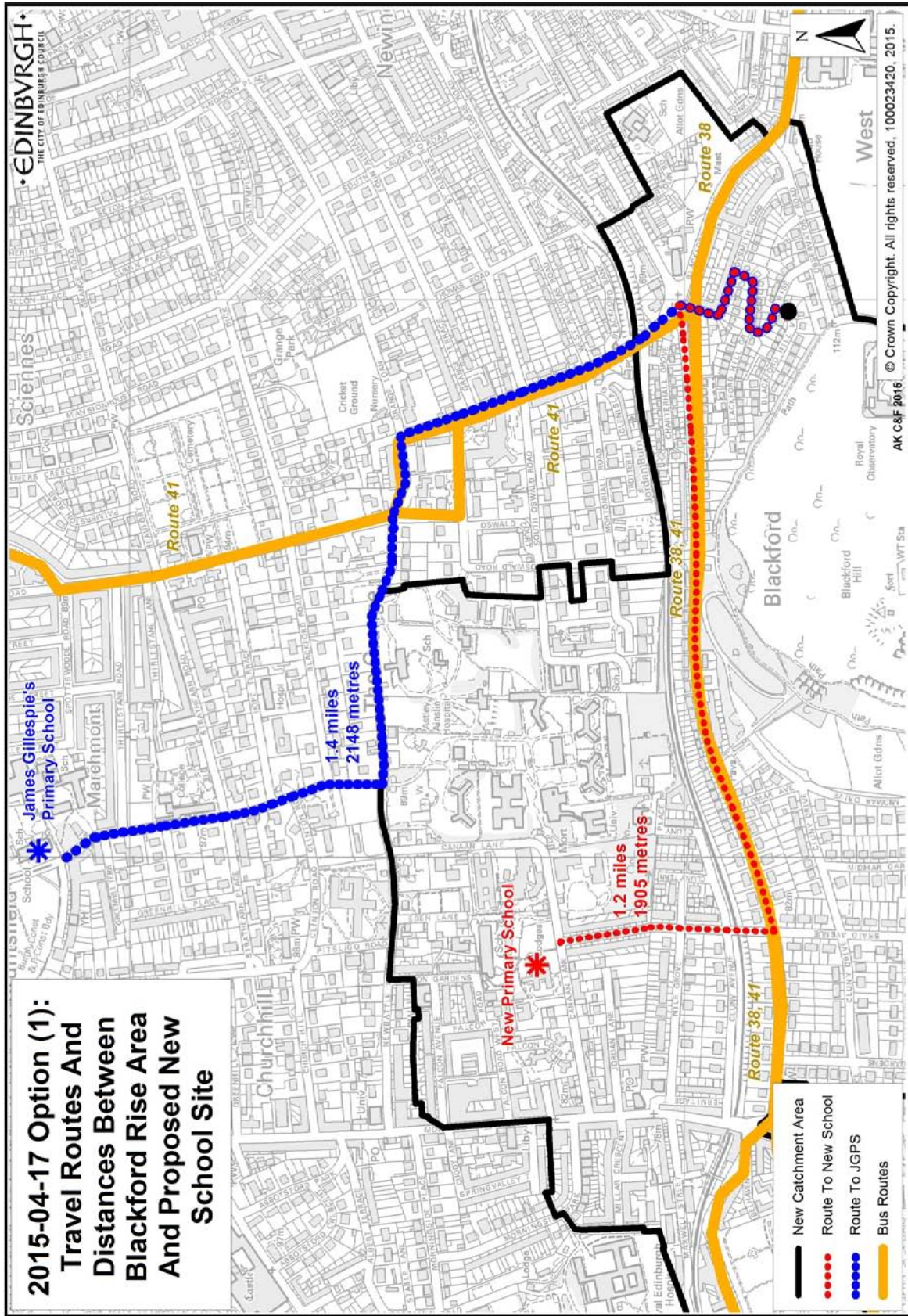


APPENDIX 6 - Option 1: Proposed Sections of South Morningside Primary School Catchment Area to be Realigned with New Primary School Catchment Area

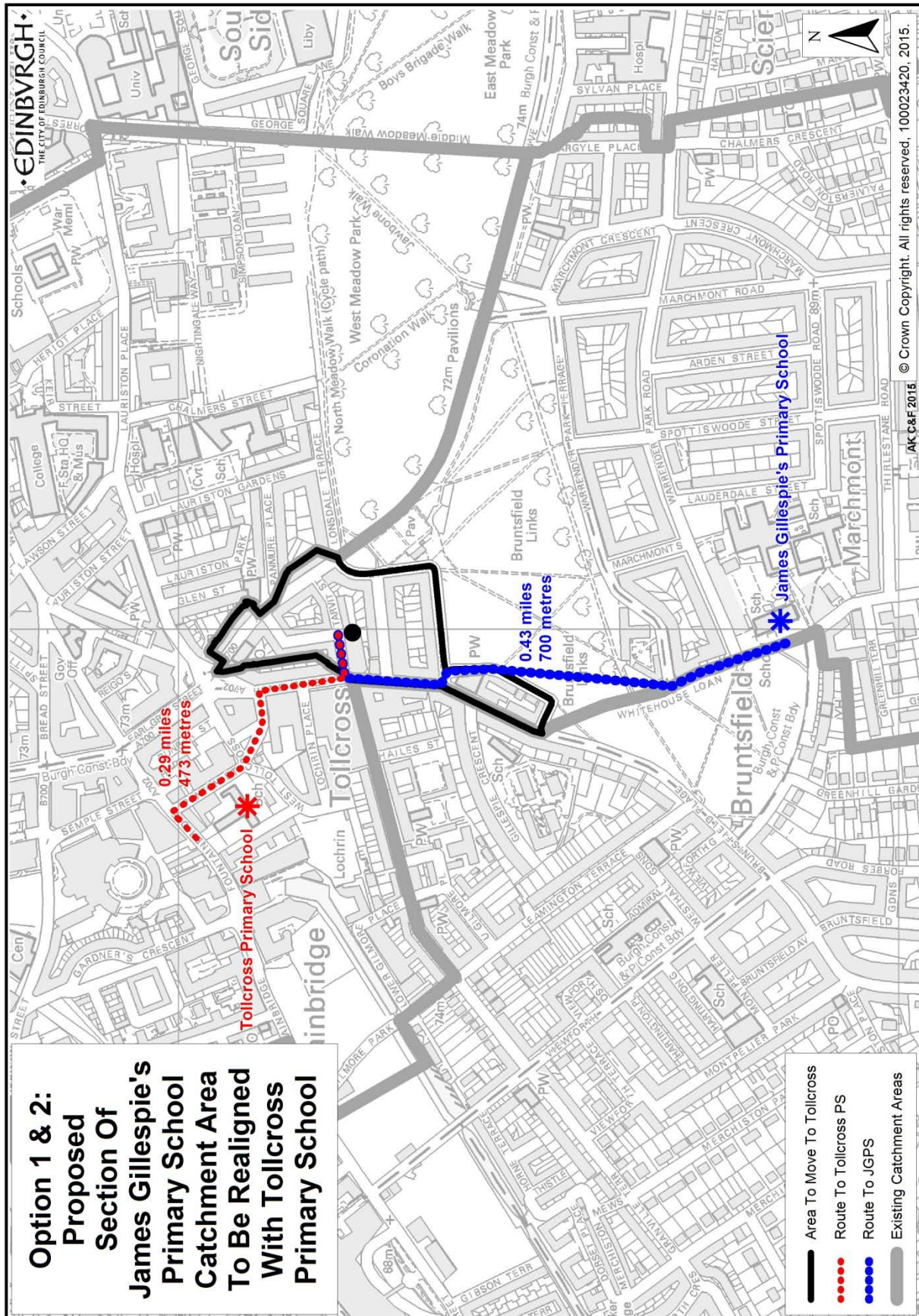


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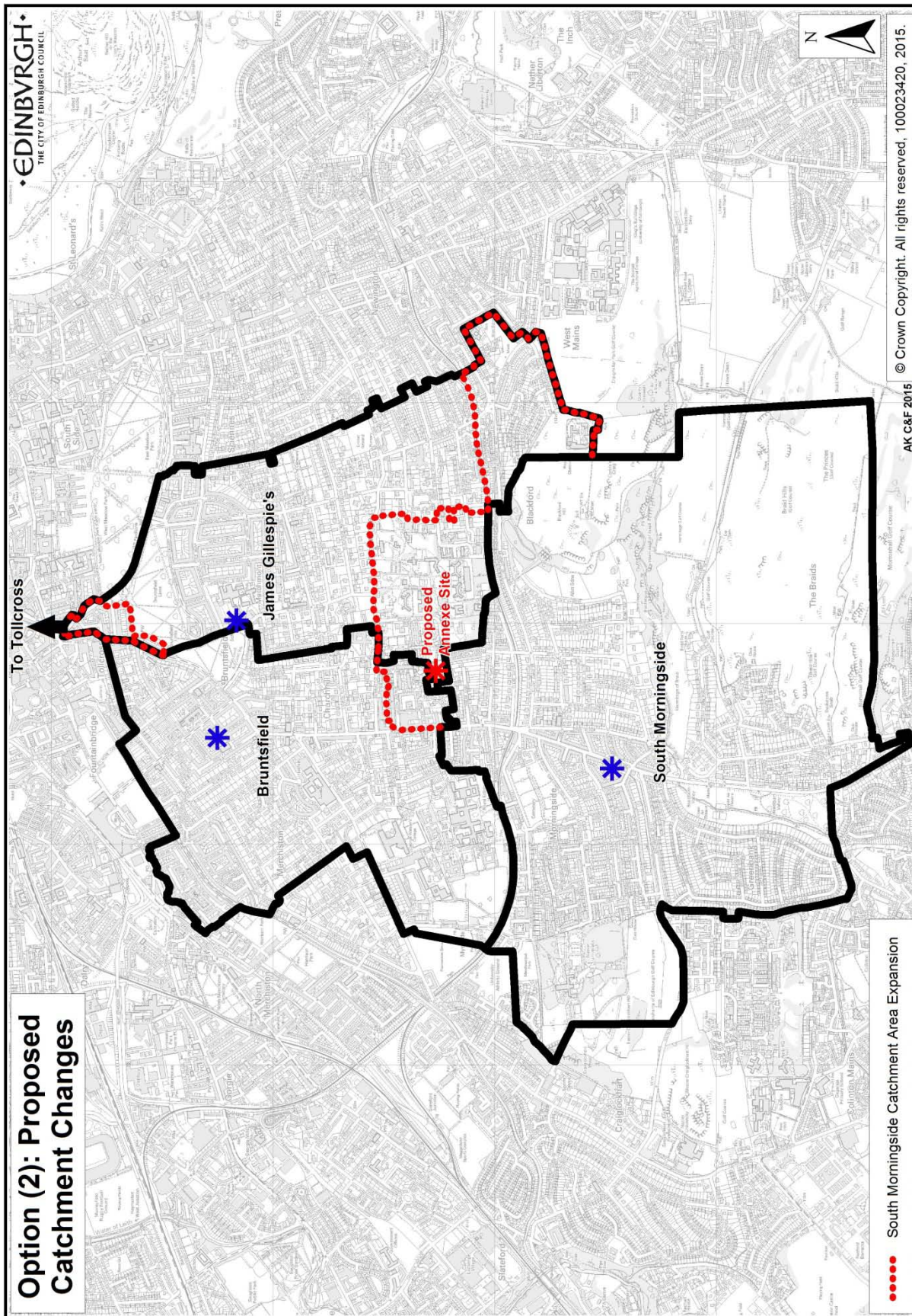
APPENDIX 7 - Option 1: Travel Routes and Distances between Blackford Rise area and Proposed New School Site



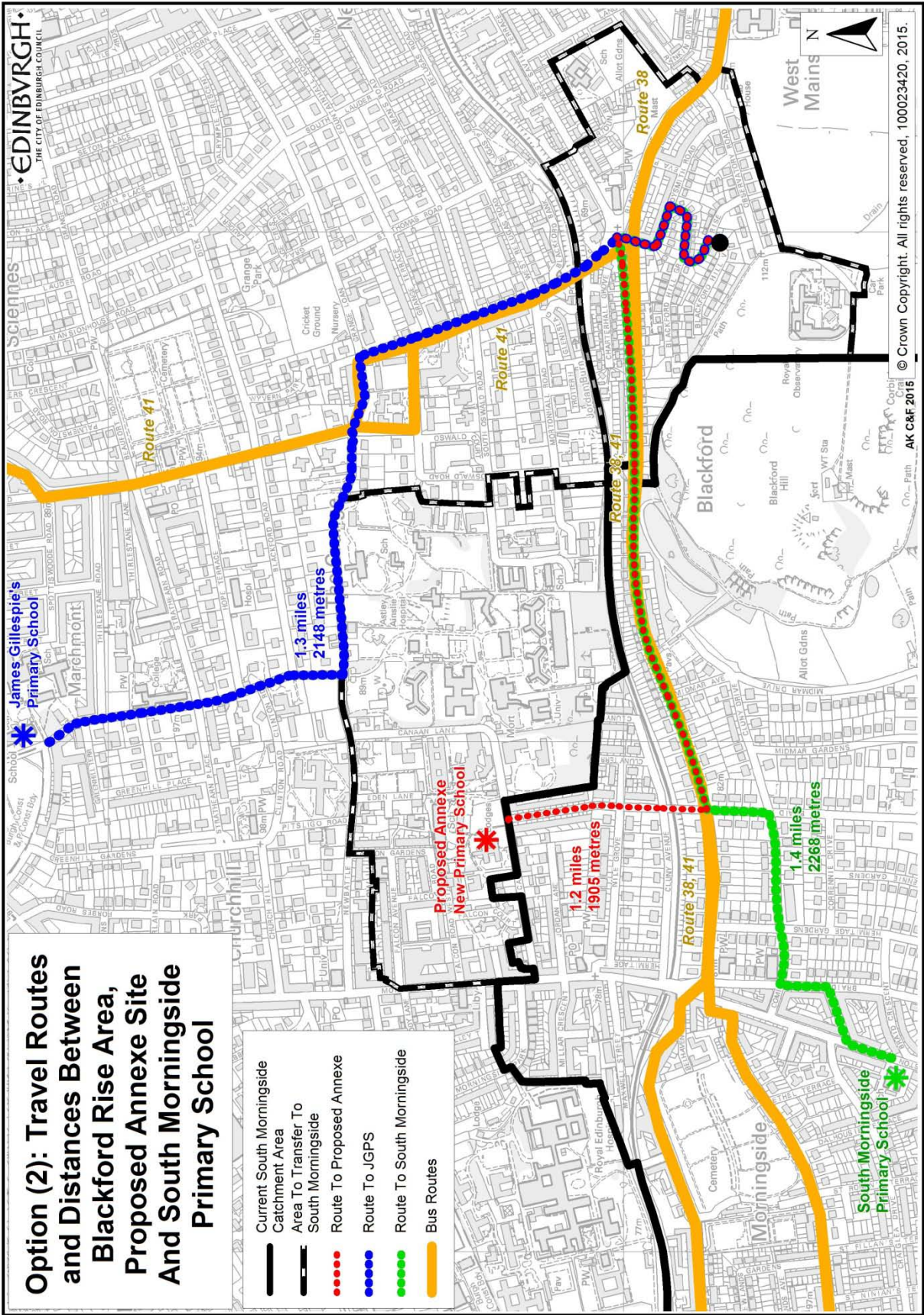
APPENDIX 8 - Options 1 & 2: Proposed Section of James Gillespie's Primary School Catchment Area to be Realigned with Tollcross Primary School



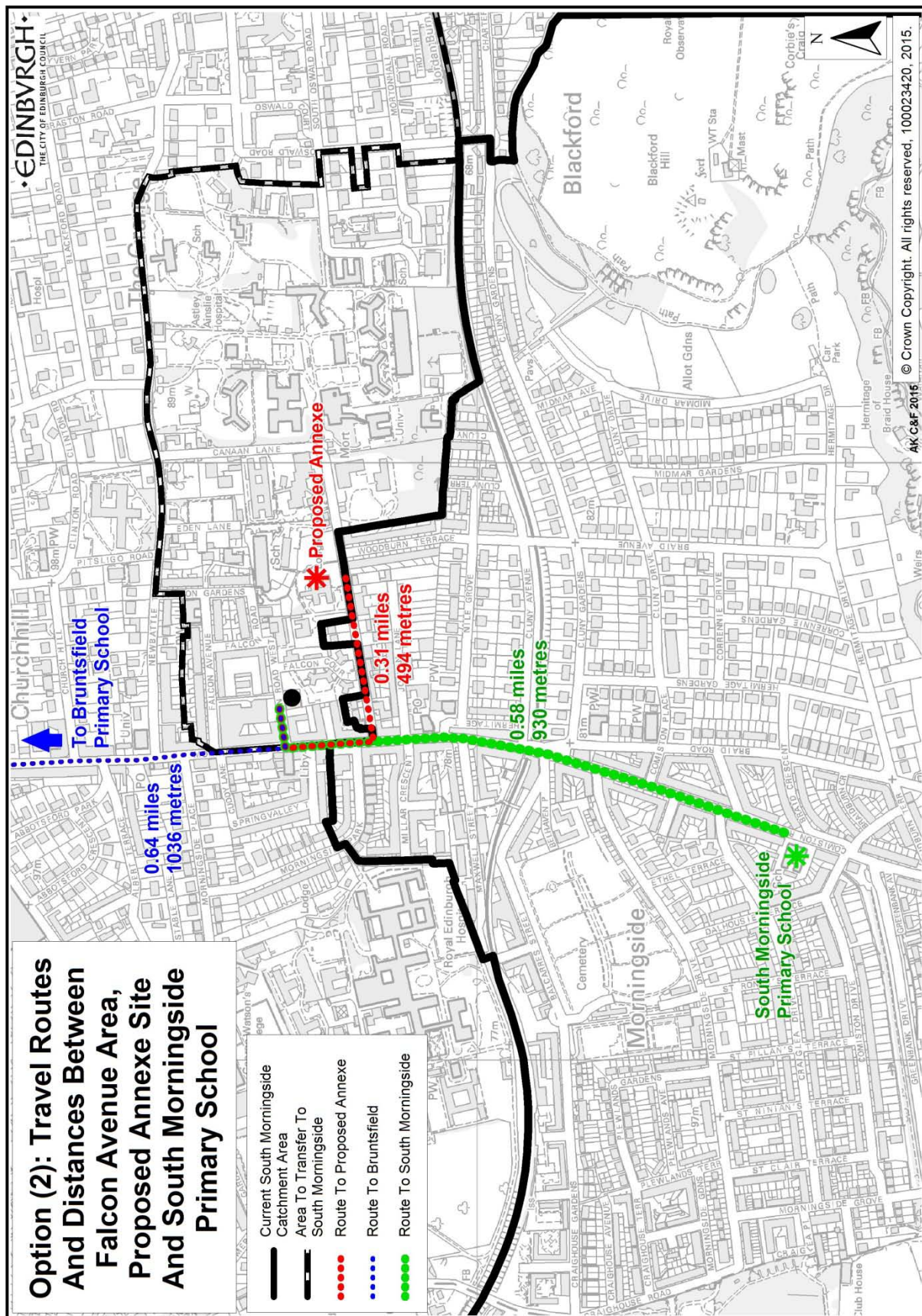
APPENDIX 9 – Option 2: Proposed Catchment Changes



APPENDIX 10 - Option 2: Travel Routes and Distances between Blackford Rise Area, Proposed Annexe Site and South Morningside Primary School



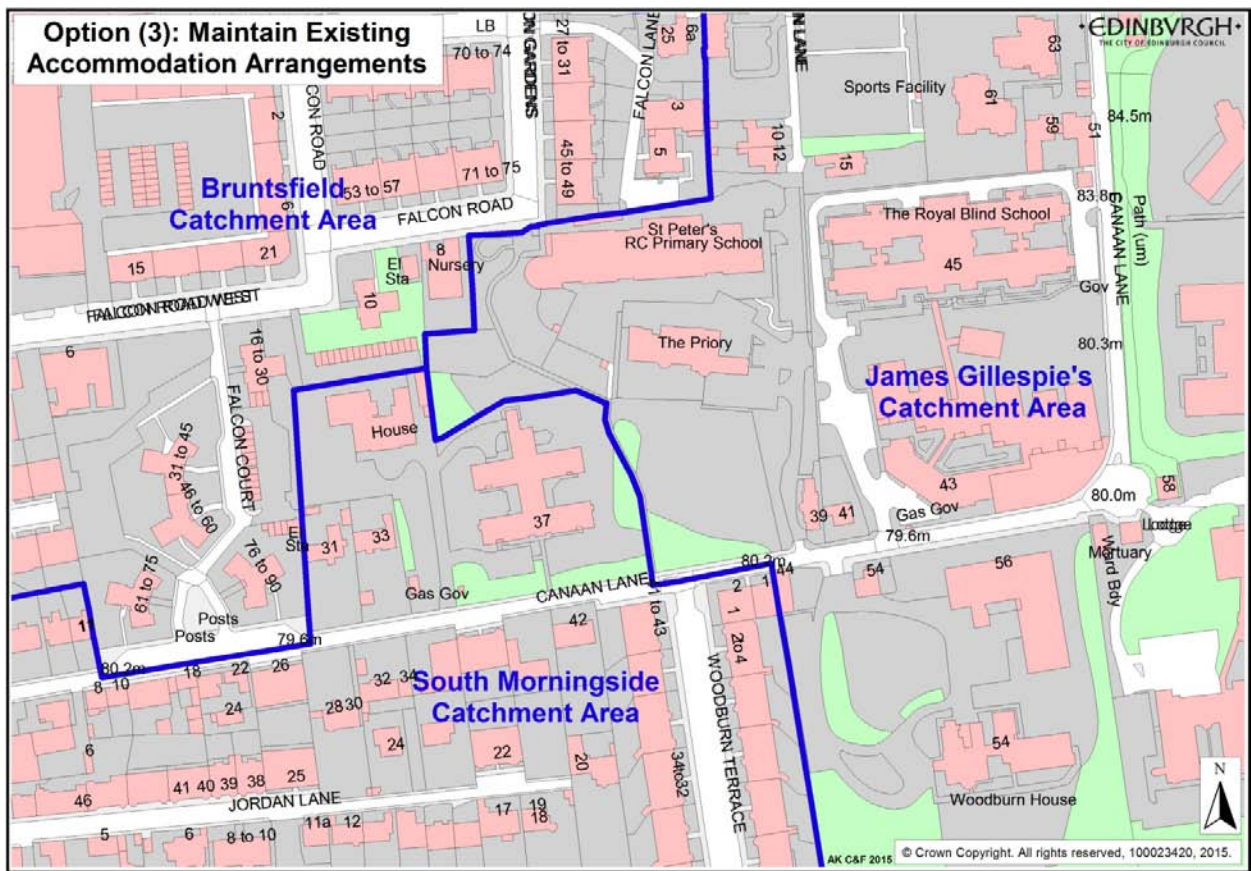
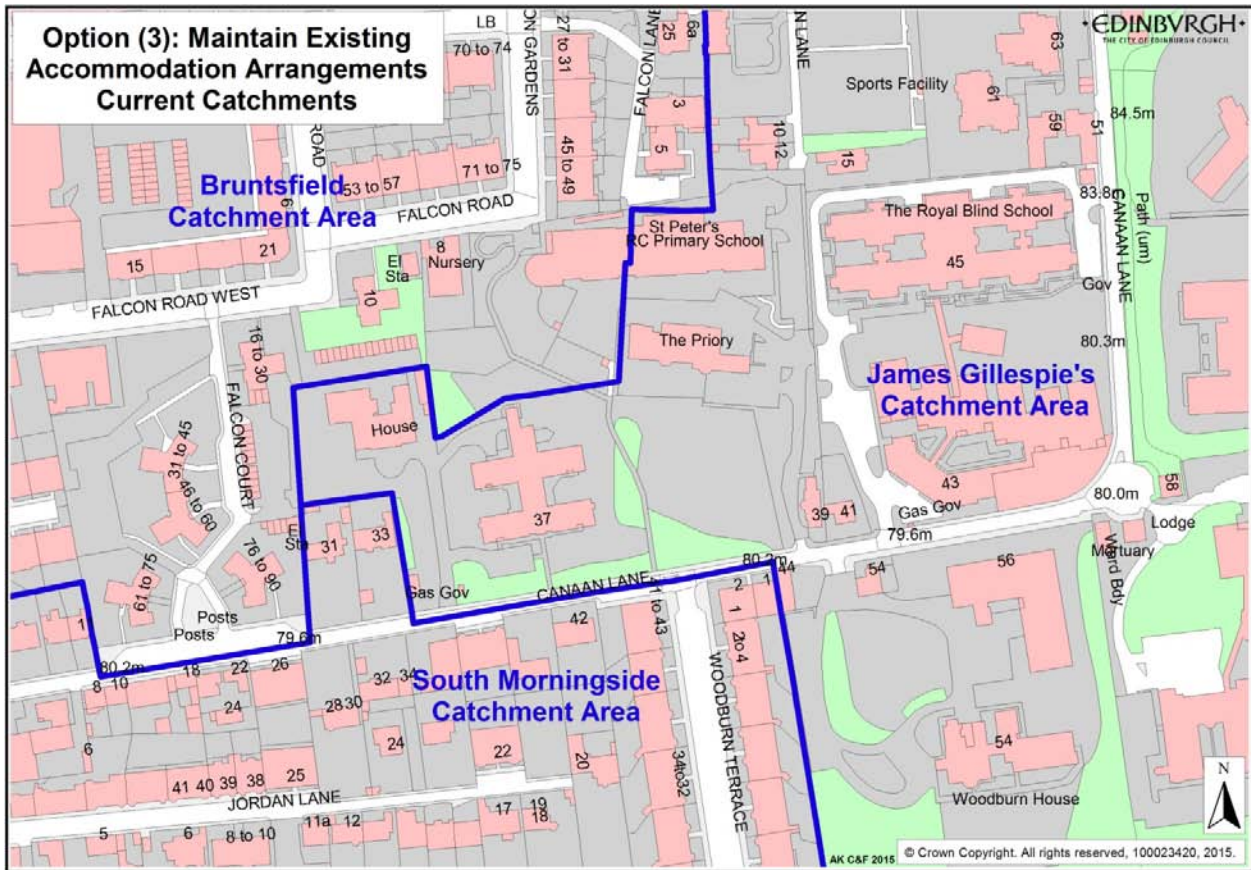
APPENDIX 11 – Option 2: Travel Routes and Distances between Falcon Avenue Area, Proposed Annexe Site and South Morningside Primary School



APPENDIX 12 - Option 3: Indicative Site Layout



APPENDIX 13 – Option 3: Proposed Catchment Changes



APPENDIX 14 – Revenue Costs

APPENDIX 15 – Analysis and Review of Nursery Proposals associated with all Options

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Children and Families Asset Management Plan 2014 - Update

Item number	7.7
Report number	
Executive/routine	Executive
Wards	All

Executive summary

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

On [9 December 2014](#) Committee approved the Children and Families Asset Management Plan 2014 and noted the intention to provide an update to Committee every six months on progress in delivering the action plan.

The purpose of this report is to provide the first update regarding the delivery of the action plan, including detail regarding the progress on two key areas of work which are the review of primary school capacities and rising rolls in the secondary sector.

Links

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

Children and Families Asset Management Plan 2014 - Update

Recommendations

- 1.1 Note the update on the action plan detailed in this report.
- 1.2 Note the progress made to date on the review of primary school capacities based on the Scottish Government's new guidance and that further work will continue over the remainder of 2015.
- 1.3 Note the proposals for engagement with secondary school management teams related to the issue of rising rolls in the secondary sector, the outcomes of which will be reported to Committee at a future date.

Background

- 2.1 In 2003, the Scottish Government introduced the requirement for Local Authorities to submit School Estate Management Plans on a regular basis.
- 2.2 The most recent plan for the City of Edinburgh Council was approved by Committee on [9 December 2014](#) and identified the significant capital expenditure that will be made in the Children and Families estate in the next five years. The latest [five year capital programme to 2019/20](#) commits the Council to the delivery of £120m of investment (excluding Scottish Government funding) in projects including the provision of new school buildings for Boroughmuir High School, James Gillespie's High School, Portobello High School, St John's RC Primary School and St Crispin's Special School.
- 2.3 This report provides a summary of the current status of all Children and Families asset related projects and initiatives through an update of the action plan table which was included within the Children and Families Asset Management Plan 2014. Detail is also provided on two key areas of work which were identified in the action plan as requiring to be progressed during 2015 which are the review of primary school capacities based on the new Scottish Government guidance and the issue of rising rolls in the secondary sector.

Main report

- 3.1 The following table provides an update on the current status of each of the Children and Families Asset Management Plan projects and initiatives which were identified in the action plan:

	Action	Lead	Progress to Date
1	Complete the delivery of the replacement nursery at Duddingston Primary School and the new nurseries at Wardie Primary School and Fox Covert Primary School by August 2015	Resources (Asset Planning) and Early Years	All projects are now on site and due for completion by August 2015.
2	Progress the new nurseries and early year's facilities at Granton Early Years Centre, Davidson Mains, Longstone and Corstorphine primary schools during 2015 targeting delivery no later than August 2016 and ensure the new St John's RC Primary School nursery includes provision for under 3's.	Resources (Asset Planning) and Early Years	Working groups have been established with each school community. Initial feasibility work has been completed and detailed design is underway. Projects to be delivered by no later than August 2016. The scope of the new St John's RC Primary School which was approved by Council in December 2014 includes provision for the under 3's.
3	Complete further city wide analysis of Early Years facilities early in 2015 and report the findings, including a prioritised investment programme, to Committee in March 2015.	Resources (Asset Planning) and Early Years	The report is on the agenda for this Committee having been slightly delayed to allow the necessary detailed analysis to be concluded.
4	Deliver the required rising rolls infrastructure within the primary school estate for August 2015.	Resources (Asset Planning)	All projects are now on site and due for completion by August 2015.
5	Continue to update Committee regularly about rising rolls requirements in the primary sector and ensure on an annual basis there is sufficient capacity for catchment pupils at every school.	Resources (Asset Planning)	A report to Education, Children and Families Committee in March 2015 identified eight schools to be involved in rising rolls for August 2016. A further update report on the agenda for this Committee identifies and seeks approval for the preferred option for each school.
6	Carry out a capacity review of the primary school estate to assess the implications of the Scottish Government's new guidance on capacity.	Resources (Asset Planning)	First stage of the review complete. Further detail is provided in the remainder of this report.
7	Review the primary rising rolls projections early in 2015 and provide an updated financial forecast to Committee in March 2015. Repeat this process in 2016.	Resources (Asset Planning)	Included in report to Education, Children and Families Committee in March 2015.
8	Subject to Committee approval carry	Resources	The proposed statutory consultation

	Action	Lead	Progress to Date
	out a statutory consultation on the long term education solutions for south Edinburgh and submit the consultation report to Council for consideration during 2015.	(Asset Planning)	is a separate item on the agenda for this Committee.
9	Carry out a full assessment of the impact of rising rolls in the secondary sector and report the findings to Committee in December 2015.	Resources (Asset Planning)	First stage of the review complete. Further detail is provided in the remainder of this report.
10	Deliver the extension to Kirkliston Primary School Phase 1 by August 2015 and Phase 2 by August 2016. Phase 3 only to be delivered if required.	Head of Resources	Project in progress; is on site and is on schedule for Phase 1 completion by August 2015.
11	During 2015 undertake the necessary feasibility work to ensure the full implications of the education infrastructure projects required by new LDP development are known and are ready for delivery subject to the availability of funding.	Resources (Asset Planning)	Recruitment of temporary officer required to lead on the detailed feasibility work now being progressed.
12	During 2015 carry out a full review of GME provision in Edinburgh and make recommendations for the future delivery of both primary and secondary GME.	Schools and Communities and Resources (Asset Planning)	Review in progress and a report will follow to a future meeting of the Committee.
13	Subject to Council approval, progress the project to deliver a replacement St John's RC Primary School on the adjacent Portobello High School site once it becomes available.	Head of Resources	Site for new school approved by Council in December 2014. Work ongoing to establish affordability cap for the project with update report targeted for the Council meeting in June 2015.
14	Deliver the three Wave 3 High School projects by August 2016	Head of Resources	All projects now on site. The new teaching block at James Gillespie's High School was delivered on time and opened to pupils in April. It has been very well received.
15	Deliver the new St Crispin's Special School by March 2018	Head of Resources	Site options currently being explored.
16	Progress the Wave 4 project throughout 2015 to identify which schools are a priority for refurbishment or replacement should future	Head of Resources	Detailed analysis work ongoing.

	Action	Lead	Progress to Date
	investment funding become available.		
17	Subject to confirmation of Scottish Government funding being available, progress the project to replace Queensferry High School to ensure the project is complete as soon as possible.	Head of Resources	Funding application to Scottish Government pending.
18	Work with Services for Communities to ensure implementation of the Capital Asset Management Works programme	Services for Communities	Liaison Group between Children and Families and Corporate Property meets regularly to provide update on progress with the programme.
19	Deliver the new Blackhall Gym by October 2015. Subject to Committee approval deliver the required infrastructure to accommodate the extended entitlement to free school meals.	Resources (Asset Planning & Facilities Management)	Blackhall Gym project due to commence on site 24 May 2015. Working groups established at East Craigs, Crammond, Towerbank and Sciennes Primary Schools to progress the projects to deliver the additional accommodation required to support the delivery of the extended entitlement to Free School Meals.
20	Provide regular updates to Council on any developments associated with the provision of a new secondary school in Craigmillar and develop the project as appropriate subject to the availability of funding.	Head of Resources	No change in the period.
21	Deliver the replacement Greendykes Young Person's Centre (Heathervale) by October 2015.	Head of Resources	Project currently being tendered and is on schedule.
22	Continue to highlight the need for replacement of residential care facilities and lead the deliver of appropriate projects if funding becomes available.	Support to Children and Young People	Ongoing. A business case will be taken to the Finance and Resources Committee later this year which sets out the rationale for, and strategic importance of, the capital receipt arising from the sale of the Pentland View site being ring-fenced towards the replacement of Oxfangs Young Persons Centre.
23	Continue to provide support to parent councils who wish to undertake playground improvement projects and ensure that all new nursery and school projects include appropriate playground areas in accordance with	Schools and Communities	Draft guidance for Head Teachers in preparation.

	Action	Lead	Progress to Date
	current best practice in play development.		
24	Continue to be involved in the Council wide short life working group on Sports Facilities.	Schools and Communities	Ongoing
25	Ensure the review of Community Services includes consideration of the Community Centres to ensure where possible future delivery is focused on the assets which provide the best community learning environments.	Schools and Communities	Ongoing

3.2 Since the Children and Families Asset Management Plan 2014 was approved the Asset Planning team has progressed further analysis relating to two areas of work which are significant in terms of the long term strategic planning approach for the Children and Families estate.

