Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Council Chamber, City Chambers, High Street, Edinburgh

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

Contact

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

Tel: 0131 529 4227/ 0131 469 3870

1.   Order of business

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

2.   Declaration of interests

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

3.   Deputations

3.1   If any

4.   Minutes

4.1   Education, Children and Families Committee 19 May 2015 (circulated)
       Submitted for approval as a correct record

5.   Forward planning

5.1   Education, Children and Families Committee Key Decisions Forward Plan – December 2015 to March 2016 (circulated)

5.2   Education, Children and Families Committee Rolling Actions Log (circulated)

5.3   Committee Decisions – November 2014 – June 2015 – report by the Deputy Chief Executive (circulated)

6.   Business bulletin

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

7.   Executive decisions

7.1   Improving Positive Destinations – report by the Executive Director of Communities and Families (circulated)

7.2   Partnership Work Between the City of Edinburgh Council and Edinburgh College – report by the Executive Director of Communities and Families (circulated)

7.3   Child Poverty - report by the Executive Director of Communities and Families (circulated)

7.4   1 & 2 Modern Foreign Languages – report by the Executive Director of Communities and Families (circulated)

7.5   Numeracy Strategy Report– report by the Executive Director of Communities and Families (circulated)

7.6   Arts and Creative Learning Update – report by the Executive Director of Communities and Families (circulated)

7.7   Early Years Change Fund – Progress Update on Year 3 – report by the Executive Director of Communities and Families (circulated)

7.8   Looked after Children Transformation Programme – Progress Report – referral report from the Governance, Risk and Best Value Committee (circulated)

7.9   Breakfast Club Review - report by the Executive Director of Communities and Families (circulated)

7.10   Playgroups and Nurseries in the Voluntary Sector – report by the Executive Director of Communities and Families (circulated)

7.11   Children and Families Capital Asset Management Programme 2014-2019 – Progress Update - report by the Acting Director of Services for Communities (circulated)

7.12   Food for Life Accreditation in Edinburgh Schools – Update - report by the Acting Director of Services for Communities (circulated)

7.13   Duncan Place/Leith Primary School – report by the Executive Director of Communities and Families (circulated)

7.14   Short-Life Member Officer Group – School Admissions/Appeals – report by the Executive Director of Communities and Families (circulated)

7.15   Professional Review and Development Policy Statement and Guidance for Staff Registered with the General Teaching Council for Scotland - report by the Executive Director of Communities and Families (circulated)

7.16   Review of Positive Action Funding in Primary Schools - report by the Executive Director of Communities and Families (circulated)

7.17   Better Relationships, Better Learning, Better Behaviour Policy and Procedures– report by the Executive Director of Communities and Families (circulated)

8.   Routine decisions

8.1   Children and Families – Grants to Third Parties 2016-19 – report by the Executive Director of Communities and Families (circulated)

8.2   Implementation of the Children and Young People (Scotland) Act 2014 - Update – report by the Executive Director of Communities and Families (circulated)

8.3   Energy in Schools Annual Report – report by the Acting Director of Services for Communities (circulated)

8.4   Youth Work Services – Proposed New Contract Arrangements - report by the Executive Director of Communities and Families (circulated)

8.5   Review and Redesign - Affordable Childcare Support to Children and Young People with Disabilities in Mainstream Childcare Settings – report by the Executive Director of Communities and Families (circulated)

8.6   Children and Families Revenue Budget Monitoring 2015/16 – Month Three Position - report by the Executive Director of Communities and Families (circulated)

8.7   Petition - Save the Adult Learning Project

        8.7.1. referral report from the Petitions Committee (circulated)

        8.7.2. report by the Executive Director of Communities and Families (circulated)

8.8   Governance Arrangements and Council Support to Community Centre Management Committees - report by the Executive Director of Communities and Families (circulated)

8.9   Appointments to Sub-Committees and Working Groups 2015-16 - report by the Deputy Chief Executive (circulated)

8.10   Recommendations of the Social Work Complaints Review Committee – 27 August 2015 - report by the Chair of the Social Work Complaints Review Committee (circulated)

8.11   Physical Contact and Physical Intervention – report by the Executive Director of Communities and Families (circulated)

8.12   Advice and Complaints (Education) – Annual Report 2015 - report by the Executive Director of Communities and Families (circulated)

9.   Motions

9.1   If, any

Carol Campbell

Head of Legal, Risk and Compliance

Committee Members

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

For Education items – Marie Allan, Rev Thomas Coupar, Allan Crosbie, Craig Duncan, Alexander Ramage 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.

Webcasting of Council meetings

Please note: this meeting may be filmed for live and subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed.

You should be aware that the Council is a Data Controller under the Data Protection Act 1998. Data collected during this webcast will be retained in accordance with the Council's published policy including, but not limited to, for the purpose of keeping historical records and making those records available via the Council's internet site.

Generally the public seating areas will not be filmed. However, by entering the Council Chamber and using the public seating area, you are consenting to being filmed and to the use and storage of those images and sound recordings and any information pertaining to you contained in them for web casting and training purposes

and for the purpose of keeping historical records and making those records available to the public.

Any information presented by you to the Council at a meeting, in a deputation or otherwise, in addition to forming part of a webcast that will be held as a historical record, will also be held and used by the Council in connection with the relevant matter until that matter is decided or otherwise resolved (including any potential appeals and other connected processes). Thereafter, that information will continue to be held as part of the historical record in accordance with the paragraphs above.

If you have any queries regarding this, and, in particular, if you believe that use and/or storage of any particular information would cause, or be likely to cause, substantial damage or distress to any individual, please contact Committee Services on 0131 469 3870 or committee.services@edinburgh.gov.uk .

Item 4.1 - Minutes

Education, Children and Families Committee

10.00 am, Tuesday, 19 May 2015

Present

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

Added members for Education items

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.   Early Years Capital Investment

2.1   Deputation – Blackhall Nursery

The Committee agreed to hear a deputation from Tina Woolnough (Chair of Blackhall Nursery Board) Fiona Gilbert (Business Manager) and Lorraine Swan (Manager) on behalf of Blackhall Nursery.

The deputation explained that the Nursery was a charity and a community run facility which was dependent on parent and community volunteers. Council funding (£3.50 per hour, per child) was the main source of income and this was topped up with fundraising.

The higher expectations and greater emphasis on the importance of early learning and childcare had led to pressure points on services such as Blackhall Nursery. These included a lack of:

- Private space to meet with families and hold multi-agency meetings in line with the 'getting in right approach';
- Proper changing and toileting facilities;
- Space to accommodate additional eligible two year olds;
- Staff space for breaks, lunch and storage of personal belongings.

The Director's report was recommending increasing nursery provision at Ferryhill Primary School to meet the needs of the wider Blackhall and Ferryhill area. However, it was the view of local parents that using Ferryhill to meet the needs of the Blackhall area would bring with it additional issues. These related to the practicalities for local residents of travel to Ferryhill for drop off and pick up, and the crossing of Queensferry Road and Telford Road with young children.

The deputation therefore requested:

- Regular ongoing voluntary sector meetings with the Council;
- Additional funding; and
- A publically articulated commitment to the Blackhall community to meet the local need for pre-school provision.

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

2.2 Report by the Director of Children and Families

The Scottish Government had provided the Council with £9.892m of additional capital funding to expand free nursery provision from 475 to 600 hour a years for all three and four year olds and for certain two year olds.

The Committee on 11 September 2014 had approved expenditure of £5.741m to progress priority early years projects at five key locations across the city.

Approval was now sought to utilise the remaining capital funding to provide improved, replacement or expanded early years facilities at a further four key locations across the city.

Decision

1) To approve the proposed projects identified in the Director's report to improve, replace or expand early years facilities at the following locations, with costs being met from the additional capital funding provided by the Scottish Government:

- Leith Primary School.
- Tynecastle Nursery.
- Blackhall Nursery.
- Ferryhill Primary School.

2) To request a further report on voluntary sector nurseries and any further action that could be taken to support their continued operation and valued contribution to the early years sector, including input from the Cooperative Development Unit on possible asset transfer.

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 6); report by the Director of Children and Families, submitted.)

3. Deputation – Duncan Place Resource Centre Management Committee

The Committee agreed to hear deputation from Caroline Leslie on behalf of Duncan Place Resource Centre Management Committee.

The deputation noted that a full report on the closure of Duncan Place Resource Centre and the long term options had been deferred to October 2015 to allow for more discussions with the community and the Council's Planning Service. The deputation requested the following:

- An assurance that the Council would consult and engage with the wider community and not just the individuals and groups already involved;
- Clarification on whether an equalities impact assessment had been carried out on the closure of the building;
- To be provided with feedback from the Futures Committee Group regarding the number of rooms that would be required in the new facility.

The Convener thanked the deputation for her presentation and noted that a full report would be presented to Committee in October 2015.

4. Parent Councils – Motion by Councillor Main

4.1 Deputation

The Committee agreed to hear a deputation from Jane Ewins in regard to Councillor Main's motion on Parent Councils (see item 4.2 below).

The deputation referred to problems with a number of outdoor spaces and playgrounds across the Council school estate, including Bruntsfield Primary School. These included:

- Existing in a state of poor repair;
- Lack of play opportunity;
- Total absence of natural elements;
- No seating; and
- Nothing to indicate that these spaces were specific areas for children to play in.

To date the deputation had undertaken the following

- Fundraised approximately £120k for playground improvements at Bruntsfield Primary School;

- Worked with landscape designers and play design leaders to design a space appropriate for the school;
- Liaised with the Council's Planning Section to ensure that proposed playground designs did not impinge on any planning restrictions caused by its location in a conservation area; and
- Attempted to engage with Council staff to ensure the support required to deliver their project

The deputation sought formal support from the Council to address the real need to improve school playgrounds and a willingness to work with a wide range of individuals wanting to make improvements to school grounds.

The Convener thanked the deputation for her presentation and invited her to remain for the Committee's consideration of the related motion by Councilor Main at item 4.2 below.

4.2 Motion by Councillor Main

The following amended motion by Councillor Main, seconded by Lindsay Law, was submitted in terms of Standing Order 16.1

"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 Parent Councils are not quantified or the values known or reported city-wide.

2. £289,000 awarded to seven 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.

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 in the Children and Families Department 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 for Parent Councils and a central Edinburgh charity to support education.

5.   Agrees to receive an annual report to the Education, Children and Families Committee 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."

Decision

To approve the amended motion by Councillor Main.

Declaration of Interests

Councillor Godzik declared a non-financial interest in the foregoing item as a close relative of a pupil attending Bruntsfield Primary School.

Allan Crosbie declared a non-financial interest in the foregoing item as a parent of a pupil attending Bruntsfield Primary School.

5.   Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 3 March 2015 as a correct record.

6.   Education, Children and Families Committee Key Decisions Forward Plan – October to December 2015

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

Decision

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

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

7.   Education, Children and Families Committee Rolling Actions Log

The Education, Children and Families Committee Rolling Actions Log for 19 May 2015 was presented.

Decision

To note the Rolling Actions Log and to approve the closure of action 12.

(Reference - Rolling Actions Log – 19 May 2015, submitted.)

8.   Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 19 May 2015 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin – 19 May 2015, submitted.)

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

Details were provided of the Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18.

Decision

1)   To note the Standards and Quality Report 2015.

2)   To note the Children and Families Service Plan 2015-18.

(References – minute of the Education, Children and Families Committee 20 May 2014 (item 8); report by the Director of Children and Families, submitted.)

10.   Edinburgh Children's Partnership – Integrated Plan for Children and Young People 2015 - 2018

A 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, was presented.

The Partnership's vision, strategic outcomes and priorities were outlined, together with an agreed range of performance indicators and measures to report on progress.

Decision

To note the Integrated Plan for Children and Young People 2015 - 2018

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

11.   Early Years Strategy Report

Details were provided of national priorities in early years and progress towards the implementation of requirements in line with legislation; including the Children and Young People (Scotland) Act 2014. Key achievements and future priorities for the early years service were also outlined.

Decision

To note the content of the Director's report and the priorities for the next stage of development within early years.

(References – minute of the Education, Children and Families Committee 20 May 2014 (item 6); report by the Director of Children and Families, submitted.)

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

As previously requested by Council, a progress update was provided on new early years provision at Fox Covert and Wardie Primary Schools, including progress on moving towards new nursery provision in a cooperative way.

Decision

To note the progress of the new early years provision at Fox Covert and Wardie primary schools.

(References – Acts of Council No 4 and 5 of 1 May 2014; report by the Director of Children and Families, submitted.)

13.   Primary School Capacity Pressure in South Edinburgh

The Committee had previously noted that an update would be provided on proposed long-term solutions to primary school accommodation pressures in South Edinburgh.

Approval was sought to undertake a statutory consultation on a range of potential options to address the long-term accommodation issues in this area.

An information paper on behalf of James Gillespie's Primary School Parent Council and a response on behalf of the Director of Children and Families had been circulated to Committee Members.

Decision

1)   To approve that a statutory consultation process be undertaken regarding proposals to address primary school capacity and accommodation pressures in South Edinburgh.

2)   To delegate authority to the Director of Children and Families to finalise the detailed consultation paper before the start date for the statutory consultation process.

3)   To note that a report on the outcomes of the consultation would be submitted to a future Council meeting for consideration.

4)   To note that the Finance and Resources Committee on 13 May 2015 had agreed to prioritise funding for the proposed site acquisitions as detailed at paragraph 6.2 of the Director's report.

5)   To note the information paper submitted on behalf of James Gillespie's Primary School Parent Council and the response submitted on behalf of the Director of Children and Families.

(References – minute of the Education, Children and Families Committee 9 December 2015 (item 2); minute of the Finance and Resources Committee 13 May 2015 (item 4); information paper from James Gillespie's Parent Council and response from Director of Children and Families; report by the Director of Children and Families, both submitted.)

14.   Children and Families Asset Management Plan 2014 - Update

The Committee had previously noted the intention to provide an update every six months on progress in delivering the Children and Families Asset Management Action Plan.

An update was provided on the delivery of the Children and Families Asset Management Action Plan, including details of progress on two key areas of work; the review of primary school capacities and rising rolls in the secondary sector.

Decision

1)   To note the update on the action plan detailed in the Director's report.

2)   To 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 would continue over the remainer of 2015.

3)   To 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 would be reported to Committee at a future date.

(References –minute of the Education, Children and Families Committee 9 December 2014 (item 11); report by the Director of Children and Families, submitted.)

15.   Primary School Estate Rising Rolls

An update was 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.

2)   To approve that new accommodation be 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.

3)   To approve that internal reconfiguration works be undertaken at Ferryhill, Granton and Roseburn Primary Schools to provide increased classroom provision for August 2016.

4)   To 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.

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. To approve the final costs of the most appropriate final solution whilst always ensuring that value for money is achieved.

(References – minute of the Education, Children and Families Committee 3 March 2015 (item 12); report by the Director of Children and Families, submitted.)

16. Buckstone Primary School – Use of Developer Contributions

A significant residential development was being progressed on the former Fairmilehead Water Treatment Works site. In accordance with the related Section 75 agreement, the Council would 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 had been undertaken with the Parent Council and School Management Team of Buckstone Primary School and approval was sought to progress a proposed new hall which had been identified as the preferred priority for investment.

Decision

To approve the project to deliver a new hall at Buckstone Primary School as detailed in the Director's report, the capital cost of which would be fully funded from developer contributions.

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

17. Free School Meals P1-P3 – Progress Report

As previously requested by the Committee, a progress report on the impact of the delivery of the free school meals policy on primary schools across the Council estate was submitted.

Decision

1) To note the content of the Director's report and the successful implementation of the extended entitlement to free school meals to all P1 to P3 pupils from January 2015.

2) That the feasibility and associated timescales of implementing an on-line payments system for school meals be included in the annual progress report on the school meals service scheduled for October 2015.

(References – minutes of the Education, Children and Families Committee 11 September 2014 (item 10) and 9 December 2014 (item 9); report by the Director of Children and Families, submitted.)

18. Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools

An update was provided on a range of local and national measures to reduce bullying, prejudice and discrimination between pupils in schools. Good practice and progress within City of Edinburgh Schools was highlighted.

Decision

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

2) To confirm approval of the Prevent and Respond to Bullying and Prejudice Policy.

3) That a briefing session be arranged for Committee members.

(References – minute of the Education, Children and Families Committee 8 October 2013 (item 11); report by the Director of Children and Families, submitted.)

19. Response to the Scottish Government's Education Bill

An update was provided on the Education Bill introduced by the Scottish Parliament on 23 March 2015. The Council's initial response to the proposals in the Bill was outlined.

Decision

1) To note that a new Education (Scotland) Bill was introduced in the Scottish Parliament on 23 March 2015. The Bill covered a large range of school policy issues, in particular school attainment and Gaelic Medium Education (GME).

2) To note the Council's initial response to key proposals in the Bill.

3) To note that the Council would continue to engage in national consultation through direct response to the Scottish Government as appropriate and through the Convention of Scottish Local Authorities (COSLA).

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

20. Children and Families Grants to Third Parties 2015-16

Details were provided of the process for establishing a redesigned Children and Families grants programme from April 2016, which was in line with a previous decision by the Communities and Neighbourhoods Committee.

Decision

1)   To note the process to date and to agree the workplan outlined in the Director's report to complete the development of the new grants approach for 2016 onwards.

2)   To remit the work associated with defining and implementing the approach to the Third Party Payments Elected Member Working Group – in consultation with the Director of Children and Families and the Convener of the Education, Children and Families Committee.

3)   To receive a further report on the application process in October 2015.

(References – minute of the Communities and Neighbourhoods Committee 11 February 2014 (item 1); minute of the Education, Children and Families Committee 3 March 2015 (item 19); report by the Director of Children and Families, submitted.)

21.   1:1 Digital Learning Rollout

As previously requested by the Committee, an update was provided on the use of 1:1 devices in schools. Digital learning pilot projects had taken place in four schools across the Council's estate during session 2012/13, and a Bring Your Own Device (BYOD) approach was also being considered.

Decision

1)   To note the deployment of 1:1 devices as the most equitable and effective way to embed Information and Communication Technology (ICT) in learning and teaching.

2)   To note the potential future role of a Bring Your Own Device (BYOD) approach, to supplement and extend 1:1 provision where appropriate.

3)   To note the comments detailed at paragraph 7.4 of the Director's report and that any BYOD approach being taken forward would need to first address equalities impact concerns and be reported to Committee before progression.

(References – minute of the Education, Children and Families Committee 3 March 2015 (item 7); report by the Director of Children and Families, submitted.)

Declaration of Interest

Councillor Main declared a non-financial interest in the foregoing item as a parent of a pupil who had taken part in a pilot project.