3.3 The review of primary school capacities is a crucial piece of analysis to ensure the most efficient use is made of the capacity in the primary sector. The initial analysis related to the potential impact of rising rolls in the secondary schools has been progressed in order that a long term strategy for dealing with this issue, which in accommodation terms is more complex to address than rising rolls in the primary sector, can be developed and agreed. Further detail of the work undertaken to date in both of these areas is provided in the following sections.

Review of Primary School Capacities

3.4 In October 2014 the Scottish Government published new guidance on [Determining Primary School Capacity](#). This recommended that local authorities review their primary school estates based on the criteria outlined in the guidance and the first stage of this review has now been completed for the primary school estate throughout the City.

3.5 To date this review has assessed the number of rooms available in every school which could be used to accommodate a full class (i.e. classrooms greater than 42.5m² which could accommodate the smallest possible full class of 25) and a half class (i.e. classrooms less than 42.5m² but greater than 28m² which is the minimum area required to accommodate half of the largest possible full class of 33). The number of activity areas (e.g. open plan areas) which could be used for general purpose activity but are not classrooms has also been assessed.

3.6 Based on this information and the recommendations for General Purpose (GP) space requirements in different sizes of schools provided in the new capacity guidance, the number of full classrooms and GP space available to each primary school was calculated. The conclusion of this analysis was that, across the

Council's primary school estate, the number of classrooms available for teaching would increase from 1,172 to 1,219. In summary, as a result of applying the Scottish Government's new guidance an additional 47 spaces would become available for use as classrooms across the primary school estate.

- 3.7 Initially, and where appropriate, this information has already been used to reduce the requirement for, or scale, of any new build or reconfiguration proposals required for August 2015 or 2016 to respond to issues arising from either rising rolls or expected P1 intakes. In the longer term, this additional capacity will assist in addressing pressure from rising rolls across the estate which, based on the latest population projections from the National Records of Scotland and as reported to Committee on [9 December 2014](#) in the Rising Rolls in the Primary Estate report, is forecast to continue at least until 2030 with the required city wide capacity required at that point projected to be 11.7% above the current provision.
- 3.8 Over the coming months, further analysis will continue to determine the actual capacities of schools based on the number of pupils which every classroom within each school can accommodate in line with the recommended ratio of 1.7m² per pupil. The eventual output of this work will be two different capacity figures – planning capacity and working capacity – for each school. Planning capacity is a fixed measurement of capacity which calculates, in theory, the maximum number of children that can be accommodated in a school and is recommended to be used for strategic planning purposes and official statistical returns to the Scottish Government. Working capacity is more flexible and can vary between one year and the next depending on the class organisations determined for each school to ensure the expected catchment intake is accommodated as efficiently as possible.
- 3.9 The analysis carried out to date has determined the maximum number of classes across the estate which could accommodate a class for teaching purposes based on the Scottish Government's guidelines. At the Committee meeting on 3 March 2015 it was agreed that, once this work had been completed, some scenario testing would be carried out to illustrate the impact of adopting an approach of operating primary schools at less than 100% capacity.
- 3.10 While the detailed work to determine the actual planning capacities for each school has still to be completed, the impact of such an approach has been assessed based on the number of classrooms it has been calculated are now available across the estate. If it is assumed that, over time, all classrooms (and further classroom extensions) will require to be utilised to accommodate expected rising school rolls, then to operate schools across the estate at anything less than 100% occupancy, further additional classrooms beyond those which will be required through the primary school rising rolls programme would have to be provided.
- 3.11 Based on the most recent estimated cost to provide a single classroom of £300,000 (as used in the Education Infrastructure Appraisal for the second

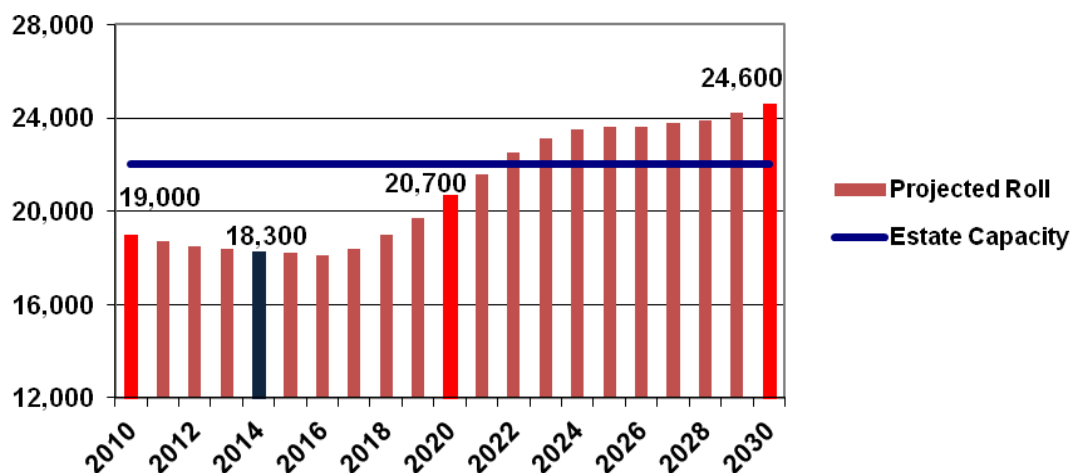
proposed Local Development Plan) the additional cost to the Council of adopting an approach of operating primary schools at different occupancy rates would be as follows:

Occupancy Rate	Number of additional classrooms required	Estimated Cost (prices as at April 2014)
90%	122	£36.6m
80%	244	£73.2m
70%	366	£109.8m

3.12 While these costs are only estimates, the significant costs indicated would be above and beyond any commitments in the current Children and Families capital programme for rising rolls and other projects. This calculation assumes that any additional physical capacity which was required to allow a school to operate at a lower occupancy rate could be accommodated on the school site; this will not be the case in many schools due to constraints on space. Due to the ongoing pressure on Council finances the current policy of operating primary schools as close as possible to maximum operating capacities should be retained.

Rising rolls in the Secondary Sector

3.13 The report to Committee on [9 December 2014](#) regarding rising school rolls included city wide projections based on the latest population data from the National Records of Scotland which estimate, as shown in the graph below, that the current capacity of the secondary school estate will be exceeded by 2022 with demand continuing to rise until at least 2030.



3.14 Further detailed analysis suggests this will create capacity issues at many secondary schools in the estate. To begin the process of considering solutions to address the issue of rising rolls within the secondary sector, the Asset Planning Team has been working with colleagues in Schools and Communities Services to determine possible options to create additional capacity.

- 3.15 While in the primary sector it is relatively straightforward to increase the capacity of schools through the provision of additional classrooms, it is not as easy in the secondary sector due to the range of classroom types required for different subjects and their grouping into departmental areas. Therefore the work which has been carried out to date has focused on opportunities to increase capacities within secondary schools without having to provide additional accommodation.
- 3.16 The assessment has been carried out by a former secondary school Head Teacher and has involved consultation with all other secondary Head Teachers. The outcome of the analysis is that three areas merit, and require, further consideration:
- Review capacity methodology to determine a more flexible system where S1 intake levels are more closely related to stay on rates in the senior school.
 - Investigate opportunities where groups of schools could increase collaboration in relation to delivery of the senior school curriculum.
 - Investigate opportunities for changing the structure of the school day.
- 3.17 For each secondary school where a specific potential rising rolls issue is identified it is proposed to set up a working group involving officers from Asset Planning and representatives from the school management team to begin the process of determining the most suitable solution for that school. As part of this process draft roll projections for each school will be prepared to assist with determining the scale of the potential issue.
- 3.18 The outcome of this process will be initial proposals for each school, particularly in relation to senior school co-operation and changing the structure of the school day and an indication of the additional capacity which could be created by the proposed measures. At any school where the proposed measures are not considered sufficient to address the potential rising rolls issue identified then options to provide additional accommodation would then be considered.
- 3.19 The intention is to establish the working groups and complete the necessary work on development of solutions during the remainder of 2015. Initial proposals for each secondary school potentially affected by rising rolls, including details of any further feasibility studies or stakeholder engagement required, would then be provided as part of a full report on rising rolls in the secondary sector to the Education, Children and Families Committee in December 2015.

Measures of success

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

Financial impact

- 5.1 While the Asset Management Plan sets out aspirations to improve the Children and Families estate, it is recognised that providing funding for improvements in

the current financial climate is extremely difficult. Accordingly, in financial terms the plan should be considered as an overview, which sets out priorities for funding as and when it can be identified.

- 5.2 Any specific financial implications related to projects highlighted within the Asset Management Plan would be considered within reports to the appropriate Committee as and when required.

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 Working groups involving secondary schools management teams will be established to begin the development of solutions to address the issue of rising rolls in the secondary sector.

Background reading/external references

The Children and Families Asset Management Plan 2014 was approved by the Education, Children and Families Committee on [9 December 2014](#).

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Links

Coalition pledges	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Primary School Estate Rising Rolls

Item number	7.8
Report number	
Executive/routine	
Wards	Drumbrae/Gyle (3); Forth (4); Inverleith (5); Corstorphine/Murrayfield (6); Sighthill/Gorgie (7); City Centre (11); Leith (13); Craigmillar/Duddingston (14) and Portobello/Craigmillar (17)

Executive summary

This report provides an update on the potential accommodation pressures which may arise in August 2016 and beyond at Balgreen, East Craigs, Ferryhill, Fox Covert, Granton, Roseburn, St Mary's RC and Towerbank Primary Schools.

At seven of these schools it is proposed to progress the detailed development of solutions to respond to the potential pressures allowing these to be delivered, if required, in advance of August 2016 with the decision to progress to implementation being taken in January 2016. Any new build accommodation would, as in previous years but subject to satisfactory terms being agreed, be delivered through hub South East Scotland Limited.

The exception is Towerbank Primary School where undertaking a catchment review represents the only reasonable option due to the existing size of the school and the limited scope for development of new classrooms or supporting infrastructure due to a very restricted site. On 3 March 2015 Committee approved that a statutory consultation process be undertaken which commenced on 8 May 2015, the outcome which will be reported to Council on 22 October 2015.

Links

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

Primary School Estate Rising Rolls

Recommendations

- 1.1 Note the content of this report.
- 1.2 Approve that new accommodation is provided at the following primary schools subject to the final decision regarding the necessity for such provision being delegated to the Director of Children and Families to be taken in January 2016 (or earlier if appropriate) upon assessment of pupil registration figures:
 - Balgreen Primary School
 - East Craigs Primary School
 - Fox Covert Primary School
 - St Mary's (Leith) RC Primary School
- 1.3 Approve that internal reconfiguration works be undertaken at Ferryhill, Granton and Roseburn Primary Schools to provide increased classroom provision for August 2016.
- 1.4 Note that a statutory consultation proposing a range of options for the realignment of Towerbank Primary School's catchment boundary is underway and that a report to Council on 22 October 2015 will provide the outcomes of this consultation.
- 1.5 To delegate authority to the Director of Children and Families to:
 - i. Agree what the most appropriate final solution for each school would be taking into consideration factors such as cost, deliverability and the impact on the school.
 - ii. Approve the final costs of the most appropriate final solution whilst always ensuring that value for money is achieved.

Background

- 2.1 Primary school rolls are projected to rise to an estimated 31,700 pupils by 2020 which is an increase of 13.2% on the position at the start of the 2014/15 school year. In a period during which the impact of high births will be reflected in a continuation of large numbers of pupils entering primary school education, the key Council requirement is to accommodate demand from catchment pupils at the P1 stage.

- 2.2 A report to Committee on [10 December 2013](#) set out how the primary school roll projections were derived; explained the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh and explained the further detailed analysis which would require to be carried out on an annual basis to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years.
- 2.3 An update on projected primary school roll projections at a city-wide level was included in a report to Committee on [9 December 2014](#). As a result of the detailed analysis subsequently undertaken, eight primary schools were identified as potentially facing accommodation pressures in August 2016 and beyond. The eight schools, together with a range of potential solutions which had been identified for each school to address the accommodation pressures, were detailed in a report to Committee on [3 March 2015](#).
- 2.4 New rising rolls working groups were established at five of these schools (Balgreen, Ferryhill, Fox Covert, Roseburn and St Mary's (Leith) RC) involving the Head Teacher and other school staff, representatives from the school's Parent Council and officers from the Asset Planning Team to identify the preferred and proposed accommodation solution.
- 2.5 East Craigs Primary School had previously been identified as part of the third phase of the rising rolls programme but P1 registrations in January 2015 suggested that delivery for August 2015 would not be necessary. However, projections continue to suggest that East Craigs Primary School will require additional classroom accommodation and the working group formed last year will continue to consider the delivery of the rising rolls classroom building. This same group will also oversee the delivery of a new gym hall for August 2016, funding for which has been secured from the Scottish Government.
- 2.6 The Granton Primary School management team identified means of making more efficient use of existing accommodation through rationalisation of non-teaching spaces at an early stage therefore and no working group was required. School management undertook to keep the Parent Council informed of changes.
- 2.7 The only reasonable solution at Towerbank Primary School was to undertake a catchment review. Accordingly, rather than form a working group, the school Parent Council and wider school community were engaged in an informal consultation process to review the proposed catchment area changes and determine if there were any other feasible options for catchment area change which should also be considered during the statutory consultation. The same informal consultation process was also conducted with the school communities of neighbouring schools directly affected by the catchment review proposals which are Brunstane, Duddingston and The Royal High Primary Schools. As a result of this informal consultation process a range of options will now be considered during the statutory consultation period which began on 8 May 2015.

The statutory consultation paper and other information on the consultation process is available online www.edinburgh.gov.uk/towerbankconsultation.

- 2.8 For the schools where new working groups were established two meetings have now been held with each school community and this report outlines the outcomes of these meetings including the proposed solution for each school. As in previous years, due to the tight delivery timescales required for new build accommodation it is recommended that the final decisions regarding implementation be delegated to the Director of Children and Families, these being taken in January 2016 (or earlier if appropriate) upon assessment of pupil registration figures.
- 2.9 Provision of accommodation solutions for August 2016 will be 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, Craigour Park, St David's RC and Victoria Primary Schools. These buildings have been very well received and have been essential to avoid accommodation pressures which would have otherwise arisen.
- 2.10 Construction of new accommodation for August 2015 is currently underway at Clermiston, Flora Stevenson, James Gillespie's, Gilmerton, Pentland, Ratho and Wardie Primary Schools. The reconfiguration and refurbishment of Deanbank Resource Centre to create a new temporary P1 to P2 annexe for South Morningside Primary School is also being progressed.
- 2.11 The rising rolls programme has also resulted in internal reconfiguration works being completed to create new classrooms at Bruntsfield, Gylemuir, Fox Covert and Stockbridge Primary Schools for August 2014. Further internal reconfiguration work is also being undertaken at Bruntsfield Primary School for August 2015 along with works at Liberton Primary School and, following discussion with school management, at Granton Primary School.

Main report

Schools Facing Possible Accommodation Pressures for August 2016

- 3.1 The following schools were identified as facing potential accommodation pressures in August 2016 and beyond:
- Balgreen Primary School
 - East Craigs Primary School
 - Ferryhill Primary School
 - Fox Covert Primary School
 - Granton Primary School
 - Roseburn Primary School

- St Mary's (Leith) RC Primary School
 - Towerbank Primary School
- 3.2 Working groups involving school staff and Parent Council representatives were established at Balgreen, Ferryhill, Fox Covert, Roseburn and St Mary's (Leith) RC Primary Schools to discuss the analysis undertaken and agree the preferred and proposed accommodation solution. The working group at Fox Covert also included staff from the adjoining Fox Covert RC Primary School. Two meetings with each working group have now taken place.
- 3.3 A summary of the proposed solution identified for each school, in most instances by the respective working group, is provided in Table 1 below with further detail included in Appendix 1. Where a working group is in place, this will continue to meet and develop the agreed option for the school through the design and approval stages.
- 3.4 East Craigs Primary School was part of the third rising rolls programme and an accommodation solution was identified and subsequently developed to the point where a completed design and all statutory permissions including planning approval are already in place.
- 3.5 The table also summarises any other issues which have been identified by each working group. Many of these issues are not within the scope of the rising rolls programme however liaison will be undertaken with colleagues in other areas of the Council to establish if these issues can be addressed with feedback being provided to the school and Parent Council at future working group meetings.

Table 1: Summary of Proposed Solutions for Rising Rolls Schools for August 2016

Primary School	Proposed Solution	Other Issues Raised by Working Group
Balgreen	Permanent three class stand-alone building	Balgreen has only one hall and the issue of the limited hall space being placed under further pressure by rising rolls and the introduction of free school meals was raised as an ongoing concern by the school and the Parent Council. This is acknowledged to be a suitability issue for the school.
East Craigs	Permanent three class stand-alone building	The issue of the existing limited hall space being placed under further pressure by rising rolls is being addressed through provision of a new hall to be delivered for August 2016.
Ferryhill	Convert existing nursery into two classrooms and deliver a new, expanded, stand-alone	None.

Primary School	Proposed Solution	Other Issues Raised by Working Group
	nursery within the school grounds. Further details on the new nursery are provided in the Early Years Capital Investment Report which is a separate item on the agenda for this Committee.	
Fox Covert	Permanent three class stand-alone building	<p>The school shares hall and dining facilities with Fox Covert RC Primary School and concerns were raised about the additional pressure on these facilities.</p> <p>Under Local Development Plan (LDP) proposals Fox Covert RC Primary School would also eventually require to be extended by a further three classrooms. Accordingly, the working group will give consideration to locations for future expansion and identify opportunities to create a building under the rising rolls programme which has the potential to be extended at a future date.</p>
Granton	Internal reconfiguration of existing accommodation to provide one additional classroom in August 2015 and one additional classroom for August 2016	n/a
Roseburn	Internal reconfiguration of existing accommodation to provide one additional classroom for August 2016	<p>The solution proposed may only be sufficient to address accommodation issues until August 2017. A longer term solution may be required and, due to the constrained site, the solution may not necessarily be the provision of additional accommodation.</p> <p>The gym hall and dining space are both small and the school already operates with a temporary unit accommodating two classes. These are both acknowledged to be suitability issues for the school.</p>
St Mary's (Leith) RC	Permanent two class stand-alone building	The temporary unit on the school site accommodating Community Learning and Development (CLD) functions would require to be demolished prior to the construction of a new unit, either to provide the site for the new classrooms or access for construction vehicles to the

Primary School	Proposed Solution	Other Issues Raised by Working Group
		<p>north of the school site.</p> <p>The school has only one hall and the issue of the limited hall space being placed under further pressure by rising rolls and the introduction of the extended entitlement to free school meals was raised as an ongoing concern by the school and the Parent Council. This is acknowledged to be a suitability issue for the school.</p>

- 3.6 In relation to Towerbank Primary School, the statutory consultation process to consider changes to existing catchment boundaries requires to be concluded and a decision made by Council by November 2015 in order to provide clarity for parents at the outset of the P1 registration process for August 2016. The outcomes of the consultation will be reported to Council on 22 October 2015.

Delivering the New Accommodation

- 3.7 New stand-alone accommodation was successfully delivered at Granton, Wardie and Trinity Primary Schools for August 2013 and at Broughton, Craigour Park, St David's RC and Victoria Primary Schools for August 2014. The new accommodation is of a very high quality and specification, is energy and carbon efficient and is spacious and light. The new facilities have been very well received at all schools by staff, pupils and parents. The process which was successfully followed for August 2013 and August 2014 is also being used for the delivery of new stand-alone accommodation at Clermiston, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie Primary Schools which will be completed by August 2015.
- 3.8 All of the new accommodation completed for August 2013 and August 2014 was delivered through hub South East Scotland Limited (HSESL). The new accommodation for August 2015 is also being delivered by HSESL. The continuity of provider and personnel has allowed lessons learned and improvements identified to be carried forward into each subsequent phase of the programme.
- 3.9 Due to the further improvements made in the process during 2015 and the effective partnerships which have been developed it is recommended that, subject to satisfactory terms being agreed, the use of HSESL remains the preferred delivery option for the provision of any new stand-alone accommodation required for August 2016. This process involves less risk in the timing of delivery as it does not involve the necessity for a protracted procurement process. However, the process still allows value for money to be achieved through external benchmarking.

- 3.10 As identified in the table above, the delivery of new stand-alone accommodation is the preferred delivery option at four schools for August 2015 and contract negotiations with hub South East Scotland Limited will be progressed in relation to these projects.
- 3.11 Committee is asked delegate authority to the Director of Children and Families to:
- i. Agree what the most appropriate final solution for each school would be taking into consideration factors such as cost, deliverability and the impact on the school.
 - ii. Approve the final costs of the most appropriate final solution whilst always ensuring that value for money is achieved.
- 3.12 Each individual project is discrete and will be progressed as a separate construction contract which, due to the values involved, would be progressed in accordance with the scheme of delegation to officers.

Progress and Next Steps

- 3.13 An Investment Steering Group oversees the delivery of the primary school rising rolls programme, including the delivery of any new accommodation required. This operates based on the project management principles of Prince 2 following the same governance structure as all other Council major projects including the delivery of new schools. It is chaired by Children and Families and involves Council officers from other service areas and also representatives from HSESL.
- 3.14 The working groups at each school will continue so the design team and officers from Children and Families can continue to work with the schools and parent representatives to discuss the delivery of the proposed solutions including suitable locations for any new accommodation which ultimately has to be delivered. The location of any new accommodation will be determined in part by the location of utilities and guidance from Planning.
- 3.15 This is the start of an iterative design development process which will involve a significant level of engagement with, and involvement of, the schools and parent representatives in agreeing the detail of the final solution. Following agreement of the location of the new extensions and the subsequent detailed design of the buildings the next step will be the submission of planning applications which are anticipated by the end of October 2015.
- 3.16 This approach also allows the projections of when the classrooms are needed to be refined once annual information on anticipated pupil numbers is available in January each year. A final decision regarding which schools will require additional accommodation for August 2016 will be taken by 31 January 2016. This will mitigate the risk of any potentially unnecessary expenditure being incurred by closely monitoring, and then responding to, each school's intake numbers and only delivering new accommodation if it is definitely required.

- 3.17 Should it be decided that additional accommodation is required this will then be delivered in the same way as in previous years with on-site construction starting in March 2016. The main structure of the building would be constructed off-site in factory conditions and then constructed on-site in a relatively short time period to minimise disruption to the school.

Measures of success

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

Financial impact

Capital Expenditure

- 5.1 There is provision of £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 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 The cost of the new accommodation being delivered for August 2015 will be higher than anticipated due to significant cost inflation pressures in some areas (which are also being experienced in other projects) and a significant degree of site specific abnormal costs arising, particularly the diversion and installation of services. Whilst the latest forecast suggests that the capital funding available of £19.902m should be sufficient to respond to the challenges of rising primary school rolls further detailed consideration and analysis is required.

Revenue Costs

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

- 5.5 Accommodation solutions that improve the efficiency of the existing accommodation, such as that proposed for Granton Primary School, will result in no additional revenue costs.

Loans Charges

- 5.6 There is currently 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. 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.
- 5.7 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.
- 5.8 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

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

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 Where necessary, working groups involving school staff and parent council representatives were established at schools to consider the analysis previously undertaken and agree the proposed accommodation solution. Two meetings with each working group have already taken place.
- 9.2 The working group at each school will continue to allow the design team and officers from Children and Families to work with the school and parent representatives to progress the delivery of the proposed solution including identification of the suitable location for any new accommodation which ultimately has to be delivered and its detailed design. Information events for the wider school communities will also be arranged as and when required.
- 9.3 For the Towerbank Primary School statutory consultation engagement with all stakeholders and consultation events have been arranged in line with legislative requirements.

Background reading/external references

There have been seven 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](#); [9 December 2014](#) and [3 March 2015](#).

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Links

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Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Schools Facing Accommodation Pressures for August 2016

Appendix 1

Schools Facing Accommodation Pressures for August 2016

1 Introduction

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

2 Balgreen Primary School

Accommodation Issues

- 2.1 Balgreen Primary School has a capacity of 14 classes and is currently operating at its classroom capacity. By mid-April 2015 there were 73 P1 catchment registrations for the 2015/16 session. It is anticipated that this will fall prior to the actual P1 intake in August 2015. Accordingly, an intake limit of 60 P1 pupils has been established for August 2015. If intakes do fall to this level it is likely that no additional accommodation would be required for 2016/17.
- 2.2 Projections suggest that the P1 intake in August 2015 will not exceed 60 pupils. However, the number of births in the catchment area has seen consistent growth and the number of P1 registrations for August 2015 remains higher than anticipated. With the addition of likely refusals from the Roman Catholic sector due to the prioritisation of baptised RC pupils a breach of the 60 pupil intake limit in August 2015 appears increasingly likely.
- 2.3 Accordingly, relying on the number dropping below 60 is a significant risk leaving little flexibility in the school to accommodate an equally high intake in August 2016 should the drop not occur.
- 2.4 Balgreen has consistently been flagged as a school likely to come under increased accommodation pressure and was included in two previous phases of the rising rolls programme only to drop out when the numbers projected failed to materialise. However, with the number of P1 pupils in the catchment area increasing it appears to be inevitable that a solution will be required in the near future.

Solutions

- 2.5 The working group concluded that new build accommodation is the preferred solution. As projections suggest a requirement for sustained intakes of 66 pupils in future years, the new accommodation required is three class spaces.
- 2.6 The working group was not in favour of the option of catchment review.
- 2.7 Previous involvement in the rising rolls programme had highlighted that internal reconfiguration of existing accommodation would not be effective.

Next Steps

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

3 East Craigs Primary School

Accommodation Issues

- 3.1 East Craigs Primary School has a capacity of 14 classes and is currently operating at its classroom capacity. P1 registrations for August 2015 have dropped from a peak of 76 pupils in March 2015 to 68 pupils by mid April 2015. If the intake in 2015/16 is 60 pupils or less the forecast intake of 66 may be accommodated in 2016/17 through a single team teaching arrangement and the potential requirement for additional accommodation to be delivered in that year would be reduced.
- 3.2 However, in the longer term, projections suggest that intakes of 66 may be necessary until 2020. This level of intake is better associated with a 16 class capacity school and could not be sustained within the current 14 class capacity.
- 3.3 If the intake in 2015/16 remains above 60, there may be a requirement for an additional team teacher to be carried forward into P2 and P3. A further P1 intake of 66 in 2016/17 would require a further team teaching arrangement. Accordingly, 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 should be implemented for August 2016.
- 3.4 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. The new gym is not dependent on delivery of the rising rolls building or changes in the school roll and will be delivered for August 2016. The Working Group formed to consider the delivery of the rising rolls classroom building will continue to meet to also oversee the delivery of the gym hall.

Solutions

- 3.5 East Craigs Primary School was included in the third phase of the rising rolls programme for potential delivery in August 2015. However, the P1 intake in August 2014 and P1 registration figures in January 2015 suggested that delivery of new accommodation would not be required at this time. Accordingly, a design for new accommodation has been developed and all statutory permissions are in place. This means that new accommodation can be delivered in August 2016 should registration figures in January 2016 suggest a requirement to do so.

Next Steps

- 3.6 A solution for new classroom accommodation is already in place. Accordingly, the working group will monitor the requirement for the additional classroom accommodation and oversee the delivery of the new gym hall. The working group will reconvene following the appointment of the design team for the gym hall project prior to the end of the summer term.

4 Ferryhill Primary School

Accommodation Issues

- 4.1 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.
- 4.2 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.

Solutions

- 4.3 The working group concluded that the provision of additional classrooms was the preferred solution for the school. As projections suggest a requirement for sustained intakes of 50-60 pupils in future years, the new accommodation required is two class spaces.
- 4.4 The working group considered the option of catchment review but concluded that it was not an appropriate or deliverable solution to the rising rolls issue.
- 4.5 Ferryhill Primary School has been identified as the location for the provision of a new nursery building; further details are available in the Early Years Capital Investment report which is a separate item on the agenda for this Committee. This provides an opportunity to reconfigure the existing nursery space which is located within the main school building in order to provide the two required additional classrooms. It is therefore recommended that the working group continues to oversee the delivery of the nursery and the provision of the new classrooms which will be implemented as one combined project.

Next Steps

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

5 Fox Covert Primary School

Accommodation Issues

- 5.1 The P1 intake at Fox Covert Primary School in the past two years has exceeded 35 pupils. As of mid-April 2015 there were 37 P1 catchment registrations for August 2015, marginally lower than the equivalent time last year but still above a standard single stream intake.
- 5.2 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 initially through team teaching, 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.

Solutions

- 5.4 The working group concluded that new build accommodation is the preferred solution. As projections suggest a requirement for sustained intakes of 40-45 pupils in future years, the new accommodation required is three class spaces.
- 5.5 The working group considered the option of catchment review but concluded that it was not an appropriate or deliverable solution to the rising rolls issue. The group also agreed that internal reconfiguration of existing accommodation would not be effective.
- 5.6 Fox Covert Primary School shares a campus with Fox Covert RC Primary School. The Local Development Plan (LDP) proposals for the area affects Fox Covert RC Primary School with a requirement for a further three classrooms being forecast to accommodate the additional pupils which it is estimated would be generated from the new housing development in this area.
- 5.7 While it is too early in the LDP process to set timescales for the delivery of this accommodation, in planning the expansion of Fox Covert Primary School the potential expansion of Fox Covert RC Primary School must be considered. Accordingly, options for a new building will consider where two separate expansions may take place and also the potential for a single building with the option to extend it at a later date.

Next Steps

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

6 Granton Primary School

Accommodation Issues

- 6.1 In 2014/15 Granton Primary School is operating with a 16 class organisation. By mid April 2015 there were 69 P1 registrations for August 2015. 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.
- 6.2 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.
- 6.3 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.
- 6.4 However, projections suggest that the former scenario is currently more likely and that three stream intakes will be sustained in future years.

Solutions

- 6.5 Initial discussions with school management revealed that the school had aspirations to make more efficient use of the available accommodation by rationalising resources stores and generous office spaces. Further analysis of the school accommodation revealed that, by undertaking minor internal reconfiguration, the school's objectives could be achieved and two additional classroom spaces created. Under these proposals the only teaching space affected would be a Support for Learning (SfL) class which would move from a full-size classroom to a smaller room. However, the room made available for this SfL class would still be considerably larger than the equivalent in a new school building and more than sufficient for the 6-12 pupils it is required to accommodate.
- 6.6 While it would be possible to delay creating both of these classrooms it was agreed that it would benefit the school to stagger the work undertaken and deliver one of the classrooms for August 2015 and the other for August 2016.
- 6.7 As it was clear from the outset that there was a straightforward solution to accommodation issues at Granton Primary School which correlated with school management's objectives for the school and could be achieved without any significant impact on learning and teaching spaces, it was decided that a working

group would not be required but that the Head Teacher would update parents directly.

Next Steps

- 6.8 The work required to form both classes will be commissioned and undertaken in the summer of 2015 and the summer of 2016.

7 Roseburn Primary School

Accommodation Issues

- 7.1 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.
- 7.2 The number of catchment pupils in P1 intakes since 2011 has also fluctuated (as the birth rate in the catchment area suggested it might) however, 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.
- 7.3 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 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.
- 7.4 In mid-April there were 50 registrations for P1 in August 2015. This is higher than projected and, while it is still anticipated that the number of catchment pupils will fall between by August, it is unlikely to fall sufficiently to avoid creating a two stream intake. This will require that the school forms two P1 classes and team teach a larger class at P6. However, three of the classrooms in the school are particularly large and can accommodate larger team teaching classes.
- 7.5 A two stream intake in August 2015 will mean that a similar intake in August 2016 could not be accommodated within the school's current 10 class capacity.

Solutions

- 7.6 School management have identified that an additional classroom could be created by rationalising resources storage space. An additional classroom

would address the accommodation requirements for August 2016. However, single stream year groups leaving at the end of 2015, 2016 and 2017 mean that, if P1 intake numbers do not fall in 2016, accommodation will continue to be an issue in August 2017. Accordingly, while a solution for August 2016 can be achieved through minor internal reconfiguration works, it is likely that a longer term solution will also be required.

- 7.7 Parent representatives on the working group were positive about the possibility of a long term solution that would expand the school's capacity to address accommodation issues. There was also a positive response to investigating whether an increase in the capacity of Roseburn could be used to reduce pressure on neighbouring Balgreen Primary School by undertaking a catchment review.
- 7.8 However, due to the small size of the school site and potential planning issues presented by the proximity to neighbouring residential properties, options to expand the school through the provision of additional accommodation appear to be extremely limited.
- 7.9 A catchment review between Balgreen Primary School and Roseburn Primary School would also mean a change of secondary school catchment areas. Catchment review is also something that the working group from Balgreen Primary School was not in favour of pursuing as a solution to Balgreen's own accommodation issues. In addition, a catchment review would not be deliverable for August 2016 by when it is forecast that Balgreen will need to have an accommodation solution in place.
- 7.10 A catchment review to *reduce* the size of Roseburn's catchment population would be an alternative option. However, until now Roseburn's issues have not been caused by catchment demand but by a necessity to accept non-catchment pupils and fill classes to legislative maxima. Accordingly, a catchment review would seek to reduce the catchment intake to a level which would allow an intake limit of less than 50 to be defended in an appeals process. It is anticipated that delivery of a catchment change undertaken on the basis of limiting non-catchment pupils would be difficult to achieve because it would affect existing catchment pupils who are not the actual source of the school's capacity issues.
- 7.11 If the number of catchment P1 registrations for August 2015 does remain high it may suggest that catchment demand is becoming an issue and catchment review may be the only feasible option. While this would have the advantages of allowing Roseburn to remove its temporary units and reduce pressure on its small hall and gym facilities, neighbouring schools are also under pressure and options for catchment review are very limited.
- 7.12 Another potential solution to the issue which requires further investigation is if scope exists to preserve sufficient space within each P1 intake to allow an

appropriate intake the following year. This would require discussion with colleagues in Legal Services to determine whether a robust argument could be made to reject out of catchment placements on this basis as any decisions of this nature are more than likely to become the subject of an appeal. .

- 7.13 There are no straight forward options to address accommodation issues at Roseburn Primary School. However, the option of creating an additional classroom for August 2016 through internal reconfiguration provides the opportunity to consider options in greater detail and monitor how the unexpectedly high number of catchment P1 registrations in April 2015 translates into actual P1 pupils in August 2015.

Next Steps

- 7.14 The working group will reconvene prior to the end of the summer term to develop options further. The work necessary to create a new classroom through internal reconfiguration will be undertaken in July 2016. The recommendations of the working group to address the longer term accommodation issues will be included in the report to Committee in March 2016 on the proposed rising rolls programme for August 2017.

8 St Mary's (Leith) RC Primary School

Accommodation Issues

- 8.1 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. However, under the Scottish Government's Primary School Capacity Guidance issued in October 2014 the school's GP provision is now deemed to meet requirements and the school's capacity is now confirmed as 12 classes.
- 8.2 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.
- 8.3 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.

Solutions

- 8.4 The working group concluded that new build accommodation is the preferred solution. As projections suggest a requirement for sustained intakes of 50-60 pupils in future years, the new accommodation required is two class spaces.
- 8.5 The working group considered the option of catchment review but due to pressures on neighbouring schools and the timescales by which catchment change could be implemented, a catchment review is not considered to be a deliverable solution.

Next Steps

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

9 Towerbank Primary School

Accommodation Issues

- 9.1 The [Primary School Estate Rising Rolls](#) report to Committee on 3 March 2015 set out in detail the accommodation issues at Towerbank Primary School. The report noted that the P1 intake in August 2014 was 108 pupils and that, while the school is operating with 22 classes in the 2014/15 session, team teaching would allow this to be achieved within the school's existing capacity of 21 classes.
- 9.2 As of mid-April 2015 registrations for P1 in August 2015 stood at 98 pupils and an intake limit of 99 P1 pupils for 2015/16 now appears to be likely. 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.
- 9.3 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.
- 9.4 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.
- 9.5 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.

Solutions

- 9.6 On 3 March 2015 Committee approved 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.
- 9.7 A catchment change requires to be in place by the start of the P1 registration process in November 2015 if it is to have an impact on the P1 intake in August 2016.
- 9.8 Committee also approved that an initial informal consultation be undertaken to review the proposed catchment area changes and determine if there were any other feasible options for catchment area change which should also be considered during the statutory consultation. Committee delegated authority to the Director of Children and Families to develop a detailed consultation paper reflecting the outcomes of the informal consultation process so that a full statutory consultation process may be undertaken.

Next Steps

- 9.9 A full statutory consultation proposing a range of options for catchment review began on 8 May 2015. A consultation paper has been made available to all consultees as defined by Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young Peoples (Scotland) Act 2014. The consultation process will include four public meetings, one at each of the four main affected schools. Further details of the consultation are available at www.edinburgh.gov.uk/towerbankconsultation.
- 9.10 The outcomes of the consultation will be reported to the scheduled meeting of the full Council on 22 October 2015.

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Buckstone Primary School - Use of Developer Contributions

Item number	7.9
Report number	
Executive/routine	Executive
Wards	8 – Colinton/Fairmilehead

Executive summary

A significant residential development is being progressed on the former Fairmilehead Water Treatment Works site. In accordance with the related Section 75 agreement the Council will receive education contributions to alleviate accommodation pressures at both Buckstone Primary School and Boroughmuir High School, the latter via the provision of a replacement High School.

Consultation was undertaken with the management and parent council of Buckstone Primary School to establish the way in which the developer contributions receivable could be best invested to provide additional accommodation at the school to allow it to respond to the additional pupils generated from the development.

The purpose of this report is to inform Committee of the outcome of that consultation and the subsequent feasibility study which was undertaken and to seek approval to progress the proposed new hall which was identified as the priority for investment.

Links

Coalition pledges	P03
Council outcomes	C01 and C02
Single Outcome Agreement	S03

Buckstone Primary School - Use of Developer Contributions

Recommendations

- 1.1 Approve the project to deliver a new hall at Buckstone Primary School as detailed in this report, the capital costs of which will be fully funded from developer contributions.

Background

- 2.1 In 2011 Scottish Water applied for planning permission in principle for a residential development on the Fairmilehead Water Treatment Works site. In considering the impact of this proposed development, as Buckstone Primary School was operating at close to capacity and with a projected increase in primary school rolls over the ensuing ten years, the Council sought to recover education contributions to alleviate accommodation pressures at both Buckstone Primary School and Boroughmuir High School, the latter via the provision of a replacement High School.
- 2.2 A Section 75 Agreement was entered into with Scottish Water which included provision for education contribution payments to be made towards the costs incurred by the Council in alleviating accommodation pressures at both schools. The payments are based on an aggregate rate of £4,709 per house and £768 per flat with the element applicable to Buckstone Primary School being £2,567 per house and £411 per flat.
- 2.3 CALA Management Ltd and David Wilson Homes East Scotland subsequently acquired the site and submitted a full planning application in August 2012 for its development with approval being granted in December 2012. As the new owners they assumed the responsibilities under the Section 75 agreement. Based on the 182 houses and 98 flats within the current overall development the total educational contributions payable to the Council are £932,302 comprising £507,472 towards works at Buckstone Primary School and £424,830 towards the new Boroughmuir High School.
- 2.4 The payment of the monies is phased over four tranches based on when pre-determined numbers of open market housing units are occupied; the delivery and occupation of affordable units is not a factor which is taken into consideration in determining when payments must be made. The first payment is due when 60 open market housing units are occupied with the subsequent tranches being on the (cumulative) occupation of 110, 160 and 202 open market

housing units. The payments are subject to an inflationary adjustment representing any increase in the BCIS All-in Firm Tender Price Index between August 2012 (when the Section 75 agreement was signed) and that which would apply in the month in which any payment is made.

- 2.5 Consultation was undertaken with the management and parent council of Buckstone Primary School to establish the way in which the developer contributions receivable could be best invested to provide additional accommodation at the school to allow it to respond to the additional pupils generated from the development. The purpose of this report is to inform Committee of the outcome of that consultation and the subsequent feasibility study which was undertaken and to seek approval to progress the proposed new hall which was identified as the priority for investment.

Main report

- 3.1 Consultation has been undertaken with the management and parent council of Buckstone Primary School to establish the way in which the developer contributions receivable could be best invested to provide additional accommodation at the school to allow it to respond to the additional pupils generated from the development.
- 3.2 It was concluded that the preferred solution was to create a new 180m² hall (to a minimum height of 6.1m to allow use for badminton) which would release general purpose space and allow that to be converted to provide the two further class bases identified as being necessary to provide additional capacity at the school.
- 3.3 A feasibility study was undertaken regarding the creation of a proposed new hall with this being based on the assumption that the contract for its construction would not be tendered until June 2017 being when it had been forecast that the final developer contribution instalment would have been received. The key conclusions from the feasibility study were as follows:
- i. It would be feasible to create a new 180m² hall at the front of the school with direct access being provided to the main circulation area.
 - ii. Planning has confirmed that the main consideration for the new hall would be the height in relation to the school and its surroundings (the site is bounded on three sides by residential properties) however the suggested location was acceptable in principle.
 - iii. Building Control has advised that, since the existing building contains toilets and changing facilities, there would be no requirement to provide additional support facilities unless it was the intention for the new hall to be used for non-school sports activities. The scope of works does not include for any associated additional toilets, changing or storage facilities and the school is aware of, and has accepted, the restriction on use which will arise as a consequence.

iv. The cost of delivering the new hall, including provision for future cost inflation, was estimated to be £567,000.

3.4 The first two instalments of the developer contributions have been received which include a total of £283,438 towards works to Buckstone Primary School. The total funding which it is forecast would be receivable towards works to Buckstone Primary School is £586,107 as shown in the table below. An assumed inflationary uplift has been applied to the base payments based on the latest forecast BCIS All-in Tender Price Indices.

Base Index	Payment Date	Projected Index	Projected Firm Index	% Change	Base Payment	Indexed Payment
221	Nov-14	255	244	10.41%	126,868	140,071
223	Mar-15	257	252	13.00%	126,868	143,367
223	Nov-15	266	257	15.25%	126,868	146,215
223	Apr-17	287	275	23.32%	126,868	156,454
					£507,472	£586,107

3.5 The estimated cost of delivering the new hall of £567,000 is within the forecast total developer contribution funding of £586,107 allowing a small level of additional contingency to be retained to cover unforeseen eventualities e.g. the final two indexed payments assume the inclusion of an inflationary uplift of £48,933 which could be subject to change. If there was any surplus funding remaining this would be applied towards other accommodation works at Buckstone Primary School as it could only be used for this purpose.

3.6 The delivery of the new hall would be fully funded from developer contributions and cannot be delivered in phases therefore it is recommended that the project be progressed with the following approach to delivery being adopted:

- i. The detailed design of the new hall would be progressed and the project developed to the point where planning consent was secured and all documentation which would be required to tender the contract to deliver the new hall was produced. It is proposed that the detailed design would be undertaken by the Council's in-house team.
- ii. The contract would not be tendered until the full amount of developer contributions had been received. This is important to ensure that there is certainty that the funding to deliver the project is in place and that the extent of this funding is known to ensure that the project will be affordable.
- iii. The maximum funding available for the new gym hall would be the level of developer contributions which are received. In the event that not all of this funding was required to deliver the new hall, any surplus would be applied towards further accommodation improvements which would be agreed with the school. The possibility of installing acoustic ceiling baffles in the

circulation space which will become the school library has been identified as a possible priority for any such funding.

Measures of success

- 4.1 The delivery of the agreed project on time, within budget and to the necessary quality.

Financial impact

- 5.1 The capital funding for this project, which would be receivable entirely through developer contributions, has been estimated to be £586,107 however this amount may be subject to change.
- 5.2 The project will 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 have to be funded from future revenue budgets as, and when, necessary.

Loans Charges

- 5.3 The Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects.
- 5.4 However, the capital expenditure identified above of £586,107 will be funded fully from the additional capital funding which will be provided through developer contributions for this purpose therefore this expenditure will entail no borrowing requirement or associated loans charges.

Risk, policy, compliance and governance impact

- 6.1 The recommendation in this report does not impact on an existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.
- 6.2 There is a risk that not all of the developer contributions required to meet the cost of the project are received resulting in a potential cost to the Council to underwrite any deficit arising. The potential financial risk to the Council will be mitigated by not tendering the contract to deliver the new hall until all developer contributions have been received and the full extent of funding available confirmed.

Equalities impact

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

Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. Whilst the proposal would see the expansion of existing facilities, the purpose is to create additional accommodation to meet demand. The new hall would be designed to minimise the impact on carbon emissions and energy consumption.

Consultation and engagement

- 9.1 Consultation regarding the use of the developer contributions has been undertaken with representatives of the school management and parent council.

Background reading/external references

None

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Links

Coalition pledges	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Free School Meals P1-P3 – Progress Report

Item number	7.10
Report number	
Executive/routine	Executive
Wards	All

Executive summary

On [9 December 2014](#) Committee requested that a progress report be provided 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. The purpose of this report is to respond to that request.

Links

Coalition pledges

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

Single Outcome Agreement [SO3](#)

Free School Meals

Recommendations

- 1.1 Note the content of this report and the successful implementation of the extended entitlement to free school meals to all P1 to P3 pupils from January 2015.

Background

- 2.1 On 7 January 2014 the Scottish Government announced its intention, and gave its commitment, to give all children in primary 1 to 3 the option of a free school meal from January 2015. On 17 July 2014 the Scottish Government wrote to all Local Authorities to confirm its expectation that this policy would be delivered.
- 2.2 An initial report to Committee on [11 September 2014](#) provided details regarding a number of practical and financial issues which arose as a consequence of the introduction of this policy and the latest position regarding their resolution. Committee noted the immediate requirement for capital expenditure of £1,414,944 to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented with effect from January 2015 which was then remitted to, and approved by, Council on [25 September 2014](#).
- 2.3 A subsequent report to Committee on [9 December 2014](#) provided a further update on progress and the outcome of the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools. The report also outlined the interim measures for these schools. Committee approved the remaining capital expenditure of £3,085,056 towards the implementation of the extended entitlement to free school meals at these four schools, primarily to address issues of capacity.
- 2.4 On [9 December 2014](#) Committee requested that a progress report be provided 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. The purpose of this report is to respond to that request.

Main report

- 3.1 With effect from January 2015 all children in primary 1 to 3 have had the option of a free school meal. This has resulted in a significant increase in the volume of school meals delivered. In the three month period to 31 March 2015 the number

of school meals delivered in City primary schools was 805,000 representing a 42% increase on the same period in 2014.

- 3.2 The requirement to deliver this significant volume of additional school meals presented a number of issues in both producing and then accommodating the delivery of the extra volume of meals arising. However, the comprehensive planning which preceded the introduction of the extended entitlement has ensured that the implementation of the new policy has been very successful.

School Meal Uptake

- 3.3 Information regarding uptake continues to be collected through a monthly return from each school. Whilst in previous years only aggregate data was collected, with effect from January 2015 information has been requested from primary schools regarding the number of meals delivered at each year stage. This is particularly important to monitor the level of uptake at P1-P3 on an ongoing basis to ensure that the additional funding provided by the Scottish Government is sufficient to meet the additional costs arising.
- 3.4 The levels of uptake of school meals in Primary Schools in the three month period to 31 March 2015 is shown in the table below; in each case uptake is shown as a percentage of the school roll, not of pupils who attended.

Month	P1 Uptake %	P2 Uptake %	P3 Uptake %	P1-P3 Total Uptake %	P4-P7 Total Uptake %	Total Uptake %
January 2015	69.5%	67.2%	66.3%	67.7%	34.2%	50.2%
February 2015	72.9%	71.0%	69.4%	71.1%	34.9%	52.2%
March 2015	73.1%	72.3%	70.6%	72.0%	34.5%	52.5%
Three month average	71.8%	70.2%	68.8%	70.3%	34.5%	51.7%

- 3.5 The data suggests there might have been a slight delay in the full impact of the extended P1 to P3 entitlement coming through when it was introduced in January 2015. Whilst the average uptake over the three month period was 70.3%, uptake levels across all year stages increased over the period suggesting that the ongoing sustained uptake levels will be closer to 75%.
- 3.6 The Council operates an asymmetric week, the consequence being that uptake levels on a Friday are lower than during a Monday to Thursday which reduces the overall average uptake levels. The impact is exemplified in the provisional data from our most recent annual school meals census return which was taken on a weekday and showed uptake levels as a percentage of the school roll of 76.3% for P1-P3; 40.2% for P4-P7 and 57.5% overall.
- 3.7 It had been suggested that the extended eligibility for free school meals in P1 to P3 would increase uptake in higher year stages. Information was not previously

recorded regarding uptake in schools by year stage therefore no data is available against which to make a detailed comparison.

- 3.8 However, a one-off survey of uptake by year stage was undertaken in the week commencing 4 March 2014 to inform the capacity planning for the introduction of the new policy. During that week the average uptake in P4-P7 was 34.2% which is slightly lower than the average uptake experienced in the three month period to 31 March 2015. This would suggest that the extended entitlement to free school meals may have resulted in a slight increase in the uptake in other year stages albeit it is too early to say with certainty if this will be an ongoing trend.

Works to Kitchens

- 3.9 Within the estate there was a requirement to increase cooking capacity to produce the projected uptake of school meals following the implementation of free school meals for P1-P3. In order to achieve this, upgrades were carried out at 29 kitchens and two new production kitchens were installed at Craiglockhart and St Cuthbert's Primary Schools. These works were completed during December 2015 and provided the capacity required to accommodate the increase in meal numbers.

Catering Staffing

- 3.10 Increased staffing requirements were assessed based on the projected uptake levels with recruitment taking place during December 2015. There were some delays with recruitment and PVG checks however most positions are now filled. To ensure sufficient staff are in place to deliver the service, this process is ongoing and staffing levels are being monitored and adjusted in line with uptake.

Schools Awaiting Extensions

- 3.11 There are four schools at which significant additional physical space is required and will be provided to enable the successful implementation of the extended entitlement to free school meals: Cramond, East Craig's, Sciennes and Towerbank Primary Schools. Visits have been carried out to assess how these schools are managing in advance of the additional space being delivered.
- 3.12 Both school staff and catering staff are working hard in these schools to ensure the lunch service is provided as efficiently as possible. While they are managing well they have identified recurring problems with some, or all, of the following; noise, space, queuing times and time to eat. The volume of noise and hectic dining spaces are a particular problem for some pupils with this being identified as a reason for some pupils choosing not to continue coming for lunch. There are occasional problems with lunch time running over which has a consequential impact on learning and teaching time.
- 3.13 It is not unexpected that these issues are being experienced with the interim arrangements at these schools as this is what led to the conclusion that significant additional physical space was required.

- 3.14 Hub South East Scotland Ltd has been engaged through strategic services to progress the two new halls at East Craigs Primary School and Crammond Primary School and the dining hall extensions at Sciennes Primary School and Towerbank Primary School. Site investigations at all schools have been commissioned and, once completed, the detailed design for the new facilities will be progressed.
- 3.15 Working groups with each of the schools involving school management, parents, Children and Families representatives and the design team will be established before the summer holidays to finalise requirements. Planning and building warrant applications will then be progressed with the target of securing the necessary approvals before the end of 2015. It is estimated that all of the new facilities will be available for August 2016.

School Staff – School Meals Survey

- 3.16 A questionnaire was created and recently issued to school staff, primarily head teachers and business managers, to gather feedback via survey monkey regarding the school meals service. A total of 82 responses were received from 60 primary schools.

Free School Meals P1-3 Implementation

- 3.17 With the exception of the four schools which have yet to receive significant additional physical space, the majority of schools felt that there was no additional physical building work required to support the increase in numbers as a result of the introduction of the extended free school meals policy. There were a few schools which identified additional light equipment and staffing requirements which are each being followed up directly.
- 3.18 However schools did feel that this initiative has increased the workload of both school and catering staff. One area where schools have found an increase in workload is the pre-ordering of lunches. However it is acknowledged that this has helped to ensure pupils receive their first choice of main meal and helps speed up service during lunch times. 82% of respondents felt the pre-ordering worked quite well or very well while 16% did not have a system in place.

Food Quality

- 3.19 Respondents were asked to rate the food quality on taste, temperature and appearance with the following results:
- 53% of those who replied regarded the food taste as excellent or good with a further 40% scoring average.
 - 80% found the food temperature to be excellent or good with 13% scoring average.
 - 59% found the appearance of the food to be excellent or good with 24% scoring average.

- Any schools where respondents scored either not good or poor for either taste and/or temperature will be followed up individually.
- Those schools finding the appearance of the food to be either not good (13%) or poor (5%) will also be followed up directly with further information, support and training being delivered to catering staff in these schools.

Portion Size

- 3.20 Portion size is an area identified by the survey where additional information and training is required by some staff. Portion sizes are set by the Scottish Governments nutritional guidelines for schools <http://www.gov.scot/Publications/2008/09/12090355/0>. Comments made suggested that portion sizes can be sufficient, or occasionally too much, for the lower year groups while some of the upper year groups find the portions small.
- 3.21 There are many factors which can contribute to this; one being pupils do not always choose, or eat, all components of the meal e.g. soup, chicken, rice and vegetables. 85% of respondents indicated that they always or mostly receive appropriate portions. However, 11% indicated that pupils sometimes receive an appropriate portion size with a further 4% indicating that this rarely happens. Direct follow up will be undertaken with those schools where particular issues were identified.

Dining Experience

- 3.22 The survey also gathered information about the dining experience based on noise levels, space, queuing time/ length, speed of service, friendliness of staff, food waste and time available to eat. Overall most schools experience either no, or only occasional, problems in these areas however some experience constant problems with noise (22%) and space (20%). It should be noted that this includes the four schools awaiting extensions but does also identify other potential problem areas where follow up visits are required and will be undertaken.

Priority Areas for Improvement

- 3.23 Respondents were asked to identify their top four priority areas for improvement and a range of options were provided.
- 3.24 The provision of an online payments and ordering system was the first priority for 52% of respondents as it was thought that this would speed up the ordering and payments process, reducing the amount of time school staff allocate to the administration of this. Online payments and ordering is also something which is popular with parents.
- 3.25 Improving the service and dining areas in order to create a space where pupils can have a good dining experience is the second priority area identified; 80% identify this in their top two. Again, this includes the four schools which are awaiting extensions however addressing these areas would undoubtedly improve the noise and space issues they highlighted.

Food for Life Feedback

- 3.26 Achieving the bronze food for life catering mark in all schools has generally been well received by parents, catering and school staff with some positive feedback provided through the foodinschools@edinburgh.gov.uk e-mail account. While some schools have noticed an improvement in food quality (29%), menu choices (31%) and pupils' enjoyment of the meals (18%); most feel this has remained the same at 67%, 69% and 75% respectively.

Measures of success

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

Financial impact

Capital Expenditure

- 5.1 The Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects.
- 5.2 However, the capital expenditure of £4.5m which has been previously approved to address issues of capacity and production in the school estate to allow the extended free school meal policy to be implemented will be funded fully from the additional capital funding which has been provided by the Scottish Government for this purpose therefore this expenditure will entail no borrowing requirement or associated loans charges.

Revenue Costs

- 5.3 The Scottish Government has made a commitment to fully fund the revenue costs arising from the commitment to provide a free school meal to children in primary 1 to 3.
- 5.4 An overall allocation of additional funding was made of £16.5m in 2014/15 and £54m in 2015/16 which was added to the relevant year's General Revenue Grant figures and paid as part of the block grant. The distribution of this funding was based on the overall number of primary school children not registered for free school meals which was taken from the 2014 Healthy Living Survey data. The proportion allocated to the Council was 7.3% resulting in additional funding of £1,202,000 in 2014/15 and £3,933,000 in 2015/16. The Scottish Government advised that, once the 2016 Healthy Living Survey data can be incorporated into the GAE distribution, the distribution mechanism will be revisited.

- 5.5 The costings undertaken by the Scottish Government assumed that the rate of take-up of free school meals would be 75% of relevant pupils. This assumption was based on the results of a pilot exercise undertaken in five Council areas in 2007/08. The Scottish Government has agreed to review funding for additional costs and actual take-up rates for free school meals will be monitored from the start of the implementation of the extended entitlement in January 2015 to compare against the existing assumptions made.
- 5.6 In the report to Committee on [11 September 2014](#) an assessment was undertaken of the adequacy of the additional revenue funding which was allocated to the Council. This original analysis, which was based on an assumed uptake level of 75%, suggested that a surplus of £75,000 would arise in 2014/15 which would be offset by a deficit of £126,000 in 2015/16 leaving a slight deficit of £51,000 over the period.
- 5.7 The average uptake level for P1 to P3 pupils in the three month period to 31 March 2015 was 70.3% which is within the 75% uptake level assumed by the Scottish Government when calculating the additional funding required to implement the extended entitlement to free school meals. The additional funding received from the Scottish Government was sufficient to cover the additional costs arising during this period. The position will be closely monitored on an ongoing basis.

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 9.1 A survey questionnaire was created for school staff, primarily head teachers and business managers, to gather feedback on the school meals service the results of which are reflected in this report.

Background reading/external references

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

- Report to the City of Edinburgh Council on [25 September 2014](#).
- Report to the Education, Children and Families Committee on [9 December 2014](#).

Gillian Tee

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Links

Coalition pledges

Council outcomes

C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

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

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

Single Outcome Agreement

S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Appendices

None

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

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

Item number 7.11
Report number
Executive/routine
Wards: All

Executive summary

This report provides information on local and national measures to reduce bullying, prejudice and discrimination between pupils in schools. It highlights good practice and progress within City of Edinburgh Council schools.

Links

Coalition pledges [P5](#)
Council outcomes [CO1-CO6](#)
Single Outcome Agreement [SO3](#)

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

Recommendations

- 1.1 To note the contents of the report.
- 1.2 To confirm approval of the Prevent and Respond to Bullying and Prejudice policy.

Background

- 2.1 At its meeting on 8 October, 2013 the Committee received a progress report and approved the revised Policy and Procedures to Prevent and Respond to Bullying and Prejudice amongst Children and Young People and agreed to their dissemination. These Policies and Procedures are still current, relevant and up to date and can be found at appendix 1. A further progress report was requested for April 2015.
- 2.2 The Children and Families service recognises that bullying, prejudice and discrimination can have a significant impact on childhood and in later life. It should never go unchallenged and our policies, procedures and staff development opportunities reflect this.

Main report

National Initiatives

- 3.1 Research published by the Equality and Human Rights Commission in Scotland in March 2015 ([Prejudice-based Bullying in Scottish Schools](#)) credits the City of Edinburgh Council as one of three local authorities with particular good practice in this area. Details are provided in Appendix 2. In particular, the report commended Edinburgh's Policy and Procedures. It also highlights the work of the Growing Confidence Programme, the English as an Additional Language service, staff training tools and some of the partnership activities included in this report.
- 3.2 Since the last report, there has been an increase in the number of schools taking part in the UNICEF Rights Respecting Schools Award. This recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. The universality of the UNCRC provides a link for pupils between building up their rights-respecting school, understanding their rights and the need for children's rights to be realised everywhere.

- 3.3 Two primary schools have achieved Level 2 of the award and seven primary schools have reached Level One. 13 schools have attained their Record of Commitment and a further 33 schools have registered to take part. Of the 55 schools taking part three of these are secondary schools and four are Special Schools. The new Children and Young People's Act will place a statutory requirement on Local Authorities to evidence their work around Children's Rights. Local Authorities are currently waiting on information from the Scottish Government as to what this will entail. However, the increasing numbers of schools taking part in Edinburgh in the Rights Respecting Schools Award will put Children and Families in a strong position to evidence this work. Children and Families have recently agreed a service level agreement with UNICEF to support the delivery of the Rights Respecting Schools Award in Edinburgh.
- 3.4 The Diana Award is based in London and has been running anti-bullying ambassadors training for pupils in Scotland since 2013. In Edinburgh, about 50 pupils in five schools (four secondary and one primary school) have taken part in training (organised by Currie Community High School) and a further secondary school will do so. Follow up with the schools is planned to take place before the end of the session.
- 3.5 'Respectme' is Scotland's anti-bullying service and continues to be a key partner, delivering free anti-bullying (including cyber-bullying) awareness training to individuals and schools as well as courses to train trainers. The Director of Respectme has given keynote speeches at City of Edinburgh Council's Safer Internet Day conferences for the past two years. During 2014, their new survey was completed by almost 8,000 young people in Scotland. It shows that 30% of children surveyed reported that they had been bullied in the last school year. This is in line with what 29% of a large sample of children and young people in Edinburgh said during anti-bullying week in November 2014.
- 3.6 The 2013 report outlined the partnership work with ENABLE to develop a campaign to tackle the bullying of children and adults with learning disabilities. The campaign was launched in late 2014 as ['Be the Change'](#), the City of Edinburgh Council has been represented on the working group and contributed to both the campaign and the lesson plans which will be available by June 2015. These include a film of the good work carried out on the shared campus of Currie Community High and Woodlands Schools that was mentioned in the last report.
- 3.7 Both LGBT Youth Scotland and Stonewall Scotland continue to work with Edinburgh schools in advancing equality of young people who are gay, lesbian, bisexual or transgender. Additional advice and guidance for schools to accompany the Council's Policy to Prevent and Respond to Bullying and Prejudice is currently being prepared for consultation with both organisations. It is also intended to consult with Head Teachers and focus groups of students and to issue the guidance for the start of next session.

"In my opinion some people exaggerate bullying ... nobody should be ashamed of being gay or a lesbian. They love who they love and they lead their own life so therefore the bully need not worry about that person" (P6/7 pupil)

"I don't think bullying is as big of a problem as people make it out to be. However I do think people who are homosexual are bullied a lot more than anyone else. I believe this area of bullying needs to be looked at further." (S2 pupil)

- 3.8 Show Racism the Red Card has been working alongside the Council formally since 2011 to deliver transformative anti-racism education with children and young people in schools. In this year, their programme will have been delivered in 15 schools, mostly primary schools but including workshops at Firrhill High School's Diversity Day. In the evaluation of these workshops every teacher involved strongly agreed that the workshops increased young peoples' understanding of racism and thought that the workshop would have a lasting impact on young people.

"The workshop materials were very thought provoking and prompted lots of discussion. Thanks to the excellent presenter, the children were able to explore their views on issues such as stereotyping and prejudice as well as racism in a very non-threatening, supportive environment. The addition of the Fun and Fitness session made for a very memorable day"

- 3.9 The 2013 report identified the excellent award-winning work of the Anne Frank Trust in ten Edinburgh secondary schools. Their exhibition which covers hate crime from the Holocaust to 21st century Scotland was shown in every school. Coaching was provided to S2 children to act as guides for the whole school and also to run workshops in cluster primary schools. The programme was evaluated by staff and pupils as highly successful on every measure. There is now an opportunity to continue this work in a further eight secondary schools in partnership with East and Midlothian Councils, depending on costs.

City-Wide Initiatives

- 3.10 The 2013 report outlined the pilot work of Mentors in Violence Prevention (MVP) at Portobello High School. MVP challenges and changes attitudes to gender violence and bullying (including violence against women and girls as well as homophobia). Since then, staff from another 11 secondary schools and the wider community from each cluster have been trained and are in the process of developing the programme with more schools being offered training this year. Whole school communities are involved with staff training and the development of mentoring skills amongst S5 and S6 students. The mentors then go on deliver sessions to S1 classes. These sessions address a range of bullying and violent behaviours including rumour-spreading, insulting, texting and sexting. There is evidence of a marked change in attitudes. In December 2014, 76 MVP Mentors in their 5th & 6th years from across Edinburgh met to present and share their experiences of the programme.

Since I started MVP my eyes have been opened to a number of issues in the modern day society but one I feel most strongly about and have touched on most is homophobia. Now as a Mentor I really try to address issues like people using gay as a utility word. (6th year pupil)

I've split a fight up. I wasn't going in all guns blazing like - it was in a controlled way. I've learned from MVP. (6th year pupil)

- 3.11 The Growing Confidence Programme (GCP) was extended into mainstream secondary schools in 2013-14. This programme has significant potential to impact on the ethos and culture within schools and support positive relationships and inclusion through the training provided. The training promotes positive mental health by focusing on emotional wellbeing, kindness and resilience for pupils, staff and families. Seasons For Growth is a programme supported by the GCP for children who suffer from loss. The course focuses on peer support which helps children/young people think about what makes a good friend and teaches children to recognise, express and manage difficult feelings and emotions. This helps to prevent bullying arising and contributes to emotionally well-being and positive outcomes all round.

"I think bullying is wrong but we only ever look at bullying from the victim's point of view and not what the bully might be going through at home" (P6 pupil)

"Bullying makes people lose confidence about themselves and is very mean" (P6/7 pupil)

"I think that when a person gets bullied, people just stand back and don't do anything. Some people just think that they are not bullying but in actual fact the victim must feel lonely and hurt. That is also what I feel when I see school children having lunch by themselves but no one has the courage to go over" (S2 pupil).

- 3.12 The English as an Additional Language Service (EAL), as part of its remit, works with schools on wider issues of Achievement, Inclusion and Equality. This is delivered directly by the PT Achievement and Inclusion (2 days p/w) working alongside mainstream and EAL colleagues, and by EAL staff, through Advice and Consultancy. It is also a core element of CPD provision offered by the Service to schools and agencies.
- 3.13 EAL Service Improvement Planning over recent years has included a commitment to building EAL staff skills and confidence in developing such work, with pupils, parents and staff, and in supporting school initiatives in this area of work. This is reflected in increased engagement with achievement, inclusion and equality-related work, both in the formal joint school-EAL Service Self Evaluation and Action Page process, and in informal day-to-day pro-active work in schools. Discrete pieces of work undertaken by EAL staff during the past year include:

- Focused work with learners in at least 7 primary schools and 3 secondary schools as well as promoting the TRUE Colours initiatives (peer education and ambassadors) to all secondary schools.
- Focused work with parents in at least 7 primary schools and 2 secondary schools.
- Work with school management and school staff in 7 primary schools and 3 secondary schools.
- Other development work and joint work with partner agencies.

“I sometimes get a bit nervous when the person is around and I used to get bullied because of my skin colour (black)” (P7 pupil)

- 3.14 The biennial pupil survey carried out by about 3,000 secondary school pupils in 2012 indicated that young people with disability-related additional support needs were not enjoying school as much as their non-disabled peers (the difference was 21%). This was followed up with qualitative focus group pilot work in three Edinburgh secondary schools in 2013. The work was carried out mostly by Psychological Services in conjunction with the Principal Officer Equalities and an Area Coordinator (Getting It Right) and established that schools were keen to hear pupils’ views and to make some changes to improve their experiences of school in general. These changes included making adjustments to classroom support, raising awareness of the impact of different disabilities and revisiting school anti-bullying procedures with students to increase their confidence in reporting to staff.
- 3.15 The success of this pilot led a further 13 secondary schools to undertake similar work during 2014-15. Focus groups have been carried out in each school by an Educational Psychologist working with one of the Area Coordinators and supported by the Principal Officer Equalities.
- 3.16 While there remains considerable further work to improve the arrangements for supporting young people with disabilities and to tackle bullying, their enjoyment of school has reportedly increased by 5% and the difference between pupils with disabilities and all other pupils (in terms of them enjoying learning at school) has reduced from 21% to 10%.

“I think that in schools now, people can be bullied without realising it. People with very slight learning disabilities may be ... made to feel like they have lots of people that are nice to them when really those people are making fun of them and influencing them in a negative way” (S2 pupil)

“I try very hard to make friends – but it doesn’t work. People don’t get me and think I’m weird. I am autistic... they call me spaz” (secondary school pupil)

- 3.17 Programmes supported by the Arts and Creative Learning Team (ACLT) all promote emotional health, confidence and self-esteem. In particular, the team organised for a theatre company (Catherine Wheels) to visit cluster schools during 2014. The performance addressed important themes about growing up including bullying, making friends and fitting in. The ideas of becoming aware of

who you are, and being honest with yourself and with your friends, were also key to the play. Approximately 15 primary schools, two high schools and one special school saw the play.

3.18 As well as this piece of work, Creative Traditions of Music was an ACLT programme, funded by the Youth Music Initiative. It aimed to break down barriers of race and religion by using Afro Caribbean and Afro Brazilian music and culture and was piloted in the joint campus primary schools in the autumn of 2014. A further input with African musicians will take place in May/June 2015 and a resource pack is being developed to share the project ideas more widely.

3.19 All schools continue to record incidents of bullying and discrimination and to monitor them on an annual basis and send annual returns to the Principal Officer Equalities. Schools value the recording of incidents to evidence to pupils how seriously they regard what has happened. However, similar to incidents of hate crime that are reported to and by Police Scotland, the production of trends from this data has consistently been reported to Committee as problematic. An increase in recorded incidents in schools could mean that children and parents feel more confident in bringing incidents to the attention of school staff. It could also mean that more work needs to be done in finding a common language around the very emotive issue of bullying and separating this out from other forms of challenging behaviour as well as normal childhood interactions such as falling out and making up again.

"I feel that not enough is done about it. It happens a lot, but secretly. Its sly, the type of bullying that happens is the kind where you cannot straight up say, I'm being bullied. You can't say that someone is bullying you; you can only say that someone is making you feel bad. That's the worst type of bullying" (S2 pupil)

"If I do share pictures of someone, it's of my friends for a joke..." (S2 pupil)

"I think that it is very hard for kids (especially in high school) to know the difference between mucking around and bullying because a lot of mucking around can in a way be quite hurtful..." (S2 pupil)

3.20 Schools continue to be provided with anti-bullying and equalities resources and advice as well as staff development. This happens throughout the school year as well as for anti-bullying fortnight in November. Good practice is gathered and shared through the Council website and via an Equalities Coordinator in every school.