22. Progress on the Implementation of Self Directed Support in Children and Families

As previously requested by the Committee, an update was provided on progress made in implementing the requirements of the National Strategy for Self-directed Support and the Social Care (Self-directed Support) (Scotland) Act 2013, over the previous 12 month period.

Decision

1) To 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.

2) That a briefing session be arranged for Committee members to assist in identifying issues to be included in future reports.

(References – minute of the Education, Children and Families Committee 20 May 2014 (item 16); report by the Director of Children and Families, submitted.)

23. Community Learning and Development Annual Report

A year end summary of Community Learning and Development (CLD) activities was submitted. Details were provided of developments and achievements over the previous year in relation to the Adult Education Programme, Adult Literacy and Numeracy, Family Learning and Work with Parents, English for Speakers of Other Languages, Community-based Adult Learning provision, and a range of youth work.

Decision

To note the developments and achievements detailed in the Director's report and to request that future reports include figures on adult learners.

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

24. Corporate Performance Framework: Performance from September 2014 to February 2015

An update was provided on Council performance against Children and Families strategic outcomes, covering the period from September 2014 to February 2015.

Decision

To note the performance for the period from September 2014 to February 2015 and to agree the actions for improvement.

(References – minute of the Education, Children and Families Committee 9 December 2014 (item 22); report by the Director of Children and Families, submitted.)

25. Recommendations of the Social Work Complaints Review Committee – 25 March 2015

The recommendations of the Social Work Complaints Review Committee held on 25 March 2015 to consider a complaint against the social work service within the Children and Families Directorate were detailed.

Decision

To approve the recommendations of the Social Work Complaints Review Committee of 25 March 2015

(Reference – report by the Chair of the Social Work Complaints Review Committee, submitted.)

26. Policies – Assurance Statement

The Corporate Policy and Strategy Committee had previously agreed to strengthen governance arrangements and develop a framework relating to Council Policies.

Details were provided of the Children and Families Policies which had been reviewed and assessed as current, relevant and fit for purpose. Further policies, that were due to be presented to Committee for approval in October 2015, were also outlined.

Decision

To note that the policies detailed in appendix 1 to the Director's report had been reviewed and were considered as being current, relevant and fit for purpose.

(References – minute of the Corporate Policy and Strategy Committee 3 September 2013 (item 4); report by the Director of Children and Families, submitted)

27. School Session Dates 2016/2017, 2017/2018 and Consultation on Future Dates

Following consultation on the criteria for setting school session dates, approval was sought for proposed school session dates for 2016/2017 and 2017/2018. Proposals on a wider consultation on dates for 2018/2019 and beyond were also outlined, including possible alternative models such as a four term pattern of roughly equal lengths, and later summer holidays to coincide with the Edinburgh Festival.

Decision

1)   To approve the Session Dates for 2016/2017 and 2017/2018 as detailed in appendices two and three of the Director's report.

2)   To approve a wider consultation on dates for 2018/2019 and beyond.

(References – minute of the Education, Children and Families Committee 20 May 2014 (item 19); report by the Director of Children and Families, submitted.)

28.   Lindsay Law – Parent Representative

The Convener advised that this would be Lindsay Law's final meeting as Parent Representative and thanked her for her valued contribution to the work of the Committee since her appointment in 2013. In reply, Lindsay thanked the Committee members and officers for making her feel very welcome.

A new parent representative had been nominated by the Consultative Committee with Parents and, subject to ratification by Full Council, would be able to attend the next meeting of the Committee.

Item 5.1 - Key decisions forward plan

Education, Children and Families

[December 2015 – March 2016]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Review of Admissions and Appeals process	08/12/15	All	Director: Gillian Tee Lead Officer: Moyra Wilson 0131 469 3066 Moyra.Wilson@edinburgh.gov.uk	P2, P4, P5 CO1 – CO6 SO3
2	Parental Engagement	08/12/15	All	Director: Gillian Tee Lead Officer: Moyra Wilson 0131 469 3066 Moyra.Wilson@edinburgh.gov.uk	P5 CO1 – CO6 SO3
3	Free School Meals Annual Progress Report	08/12/15	All	Director: Gillian Tee Lead Officer: Billy MacIntyre 0131 469 3366 Linda.Lees@edinburgh.gov.uk	P1, P5 CO1 – CO6 SO3

4	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
5	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
6	Attainment Looked After Children	08/12/15	All	Director: Gillian Tee Lead Officer: Sheila Paton 0131 469 3137 Sheila.Paton@edinburgh.gov.uk/	P5 CO2, CO3 SO3
7	Additional Support for Learning Annual Report	08/12/15	All	Director: Gillian Tee Lead Officer: Martin Vallely 0131 469 3019 Martin.Vallely@edinburgh.gov.uk	P1, P5 CO1, CO2, CO3, CO4 SO3
8	Vision for Schools / Teacher Wellbeing	08/12/15	All	Director: Gillian Tee Lead Officer: Liz Gray 0131 469 3229 Liz.Gray@edinburgh.gov.uk	P5 CO2, CO4 SO3
9	Bring Your Own Devices	08/12/15	All	Director: Gillian Tee Lead Officer: David McKee 0131 469 2999 David.McKee@ea.edin.sch.uk	P5 CO2 SO3
10	Educational Attainment 2015	08/12/15	All	Director: Gillian Tee Lead Officer: S Paton / R Hendery 0131 469 3137 / 0131 469 3960 Sheila.Paton@edinburgh.gov.uk/ Ruth.Hendery@edinburgh.gov.uk	P5 CO2, CO4, CO6 SO3
11	Outdoor Centres	08/12/15	All	Director: Gillian Tee Lead Officer: Robin Yellowlees	P5 CO2, CO3,

| | | | | 0131 469 3479 | CO4 |
				Robin.Yellowlees@edinburgh.gov.uk	SO3
12	Castlebrae progress report	08/12/15	Portobello / Craigmillar	Director: Gillian Tee Lead Officer: Sheila Paton 0131 529 7054 Sheila.Paton@edinburgh.gov.uk	P5 CO2 SO3
13	Total Craigroyston	01/03/16	Forth	Director: Gillian Tee Lead Officer: Christine Mackay 0131 529 7054 christine.mackay@edinburgh.gov.uk	P5 CO1 – CO6 SO3
14	Education Children and Families Risk Register	01/03/16	All	Director: Gillian Tee Lead Officer: Michelle McMillan 0131 469 3832 Michelle.Mcmillan@edinburgh.gov.uk	P1 – P6 CO1 – CO6 SO3
15	Edinburgh Integrated Literacy Strategy	01/03/16	All	Director: Gillian Tee Lead Officer: Sheila Paton 0131 469 3832 sheila.paton@edinburgh.gov.uk	P1, P5 CO1, CO2 SO3
16	Integrated Children's Services	01/03/16	All	Director: Gillian Tee Lead Officer: Nancy Henderson 0131 529 2135 Nancy.Henderson@edinburgh.gov.uk	P1 – P5 CO1 – CO6 SO3
17	Partnership with Parent Councils	01/03/16	All	Director: Gillian Tee Lead Officer: Moyra Wilson 0131 469 3066 Moyra.Wilson@edinburgh.gov.uk	P5 CO1. CO2 SO3

Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

October 2015

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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		**Recommended that this action be closed** See item 7.7 on this agenda.
2	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		**Recommended that this action be closed** See item 8.2 on this agenda.
3	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	December 2015		Deferred until December 2015 as there are currently 2 key inter-dependant reviews which will potentially

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
4	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	December 2015		Deferred until December 2015 to allow for more detailed information on the costing implications for achieving silver/gold awards in all schools.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							See update report at item 7.12 on this agenda.
5	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		**Recommended that this action be closed** See item 7.1 on this agenda.
6	11.09.14	Support to Children and Young People with Disabilities	To request a further progress report in September 2015.	Director of Children and Families	December 2015		Deferred until December 2015.
7	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		**Recommended that this action be closed** See item 8.3 on this agenda.
8	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	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
			identified as being necessary at Cramond, East Craigs, Sciennes and Towerbank Primary Schools (for which the total further capital expenditure required is estimated to be £3,257,243) would be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.				
			2) To note that the further report to the committee on 9 December 2014 would fully outline the interim measures for the		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
			four schools requiring substantive works.				
			3) To request an annual progress report on the School Meals service including: • details of accommodation for pupils; • A quality assessment of the provision of school meals, including those from remote kitchens; • Uptake levels by year group; • Customer feedback (school, parent and pupil) on the school meals		December 2015		This has been deferred to December 2015 to allow more time to get customer feedback.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			service and lunchtime environment; and • An update on the food for life project.				**Recommended that this bullet point be closed** see item 7.12 on this agenda
9	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		**Recommended that this action be closed** See update in Business Bulletin on this agenda.
10	11.09.14	Parental Engagement	To request a progress report on implementation in December 2015.	Director of Children and Families	December 2015		
11	09.12.14	Closure of Duncan Place including implications for	1) To request a further report in spring 2015 on the long term options.	Acting Director of Services for Communities	October 2015		**Recommended that this action be closed** See item 7.13 on this agenda.

No	Date	Report Title	Action		Action Owner	Expected completion date	Actual completion date	Comments
		Leith Primary School	2)	To note that discussions are ongoing with regards to "blocking off" St Andrew Place and transferring part of the street to school use and therefore requests that this be raised with Services for Communities and also reported back to the Education, Children and Families Committee.				
12	09.12.14	Rising School Rolls	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	Director of Children and Families	March 2015	3 March 2015	**Closed.** A report was submitted to the Committee on 3 March 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			future accommodation pressures.				
			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.		December 2015		
13	09.12.14	Castlebrae Community High School Progress Report	To agree to receive a further progress report in October 2015.	Director of Children and Families	December 2015		Deferred until December 2015 as Education Scotland will be inspecting the school in November 2015. This will allow for the report to be part of the communication

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							plan.
14	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		
15	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		**Recommended that this action be closed** See update in item 7.6 on this agenda.
16	03.03.15	Educational Attainment 2014	1) To agree to receive further annual reports on attainment/improvements in performance. 2) To request a further report in October 2015 on: • The performance of looked after children;	Director of Children and Families Director of Children and Families	December 2015 December 2015		Actions 1 and 2 will be combined into one report in December 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• The performance in relation to wider achievements and how they could be measured; • Attainment of children in areas of deprivation.				
			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.	Director of Children and Families	May 2015	19 May 2015	**Closed.** A report was submitted to the Committee on 19 May 2015.
17	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		
18	03.03.15	Edinburgh Integrated Literacy Strategy	To note that a report would be submitted to a future meeting of the Committee	Director of Children and Families	March 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			on the provision of English as an Additional Language (EAL).				
19	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		
20	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		**Recommended that this action be closed** An update is included in the Business Bulletin for this Committee (see item 6.1 on this agenda)
21	03.03.15	Total Craigroyston	To request a progress report within 12 months.	Director of Children and Families	March 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	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		**Recommended that this action be closed** See item 7.8 on this agenda.
23	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		
24	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 in 3 cycles providing an update on how ongoing issues with the building were being resolved.	Acting Director of Services for Communities.	December 2015		
			2. To request a report within two cycles on governance arrangements (including the	Director of Children and Families	October 2015		**Recommended that this action be closed** See update in

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				item 8.8 on this agenda.
25	19.05.15	Early Years Capital Investment	To request a further report on voluntary sector nurseries and any further action that could be taken to support their continued operation and valued contribution to the early years sector, including input from the Cooperative Development Unit on possible asset transfer.	Director of Children and Families	October 2015		**Recommended that this action be closed** See item 7.10 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
26	19.05.15	Parent Councils – Motion by Councillor Main	Agrees to receive an annual report to the Education, Children and Families Committee 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.	Director of Children and Families	May 2016		
27	19.05.15	Children and Families Asset Management Plan	To 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 would be reported to Committee at a future date.	Director of Children and Families	December 2015		
28	19.05.15	Free School Meals P1-P3 –	That the feasibility and associated timescales of implementing an on-line	Director of Children and Families	December 2015		Deferred until December 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Progress Report	payments system for school meals be included in the annual progress report on the school meals service scheduled for October 2015.				
29	19.05.15	Children and Families Grants to Third Parties 2015-16	To receive a further report on the application process in October 2015.	Director of Children and Families	October 2015		**Recommended that this action be closed** See item 8.1 on this agenda.
30	Corporate Policy and Strategy Committee 01.09.15	Complaints Handing Review – Education Service	To note the content of the report and that all the recommendations in Appendix 2 are accepted and that progress on their implementation be reported to the Education, Children & Families Committee	Director of Children and Families	March 2016		

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Committee Decisions – November 2014 – June 2015

Item number	5.3
Report number	
Executive/routine	
Wards	All

Executive summary

Following the decision of the Governance, Risk and Best Value Committee on 19 June 2014, to strengthen existing arrangements and provide greater assurance with regard to the dissemination of committee decisions, a quarterly review of actions has been undertaken by directorates to ensure that all decisions taken by the Corporate Policy and Strategy Committee, the executive committees and the Governance, Risk and Best Value Committee are progressing as expected and to highlight any exceptions. This report outlines the assurance work undertaken and details the implementation of Education, Children and Families Committee decisions covering the initial period from November 2014 to June 2015.

Links

Coalition pledges	
Council outcomes	CO25
Single Outcome Agreement	

Report

Committee Decisions – November 2014 – June 2015

Recommendations

1.1   To note the position on the implementation of Education, Children and Families Committee decisions as detailed in the appendix to this report.

1.2   To note that an annual summary report would be presented to Committee in 12 months time.

Background

2.1   The Governance, Risk and Best Value Committee on 19 June 2014 agreed increased monitoring for the dissemination and implementation of committee decisions by directorates.

2.2   It was agreed that an annual report outlining all decisions taken in the previous year and an update on the implementation of decisions and recommendations to discharge actions be presented to the Corporate Policy and Strategy Committee, executive committees and the Governance, Risk and Best Value Committee.

Main report

3.1   When a decision is taken at committee that requires further action this is tracked and monitored by various methods.

3.2   Since November 2012 for the Governance, Risk and Best Value Committee and April 2014 for other committees, if a decision requires a further report to committee, it is added to the forward plan, the report schedule and the Rolling Actions Log is updated. The Rolling Actions Log is then considered by committee each cycle, ensuring that there is clear oversight of the implementation of decisions by the committee. It is also published with the committee papers, resulting in the monitoring being carried out in a transparent manner. This ensures that there are clear linkages between the decisions taken at committee and the planning of new business.

3.3   However, a gap existed for committee decisions that did not request a further report to Committee. The implementation of these decisions was left with individual service areas and any monitoring was not publicly available.

3.4   The approach agreed by the Governance, Risk and Best Value Committee on 19 June 2014 aimed to address this gap. Following the meeting a committee decisions spreadsheet was introduced to track decisions that did not require further reporting and thus would not be covered by the Rolling Actions Log. This new process aimed to ensure that the implementation of relevant actions would be recorded effectively, monitored and considered annually at each committee.

3.5   This spreadsheet is completed by Committee Services and directorate staff who are responsible for updating the status of actions attributed to each service area.

3.6   A similar report on all decisions taken in the previous year and an update on the implementation of decisions and recommendations to discharge actions will be presented to the Corporate Policy and Strategy Committee and to each executive committee annually.

3.7   The consideration of these reports will augment committee oversight of the implementation of decisions, resulting in an increase in accountable and transparent decision making.

Education, Children and Families Committee Decisions

3.8   A review of actions has been undertaken by directorates to ensure that all decisions not required to be reported back to committee are progressing as expected and to highlight any exceptions. A summary of decisions for the initial period November 2014 to June 2015, including status, are detailed in the appendix to this report. This report will be submitted on an annual basis to Committee.

3.9   At the Education, Children and Families Committee there have been 39 decisions made which were recorded through the committee decisions spreadsheet.

3.10   All 17 actions that remain open are being progressed and there are no concerns to highlight to Committee.

Measures of success

4.1   Annual reporting ensures the effective implementation and monitoring of committee decisions.

Financial impact

5.1   There are no direct financial impacts as a result of this report.

Risk, policy, compliance and governance impact

6.1   The improvements in business processes help ensure increased transparency and assurance across the Council's decision making processes.

Equalities impact

7.1   There are no direct equalities impacts as a result of this report.

Sustainability impact

8.1   There is no direct sustainability impact as a result of this report.

Consultation and engagement

9.1   The spreadsheet described is completed throughout all service areas across the Council.

Background reading/external references

Minute of the Governance, Risk and Best Value Committee – 19 June 2014

Report to the Governance, Risk and Best Value Committee - Committee Decisions – Dissemination and Implementation and Update to member/officer Protocol – Report by Director of Corporate Governance

Alastair D Maclean

Deputy Chief Executive

Contacts: Kirsty-Louise Campbell, Strategy and Governance Manager

E-mail: Kirstylouise.Campbell@edinburgh.gov.uk | Tel: 0131 529 3654

Gavin King, Committee Services Manager

E-mail: Gavin.King@edinburgh.gov.uk | Tel: 0131 469 4239

Links

Coalition pledges	
Council outcomes	CO25 - The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	
Appendices	1 – Education, Children and Families - Committee Decisions

Appendix 1 – Committee Decisions – Education, Children and Families Committee

Education, Children and Families Committee Decisions Overview			
Date	Number of Decisions	Open	Closed
09/12/14	10	2	8
03/03/15	12	2	10
19/05/15	17	13	4
Total	39	17	22

Breakdown of tasks by directorate			
Directorate	Number of Decisions	Open	Closed
Chief Executive's Office	0	-	-
Children and Families	38	17	21
Corporate Governance	0	-	-
Economic Development	0	-	-
Health & Social Care	0	-	-
Services for Communities	4	0	4

N.B: - Tasks can belong to more than one directorate, leading to slight disparity in figures.

Outstanding Tasks in full

Item no.	Date	Directorate	Item	Decision	Status	Comments
1	09-Dec-14	C&F	7.5 - Primary School Capacity Pressures in South Edinburgh	To note the intention to undertake discussions with Health and Social Care regarding arrangements for the transfer of the Deanbank Resource Centre and Oaklands residential care home sites so that site options are available to deliver whatever solution is the approved outcome of the statutory consultation process.	Open	Discussions are ongoing. Whilst there has been agreement reached regarding the transfer value, the date of vacation has still to be determined.
2	09-Dec-14	C&F and SfC	7.9 - Closure of Duncan Place Including Implications for Leith Primary School	To approve the immediate demolition of the existing Duncan Place building.	Closed	Will be considered as part of the solutions identified under (3) below.
3	09-Dec-14	C&F and SfC	7.9 - Closure of Duncan Place Including Implications for Leith Primary School	To approve that further work is undertaken on the scoping of options to provide long term nursery, gym and community accommodation.	Closed	Being led by C&F, will be reported to E,C&F Committee in October 2015.
4	09-Dec-14	C&F and SfC	7.9 - Closure of Duncan Place Including Implications for Leith Primary School	To refer the joint report by the Director of Children and Families and the Acting Director of Services for Communities to the Governance, Risk and Best value Committee.	Closed	Completed. Considered by GRBV Committee on 18 December 2014.

Item no.	Date	Directorate	Item	Decision	Status	Comments
5	09-Dec-14	C&F	7.2 - Rising School Rolls	To refer the Director's report to the Finance & Resources Committee for information.	Closed	Considered by the Finance & Resources Committee on 15 January 2015
6	09-Dec-14	C&F	7.7 - City of Edinburgh Play Strategy	That Play in Partnership: a Play Strategy for the City of Edinburgh be circulated to the Culture and Sport and Transport and Environment Committees to raise awareness, and increase consideration of the impact Committee decisions have on children's play.	Closed	Considered by the Culture and Sport Committee on 16 December 2014 and the Transport & Environment Committee on 13 January 2015.
7	09-Dec-14	C&F	7.7 - City of Edinburgh Play Strategy	That the Play Strategy be amended to detail the financial commitments made under the rising rolls report to improve playgrounds adversely affected by new accommodation.	Closed	Completed. Report amended as per.
8	09-Dec-14	C&F	7.12 - Proposed Closure of Pentland View Close Support Unit and Improvement Proposals for Children & Young People who are Looked After and Accommodated by the City of Edinburgh Council in Residential and Secure Care Services	To approve the proposal to close Pentland View Close Support Unit, a five bedded close support unit, by the end of January 2015.	Closed	Completed February 2015

Item no.	Date	Directorate	Item	Decision	Status	Comments
9	09-Dec-14	C&F	7.12 - Proposed Closure of Pentland View Close Support Unit and Improvement Proposals for Children & Young People who are Looked After and Accommodated by the City of Edinburgh Council in Residential and Secure Care Services	To note the proposal that a business case would be taken to the Finance & Resources Committee in due course 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 either Oxgangs or Moredun Young People's Centre (YPC).	Open	
10	09-Dec-14	SfC	8.1 - Cameron House Community Centre: Review of Project Delivery	To refer the report to the Governance, Risk and Best Value Committee for Scrutiny.	Closed	Completed. Considered by the GRBV Committee on 18 December 2014.
11	03-Mar-15	C&F	8.2 - Religious Observance in Schools	To implement agreed revisions to Religious Observance in schools (see minute for full details)	Closed	
12	03-Mar-15	C&F	6.1 - Business Bulletin	To request that the NHS data on eye tests be circulated to Committee members.	Closed	Completed. Reported as part of the EY strategy report appendix 2 (May 2015)
13	03-Mar-15	C&F	7.2 - Response to Accounts Commission Report on School	That in addition to the information in paragraph 3.11 of the Director's report regarding the biennial workforce survey,	Open	

Item no.	Date	Directorate	Item	Decision	Status	Comments
			Education	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.		
14	03-Mar-15	C&F	7.3 - Vision for Schools	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.	Closed	
15	03-Mar-15	C&F	7.5 - Strategic Management of School Places - P1 & S1 Intakes for August 2015	To agree to prioritise placing requests out of Boroughmuir High School	Closed	
16	03-Mar-15	C&F	7.6 - Primary School Estates Rising Rolls	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.	Closed	Public Consultation ended on 22 June 2015. Report to Council scheduled for 22 October 2015.
17	03-Mar-15	C&F	7.6 - Primary School Estates Rising Rolls	To note that initial informal consultation would be undertaken with the affected schools regarding the proposals to alter	Closed	

Item no.	Date	Directorate	Item	Decision	Status	Comments
				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.		
18	03-Mar-15	C&F	7.6 - Primary School Estates Rising Rolls	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.	Closed	
19	03-Mar-15	C&F	7.6 - Primary School Estates Rising Rolls	To note that a report on the outcomes of the consultation would be submitted to a future Council meeting for consideration.	Open	
20	03-Mar-15	C&F	7.8 - Integrated Children's Services	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	Closed	Completed. Considered by Council on 12 March 2015

Item no.	Date	Directorate	Item	Decision	Status	Comments
				structural arrangements detailed in appendix 1 to the report.		
21	03-Mar-15	C&F	8.4 - Children and Families Risk Register	To refer the Director's report to Governance, Risk and Best Value Committee in April 2015.	Closed	Considered by GRBV on 23 April 2015
22	03-Mar-15	C&F	8.5 - Edinburgh Young people's participation Strategy	To invite young people to report on their work to the Education, Children and Families Committee on a yearly basis.	Closed	This action is fulfilled through the ongoing dialogue with the Edinburgh Young People Participation Group, who invite Elected Members and Officers to various groups during the year to explain their work.
23	19-May-15	C&F	9.1 - Parent Councils - Motion by Councillor Main	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.	Open	

Item no.	Date	Directorate	Item	Decision	Status	Comments
24	19-May-15	C&F	9.1 - Parent Councils - Motion by Councillor Main	Requests support for Parent Councils to research charitable status for Parent Councils and a central Edinburgh charity to support education.	Open	
25	19-May-15	C&F	7.6 - Primary School Capacity Pressure in South Edinburgh	To approve that a statutory consultation process be undertaken regarding proposals to address primary school capacity and accommodation pressures in South Edinburgh.	Closed	Consulation started 24 August 2015
26	19-May-15	C&F	7.6 - Primary School Capacity Pressure in South Edinburgh	To delegate authority to the Director of Children and Families to finalise the detailed consultation paper before the start date for the statutory consultation process.	Closed	
27	19-May-15	C&F	7.6 - Primary School Capacity Pressure in South Edinburgh	To note that a report on the outcomes of the consultation would be submitted to a future Council meeting for consideration.	Open	Will be reported to Council on 4 February 2016
28	19-May-15	C&F	7.8 - Primary School Estate Rising Rolls	To approve that new accommodation be 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	Open	This action is being progressed however will not be closed until any new accommodation required for August 2016 is delivered.

Item no.	Date	Directorate	Item	Decision	Status	Comments
				registration figures: • Balgreen Primary School. • East Craigs Primary School. • Fox Covert Primary School. • St Mary's (Leith) RC Primary School.		
29	19-May-15	C&F	7.8 - Primary School Estate Rising Rolls	To approve that internal reconfiguration works be undertaken at Ferryhill, Granton and Roseburn Primary Schools to provide increased classroom provision for August 2016.	Open	This action is being progressed however will not be closed until any new accommodation required for August 2016 is delivered.
30	19-May-15	C&F	7.8 - Primary School Estate Rising Rolls	To 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.	Open	The report is being taken to Council on 22 October 2015 following which the action can be closed.
31	19-May-15	C&F	7.8 - Primary School Estate Rising Rolls	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,	Open	This action is being progressed however will not be closed until any new accommodation required for August

Item no.	Date	Directorate	Item	Decision	Status	Comments
				deliverability and the impact on the school. ii. To approve the final costs of the most appropriate final solution whilst always ensuring that value for money is achieved.		2016 is delivered.
32	19-May-15	C&F	7.9 - Buckstone Primary School - Use of Developer Contributions	To approve the project to deliver a new hall at Buckstone Primary School as detailed in the Director's report, the capital cost of which would be fully funded from developer contributions.	Open	This action is being progressed however will not be closed until the project is delivered.
33	19-May-15	C&F	7.11 - Preventing and responding to bullying and prejudice in City of Edinburgh Council Schools	That a briefing sessions be arranged for Committee members.	Open	
34	19-May-15	C&F	7.12 - Response to Scottish Government's Education Bill	To note that the Council would continue to engage in national consultation through direct response to the Scottish Government as appropriate and through the Converntion of Scottish Local Authorities (COSLA)	Closed	
35	19-May-15	C&F	7.13 - Children and Families Grants to Third Parties 2015/16	To remit the work associated with defining and implementing the approach to the Third Party Payments Elected Member Working Group - in consultation with te Director of C&F and the Convener of the E,C&F	Closed	Elected Members Working Group met for last time in June 2015. The new Children and families Grant

Item no.	Date	Directorate	Item	Decision	Status	Comments
				Committee		Programme is now open.
36	19-May-15	C&F	7.14 - 1:1 Digital Learning Rollout	To note the comments detailed at paragraph 7.4 of the Director's report and that any BYOD approach being taken forward would need to first address equalities impact concerns and be reported to Committee before progression.	Open	Briefing Scheduled for September 2015
37	19-May-15	C&F	7.15 - Progress on the implementation of self directed support in Children and Families	That a briefing session be arranged for Committee members to assist in identifying issues to be included in future reports.	Open	An invite to elected members to attend a briefing at the end of Oct/Nov will be issued shortly.
38	19-May-15	C&F	8.1 - Community Learning and Development Annual Report	To note the developments and achievements detailed in the Director's report and to request that future reports include figures on adult learners.	Open	
39	19-May-15	C&F	8.5 - School Session Dates 2016/17, 2017/18 and Consultation on Future Dates	To approve a wider consultation on dates for 2018/19 and beyond.	Open	

Item 6.1 - Business bulletin

Education, Children and Families Committee

10am, Tuesday, October 6 2015

European Room, City Chambers, High Street, Edinburgh

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Education, Children and Families Committee

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

Recent News	Background

Business Bulletin October 2015

Consultative Committee with Parents (CCwP)

The last Consultative Committee with Parents (CCwP) on 14 May 2015 was another positive meeting. The two topics chosen by the parents to discuss were: Rising School Rolls and 1:1 Digital Learning.

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

In the first presentation Crawford McGhie, Asset Planning Manager described the huge amount of building work underway across the Children and Families Estate. This includes: 3 new secondary schools, 9 nurseries, 2 primary schools, 1 special school, 2 children's homes and 8 school extensions which were completed for the start of term. To view the full presentation, please click here.

The second presentation by Dave McKee, Acting Quality Improvement Officer, described the number of 1:1 devices in our schools (e.g. iPads) and the positive impact this is having on teaching and learning. Work is being progressed on a strategy for 'Bring Your Own Device' which would enable pupils to bring computers in from home if they have them. This will only be considered once a full equalities impact assessment is carried out to ensure that there would be equity in provision if a policy like this was implemented.

Thanks are due to Lindsay Law for her hugely valuable input as parent representative on both the CCwP and the Education Children and Families Committee for the past three years. We are delighted to welcome Alexander Ramage as the new Parent Representative.

CCwP minutes of meeting on 26 February 2015

Sub Committee on Standards

There have been two Sub-Committees on Standards since the last Committee. These focussed on five recent Inspection reports from Sighthill Primary School, Firrhill High School, Firrhill Learning Community, Kaimes School and Dalmeny Primary School.

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

Corporate Parenting Member/Officer Group

The Corporate Parenting member officer group on 1 June 2015 was observed by Carolyn Younie from the Scottish Government. She was very impressed with Edinburgh's work in this area. There were several presentations to exemplify the good practice across Edinburgh.

Emma Crawshaw from Crewe 2000 provided information on New Psychoactive Substances also known as "legal highs". There is growing concern about the wide and easy availability of these substances and the low cost making them attractive to young people. The UK government is seeking to create a Bill to prohibit the sale of these substances.

A clear action plan was distributed to Members to explain the range of actions to improve the school attendance of Looked After children. A detailed analysis has been undertaken to look at the attainment of looked after children. A further update will be given at the next meeting in September 2015.

The highly successful Looked After and Active programme will continue for the year ahead. We need to look at future long term funding to sustain this worthwhile project.

Homelessness

We are pleased to report that the number of homeless 16 and 17 years olds has reduced from 280 in 2012 to 130 in 2015. This has been achieved through effective partnership work. Our thanks go to officers for making sure that this work has been prioritised.

For more information contact

Alistair Gaw, 469 3388 or alistair.gaw@edinburgh.gov.uk

Scottish Attainment Challenge Launch

We were delighted to welcome Nicola Sturgeon, First Minister, to Clovenstone Primary and Wester Hailes Community High School on 17 August 2015. The First Minister delivered a speech on Scottish Education and announced the second phase of the Scottish Attainment Challenge. This will focus on specific primary schools with significant numbers of pupils living in areas of deprivation.

The schools involved will receive funding from the Attainment Scotland Fund to support work to narrow the attainment gap and improve literacy, numeracy and health and wellbeing.

Eight primary schools were selected on the basis of having over 70% of all of their pupils living in the 20% most deprived areas in Scotland. The primary schools are Sighthill, Canal View, Clovenstone, St Francis, St Catherine's, Castleview, Niddrie Mill and Craigroyston.

For more information contact

Andy Gray 0131 529 2217 or andy.gray@edinburgh.gov.uk

Exam Summary

We congratulate our young people on another year of exam success. Positive results include:

- By the end of S4, 39% of the S4 roll achieved 5 qualifications at National 5 level which is an increase of over one percentage point from last year.

- By the end of S5, 58% of the S4 roll achieved 1 or more Highers – a 4 percentage point improvement on last year and a 16 percentage point improvement since 2009. (Across the city there were 6354 presentations for revised higher (pass rate A-C 77%) and 4693 for the new curriculum for Excellence Higher (pass rate 82%).

- By the end of S6, 63% of the S4 roll achieved one or more Highers – a 2 percentage point (with rounding) increase on the previous year and a 15 percentage point improvement since 2009.

- A particular strength is the percentage increase in attainment across all measures when comparing the 2009 data with the 2015 results.

Sports Hubs update

There is a strategic plan for School-based Sports Hub for the period April 2015-March 2019. Three are already established in the joint Forrester/St Augustine's campus, Broughton High School and the Royal High School. More recently, Liberton and Portobello High schools have been designated as School based sports hubs. These will be developed on a phased basis with Portobello sports hub planned to coincide with the opening of the new school in 2016.

The intention of these 'hubs' is for local children and local people to be able to access their local sports hub.

They will assist local clubs to increase capacity through access to sports facilities and through recruitment and development of coaches. There will be support for children and young people with disabilities or additional needs to access sport. These hubs will also enhance holiday programmes for the community and enable first class sporting events with partners to take place. All of this will help to promote sport and enhance partnerships within communities.

Positive Destinations

This was another successful year for school leavers moving into positive destinations. Figures published by the Scottish Government show that the number of school leavers in Edinburgh sustaining a positive destination are at the highest level ever. The figure is up 10 per cent since the Edinburgh Guarantee began three years ago and is now at 93.1 per cent (up from 91.2 per cent the same time last year).

It is worth highlighting the following:

- 16 out of 23 secondary schools have increased their positive destinations from the Initial Report in September 2014.

- Employment has increased from 19.2% to 25.2% (617 to 805) – evidence that Edinburgh Guarantee is having impact

- City wide "unknown" has decreased from 20 down to 8 (0.35%)

- Largest increases in Positive Destinations – Craigroyston 55 to 64 (up 13.1%) Firrhill 181 to 194 (up 6.8%) Forrester 75 to 79 (up 6.7%) Gracemount 89 to 95 (up 6.8%)

- Unemployed Seeking has dropped from 230 to 176 (7.2% to 5.5%).

For more information contact

Andy Gray 0131 529 2217 or
andy.gray@edinburgh.gov.uk

Consortia Arrangements for Youth Services

Over the past year, work has been underway in Leith to bring together providers of youth services from the voluntary and statutory sectors to develop a more cooperative approach to delivering youth work in their local area. Areas highlighted have included improving co-ordination of services to avoid potential duplication, making better use of existing resources such as buildings and equipment, and identifying gaps in services to inform future partnership projects. The Leith Youth Services Network is now the main forum for advancing this work.

This work has informed the Council's new approach to commissioning youth services across the city for youth work. The new specifications will also reflect strongly young people's views on youth work and youth clubs, and help us to decide how we fund youth work in the future.

For further information contact

David Bruce, 469 3795 or
david.bruce2@edinburgh.gov.uk

Carers' Champion progress update

The Health Social Care and Housing Committee on 16 June 2015 considered an update report on the Carers Champion Progress. The Committee approved the recommendations in the Director's report and referred the report to the Education Children and Families Committee

For further information contact

Gordon Dodds, Planning and Commissioning Officer (Carers) 0131 553 8347 or
Gordon.dodds@edinburgh.gov.uk

FairTrade Schools Programme

To date 19 schools have reached FairTrade status and been recognised for the work they are doing to make the world a fairer and more equal place. A further 43 school have registered to become FairTrade schools.

Playday 2015

Another successful PlayDay event took place on Wednesday 29 July 2016 to promote play in the city.

This was the 15th year that the event has been held and every year gets bigger and more fun! Thousands of people, both young and old, have come along to join in activities on offer.

Playday is the national day for play. On Playday thousands of children and their families get out to play at hundreds of community events across the UK.

As well as a celebration of children's right to play, Playday is a campaign that highlights the importance of play in children's lives. It's all about learning for life and showing that play is fun not just for the child but for adults as well.

Playday is part of the successful City of Edinburgh Council Play Strategy.

For further information contact

Aileen McLean, 469 3300 or
aileen.mclean@edinburgh.gov.uk

Euroquiz

In 2014/2015 21 schools took part in the Edinburgh heat of the national Euroquiz for primary schools. This event is organised in partnership with Scottish European Educational Trust and is open to state and independent schools.

International Unit update

Key areas of activity undertaken in 2014-2015 academic year:

Language assistants
In 2014/15 academic year we organised 54 placements for student teachers from other countries. These students are often able to undertake the role of volunteer language assistants in schools whilst completing their teacher training for their home universities. Student teachers mainly came from Switzerland, Germany and Spain.

International study visits
24 professional study visits for 388 teachers were organised in 2014/15 academic year. These typically included visits to Edinburgh schools and presentations from Edinburgh staff or consultants.

Learning for Sustainability Conference
In May 2015 International Unit in partnership with the Sports and Outdoor Learning Unit and Parks and Green Spaces team delivered the first Learning for Sustainability Conference in Edinburgh.

Wave 3 and Wave 4 Schools

The Wave 3 schools programme is progressing well and an update on each project is provided below. Initial analysis of which schools could potentially be considered in a Wave 4 programme has also been progressed and an update report was considered by Council on 20 August 2015.

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

New Portobello High School Topping Out

Portobello High School Topping Out ceremony in June 2015 marked a key stage for Portobello and a special day for everyone who has been involved in the project over many years.   The new school is on schedule to be open for the start of the 2016/17 school year.

Rights Respecting Schools Award
This UNICEF programme is an area of growth for Edinburgh schools supported by the International Unit and the Health and Wellbeing Team.

36 schools are registered with the scheme and working towards accreditation. We have 14 schools at ROC level, 7 at Level 1 and 2 schools at Level 2.