"Our school is a bully free zone" (P6/7 pupil)

"It is a serious issue but my school deals with it very well and nobody is left out or feels alone" (S2 pupil)

"Bullying is a horrible thing and I hope nobody every goes through it. Our school is amazing at stopping bullying from what I've experienced so far!" (S2 pupil)

Individual Schools' Good Practice

- 3.21 As described above, a wide range of strategies to tackle bullying and discrimination are promoted and more strategies are identified in schools' own policies and procedures. Examples of good practice found during 2014 are provided in Appendix 2.
- 3.22 There are some overarching features, including:
- a positive whole-school ethos of good relationships, respect, kindness, inclusion and safety;
 - open discussion and inquiry with children and young people, including pupil councils about the reality and impacts of bullying and prejudice;
 - effective communication with parents and carers, including mediation to reach a common understanding of the causes of concerns;
 - acting swiftly when incidents arise;
 - using a strength-based approach, particularly with vulnerable children;
 - widespread awareness of equality and fairness.

As well as this, individual schools often invite key speakers, hold diversity days, assemblies and involve with anti-bullying fortnight.

Measures of success

- 4.1 In an anonymous sample survey, the percentage of children in Edinburgh schools who said they were bullied at school in the previous year was 29%. This is in line with the national findings of 30%.
- 4.2 In 2010, 67% of children and young people said that their school was good or fairly good at dealing with bullying. This percentage agreeing with this statement increased annually. Surveys carried out by schools in 2014 raised the threshold to very good or good and 73% of children and young people agreed this was the case. This therefore is the new baseline measure from which to continue to improve.

*"I think the way schools have been dealing with bullying has come a long way."
(S2 pupil)*

"This school is very good at letting you be heard without letting on that you have been speaking if you have a problem" (S2 pupil)

Financial impact

- 5.1 Anti-bullying and anti-discrimination work is delivered without a specific budget by one FTE post of Principal Officer Equalities working with a wide range of staff and partners. Occasional ad-hoc funding to support and develop this work has so far been found within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 The Policy on Preventing and Responding to Bullying and Prejudice meets the Council's requirement and the requirements of the Equality Act 2010 for having an up to date policy and set of procedures describing agreed courses of action or sets of standards for this service area and also for schools.
- 6.2 The Children and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010.

Equalities impact

- 7.1 The work described in this report directly assists the Council to meet its public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on the equalities duty are therefore very positive. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the right to health, right to an education that encourages respect and the right to be treated with dignity.

Sustainability impact

- 8.1 Working towards the elimination of bullying and discrimination will improve outcomes for children, families and communities as well as potentially contribute to a reduction of youth crime, including offences aggravated by prejudice.

Consultation and engagement

- 9.1 The Council Policy and Procedures underwent considerable consultation. The views of parents, children and young people informing this report are analysed from surveys, including the biennial pupil and parent surveys as well as from focus groups. These views are reported back to schools who implement any necessary change. A further consultation on forthcoming draft guidance on homophobia and transphobia will be undertaken with Stonewall Scotland, LGBT Youth Scotland as well as with a focus group of pupils and with Head Teachers.

Background reading/external references

None.

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Links

Council pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people in need, or with a disability, have improved life chances 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	SO 3 -Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	1 Prevent and Respond to Bullying and Prejudice Policy 2 Good Practice in Schools 3 Extract from EHRC Report "Prejudice-based Bullying in Scottish Schools".

Policy to Prevent and Respond to Bullying and Prejudice amongst Children and Young People using Children and Families Services

Implementation date: 1 November 2013

Control schedule

Approved by	Education, Children and Families Committee
Approval date	8 October 2013
Senior Responsible Officer	Diana Dodd
Author	Diana Dodd
Scheduled for review	9 October 2017

Version control

Version	Date	Author	Comment
0.1	23/4/15	Diana Dodd	

Committee decisions affecting this policy

Date	Committee	Link to report and minute
8.10.13	Education Children and Families	http://www.edinburgh.gov.uk/meetings/meeting/3116/education_children_and_families_committee

Policy to Prevent and Respond to Bullying and Prejudice amongst Children and Young People using Children and Families Services

Policy statement

- 1.1 The policy exists to protect all children and young people (in services supported by Children and Families) from all forms of bullying by other children and young people. This includes prejudice-based bullying and cyber-bullying and aims to prevent such behaviours and attitudes from developing.

Scope

- 2.1 The policy covers children and young people in all City of Edinburgh Council Children and Families services. Additionally, wherever relevant and possible, the policy extends to protection and prevention out with establishments, especially relating to cyber-bullying and early intervention to reduce hate crimes.

Definitions

- 3.1 **Bullying** is an abuse of power that is defined by its effects. People who are bullied are seriously upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.
- 3.2 **Bullying behaviour** is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.
- 3.3 **Person being bullied/picked on/isolated** is used as an alternative to 'victim' for the same reason. Alternatively, "person on the receiving end of bullying behaviour" is also useful.
- 3.4 **Cyberbullying** is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Prejudice and discrimination

3.5 People with particular characteristics are protected from discrimination by the Equalities Act 2010. Seven of these apply to schools and two others to all other public services. They are:

- Age (not schools).
- Disability.
- Gender Reassignment (people at any stage in the process of gender change).
- Marriage or Civil Partnership (not schools).
- Pregnancy and Maternity.
- Race.
- Religion or Belief.
- Sex.
- Sexual Orientation.

3.6 The legislation and this policy requires that allegations be treated seriously from the outset, investigated, recorded and if substantiated, dealt with according to the accompanying Procedures.

3.7 **Parents/Carers** are defined as: A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Sec 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child.
- Carers who can be parents.
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements.
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements.
- All councillors have a responsibility for the wellbeing of children in the council's care.

Policy content

- 4.1 It is the expectation of Children and Families that all staff, parents and carers will work to prevent and reduce bullying and prejudice among children and young people.
- 4.2 Discrimination on ground of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity race, religion or belief, sex, sexual orientation, are of equal concern and are all clearly distinguishable.
- 4.3 Bullying and discriminatory behaviours are not tolerated in any Children and Families establishment.
- 4.4 Areas of activity in which this policy can be implemented are:
 - Sustaining an ethos of inclusive services.
 - Positive relationship building.
 - Modelling of appropriate behaviour by adults.
 - Supporting and delivering the four capacities of Curriculum for Excellence.
 - Out of school activities.
 - Events, assemblies, speakers, surveys, drama, newsletters, meetings.
 - Staff training.
 - Partnership working.

Implementation

- 5.1 For details of the completed [Implementation and Monitoring form](#), contact the named author of the policy.

Roles and responsibilities

- 6.1 Tackling bullying and prejudice is the responsibility of all staff and partners in Children and Families.
- 6.2 Children and Families is responsible for:
 - Developing, maintaining and monitoring this policy and accompanying procedures.
 - Supporting establishments to communicate the policy to staff, children, young people, parents and carers.
 - Consulting with stakeholders on the policy.

- Supporting establishments to examine the overall extent of bullying and prejudice and sharing good practice.
- Reporting to the Executive of the Council as required.
- Providing staff development activities as required.
- Providing advice and conciliation services.
- Working with other Council agencies and partners to prevent and reduce bullying, discrimination and hate crime.

6.3 Heads of Establishments are responsible for:

- Ensuring that all staff are aware of this policy and accompanying procedures.
- Dealing appropriately and effectively with all allegations brought to their attention.
- Following the Department's procedures including recording of incidents.
- Ensuring that their establishment policy corresponds with this policy.
- Ensuring all staff have access to appropriate learning and development including induction training.
- Making efforts to ensure that children and young people feel safe in reporting to named members of staff and are assured that any allegations will be investigated and action taken, where appropriate.
- Encouraging all children, parents, carers and staff to express their concerns and views.
- Referring to the Child Protection Procedures and/or Police where necessary.
- Examining the possible extent of bullying in their school or centre.

6.4 In addition, Head Teachers are responsible for:

- Communicating the policy to staff, children, young people, parents and carers.
- Identifying a dedicated member of senior staff as the Equalities Coordinator.
- Collecting information from children and young people about their experiences and views and showing relevant action as a result.
- Embedding and evidencing regular and frequent proactive work through the improvement plan and/or the curriculum.
- Supporting all staff in following this policy and procedures.
- Liaising with parents and voluntary organisations as appropriate.

6.5 All other Children and Families staff are responsible for:

- Promoting positive attitudes and good relations.

- Dealing appropriately and effectively with all allegations.
- Supporting their head of establishment in undertaking initiatives and gathering information.
- Being aware of this policy and following the accompanying procedures.
- Seeking learning and development opportunities.
- Supporting students to understand the differences between bullying and other challenging behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.

6.6 Children and Young People are responsible for:

- Promoting positive attitudes and good relations and challenging all forms of prejudice.
- Telling someone if they have any worries about bullying.
- Keeping themselves safe, with support from adults.
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf.
- Challenging bullying and prejudicial behaviour in others, if safe to do so.
- Questioning and learning the differences between bullying and other challenging behaviours.

6.7 Parents and Carers are responsible for:

- Safeguarding and promoting their child(ren)'s health, development and welfare.
- The safety of their child/children on the way to and from school.
- Maintaining communication with a relevant member of staff.
- Working in partnership with staff to maintain the rules, regulations or disciplinary requirements of the establishment.
- Discussing the issues with their child(ren) according to their age and maturity and taking account of their views.

Legislative Context

- [UN Convention on the Rights of the Child](#)
- [Offences \(Aggravation by Prejudice\) \(Scotland\) Act 2009](#)
- [Schools \(Consultation\) \(Scotland\) Act 2010](#)

- [Equality Act 2010](#)
- [In on the Act](#) (Supporting children and young people with additional support needs)

Related documents

- [City of Edinburgh Council's Framework to Advance Equality and Rights](#)
- [Getting It Right For Every Child](#)
- [Child Protection Procedures](#)
- [CEC Fair Treatment at Work Policy](#)
- [Advice and Complaints Procedure](#)

Equalities and impact assessment

- 9.1 For a statement concerning the Equality and Rights Impact of this policy, contact the named author of the policy.

Strategic environmental assessment

- 10.1 There are no environmental impacts resulting from this policy.

Risk assessment

- 11.1 The Children and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010.

Review

- 12.1 A review of the policy will begin during 2016 throughout all relevant Children and Families services.

EXAMPLES OF GOOD PRACTICE IN SCHOOLS**Total Craigroyston**

(Information to complement the Total Craigroyston Report of 3 March 2015 to the Education, Children and Families Committee)

In the Craigroyston area, schools, Community Learning and Development (CLD) staff and parents have worked together in primary schools to produce parent friendly school leaflets and have promoted popular messages to end bullying. CLD also supports Pilton Community Health's 'Living in Harmony' project which aims to create more opportunities for friendships between different ethnic communities in North Edinburgh.

Taking this forward the Primary Schools have all agreed to implement the Rights Respecting Schools approach, which supports children and young people to make positive choices based on understanding their own and other people's rights. The parent councils will be helping to roll this approach out into the wider community.

Craigroyston Community High School (CCHS) has carried out surveys that show the school is extremely well regarded by students in relation to bullying. Students throughout the school were involved in developing the school policy in focus groups of 12 students per year group.

The Head Teacher and Senior Management Team place the importance of students' safety alongside attendance, subject choices, informal activities and after-school choices. If any serious incident of bullying arises, including cyber-bullying an emergency assembly is held with messages that are hard hitting.

CCHS is also one of the 11 secondary schools taking part in the Mentors in Violence Prevention programme and they presented their work to the Cabinet Secretary for Justice in early March 2015.

A conclusion from a brief study of Craigroyston has identified that a school that is positively regarded in general will also be a school that deals well with issues around bullying and discrimination. Some of the components of this are:-

- Leadership
- Whole school ethos of maintaining good relationships between staff and pupils and a positive 'buzz' around the school
- Whole school staff meetings which lead to for example, eliminating the use of 'gay' as an insult.
- Regular assemblies
- Police Scotland School Link Officer being fully integrated as a member of staff
- Support from English as an Additional Language
- Many actions that show that pupils are cared for generally, for example making sure there is an in-school vocational pathway for all S4 students.

Comments from students in an anonymous survey

“My guidance teacher is a fantastic person”

“At first I joined in and then I realised I was in the wrong situation so I helped the person that was getting bullied”

A Strength-Based Approach in an Edinburgh Secondary School

“In my work with a young person, I made sure that the school had a ‘go to’ person who was aware of his particular challenges. My work was strength based in its approach – accentuating the young person’s capacities, skills and potential. This approach leads to better social networks, a safer peer group and an improved ability for the young person to jointly look at solutions with a supportive adult.

Mediation was not the answer in this situation as it would have given him a sense of joint blame or responsibility which there clearly wasn’t. Restorative practices have a place but not in every situation.

I already had an established relationship with the young person that allowed him to trust that he was heard and valued and that he would be appropriately supported to manage a difficult situation. It was also important for him to know that he had an advocate who could ensure that his voice was heard. The on-going strength based approach bolstered his self-esteem and gave him the personal capacity and resilience to respond appropriately to bullying behaviour and feel less isolated in his school community.

The young person’s own feedback was

“I’m happy that things got sorted out and now feel more able to tell adults when I’m having a hard time’. ‘It’s harder in high school than it is in primary school to speak up”

There needs to be a whole school approach when tackling bullying. This means that it is not only the Support for Learning staff that hold the information about bullying incidents. Subject teachers are often well placed to notice subtle behaviour changes which could indicate there is an on-going problem.”

Team Manager

Barnardos Community Support Service

(The Council has a long-standing partnership with Barnardos to provide support services for looked after children and other children in need)

Firrhill High School’s Diversity Day

While many secondary schools hold Diversity Days or events, it was the first time for Firrhill High School. What made this event particularly special was the combined focus on the WW2 Holocaust and its relevance to the present day, as shown through diversity of workshops below. The main speaker was the Holocaust survivor, Harry Bibring who presented his testimony to 300 students from S3 and 50 members of staff. The day also included pupils from the neighbouring Braidburn Special school. Workshops were provided by:

- Show Racism the Red Card
- TRUE Colours (Edinburgh equality ambassadors programme for young people)

- LGBT Youth Scotland
- ENABLE (Scotland's learning disability organisation)
- See Me (Campaign to end stigma of mental health)
- Waverley Care (Supporting people living with HIV and Hepatitis C)
- Holocaust Education Trust
- Firrhill's own Anne Frank ambassadors
- Firrhill's own Auschwitz ambassadors

As a result of this work, Firrhill has been chosen to host next year's Holocaust Memorial Day.

Tollcross Primary School

Tollcross Primary is a small city centre school where almost all the P6 and P7 pupils say the school is really good at dealing with bullying. They all feel confident that they can speak to a teacher in the school and that their problems will be dealt with.

"Since it's a small school, it's like we are all friends. In my class, there's no one who is unkind to me"

"It's good because the teachers solve the problem instantly..."

"The teachers deal with things by talking to everyone and making sure it doesn't happen again"

"Bullying is bad but sometimes it's not the bully's fault"

The characteristics of the school that make it a good practice school were described by the Head Teacher and Principal Teacher who teaches the above class. These include:

- Good relationships between and amongst pupils, staff and parents
- A whole-school ethos of equality and that "it's everyone's job". Awareness that this needs to be maintained.
- Sense of belonging (despite high turnover of pupils in the city centre)
- P1/P7 buddy system that provides both social and academic support
- Transparent and consistent sanctions and awards system
- High expectation of good manners which is always modelled by staff
- Other uses of staff as good role models, for example when boys started using the term 'gay' as an insult, a male teacher helped them recognise quickly that this isn't 'cool'
- Use of restorative practices when both parties are ready to sit down and reconcile
- General sense of 'kindness' as common parlance in the school
- In a smaller school, there is always time to go back and check up
- On the rare occasion when a situation has escalated, the involvement of a school manager has been described as hugely helpful
- Every member of the school community is valued. Learning assistants are prized for their sensitivity to the needs of individual pupils and ability to take appropriate action and for their presence in the playground. Children are also good role models and support the teaching staff to deal with behaviour issues.

St Mark's Primary School

"It's not a nice thing to be happening and if I saw anyone getting bullied I would tell a teacher or an adult"

"Don't call people names, don't be racist don't leave anyone out"

- Relatively small classes allow staff to really get to know the children as individuals
- The P6 class had substantial support from the Hospital and Outreach Teaching Service between January and June 2014, focusing on managing emotions and friendships
- During 2014, half of the P6 children took part in Seasons for Growth before Christmas, with the remainder of the class taking part between January and Easter, 2015
- Our Support for Service Pupils Teacher has been providing regular input to some of our P7 children, again in emotional literacy (Monday mornings)
- Whole school approaches such as Creating Confident Kids and Rights Respecting Schools also appear to be paying dividends
- Making full use of resources developed by the Quality Improvement Service and Principal Officer Equalities

Report to Education, Children and Families Committee on Preventing and Responding to Bullying and Prejudice in *City of Edinburgh Council* Schools

Extract from “Prejudice-based bullying in Scottish schools: a research report” by the Equality and Human Rights Commission, March 2015

10.2 City of Edinburgh Council: prevention and awareness raising

City of Edinburgh Council’s anti-bullying policy was identified as a good practice example in the policy review. The policy includes raising awareness of diversity, equal opportunities policies, and hate crime, and recommends using Education Scotland’s guidance in *Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland* (Education Scotland 2013).

City of Edinburgh Council shared a number of examples of good practice in anti-bullying prevention work. The authority has developed programmes to improve resilience and self-esteem such as Growing Confidence, a training programme for staff, parents, carers and pupils, to promote mental health and emotional well-being. LA leads cite this as improving staff confidence to deal with bullying. The council have adapted lessons initially developed at the Royal High School covering bullying, stereotypes and discrimination, and rights and responsibilities, to be available electronically to all schools. The English as an Additional Language Service has produced a Global Citizenship programme, covering topics such as diversity, inclusion and anti-racism (Tee 2013: 6). The council provides all schools with guidance and lesson plans prior to Anti-bullying Fortnight, covering bullying based on race, religion, disability, learning disability, sexual orientation and sex and gender.

City of Edinburgh Council has developed a tool entitled the ‘palette of responses’ for staff training, which presents a list of words and encourages discussion about whether or not these are offensive, and introduces alternative terminologies. The LA explains that this exercise encourages discussion on changing terminologies and actively examines ‘political correctness’ in a non-threatening way, with the aim of increasing confidence to challenge language.

The authority has engaged in various partnerships in order to raise awareness of different equalities areas. In 2013, council staff supported the Crown and Procurator Fiscal Office to hold a public speaking contest with secondary pupils on ‘diversity’ (Tee 2013: 8). The council has a partnership arrangement with Stonewall, achieving status as Stonewall Education Champions last year, as well as LGBT Youth Scotland and Show Racism the Red Card. Recently, City of Edinburgh Council has worked with ENABLE to produce resources on bullying of people with learning disabilities.

City of Edinburgh Council evidences a positive approach to preventing bullying and prejudice, reflective of the recommendations of *A National Approach*: the promotion of education and awareness raising about diversity and equality; proactive information strategies and campaigns, and programmes designed to promote emotional health and well-being.

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Response to the Scottish Government's Education Bill (introduced on 23 March 2015)

Item number 7.12
Report number
Executive/routine
Wards

Executive summary

This report updates elected members on the Education Bill introduced to parliament by the Scottish government on 23 March 2015. It outlines the City of Edinburgh Council's initial response to proposals in the Bill. These proposals include duties on local authorities in relation to:

- reducing pupils' inequalities of outcome;
- provision about Gaelic Medium Education (GME);
- appointing Chief Education Officers.

The Bill also includes modifications to previous legislation relating to Additional Support for Learning (ASL), the provision of school meals and the duty to provide early learning and childcare to certain children.

Links

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

Response to the Scottish Government's Education (Scotland) Bill March 2015

Recommendations

- 1.1 Notes that a new [Education \(Scotland\) Bill](#) was introduced in the Scottish parliament on 23 March 2015. The Bill covers a range of school policy issues, in particular school attainment and GME.
- 1.2 Notes the Council's initial response to key proposals in the Bill.
- 1.3 Notes that the Council will continue to engage in national consultation through direct response to the Scottish government as appropriate and through the Convention of Scottish Local Authorities (COSLA).

Background

The [2015 Education \(Scotland\) Bill](#) addresses some of the necessary provisions to finalise legislative changes brought about by the Children and Young People (Scotland) Act 2014, as well as addressing a Scottish Government manifesto commitment to promote Gaelic education.

Main report

The delivery of school education to reduce inequalities of outcome for all pupils, but specifically for those experiencing socio-economic disadvantage.

- 3.1 Part One of the Bill places a duty on education authorities to make strategic decisions relating to school education which will address inequalities arising from socio-economic disadvantage. The objective is to deliver school education in a way that is designed to reduce inequalities of outcome for all pupils, but specifically those suffering the effects of poverty and other kinds of social disadvantage.

Education authorities will be expected to consult with head teachers, parents, pupils, voluntary organisations and 'other persons' as thought appropriate. In carrying out the proposed duty, education authorities will also be expected to have regard to guidance issued by Scottish Ministers, which also will be the subject to public consultation.

Edinburgh is already fully committed to the goal of reducing social and educational inequity, to improving attainment and to closing the gap in attainment and other outcomes for pupils in the city from different backgrounds.

This commitment is embedded throughout the City of Edinburgh Council's Education, Children and Families Service Improvement Plan priorities and council pledges, which are the result of widespread consultation with key stakeholders. These priorities, including raising attainment, are also reflected in the annual improvement planning priorities for schools.

- 3.2 Additionally, Edinburgh is involved in the national learning sessions of the Scottish government's newly introduced Raising Attainment for All (RAFA) programme. Following attendance by officers at these sessions in Glasgow in March 2015, next steps have been identified and include:
 - 3.2.1 Setting up a network of Council, RAFA and Early Years Collaborative colleagues to share ideas and work together.
 - 3.2.2 Schools involved identifying their own areas for action and using improvement methodology to assist them in their drive to raise attainment.
 - 3.2.3 Linking up with the national programme improvement advisers to devise strategic approaches locally to build on this collaborative model.
- 3.3 Edinburgh has also produced a strategy to respond to child poverty. This is based on the same three outcomes as the national Child Poverty Strategy for Scotland, the second of which is to 'Improve children's wellbeing and life-chances (Prospects)'. Its principal focus is on raising attainment, and it includes actions to improve attendance and attainment, reduce the attainment gap, further develop engagement with families (including support for the home learning environment), develop access to out of school learning and breakfast clubs, and 'poverty-proof' schools. These sit alongside actions for the other two outcomes: maximising household resources (Pockets); and, children from low-income households live in well-designed, sustainable places (Places).
- 3.4 The second element to this proposal in the Bill is the planned duty on education authorities to publish and submit a report to ministers. This report is expected to cover, over a two year period, what has been done to deliver more equity within education and what plans there are for further activity. This reporting will also include a need to demonstrate the impact of action taken and the educational benefits to pupils, as soon as practicable after the end of each two year period.
- 3.5 Edinburgh has extensive and well-established processes for reporting on all aspects of attainment, achievement and progress of children and young people, including of disadvantaged groups of children and young people, and on impact of actions taken. This will be available to inform any required reporting to the Scottish Government.

Chief Education Officer

- 3.6 The Bill stipulates that authorities must appoint a Chief Education Officer who must have qualifications as “may be prescribed” by the Scottish government together with experience that the education authority considers appropriate for carrying out this role. There is as yet no guidance from the Scottish Government on the qualifications and experience needed.

The proposal for a Chief Education Officer originated from the Association of Directors of Education Scotland (ADES). This was because, in some authorities, the integration of children’s services has led to the appointment of non-education specialists to lead these services.

The Scottish government predicts that filling the Chief Education Officer role will have no financial implications for councils because councils will be able to determine that an existing officer meets the statutory requirements. Legislation will therefore not require councils to create new posts within their current management structures. Instead someone already within a senior education position with the appropriate qualifications would be designated as Chief Education Officer.

Gaelic Medium Education (GME)

- 3.7 There are three key proposals relating to Gaelic education in the Bill.
- 3.7.1 A duty on local authorities to promote and support GME.
 - 3.7.2 The establishment of a national statutory process for authorities to assess parental requests for GME.
 - 3.7.3 The development of statutory guidance on the arrangements for the delivery of Gaelic education in schools and by authorities.

The duty to promote and support GME

- 3.8 In terms of the Council’s Gaelic medium primary education, the Bill does not place any further requirements or duties on the Council as Edinburgh is a local authority where these duties are being met. It is therefore not anticipated at this moment in time that a significant change in Edinburgh policy or provision would be required as a result of the Bill. Indeed the Bill will help in terms of placing a duty on local authorities to monitor and respond to demand for GME.
- 3.9 Gaelic education strategy in Edinburgh is based on primary into secondary GME provision in order to provide progression in language development. Any requirement in the Bill for local authorities to provide GME should already include such progression into secondary to ensure language development and entitlement throughout the Broad General Education (BGE) and into the Senior Phase. Edinburgh is committed to this as outlined in the education section of the Council’s Gaelic Language Plan.

- 3.10 In addition, longer term planning to assess and meet the increasing demand for GME in Edinburgh is well under way. This includes the consideration of capacity issues at both primary and secondary school levels.
- 3.11 GME is advertised in Council pre-school and primary literature informing all parents in Edinburgh of the educational opportunities available to them through Gaelic from pre-school through to secondary. GME has a dedicated information page on the council website with links to Gaelic organisations. Local advertising is done to inform parents of the opportunities for GME for pre three children.
- 3.12 The demand for GME in Edinburgh is monitored both by placement requests made directly to the City of Edinburgh Council and by applications made to Bunscoil Taobh na Pàirce. All placement requests have been met to date.

Gaelic for Learners Education (GLE)

- 3.13 GLE is also actively promoted in eight schools in the city through an extensive Gaelic Language in the Primary School (GLPS) programme offering children the opportunity to learn Gaelic in primary school. Progression for GLE is now provided in two secondary schools in the city, James Gillespie's High School and since 2014-15, Tynecastle High School.

The establishment of a national statutory process for authorities to assess parental requests for GME

- 3.14 The Bill places a duty on local authorities to report on the demand for GME in their area but does not lay out any guidelines or policies for the assessment of this demand. The timescale for completing the assessment process will be set at 10 weeks, and all local authorities must prepare a report outlining its decision.
- 3.15 Edinburgh already has well-established and effective processes in place to meet its obligations to assess demand for GME. Throughout there is full consideration of the extent of the demand, existing capacity in the city at all levels, the cost, the availability of teachers and the potential to recruit teachers. The City of Edinburgh Council should therefore be well-placed to meet proposed statutory obligations within the Bill.

The development of statutory guidance on the arrangements for the delivery of Gaelic education in schools and by authorities.

- 3.16 The Scottish government is preparing guidance which will define the arrangements under which GME should operate in a school and be managed by a local authority.
- 3.17 The Bill's requirement to produce a national framework and guidance for the delivery of GME is to be welcomed. At present, Education Scotland provides curricular guidance but there are no coherent guidelines for access and provision of GME eg national policy for admissions, class sizes. A national strategy will support local authorities in planning for delivering GME.

- 3.18 It is essential however that Bòrd na Gàidhlig's education guidance is developed and written in consultation with local authorities in order for them to accurately assess and recognise the challenges of delivery.

The potential impact on other educational services that might arise from the local authority having to implement these new duties.

- 3.19 There is administrative impact on regular monitoring and reporting on demand for GME and on responding to this demand if required.
- 3.20 There is a budgetary implication for extension of GME provision in terms of school capacity, staffing, resources and meeting the wider curriculum requirements of Curriculum for Excellence.
- 3.21 The Council would expect that any new duty as regards GME placed on local authorities by the Bill would be resourced directly by the Scottish government as this would result in an increase in the demand on the local authority.

Miscellaneous Modifications of Enactments

Modifications of [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

- 3.13 The Bill would extend rights under the [Education \(Additional Support for Learning \(ASL\)\) \(Scotland\) Act 2004](#) to children aged 12 and over with capacity. In Edinburgh the "having your say" pro forma is used through GIRFEC meetings to capture the views of the child if that child has capacity. Extending rights in this direction is therefore to be welcomed. There may be some tension in the rights of the child and the rights of the parent, also enshrined in legislation, if these rights seem to be pulling in different directions. This tension has existed in the past but has never been tested in law. By extending legal rights to children over 12 with capacity it may be that legal challenges will occur.
- 3.14 The Bill also contains proposals that not all rights be extended to children with Additional Support Needs (ASN). Not extending rights to children with ASN in light of previous discussion in the legislation about equalities could be seen as discriminatory. Further, whilst the desire to prevent children making their own placing requests for out of catchment schools is being proposed to prevent disruption of family life, this is clearly a right that would have some impact (for example if one of the many advocacy groups became involved) .
- 3.15 The Bill also proposes a statutory children's support service. The Council already has a variety of well-established statutory services (eg Educational Psychologists, hospital teaching). Edinburgh has also rolled out the GIRFEC approach to ensure that the reach of statutory services extends to all children. The Council should therefore be able to meet its statutory obligations as in the past whilst also striving to meet the needs of every child.

Provision of school meals

- 3.16 Rather than reflecting a change in policy, the proposed amendments in the Bill simply restate and clarify the law to avoid the potential for any confusion or misinterpretation for those using the legislation. It was considered that no formal consultation was necessary on the restatement of section 53, as no policy changes are being made.

Provision of early learning and childcare: children with guardians

- 3.17 The proposed amendments regarding this do not reflect a change in policy but address the unintentional exclusion of a small group of children from the early learning and childcare provisions.

Measures of success

- 4.1 The key measure of success will be in improved outcomes for children and young people.

Financial impact

- 5.1 Council Finance Officers have been asked to provide written evidence to the Scottish Parliament Finance Committee on the Financial Memorandum (FM) for the Education (Scotland) Bill. They are consulting to ensure that no new burdens are placed on local government that are not fully resourced by the Bill.
- 5.2 In line with this, the FM indicates that there will be a cost to local government in a number of areas, namely, the duty to promote GME, additional demand created by GME promotion, and the cost of assessing parental requests for GME.
- 5.3 The Council would expect that any new duty as regards GME placed on local authorities by the Bill, should be resourced directly by the Scottish Government, for example to meet the cost of an increase in the administrative burden on the local authority .

Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising.

Equalities impact

- 7.1 The recommendations in this report should lead to enhanced equalities for children and young people attending City of Edinburgh Schools.

Sustainability impact

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

Consultation and engagement

- 9.1 There is continuing consultation and engagement through COSLA.

Background reading/external references

- [Education \(Scotland\) Bill](#)
- [Children and Families Service Plan 2015-2018](#)
- [The City of Edinburgh Council's Gaelic Language Plan](#)

Gillian Tee

Director of Children and Families

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Links

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

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Children and Families Grants to Third Parties 2015/16

Item number 7.13
Report number
Executive/routine
Wards All

Executive summary

This report details the process to date for establishing a redesigned grants programme for April 2016 onwards in line with the requirement to do so by the Communities and Neighbourhoods Committee agreement “The transfer of responsibility for developing future grant programmes and making grant awards to executive committees and policy development sub-committees” on February 11th 2014.

Links

Coalition pledges	P6 , P12 , P36
Council outcomes	CO1 , CO2 , CO3 , CO4 , CO5 , CO6 , CO10 , CO11 , CO12 , CO14 , CO20 , CO23 , CO25 , CO26
Single Outcome Agreement	SO2 , SO3

Children and Families Grants to Third Parties 2015/16

Recommendations

It is recommended that the Committee:

- 1.1 Notes the process to date and agrees the workplan outlined in the report to complete the development of the new grants approach for 2016 onwards.
- 1.2 Remits the work associated with defining and implementing the approach to the Elected Member Working Group - in consultation with the Director of Children and Families and the Convener of the Education, Children and Families Committee – and receives a further report on the application process in October 2015.

Background

- 2.1 On 3rd March 2015 Committee noted the awards for 2015-16 to existing grant holders following the budget decisions of Council in February 2015. 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.
- 2.2 The Committee also agreed that all grant programmes should be aligned to meet existing strategic plans, agreed commissioning themes and capital coalition pledge priorities. The revised process and programme will reflect this commitment
- 2.3 There remains a commitment to achieving a further reduction in expenditure in third sector grants and contracts as part of the Better Outcomes Leaner Delivery (BOLD) transformation programme. This will be taken into account in the development of the new approach.

Main report

- 3.1 Work is well underway to develop the new Children and Families approach to grants for 2016/17 onwards. Operating through the designated elected member working group this work is being guided, as far as possible, by the principles of coproduction. It is recognised that this has been somewhat constrained by the time available to develop the new programme and invite applications in advance of the next financial year.

- 3.2 There has been ongoing dialogue with existing award holders as well as with organisations that have not previously been in receipt of a Children and Families award as part of the development process.
- 3.3 Representatives of about 80 providers and other groups took part in a coproduction event at Nelson Hall on 11 December 2014. Participants discussed what works well, what needs to change and what they'd like to see in the future. Some of the suggestions around publicising timelines, criteria, definitions, encouraging partnership applications and offering feedback to unsuccessful applicants can easily be accommodated within the new approach.
- 3.4 Other suggestions from that event needed further discussion and input, and to help this a second development session was held on 23rd February 2015. There were some 40 organisations represented at the event as well as Children and Families staff and representatives of the Elected Member Working Group. Discussions on the evening aligning a new grants programme to the 6 agreed Commissioning Plan themes. There was also the opportunity for participants to identify gaps, from their perspective, and to offer ideas and suggestions for improving processes and systems. A record of comments was kept and is being used in the further development of the approach and programme.
- 3.5 Additionally, an online questionnaire (using Survey Monkey) was devised and the link to this widely distributed across networks of organisations in order to encourage those not currently in receipt of grant funding to also contribute their ideas to the programme development.
- 3.6 The survey set out a number of potential options and principles for the new approach. We had responses from 47 organisations giving a wide range of views: [the comments](#) made or [a summary paper](#) can be accessed by clicking the links in this paragraph.
- 3.7 Having reviewed all the feedback to date an initial set of proposals was drawn up for consideration by the Elected Member Working Group. Following that discussion the outline proposals were subsequently amended and widely circulated through an online survey using the same mechanisms and networks as before. These proposals are attached as Appendix 1. The closing date for completing the survey was 17 April 2015.
- 3.8 The next step will be for the Elected Member Working Group to agree the new approach after which the programme criteria can be announced and applications invited.
- 3.9 The intention is to run briefing sessions for applicants and training sessions for staff supporting this process and for assessing officers. Clear and simple guidance to support the completion of the new application form will be developed and applicants may be asked to submit their proposal in outline form first, to gain feedback about its

alignment to service area priorities and also to give an early indication of any possible duplication of effort in applications.