'Project Kit Bag – Pack Up Your Troubles'
This was a unique global citizenship and creative learning experience to commemorate Edinburgh's Heritage of World War One. Four Kit Bags of World War One resources were given as a learning resource to four Edinburgh High Schools. The young people were supported by City of Edinburgh Council staff in Arts & Creative Learning, International Unit, Community Learning & Development and the Libraries Service.

Links with schools abroad
Partnerships with other countries continue to increase. Linking opportunities are regularly advertised to all Edinburgh schools through a bi-monthly Newsletter. For further information contact David Bruce, 469 3795 or david.bruce2@edinburgh.gov.uk

New James Gillespie's High School Teaching Block Officially Opened

The new teaching block at James Gillespie's High School opened its doors after the Easter Holidays and the staff, pupils and parents are delighted at the outcome.   The final phase of the project to construct the new sport and performance blocks is already well underway and is on schedule to be open for the start of the 2016/17 school year.

New Boroughmuir High School

Excellent progress is being made with the construction of the new Boroughmuir High School. The initial challenges with the foundations and ground conditions have now been successfully overcome.

St Crispin's Special School

Capital funding for the new school is available in 2017/18 financial year. We are currently looking at options for its location. There will then follow consultation in advance of the project to deliver the new school starting.

Defibrillator installation project - Position statement

I last updated you that in January this year we committed as a Council to deploy defibrillators initially in all secondary schools and 11 other key Council buildings.

Further progress has been made on this and guidance and information on use and operational accessibility is being developed.

Training and familiarisation sessions are planned. It is anticipated that the defibrillators will be installed during November and December.

Annual Health Fair for Looked After and Accommodated children and young people

Once again the Annual Health Fair was a great success, hosted by the Jack Kane Centre on 16 July 2015. The event was an opportunity for looked after and accommodated children, young people and their carers to meet with a range of professional while enjoying a fun day out.

St John's RC Primary School

The site for the new St John's primary school on part of the former Portobello High School grounds has been agreed and we already have an outline design. The detailed design work for the new school will start soon to allow the planning application to be submitted early in the new year. We expect the new school to be opened in early 2018.

Drylaw Young People's Centre Inspection

Congratulations to colleagues at Drylaw Young People's Centre following their recent inspection report. The Care Inspectorate graded the 'Quality of Staffing' as "Excellent" with 'Quality of Care and Support', 'Quality of the Environment' and 'Management and Leadership' graded as "Very Good". This is a great achievement for the whole team.

The high quality of residential care provided in Edinburgh is reflected in the recent round of Care Inspectorate reports with all residential establishments for young people receiving grades of "Good" and "Very Good" across the sector.

New ICT contract

A new ICT contract is set to transform our ICT services and save a minimum of £45m over the next seven years. It will also deliver an estimated £46m worth of essential services at no extra cost. The preferred bidder – CGI – is one of the largest independent suppliers in the world and bring vast experience of transforming ICT services and accelerating channel shift, which will be hugely important in supporting our objectives for change.

Our schools will benefit greatly with bandwidth in secondary schools set to increase by up to 50 times, and primary schools by up to 100 times. The contract will also create over 200 jobs locally, plus over 60 new modern apprentice opportunities.

Psychology of Parenting Project (PoPP) Update

PoPP is aimed at improving the availability of high quality evidence-based parenting programmes for families with young children (3 and 4 year olds) who have behaviour problems. You can read about this on the Psychology of Parenting Project website.

More information on this is available from Pat Southall on 469 3417
pat.southwall@edinburgh.gov.uk

Scottish Education Awards

Congratulations to Dalry Primary School for winning the Scottish Education Awards.

We are pleased to announce that we had five finalists in the Scottish Education Awards 2015. Congratulations to them all!

- Gracemount Primary School - Learning Through Technology Award

- Michele Price, Colinton Primary School - Educational Supporter of the Year

- Stenhouse Primary School - Gaelic Education Award

- Drummond Community High School – Creativity

- Dalry Primary School – Creativity

The Convener's Challenge

On 5 June 2015, pupils from secondary schools across Edinburgh worked in teams as they pedalled, paddled and plotted their way across the city as they competed to win the Convener's Challenge! Twelve schools took part in the inaugural activity challenge, but there could only be one winner and it was Tynecastle High School! You can read about this on our brightfutures blog.

Polar Academy

It is fantastic that ten Edinburgh teenagers are preparing to face sub zero temperatures and navigate through harsh landscapes as part of a major Arctic expedition.

The pupils from five schools have been chosen by Polar Academy, a charity that aims to transform the lives of "invisible and forgotten" young people. These ten young people have been selected after completing a very intense training programme. They will embark on the 10 day trek, covering 62 miles (100km) of Greenland, in March 2016.

Oaklands Award Winners

On 1 May 2015, three senior pupils from Oaklands School attended an awards ceremony at the Telegraph Headquarters in London to collect their prize for winning the 15-19 age group in the National Enterprise Competition, the Tenner Challenge.

Scottish Schools of Co-operation Charter Mark Award event

The Scottish Schools of Co-operation Charter Mark Award event was held in the City Chambers. Pupils from participating schools attended to receive their plaques from the Convener of Education, Children and Families, Councillor Paul Godzik.

The City of Edinburgh Council is at the vanguard of the schools of co-operation movement, as the first co-operative authority in Scotland. Schools gaining Level 1 were:

- Craigmount High School – Fairtrade Events
- Gorgie Mills School – Sharing co-operative values
- Tollcross – Fundraising
- Ferryhill – Developing a learning cluster
- St Catherine's – Enterprise projects
- St Francis – Health and wellbeing
- Hermitage Park – Fundraising
- Blackhall – Pupil committee
- Granton – Self-help and responsibility

For more information contact Joyce on any of these brightfutures.

Games @ the Hub

On Tuesday 9th June 2015 Active Schools hosted the third Games @ the Hub event at Forrester/St Augustine's High School. All 88 primary schools were invited and 54 schools, 1100 P6 pupils attended the largest sports day of the year! Pupils took part in a skills based session at the beginning of the day and progressed into a competitive tournament in the afternoon.

Kindling the Flame

What does Adult Education Mean To Me?

For Scottish Mental Health Arts and Film Festival
October 2014

Evening News Awards

Congratulations to everyone who was nominated for these awards. Pilrig Park School won the School of the Year category with Liberton and Craigroyston High Schools being joint runners-up. Juliet McCann was runner-up for Teacher of the Year for her work as Principal Teacher at the Royal Hospital for Sick Children. Two of our foster carers recognised – Sharon Duncan won the Carer of the Year category and Nicola Hogg was a finalist.

Sportscotland

A new award from sportscotland has been given to two of our schools Firrhill High School and St Joseph's Primary. They each receive the prestigious GOLD status. This award recognises the fantastic work to improve and increase the physical education and sport opportunities available to the young people in schools across Scotland.

Paolozzi Award

This was another fabulous ceremony with outstanding young people being awarded prizes for their art work. The overall winner was Casey Black, S6 at Holy Rood. Well done to the award winners and their art teachers. Full details of all the winners are available on brightfutures.

Adult Learners Achievement Awards

This was a great opportunity to hear about the work taking place across the city to support adult learners. This year the Outstanding Achievement Award went to Kindling the Flame (The Outlook Project) where students looked at 'what adult education means to me' through art, drama and creative writing courses culminating in an exhibition as part of the Scottish Mental Health Arts and Film Festival. The group developed a Manifesto for Adult Learning which was launched during the exhibition and also presented it, along with the students' experiences at the cross party group on adult learning at the Scottish Parliament earlier this year. To see a list of all the winners click here.

Contribution of Edinburgh's Third Sector : Annual Report 2015

Committees may wish to note that the Communities and Neighbourhoods Committee in the autumn of each year receives a report highlighting the social and economic contribution of Edinburgh's third sector and active citizens. Charities, social enterprises and community organisations provide a diverse range of services both across the city, in localities and within neighbourhoods. Work undertaken by these organisations includes; education, citizenship, community development, well-being, tackling poverty and inequality, prevention, citizen care and support and environmental action.

The most recent year (2014/15) indicated that the city's 2,169 charities generated £2.45Bn and employed 15,000 people. Of these, 986 (45%) provide services within the City working alongside the 175,000 people that regularly volunteer. With government funds reducing by 2% in the year, self-generated income has continued at a value of 78% of income.

There are however pressures across the City's third sector with 71% expecting competition for resources to grow, 77% anticipate the need for greater collaboration, 57% of organisations do not have sufficient volunteers, organisations are experiencing acute reductions in financial reserves and, similar to the Council, managing increasing demand amid dwindling public resources.

Through the City's beacon Edinburgh Compact arrangement and against the backdrop of transformation and service and budget pressures, the Council continues to have a positive and productive working relationship with the third sector. Third sector contributions to community planning and engagement, prevention and mitigation of poverty and inequality, co-designing services and collaborative working in localities and neighbourhoods are a continuing feature of city well-being. For the 220 organisations receiving council grant investment, attainment of targets has increased by 3% to 97%.

Councillors Maureen Child and Alex Lunn, Convener and Vice-Convener of the Communities and Neighbourhoods Committee.

Further information is available from Graeme McKechnie on 0131 463 3861 or graeme.mckechnie@edinburgh.gov.uk.

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Improving Positive Destinations

Item number	7.1
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to provide an update on strategies and progress in improving school leaver destinations.

The report shows a significant improvement in positive destinations when compared with the same census last year and highlights the success of Opportunities for All. Activity Agreements and The Edinburgh Guarantee.

This report summarises the improving picture of school leaver destinations for leavers from Edinburgh's 23 Secondary Schools for those young people who left school in December 2013 and May 2014. Initial destinations for these young people were recorded in September 2014 and followed up six months later in March 2015. This report focuses specifically on the follow up census data undertaken by Skills Development Scotland in March 2015.

Links

Coalition pledges	P7, P16, P28, P29
Council outcomes	C02, C03, C06, C09
Single Outcome Agreement	SO1, SO3

Report

Improving Positive Destinations

Recommendations

It is recommended that the Committee:

1.1 Note the contents of this report, positive destinations.

1.2 Note the significant improvement in school leavers positive and sustained destinations.

Background

2.1 This report provides elected members of the Education, Children and Families Committee with a summary of school leaver destinations from Edinburgh's 23 secondary schools for Winter leavers 2013 and Summer leavers 2014 and includes:

- Overview of progress;

- Individual school statistics broken down by destination;

- Four year trend;

- Comparison against national average;

- Individual school progress;

- Reports on impact of 16+ Learning Choices, JET, JET+, Career Ready, Activity Agreements and The Edinburgh Guarantee;

- Positive destination categories are: Higher Education (HE), Further Education (FE); Training, Employment, Voluntary Work and Activity Agreements. Other destinations are: Unemployed Seeking, Unemployed Not Seeking and Not Known.

2.2 The School Leaver Destinations Report 2009/10 recorded 83.1% of Edinburgh's school leavers in positive destinations, almost the lowest percentage that year of all local authorities. In the following three years, and despite the challenges of the recession, Edinburgh's positive destinations performance has improved to the point of being the best for the last ten years achieving 86.5% positive destinations in 2010/11, 89.8% in 2011/12 and 91% in 2012/13 and 93.1% 2014/15. This is now 1.6% above the national average. See Appendices 1a and 1b.

Main report

3.1 The total number of school leavers for Edinburgh in 2013/14 was 3,191. This is 189 fewer leavers than the previous year 2012/13.

3.2 Edinburgh's positive destinations 2013/14 data shows an improvement on the previous year 2012/13 by 1.6% and continues the positive trend. This is the highest level of positive destinations reported since 1997/8. In comparison to other local authorities Edinburgh has the highest positive destinations of any City in Scotland.

3.3 Edinburgh's positive destinations 2013/14 is now 1.6% above the national average and the table below compares Edinburgh with the national figures.

3.4 Table 1 sets out the positive destinations by percentage four year comparison

    3.4.1 <u>Table 1: Positive Destinations by Percentage Four Year Comparison against the National Average</u>

YEAR	EDINBURGH	SCOTLAND	VARIANCE
2013/14	93.1%	91.5	+1.6%
2012/13	91%	90%	+1%
2011/12	89.8%	89.5%	+0 .3%
2010/11	86.5%	87.2%	- 0.7%

3.5 Only three schools in Edinburgh now have positive destination percentages below the national average. 14 schools have improved positive destination percentages and two have remained static. The destination category which had the biggest increase was employment with an increase of 6%. The biggest decrease was Further Education with a 1.9% decrease. See Appendix 2.

16 + Partnership Groups

3.6 16 + Partnership Groups in schools continue to be key to making the difference through focusing on early intervention and identifying those most at risk of not achieving a positive destination. Led by a Depute Head Teacher partners include Skills Development Scotland, Community Learning and Development, voluntary agencies and activity agreement advisors. Adopting a Getting it Right approach (GIRFEC) these groups assign lead responsibilities, align support and provision to young people well in advance of school leaving, over the transition period and into an after care period.

JET Programmes

3.7 The JET Programmes are educational programmes of extended work experience for S4-6 school leavers. The budget and management of this is managed by "Opportunities for All" within Children and Families. There will be new National Standards for work experience launched in September 2015 and JET and JET+ will

be the main method of delivery for these. There will also be a focus on bespoke work experience opportunities and greater support for Looked after young people, those needing more support and young people in special schools. See Appendix 3 for more information.

Academies

3.8   The Health and Social Care Academy is a National Certificate level academy which was developed in partnership with NHS Lothian, Health and Social Care, Edinburgh College and Children and Families Quality Improvement staff. There are currently 43 pupils in this academy. The academy comprises three single years of certificated study from National 4 to Higher level. Participants can take part in one, two or three years and entry is defined by ability level and employment aspirations.

3.9   The HNC Academies focus on:

- Creative Industries
- Hospitality and Tourism
- Food Science and Nutrition.

3.10   Currently there are 83 pupils participating in these Academies. Successful completion of the HNC will enable pupils to move directly onto year two of a linked degree course at Queen Margaret University.

3.11   The Science, Technology, Engineering and Maths (STEM) Academy was launched in August 2015. This academy will focus on two strands:

3.11.1 Engineering and Science which is being developed in partnership with Edinburgh College, Napier University and industry representatives. This academy is for S4 to S6 pupils with clear learning pathways, progression and relevant exit qualifications. The STEM Academy offers good preparation for Modern Apprenticeships;

3.11.2 Pathways Foundation Apprenticeship in Financial Services for S5 and S6 pupils. This course has been developed alongside industry providers and there is provision for post school learning in a related industry which will allow participants to take SVQ at level 2.

Career Ready (formerly Career Academies)

3.12   Now established in all secondary schools. Career Ready is a two-year programme aimed at Fifth into Sixth year students. Students are matched to a mentor from business. Students attend six Master Classes and attend three workplace visits, over two years. A student undertakes a four week paid internship during the last week of the school term and three weeks into the summer holiday. Presently, in Year 2 of the programme we have 100 students undertaking the programme. For this coming Year 1 group we anticipate 112 students taking part. The Career Ready Graduates who left school in May 2014, 94% of whom went into a positive destination. The table below indicates their destinations

3.13   **Career Ready Graduated May 2015**

Destination	Number	%
Further Education	11	22%
Higher Education	27	54%
Full-time Employment	6	12%
Part-time Employment	1	2%
Activity Agreement	1	2%
MA	1	2%
Unemployed	1	2%
Unknown	2	4%
Total	50	
Positive Destinations%	94%	

Edinburgh Early Learning and Childcare Academy (EELCA)

3.14   Edinburgh is the first local authority to develop a two year training programme which allows Modern Apprentice and Trainee Early Years Practitioners to learn and earn at the same time. It is a workforce development programme which is allowing us to build the capacity of our early learning and childcare settings.

3.15   The Academy's SVQ Training Programme began delivering training at SVQ level III Social Services for Children and Young People in September 2014. There are 13 Trainees and 10 Modern Apprentices Early Years Practitioners who are employed in our early years settings across the city whilst they work towards gaining their qualification.

The first group of EModern Apprentices and Trainee Early Years Practitioners are now at the start of the second year of their two year course and they are due complete this at the end of June 2016. From this date onwards they will be able to join our supply list of Early Years Practitioners and they will also be able to apply for permanent posts within our Early Years service.

We are now making preparations for the second cohort to start in August 2016 and the intention is to recruit 10 Modern Apprentices and 10 Trainee Early Years Practitioners. We will begin highlighting the programme with the secondary school sector from October 2015 and aim to share information with those working with S3 pupils on the qualifications required to apply for the Modern Apprentice programme.

Activity Agreements

3.14   Activity Agreements were introduced in December 2011 and are now managed by Economic Deve*l*opment to support post school progressions in the skills pipeline. Since their introduction in Edinburgh, 78% of young people completing an Activity Agreement have moved into a positive destination.

3.15   Increased use of activity agreements for young people who are furthest from being employment ready has contributed significantly to moving young people onto a positive destination

3.16   Activity Agreements accounted for 1.6% of leavers within the authority who left between August 2013 and July 2014.

3.17   This is a decrease of 0.3% on 2012/13 and is 0.5% higher than the national average (1.1%).

3.18   From April 2014 until March 2015, 296 young people have been referred for an Activity Agreement.

3.19   Of those completing their Activity Agreement in 2014/15:

- 14% progressed into employment;

- 25% progressed to training through the SDS Employability Fund;

- 13% progressed into other local training programmes;

- 15% progressed into Further Education;

- 3% progressed into Modern Apprenticeships.

The Edinburgh Guarantee

3.20   The Edinburgh Guarantee is being delivered within the Council jointly between Economic Development and Children and Families and forms part of the Council's Capital Pledge to '*further develop the Edinburgh Guarantee to improve work prospects for school leavers'*.

3.21   The Edinburgh Guarantee is also an integral part of the Council's Economic Strategy 2012-17, under the investment programme '*help unemployed people into work or learning*' with the overall aim of achieving '*sustainable growth from investment in jobs*'.

3.22   In 2015/16, 505 opportunities have been identified to date and 120 matched to young people. Over 2,401 opportunities have been identified and 1,586 matched to young people since the start of the Edinburgh Guarantee.

Looked After Young People

3.23   At a national level the results show broadly the same picture as previously in that a much higher proportion of Looked After pupils leave school at the end of S4, they have much lower attainment and lower positive post-school destinations than their non-LAC peers.

3.24   The most recent Scottish Government statistical publication on Outcomes for LAC, provided figures for positive destinations for the 2013/14 cohort of LAC school leavers. There are about 70 for Edinburgh. The follow up survey was used for the figures noted below.