- 3.10 Early awareness of the above would allow applicants to consider a partnership or collaborative application.
- 3.11 The suggested closing date for applications is now late September to allow assessment to be taken forward over October and November and award proposals to be submitted to Committee for approval in early December.
- 3.12 As this is a new programme it is expected that there will be more applications than there will be funding to support. This timescale allows organisations that are currently funded but not successful in the new programme, to make the appropriate arrangements to meet any contractual obligations to staff

Measures of success

- 4.1 Each grant recipient will be 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 the outcomes in the Commissioning Plan themes.

Financial impact

- 5.1 The new programme will be developed in accordance with the budget available, taking account of the requirement to make further savings from expenditure on third party grants and contracts in 2016 and 2017 as per the BOLD commitments. To minimise the impact of this on the award holders, it is proposed that any allocation of three year grant awards takes account of this at the point of award in order to allow organisations to plan appropriately.

Risk, policy, compliance and governance impact

- 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

- 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

- 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

- 9.1 As outlined in the main report, this process has been underpinned by a commitment to engage and consult with stakeholders
- 9.2 Steps have been taken at each stage to ensure that existing award holders – and potential new applicants – have been kept informed about the new approach and invited to contribute to its development.
- 9.3 Regular updates have been posted on the EVOC and Compact websites

Background reading/external references

Gillian Tee

Director of Children and Families

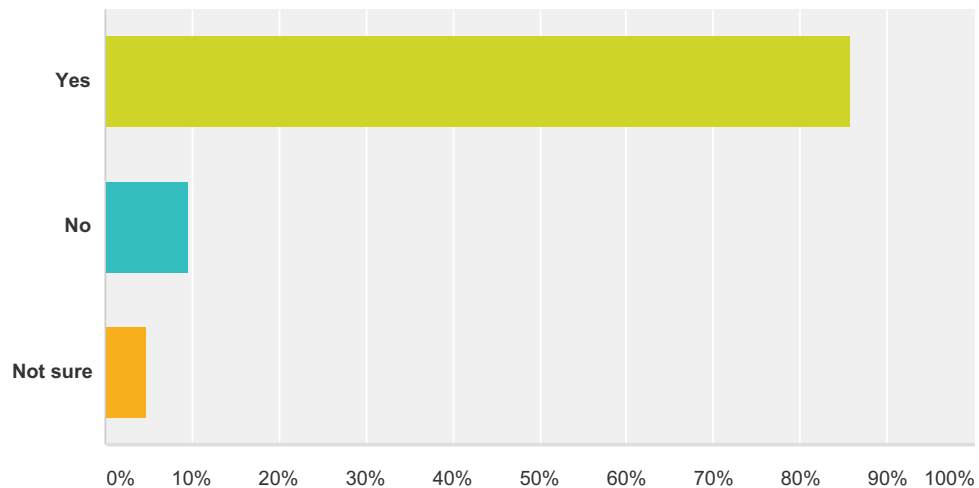
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Coalition pledges	<p>P6 - Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</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 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> <p>CO10 - Improved health and reduced inequalities</p> <p>CO11 - Preventative and personalised support in place</p> <p>CO12 - Edinburgh’s carers are supported</p> <p>CO14 - Communities have the capacity to help support people</p> <p>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</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>CO25 - The Council has efficient and effective services that deliver on objectives</p> <p>CO26 - The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives</p>
Single Outcome Agreement	<p>SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health</p> <p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>1 - Options for New Grants Approach 2016-2019</p>

Q1 The Programmes It is proposed that we set up two programmes, the first a main grants programme (making three year awards) and the second an annual small grants programme. We propose that the main grants programme would account for 90% of the budget available with the remaining 10% set aside for the small grants programme. The assessment and recommendation of awards would be undertaken centrally for this round (2016-19) of the programmes and we will continue to review and align the approach to take account of the development of localities from April 2016 onwards. Are you generally supportive of this approach?

Answered: 21 Skipped: 0



Answer Choices	Responses
Yes	85.71% 18
No	9.52% 2
Not sure	4.76% 1
Total	21

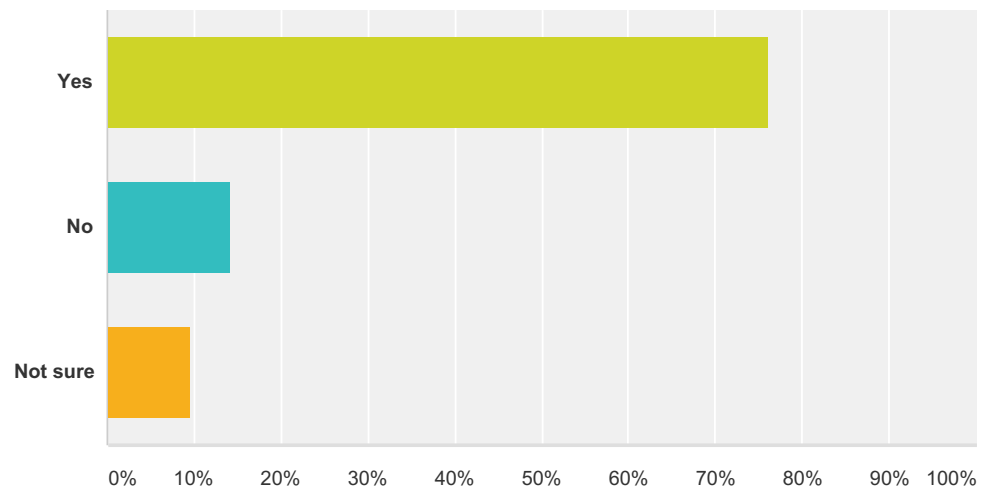
#	Specific comments:	Date
1	In principal, yes. The only concern would be the ongoing development, support and effectiveness with regards understanding and reacting to clear near within the localities structure and how the third sector is represented and heard within the process.	4/9/2015 8:36 AM

Options for Children and Families New Grants Approach 2016-2019

2	The biggest challenge is getting significant grants that will support successful ongoing work. I feel 100% of the budget should go to the main grants programme. Smaller grants are usually to support one-off pieces of work, equipment etc and while this kind of support is useful small grants are widely available from Trusts & Foundations and similar bodies and from the NP's Community Grants Fund.	4/2/2015 12:46 PM
3	I would suggest that the option of 3 year grants also apply to the small grants programme alongside annual grants. This would limit the level of administration required of the Local Authority for work they wish to see carried on over a three year period.	4/2/2015 12:04 PM
4	This will mean even more cuts to the existing services	4/1/2015 6:59 PM

Q2 Award Levels The main grants programme would have a minimum award level of £30,000 with a maximum award level of £450,000 both over the 3 year period. The small grants fund would have a minimum award level of £1,000 and a maximum of £10,000. Are you generally supportive of this approach?

Answered: 21 Skipped: 0



Answer Choices	Responses	
Yes	76.19%	16
No	14.29%	3
Not sure	9.52%	2
Total		21

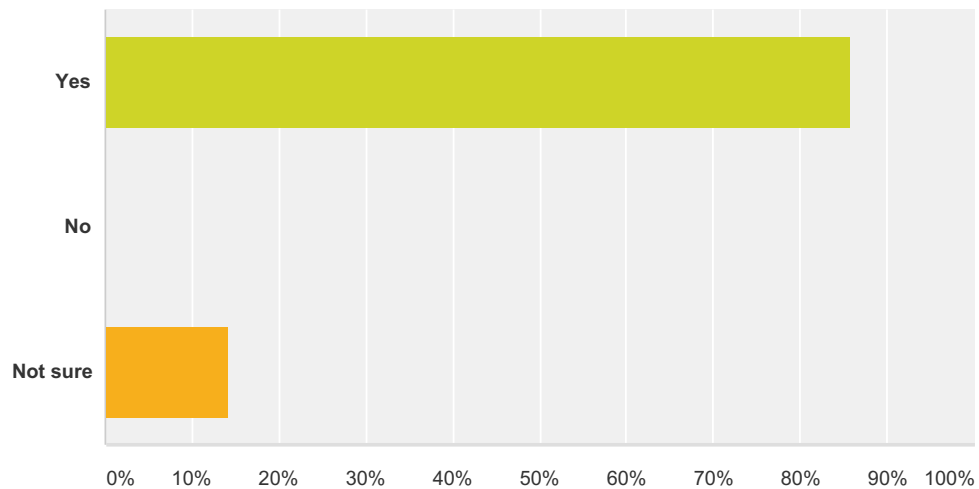
#	Specific comments:	Date
1	I think the maximum level for the main grants should be higher - because you might have a group of voluntary sector agencies putting in a joint bid for a bigger project.	4/3/2015 8:12 PM

Options for Children and Families New Grants Approach 2016-2019

2	As I am not supportive of a separate small grants fund I would not see a need to set a minimum award level. Equally I would not set a definitive maximum level. I think flexibility should be retained so that circumstances, needs etc can be assessed on a case by case basis and a higher level award than £450k could be made where there is a clear case for it, even if this is not the norm.	4/2/2015 12:46 PM
3	What about grants between 10k & 30K?	4/2/2015 11:47 AM
4	The council could achieve a greater spread of support by reducing the maximum grant to £300,000	4/2/2015 8:05 AM
5	Don't think there should be a small grants programme	4/1/2015 6:59 PM

Q3 Principles and Criteria Applicants will need to show commitment to service user involvement and working in partnership. We would also require applicants to show how their proposed activity fits in with the coalition pledges/Council priorities, commissioning plan themes and against one of the strategic outcomes of the integrated children's plan. We will provide a flow chart to assist this process and guidance notes to accompany the application form. Are you generally supportive of this approach?

Answered: 21 Skipped: 0



Answer Choices	Responses	
Yes	85.71%	18
No	0.00%	0
Not sure	14.29%	3
Total		21

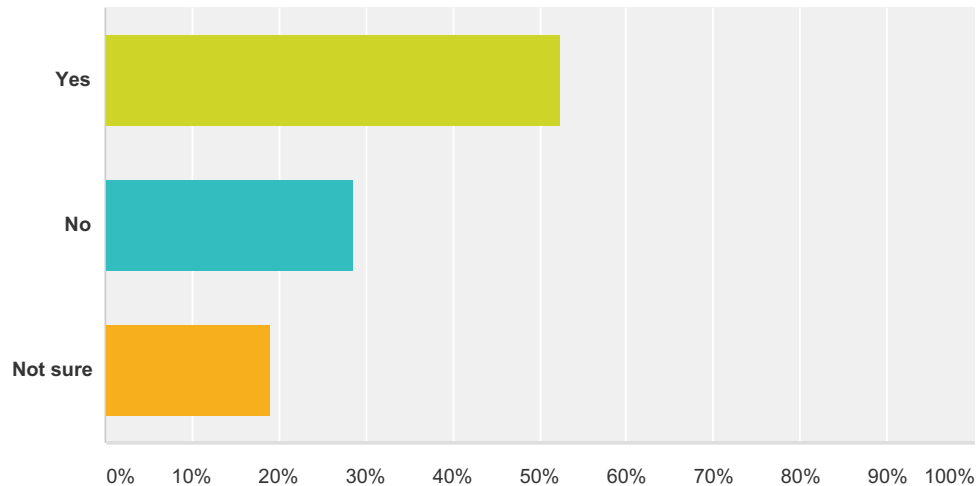
#	Specific comments:	Date
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Options for Children and Families New Grants Approach 2016-2019

1	I would support this in relation to pledges, Council priorities etc, but I would like to be clearer on how "working in partnership" is defined in this context. Sometimes working in partnership actually means avoiding duplication of work rather than joint-working and I would not want to see partnerships being forced upon agencies in the interests of box-ticking. Successful and productive partnerships need to be allowed to and frequently do evolve naturally within the sector .	4/2/2015 12:46 PM
2	There should be flexibility each year to have a category for innovation and responses to emerging trends - this would ensure important issues not yet reflected in plans can be supported.	4/2/2015 8:05 AM
3	Would SG outcomes also be part of this?	4/1/2015 4:47 PM

Q4 Core Costs There was clear support for the Council to support the core costs within the grants programme(s), however as a department we are keen that our grant investment contributes to direct service delivery. Therefore we are proposing that the proportion of any main grant programme award to be spent on core costs should be limited to 50% of the overall grant award level. This restriction would not apply to the small grants programme. Are you generally supportive of this approach?

Answered: 21 Skipped: 0



Answer Choices	Responses	
Yes	52.38%	11
No	28.57%	6
Not sure	19.05%	4
Total		21

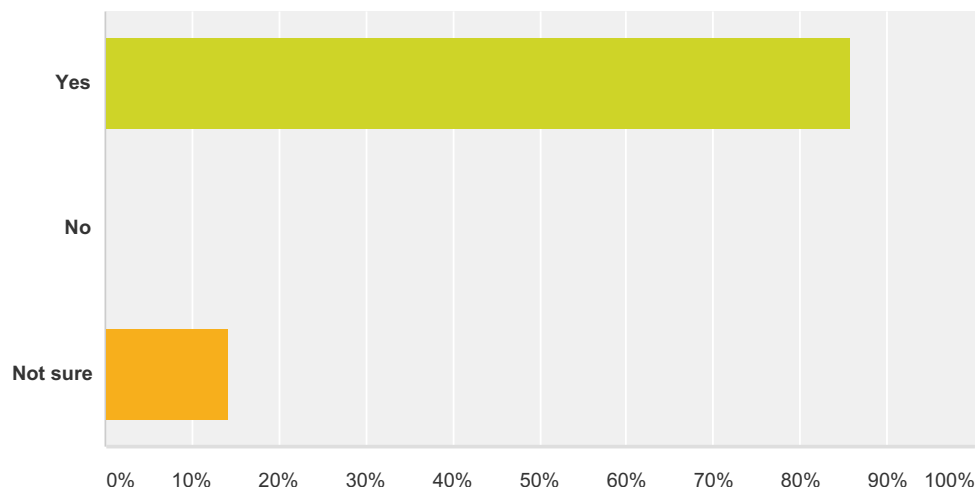
Options for Children and Families New Grants Approach 2016-2019

#	Other (please specify)	Date
1	In principle yes, but it begs the question of clearly defining core costs. Organisational core or an individual specific programme cost. Again, I am sure clarity will come	4/9/2015 8:36 AM
2	some of our very successful programmes such as mentoring the main cost is salary of staff member	4/7/2015 11:25 AM
3	I think the division between 'core costs' and 'direct service delivery' is a false one. My organisation for example delivers many services & projects where there are no clear 'direct costs' in that the service is delivered by volunteers or the projects themselves consist of local people coming together with no worker, but the background costs that encourage and enable these projects to happen are the core costs of developmental support, administration, provision and maintenance of building, volunteer recruitment and support etc. Core support is absolutely vital and the most difficult funding to access because so many funding bodies want to fund only "direct service delivery". Without secure core funding huge amounts of direct service delivery would not be possible. I really hope the department does not go down this road.	4/2/2015 12:46 PM
4	Would seem to be a high percentage of costs / grants being spent on core & management. Perhaps better to limit to 40% and provide services / meeting/ office space at a discounted level rather than spending significant sums on non direct delivery	4/2/2015 11:48 AM
5	Would it be possible to peg the percentage against the leverage the organisation is achieving, i.e. 50% core costs if the organisation is achieving over an additional 50% funding from other sources; reducing with the % additional funding achieved. Why would the restriction not apply with the small grants programme, surely it is equally applicable (but for small grants not pegged to additionality). However, it would be very helpful if one of the categories for small grants is to build the capacity of organisations or help them make the transition towards income diversification.	4/2/2015 8:05 AM
6	Core costs are essential and hard to fund from other places, the Council should not limit to 50%	4/1/2015 6:59 PM
7	Core costs make direct service delivery possible. Very few funders award core costs apart from local councils, and if this support is reduced, the significant added value for people in communities and keen costs savings created by voluntary sector services will be compromised further.	4/1/2015 5:49 PM

Q5 Application and Assessment Process
We are proposing to have two deadlines, the first to register interest, get an application form and supply a brief outline of project; the second to make a full application. This would provide the opportunity to give early feedback on the outline proposals, check out potential duplication and suggest partnership/joint applications. Assessment would initially be undertaken by a council officer followed by a panel meeting to agree consensus scores. These meetings would be observed by councillors and voluntary sector representatives to ensure adherence to agreed procedures. Briefing sessions will be held for potential applicants to 'walk through the form' and be clear about the scoring criteria. Are you generally supportive of this approach?

Answered: 21 Skipped: 0

Options for Children and Families New Grants Approach 2016-2019



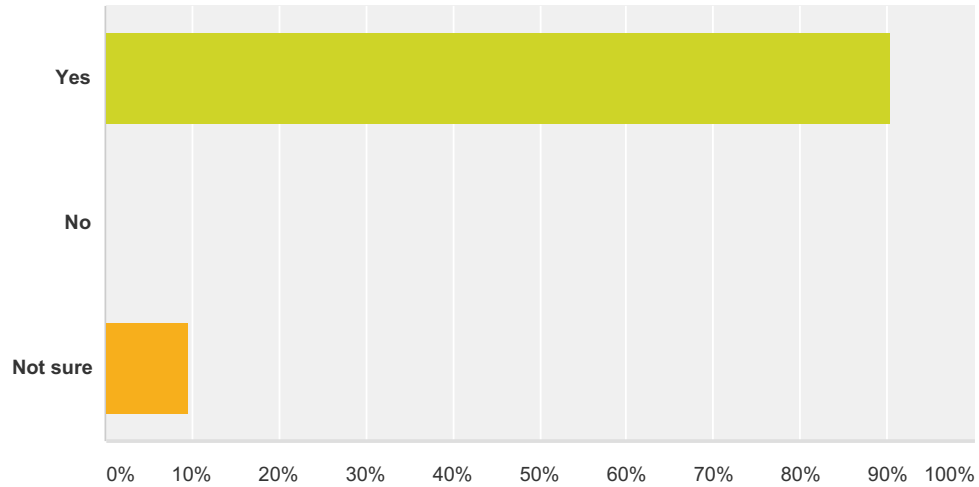
Answer Choices	Responses	
Yes	85.71%	18
No	0.00%	0
Not sure	14.29%	3
Total		21

#	Specific comments:	Date
1	This raises a number of concerns regarding the changing relationship with Council and voluntary sector, specifically within the framework of shaping and influencing how work is delivered, resourced and support is decided upon. The truncated approach to applying, receiving and enforcing partnership working is an obvious concern, which may not recognise broader community and service user needs, but may only be limited to 'a making savings' ideology. This leads to process and how effective, transparent and relevant it both appears and actually becomes. With voluntary sector representation – How is this defined and decided? and How aware will the representation be able to engage fully in bringing an understanding to the complex organisation, community and programmatic needs within the holistic sector?	4/9/2015 8:36 AM
2	My only concern is around 'partnership/joint applications'. In my experience there is little appetite in the voluntary sector for duplication of work. I see little evidence of duplication, but I do see many organisations willingly joint-working or co-operating on boundaries etc, so I am unsure why this is being highlighted. I would worry about artificially created partnerships arising from funding expediency as these could hold many potential challenges.	4/2/2015 12:46 PM
3	A two stage application for small grants seems a bit excessive. However I would agree a two stage approach for the main grants programme is acceptable.	4/2/2015 12:04 PM
4	In essence it sounds ok - would need to ensure voluntary sector representation was not tokenistic and that they don't have any vested interest in the funding awards.	4/2/2015 11:48 AM
5	there should be reasonable timescales	4/1/2015 6:59 PM

Q6 Monitoring and Review Annual monitoring report and accounts would be required and these would be scrutinised by the relevant service area and Finance. In the last year of the award a monitoring/evaluation exercise similar to a contract review would be undertaken and

led by the relevant service area. Are you generally supportive of this approach?

Answered: 21 Skipped: 0



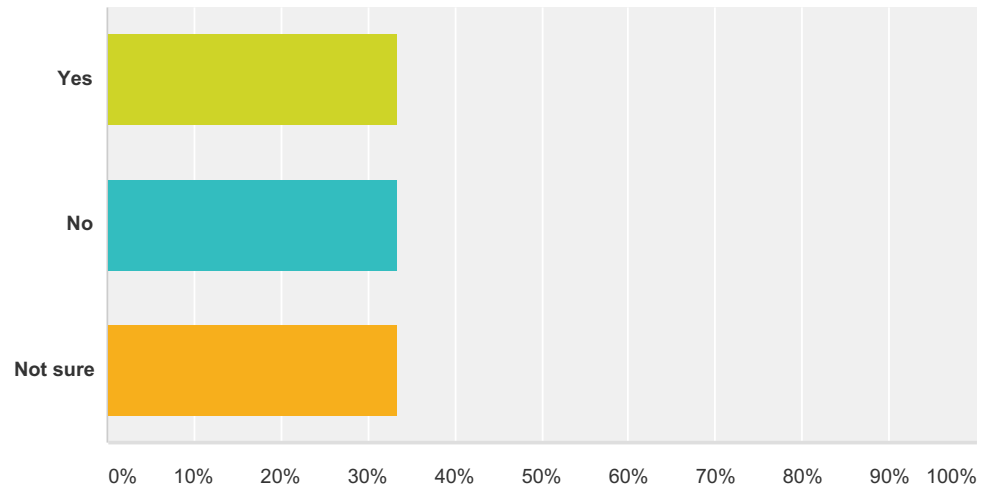
Answer Choices	Responses
Yes	90.48% 19
No	0.00% 0
Not sure	9.52% 2
Total	21

#	Specific comments:	Date
1	I have never experienced a contract review so unsure what it involves	4/2/2015 12:46 PM
2	Would be concerned that could have spent a lot of money before discovering that grant has not been used effectively or efficiently. Should be random and during the grant award period to ensure systems in place throughout and that any issues are flagged and changes made during the grant lifetime - not at the end	4/2/2015 11:48 AM

Q7 Small Grants Programme To ensure wide access to the programme and to avoid the situation whereby the same awards are made every year we propose two restrictions to this programme. The first is that an organisation cannot have more than two awards in a rolling three year period. The second is that if an organisation has a main grant programme award it cannot apply to the small grants programme. We are proposing to run the small grants programme to a different timetable with award recommendations being agreed at

the Education, Children and Families Committee meeting of 1st March 2016. Are you generally supportive of this approach?

Answered: 21 Skipped: 0



Answer Choices	Responses
Yes	33.33% 7
No	33.33% 7
Not sure	33.33% 7
Total	21

#	Specific comments:	Date
1	Not sure if it's fair to stop organisations applying for small grant programme if they have a main grant programme. The organisation might be looking to pilot a new project or expand their organisation in a different way. If it fitted with the funding criteria then they should be allowed to apply. However, I agree that you shouldn't apply for small grant programme as a 'top-up' to an existing funded project through main grants.	4/10/2015 11:26 AM
2	This does not allow Main grant organisations to support local requirements within a programmatic approach to tackling community needs and concerns - for example youth crime, changing benefits in young families etc.	4/9/2015 8:36 AM
3	Organisations should be able to apply for both small and main grants as they will run very different programmes, all of benefit to council and community	4/7/2015 11:25 AM
4	I think the small grants should be still be available for agencies who get the main grants - as they might be well placed to provide short term extra bits of work.	4/3/2015 8:12 PM
5	I don't fully understand what this means. If it means organisations are not supported for more than two years in any three years and therefore have no hope of continuous funding that's a recipe for disaster - but maybe that's not what it means. I don't think it should be a problem if the same awards are made every year if they are achieving the right results. I think it's most important that the organisations who are delivering what is needed in communities and doing it well are the organisations that are supported. Quality of service and value should be the priorities for grant awarding rather than variety of provider.	4/2/2015 12:46 PM
6	I agree that application to the main grants programme should exclude application to small grants. However, I think a case by case approach should be taken to small grant in terms of limiting grants to no more than two awards in a three year programme.	4/2/2015 12:04 PM
7	Grant awards should be on merit - outcomes and value for money	4/2/2015 11:48 AM

Options for Children and Families New Grants Approach 2016-2019

8	Generally this is fine, but if it is possible to have a category of small grants that enables capacity building for income diversification, then this should be open to main grant holders.	4/2/2015 8:05 AM
9	I'm unclear what 'an organisation cannot have more than two awards in a rolling three year period'. Does this mean that an organisation cannot have two grants running at the same time, or cannot have more than two concurrent grants? If it's the second then that would be problematic for organisations that rely on the grant to provide vital services. If it's the first then I am in general agreement with that.	4/1/2015 4:47 PM
10	it would be helpful to allow organisations to apply to both to meet a new identified and pilot a project to meet that need, which can then provide evidence to seek funding from elsewhere	4/1/2015 4:47 PM

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

1:1 Digital Learning Rollout

Item number	7.14
Report number	
Executive/routine	
Wards	All

Executive summary

In session 2012/13, 1:1 digital learning pilot projects in 4 schools provided evidence of positive impact on learning. Subsequently, an increasing number of schools are making good progress with developing ICT provision, with increasing impact on pedagogy.

Looking forward, ICT Procurement in March 2016 will provide further opportunities to expand 1:1 provision. Consideration will also be given to a Bring Your Own Device (BYOD) approach, as staff expertise with ICT becomes further embedded and personal device ownership increases, but retaining equality of access as a guiding principle.

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

1:1 Digital Learning Rollout

Recommendations

- 1.1 The committee notes the deployment of 1:1 devices as the most equitable and effective way to embed Information and Communication Technology (ICT) in learning and teaching.
- 1.2 The committee notes the potential future role of a Bring Your Own Device (BYOD) approach, to supplement and extend 1:1 provision where appropriate.

Background

- 2.1 The Scottish Government's [ICT in Learning Vision](#) states that "Scotland's educators, learners and parents take full advantage of the opportunities offered by technology in order to raise attainment, ambition and opportunities for all."
Education Scotland's ['Building Society' Technologies Impact Report](#) (March 2015) states that "Our children and young people require that centres and schools place digital technologies at the heart of learning".
- 2.2 The traditional model of ICT provision in schools is through the use of ICT suites, usually in specific departments such as Computing or Business Education. These suites are timetabled for use by these departments, and teachers of other subjects will seek to book classes into any available spaces for occasional ICT use. This means that the integration of ICT into learning and teaching is inconsistent, depending on subjects chosen by pupils and on ICT suite availability.
- 2.3 In order to best prepare our pupils for success in the rapidly evolving and digital world, schools should aim, where possible, to routinely and effectively embed ICT in all aspects of learning and teaching. In order to do this, there is a need to improve access to ICT beyond the traditional ICT suite.
- 2.4 A key approach to achieve this aim was to investigate '1:1 digital learning' – that is providing access to a personal mobile device for every learner that can be used where appropriate in any lesson, and potentially at home. In high schools, this was achieved by providing each learner in a year group with an individual device for their own use, both in school and at home. In primary schools, it is possible to work towards 1:1 by providing clusters of devices in each class, which can be shared by small groups of learners in this class. The number of devices available to each class can then be increased over time as budget allows.
- 2.5 Providing learners with access to a personal mobile device allows teachers to fully embed the use of ICT in learning, providing a more relevant, stimulating and

personalised educational experience to learners and better equipping them with the ICT skills required for learning, life and work.

2.6 1:1 digital learning can transform learning by:

- providing access to up-to-date, authentic information from a huge variety of primary sources;
- allowing us to personalise and transform learning and teaching using a wide range of digital tools;
- allowing us to extend learning, collaborate and publish beyond the classroom;
- improving home school links by increasing parental involvement in learning;
- helping develop the learning, thinking and digital literacy skills vital for success in today's technology rich society.

2.7 In preparation for 1:1 implementation, key City of Edinburgh Council (CEC) staff visited Islay High School, where whole school 1:1 had been running for several years. While government funding had allowed Islay High School to commence 1:1, they were subsequently been able to sustain the deployment of devices to all pupils through the savings that 1:1 enabled. eg significantly reduced spending on paper, photocopying, books, camera and visualisers. They were also able to demonstrate the successful embedding of ICT in learning and teaching.

2.8 Underpinning CEC's roll out of 1:1 digital learning, was a clear strategy to redesign the ICT service we receive from our managed service provider BT. At the last refresh, funds were diverted from traditional desktops and laptops to enable the provision of significantly increased wireless networking and bandwidth to all schools.

Main report

1:1 Pilots

- 3.1 Over session 2012/13, four 1:1 pilots were undertaken, in Gracemount and Forrester High Schools, and Broomhouse and Sciennes Primary Schools. These schools were chosen as pilot schools as they were considered best placed to trial this innovation because of previous success with ICT innovation. In the secondary schools, pupils in a whole year group was provided with a device. In the primary schools, it was one or two classes. Three different technical solutions – iPads, Android tablets and Windows 7 netbooks – were investigated, to see if choice of device had any differential impact on success. In each pilot, 1:1 costs were met 50% by the school and 50% CEC funds.
- 3.2 Researchers from Hull University (a university with previous experience in this field) were commissioned to carry our research on these pilots. Details of their results can be found in section 3.13.

- 3.3 Moving to 1:1 can involve a significant culture shift for staff and learners in a school, so good planning and preparation is essential to a successful 1:1 implementation. Throughout 2012/13, pilot schools were supported by CEC's Schools' Digital Learning Team, providing strategic advice, staff development and technical support. An online '1:1 Toolkit' was also created, documenting the key steps in planning, preparation and implementation of 1:1.
- 3.4 Key elements in the success of a school's 1:1 implementation include strong senior leadership, an effective ICT working group, and (crucially) sustained priority given to staff development.
- 3.5 As well as very positive results across all four pilots, evidence also suggests that the iPad was the most effective platform for more creative and deeper learning, so a decision was taken that the iPad should be the recommended mobile device for the further development of 1:1 digital learning.
- 3.6 Subsequent to the success of the pilots in 2012/13, from 2013 onwards more secondary schools began to work towards 1:1, using the 1:1 Toolkit to guide this process. To acknowledge the significant leap secondary schools needed to make to implement 1:1 for a whole year group, each was offered the possibility of 50% funding towards one year group, as long as they utilised the 1:1 Toolkit and could demonstrate a state of readiness.
- 3.7 To date, 12 high schools have implemented 1:1 for at least one year group, with at least one more high school planning a deployment for August 2015, as follows:

School	Cluster	Yeargroup 1:1					
		S1	S2	S3	S4	S5	S6
Balerno Community High	South West						
Boroughmuir High	South						
Broughton High	North						
Castlebrae Community High	East	y	y	y	y	y	y
Craigmount High	West						
Craigroyston Community High	North						
Currie Community High	South West						
Drummond Community High	North	y	y	y	y	y	y
Firrhill High	South West						
Forrester High	West			y	y		
Gracemount High	South			y	y	y	y
Holy Rood RC High	East			y	y		
James Gillespie's High	South						
Leith Academy	North				y		
Liberton High	South				y	y	y
Portobello High	East		y	y	y		
Queensferry Community High	West						
St Augustine's RC High	West			y			
St Thomas of Aquin's RC High	South						
The Royal High	West			y	y		
Trinity Academy	North						
Tynecastle High	West			y	y	y	y
Wester Hailes Education Centre	South West			y			

Primary School Rollout

- 3.8 Because of primary schools' ability to gradually work towards 1:1 by providing smaller numbers of devices to each class, most iPad use in primary schools adopted this approach. Nonetheless, we do also now have a small but increasing number of primaries successfully implementing full 1:1 for selected classes.

Special Schools Rollout

- 3.9 iPad use is also significant in the special school sector. The model of deployment varies depending on the specific needs of learners, decided at local level.
- 3.10 Including staff devices, CEC's iPad deployment in each sector to date is:

Sector	No of iPads	Cost (approx £250 per device)
Primary	5608	£1,402,000
Secondary	6913	£1,728,250
Special	468	£117,000
Nursery	117	£29,250
Other C&F	508	£127,000
Total	13614	£3,403,500

- 3.11 The Digital Learning Team remains a central point of support, skills and knowledge for schools in their ongoing development of the use of digital technologies. The team provides strategic support, training in transformative uses of ICT for learning, and technical advice on device setup and troubleshooting.
- 3.12 Primary colleagues indicate that a full 1:1 deployment is most effective from P5 upwards. Longer term, a Bring Your Own Device (BYOD) approach, perhaps in the upper years of secondary, will be being explored. This will need to be considered sensitively, with a clear focus on equality of access, both within a school and across schools, given the likely differences in personal device ownership across different areas of the city.

Hull University 1:1 Mobile Evaluation (2012-13)

- 3.13 Full report available from link in 'Background reading/external references' section. Key findings from the report included:
- 3.13.1 Student autonomy was considered to be an immediate benefit arising from the allocation of mobile devices;
 - 3.13.2 Levels of engagement and motivation amongst students rose across each of the pilot schools;
 - 3.13.3 Most teachers report changes in their attitudes and practices associated with their teaching style and approaches to learning;

- 3.13.4 Personal access to the Internet enabled teachers to set more authentic and realistic tasks for students;
- 3.13.5 Teachers who had previously shunned technology or considered themselves to be technological ‘newbies’, began to recognise benefits for the teaching and learning in their subject areas;
- 3.13.6 There is evidence that teachers are shifting their practices in ways which might prove to be very significant. These include different patterns and means of communicating with students to support their learning beyond school; changing relationships between students particularly in regard to the traditional knowledge giver role of the teacher; and new models for organising learning such as the ‘flipped classroom’.

Attitudes towards learning	Results
Thought it made learning more fun and enjoyable	91% (121)
Thought they were more engaged in learning when using the device	82% (109)
Thought they learned better with the devices	83% (110)
Thought it helped them understand difficult ideas better	79% (105)
Preferred using it to a fixed computer	77% (103)
Thought it helped them work better with other people	68% (91)
Thought they behaved better when using the devices	66% (88)

- 3.14 No further formal evaluations of the impact of 1:1 deployments have yet been undertaken 2014-16. Some schools however have been conducting their own qualitative evaluations and a small sample is shown below.

Feedback from teachers

- 3.14.1 “One of the most rewarding experiences I witnessed was when P7 pupils became the ‘teachers’ and P2s were the ‘learners.’ The experience was made possible and beneficial due to the fact that all pupils had access to a device”.
- 3.14.2 “Pupils are making good progress and the pace moves at a better speed as pupils have appropriate one to one resources available. Meaningful extension to learning takes on a new dynamic for those who are ahead while supporting instructions can be given to those who are in need”.

Feedback from parents

- 3.14.1 “[name] has been much more keen to do his homework since he had access to the iPad. He’s been making movies and animations in his room and he is really motivated to make homework tasks look professional”.
- 3.14.2 “My daughter was a bit worried about taking the iPad home in case it was damaged but now it’s a key piece of school equipment”.
- 3.14.3 “I’m amazed at the work [name] can produce on the iPad. It’s so creative and she’s very happy to share it with her father and me. This was not the case with homework in the past”.
- 3.14.4 “Having an iPad that he can take home has made [name] more organised. He checks the homework calendar and emails his work to the teacher”.

Feedback from pupils

- 3.14.5 “They help with my spelling when writing and it has improved it even when not on my iPad”.
- 3.14.6 “My iPad is a wonderful addition to my learning, and now that I have it I don’t know what I would do without it. I use my iPad on a daily basis for schoolwork and also a lot for homework”.
- 3.14.7 “I am grateful that we got iPads as they have enhanced our learning and there is now much more capability for lessons to be different and fun”.
- 3.14.8 “They make learning more enjoyable and it is good we have modernised”.

Measures of success

- 4.1 These are encompassed in previous sections.

Children and Families 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.

Financial impact

- 5.1 This work was financed within existing budgets, as follows:
- From 2012 to 2014, CEC central funding was used to support 50% of one year group for 12 secondary schools, plus the two pilot primary schools. The cost of this support was approximately £206,000. All other expenditure on iPads has

been from schools' devolved budgets. Going forward, schools will continue to improve their ICT provision in this manner.

- 5.2 ICT Procurement (March 2016) will provide schools with a future opportunity to enhance their ICT provision. A core principle for schools will be to allow them maximum flexibility with the type and proportion of equipment (desktop, laptop, or iPad) that they will receive to best meet the needs of their learners.

Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising.
- 6.2 Throughout all 1:1 implementations, schools are given clear guidance on appropriate measures to ensure mitigation of risk and compliance with council ICT policies. These include guidance on delivering an appropriate digital safety curriculum, providing clear information and enabling discussion with parents, ensuring parents learners and schools formally sign up to a 'Home School Agreement' outlining rights and responsibilities for all three parties.
- 6.3 Schools are also given guidance and support with setup, maintenance and monitoring of appropriate use of iPads, including their enrolment in a Mobile Device Management (MDM) solution. This enables a number of asset management features including the enforcement of appropriate security settings, the monitoring of software installed, and device tracking.
- 6.4 The support and development of ICT in schools is a partnership between in-school staff and the Digital Learning Team. Guidance on all of the above is available for schools on the Digital Learning Team's website.

Equalities impact

- 7.1 There are considered to be no infringements of the rights of the child in the strategies employed and only positive impacts in relation to equalities groups (in particular young people with disabilities, see 7.3 below).
- 7.2 A guiding principle of the implementation of 1:1 digital learning has been the desire to provide equality of access to ICT for learners. Providing all learners in a cohort with the same device is considered to be the fairest way to have a positive impact on all learners.
- 7.3 With respect to pupils with additional support needs, the iPad is also the predominant device recommended by the ASL team because of the range of software and accessibility options available. Furthermore, this strategy enhances the continuing provision of other appropriate ICT devices for pupils with specific additional needs.
- 7.4 We do have a number of schools interested in pursuing a BYOD approach to enabling 1:1. While this may well be seen as a more financially sustainable way

forward, this approach presents additional challenges in ensuring equality of access, both within a school and across schools, so will require careful consideration in order to avoid any negative impact.

Sustainability impact

- 8.1 Moving towards 1:1 digital learning provides opportunities for schools to reduce their carbon footprint through a gradual decrease in the use of physical text books, paper and photocopying.

Consultation and engagement

- 9.1 Regular and ongoing feedback and discussion between Senior Education Manager and Headteachers, and between Digital Learning Team and school ICT Coordinators.
- 9.2 'Developing 1:1 Digital Learning' position paper, written in March 2014, discussed and agreed with Headteachers. Attached as appendix 1.

Background reading/external references

[Scottish Government ICT In Learning Vision](#)

['Building Society' Technologies Impact Report](#)

[University of Hull, Edinburgh 1:1 Mobile Evaluation, 2012-2013](#)

[Digital Learning Team](#)

Gillian Tee

Director of Children and Families

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Links

Coalition pledges	P5 – Seek to ensure the smooth introduction of the CfE and that management structures within our schools support the new curriculum
Council outcomes	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfill their potential
Appendices	1 - ‘Developing 1:1 Digital Learning’ procedure, March 2014

Procedure Title - **Developing 1:1 Digital Learning**



CHILDREN AND FAMILIES

Procedure Title – Developing 1:1 Digital Learning

Management Information	
Lead Officer	Name: Karen Prophet
	Designation: Senior Education Manager
	Tel: 0131 469 3048
Lead Service Area	Children and Families
Last Review Date	
Implementation Date	March 2014
Review Date	
Date Agreed	
Agreed by	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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Authorised by: [Mike Rosendale]
Lead Officer: [Karen Prophet]
Review Date: []

Original Issue: [03/2014]
Current Version: [03/20134]

Procedure Title - **Developing 1:1 Digital Learning**

1. RATIONALE

'1:1 digital learning' is learning transformed through ubiquitous access to ICT for all.

In order to best prepare our learners for success in tomorrow's rapidly evolving and digital world, all schools should aim to deliver two key objectives:

- **ICT is routinely and effectively embedded in all aspects of learning and teaching**
- **All learners have personal access to ICT whenever and wherever it benefits learning**

Current integration of ICT in learning and teaching is inconsistent - most schools have pockets of good practice, usually delivered by teachers with a personal interest in ICT. ICT should be a core element of all schools' improvement planning and PRD/CPD programmes so that it is embedded in all teachers' practice and there is equality of opportunity for all learners.

The traditional model of ICT provision, using only fixed labs of desktop computers or laptop trolleys, with limited access for all learners, is inadequate. Learners and teachers need universal access to ICT so they can use it whenever and wherever it is beneficial to learning.

2. BACKGROUND

In September last year, Cabinet Secretary Michael Russell announced a national **Technologies for Learning Strategy** with five main objectives:

- to change the culture of the use of ICT
- to improve confidence in the use of ICT for learners, teachers, school leaders and parents
- to promote new behaviours for teaching
- to deepen parental engagement
- to strengthen position on hardware and associated infrastructure

1:1 digital learning helps meet these objectives by:

- providing access to up-to-date, authentic information from a huge variety of sources
- allowing us to personalise and transform learning and teaching using a wide range of digital tools
- allowing us to extend learning, collaborate and publish beyond the classroom
- improving home school links by increasing parental involvement in the learning process
- helping develop the learning, thinking and digital literacy skills vital for success in today's rapidly evolving, technology rich society

3. RESEARCH

Over session 2012/13, four 1:1 digital learning pilots were undertaken; two in secondary, two in primary. The City of Edinburgh Council commissioned Hull University to carry out research on these pilots. The **Edinburgh 1:1 Mobile Evaluation** has recently been published and key findings include:

- *Student autonomy was considered to be an immediate benefit arising from the allocation of mobile devices*
- *Levels of engagement and motivation amongst students rose across each of the pilot schools*
- *Most teachers report changes in their attitudes and practices associated with their teaching style and approaches to learning*
- *Personal access to the Internet enable teachers to set more authentic and realistic tasks for students*

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- *Teachers who had previously shunned technology or considered themselves to be technological 'newbies', began to recognise benefits for the teaching and learning in their subject areas*
- *There is evidence that teachers are shifting their practices in ways which might prove to be very significant. These include different patterns and means of communicating with students to support their learning beyond school; changing relationships between students particularly in regard to the traditional knowledge giver role of the teacher; and new models for organising learning such as the "flipped classroom"*

4. LEADERSHIP

It is clear that with the expansion of the use of ICT in schools the leadership of learning & teaching needs to include the use of ICT in enhancing and transforming the learning experience. It is essential that a member of the Senior Leadership Team should have a strategic overview of ICT, supported by an ICT Coordinator (with time allocated for this role), a staff working group and perhaps an ICT Technician.

Schools should have a clear vision and strategy for the development of ICT, using the **Edinburgh Self Evaluation Framework** to benchmark their ICT capability and to establish improvement plan priorities to develop ICT in school and work towards 1:1 digital learning.

5. PROCESS

Schools should follow the Digital Learning Team's **1:1 Toolkit** when choosing to implement 1:1 digital learning. This toolkit outlines a staged approach as follows:

- Plan (vision, readiness, investigation)
- Prepare (pedagogy, policies & procedures, pupils & parents)
- Implement (devices, launch, support)
- Review (review, modify)

As well as outlining the recommended approach to delivering 1:1 digital learning, the 1:1 Toolkit contains a variety of useful documents including policies, CPD frameworks and procedures for managing devices.

1:1 Toolkit is available here: <http://digitallearningteam.org/toolkit/>.

6. TECHNICAL CONSIDERATIONS

The authority's recommended mobile platform for 1:1 digital learning is the iPad and schools should follow the Digital Learning Team's **iPad Deployment Guidelines** when setting them up. Reasons for recommending the iPad include:

- Evidence from 1:1 pilots, including device robustness and quality of available apps
- The iPad is the market leading tablet in education
- Adopting an estate-wide single platform means good practice can be more effectively shared
- More effective support can be developed for a single platform

There are many technical aspects to consider when rolling out iPads for 1:1 digital learning. These include:

- Appropriate deployment methodologies
- Device setup, security, asset management through a Mobile Device Management (MDM) solution

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Procedure Title - **Developing 1:1 Digital Learning**

- App purchasing through the Volume Purchasing Program (VPP)
- Use of Apple IDs
- Wireless connectivity

iPad Deployment Guidelines are available here: <http://digitallearningteam.org/ipad/ipad-setup/>.

7. RESOURCING

In the current financial climate budgeting for ICT can be difficult. However moving towards 1:1 digital learning creates several opportunities to save money in other areas, such as:

- Significant reduction in photocopying and paper costs by moving to digital workflow solutions such as Microsoft Office 365
- Reduction in the purchase of paper based resources such as books, jotters, textbooks, dictionaries, study guides and learner/teacher planners
- Reduced need to purchase devices such as interactive whiteboards, calculators, printers, cameras and scanners

iPads should be purchased from XMA via The 'National Framework for the Provision of Notebook and Tablet Devices for Education', which has been adopted by Edinburgh City Council and is available through Oracle.

There is currently no political will to support Bring Your Own Device (BYOD) in schools as there are inherent difficulties in ensuring parity across all learners. As a result, learners should not be bringing their own tablets/laptops into school at this time.

8. AUTHORITY SUPPORT

The Digital Learning Team supports the integration of ICT in learning and teaching to improve the outcomes for all learners in the City of Edinburgh. The team is available to provide establishments with advice and support with all curricular, strategic, technical and administrative aspects of ICT. Their contact details are:

- digital@ea.edin.sch.uk
- 0131 469 2999
- <http://digitallearningteam.org>
- @DigitalCEC

A commitment has been made to assist secondary schools across the city with 50% funding towards a 1:1 digital learning implementation for one year group. The Digital Learning Team will work with each school to help them prepare for a 1:1 implementation. Schools will be expected to show evidence that they have completed Phases 1 & 2 of the 1:1 Toolkit prior to funding being released.

9. ASSOCIATED DOCUMENTS/LINKS

- Technologies for Learning Strategy (<http://engageforeducation.org/2011/09/technologies-for-learning-unpacking-the-objectives-introduction/>)
- 1:1 Toolkit (<http://digitallearningteam.org/toolkit/>)
- iPad Deployment Guidelines (<http://digitallearningteam.org/ipad/ipad-setup/>)
- iPad support (<http://digitallearningteam.org/ipad/>)
- Edinburgh ICT Self Evaluation Framework (<http://digitallearningteam.org/toolkit/documents/>)
- University of Hull, Edinburgh 1:1 Mobile Evaluation, 2012-2013

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(<http://digitallearningteam.org/toolkit/documents/>)

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Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Progress on the Implementation of Self-directed Support in Children and Families

Item number	7.15
Report number	
Executive/routine	
Wards	All

Executive summary

[The Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) came into effect on 1 April 2014, building on the [National \(ten-year\) Strategy for Self-directed Support](#), published in 2010. The overall aim of the strategy and legislation is to offer families the opportunity to exercise as much choice and control as they wish over the way in which their child's care and support needs are met, in order to achieve the outcomes that are important to them.

In June 2014, Audit Scotland produced a report on the progress made by both the Scottish Government and local authorities in implementing self-directed support, based upon an investigation undertaken in the early part of 2014.

In February 2015 an internal Assurance Review report of the Council's Personalisation Programme was published.

This report provides an overview of the first year's operation of self-directed support for children and families in Edinburgh; it responds to the key recommendations by Audit Scotland and the Review Team; and it details the challenges still to be addressed.

Links

Coalition pledges	P1
Council outcomes	CO3
Single Outcome Agreement	SO3

Progress on the Implementation of Self-directed Support in Children and Families

Recommendations

The Council is asked to:

- 1.1 Note the progress being made in implementing the requirements of the [National Strategy for Self-directed Support](#) and the [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#), in respect of children and families.
- 1.2 Identify the issues that they would like to see covered in future reports concerning the implementation of self-directed support.

Background

- 2.1 The Scottish Government's vision for the future delivery of social care support is set out in '[Self-directed Support a National Strategy for Scotland](#)' published in [2010](#) and the [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) which came into effect on 1 April 2014. Draft regulations and statutory guidance relating to the Act were the subject of public consultation during the summer of 2013. The Council's response to the consultation was approved by Corporate Policy and Strategy Committee on 6 August 2013. The Scottish Government published guidance in January 2014.
- 2.2 The [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) enshrines the Scottish Government's strategy for self-directed support in legislation and places a number of duties on local authorities. The main duties are set out below:

To have regard to the following principles when carrying out its duties:

- Children, young people and families must have as much involvement as they wish in both the assessment of their needs, and the provision of any support to meet these needs;
- Children, young people and their families must be provided with any assistance that is reasonably required to enable them to express their views about the options available to them, and make an informed choice about these options;
- Local authority employees and representatives must collaborate with the individual in relation to the assessment of their needs and provision of support to meet them;
- Local authority employees and representatives must take reasonable steps to facilitate the principles that a person's dignity and right to participate in community life are respected.

- 2.3 To offer children, young people and families eligible for social care support a choice of four mechanisms, referred to as the four options of self-directed support, through which their care and support needs can be met which meet agreed outcomes:
- Option 1 a direct payment – the money available to meet the child/young person’s needs is transferred to them in order for them to purchase and manage their own care;
 - Option 2 the child/young person requiring support chooses the way in which their support will be provided and asks the Council or a third party to arrange it on their behalf;
 - Option 3 the council chooses and arranges the support;
 - Option 4 the child/young person’s needs and outcomes are met through a mix of the above options.
- 2.4 To provide a child/young person, and their family who will be offered the four options of self-directed support, an estimate of how much the Council thinks it will cost to meet their needs (indicative budget); this is the amount available to them and their social worker, or whoever is supporting them, to plan how their needs will be met and will achieve agreed outcomes.
- 2.5 To facilitate the development of a diverse market with a variety of suppliers offering a wide range of services for families.
- 2.6 The Council must implement the new legislation for all new referrals and all reviews of existing service users taking place after 1 April 2014. Existing service users are being advised of their rights under the self-directed support legislation, as part of the ongoing review process.
- 2.7 The City of Edinburgh Council’s Children with Disabilities Team was in a position to meet the requirements of the legislation for all new referrals from 1 April 2014 with the implementation of a new Funding Allocation System. However, given the scale of the change involved and the transformational nature of that change, the arrangements put in place need to be reviewed and revised in the light of experience, monitoring and evaluation. From 1 April 2014 should therefore be seen as the start of implementation, rather than the point at which implementation is completed.
- 2.8 Audit Scotland’s review of implementation across Scotland included an in-depth study of four councils, including The City of Edinburgh Council. Audit Scotland published its [report on self-directed support on 12 June 2014](#), together with a document setting out issues for councillors to consider and a self-assessment checklist for council officers. The report did not give any indication of progress in individual local authorities, but identified risks and examples of good practice to help councils with the ongoing implementation of self-directed support.

- 2.9 A briefing based on the checklist for councillors was produced in June 2014 and circulated to members of the Health, Social Care and Housing, Children and Families and Corporate Policy and Strategy Committees.
- 2.10 In August 2014, all 32 local authorities were asked to complete a 'stock take' survey detailing:
- how the resources provided to each authority by the Scottish Government to implement self-directed support have been utilised;
 - priorities for future investment should further funding be made available;
 - how councils are responding to the Audit Scotland report;
 - details of the monitoring and evaluation arrangements each council has in place;
 - the perceived facilitators for and barriers to successful implementation of self-directed support.
- 2.11 In February 2015 a report was also delivered from an internal scheduled Assurance Review of the Personalisation Programme. This was undertaken at a critical stage boundary of the Personalisation Programme between the completion of Phase 1 (readiness), and the next phase, embedding self-directed support (through the key themes of sustaining change, systems capability and monitoring progress).
- 2.12 The review provided an opinion on the implementation of Phase 1 and the readiness for Phase 2. Overall the review team found that the Personalisation Programme had 'laid good foundations', that there was 'confidence in delivery' and 'a positive continual improvement culture in the programme' and a 'desire to enhance and embed the changes within the organisation'. Appendix 1 details the Priority Recommendations.
- 2.13 This report draws upon both the findings, recommendations and checklists produced by our internal Assurance Review Report as well as Audit Scotland and the response to the Scottish Government stock take.

Main report

Overall approach to implementing personalisation and self-directed support

- 3.1 The Council's strategic approach to the implementation of self-directed support has been to take the opportunity to carry out a wider review of the way in which social care to individuals and families of all ages is provided in Edinburgh. This approach has involved considering not only the requirements of the [National Self-directed Support Strategy](#) and [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#), but also wider considerations, for example the recommendations of the [Christie Commission on Public Sector Reform](#).

- 3.2 Over the last year, delivery of the changes required for personalisation and self directed support has been taken forward through a programme approach led by Health and Social Care on behalf of The City of Edinburgh Council. It has involved Children and Families, Finance and Legal services, partners from the third and independent sectors and people who use social care services. The Personalisation Programme has had 9 separate workstreams, each of which has been dealing with a key aspect of the agenda.
- 3.3 Children and Families has its own workstream as well as involvement in the other eight (Prevention, New Models of Delivery; Market Shaping; Financial Frameworks; Communication and Engagement; Network to Shape our Future; Workforce and Organisational Development and Supporting Infrastructure), ensuring that the interests of children and families are fully taken into account.
- 3.4 The [Audit Scotland report](#) recognises that councils have a substantial amount of work to do to implement the cultural and practical changes required for self-directed support over the next few years. The report includes a number of themes:
- operational delivery;
 - partnership working;
 - managing the budget;
 - effective leadership;
 - clear plans for implementation;
 - careful assessment and management of risks;
 - monitoring and evaluation.

Operational delivery

- 3.5 To date, two new training modules have been developed and delivered city-wide to staff, namely the Self Directed Support: Introduction to The Social Care (Self Directed Support) (Scotland) Act 2013 – Implications for Practice (which was developed and delivered in conjunction with Social Work Scotland), and Self Directed Support: Personalisation, Outcomes and Support Planning - Putting it into Practice.
- 3.6 An appointed Implementation Officer has been providing staff drop-in sessions on a regular basis which gives social workers the opportunity to discuss individual cases, and has also supported social workers on visits to assist in talking through the new legislation with families.
- 3.7 Increasingly, those children, young people and their families who are eligible for self-directed support have an outcome focused assessment, are offered the four options of self-directed support and have as much involvement as they wish in the planning, arranging and managing of services to meet their needs and agreed outcomes.

3.8 Between 1 April 2014 and 31 March 2015:

- 95 children (73 existing users and 22 new referrals) were assessed by the Disability Team and reviewed using the new Funding Allocation System tools.
- 53 children (45 existing users and 8 new referrals) have agreed support plans detailing how their eligible needs and agreed personal outcomes will be met (Appendix 2 gives 2 recent examples).
- The Disability Team has a Key Performance Indicator in place which stipulates that all existing service users will have been transferred to one of the four options of self directed support within a period of three years from the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013, as per the table below:

Percentage of children who were receiving a service before 1 April 2014 to have a self-directed support (SDS) plan.		
April 2015	April 2016	April 2017
23%	56%	100%
<i>The target is 100% of all children, who have been assessed, to have an SDS Support Plan in place by April 2017.</i>		

- 3.9 The number of children who were receiving a service as of 1 April 2014 was 238. 26 of those children have since made the transition to Health and Social Care. Therefore, to date 21% of children who were previously receiving a service now have an operational self-directed support plan. This is only 2% below this year's target KPI, however the inaugural Funding Allocation Panel did not take place until 10 July 2014. This figure has therefore been achieved in 9 months.
- 3.10 Preferences of delivery have been recorded for all 53 children who have an agreed support plan. 27 of whom have opted to receive direct payments (Option 1), 2 to be supported through an individual service fund (Option 2), 11 to have their support selected, arranged and managed by the Council (Option 3), and 13 to be supported through a combination of these options (Option 4).
- 3.11 The number of children and families receiving a direct payment as of 31 March 2014 was 32. The number of children and families taking Option1 (a direct payment) to deliver all or part of their support plan as of 31/3/15 was 58. This is a 45% increase.

Partnership working

- 3.12 The collaboration and engagement, which were a key element of the planning and preparation for self-directed support, have continued through mechanisms such as the Programme Board, provider forums, involving frontline staff, and the engagement with service users, carers and other interested members of the public through a number of events.
- 3.13 Engagement with carers and providers has taken place at a number of events including the Market Event held on Sunday 8 March 2015, at The Yard. The day

was organised to give parents and carers more information about self-directed support and for them to chat to service providers and find out more about what they can offer. 13 providers had stalls and the event was attended by 65 parents, carers, children and young people.

3.14 There are also a number of examples of partnership approaches to new ways of working such as:

- the provision of independent assistance with support planning through the Lothian Centre for Inclusive Living and the Edinburgh Development Group;
- the planned involvement of frontline staff, service users and carers in the monitoring and evaluation of self-directed support;
- 'The Drop In' which is a new facility which started in October 2014 with Scottish Government self-directed support implementation funding. It runs every weekend in four community centres across the city for families with a disabled child/young person aged 0-18 years and their siblings. It offers the opportunity to meet with other parents/carers and children can participate in activities. This is a joint project delivered by Community Learning and Development and Fabb. To date, approximately 120 parents, siblings and children with disabilities visit one of the four centres each week;
- Fabb Flex is a service which is also funded using Scottish Government funding given to the local authority to implement Self-directed Support legislation. Fabb Flex is a new flexible mentoring service for young people with additional support needs and Autism interested in getting involved in sport or leisure activities in Edinburgh. Again, it has been established as a one year pilot running from January 2015 and has to date supported nine young people who are choosing to access a range of activities such as going to the gym, Scouts, cycling club, pipe band, film club, animation workshops and golf. There are currently 21 children and young people on a waiting list for this service with referrals being received from parents, social workers, schools and the Educational psychology service. There are two more groups planned for April with the aim to run a further 3-4 in 2015 (Appendix 3 gives some feedback from families).

Managing the budget

3.15 The proposed mechanisms for allocating budgets to individuals were detailed in the [previous Committee Report](#), and the Funding Allocation System was agreed by [Education, Children and Families Committee on 20 May 2014](#).

3.16 The effectiveness of the Funding Allocation System is monitored on an ongoing basis to ensure the needs of clients are being achieved within the overall level of funding available for the service.

3.17 Indicative budgets (estimates of meeting the cost of an individual's assessed eligible needs and agreed personal outcomes) are generated through the

assessment process. All assessments are currently benchmarked and approved by the Funding Allocation Panel to ensure quality, consistency and justification of the indicative budget by the detail of the assessment.

- 3.18 Between 10 July 2014 and 1 April 2015 indicative budgets were generated for 95 children, which is currently 23% of children supported by the service (number of children as of 1 April 2015 is 421 children).
- 3.19 The Funding Allocation System also approves each support plan which generates the personal budget, in order to manage the risks inherent in implementing a new system. Where the amount of the indicative budget is believed to be insufficient to meet the needs of the individual, senior manager approval is required for any increase in budget.
- 3.20 Between 10 July 2014 and 1 April 2015, personal budgets were approved for 53 children following approval of their support plan.
- 3.21 The Funding Allocation Questionnaire and the Indicative Budget Table will be reviewed by 1 July 2015 to ensure that the risks associated with the allocation of budgets to individuals is minimised.
- 3.22 Based on the number of support plans approved since 10 July 2014 the service is confident however that the implementation of self directed support can be achieved within existing resources with the ongoing monitoring and management of the Funding Allocation System.

Effective leadership

- 3.23 A strong programme management approach has been taken to the implementation of self-directed support in Edinburgh. The Programme Team, chaired by the Chief Social Work Officer, has met on a six weekly basis and reported on progress through the Council's Corporate Programme Office.
- 3.24 To date, the changes and implementations detailed in this report have only been successful due to an investment in change management human resources within the central Disability Team. Over the last year, this has been made possible by additional implementation funding by the Scottish Government.
- 3.25 There is ongoing financial commitment for a further year for a self-directed support lead officer for children and families, and a further six months for a self-directed support implementation officer, and an additional 0.5 FTE social worker to undertake reviews within the disability team.

Clear plans for implementation

- 3.26 The Council's strategy for the implementation of self-directed support was set out in the "Whole Systems Approach to the Personalisation of Health and Social Care". Work to deliver the strategy is undertaken by a number of work streams, co-ordinated through a single programme plan. The clear vision and planning in Edinburgh were recognised as good practice in the direct feedback received from Audit Scotland.

- 3.27 Phase 1 of the Personalisation Programme plan has focused largely on implementing the requirements of the self-directed support legislation, and focussing attention on embedding self-directed support in practice through:
- the ongoing roll out of staff training;
 - monitoring the quality of assessments and operation of the funding allocation system;
 - capturing knowledge and experience;
 - reviewing practice, processes and tools in response to experience on the ground;
 - developing and implementing a monitoring and evaluation programme;
 - ongoing dialogue with staff, service users and carers and other stakeholders;
 - sharing experience and learning with other local authorities.
- 3.28 Work is underway to review the existing strategy and plan in order to establish priorities for the second phase of the Personalisation Programme.
- 3.29 Phase 2 of the Personalisation Programme for children and families is focussing on embedding self-directed support, sustaining change, reviewing systems and monitoring progress and measuring outcomes. This will include increasing awareness of self-directed support across staff, the public and service users;
- increasing capacity in terms of information and advice, and ongoing market development to ensure there is real choice for people in need of social care support;
 - extending the roll out of self-directed support for children and families beyond children with disabilities;
 - developing sustainable approaches to investment in prevention;
 - developing opportunities for more efficient and effective ways of working.
- 3.30 In terms of the recommendations within the [Audit Scotland report](#):
- collaboration with staff, service users, carers and other stakeholders has been a key element of the Council's approach to the development and implementation of self-directed support. The Council will continue to build on this approach, including the involvement of stakeholders in the development and implementation of the monitoring and evaluation framework for self-directed support;
 - further work needs to be undertaken around our approach to support planning to ensure that it is proportionate and encourages innovative approaches to the provision of support;
 - the funding allocation system is being monitored and kept under review to ensure it is able to meet the needs of individuals, whilst remaining affordable to the Council;
 - the programme risk register has been reviewed following the implementation of self-directed support and is monitored through the Programme Board and internal reporting systems;

- a briefing note on the [Audit Scotland report](#) and issues for elected members was sent out to elected members;
 - regular reports will continue to be made to elected members through the Council's committee process;
 - an agreement has been developed for the operation of individual service funds under option 2 in consultation with providers.
- 3.31 The focus across Scotland to date has largely been on children with a disability, and the 'Children in Need' agenda remains at its early stages. This has been largely due to an initial lack of clarity around how the legislation applied to young people aged under 18, particularly those subject to statutory measures, and those children in need who do not have a disability.
- 3.32 A Conference focusing on the implementation in Edinburgh of self-directed support into the wider domain of children's social care services took place on 12 March 2015. This was attended by 40 senior managers in order to begin to understand how the legislation could be applied, and to discuss how Edinburgh could do things differently and improve services alongside the children and families we work with. The conference was facilitated by InControl and attended by two projects in England who talked about their own creative uses of self-directed support with children in need.
- 3.33 Two members of staff attended the Self-Directed Support Showcase Event organised by Social Work Scotland on 1 May 2015. At this event a number of local authorities shared different practices they are developing which are relevant to self-directed support.
- 3.34 A pilot project commenced in March 2015 within the Council's Family Solutions Service to explore doing things differently with up to 12 families with a small personal budget. The aims of this project are:
- To work with families who do not have any current social work intervention but whose children face challenges that predict poor outcomes;
 - To provide 'early help' to families by empowering them to build on their strengths and overcome problems that could lead to statutory interventions;
 - To offer families a personalised approach which encourages them to explore their family life; thus enabling them to identify their own strengths and goals;
 - To assist families to make changes which, no matter how small, have some positive impact on the family, alongside more conventional supports offered by the workers;
 - To provide access to a small personal budget which the families can use to invest in services and activities to help them achieve their goals.

- 3.35 To evaluate the impact of these changes and derive lessons for wider implementation of self-directed support.
- 3.36 The Assurance Review Report recommended that ‘a clear documented approach to how the legislation will be applied to the wider children in need agenda to ensure that this is well understood by all the stakeholders at Board level’. This has been recognised as a priority within the coming year.

Careful assessment and management of risks

- 3.37 The Audit Scotland report is very clear about the importance of identifying and managing risks, in particular those associated with:
- the allocation of budgets to individuals;
 - the management of support plans and budgets by third party organisations through Option 2;
 - a reduction in demand for traditional support threatening the viability of services provided directly by local authorities.
- 3.38 Officers are aware of the risks related to the implementation of self-directed support and have identified and managed risks through the use of a risk register since the inception of the Personalisation Programme. All three of the risks identified by Audit Scotland appear on that register, alongside other risks identified locally. The risk register is reviewed regularly at Programme Board meetings.
- 3.39 The approach taken to the management and monitoring of the Funding Allocation System is discussed in section 3.8 above.
- 3.40 The risks related to the establishment of Individual Service Funds through Option 2 are being managed by the development of a formal agreement and set of terms and conditions, which providers must be willing and able to sign up to before the Council will agree to the provider offering this service.
- 3.41 Officers are aware of the potential risks relating to the viability of in-house services. The usage of these services is monitored regularly and services will be remodelled where changes in demand are identified. Over the last year there have been 2 organisational reviews of in-house services and our own residential respite service is beginning to look at more creative and flexible ways of delivering support in the future.

Monitoring and evaluation

- 3.42 The self-assessment checklist for Council officers produced by Audit Scotland is being used to monitor the overall progress in Edinburgh. A copy of the assessment was presented to the Personalisation Programme Board in September 2014.

- 3.43 A Personal Outcomes Evaluation Questionnaire is being developed to use with children and their families who have a support plan. This will assess the impact of self-directed support, by monitoring how successfully the support plans have improve children's lives and met their outcomes.
- 3.44 A framework to embed self-directed support has been established, with a number of separate strands:
- a Self-directed Support Reference Group to consider issues raised through the evaluation and monitoring of practice and develop solutions to outstanding or emerging issues;
 - an Assessment and Support Plan Monitoring Group to oversee the quality of assessments and support plans;
 - a Funding Allocation System Monitoring Group to oversee the operation of the Funding Allocation System, including calibration and impact on budget.

Current challenges

- 3.45 Given the scale of change required to implement self-directed support, it is to be expected that there are a number of challenges remaining, including:
- the level of cultural change required from all stakeholders means that real change is likely to take a long time;
 - staff are getting to grips with new ways of working. New ways of working sometimes take longer, making it necessary to embed a proportionate approach based upon individual needs, outcomes and choices;
 - overall financial pressures can inhibit the ability to think creatively about meeting needs.
- 3.46 The number of children allocated to the Disability Practice Team has marginally increased from 411 (231 allocated and 180 unallocated) as of April 2014 to 421 (262 allocated and 159 unallocated) as of April 2015.
- 3.47 The number of referrals to the Disability Practice Team for a Section 23 assessment has increased from 95 (48 new referrals and 47 existing clients) in the year 13/14 to 128 (60 new referrals and 68 existing clients) in the year 14/15. This is a 35% increase.
- 3.48 Respite Performance Indicators requested by the Scottish Government are still very much focused on number of day and night hours which conflicts with the approaches required to implement self-directed support.
- 3.49 Meeting the needs of young people with autism and a learning disability who present with significant challenging behaviours, as well as the needs of children with complex physical needs who are looked after at home remain a challenge. This is due to a gap in services, providers and a trained and skilled workforce who are able to meet the needs of these young people, particularly at the times required.

Future priorities

- 3.50 The priorities moving forward are largely focused on embedding self-directed support, so that it becomes the “way we do social care” in Edinburgh. This will include:
- embedding self-directed support in practice through:
 - capturing knowledge, experience and stories;
 - ongoing workforce development;
 - reviewing practice, processes and tools in response to experience on the ground;
 - developing, capturing and promoting best practice.
 - sharing with and learning from other authorities;
 - increasing awareness of self-directed support among staff, service providers and the public ;
 - increasing capacity to provide accurate and timely information and advice to families;
 - ongoing market development to ensure real choice;
 - developing our response to prevention;
 - identifying and developing opportunities for more efficient and effective ways of working.
- 3.51 As detailed in the report, significant steps have been made in regards to the implementation of self-directed support in the area of children with a disability, but there is still some way to go in regards to the children in need agenda.
- 3.52 Continued workforce development and engagement will be a real factor in any successful implementation and requires dedicated change management resources and leadership.
- 3.53 The priority is now to drive onwards with the implementation of self-directed support across children and families, focussing on early intervention, prevention, outcomes and ‘doing things differently’. Research has also evidenced that better outcomes, sometimes, with less money have been seen when working ‘with’ families, rather than doing ‘to’ families.

Measures of success

- 4.1 The Council has met the requirements of the Social Care (Self-directed Support) (Scotland) Act 2013 and associated regulations within the prescribed timescale. However, the real measure of the successful implementation of self-directed support within Children and Families in Edinburgh will be the extent to which transformational change is embedded and delivers improved outcomes and quality of life for those who require social care support (see Appendix 2 for such stories). Assessing the impact of self-directed support will be a key element of

the monitoring and evaluation framework which will be developed in partnership with service users, carers, staff and other partners.

Financial impact

- 5.1 The implementation of self-directed support involves a shift in the way in which budgets for service delivery are allocated with the introduction of indicative budgets (estimates of the cost of meeting a person's eligible needs and agreed outcomes) and the right of individual services users to determine how those budgets are utilised.
- 5.2 The Scottish Government has indicated that it expects the move to self-directed support to be cost neutral. This report provides some detail about the indicative budgets being generated through the funding allocation system that has been implemented in Edinburgh; there are also examples of both support packages costing less under self-directed support than the previous system and vice versa. However, after only nine months operation it is too early to draw any firm conclusions. Monitoring of the operation of the funding allocation system will continue and further reports will be submitted to the Committee when more detail is available.