3.24.1 2013/14 Positive destinations all leavers:

Scotland   Edinburgh

92%   93.1%

3.24.2 2013/14 Positive destinations LAC leavers:

Scotland   Edinburgh

73%   65%

3.25 For Edinburgh the LAC school leavers figure was the same as the 2012/13 figure.

3.26 There is a Multi agency which group tracks, monitors and matches looked after leavers to opportunities and support.

3.27 The membership of this group has changed and there is a focus on strengthening support to improve outcomes for Looked after young people and linking to the Corporate Parenting Member Officer Group. Please see Appendix 4 for more information.

Participation Measure

3.28 The Scottish Government's Opportunities for All commitment offers a place in learning or training to every 16-19 year old not in employment, education or training.

3.29 The statistics currently used to measure progress on this ambition are the sustained school leaver destinations. This approach limits our ability to fully assess the impact that Opportunities for All, and the support provided by partner agencies, has on the 16-19 cohort.

3.30 We've worked with the Scottish Government to develop a new Participation Measure which allows us to identify the status of the wider 16-19 cohort - not only those who have just left school.

3.31 This new measure is drawn from records which are updated by SDS and by partners (local authorities/schools, colleges, SAAS, DWP etc) through the 16+ Data Hub. It allows our partners to understand the impact of interventions and the outcomes they deliver at every transition point for 16-19 year olds.

3.32 The first Participation Measure report was published as "experimental statistics: data being developed." This is because it is a new measure and will allow stakeholders time to provide feedback to support its further development. In these new statistics Edinburgh is 1% above the national average.

3.33 Although the statistical publication is annual, local authorities and colleges can access their own data via the 16+ Data Hub reports at any time.

3.34 Statistics on school leaver destinations will continue to be reported with the next publication scheduled for December 2015. Data will also be made available through Insight, the online benchmarking tool used by secondary schools and local authorities.

Measures of success

4.1   The city of Edinburgh Council has now exceeded their target of matching the national average of school leavers moving into positive destinations.

Financial impact

5.1   The Scottish Government Opportunities for All grant for the financial year 2014 – 15 has been secured to allow the continuation of the Activity Agreement programme for our vulnerable young people who have considerable barriers to progressing into employment, FE or training.

Risk, policy, compliance and governance impact

6.1   There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

Equalities impact

7.1   See Appendix 4 for summary report.

Sustainability impact

8.1   Success in increasing the number of young people entering positive and sustained destinations is having a positive impact on the city's economy and in tackling social deprivation.

Consultation and engagement

9.1   There is significant consultation and engagement with partners in the delivery of the Edinburgh Guarantee.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: MonicaHoenigmann, Schools and Community Services

E-mail: monica.honenigmann@edinburgh.gov.uk | Tel: 0131 123 4567

Links

Coalition pledges	P7 – Further develop the Edinburgh Guarantee to improve work prospects for school leavers
	P16 – Examine ways to source new funding to support small businesses
	P28 – Further strengthen our links with the business community by developing and implementing strategies to promote and protect the economic well being of the city
	P29 – Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work
Council outcomes	C02 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	C03 – Our children and young people at risk, or with a disability, have improved life chances
	C06 – Our children's and young people's outcomes are not undermined by poverty and inequality
	C09 – Edinburgh residents are able to access job opportunities
Single Outcome Agreement	S01 – Edinburgh's Economy Delivers increased investment, jobs and opportunities for all
	S03 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1a & 1b – The City of Edinburgh 2013/14 School Leaver Destination Percentages & Figures
	Appendix 2 – 2013/14 Improving Schools / Above National Average percentage destinations
	Appendix 3 – The City of Edinburgh JET Programme figures
	Appendix 4 - ERIA Summary Report

School	Return	Higher Education %	Further Education %	Training %	Employment %	Voluntary Work %	Activity Agreements %	Unemployed Seeking %	Unemployed Not Seeking %	Not Known %	Total Leavers	Positive %	Other %	Percentage Point Change
City of Edinburgh Council SLDR 2013/14 (Follow Up Destination Percentages)														
Balerno Community High School	Initial	53.3	18.9	1.6	20.5	1.6		4.1			**122**	**95.9**	4.1	0.0
	Follow Up	55.7	17.2	0.8	19.7	2.5		3.3	0.8		**122**	**95.9**	4.1	
Boroughmuir High School	Initial	60.6	17.7	0.5	12.1	3.5		5.1		0.5	**198**	**94.4**	5.6	3.1
	Follow Up	61.4	15.7	2.0	16.2	2.0		2.5			**197**	**97.5**	2.5	
Broughton High School	Initial	39.9	23.0	8.1	19.6	0.7		8.1	0.7		**148**	**91.2**	8.8	-0.7
	Follow Up	37.4	25.2	5.4	19.7	1.4	1.4	8.2	0.7	0.7	**147**	**90.5**	9.5	
Castlebrae Community High School	Initial	2.6	28.9	34.2	15.8		10.5	2.6	5.3		**38**	**92.1**	7.9	2.5
	Follow Up	2.7	32.4	27.0	29.7		2.7		5.4		**37**	**94.6**	5.4	
Craigmount High School	Initial	47.1	19.7	3.1	21.6	0.4	0.8	6.2	0.8	0.4	**259**	**92.7**	7.3	0.4
	Follow Up	44.4	19.3	1.9	26.6	0.8		6.2	0.8		**259**	**93.1**	6.9	
Craigroyston Community High School	Initial	13.0	21.7	10.1	29.0		5.8	15.9	4.3		**69**	**79.7**	20.3	13.1
	Follow Up	13.0	21.7	5.8	43.5	1.4	7.2	5.8	1.4		**69**	**92.8**	7.2	
Currie Community High School	Initial	46.9	21.4	1.4	26.2	0.7	0.7	2.8			**145**	**97.2**	2.8	0.7
	Follow Up	48.6	16.0	1.4	31.3	0.7		1.4	0.7		**144**	**97.9**	2.1	
Drummond Community High School	Initial	18.3	40.2	9.8	15.9	2.4	1.2	9.8	2.4		**82**	**87.8**	12.2	-6.1
	Follow Up	19.5	30.5	6.1	24.4		1.2	14.6	3.7		**82**	**81.7**	18.3	
Firrhill High School	Initial	55.6	16.1	3.4	12.7		0.5	10.2	0.5	1.0	**205**	**88.3**	11.7	6.8
	Follow Up	54.9	15.7	1.5	22.5		0.5	3.9		1.0	**204**	**95.1**	4.9	
Forrester High School	Initial	23.0	36.8	4.6	16.1	2.3	3.4	11.5	2.3		**87**	**86.2**	13.8	6.7
	Follow Up	23.5	36.5	4.7	22.4		5.9	4.7	1.2	1.2	**85**	**92.9**	7.1	
Gracemount High School	Initial	25.5	23.5	11.8	19.6	1.0	5.9	10.8	1.0	1.0	**102**	**87.3**	12.7	6.8
	Follow Up	24.8	23.8	5.0	34.7		5.9	5.0	1.0		**101**	**94.1**	5.9	
Holy Rood High School	Initial	36.4	19.5	5.8	25.3	0.6	1.3	8.4		2.6	**154**	**89.0**	11.0	5.2
	Follow Up	35.1	19.5	3.2	36.4			3.2		2.6	**154**	**94.2**	5.8	
James Gillespie's High School	Initial	57.7	16.6	3.7	11.0	3.1	0.6	5.5	1.2	0.6	**163**	**92.6**	7.4	1.2
	Follow Up	59.9	15.4	1.2	14.8	2.5		4.3	1.2	0.6	**162**	**93.8**	6.2	

Appendix 1a 2013/14 School Leaver Destinations Report - percentages

School											Total			
Leith Academy	Initial	33.6	25.7	5.0	23.6	0.7	2.1	6.4	2.1	0.7	**140**	**90.7**	9.3	2.2
	Follow Up	33.6	23.6	4.3	30.7	0.7		5.0	2.1		**140**	**92.9**	7.1	
Liberton High School	Initial	26.0	32.7	9.6	18.3	1.0	3.8	7.7	1.0		**104**	**91.3**	8.7	0.0
	Follow Up	26.0	27.9	2.9	31.7		2.9	7.7	1.0		**104**	**91.3**	8.7	
Portobello High School	Initial	41.4	18.9	7.6	21.7	1.6	1.2	5.6	0.8	1.2	**249**	**92.4**	7.6	0.3
	Follow Up	40.3	17.3	4.8	28.6	0.8	0.8	6.5	0.8		**248**	**92.7**	7.3	
Queensferry Community High School	Initial	42.2	23.4	3.2	20.1	1.3		8.4		1.3	**154**	**90.3**	9.7	2.6
	Follow Up	43.5	22.1	2.6	22.7	1.9		6.5		0.6	**154**	**92.9**	7.1	
St Augustine's High School	Initial	31.4	34.7	5.8	14.0		2.5	8.3	1.7	1.7	**121**	**88.4**	11.6	3.2
	Follow Up	33.6	30.3	7.6	19.3		0.8	6.7	1.7		**119**	**91.6**	8.4	
St Thomas Of Aquin's High School	Initial	59.6	18.4	2.2	14.0		2.2	2.2	0.7	0.7	**136**	**96.3**	3.7	-1.5
	Follow Up	60.7	14.1	3.0	16.3	0.7		3.7	1.5		**135**	**94.8**	5.2	
The Royal High School	Initial	51.7	19.7	1.0	19.2	0.5		6.9	1.0		**203**	**92.1**	7.9	1.0
	Follow Up	50.2	15.8	2.0	23.6	1.0	0.5	4.9	2.0		**203**	**93.1**	6.9	
Trinity Academy	Initial	26.3	33.6	4.6	27.6		1.3	6.6			**152**	**93.4**	6.6	1.3
	Follow Up	25.8	31.1	5.3	31.1		1.3	4.6	0.7		**151**	**94.7**	5.3	
Tynecastle High School	Initial	21.3	28.7	7.4	27.7		3.2	8.5	3.2		**94**	**88.3**	11.7	-2.3
	Follow Up	20.4	25.8	4.3	31.2		4.3	11.8	2.2		**93**	**86.0**	14.0	
Wester Hailes Education Centre	Initial	19.8	40.7	8.6	11.1		4.9	12.3	1.2	1.2	**81**	**85.2**	14.8	-1.2
	Follow Up	18.5	40.7	6.2	17.3		1.2	12.3	3.7		**81**	**84.0**	16.0	
City of Edinburgh Council	**Initial**	**40.9**	**23.4**	**5.1**	**19.2**	**1.0**	**1.6**	**7.2**	**1.0**	**0.6**	**3,206**	**91.2**	**8.8**	**1.9**
	Follow Up	**40.8**	**21.5**	**3.7**	**25.2**	**0.8**	**1.1**	**5.5**	**1.2**	**0.3**	**3,191**	**93.1**	**6.9**	

Totals may not equal 100% due to rounding

School	Return	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Total Leavers	Total Positive	Total Other	Excluded
City of Edinburgh Council SLDR 2013/14 (Follow Up Destination Figures)														
Balerno Community High School	Initial	65	23	2	25	2		5			**122**	**117**	5	
	Follow Up	68	21	1	24	3		4	1		**122**	**117**	5	
Boroughmuir High School	Initial	120	35	1	24	7		10		1	**198**	**187**	11	
	Follow Up	121	31	4	32	4		5			**197**	**192**	5	*1*
Broughton High School	Initial	59	34	12	29	1		12	1		**148**	**135**	13	
	Follow Up	55	37	8	29	2	2	12	1	1	**147**	**133**	14	*1*
Castlebrae Community High School	Initial	1	11	13	6		4	1	2		**38**	**35**	3	
	Follow Up	1	12	10	11		1		2		**37**	**35**	2	*1*
Craigmount High School	Initial	122	51	8	56	1	2	16	2	1	**259**	**240**	19	
	Follow Up	115	50	5	69	2		16	2		**259**	**241**	18	
Craigroyston Community High School	Initial	9	15	7	20		4	11	3		**69**	**55**	14	
	Follow Up	9	15	4	30	1	5	4	1		**69**	**64**	5	
Currie Community High School	Initial	68	31	2	38	1	1	4			**145**	**141**	4	
	Follow Up	70	23	2	45	1		2	1		**144**	**141**	3	*1*
Drummond Community High School	Initial	15	33	8	13	2	1	8	2		**82**	**72**	10	
	Follow Up	16	25	5	20		1	12	3		**82**	**67**	15	
Firrhill High School	Initial	114	33	7	26		1	21	1	2	**205**	**181**	24	
	Follow Up	112	32	3	46		1	8	2		**204**	**194**	10	*1*
Forrester High School	Initial	20	32	4	14	2	3	10	2		**87**	**75**	12	
	Follow Up	20	31	4	19		5	4	1	1	**85**	**79**	6	*2*
Gracemount High School	Initial	26	24	12	20	1	6	11	1	1	**102**	**89**	13	
	Follow Up	25	24	5	35		6	5	1		**101**	**95**	6	*1*
Holy Rood High School	Initial	56	30	9	39	1	2	13		4	**154**	**137**	17	
	Follow Up	54	30	5	56			5		4	**154**	**145**	9	
James Gillespie's High School	Initial	94	27	6	18	5	1	9	2	1	**163**	**151**	12	
	Follow Up	97	25	2	24	4		7	2	1	**162**	**152**	10	*1*

Appendix 1b 2013/14 School Leaver Destinations Report - numbers

School	Status													
Leith Academy	Initial	47	36	7	33	1	3	9	3	1	**140**	**127**	13	
	Follow Up	47	33	6	43	1		7	3		**140**	**130**	10	
Liberton High School	Initial	27	34	10	19	1	4	8	1		**104**	**95**	9	
	Follow Up	27	29	3	33		3	8	1		**104**	**95**	9	
Portobello High School	Initial	103	47	19	54	4	3	14	2	3	**249**	**230**	19	
	Follow Up	100	43	12	71	2	2	16	2		**248**	**230**	18	*1*
Queensferry Community	Initial	65	36	5	31	2		13		2	**154**	**139**	15	
	Follow Up	67	34	4	35	3		10		1	**154**	**143**	11	
St Augustine's High School	Initial	38	42	7	17		3	10	2	2	**121**	**107**	14	
	Follow Up	40	36	9	23		1	8	2		**119**	**109**	10	*2*
St Thomas Of Aquin's High School	Initial	81	25	3	19		3	3	1	1	**136**	**131**	5	
	Follow Up	82	19	4	22	1		5	2		**135**	**128**	7	*1*
The Royal High School	Initial	105	40	2	39	1		14	2		**203**	**187**	16	
	Follow Up	102	32	4	48	2	1	10	4		**203**	**189**	14	
Trinity Academy	Initial	40	51	7	42		2	10			**152**	**142**	10	
	Follow Up	39	47	8	47		2	7	1		**151**	**143**	8	*1*
Tynecastle High School	Initial	20	27	7	26		3	8	3		**94**	**83**	11	
	Follow Up	19	24	4	29		4	11	2		**93**	**80**	13	*1*
Wester Hailes Education	Initial	16	33	7	9		4	10	1	1	**81**	**69**	12	
	Follow Up	15	33	5	14		1	10	3		**81**	**68**	13	
City of Edinburgh	**Initial**	**1,311**	**750**	**165**	**617**	**32**	**50**	**230**	**31**	**20**	**3,206**	**2,925**	**281**	
	Follow Up	**1,301**	**686**	**117**	**805**	**26**	**35**	**176**	**37**	**8**	**3,191**	**2,970**	**221**	*15*

Appendix 2 City of Edinburgh - schools positive destinations

School	2011/12	2012/13	2013/14	Increased	Decreased	Static	Above National Average
Balerno Community High School	90.4%	95.5%	95.9%	✓			✓
Boroughmuir High School	96.3%	97%	97.5%	✓			✓
Broughton High School	91.7%	86.8%	90.5%	✓			
Castlebrae Community High School	90.2%	94.6%	94.6%			✓	✓
Craigmount High School	90.5%	93.4%	93.1%		✓		✓
Craigroyston High School	77.4%	79.5%	92.8%	✓			✓
Currie High School	95.7%	93.2%	97.9%	✓			✓
Drummond Community High School	76.6%	86.8%	81.7%		✓		
Firrhill High School	94.9%	94.4%	95.1%	✓			✓
Forrester High School	82.1%	88.1%	92.9%	✓			✓
Gracemount High School	82.5%	92.3%	94.1%	✓			✓
Holy Rood RC High School	86.1%	89.3%	94.2%	✓			✓
James Gillespie's High School	93.8%	93.8%	93.8%			✓	✓
Leith Academy	93.2%	86.6%	92.9%	✓			✓
Liberton High School	80.9%	87.2%	91.3%	✓			
Portobello High School	89.2%	93.5%	92.7%		✓		✓
Queensferry Community High School	95.7%	94.1%	92.9%		✓		✓
St Augustine's High School	87.5%	90.6%	91.6%	✓			✓
St Thomas Of Aquin's High School	96.7%	98.3%	94.8%		✓		✓
The Royal High School	94.0%	94.7%	93.1%		✓		✓
Trinity High School	84.2%	88.1%	94.7%	✓			✓
Tynecastle High school	88.4%	86.3%	86%		✓		
Wester Hailes Education Centre	76.0%	67.1%	84%	✓			

Appendix 3
2014-15 JET PROGRAMME

SCHOOL	NOTES OF INTEREST	PARENTS EVENING	APPLICATION FORMS	STUDENT INTERVIEWS	CONDITIONAL OFFERS	CONFIRMED OFFERS	FINAL OFFER	CONFIRMED START IN AUGUST	CONFIRMED START 3RD OCTOBER	AS @ 12TH NOV	COMPLETED 2014-2015 PROGRAMME
BALERNO	20	0	17	17	0	11	11	11	6	6	4
BOROUGHMUIR	7	2	1	0	0	0	0	0	0	0	
BROUGHTON		12	22	22	3	18	19	19	18	16	14
CASTLEBRAE	0	0	5	0	0	0	0	0	0	0	
CRAIGMOUNT		6	13	13	3	9	10	10	9	9	7
CRAIGROYSTON	0	0	0	0	0	0	0	0	0	0	
CURRIE	12	3	10	10	0	10	10	10	10	9	8
DRUMMOND	20	0	18	17	1	10	10	9	8	7	7
FIRRHILL		8	25	21	5	16	15	15	14	14	13
FORRESTER		16	26	24	8	16	21	18	14	12	10
GRACEMOUNT	28	7	26	26	4	17	20	21	18	15	13
HOLYROOD	35	15	37	36	5	24	24	24	19	18	17
JAMES GILLESPIE		3	11	11	2	9	11	9	9	9	9
LEITH	22	13	14	13	5	8	12	11	10	10	8
LIBERTON	15	8	14	14	0	14	14	13	12	12	13
PORTOBELLO	17	11	16	16	5	11	14	14	12	10	7
QUEENSFERRY	20	11	17	17	0	14	14	13	10	10	9
ROYAL HIGH		8	9	9		9	10	10	5	5	5
ST AUGUSTINE		6	16	17	4	8	12	13	13	9	6
ST THOMAS OF AQUIN	14	8	14	14		11	11	12	8	8	7
TRINITY		4	19	19	4	14	15	14	11	10	2
TYNECASTLE		13	19	19	1	18	18	20	18	15	11
WHEC	20	15	19	18	4	13	15	15	15	15	12
WOODLANDS	0	0	0	0	0	0	0	0	0	0	
TOTAL	230	169	368	353	54	260	286	281	239	219	182

Appendix 4

Equality and Rights Impact Assessment Summary Report for Council Decision Makers

What Council Management Team Report / Committee report (including meeting date) does this Equality and Rights Impact Assessment information relate to?

Improving Positive Destinations, Education, Children and Families Committee

Tuesday 6th October 2015

What are the main impacts on rights?

Improved:
5. Rights to education and learning – improved career guidance and support into a positive destination whilst in and on leaving school for all young people and bespoke training. Early intervention for vulnerable young people through Activity Agreements
7. Rights to productive and valued activities – improved employment, training and post school education for all young people including targeted support for the most vulnerable school leavers ie Looked After Children

What are the main impacts on equality?

Age – targeted support for 16-24 year olds is based on demographic information
Gender/Sex - Demographic information is being used to target services and a policy on supporting transgender young people is being prepared for establishments.
Race/ faith/ belief – where appropriate arrangements have been made for ensuring that interpreters and translations have been engaged
Socio-economic disadvantage - the service has been designed to recognise the greater needs of young people who are socio-economically deprived. Consideration has been given to the needs of young people with complex health and/or social problems. Consideration has been given to the needs of people with low education levels and poorer literacy skills. All young people are being offered support to achieve positive outcomes through Opportunities for All.

What are the main Equality and Rights Impact Assessment recommendations?

We will continue to ensure that the language and images used in promotional material are inclusive and representative of all groups.
Disability – we will continue to consider the needs of disabled young people when we plan, policy or strategy to improve the opportunities available to them.

Further Information (name/position/contact details)

Monica Hoenigmann, (16+ Manager)
Schools and Community Services,
Business Centre 1.2
4 East Market Street
Edinburgh EH8 8BG
Tel: 0131 469 3339/Email: monica.hoenigmann@edinburgh.gov.uk

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Partnership work between the City of Edinburgh Council and Edinburgh College

Item number	7.2
Report number	
Executive/routine	
Wards	

Executive summary

This report provides an overview of partnership working between the City of Edinburgh Council and Edinburgh College through the Schools College Partnership programme.

The report also provides and overview of South East Scotland Academies Partnership programme developed by Edinburgh College, Queen Margaret University, the City of Edinburgh Council, East Lothian Council, Midlothian Council and Borders Council.

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Report

Partnership work between the City of Edinburgh Council and Edinburgh College

Recommendations

1.1   To note the School College Partnership at Annex 1.

1.2   That future Service Level Agreements between the City of Edinburgh Council and Edinburgh College and the South East Scotland Academies Partnership programme continue to ensure that they broaden and enrich the senior phase of education for pupils in Edinburgh schools.

Background

2.1   Previously there were three separate colleges in Edinburgh: Stevenson College, Telford College and Jewel and Esk College. The partnership between the City of Edinburgh Council and the three colleges was managed through a Service Level Agreement which was developed and monitored through the Schools College Partnership Group. In 2010 these colleges merged and created Edinburgh College which now covers four campuses: Sighthill campus (previously Stevenson College), Granton campus (previously Telford College), Milton Road and Midlothian Campuses (previously Jewel and Esk College) . This report will detail current partnership working between the City of Edinburgh Council (CEC) and the amalgamated Edinburgh College (EC).

2.2   There are two key partnerships which involve schools and colleges:

- The School College Partnership (SCP), defined in the Service Level Agreement, (Appendix A);

- The South East Scotland Academies' Partnership (SESAP).

Main report

3.1   Funding for School College Partnership is paid to Edinburgh College by the Scottish Funding Council and is calculated as the Student Unit of Measurements (SUMS) per SCP pupil according to subject and level of study.

3.2   Governance of the SCP is through the Senior Phase Strategic Group. This is a multi agency group comprising representatives from; CEC's Quality Improvement Team, Head Teachers and Community Learning and

Development; Edinburgh University and Queen Margaret University. This group, which was set up in March 2015, will monitor and endorse future Service Level Agreements between the CEC and EC.

3.3 SCP courses form one of the column choices for pupils in their senior phase of learning. Courses are a mixture of vocational and academic and range from National level 2 to Advanced Higher. Teaching takes place on Tuesday and Thursday afternoons at one of the college campuses. There are a large number of courses and opportunities offered under this partnership and last session (2014/15) 289 Edinburgh pupils took part in SCP courses. This session approximately 500 pupils have enrolled on SCP courses.

3.4 SCP costs relating to travel to college campuses and Personal Protective Equipment (PPE) are paid by schools with no cost to participating pupils.

3.5 PPE is the cost of specialist equipment required by pupils to take part in particular courses. For example; boots with steel toecaps for Construction courses, scissors and a makeup box for Hair and Beauty courses. To create parity between courses, the PPE charge is averaged out across all courses with a PPE requirement and is approximately £60 per SCP pupil.

3.6 SCP offers the opportunity for bespoke courses delivered in a school by college lecturers. These are negotiated individually by schools with EC SCP coordinators.

3.7 SCP ran a "Meaningful May" programme of college tasters for those pupils who were not taking external examinations and therefore did not have school exam leave in May 2015. The programme ran throughout the four weeks of the National SQA Examination diet and there were 300 taster opportunities for pupils in Edinburgh and the Lothians. Overall the programme was not well attended and is therefore unlikely to continue in this format. Discussions will be held with EC to examine what they could offer for these pupils which would augment the May programmes schools develop.

3.8 SCP launched the pilot Science, Technology, Engineering and Maths (STEM) Academy in August 2015. This academy currently focuses on two strands:

3.8.1 Engineering and Science (SCQF levels 4-7), developed in partnership with EC, Napier University and industry representatives. This academy is open to S4 to S6 pupils with clear learning pathways, progression and relevant exit qualifications. The STEM Academy offers good preparation for Modern Apprenticeships and articulates well with further and higher education opportunities.

3.8.2 Pathways Foundation Apprenticeship in Financial Services (SCQF level 6) for S5 and S6 pupils. This course has been developed alongside industry providers and there is provision for post school learning in a related industry which will allow participants to take a level 2 Scottish Vocational Qualification. This pathway articulates well with the Modern

Apprenticeship programme and further and higher education opportunities.

3.9   The SESAP programme is funded by the Scottish Funding Council with a three year grant of £4.6 million of which £34,000 per year is given to CEC. This money is used to pay transport costs for participating pupils and staff costs for teaching out with school hours, for example a Maths for Science course.

        The grant covers academic sessions 2013/14, 2014/15 and 2015/16.

3.10   The SESAP Academies programme is governed through the SESAP Steering Group. This group is a multi agency group which comprises representatives from; Queen Margaret University, EC, CEC, East Lothian, Mid Lothian and Borders councils.

3.11   SESAP academies form one of the column choices for pupils in their senior phase of learning. SESAP comprises National Certificate (NC) and Higher National Certificate (HNC) qualifications. Teaching takes place at EC or Queen Margaret University (QMU) on Tuesday, Thursday and some Friday afternoons. There are currently 125 Edinburgh pupils taking part in these academies

3.12   The NC level Health and Social Care Academy was developed in partnership with NHS Lothian, CEC Social Care, EC and CEC Quality Improvement staff.

3.13   This academy comprises three single years of certificated study from SCQF level 4 to SCQF level 6 for S4 to S6 pupils. Participants can complete one, two or three years and entry is decided by ability level and employment aspirations

3.14   The HNC Academies comprise:

    - Creative Industries;
    - Hospitality and Tourism;
    - Food Science and Nutrition.

3.15   The HNC academies are two year SCQF level 7 courses for S5 and S6 pupils. Successful completion of a HNC will enable pupils to move directly onto year two of a linked degree course at QMU.

3.16   In conclusion, the strategic partnerships between CEC and EC, through SCP and SESAP, have enabled the creation of a variety of blended learning opportunities in the senior phase which form part of the normal course choice in all schools. Blended learning opportunities take place in; school, college, university or industry and all are linked to clear learning pathways. Schools have used these opportunities to create a more flexible senior phase which addresses the needs of their learners. It is important that this strategic partnership continues to develop, for the benefit of our schools and in a way which enables us to continue to address both national and local priorities.

Measures of success

4.1   The number of pupils participating in SCP and SESAP courses.

4.2   The number of STEM and SESAP academy pupils progressing onto degree programmes.

Financial impact

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

Risk, policy, compliance and governance impact

6.1   There are no risks identified in this report.

Equalities impact

7.1   There are no negative impacts arising from this work.

Sustainability impact

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

Consultation and engagement

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: Joyce Rochford, Senior Development Officer

E-mail: joyce.rochford@edinburgh.gov.uk

Tel: 0131 469 3058

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	Appendix 1 – Service Level Agreement between the City of Edinburgh Council and Edinburgh College

Service Level Agreement

between

City of Edinburgh Council

and

Edinburgh College

for the

Provision of Educational Services to School Pupils

Table of Contents

1. Agreement Overview

This Agreement represents a Service Level Agreement (SLA) between the City of Edinburgh Council; Schools and Communities (CEC) and Edinburgh College (EC) for the provision of educational services to school pupils.

This Agreement remains valid until superseded by a revised Agreement mutually agreed by CEC and EC (the Partners).

2. Aim

The aim of the SLA is to broaden and enrich the senior phase of education in Edinburgh through partnership working to:
- create excellent learning opportunities for school pupils,
- ensure the activity is closely aligned to the skills and demands of the workplace
- reflect the recommendations of Developing Scotland's Young Workforce.

3. Partnership

There are two key partnerships between CEC and EC:

a) The School College Partnership (SCP)

b) The South East Scotland Academies' Partnership (SESAP).

a) SCP

There are a large number of courses and opportunities offered under this partnership both vocational and academic. SCP courses form one of the column choices for pupils in their senior phase of learning and teaching takes place on Tuesday and Thursday afternoons usually at EC.

SCP offers the opportunity for bespoke courses delivered in school by college lecturers. These are negotiated individually by schools with the College SCP Manager.

In August 2015 SCP is launching the Science, Technology, Engineering and Maths (STEM) Academy, developed in partnership with Napier University and industry representatives. The STEM academy will focus on two strands:

- Engineering and Science: This academy is for S4 to S6 pupils and there are clear learning pathways, progression and relevant exit qualifications from National 4 to Higher National Certificate (HNC) level. The academy offers good preparation for progression into Modern Apprenticeships.

- Pathways Foundation Apprenticeship in Financial Services (Higher level) for S5 and S6 pupils. This course has been developed alongside industry providers and there is provision for post school work placements which will allow participants to gain a SVQ qualification at level 3.

b) SESAP

- The SESAP Academies programme is governed through the SESAP Steering Group. This group is a multi agency group which comprises representatives from: Queen Margaret University (QMU), EC, CEC, East Lothian Council, Mid Lothian Council and Borders Council.
- SESAP academies form one of the column choices for S5 pupils in their senior phase of learning and teaching takes place at EC or QMU on Tuesday, Thursday and some Friday afternoons.
- The SESAP HNC Academies comprise:
  o Creative Industries
  o Hospitality and Tourism
  o Food Science and Nutrition.

  Successful completion of a HNC will enable pupils to move directly onto year two of a linked degree course at QMU or a relevant course at EC.

- The SESAP National Certificate (NC) Academy comprises:
  o Health and Social Care
- This academy was developed in partnership with NHS Lothian, CEC Social Care and EC.
- The academy comprises three single years of certificated study from National 4 to Higher level. Pupils in S4-6 can take part in one, two or three years and entry is defined by ability level and employment aspirations. There are good progression opportunities into training, education or employment.

4. Outcomes and Impact

- Progression within the senior phase of learning
- Opportunities to enrich the learning experience
- Strong links to vocational opportunities
- Increased awareness of opportunities within further and higher education and employment
- Opportunities for school pupils to continue to develop the four contexts of learning, to enable them to become:

  o Successful learners
  o Confident individuals

- o Effective contributors
- o Responsible citizens

5.   Governance and Responsibilities

The governance of the SLA will be through the Senior Phase Strategic Group (SPSG) which meets tri-annually. This is a multi agency group comprising representatives from: CEC, Schools, EC, QMU and Napier University

The SPG will be responsible for the strategic direction of the SLA, the quality of opportunities available to school pupils; ensuring outcomes are achieved in line with government priorities.

Partnership Delivery Group (PDG)

The PDG will meet twice yearly to look at provision and facilitation of joint curriculum planning and will include:

- Senior Development Officer, CfE, CEC
- Head of Centre, College Community, EC

The PDG will report directly to the SPSG.

Schools

Individual schools are responsible for:

- Transport, including the risk assessment for transportation, to and from college
- Identifying appropriate pupils to participate in college provision
- Assist with the application process
- Meeting the Personal Protective Equipment ("PPE") costs as agreed by the partnership
- The school pupils while they attend college
- Providing induction to college staff when provision is delivered in school
- Advising college of school leavers and course withdrawals
- Ensuring there are adequate arrangements in place to support school pupils including the deployment of a learning assistant with pupils who have additional support needs

EC is responsible for:

- Delivery of learning experiences and opportunities to meet the agreed outcomes
- Pupil selection and application process
- Providing information to help inform post 16 choices
- Providing attendance returns to individual schools
- Issuing timely course information and programmes to schools
- Provide SPG with information and statistics on:

  - Results
  - Attendance
  - Number of courses
  - Subject areas

- Offer an induction programme and Pupil Contract Agreement to all school pupils
- Report any breaches of discipline to individual schools for action
- Ensuring relevant policies and procedures are adhered to, including Health & Safety and RIDDOR
- Ensuring that appropriate safeguarding arrangements are in place
- Advising the individual schools no later than 20 September in any given year if a course is not viable due to low numbers
- Supporting individual schools to promote the partnership by participating in events in schools as appropriate
- Providing a calendar of events for schools showing:
  - Application dates – SCP and post school
  - Prospectus/web applications live data

6. Protection of Vulnerable Groups (PVG) Scheme and Child Protection

College staff will be PVG registered. College staff will operate appropriate child protection practices on and off college campuses.

7. Risk Assessment

The college undertakes risk assessment in accordance with Health and Safety requirements.

8. Liability Insurance

At the date of this agreement the college maintains insurance against public and employers' liability.

9. Review

This Agreement should be reviewed annually by the SPSG.

10. Complaints

Any complaints should be made via the individual school and these should be taken up with the Curriculum Manager, Schools and Young People, EC.

This Agreement is signed as follows:

For **City of Edinburgh Council**

Name _____

Signature _____ date _____

Title _____

For **Edinburgh College**

Name _____

Signature _____ date _____

Title _____

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Child Poverty

Item number	7.3
Report number	
Executive/routine	
Wards	

Executive summary

Just over 21% of children in Edinburgh live in poverty. This is forecast to increase significantly by 2020. Children and Families is working with a range of service areas and providers to implement a series of actions intended to mitigate the impact of poverty on outcomes for children.

Links

Coalition pledges	P1, P5-P7
Council outcomes	CO1-CO6
Single Outcome Agreement	SO2-SO4

EDINBVRGH

THE CITY OF EDINBURGH COUNCIL

Report

Child Poverty

Recommendations

1.1 Note the progress made with work to mitigate the impact of child poverty and request a further update in October 2016.

1.2 Request a further report in 6 months with a performance dashboard indicating measures /indicators used to record progress.
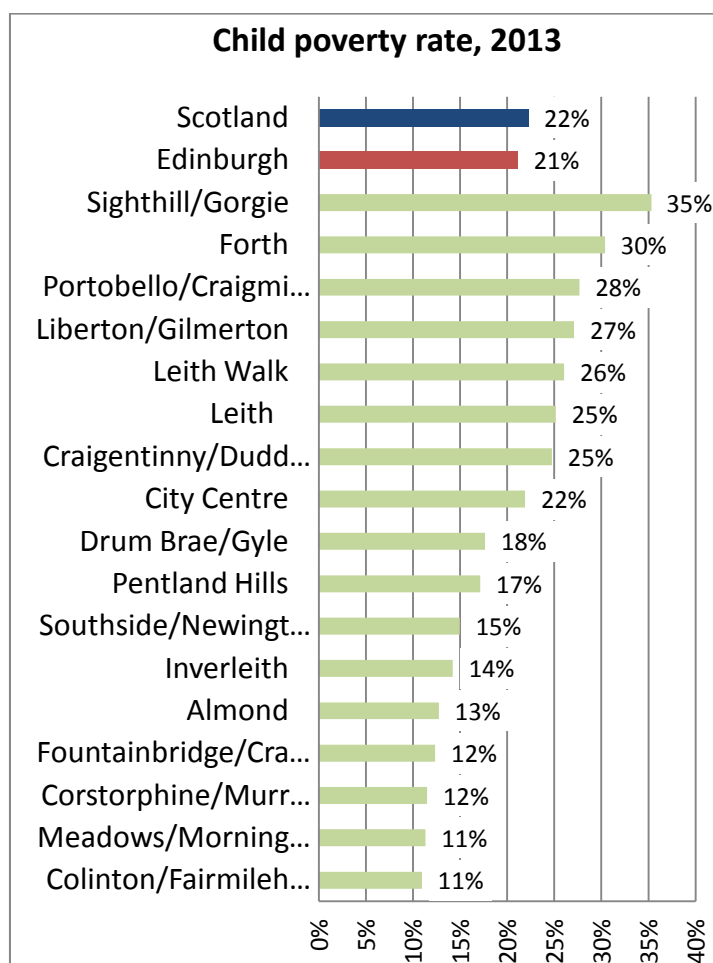
Background

2.1 More than one in five (210,000) children in Scotland live in poverty. The Institute for Fiscal Studies (IFS) forecasts that this will increase by 100,000 to over one in four children by 2020.

2.2 Children are considered as living in poverty if they live in households with less than 60% of median household income. This is the key measure used by the UK and Scottish governments and the EU. This means that a lone parent with two children is in poverty if they are living on less than £326 per week before housing costs have been deducted. A couple with two children is in poverty if they have less than £416 per week before housing costs (Scottish Government, June 2015). The UK government is currently reviewing this definition of child poverty.