Risk, policy, compliance and governance impact

- 6.1 [The Audit Scotland report](#) highlights the importance of robust and effective risk identification and management in relation to self-directed support. This report details the approach to risk management being taken in Edinburgh and discusses the major risks associated with the implementation of self-directed support locally.
- 6.2 The implementation of Self-directed Support across Edinburgh is thought by the Scottish Government to be cost neutral. There will, however, continue to be work load pressures in the implementation of this new way of working particularly in the Disability Practice Team with the increase in referrals for Section 23 assessments.
- 6.3 The uncertainty in the future shape of services will be monitored closely and will inform future market shaping of both in-house and external providers.
- 6.4 Despite the amount of work which is being undertaken to ensure the Funding Allocation System is calibrated to meet the needs of individuals and to be affordable, this remains to some extent uncharted territory. Audit Scotland has recently identified as a risk for all Scottish councils the requirement to provide individuals with an estimate of the cost of meeting their care and support needs. This risk needs to be managed and monitored carefully.

- 6.5 The operation of the Funding Allocation System is being reviewed to evaluate the following factors:
- the Funding Allocation System is sufficiently flexible to be adjusted in response to issues identified through experience in operating the system;
 - the Funding Allocation System is calibrated in order both to meet the needs of individuals and remain affordable to the Council.
- 6.6 In order to mitigate against the inherent risks involved in such a significant change to the allocation of resources, the following controls will currently remain in place:
- all assessments will be checked by a Funding Allocation Panel prior to the generation of an indicative budget, to ensure that the detail within the assessment supports the level of need identified by the social work practitioner; as well as ensuring equity and monitoring across the funding allocation process;
 - any requests for a level of funding over the amount of the indicative budget will be subject to consideration and approval by a senior manager;
 - monitoring will take place on a monthly basis comparing;
 - the indicative budget with the amount of funding allocated and agreed through support planning;
 - expenditure on new cases compared with that for the same period during the previous year.
- 6.7 It is proposed that reports will be submitted to the Committee on a regular basis to report on further progress and financial impact.

Equalities impact

- 7.1 The fundamental principles of self-directed support are choice and control, enabling people to choose how to live their life and have control over the way in which their care needs are met. The Social Care (Self-directed Support) (Scotland) Act 2013 seeks to ensure that the principles of human rights and equality are central to the delivery of social care by placing a duty on local authorities to have regard to inclusion, collaboration and dignity when carrying out their duties. This report details the way in which it is proposed that these principles are embedded in Edinburgh.
- 7.2 An overarching Equality Rights Impact Assessment has been completed on the Personalisation Programme and separate assessments are being undertaken on specific aspects of the programme, such as the assessment tools and the Funding Allocation System.

Sustainability impact

- 8.1 The impacts of this report have been considered in relation to the three elements of the Climate Change (Scotland) Act 2009 Public Bodies Duties. There are no sustainable impacts in relation to the implementation of Self-directed Support legislation.

Consultation and engagement

- 9.1 Collaboration with key partners including people who use social care services, carers, staff and service providers has been a key element of the planning and implementation of self-directed support in Edinburgh. This report details how this collaborative way of working is being taken forward with the ongoing involvement of stakeholders in the evaluation and monitoring of the impact of self-directed support in the City.
- 9.2 It is recognised by the Scottish Government and Audit Scotland that the implementation of the Self-directed Support legislation will take time and will continue to be developmental. In order to support ongoing consultation the following has been established:
- A Parents/Carers Checkpoint Group, meeting four monthly to discuss matters in relation to Self-Directed support;
 - A newsletter has been developed and issued on a four monthly basis through a school-bag drop to all children who receive special or additional education services. The purpose of this newsletter is to keep children and their families up to date with self-directed support and service developments;
 - A Market Place Event took place in March 2015 at The Yard for providers and families to come together, to provide information sessions and to develop market shaping alongside providers and families;
 - Support to providers through workshops to join our online directory Edinburgh Choices;
 - An online and paper consultation with parents and carers in February 2014 to inform future market shaping and information sessions on self-directed support;
 - Regular engagement and consultation sessions with providers who support children with a disability in Edinburgh to aid the implementation of the legislation and facilitate forward thinking in promoting a diverse and flexible market place for children and families in Edinburgh. This has included the establishment of a 6 monthly providers forum;

- Presentations to established carers/parents groups across the city.

Background reading / external references

A Whole Systems Approach to Self-directed Support in Edinburgh

[National Self-directed Support Strategy 2010-2020](#)

[Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#)

[Progress on the Implementation of Self-Directed Support in Children and Families, Education, Children and Families Committee \(May 2014\)](#)

[Audit Scotland Report on Self-directed Support and associated documents \(June 2014\)](#)

[Education, Children and Families Committee on 20 May 2014.](#)

[Briefing Note for Elected Members Audit Scotland Report on Self-directed Support \(June 2014\)](#)

[Self-Directed Support Self Assessment Checklist for Council Officers \(June 2014\)](#)

[National SDS Questionnaire to local authority SDS Leads \(July 2014\)](#) – Appendix B

Assurance Review Report Personalisation Programme (February 2015)

[Christie Commission on Public Sector Reform](#)

Gillian Tee

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Links

Coalition pledges	P1 – Increase support for vulnerable children including help for families so that fewer go into care
Council outcomes	CO3 – Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	<ol style="list-style-type: none"> 1. Example of scoring system used within the Funding Allocation Questionnaire 2. Extract from the Self-Directed Support and Service Provision Consultation Report January to February 2014 3. Examples of Authorised Support Plans Under Self-Directed Support

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The Priority Recommendations from the Assurance Review Report 4 February 2015

The recommendation of the Review Team is that the following are priority areas for action:

1. Create a clear documented approach to how the legislation will be applied to the wider children in need agenda to ensure that this is well understood by all the stakeholders at Board level.
2. Review and agree the Programme Board membership prior to entry into the next phase of the programme to ensure it reflects the resourcing required to successfully direct the programme to a successful conclusion. Although the Board membership should be kept tight, the programme may wish to consider supplementing membership with finance and service user representatives, and a children in need lead on either a full time or a when required basis.
3. Create a clear plan for the next stage of the programme with target dates, critical success factors and resources required to deliver to the agreed timescales.
4. Analyse the information becoming available through the Funding Allocation System (FAS) and the change in legislation affecting carers to enable the Board to understand and take action on any financial implication.
5. Work (potentially with CPO) to agree an approach to identify and capture key benefits.
6. Engage the reformed Programme Board as a matter of priority to identify any further mitigating actions to address the risks outlined ensuring clear risk owners and risk actionees.
7. Retain close scrutiny of Option 2 in terms of managing and monitoring this change.

Quotes From Parents From the Fabb Flex Project

'He had a great time! I have joined Child to the climbing club. Thank you for finding out about it' – parent

Child is enjoying the bike club, a little reticent to make friends, but being part of the group is good and he is gaining confidence and skills. Many thanks again for introducing us to the group and we will keep in touch' – parent

'They both had a great time. Child was telling me he had had a good workout and was knackered so that's good. He is looking forward to next week' – parent

'The gym is going really well and he is loving it. He has even started to be more conscious about his eating and has started to lose a little weight – we are all delighted' – parent

Two Examples of Authorised Support Plans Under Self-Directed Support

Case One

Ben is a five year old boy with autism and learning disabilities. Previous to self-directed support he was assessed and offered an in-house monthly group service for children under 10, which he attended three times but disliked immensely. The aim of the group was to offer children the chance to mix with their peers and learn new skills in a fun environment and provide a short break for the family. However, Ben has heightened sensory experiences and prefers to be in a quiet environment, so therefore struggled with this group. Because of his discomfort in this environment, Ben was said to perform obsessive rituals and exhibit a lot of challenging behaviour. He was assessed as requiring 1:1 support throughout activities to manage this behaviour, which was a result of high anxiety levels. Had he continued to access this service because it was the only available option, this would have been at a cost to the Council of £4400 per annum, despite failing to meet Ben's needs.

Ben was reassessed through self-directed support and offered a budget of up to £3510. His family took some time exploring what Ben's needs and outcomes were and sourced activities and supports they felt would allow Ben to live life to his full potential. They created a support plan for Ben, which included the following:

- 3 hours 1:1 provider support every fortnight to allow Ben to build a consistent relationship with a known worker and to take part in community activities.
- Holiday playscheme throughout the summer – to allow Ben to maintain a routine and have fun, inclusive experiences during the holidays.
- Two blocks of swimming lessons – To teach Ben a new and valuable skill, while encouraging him to be active.
- Specialised trampolining lessons for children with additional needs – to allow Ben the enjoyment of trampolining in a comfortable and safe environment, adhering to his needs.
- Music therapy classes at home – To help Ben focus and relax in his home environment.
- Weighted blanket – to help reduce Ben's anxiety and aid sleep.
- Dark Den – To offer a safe place for Ben to go when his anxiety or sensory issues are heightened.
- Tricycle and safety equipment – To offer an outdoor activity that Ben can take part in with his family.
- Sensory lights – to help Ben relax and have some time alone.

Ben's support plan was authorised at the end of November 2014. In a follow up discussion 4 months later, his mother explained that self-directed support was the best thing that had ever happened to them, and they couldn't believe its success. She also shared her feeling that, 'Everyone should have SDS'.

For a family that struggled to find support to meet their son's needs, they now feel that he has opportunities to be included in society, as well as having access to facilities that assist in helping him relax and experience reduced levels of anxiety. In turn, this has allowed the family to spend more quality time together, as well as having some time apart where the family can be assured that Ben is enjoying the activities he is taking part in.

Case Two

Evan is a 7 year old boy who was previously allocated 4 hours per week support from a third sector provider at a cost of £1900. His parents struggled to find consistent carers who were able to meet Evan's needs. Evan is an active boy who likes to spend his time outside and try new things. He struggles with social communication but is keen to make friends and play with other children his age. The challenges that his autism presented to him and other people, made this difficult as often his behaviour was challenging and he was unaware of this being socially inappropriate. His parents felt this support was not meeting his needs, and found him difficult to manage within the family home. The school also felt that Evan struggled at times in the classroom environment and with his behaviour management.

Evan was assessed through self-directed support and awarded a budget of £1170, which his family spent in the following way:

- Weekly Athletics club – to keep Evan active and to allow him to feel part of a group.
- Holiday Playscheme – to ensure Evan has routine and opportunity to take part in activities throughout the holidays.
- Sense Scotland Activity week – Sense Scotland offer free play support in the holidays but are based in Glasgow. We agreed to fund the accommodation for Evan's family so they can have five nights away together, and his parents can enjoy a bit of a break during the day while Evan gains the opportunity to try new activities.
- Bike – Evan loves being outside so this allows him to be active outdoors and spend time with his dad
- Soft Play Centre pass – Evan loves this play centre and the pass allows him unlimited access. He has made friends through his attendance and this has built his confidence.
- 50% funding towards Games console and games – Evan took part in a PHD study of how certain computer games can help Autistic children upgrade and improve their responses, language and understanding. This money allows the skills Evan built through the study to be continued at home.
- Edinburgh Leisure Soft Play Membership - The structures used to build the play centres offer Evan the chance to learn new climbing skills and encourage him to be active. He also makes friends with the children he meets here. There are coffee areas in full view of all the play centres, allowing Evan's parents chance to watch him while recharging their batteries.

The support plan was reviewed seven months after its commencement and both parents were extremely pleased with the progress Evan has made since his personal budget became available. They feel that prior to the personal budget Evan was isolated and misunderstood, and that there has been huge progress in many ways this year. He is “safe, happy, and enjoying school”. Evan’s parents feel his ability to interact has improved greatly since he started visiting the Edinburgh Leisure soft play facilities with his membership pass. Through his attendance he has made some friends who encouraged him to meet them at the soft play centre.

Evan’s parents feel that his confidence has grown through the “healthy” friendships he has made, and he now makes arrangements with the other children without his parents help. He is better able to keep to instructions because he values these friendships and doesn’t want to risk exclusion. His parents explained that “when Evan’s mood is better, he can achieve more”. His dad explained that the budget has offered a lot of opportunities, so Evan doesn’t get bored and act out in his behaviour so often. Evan previously had a fear of heights, which he has overcome thanks to the complex climbing frame at soft play.

Evan’s teacher described a “100% change in Evan’s speech and performance” and said he was a “different child”. His family have also found out about free activities for Evan through their increased involvement in the community.

The family didn’t feel there were great challenges in organising Evan’s support. All the activities are things he enjoys doing. They feel self-directed support has offered straightforward, valuable support to their son and their whole family.

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Community Learning and Development Annual Report

Item number	8.1
Report number	
Executive/routine	
Wards	All

Executive summary

The report includes a summary of Community Learning and Development (CLD) activities, developments and achievements over the last year in relation to the Advertised Adult Education Programme, Adult Literacy and Numeracy, Family Learning and Work with Parents, English for Speakers of Other Languages and other Community-based Adult Learning provision, youth work including senior phase, youth participation, development within community centres and community engagement.

Links

Coalition pledges	P1 , P5 , P7 , P11 , P12 , P29 , P32 , P33 , P34
Council outcomes	CO1 , CO2 , CO3 , CO5 , CO5 , CO6 , CO9 , CO10 , CO11 , CO14 , CO23 , CO24
Single Outcome Agreement	SO1 , SO2 , SO3 , SO4

Community Learning and Development Annual Report

Recommendations

The Education, Children and Families Committee is asked to:

- 1.1 Note the developments and achievements detailed in the report.

Background

- 2.1 The range of CLD provision in Community Based Adult Learning, Youth and Children's Work and Community Capacity Building is delivered through local neighbourhood teams. The advertised Adult Education Programme is managed centrally from South Bridge Resource Centre and delivered in venues across the city.
- 2.2 Community Learning and Development in Edinburgh contributes to the new National CLD Strategic Guidance which sets out the focus for the CLD as:
 - Improved life chances for people of all ages, through learning, personal development and active citizenship;
 - Stronger, more resilient, supportive, influential and inclusive communities;
 - Edinburgh's 7 Key Children's Service's priorities as outline in the Children and Families Service Plan;
 - The CLD Service Plan, 'Empowering Communities 2014-15';
 - Curriculum for Excellence.
- 2.3 CLD also plays a key role in delivering the outcomes of national frameworks including Statement of Ambition for Adult Learning, Adult Literacies in Scotland 2020, the National Youth Work Strategy and the imminent Community Empowerment Act.
- 2.4 Within the city, CLD contributes to a range of policy themes including the Children and Families' Literacy Strategy, Early Intervention in the Early Years, Equally Well and Youth Participation Strategy. CLD leads the Edinburgh CLD Partnership, a cross-cutting group of the Edinburgh Partnership.

Notable achievements in 2014/15 include:

- 3.1 Over 25,000 people participated in activities organised in community centres during the year.
 - 3.1.1 Almost 23,000 people took part in adult education and community - based adult learning;
 - 3.1.2 The Introduction of the online booking for adult education programmes, including programmes in the former community high schools. 71% of learners booked on-line;
 - 3.1.3 Four community learning inspections resulted in 'very good' judgements for participation of adult and young learners in CLD provision. Quality indicators on performance planning were all judged as 'good' for the four inspections;
 - 3.1.4 Over 500 people attended active citizenship and youth events to discuss the Scottish Independence Referendum;
 - 3.1.5 Launch and roll out of the Mentors against Violence with seven high schools;
 - 3.1.6 SQA External verification of CLD's processes judged its practice as 'excellent'.

Advertised Adult Education Programme

- 3.2 In 2013/2014 the total number of enrolments in the Adult Education Programme was 9,000. The total number of enrolments in adult education classes in the eight Community High Schools was over 8,000. The overall total of enrolments in classes throughout the city exceeds 17,000. The final total will include March enrolments.
 - 3.2.1 The breakdown of learner profile remains the same as before: 40% are full payers, almost 40% are retired, 5% are students and 15% receive a concessionary fee;
 - 3.2.2 Around 72% of learners are female. There is a 100% rise in the numbers of learners from ethnic minority groups. There is a slight reduction in the number of learners with a disability;
 - 3.2.3 Over 1,000 classes ran throughout the year from between 5 and 18 weeks, and 2 weekends over the two main terms, from September – April and also five week early summer courses in April and May. These included day, evening, weekend, and accredited courses;
 - 3.2.4 Classes were offered in over 50 venues throughout the city, mainly in community centres and schools, but also in museums, art galleries, the Zoo, the Festival Theatre and Water of Leith Heritage Centre;

3.2.5 Classes were offered in partnership with Edinburgh Academy, the Royal College of Surgeons, Inch Park Nursery, the Edinburgh Festival Theatre and Edinburgh's museums;

3.2.6 A wide range of subjects was offered including 12 languages, ICT, the arts, history, health, wellbeing and fitness, educational walks and visits, music, creative writing, crafts, practical subjects, and social sciences.

Impact of Provision

3.3 Evaluation of the programme assessed the quality of the provision, in particular tutor performance and the students' learning experience, through classroom observations by professional staff, student questionnaires (477 returned) and Survey Monkey returns (312). The results continued to indicate a high level of student satisfaction overall (98%)

Community based Adult Learning

Impact of Provision

3.4 Impact measurement of adult learning and education across all provision included strong feedback from learners on the important positive contribution of adult education to:

- Employability skills;
- Reduction in social exclusion and isolation;
- Rise in self-confidence and self-esteem;
- Parental confidence and ability in supporting their children's learning.

Adult Literacy and Numeracy

3.5 Over 800 learners took part in literacy provision over the year.

3.6 CLD continued to deliver literacy and numeracy tuition to those seeking access to employment and training as part of the Literacies for Employability Pipeline Project. The focus was on young people aged 16 – 25 years and on all-age job seekers with few qualifications. Data shows that the project is successfully attracting numbers of learners from the six most targeted neighbourhood partnerships. After 15 months of operation, 372 learners were registered with the project out of a target of 400 learners over a 21 month period.

3.7 Responding to local need, CLD worked with partner agencies to address young learners' needs. For example in Forth and Inverleith, 30 young people demonstrated positive outcomes in literacy provision with Tomorrow's People. Each area tea has similar partnership arrangements. Provision included practical journalism, 'working it out' and skills courses.

3.8 CLD supported literacy work with Through Care After Care. Forty three care leavers were worked with and accessed literacy/numeracy and support for dyslexia . Positive outcomes included improved literacy levels and improved budgeting and employability skills. Using a context of financial literacy and exploration of themes around health and wellbeing, there was strong positive

impact on young people in terms of decision-making skills in and preventing homelessness, and improved awareness of the value of positive relationships.

Family Learning/ Working with Parents

- 3.9 2,311 parents and children took part in family learning/working with parents activities during the year. This is a significant increase on the previous year.
- 3.10 Literacy work with parents in their children's early years continued to be recognised as a key element of the Children and Families' Literacy Strategy which seeks to improve literacy outcomes for the lowest achieving 20% of 3 to 18 year olds. CLD's Family Learning workers engage with groups of parents and carers to enable them to give support outside school to their children's early literacy and numeracy. This includes helping parents develop their own adult learning to build capacity and achievement in the family, including the development of their own learning. The work is targeted at parents and carers of children in key primary schools and feeder nurseries where more support is required to address children's low literacy and pre-literacy attainment.
- 3.11 Family Learning staff worked across 46 establishments, primarily in target areas, organising a range of literacy-related activities for parents. This included delivering transition activities for parents of children as they prepare to enter Primary 1. Involving parents at this important stage is shown to help the child settle in to their new learning environment and contribute to building good relationships between parents and school. The staff continue to develop work around Reading Rainbows and Bookbug.
- 3.12 New developments this year included:
 - 3.12.1 Raising Children with Confidence: CLD staff started to develop this course specifically for deaf parents. There are also plans to develop this for parents who do not have English as a first language;
 - 3.12.2 Collaborative Working with Parents/ It's All About Maths: this joint project between family learning and educational psychology staff researched parental attitudes to numeracy and devised materials for improving parental engagement with numeracy in order to support their children. The project was rolled out to five primary schools;
 - 3.12.3 PEEP Units: CLD started to deliver the new PEEP (PEEPL) curriculum to parents, which includes employability skills. Successful completion of the course results in an interview for a place on a childcare course at Edinburgh College.

Welfare Reform

- 3.13 CLD's contributions to responding to the Council's Welfare Reform strategy included:
- Offering computer classes and internet access in community centres, including budgeting skills within numeracy learning programmes;
 - Offering support for form-filling in 3 community centres, signposting and promoting advice services;
 - Involving people affected in locally-based groups;
 - Challenging the stigmatisation of people claiming benefits through delivery of the 'Saints and Scroungers' programme.
- 3.14 CLD delivered more training to staff in order to support people with form-filling in relation to local Employment and Support Allowance (ESA) and one session on Personal Independence Payment (PIP).
- 3.15 CLD staff who attend will also be able to shadow Advice staff and be mentored by them for a couple of appointments in community centres.
- 3.16 Debt counselling and support with form-filling sessions are now being offered in key community centres in the city. It is anticipated this is an area of collaborative work that will increase with further roll-out of Universal Credit.

Literacy work in the health flats

- 3.17 166 of the hardest to reach learners participated in adult learning in the three health flats in the city: Piershill, Persevere and Craigour. These individuals have complex needs and were maintained on a programme of adult learning with positive outcomes. Each individual learning experience was recorded in workers' reports.
- 3.18 *'People who would not usually attend provision in a college or community centre setting like to come to the flat because they feel some ownership of it and like the friendly, informal atmosphere, the convenience and the ease with which they can become involved in other things within their area'*

English for Speakers of Other Languages

- 3.19 In 2014/15 the Edinburgh Community Learning & Development Partnership received £151,886 to deliver English for Speakers of Other Language (ESOL) provision in local communities, a 50% increase in funding from 2012/13.
- 3.20 During the year, the partnership delivered provision to 1004 students with CLD partners and 186 students within Edinburgh College. Community guidance events were attended by over 2600 potential students.
- 3.21 The provision included language courses and SQA certified courses at SCQF levels 2-5; work placement support; family and women only ESOL programmes; ESOL for employability and work based learning Summer Schools, Preparation of the UKBA citizenship test; and cultural integration events.

- 3.22 Over the last 3 years, CLD has delivered ESOL Speakeasy and Access 2/3 programmes for young people aged 15-19 years as part of its ESOL provision. Young people are referred by EAL from 8 secondary schools and Skills Development Scotland. They provide additional support for young people to develop communication and writing in English skills and are a pathway to progress onto college based SQA NC Level 4 and 5 courses.
- 3.23 A group of young people from CLD ESOL made a film 'ESOL & Me' to raise awareness of what it is like for a young person to move and settle in Edinburgh in their teenage years. The group was asked to present their film at the launch of the [Adult ESOL Strategy](#) on 1 April 2015.
- 3.24 Demand for ESOL remains high. The increase in funding allowed CLD to offer more language tuition classes, new Family ESOL projects and Speakeasy programmes. However, there is increased pressure from Job Centres/employments agencies to refer clients onto ESOL, to satisfy job seeking requirements/agency contracts.
- 3.25 In Edinburgh, from 2001 to 2011 the non-white population grew from 18,300 to 39,500, and the proportion of the city's total population more than doubled from 4.2%-8.2%.
- 3.26 There were clear progression routes for ESOL learners into other ESOL vocationally focused courses at appropriate levels. 62% of these learners progressed to the next level. ESOL staff across the partnership came together to plan and develop provision in response to changes in demand and need, and this is reflected in clearly defined outcomes and progression opportunities for ESOL learners. One of the impacts of this was an increase in Family ESOL programmes, which supported the development of English language skills and bilingualism across the city, and actively linked families to programmes which encourage reading and educational play.

Accredited Learning

- 3.27 This year, CLD has offered accredited learning to 112 adult learners in communications, numeracy, problem solving, working with others, IT, childcare and ESOL from levels 2-5. CLD were externally verified by the SQA in June 2014 for Communications and received an exemplary report, which singled out for praise the delivery style, teaching methodology, and the support and challenge offered to learners by CLD staff.
- 3.28 CLD have also developed a very close working relationship with Economic Development to support the Inspiring Young People and Capital Skills projects, bringing the delivery of accreditation of core skills in-house. Previously this was delivered by West Lothian College, but CLD has employed a tutor to work 2 days a week with each group and provided tailored accreditation to suit the needs of each group. This has saved approximately £2000 per 8 week course and has increased the quality of the learning experience. Around 8-10 courses are run

per year with 2 -10 young people achieving between 1 and 3 SQA's per course. CLD also supports the provision of Horticulture and Employability SQA/SVQ's.

- 3.29 We concentrated on staff development and building capacity with the aim of being able to offer more accredited opportunities in the future. Two staff have achieved their internal verification award and a further three are undertaking the award, which has made delivery of accredited learning more sustainable, improved the quality and lowered the cost of delivery. We have recently been approved to deliver SALL, the new introductory literacy training SQA, to support and offer accreditation to our volunteers. This will maintain the high standards of CLD literacy delivery and additionally provide a route to enable volunteers to become professionally qualified and work towards employment in Adult Literacies if they wish.

Political Literacy

- 3.30 321 young people in areas of multiple deprivation participated in a total of 51 political and critical education and 12 Action research sessions. The topics included: Independence Referendum, 'A dinnae dae politics', Equality and Disability rights, Parents' Rights, Politics and Music, Women's, Workers' and Housing Rights. Evaluations showed young people were likely to want to participate in more learning about politics, and, as a result, had changed their views about politics and democracy and felt more informed. They became interested in politics when the project worker engaged them in connecting it to issues in their personal lives. Learning resources developed were made widely available.
- 3.31 170 staff working in statutory and voluntary sectors participated in six professional development sessions. Staff commented: 'I will try to introduce politics without using the word politics'; 'I will get young people involved with the Centre Management Committee'; 'I will have had an info session / voter registration with young people'.
- 3.32 Influencing service design: following engagement and support activities, seven groups of young people attending Activity Agreement hubs and/or literacies for employability groups presented their own project plans for learning programmes. Funding for some groups enabled them to carry out their plans with the young people leading and being supported by staff. This included the ESOL Harbour Project.
- 3.33 From the project plans and questionnaires, young people said they wanted holistic programmes: a mix of learning to include social and personal development, research and project work, links with employers and skills learning; to reach out to peers and to the local community.

Digital Literacy

- 3.34 20 Community Centres will have the facility of public Wifi from April 2015 with vastly increased broadband speed and volume. CLD is planning a range of digital literacy courses and research in to what local people want from Wifi and how we can extend the digital reach in local communities particularly in relation to increased employability and access to IT for welfare reform claimants.

Other community-based adult learning

- 3.35 Outlook was successfully reviewed in 2015, acknowledging its contribution to 'A Sense of Belonging', Lothian's Mental Health Strategy. The project works with adults accessing mental health services in Edinburgh, providing a range of adult learning opportunities with a progression pathway built in. Staff also provide educational guidance to learners. 167 people were referred to Outlook in the year by a range of agencies. The project worked with 171 learners attending a range of 33 different courses. Outlook also delivered the Kindling the Flame Project, a creative arts project resulting in a manifesto for adult education, an exhibition in Summerhall and an exhibition for Scottish Mental Health Week. Outlook's learners continue to record very positive impacts, including: feeling easier in working with others; skills building; more relaxed attitudes; feelings of being supported and feeling more positive about the future, and enhanced self-confidence and self-esteem.
- 3.36 Adult Learning Project carried out their first co-investigation for 10 years involving local volunteers carrying out interviews and workshops with over 118 local people. The co-investigation resulted in identifying a range of key themes for the area followed by an analysis of the issues and identified action to improve local conditions.

Youth Work

- 3.37 CLD's youth work provision is underpinned by the four capacities of Curriculum for Excellence (successful learners, confident individuals, responsible citizens and effective contributors) and the seven key Children's Service Priorities.
- 3.38 Universal community-based youth and children's provision offered a wide range of learning opportunities and activities via community centres, other local venues and park based initiatives to 7,168 individual children and young people during the three school terms in 2014/15. In addition to this, a further 17,000 opportunities were utilised by children and young people during the holiday periods.
- 3.39 In partnership with Edinburgh Leisure and FABB (voluntary organisation), CLD continued to deliver the successful Open All Hours (OAH's) youth initiative in Leisure Centres, with up to 330 young people attending each week. The most recent addition to this initiative is the intended tracking of young people who

attend OAH's through their Leisure access card to determine whether they are using these facilities out with OAH's.

Youth Participation

- 3.40 The new Youth Participation Strategy for Edinburgh was implemented and to date 457 young people have engaged in the different elements: Peer Mentor Training, Scottish Youth Parliament (SYP) MSYP's Election and SYP sittings, Gatherings (citywide and local), Participation Conference, Action Research themes, Dialogues for Action.
- 3.41 A range of approaches were used to address the key themes of positive destinations, employment, literacy and health and well being.
- 3.42 Activities included: the participation mentors programme, which equips young people with the skills to work with groups of other young people; large gatherings, facilitated by the participation mentors to celebrate activity and prioritise for the next year; and action research groups, where small groups of young people worked on the priority topics identified at the gathering meetings. A highlight from the year was Mental Health Support in Schools which has achieved real change in the form of awareness sessions for all teaching staff, changes to NHS websites and services, and greater communication between services in the city.

Young people 16 - 19

- 3.43 Youth Workers in Schools operate in 11 High Schools, providing in-school support for more vulnerable pupils through one to one sessions, group work, and accredited learning.
- 3.44 Young people aged 16 – 19 are being supported into positive destinations through CLD Activity Agreement Hubs as part of the Edinburgh Employment Pipeline/Edinburgh Guarantee. Activity Agreement Hubs provide individually tailored support to young people furthest away from being able to take up employment/training/college places. This year, CLD worked with 89 young people on Activity Agreements and 38 have moved into a positive destination. The work continues with those that are left and new attendees.
- 3.45 CLD staff are represented on the 16+ co-ordinating groups in each of the 23 High Schools, working in partnership with the schools, voluntary organisations and Skills Development Scotland to ensure that each school leaver has the best possible support to move to a positive destination.

Widening Achievement: Accredited Learning and Curriculum for Excellence

- 3.46 Curriculum for Excellence recognises the importance of wider achievements across a young person's life. CLD youth work provides various opportunities, especially across social development and confidence building, and accredits young people's achievements through Duke of Edinburgh, Junior Award Scheme Schools (JASS), Youth Achievement, Dynamic Youth Award, Saltire

Award and other frameworks. We are exploring options for sharing these achievements with schools. Much of this delivery is in partnership with schools and local voluntary sector groups.

- 3.47 Overall, around 150 young people have gained accredited awards through CLD specific provision, with many more in schools supported by CLD workers, 25 people have been trained using our in house Initi-8 basic youth work course (equivalent to 7 credits at SCQF level 5).
- 3.48 CLD continues to provide training for volunteers/youth workers: Initi-8 (SCQF level 5) then Professional Development Awards (PDA) in Youth Work (SCQF level 6).

Mentors in Violence Prevention

- 3.49 Mentor in Violence Prevention (MVP) CLD seconded a member of staff to the Police Scotland Violence Reduction Unit to assist in the development of this successful anti-violence initiative across Edinburgh high schools and other parts of Scotland.
- 3.50 In Edinburgh, CLD delivered the MVP training to teachers, CLD, Voluntary Sector and other staff from agencies that are in the school cluster area. 12 secondary schools are currently developing MVP Programme in their school. Three of them have already recruited mentors and the remainder are running taster sessions with 4th year students and will start Mentor training May/June 2015. Castlebrae will train S1 pupils as mentors to work with Primary 7 pupils from feeder primaries. Holy Rood High School will accredit their 5th & 6th years with the Youth Achievement Award and their S1's with the Dynamic Youth Award.

Community Centres

- 3.51 Community Centres are a cornerstone of CLD service delivery. They contribute to community cohesion and social capital. Centres provide learning, social and recreational opportunities within the community as well as a venue for local people to access other services.
- 3.52 Staff began a dialogue/consultation with stakeholders (Community Centres: Fit for Purpose paper) to explore new ways of managing, staffing and resourcing these facilities to allow CLD to be in a position to respond positively to new service challenges and community needs.
- 3.53 This engagement is guided by new policy, legislation and CEC reorganisation: Christie Report, Community Empowerment Bill, the Scottish Government's Strategic Guidance for CLD, and Edinburgh Council's BOLD team (Better Outcomes Leaner Delivery). Moves towards greater property rationalisation and enhanced neighbourhood models of service delivery are about making the best use of Council assets and delivering services in a more joined up and relevant way in our communities.
- 3.54 Community Centres have an important contribution to make and are well placed to support enhanced localism and a neighbourhood approach. 25,616 Individual

residents of Edinburgh accessed provision in our Community Centres. This equates to a footfall of 16,861 participants engaging in informal learning opportunities provided in the centres every week.

Community Capacity Building

- 3.55 CLD staff are involved in a range of Capacity Building activity. This involves bringing people together to discover the interests or issues that create common links, building effective and sustainable community organisations and enabling everyone to take part in them on an equal basis. It is entirely consistent with the aims and principles of the Council's Cooperative Capital and Co-production approach.
- 3.56 Capacity Building releases and builds upon the strengths and assets that communities already possess and that individuals and outside partners can bring to them. The process can be initiated or supported by people in other organisations, in any sector, who apply the values and competences of community learning and development. But it always works towards community leadership.
- 3.57 Improving community cohesion and resilience can:
- Improve the lives of those involved, promote social justice and environmental sustainability;
 - Engage with public agencies in ways which help them to deliver their services more effectively;
 - Build a better, more supportive environment that can prevent social issues from turning into expensive crises.
- 3.58 The outcome of successful Capacity Building results in:
- Increased personal and social skills, learning, and well-being;
 - Joining with others to co-produce services and outcomes;
 - Effective engagement with service providers and policy makers;
 - Acquiring and using assets and resources;
 - Building strong partnership work.
- 3.59 Some examples from the last year include working with the Community Centre Consultative Group to engage management committees (MC) in working with CLD staff to explore new ways of managing, staffing and resourcing these facilities to allow CLD to be in a position to respond positively to new service challenges. CLD staff work with MCs to strengthen the important role that community centres play in contributing to community cohesion and social capital. Centres provide learning, social and recreational opportunities within the community as well as a venue for local people to access other services.
- 3.60 20 management committee members participated in equalities training delivered by CLD and EVOC.

Total Place-Community Engagement Work

- 3.61 CLD staff are involved in all 3 Total Place initiatives. In SW Neighbourhood, staff are being trained alongside voluntary sector colleagues and local representatives in Open Space Training, with the aim of increasing community engagement.
- 3.62 CLD co-facilitated the first community engagement event in Wester Hailes as part of the pilot on Saturday 25 April 2015. Staff used their skill to engage with service users to support attendance at this event. 74 local people attended, and engaged in identifying priorities and actions to improve services in the area. The event was a great success, and more will be planned.