2.3 The impact of poverty on children's lives is pervasive. The gap in outcomes remains wide in terms of standard of living, quality of life, health, opportunities and educational attainment. By 22 months, children from low income families have already fallen behind their more affluent peers. At age 5, there is a gap of 10 months in problem-solving development and of 13 months in vocabulary between children from higher income and lower income households (CPAG, 2015). By the end of primary school, according to Department of Education statistics, children receiving free school meals are estimated to be three terms behind their more affluent peers (CPAG, 2015). A childhood in poverty has an impact on lifetime outcomes.

2.4 Two thirds of poor children live in a household where at least one adult works (IFS, 2015). Most children in poverty are aged under 11 (half the total number are under 5). Childcare and housing are two of the costs that take the biggest toll on families' budgets.

2.5 Child poverty is a complex, cross-cutting issue that exists in all local authority areas across Scotland. It impacts on children's lives in many ways and across a

wide range of council services. There is strong evidence that income inequality impacts directly on all aspects of a child's wellbeing. Child poverty is not, therefore, a single issue but one that requires a coherent response across different services and agencies.

Main report

3.1 In Edinburgh, the child poverty rate in 2013 was 21.12%, which is consistent with the Scottish average of 22%. Every ward in the city is affected, with all registering child poverty rates of over 10% after housing costs:

Child poverty rate, 2013

Ward	Rate
Scotland	22%
Edinburgh	21%
Sighthill/Gorgie	35%
Forth	30%
Portobello/Craigmi…	28%
Liberton/Gilmerton	27%
Leith Walk	26%
Leith	25%
Craigentinny/Dudd…	25%
City Centre	22%
Drum Brae/Gyle	18%
Pentland Hills	17%
Southside/Newingt…	15%
Inverleith	14%
Almond	13%
Fountainbridge/Cra…	12%
Corstorphine/Murr…	12%
Meadows/Morning…	11%
Colinton/Fairmileh…	11%

3.2 The cost of delivering additional public services to address the impact of child poverty in Edinburgh is estimated to be £156m per annum.

3.3 The Child Poverty Strategy for Scotland (2014-2017) sets out the approach to challenging child poverty under three outcomes:

3.3.1 Maximising household resources (Pockets) – *our aim is to reduce income poverty and material deprivation by maximising financial entitlements and reducing pressure on household budgets among low income families, as well as by maximising the potential for parents to*

increase family incomes through good quality, sustained employment and promoting greater financial inclusion and capability;

3.3.2 Improving children's wellbeing and life chances (Prospects) – *Our aim is to break inter-generational cycles of poverty, inequality and deprivation. This requires a focus on tackling the underlying social and economic determinants of poverty and improving the circumstances in which children grow up – recognising the particular importance of improving children's outcomes in the early years;*

3.3.3 Children from low income households live in well-designed, sustainable places (Places) – *Our aim is to address area-based factors which currently exacerbate the effects of individual poverty for many families by continuing to improve the physical, social and economic environments in local areas, particularly in those areas of multiple deprivation in which child poverty is more prevalent.*

3.4 The strategy emphasises three principles underpinning this long-term approach:

3.4.1 Early intervention and prevention;

3.4.2 Building on the assets of individuals and communities;

3.4.3 Ensuring that children's and families' needs and abilities are at the centre of service design and delivery.

3.5 Strategic Outcome 6 of the Integrated Plan for Children and Young People (our children's and young people's outcomes are not undermined by poverty) adopts these three outcomes and outlines a series of local actions under each. These will be reported to the Children's Partnership. The actions were created following consultation with colleagues in Children and Families, Services for Communities, NHS Lothian, Edinburgh Voluntary Organisation Council, Save the Children, One Parent Family Scotland and Child Poverty Action Group.

3.6 The headline actions are to:

3.6.1 Develop more flexible and affordable good quality childcare to meet the needs of families on low incomes (Pockets);

3.6.2 Improve attendance at school and early years establishments, and attainment and achievement of young people (Prospects);

3.6.3 Reduce the attainment gap between the lowest achieving pupils and their peers across the city (Prospects);

3.6.4 Identify and develop more safe places to play (Places).

3.7 The complete list of actions for SO6 is included in the link to the Integrated Plan referenced on page 7 of this report. These include:

3.7.1 **The '1 in 5: Raising Awareness of Child Poverty in Edinburgh' project**. This will engage with staff, parents and children and young people in 6 schools. These are made up of five primary schools which

have over 50 pupils (or over 30%) of children eligible for free school meals (Sciennes, Hillwood, Gracemount, Dalry and Royal High) and 1 secondary school that has over 175 pupils eligible for free school meals (Broughton). The schools have been deliberately chosen to represent a wide social mix; no positive action schools are included. The project began in August 2015 and is centred on a programme of work to raise awareness and understanding of how poverty affects everyday living, including exploring the cost of the school day and the impact of poverty-related stigma. Families on low incomes often struggle to meet costs associated with school. These costs can include, for example, buying uniforms and other essential equipment (e.g. stationery), paying for school trips and one-off events like school proms, or affording subject choices that have material costs.

3.7.1.1 The project wants to identify and understand the range of costs and make recommendations about how they might be reduced or removed. It will involve training sessions and focus groups with staff, parents and carers and children and young people, who will also take part in awards and creative arts projects around the theme of poverty and inequality. The aim is to generate practical ideas, resources and change that will help raise attainment and make a real difference to children's lives. The findings of the work will be developed into guidelines for all our schools and facilitate further training in this area;

3.7.1.2 A launch event is to be held in March, which will include presentations by the schools which have taken part. The event will be attended by leaders in education in Edinburgh and parent representatives. Naomi Eisenstadt, Scotland's Independent Poverty Adviser, has agreed to speak at and attend the event. Officers are currently investigating with the schools the possibility of a linked Christmas initiative/campaign called 'Hungry for Books.'

3.7.2 **Further developing family engagement**, including strong home-school partnerships and particularly for 'hardly reached' parents. The focus of this will be on helping parents on low incomes to use appropriate strategies to support their children's learning at home. Evidence points to this being the area of parental involvement that can buck the trend for children experiencing poverty and help close the attainment gap. Action to take this forward will include continuing to offer Save the Children's Families and Schools Together (FAST) programme in selected primary schools; working with the Scottish Parent and Teacher Council's new Partnership Schools Programme, which is currently under development and being piloted in Edinburgh, Glasgow and Angus; and piloting a Supporting the Home Learning Environment Project in identified primary

schools to develop effective strategies to support children's learning at home.

3.7.3 **Developing more breakfast club provision** to ensure access for all children living in poverty. It is the aspiration of the Children and Families Department to deliver a breakfast club in every primary school across the City of Edinburgh Council. Of the 88 primary schools, 55 currently have access to Breakfast Club provision. These breakfast clubs are delivered by a mix of private providers and sponsored and council funded clubs.

Breakfast clubs provide a healthy start to the day, enabling readiness to learn. Breakfast Clubs also have the added benefit of providing opportunities for social interaction, whilst helping address issues of attendance and punctuality at the start of the school day. The relationship between breakfast club staff and children can be fundamental in the identification of issues that manifest themselves early in the day. Although breakfast clubs were historically developed to provide a healthy breakfast for vulnerable children, they have developed over the years to support larger proportions of children whose parents/carers use clubs to support their work or training;

City of Edinburgh Council funded Breakfast Clubs and externally sponsored clubs are offered at low or no cost to children from low income families.

3.7.4 **Working in partnership with food banks** to better understand the reasons why families in poverty are using their services. As the use of food banks grows, it is important to understand why families end up having to use their services. The purpose of this research is to establish these reasons in order to identify where and how interventions can be made earlier to prevent the need to resort to food banks. It will also help to establish how many children in the city are reliant on food banks.

3.8 Additionally, work will also be taken forward with Welfare Rights Advisors and Economic Development to provide an integrated package of support for parents, including employability support, measures to encourage maximum take-up of benefits, and support and information about conditionality and sanctioning of benefits.

3.9 Eight Edinburgh primary schools are included in the second tranche of the Scottish Government's Attainment Challenge: Clovenstone, Sighthill, Craigroyston, Niddrie Mill, Canal View, St. Francis. St. Catherine and Castleview. Primary schools are selected on the basis of having 70% of all their pupils living in the 20% most deprived areas (SIMD). The Attainment Challenge focuses on improving literacy, numeracy and wellbeing, with the clear objective being to give all primary-school age pupils – regardless of background – the best start in life. An attainment advisor will be appointed and an enhanced package of

universal support prepared to raise attainment and tackle inequality. The total funding for Scotland is £100m over 4 years. The City of Edinburgh Council's Officers have met with officers of the Scottish Government and intent to make a submission for funding to raise attainment in these eight schools.

A report on the outcome of this work will be presented to a future committee meeting.

Measures of success

4.1   Outcomes for children living in poverty improve against a range of indicators

Financial impact

5.1   All work will be met from existing resources.

Risk, policy, compliance and governance impact

6.1   There are no adverse impacts arising from this report

Equalities impact

7.1   Improved outcomes for, and inclusion of, children living in poverty

Sustainability impact

8.1   Improved outcomes for children in poverty contributes to community sustainability

Consultation and engagement

9.1   A number of actions contained within the plan require ongoing consultation and engagement with staff, parents, children and other agencies.

Background reading/external references

Integrated Plan for Children and Young People, 2015-2018

Gillian Tee

Executive Director of Communities and Families

Contact: John Heywood, Principal Officer

E-mail: john.heywood.2@edinburgh.gov.uk | Tel: 0131 529 6507

Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care
	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
	P6 - Establish city-wide co-operatives for affordable childcare for working parents
	P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3 - Our children and young people at risk, or with a disability, have improved life chances
	CO4 - Our children and young people are physically and emotionally healthy
	CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
	CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality
	CO10 - Improved health and reduced inequalities
	CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community
Single Outcome Agreement	SO2 - Edinburgh's Economy Delivers increased investment, jobs and opportunities for all
	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
Appendix	

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

1+2 Modern Foreign Languages

Item number	7.4
Report number	
Executive/routine	
Wards	

Executive summary

This report outlines City of Edinburgh (CEC) progress in the implementation of recommendations for Local Authorities and schools of the Scottish Government report, "Language Learning in Scotland: A 1+2 approach" (May 2012).

This report provides an overview of the first two years of implementation of the 1+2 Languages programme in City of Edinburgh primary and secondary schools. It highlights the approaches taken in developing the City of Edinburgh 1+2 Languages Strategy (August 2015) (Appendix 1), the progress made in implementing the recommendations and areas of key strength and challenge.

Links

Coalition pledges	P5
Council outcomes	CO2, CO3
Single Outcome Agreement	SO3

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Report

1+2 Languages

Recommendations

To recommend that the Education, Children and Families Committee:

1.1 Notes the continuing positive progress in the implementation of 1+2 languages across the city of Edinburgh Schools.

1.2 Notes the strengths of national and local the partnerships and networks established and maintained by City of Edinburgh to deliver 1+2 languages.

1.3 Notes that Scottish Government 1+2 funding, allocated from 2013 – 2015, has enabled the implementation of the policy.

1.4 Notes the valuable role played by native speakers in language learning in Edinburgh schools.

Background

Language Learning in Scotland: A 1+2 Approach

2.1 *The Scottish Government's wide-ranging report, Language Learning in Scotland: A 1+2 approach (2011) states in foreword:*

2.1.1 *We will introduce a norm for language learning in schools based on the European Union 1+2 model – that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland."*

2.2 The 35 recommendations made in this report were accepted by the Scottish Government, to be implemented by 2020. The most significant recommendation for all education authorities is that:

2.2.1 *All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.*

2.3 In terms of secondary provision, the report restates that all learners are entitled to language learning until the end of the Broad General Education in S3. It is also recommended that secondary schools provide learners in the Senior Phase with encouragement and opportunities to continue language learning and achieve a national award or qualification. Subsequent additional advice has been produced by Education Scotland within "Language Learning in Scotland: A

. This paper expands on recommendations, giving further advice and clarification to schools and local authorities.

National Support for Implementation

2.4   A range of support has been put in place nationally to deliver the 1+2 Languages policy by 2020. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities 2013-2016.

2.5   Ongoing support with all aspects of implementation, including resources and training, is provided through Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS), Bòrd na Gàidhlig and Education Scotland.

2.6   There have been a number of national 1+2 conferences held from 2013-2015. City of Edinburgh lead officers and teachers have attended these conferences and have presented local practice on several occasions.

City of Edinburgh's Vision for 1+2 Languages

2.7   The City of Edinburgh's visio for 1+2 languages reflects the overarching national vision.

2.8   Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Curriculum for Excellence aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of Curriculum for Excellence there is recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.

2.9   Our expectations for children and young people in Edinburgh are that they are successful learners, effective communicators and global citizens who able to participate fully in a global society and economy.

2.10   The development of languages skills should be a progressive journey through a series of well-planned, relevant, engaging and motivating learning experiences. These should be designed to ensure high levels of achievement and success for all and equip young people with the necessary skills for learning, life and work.

City of Edinburgh Council 1+2 Languages Strategy

2.11   Local priorities have been identified and agreed by the CEC 1+2 strategy group and are detailed within the CEC 1+2 strategy paper 2014 (Appendix 1). This strategy paper includes a 4 year plan (2013 – 2017) which, along with on-going self-evaluation, inform the development of the 1+2 action page contained within the annual 3 – 18 Modern Languages Improvement Plan (Appendix 2).

2.12   The CEC 1+2 Strategy encompasses the core languages currently taught in CEC schools (French, German, Spanish, Italian, Mandarin) and also includes Gaelic, Scots and Heritage Languages. It is based on the principles of multi-

disciplinary partnership working and inclusive, universal approaches to support the development of learners' languages skills, progress and achievement.

Main report

Leadership of 1+2

3.1   CEC is fully committed to language learning and development. To support this, a permanent full-time Education Support Officer (ESO) post was created in June 2013. The ESO, who is a languages specialist, leads the development and implementation of the strategy working with the Quality Improvement Officer (QIO) with the overall lead for literacy and languages. Currently both the ESO and the QIO are acting up as QIO and Secondary Team Manager respectively. The ESO post has not has been filled to date.

3.2   The team also includes a part-time permanent Gaelic Development Officer. A full-time seconded 1+2 Primary Development Officer joined the team in October 2014 with an additional 0.8FTE Literacy and Languages (shared post) appointed in June 2015. These additional temporary posts have been funded through the external Scottish Government 1+2 funding allocated to all local authorities from 2013 to 2016.

3.3   A devolved leadership model has been developed across clusters with a 1+2 mentor teacher and lead teachers appointed across all schools and cluster planning and development groups convened. 1+2 support funding has been allocated to schools to enable local planning and development to deliver implementation.

Strategic development

3.4   The CEC 1+2 Strategy group was convened in May 2012 comprising of a range of stakeholders including head teachers, senior managers, teachers and partners. The CEC 1+2 Languages strategy paper (Appendix 1) was submitted to the Scottish Government in August 2014. The Edinburgh 1+2 Languages Strategy broadly aims to raise attainment and achievement and develop successful and confident learners through enhanced language learning. A full set of strategic aims are included within the Strategy paper (Appendix 1).

1+2 Early Years and primary training and support framework

3.5   The CEC 1+2 strategy is based on a cluster model of implementation that is already well-established as a means to deliver curricular innovation. The model is designed to be cost efficient and sustainable and aims to deliver a progressive, continuous and engaging programme of languages from nursery to P7, delivered by the class teacher. A full support framework has been developed to give teachers the teaching materials necessary for them to teach languages regardless of their own level of knowledge. All cluster teachers are trained in how to deliver language learning as part of their everyday classroom practice

and how to access the relevant curriculum support packages. Cluster improvement plans are then developed by a cluster steering group comprising of appointed lead teachers. Led by lead teachers, schools and clusters have developed a range of engaging and creative approaches to embedding language learning in the life of the schools involved and language celebration events, assemblies and native speaker input are all features of devolved school planning.

3.6   This model for delivery of 1+2 was first piloted in 2013/2014 in partnership with 3 clusters of schools (Balerno, Drummond and St Augustine's RC). The model was very positively evaluated by the schools involved and subsequently adopted as a model for roll out across other CEC clusters. Since 2013 over 1000 primary teaching and support staff have been trained as part of our rolling programme for implementation. Staff from a further 4 clusters will be trained and will implement 1+2 Languages over the course of 2015/16. By 2017, all clusters and the majority of CEC primary teachers will have been trained in 1+2 in the L2 language for their school or cluster. This is well ahead of the national deadline of 2020.

3.7   Ongoing local development of the central support framework and teaching toolkit is underway. This is currently available in French, Spanish, Italian and German and will be extended to other languages including Mandarin, Gaelic and identified Heritage Languages.

3.8   CEC's own specifically developed Primary Language Learning (PLL) courses are very well attended, highly evaluated and offered in all core languages, in different locations across the city. Courses in more popular language choices e.g. French and Spanish run at different levels with a Higher Spanish course for teachers running for the first time in 2015/16. These courses are run by course tutors identified for good practice and use learning and teaching approaches that are proven to be active and motivating. A wide range of engaging resources are available in support of these courses.

Transition, continuity and progression into the secondary

3.9   Cross-sector joint working is fundamental to the cluster model of implementation and has been a key feature of all CEC 1+2 planning and development. In the early stages of implementation, the focus has been on the early years and primary sectors with the secondary schools playing a key role in this process. Secondary lead teachers are appointed in all implementing clusters with responsibility for providing the specialist language expertise, supporting primary colleagues and ensuring that curricular models provide progression.

3.10   Communication about the national key messages and examples of good practice have been regularly shared with Modern Languages Curriculum Leaders in secondary schools through network training meetings and through standalone 1+2 Secondary focus training days. This has allowed Curriculum Leaders to jointly plan and address potential issues relating to staffing and timetabling of 2

languages in the secondary. The feedback from these collaborative sessions has been very positive with Curriculum Leaders saying they feel well supported and prepared to develop S1-S3 curricular plans in their own schools.

3.11 CEC secondary schools currently offer French, German, Spanish, Mandarin, Italian, Gaelic and Urdu to certificate level. The languages taught reflect languages offered and available via the Scottish Qualifications Authority (SQA) and are selected on the basis of a range of factors including ensuring progression and continuity in the language. Additionally, there is an extensive programme of Heritage Language classes offered at various locations throughout the city in languages such as Polish, Urdu, Cantonese and Farsi. These are offered at certificate level where assessment routes are available.

3.12 There are positive attainment trends across Edinburgh in Senior Phase level courses with German and French being particularly strong.