Measures of success

- 4.1 Priorities for CLD are incorporated into the planning and practice of CLD Teams across the City. These are integrated in to the Children and Families Service Plan. The key measures of success are improved outcomes for children, young people , adults and local communities
- 4.2 CLD measures of success nationally are :
- Life chances for people of all ages through learning, personal development and active citizenship;
 - Stronger, more resilient, supportive, influential and inclusive communities.
- 4.3 These are measured through CLD service planning processes and learning community inspections.

Financial impact

- 5.1 There is no financial impact – the work is funded from existing budgets

Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising from this report

Equalities impact

- 7.1 Equalities Training was delivered to Management Committee representatives by CLD and EVOC

Sustainability impact

- 8.1 Effective Community Learning and Development contributes significantly to community sustainability and cohesion, especially in areas of deprivation.

Consultation and engagement

- 9.1 Ongoing consultation and engagement are core to CLD practice

Background reading/external references

Gillian Tee

Director, Children and Families

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Links

Coalition pledges	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p> <p>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>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>
Council outcomes	<p>CO1 - Our children have the best start in life, are able to make</p>

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

CO9 - Edinburgh residents are able to access job opportunities

CO10 - Improved health and reduced inequalities

CO11 - Preventative and personalised support in place

CO14 - Communities have the capacity to help support people

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

CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care

SO1 - Edinburgh's Economy Delivers increased investment, jobs and opportunities for all

SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

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

SO4 - Edinburgh's communities are safer and have improved physical and social fabric

Single Outcome Agreement

Appendices

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Corporate Performance Framework: Performance from September 2014 to February 2015

Item number	8.2
Report number	
Executive/routine	
Wards All	

Executive summary

This report provides an update on Council performance against Children and Families strategic outcomes. The report is presented in line with the update of Council's Performance Framework approved by Corporate Policy and Strategy Committee in June 2014, and contains analysis of performance covering the period from September 2014 to February 2015.

Links

Coalition pledges	P1 – P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

Corporate Performance Framework: Performance from September 2014 to February 2015

Recommendations

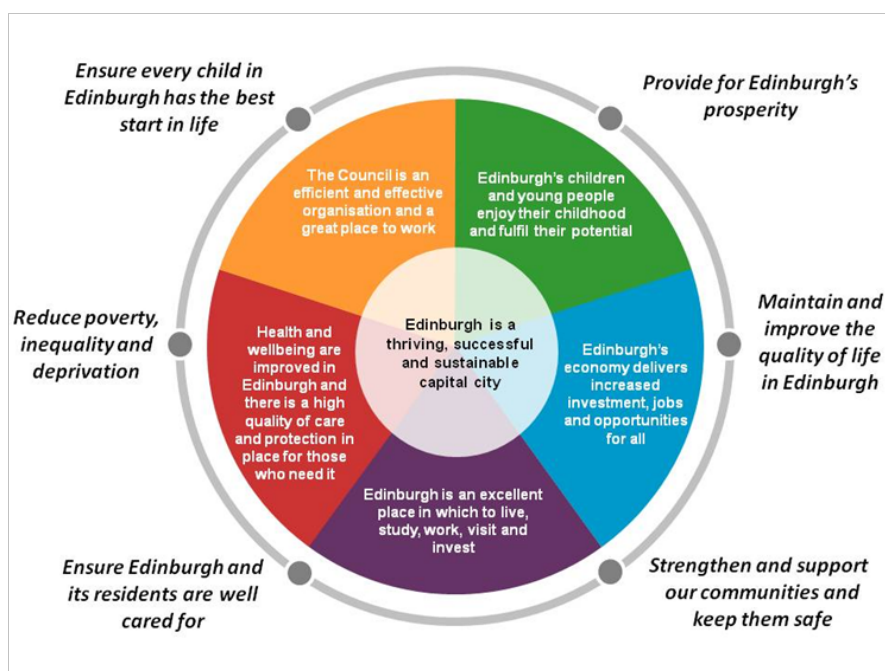
- 1.1 It is recommended that the Education, Children and Families Committee note the performance for the period from September 2014 to February 2015 and agree actions for improvement.

Background

- 2.1 The [‘Review of political management arrangements’](#) report to the City of Edinburgh Council on 24 October 2013 approved a number of revisions to committee business. It was agreed by Council that performance monitoring, review and scrutiny will be led by the Executive Committees on a bi-annual basis with oversight by the Corporate Policy and Strategy Committee.
- 2.2 This report provides an update on performance for Children and Families for the period September 2014 to February 2015.

Main report

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



- 3.2 This report provides a performance update under the Council outcome shown above: Edinburgh’s children and young people enjoy their childhood and fulfil their potential.
- 3.3 The Corporate Dashboard in [Appendix 1](#) provides an overview of performance in meeting these Council outcomes from September 2014 to February 2015. Further detailed information by indicator is provided in [Appendix 2](#).

Measures of success

- 4.1 This report provides detail on Council performance against delivery of Children and Families outcomes for the period from September 2014 to February 2015.

Financial impact

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

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

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

Background reading / external references

The [Council’s Performance Framework](#) approved by Corporate Policy and Strategy Committee on 10 June 2014.

Gillian Tee

Director of Children and Families

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Links









Coalition pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
Council outcomes	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
Single Outcome Agreement	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>Appendix 1: Corporate Dashboard</p> <p>Appendix 2: Corporate Dashboard Indicator Detail</p>








Appendix 1: Dashboard September 2014 – February 2015

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

Director's notes:










Latest data shows that pupils' attendance at both primary and secondary improved again in 2013/14. The percentage of half days attended at primary school increased from 94.9% to 95.5% and at secondary increased from 92.5% to 93.0%, both at the highest level since 2008/09. Since 2010, the Scottish Government has published data on school attendance only once every two years. 2013/14 data will not be published nationally so comparisons with national data or other authorities is not possible. The national figure in 2012/13 for attendance at primary was 94.9% and at secondary was 91.9%.






	2011/12	2012/13	2013/14	Target
<u>Children's literacy at start of P1</u>	90%	89%	89% 	90%
<u>Attainment at Level 5 or above</u>	39%	41% 	N/A	40%
national average	37.4%	39.4%	N/A	-
<u>Average tariff score of lowest attaining 20%</u>	72	71 	N/A	70
<u>Pupils gaining 5+ at Level 5 in the 20% most deprived areas</u>	14.5%	16.4% 	n/a	n/a
national average	18.0%	19.5%	N/A	-
<u>School leavers' destinations</u>	88.3%	91.4%	91.2% 	92.3%
national average	89.9%	91.4%	N/A	-
<u>Follow-up destinations of school leavers</u>	89.8%	91% 	N/A	90%
national average	89.5%	90%	N/A	-
<u>Primary school attendance</u>	95.2%	94.9%	95.5% 	95.3%
national average published every 2 years	N/A	94.9%	N/A	-
<u>Secondary school attendance</u>	92.1%	92.5%	93% 	92.8%
national average published every 2 years	N/A	91.9%	N/A	-



	2011/12	2012/13	2013/14	Target
<u>Primary school exclusions (rate per 1,000)</u>	12	9 	N/A	11
national average published every 2 years	N/A	10	N/A	-
<u>Secondary school exclusions (rate per 1,000)</u>	51	43 	N/A	52
national average published every 2 years	N/A	58	N/A	-
<u>PE in primary schools</u>	69%	84%	95% 	100%
<u>PE in secondary schools</u>	48%	65%	96% 	96%
<u>Satisfaction with schools</u>	N/A	91%	89% 	94%
<u>Response to bullying</u>	73%	75% 	N/A	77%
	Jul-14	Aug-14	Sep-14	Target
<u>Number of children who need to be looked after</u>	1,411	1,412	1,425 	1,445
<u>Placements with Council foster carers</u>	55.5%	55.8%	55.6% 	62.7%





Appendix 2: Corporate Dashboard Indicator Detail

September 2014 – February 2015

Edinburgh's children and young people enjoy their childhood and fulfil their potential						
Indicator	2011/12	2012/13	2013/14	Target	Status	
Children's literacy at start of P1	90%	89%	89%	90%		Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline standardised literacy tests on entry to P1. Performance in literacy at the end of P1, also using standardised tests, show more pupils are 'above average and very high' compared with the national average.
Attainment - 5+ awards at Level 5 or above	39%	41%	N/A	40%		Latest data relates to 2012/13 pre-appeal. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account.
Average tariff score of lowest attaining 20%	72	71	N/A	70		Latest data relates to 2012/13 pre-appeal. Performance in 2011/12 of 72 was a significant improvement from 63 in 2010/11 so a target of 70 was set to be achieved by 2012/13. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account.
Pupils gaining 5+ at Level 5 in the 20% most deprived areas	14.5%	16.4%	N/A	N/A		Data is post-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Latest data showed a further improvement in the indicator. Targets not currently set due to the changes to the exam system. When new indicators are developed to replace the existing indicators, these will be included.
Initial destination of school leavers	88.3%	91.4%	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.
Follow-up destinations of school leavers	89.8%	91.0%	N/A	90%		Latest data shows that 91% of pupils were still in a positive destination, six months after leaving the 2012/13 school session from a mainstream school. Performance showed continued improvement from 83.1% in 2009/10 and exceeded the target of 90% - the national average to be reached by 2012/13.
Primary school attendance	95.2%	94.9%	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%.
Secondary school attendance	92.1%	92.5%	93%	92.8%		Latest data relates to performance over 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%.
Primary school exclusions (rate per 1,000)	12	9	N/A	11		Latest data relates to performance over the school year 2012/13 and shows improvement. The national figure is 10.

Secondary school exclusions (rate per 1,000)	51	43	N/A	52		Latest data relates to performance over the school year 2012/13. The national figure is 58.
PE in primary schools	69%	84%	95%	100%		Latest data shows a further improvement to 95% with 84 out of 88 primary schools meeting the overall average of 120 minutes per week for P1-7.
PE in secondary schools	48%	65%	96%	96%		Latest data shows a further improvement to 96% (meeting the target) with only one school (Portobello) not meeting the national target of 2 periods per week at S1-S4.
Satisfaction with schools	N/A	91%	89%	95%		Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.
School's response to bullying	73%	75%	N/A	77%		The data for 2012/13 includes P6/7 pupils. Previously, only S2 pupil's views were included.

Indicator	Sep 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Target	Status	Latest Note
Number of children who need to be looked after	1,425	1,427	1,435	1,432	1,427	1,419	1,454		Latest data show 1,419 children who need to be looked after in the city. The number of children who need to be looked after has shown a steady increase since 2007 and is projected to continue to increase for the next 5 years. We aim to minimise this projected increase through early support for children and families (while still responding to need). The Balance Of Care Performance Monitoring Group has set targets for the next four years and monitors progress on a monthly basis. Performance remains within the target.
Placements with Council foster carers	55.6%	56.1%	56.8%	57.1%	58.3%	58.2%	64.3%		348 of the 598 placed with foster carers were placed with City of Edinburgh Council foster carers. The percentage of placements with foster carers has been improving.

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

Education, Children and Families Committee

10am Tuesday 19 May 2015

Recommendations of the Social Work Complaints Review Committee – 25 March 2015

Item number	8.3
Report number	
Wards	All

Links

Coalition pledges	
Council outcomes	CO11, CO13
Single Outcome Agreement	SO2

Fred Downie

Chair, Social Work Complaints Review Committee

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Recommendations of the Social Work Complaints Review Committee – 25 March 2015

Summary

To refer to the Education, Children and Families Committee recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the social work service within Children and Families.

For decision/action

The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the social work service within Children and Families to the Committee for consideration.

Main report

- 1 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints.
- 2 The CRC met in private on 25 March 2015 to consider a complaint against the social work service within Children and Families. The complainant and the service representatives attended throughout.
- 3 The complaint related to the complainant's concerns that the social work service continually failed to meet realistic timelines when producing and sending minutes of meetings over a significant period of time and the complainant's belief that these delays had constituted bullying, harassment and victimisation on the part of the Council and had consequently adversely affected any programme of rehabilitation between the complainant and her children.
- 4 The complaint comprised the following 5 main points:
 - i) that the social work service had continually failed to meet realistic timelines when producing and sending minutes of meetings and as such over a period of time had subjected the complainant to a period of prolonged "organisational bullying" and depriving her of her basic human right to freedom of speech through opinion, expression and right of reply.
 - ii) that the social work service had failed to comply with the Equalities Act 2010 and the European Convention on Human Rights.

- iii) that the reports for core/case conference and looked after and accommodated children meetings had been issued too late for her to prepare properly and that the complainant had not received timeous notification of children's hearing meetings.
 - iv) that minutes following supervised contact meetings were sent to the complainant a considerable time after these meetings took place and that these long delays made it difficult for her to respond to and comment on the content.
 - v) that the delay in providing the relevant information had been a contributory factor in the complainant's visits with her children being reduced and the possibility of any programme of rehabilitation being taken forward.
- 5 The complainant's representative reiterated that the main issue of concern was the continued failure of the social work service to produce and make available minutes of meetings relating to the following:
- core/case conference and looked after and accommodated children meetings
 - supervised visit meetings
 - children's panel hearings.
- 6 The complainant believed that this had been a contributory factor in the visits being considerably reduced and any future planned programme of rehabilitation being jeopardised.
- 7 The complainant had submitted in the supporting documentation details of dates of meetings where minutes had not yet been made available.
- 8 The members of the Committee and the Investigating Officer were given the opportunity to ask questions.
- 9 The Investigating Officer advised that, while there was an expectation that staff typed up records of meetings within two weeks, it was not a statutory or mandatory timescale. It had been recommended to the complainant that she take her own notes at these meetings and confirmed that the Council would be happy to receive her views of contact sessions.
- 10 The Investigating Officer acknowledged, however, that as some records had already been provided to the complainant, it would be consistent to provide the outstanding documentation detailed in her submission. He agreed that this documentation would be forwarded on to the complainant.
- 10 The Investigating Officer confirmed that it was the responsibility of the Scottish Children's Reporter Administration to inform people of the the dates of children's hearings and therefore outwith the remit and responsibility of the Council's social work service.

- 11 He further confirmed that the plan was for the complainant's children to remain with their paternal grandfather on a permanent basis and that, therefore, there were no plans to rehabilitate the children to the complainant's care.
- 12 The members of the Committee and the complainant were given the opportunity to ask questions.
- 13 Following this, the complainant, their representatives and the Investigating Officer withdrew from the meeting.

Recommendations

- 14 After full consideration of the complaint the Committee reached the following decisions/recommendations:
 - 1) The complaint detailed at Point 2.1 of the report by the Director of Children and Families was **upheld in part**.

The Committee agreed that the Social Work Department had continually failed to meet reasonable timelines when producing and sending out notes of meetings. They did not agree, however, that this constituted "organisational bullying". Given that Children and Families had given a commitment at the CRC meeting that written records would be provided, the Committee agreed to recommend that this needed to be prioritised and carried out within a reasonable period of time. Further, that Children and Families should forward the missing reports detailed in Blocks 1, 2 and 3 of the complainant's documentation to the complainant.
 - 2) The complaint detailed at Point 2.2 of the report by the Director of Children and Families was **not upheld**.

The Committee were unable to make a full and proper assessment of this complaint as insufficient information had been made available to allow them to do so and, in any event, none of the Committee members were legally qualified.
 - 3) The complaint detailed at Point 2.3 of the report by the Director of Children and Families was **not upheld**.

However, the Committee agreed with the complainant's view that all participants in meetings should be issued with complete papers and that this required to be remedied. The Committee recommended that Departmental procedures be examined and tightened up to address this.

The Committee noted that it was the responsibility of the Scottish Children's Reporter Administration to issue papers for children's hearings and therefore not within the remit or control of Children and Families.
 - 4) The complaint detailed at Point 2.4 of the report by the Director of Children and Families was **upheld in part**.

The Committee agreed that the Social Work Department had failed to meet reasonable timelines when producing and sending out records of meetings following supervised contact.

Given that Children and Families had given a commitment at the CRC meeting that written records would be provided, the Committee agreed to recommend that this needed to be prioritised and carried out within a reasonable period of time.

- 5) The complaint detailed at Point 2.5 of the report by the Director of Children and Families was **not upheld**.

The Committee noted that the plan was for the children to remain with their paternal grandfather on a permanent basis and therefore there was no programme of rehabilitation planned.

Background reading/external references

Agenda, confidential papers and minutes for the Complaints Review Committee of 25 March 2015.

Links

Coalition pledges

Council outcomes CO3 Our children and young people at risk, or with a disability, have improved life chances

Single Outcome Agreement SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

Appendices None.

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

Policies – Assurance Statement

Item number	8.4
Report number	
Executive/routine	
Wards	

Executive summary

Council policies are key governance tools. They help realise the Council's vision, values, pledges and outcomes, and are critical to the Council's operations, ensuring that statutory and regulatory obligations are met in an efficient and accountable manner.

To strengthen governance arrangements in this area a policy framework has been developed to ensure that all current Council policies are easily accessible, and are created, revised and renewed in a consistent manner and to an agreed standard.

To ensure that Council policies remain current and relevant, all Council directorates are required to review policies on annual basis.

Links

Coalition pledges

Council outcomes

[CO25](#)

Single Outcome Agreement

Policies – Assurance Statement

Recommendations

- 1.1 To note that the policies detailed in this report have been reviewed and are considered as being current, relevant and fit for purpose.

Background

- 2.1 Council policies are key governance tools. They help realise the Council's vision, values, pledges and outcomes, and are critical to the Council's operations, ensuring that statutory and regulatory obligations are met in an efficient and accountable manner.
- 2.2 To strengthen governance arrangements in this area a policy framework has been developed to ensure that all current Council policies are easily accessible, and are created, revised and renewed in a consistent manner and to an agreed standard. This included the development of a comprehensive register of Council policies and introduction of a policy template to provide the Council with a standardised format in terms of content and style.
- 2.3 The Corporate Policy and Strategy Committee agreed the approach detailed above on 3 September 2013.

Main report

- 3.1 An element of the policy framework is to ensure that all Council policies are fit for purpose. This requires each directorate to review, on an annual basis, all policies relevant to their services, and to provide the necessary level of assurance that these policies are current and relevant.
- 3.2 This report confirms that the policies listed in the appendix have been reviewed by directorate senior management and are still considered fit for purpose.
- 3.3 Policies which are due to be presented for approval in October 2015 are also listed in the appendix
- 3.4 All Council policies are available through a [directory on the Council's website](#).

Measures of success

- 4.1 Access to up-to-date and relevant Council policies, for internal and external stakeholders, which are quality assured and reviewed on an annual basis.

Financial impact

- 5.1 There are no direct financial impacts as a result of this report.

Risk, policy, compliance and governance impact

- 6.1 Increased accountability, transparency and efficiencies concerning Council actions and operations.

Equalities impact

- 7.1 There are no equalities impacts as a result of this report.

Sustainability impact

- 8.1 There is no sustainability impact as a result of this report.

Consultation and engagement

- 9.1 Consultation was undertaken with directorates and service areas as part of the development of a policy framework for the Council.

Background reading/external references

[Corporate Policy and Strategy Committee Report 3 September 2013 – Review of Council Policy](#)

[Governance, Risk and Best Value Committee Report 22 May 2014 – Review of Council Policy: up-date](#)

Gillian Tee

Director Children and Families

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Links

Coalition pledges

Council outcomes CO25 - the council has efficient and effective services that deliver on objectives.

Single Outcome Agreement

Appendices 1 - List of Policies approved by Education Children and Families Committee

Appendix – Assured Policies

Policy title:	Early Years Admission Policy
Approval date:	3 March 2015
Approval body:	Education Children and Families
Review process:	Senior Education Manager(Early Years)
Change details:	No change

Policy title:	Review of 2014 Admissions and Appeal Process
Approval date:	December 2014
Approval body:	Education Children and Families
Review process:	Senior Education Manager (Inclusion)
Change details:	No change

Policy title:	Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools
Approval date:	19 May 2015
Approval body:	Education Children and Families
Review process:	Principal Officer (Equalities)
Change details:	No change

Policies Scheduled for approval in October 2015

Policy title:	<ul style="list-style-type: none">• Corporate Parenting• Better relationships, better learning, better behaviour• Transitions• SDS and Personalisation• Home to school transport
Approval date:	6 October 2015
Approval body:	Education Children and Families Committee
Review process:	Review
Change details:	

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

School Session Dates 2016/2017, 2017/2018 and consultation on future dates

Item number	8.5
Report number	
Executive/routine	
Wards	All

Executive summary

A consultation on the criteria for setting school session dates took place in February 2015. The results of this survey appear in (appendix one). The results have been used to inform the setting process in bringing forward proposed session dates for 2016/2017 and 2017/2018 and there are proposals on further consultation on session dates for 2018/2019 and beyond.

The consultation on the criteria took the form of a survey monkey shared with:

- Parent Council Chairs (asking them to consult with Parents);
- All teaching staff (asking them to consult with school staff);
- Professional Associations.

The proposed dates for 2016/2017 and 2017/2018 have been shared with the Local Negotiating Committee Teachers (LNCT) and with the Parent Representative on the Education, Children and Families Committee.

Links

Coalition pledges	P1-P6
Council outcomes	CO1-O6
Single Outcome Agreement	SO3

School session dates 2016/2017, 2017/2018 and consultation on future dates

Recommendations

- 1.1 The Education, Children and Families Committee is asked to approve the Session Dates for 2016/2017, 2017/2018 (appendices two and three) and to approve a wider consultation on dates for 2018/2019 and beyond.

Background

- 2.1 The Education, Children and Families Committee on 20 May 2014 asked for there to be a consultation on the criteria for setting school holiday dates 2016/2017 and beyond. The questions asked reflected the issues raised in the report and were agreed between management and trade unions before being circulated.
- 2.2 The survey monkey link was sent to all teaching staff, all Chairs of Parent Councils and the Professional Associations. In addition schools were asked directly to assist Parent Councils in disseminating the link as widely as possible.
- 2.3 The survey yielded a very large response. There were a total on 9,438 responses. There were 6,564 (69.5%) responses from parents and 2,874 (30.4%) responses from staff.
- 2.4 The results of the survey appear in appendix one, but can be summarised as follows:
 - 2.4.1 Around 66% of both staff and parents did not think finishing term before the start of the Edinburgh trades holidays was still an imperative.
 - 2.4.2 80% of staff and 43% on parents had a preference for two days in-service at the start of the term.
 - 2.4.3 Just over 50% of respondents had no preference for the third week of October being the week of the October holiday, thus there was a majority support for flexibility.
 - 2.4.4 Around 80% of staff supported two full weeks at Christmas regardless of whether it included three weekends. Among parents there was a bigger support for the two weeks including the two weekends. Both these results suggest support for an element of flexibility as long as there are 10 consecutive working days.
 - 2.4.5 A clear majority of staff and a significant majority of parents prefer the two day gap as a minimum before Christmas.

- 2.4.6 A substantial majority of staff and a significant majority of parents wanted to retain a full week's holiday in February.
- 2.4.7 A majority of staff but a minority of parents supported a fixed two weeks for Easter regardless of when Easter falls. Of those who wanted a fixed two weeks a clear majority of both parents and staff supported the first two weeks in April.
- 2.4.8 A large majority of staff supported the view that local holidays were still important but only just over a third of parents felt the same.

Other consultations

- 2.5 Discussions with other Lothian authorities and Fife are on-going as there is a consensus, certainly among the four Lothian authorities, that harmonization of holiday dates would be advantageous.
- 2.6 Based on the results of the survey, session dates for 2016/2017 and 2017/2018 have been prepared and have been shared with the LNCT and the parent representatives on the Education, Children and Families Committee.

Main report

- 3.1 The session 2016/17 begins with two in-service days on 15 and 16 August followed by pupils resuming on Wednesday 17 August. This is after a six week summer break. There is a September Monday holiday and an October break in the third week in October followed by a Monday in-service day. The Christmas break starts on Friday 23 December (two days before Christmas) and pupils resume on 10 January after a staff in-service on Monday 9 January. The February break continues as a whole week and the Easter break is the first two weeks in April followed by a Monday to cover Easter Monday. The Mayday holiday is retained as is Victoria day although the additional spring holiday is deleted. The May in-service day will be 4 May the date of the next Local Government elections. Schools break up on Friday the last day of June.

Breakdown by days 2016/2017

- 3.2 The school session 2016/2017 can be broken down by days of the week as follows:
- Pupils (190 days) compromising: Monday 33, Tuesday 39, Wednesday 40, Thursday 39, Friday 39.
 - Staff (195 days) compromising Monday 36, Tuesday 40, Wednesday 40, Thursday 40, Friday 39.
 - Three in-service days on Monday, one on Tuesday and one on Thursday.

School session dates for 2017/2018

- 3.3 Session dates for 2017/2018 (see appendix three) follow a very similar pattern to 2016/2017. The session begins with two in-service days on 14 and 15 August followed by pupils resuming on Wednesday 16 August. This is after a six week summer break. There is a September Monday holiday and an October break in the third week in October followed by a Monday in-service day. The Christmas break start on Saturday 23 December (two days before Christmas) and pupils resume on 9 January after a staff in-service day on Monday 9 January. The February break continues as a whole week and the Easter break is the first two weeks in April preceded by a Friday to cover Good Friday. This year the additional spring holiday is added to the Easter break on 16 April, the May day holiday is retained as is Victoria day. The May in-service day will be 8 May, the day after the May day holiday. Although there are European elections this year the date has not yet been set. Schools break up the 29 June.

Breakdown by days 2017/2018

- 3.4 The school session 2017/2018 can be broken down by the days of the week as follows:
- Pupils (190 days) comprising: Monday 34, Tuesday 38, Wednesday 40, Thursday 40, Friday, 38.
 - Staff (195 days) comprising: Monday 37, Tuesday 40, Wednesday 40, Thursday 40, Friday 38.
 - Three in-service days on Mondays, two on Tuesdays.

Next steps

- 3.5 It is proposed that the school session dates for 2018/2019 and beyond should be the subject of a wide consultation after discussion with the Consultative Committee with Parents and the Local Negotiating Committee (Teachers) and that these consultations should include more radical changes including discussions of a four term pattern of roughly equal lengths and a later summer holiday to coincide with the Edinburgh Festival. It is acknowledged that additional research into the educational rationale for alternative models should be undertaken and that other alternative models should be considered

Measures of success

- 4.1 Feedback from staff and parents is positive regarding school session dates. Consultation on future years is thorough and achieves excellent response from stakeholders

Financial impact

5.1 There are no financial requirements.

Risk, policy, compliance and governance impact

6.1 There is no risk, policy, compliance, and governance impact.

Equalities impact

7.1 None.

Sustainability impact

8.1 There is no sustainability impact.

Consultation and engagement

9.1 Consultation took place with school staff, parents and teaching unions. On-going consultation is taking place with neighbouring Local Authorities.

Background reading/external references

Gillian Tee

Director, Children and Families

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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>P2 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations.</p> <p>P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.</p> <p>P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 - Establish city-wide co-operatives for affordable childcare for working parents.</p>
Council outcomes	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.</p> <p>CO3 - Our children and young people 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>
Single Outcome Agreement	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<ol style="list-style-type: none">1. Results of consultation criteria2. Session dates 2016/20173. Session dates 2017/2018

Background

This consultation was as a result of recommendations in the Education Children & Families Report of 20 May 2014.

The questions asked reflect the issues raised in the report and were agreed between management and trade unions before being circulated.

The survey monkey link was sent to all teaching staff, all chairs of Parent Councils and the Professional Associations. In addition schools were asked directly to assist Parent Councils in disseminating the link as widely as possible.

The survey yielded a very large response. There were 9,438 responses (for reference there were 3,500 to the Council Wide Budget consultation). There were 6,564 (69.5%) responses from parents and 2,874 (30.4%) responses from staff.

The results of the consultation were used to inform the term date setting process for 2016/17 and 2017/18.

Results of consultation on criteria

2,874 staff members responded (approximately 71% of the teaching workforce)

6,564 parents responded (not possible to quote this as a percentage of total parent body)

Question two: Is finishing the summer term before the Edinburgh 'trades holidays' still an imperative

62.91% of teaching staff and 67.52% of parents believe that finishing the summer break before the Edinburgh 'trades holidays' is not an imperative, therefore there is a two thirds majority in favour of flexibility here. There is a close correlation between the views of teachers and staff.

Question three: Is it still preferable to have two in-service days at the start of term after the summer holidays

80.04% of staff and 42.57% of parents believe it is preferable to have two in-service days after the summer holidays. Staff and Parents have significantly different views on this question. There is a strong negative correlation between the views of teachers and staff.

Question four: Is the second last week in October still the preferred option for the 'October break'

42.93% of staff and 62.13% of parents answered no to this question meaning that over 50% of all respondents supported variations to this rule. There is a negative correlation between the views of staff and parents.

Question five: Is it still a priority to have two full weeks at Christmas (including 3 weekends)

80.46% of staff and 60.08% of parents supported two full weeks including three weekends

Question six: Is it still a priority to have two full weeks at Christmas (including 2 weekends)

78.92% of staff and 72.44% of parents supported two full weeks including two weekends

There is a strong correlation between the views of staff and parents. This suggests that the need to include three weekends is not a priority for either staff or parents as long as the full two weeks are given.

Question seven: How close to Christmas day can the Christmas holidays start

39.48% of staff and 57.37 % of parents would support Christmas holidays starting one day before Christmas.

91.74% of staff and 86.36% of parents would support Christmas holidays starting two days before Christmas.

There is clear preference for the two day gap (particularly amongst staff) and there is a negative correlation between staff and parents over the one day gap and a strong positive correlation between staff and parents over the two day gap.

Question eight: Is a week for the February break still preferable to a long weekend and longer Easter, Summer or Autumn breaks

84.6% of staff and 59.46% of parents supported the retention of a week's break in February. There was no appetite for change particularly amongst staff, although parents views were less strongly for the week's break. There was a positive correlation between the views of staff and parents.

Question nine: Should the Easter holidays be a fixed two weeks regardless of when Easter falls

62.81% of staff and 44.89% of parents supported a fixed two weeks. There is therefore a negative correlation between staff and parents and no consensus view.

Question 10: Should this be the first two weeks in April

Of those that answered yes to question 9 78.68% of staff and 72.83% of parents supported the first two weeks in April. There is a strong positive correlation between the views of staff and parents.

Question 11: Are local holidays still important to have as school holidays

75.48% of staff and 35.55% of parents supported the view that it was important. There was therefore no consensus and a strong negative correlation between staff and parents.

School Session Dates 2016/17

Staff resume		Monday	15 August *	2016
Staff only		Tuesday	16 August *	2016
Pupils return		Wednesday	17 August	2016
Autumn Holiday	Schools closed	Monday	19 September	2016
All resume		Tuesday	20 September	2016
Mid-term	All break	Friday	14 October	2016
	Staff resume	Monday	24 October*	2016
	Pupils resume	Tuesday	25 October	2016
Term ends		Thursday	22 December	2016

Staff resume		Monday	9 January*	2017
Pupils resume		Tuesday	10 January	2017
Mid-term	All break	Friday	10 February	2017
	All resume	Monday	20 February	2017
Term ends		Friday	31 March	2017
<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	14 April	2017
Easter Monday	Schools closed	Monday	17 April	2017

All Resume		Tuesday	18 April	2017
May Day	Schools closed	Monday	1 May	2017
	All resume	Tuesday	2 May	2017
Staff only		Thursday	4 May*#	2017
Pupils resume		Friday	5 May	2017
Victoria Day	Schools closed	Monday	22 May	2017
Term ends		Friday	30 June	2017

* Five In-Service days for all schools.

5th In Service Day coincides with date of Scottish Local Government Elections. The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	85	88
Term 2	54	55
Term 3	51	52
Total	190	195

P7/S1 Transition Days – Tuesday 20 June, Wednesday 21 June and Thursday 22 June 2017.

School Session Dates 2017/18

Staff resume		Monday	14 August *	2017
Staff only		Tuesday	15 August *	2017
Pupils return		Wednesday	16 August	2017
Autumn Holiday	Schools closed	Monday	18 September	2017
All resume		Tuesday	19 September	2017
Mid-term	All break	Friday	13 October	2017
	Staff resume	Monday	23 October*	2017
	Pupils resume	Tuesday	24 October	2017
Term ends		Friday	22 December	2017

Staff resume		Monday	8 January*	2018
Pupils resume		Tuesday	9 January	2018
Mid-term	All break	Friday	9 February	2018
	All resume	Monday	19 February	2018
Term ends		Thursday	29 March	2018

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	30 March	2018
Easter Monday	Schools closed	Monday	2 April	2018
All Resume		Tuesday	17 April	2018
May Day	Schools closed	Monday	7 May	2018
Staff only		Tuesday	8 May*	2018
Pupils resume		Wednesday	9 May	2018
Victoria Day	Schools closed	Monday	21 May	2018
Term ends		Friday	29 June	2018

* Five In-Service days for all schools.

N.B. The European Elections are scheduled for 2018 on an as yet unset date.

The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	86	89
Term 2	53	54
Term 3	51	52
Total	190	195

P7/S1 Transition Days – Tuesday 19 June, Wednesday 20 June and Thursday 21 June 2018

School session dates 2017 / 2018

Teaching Day																																		
In Service Day																																		
School Holiday																																		
P7/S1 Transition days																																		
August 2017							September 2017							October 2017							November 2017													
Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa							
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4							
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	6	6	7	8	9	10	11							
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	13	13	14	15	16	17	18							
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	20	20	21	22	23	24	25							
27	28	29	30	31			12	24	25	26	27	28	29	30	20	29	30	31				16	27	27	28	29	30							
December 2017							January 2018							February 2018							March 2018													
Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa							
					1	2		1	2	3	4	5	6					1	2	3					1	2	3							
3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	5	6	7	8	9	10	4	5	6	7	8	9	10							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17							
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24	25	26	27	28	29	30	16	28	29	30	31			17	25	26	27	28			15	25	26	27	28	29	30	31						
April 2018							May 2018							June 2018							July/August 2018													
Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa	Su	M	T	W	T	F	Sa							
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7							
8	9	10	11	12	13	14	6	7	8	9	10	11	12	4	4	5	6	7	8	9	8	9	10	11	12	13	14							
15	16	17	18	19	20	21	13	14	15	16	17	18	19	11	11	12	13	14	15	16	15	16	17	18	19	20	21							
22	23	24	25	26	27	28	20	21	22	23	24	25	26	18	18	19	20	21	22	23	22	23	24	25	26	27	28							
29	30						27	28	29	30	31			25	25	26	27	28	29	30	29	30	31	1	2	3	4							
							10							20							21	5	6	7	8	9	10	11						
							38							57							52							43						
190 Pupil days 195 Staff days																																		