3.13 There are national issues around the uptake of Modern Languages into the Senior Phase with particular concern around a decline in the provision of German. Locally, uptake of French at Higher has been largely consistent over the past 5 years and compares well against comparator local authorities. Spanish Higher uptake continues to increase year on year. A German action page was included within the Modern Languages 3-18 2014-15 Improvement Plan (Appendix 2) to support its continued provision in light of the key economic, cultural and linguistic benefits associated with German language learning. Several projects focussing on promoting key messages around German have taken place in conjunction with a range of national and local partners including the University of Edinburgh and the Goethe Institute. In addition, CEC has also employed 7 German Education Trainees (GETs) every year since 2013. The GETs are trainee teachers from Mainz University who complete 6 months working in Scottish schools as part of their teacher training. They are part funded through German regional and European funding and part funded by CEC. In light of this ongoing work, City of Edinburgh was cited as an example of good practice in promoting uptake of German in a March 2015 Times Educational Supplement Scotland article.

Partnership working

3.14 CEC Languages team has established effective and positive working partnerships with a number of local, national and international partners including SCILT, CISS, Edinburgh College, Comunidad de Madrid, the University of Edinburgh, the British Council and other local authorities.

3.15 A number of large joint initiatives is currently underway including a Comenius funded European project linking James Gillespie's High School cluster schools with Comunidad de Madrid schools, a volunteer student initiative with the University of Edinburgh and a French immersion language and culture weekend event for teachers in partnership with the French Institute (L'Insitut Français d'Ecosse).

3.16   CEC has being featured in a [British Council film highlighting good practice](#) in working with Modern Language Assistants (November 2014).

3.17   CEC Languages officers play a leading part in languages developments nationally and ensure CEC's profile and practice is highlighted and shared at this level and with key national bodies. The Acting QIO for Literacy and Languages is the new chair of the Cultural Organisations and Local Authorities group (COALA) which serves as the national languages groups and convenes representatives from the Scottish Government, Education Scotland, the British Council and Local Authorities across Scotland. The Acting QI Secondary Manager is a board member of the Scottish China Education Network (SCEN) and is a member of the Education Scotland Literacy and Languages Curriculum, Learning, Teaching, Assessment and Support forum. CEC have been asked by CISS to represent Scotland and present about local good practice in development of Mandarin at the UK Summit of Confucius Classrooms in October 2015. This is further to being featured in a CISS film about good practice in development of Mandarin in June 2014.

Native speaker and language assistant support

3.18   CEC continues to fund the provision of 12 British Council Modern Language Assistants (MLAs) and 2 Chinese Language Assistants (CLAs). In addition, CEC employs 7 German Education Trainees (GETs) in partnership with the German Consulate General in Scotland and Mainz University. Language Assistants are allocated to secondary schools across the city with all secondary schools benefitting from at least 3 hours of assistant time per week for the duration of their contracts. Where there is sufficient flexibility to do so, time is also allocated to primary schools. This is primarily the case for CLAs and GETs. MLAs, CLAs and GETs provide learners with an authentic language learning experience, up to date cultural knowledge and the opportunity to use their language skills in a real and relevant context. CEC officers have worked in close partnership with the British Council to promote their Modern Language Assistants Projects Initiative and targeted use of MLAs and CLAs to enhance learner engagement and promote uptake of Modern Languages. These projects have been presented by the MLAs at University of Strathclyde showcase events. Several CLAs and MLAs have featured in media and British Council promotional materials as a result of their good practice with one CLA featuring in a BBC Reporting Scotland report and BBC Radio Scotland interview about teaching Mandarin in Edinburgh.

3.19 A Volunteer Language Assistant project has run in a number of schools from 2013 – 2015 in partnership with CEC, the University of Edinburgh and the Scottish China Education Network. This project provides native speakers and student language learners with an opportunity to gain work experience as language assistants in primary schools and allows the schools to benefit from their language expertise and knowledge. This scheme has been very positively evaluated by schools involved and runs in French, Spanish and Chinese. We will seek to continue this project in 2015.

3.20 Parent partnerships have been promoted through the development of 1+2 Languages with schools showcasing best practice, sharing information for parents' materials and working with parents to promote language learning. Native speaker parents are regularly involved in supporting delivery of languages in schools. Language celebration events are also a common feature of primary schools with one CEC school running a bi-lingual tapas evening in December 2014 where bi-lingual parents were invited to showcase the food from their own countries. This has led to a bilingual parents' group being established in the school. CEC lead officers share and promote good practice in parent partnership working and have a dedicated section of the website to share materials around working effectively with parents.

3.21 The Senior Language Leaders project provides S6 students with a professional training experience in language teaching for primary, delivered by CEC 1+2 officers and in partnership with George Heriot's school. The aim of this project is to support S6 students to develop language teaching skills in preparation as volunteer language learning assistants in their own cluster schools.

Communication

3.22 Regular updates have been communicated through Heads of Service briefing papers, head teacher updates, meetings and learning events such as the Early Years Conference and the Edinburgh Learning Festival.

3.23 City of Edinburgh officers and practitioners have presented work in 1+2 at a range of events including the Association of Directors of Education (ADES) 1+2 conference, 1+2 Education Scotland Conference and will present at the September 2015 Education Scotland Scottish Learning Festival.

3.24 Officers regularly share good practice via the Bright Future's Blog and the CEC 1+2 Twitter account.

Measures of success

4.1 The key measure of success will be in improved outcomes for children and young people.

Financial impact

5.1   An increasing amount of external Scottish Government funding has been received annually from 2013 to present.

5.2   A review of spending to date and cost projections until 2020 were submitted to COSLA and thence to the Scottish Government in August 2014.

5.3   CEC budgets fund the Modern Languages Education Support Officer post, partially fund the 1.0 FTE CEC Mandarin teaching post and all heritage language provision.

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 developments arising directly from this report.

Consultation and engagement

9.1   There is continuing consultation and engagement through the Scottish Government, Education Scotland, SCILT, CISS, COALA and COSLA.

Background reading/external references

http://www.scotland.gov.uk/Publications/2012/05/3670

http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/languages/modernlanguages/supportmaterials/1plus2approachtomodernlanguages/introduction.asp

http://www.scilt.org.uk/A12ApproachtoLanguageLearning/tabid/1715/Default.aspx

https://www.tes.com/article.aspx?storycode=11006591

http://www.britishcouncil.org/school-resources/classroom-support/language-assistants/involved/schools-experiences-0

http://engageforeducation.org/news/language-learning-in-scottish-schools-a-foreign-language-assistant-fla-for-2013-14/

http://www.britishcouncil.org/language-assistants/scottish-schools

http://www.strath.ac.uk/ciss/documentary/

Gillian Tee

Executive Director of Communities and Families

Contact: Ann Robertson, Education Support Officer for Modern Languages

E-mail: Ann.Robertson2@edinburgh.gov.uk | Tel: 0131 469 3039

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
	CO3 - Our children and young people at risk, 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	Appendix 1 City of Edinburgh 1+2 Strategy Paper (August 2014)
	Appendix 2 City of Edinburgh Modern Languages 3 – 18 Improvement Plan 2014 - 2015

City of Edinburgh Council

1+2 Languages Strategy

Purpose

The purpose of this paper is to outline the key aspects of the City of Edinburgh's (CEC's) strategy for the implementation of the Scottish Government's 1+2 Languages policy in Edinburgh schools. This strategy contributes to the following Children and Families Service strategic objective and outcome:

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

Outcome SO2.1 - Children and young people have high quality learning experiences and their learning needs are met.

The National Context

The Scottish Government's wide-ranging report, *Language Learning in Scotland: A 1+2 approach* (2011) states in its foreword:

We will introduce a norm for language learning in schools based on the European Union 1+2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland."

The 35 recommendations made in this report were accepted by the Scottish Government, to be implemented by 2020. The most significant recommendation for all education authorities is that:

All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.

The full report and recommendations can be found on the following link:

http://www.scotland.gov.uk/Publications/2012/05/3670

National Support for Implementation

A range of support has been put in place nationally to deliver the 1+2 Languages policy by 2020. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities 2013-2016.

Ongoing support with all aspects of implementation, including resources and training, is provided through Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS), Bòrd na Gàidhlig and Education Scotland.

City of Edinburgh's Vision for 1+2 Languages

This reflects the overarching national vision.

Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Curriculum for Excellence aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of Curriculum for Excellence there is recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy

Language Learning In Scotland: A 1+2 Approach
May 2012

City of Edinburgh Council 1+2 Languages Strategy

The CEC Strategy encompasses the core languages currently taught in CEC schools (French, German, Spanish, Italian, Mandarin) and also includes Gaelic, Scots and Heritage Languages. It is based on the principles of multi-disciplinary partnership working and inclusive, universal approaches to support the development of learners' languages skills, progress and achievement.

Our Expectations

Our expectations for children and young people in Edinburgh are that they are successful learners, effective communicators and global citizens who able to participate fully in a global society and economy.

The development of languages skills should be a progressive journey through a series of well- planned, relevant, engaging and motivating learning experiences. These should be designed to ensure high levels of achievement and success for all and equip young people with the necessary skills for learning, life and work.

Aims of the Strategy

The Edinburgh 1+2 Languages Strategy aims to raise attainment and achievement and develop successful and confident learners through:

- The delivery of languages learning that progressively develops children and young people's skills for learning, life and work and contributes strongly to the development of the four capacities of Curriculum for Excellence;

- The development and delivery of an effective, self-supporting and sustainable operational model for 1+2 Languages implementation in Edinburgh, where class teachers lead the delivery of languages learning in schools and where local specialist expertise is deployed to support this;
- The provision of engaging, continuous, relevant and progressive learning experiences in Language 2 (L2) from the earliest stages of education and across the four contexts of the curriculum;
- The progressive teaching of an additional language (L3) from P5 at the latest until the end of the Broad General Education (BGE);
- The delivery of languages learning which is integrated into the daily life and work of the classroom and school;
- The development of learners' awareness, understanding and appreciation of other cultures and of their role as global citizens;
- Facilitating access to L2 and L3 native speakers to enhance and enrich languages learning and provide real and relevant contexts for learning;
- The development of learners' understanding and appreciation of the value and benefits of languages learning throughout the BGE;
- Ensuring learners have the opportunity and are actively encouraged to continue their L2 and L3 languages into the Senior Phase;
- Encouraging young people to gain national accreditation in languages in their own school or through consortia or other partnership arrangements;
- Effective working with a wide range of partners to enhance and extend language learning and teaching, widen access to native speakers, facilitate excursions and visits and develop and deliver opportunities for career long professional learning;
- Ensuring all practitioners are aware of and fulfil their role in the delivery of 1+2 Languages and are equipped to develop and extend language learning and skills;
- Building the capacity of practitioners in all sectors to develop appropriate skills and knowledge through career-long professional learning, supported by centrally co-ordinated support ;
- Actively seeking and promoting a range of funding opportunities to enhance and develop provision e.g. Scottish Government funding, Erasmus+ funding, scholarships;
- Engaging and communicating with stakeholders including parents and the wider community.

CEC 1 + 2 Strategic and Operational Structure

Officers from the Quality Improvement Team (QIT) lead the strategic and operational implementation of 1 plus 2 Languages in CEC schools, responsible to Quality Improvement Team Managers and to the Senior Manager Schools, Quality and Curriculum.

These officers include the Educational Support Officer for Languages who is the lead specialist, the Quality Improvement Officer (QIO) for Literacy and Languages, and nominated Early Years and Primary QIOs.

A cross-sector CEC 1 plus 2 Languages strategic group is in place.

Implementation is also supported through a 1 plus 2 Languages Development Officer post and an effective city-wide network of cluster languages co-ordinators, lead teachers in primary schools, Modern Languages Curriculum Leaders and teachers and Foreign and Chinese Language Assistants.

Cluster Planning

To fulfil our vision and deliver our aims, CEC has developed a thorough-going, consistent and sustainable approach to language learning. This is built on a very well-established cluster planning structure of local ownership, consistency of languages taught and curricular programmes, joint working and sharing of resources. These are underpinned by cluster approaches improvement through self-evaluation.

2012-2013

A cluster training and support model for 1+2 Languages implementation developed.

2013-14

Three clusters of primary schools successfully pilot the model.

Based on detailed evaluations and feedback from the pilot, a cluster implementation model has been developed and agreed.

2014-2017

All CEC cluster head teachers have now identified one of the next three sessions, 2014-2017, for the implementation of 1+2 Languages in their schools. Appendix 1 gives the overview.

This model requires them to:

- Identify the L2 and L3 languages for the cluster and agree a consistent approach to the delivery of these across cluster primary schools;
- Agree cluster L2 and L3 languages choices. These choices are made by cluster planning groups, comprising of head teachers, lead teachers, secondary Modern Languages curriculum leaders and, where appropriate, secondary lead teachers. This is done in consultation with officers from the CEC Quality Improvement Team;
- Nominate 1+2 Languages coordinators in each of the schools involved, including the secondary schools;
- Develop a cluster improvement plan for the development of the L2 and L3 languages throughout the BGE;
- Ensure opportunities for progression in L2 and L3 into the Senior Phase at a range of levels;
- Engage with all key 1+2 Languages recommendations;
- Evaluate progress and impact on learners in line with CEC guidance.

Resources

CEC is committed to the development and provision of high quality learning and teaching resources in French, German, Spanish, Italian, Mandarin, Gaelic, Scots and, Heritage Languages as appropriate.

To fulfil this commitment, over the implementation period, CEC officers and lead practitioners will:

- Develop and identify learning and teaching approaches and materials that fully reflect Curriculum for Excellence principles and best practice e.g. based on active and collaborative learning;
- Create contextualised resources to support an integrated approach to languages learning across the curriculum;
- Support the identification and sharing of high quality resources and practice across schools;
- Develop or identify high quality ICT resources to support the delivery of 1+2 implementation in a range of languages;
- Develop a dedicated CEC Languages website

Career Long Professional Learning

A CEC training model for class teachers and lead teachers is in place to support the implementation of 1+2 Languages Strategy in Edinburgh. This takes into account key principles and practice in teacher education as outlined Teaching *Scotland's Future (2010).* It will continue to be developed to meet local needs and national requirements.

This training model is being rolled out across all CEC schools in line with the cluster implementation timeline 2014-2017. (Appendix 1).

The CEC 1+2 Languages training model for **teachers** is designed to enable practitioners to:

- Engage with the CEC 1+2 Languages strategy, rationale and aims;
- Share key messages about languages and the importance of languages learning;
- Make effective use of the locally- developed resources;
- Have time for sharing practice, engaging in professional reflection, evaluating and forward planning;
- Provide opportunities for new staff to be up-skilled;
- Effectively self evaluate outcomes and impact on learners.

The CEC 1+2 Languages training model for **lead teachers** is designed to:

- Enable them to lead planning within their cluster of schools;
- Discuss and plan for additional resourcing in school;
- Develop cluster models of further support and partnership working e.g. transition events, senior student support, drop-in professional learning opportunities;

- Effectively self evaluate outcomes and impact on learners.

Primary Language Learning (PLL) Courses

A very extensive range of flexible PLL courses, where the focus is the development of knowledge and understanding of the chosen language at different levels, is offered locally for practitioners. These are developed and delivered by specialist secondary practitioners.

Partnerships

Languages learning in Edinburgh is developed, enhanced and enriched through a wide-range of successful partnerships, both local and national.

Appendix 2 gives details.

CEC will work jointly with partners to implement 1+2 Languages through:

- Continuing to provide native speakers in the classroom across all sectors;
- Working together to develop resources and provide training for practitioners;
- Disseminating information on latest and best practice and developments locally and nationally;
- Providing languages immersion events;
- Developing and sharing practice and resources and providing career long professional learning;
- Developing new partnerships with parents for languages learning;
- Develop links with European regional partners and partner schools;
- Promote and provide information about funding available to support a range of partnership activities including job shadowing initiatives, teacher training and school exchanges and partnership projects;
- Promote uptake of languages and key economic and employability messages.

Monitoring and Evaluation

The monitoring and evaluation of the implementation of the CEC 1+2 Languages Strategy will be carried out within the CEC quality improvement framework for schools, under the direction of the Senior Education Manager Schools, Quality and Curriculum. This is led by identified officers from the Quality Improvement Team (QIT) and involves a cross-sector CEC 1+2 Languages Strategy group.

It includes:

- Feedback from all stakeholders, including learners and parents, on the implementation of 1 +2 Languages at cluster level;
- Standards and Quality Reporting and Improvement Planning (SQIP)as part of the annual cluster schools and of QIT self evaluation processes;

- Identification and review of   progress with 1+2 Languages priorities encompassed within the CEC Gaelic plan;
- Reports and briefings to the Convenor, Committee and Director of Education, Children and Families, Heads of Service and other senior managers;
- Further self-evaluation in line with Scottish Government and other national requirements, for example returns to SCILT and CISS and to the Convention of Local Authorities (COSLA) and Bòrd na Gàidhlig.

Communication and Promotion

Communication and promotion at all levels is designed to highlight CEC's vision and strategy for 1+2 Languages learning for children and young people and to celebrate their successes.   It involves close collaboration with officers from CEC's Communications Service.

Examples include:

- Briefings and reports to Heads of Service, senior leaders in schools and at cluster level;
- Use of Twitter and social media in line with CEC policy on this;
- The CEC Languages website and blog;
- Articles and features for the Director's Bright Futures blog, for the local press, for the educational press and the SCILT and CISS newsletters;
- Conferences and other events for practitioners;
- Engagement with parents.

Liz Gray QIO, Ann Robertson ESO
City of Edinburgh Council
August 2014

Appendix 1
CEC Cluster 1+2 Languages and Implementation Timeline 2013 – 2017

Year	Cluster
2013 – 2014	Balerno
	Drummond
	St Augustine's
2014 – 2015	Castlebrae
	Currie
	Firrhill
	Forrester
	Liberton
	Trinity
	Tynecastle
2015 – 2016	Boroughmuir
	Broughton
	Craigmount
	Craigroyston
	Holyrood
	James Gillespie's High School
	Leith
	Portobello
	St Thomas of Aquins
	The Royal High School
	WHEC
2016 – 2017	Gracemount

City of Edinburgh Languages Partners include:

Scottish Government
Education Scotland
Scotland's Centre for Languages (SCILT)
COALA (Cultural Organisations and Local Authority Advisers)
West Lothian Council
Midlothian Council
East Lothian Council
Scottish Borders Council
The British Council
Comunidad de Madrid
University of Edinburgh
Edinburgh College
Edinburgh Napier University
Heriot Watt University
Edinburgh University Students Association (EUSA)
Confucius Institute for Scotland's Schools (CISS)
Scotland China Education Network
Tianjin No. 1 School
St George's School for Girls
The Goethe Institute
The French Institute
Consejeria de Educacion
Ufficio Scolastico
Centro Promozione
Grow Story Grow
European Schoolbooks
Le Francais en Ecosse
Radio Lingua

Modern Languages Improvement Plan 2014-15

Priority – 1+2 Modern Languages	Overall Responsibility Liz Gray QIO	QIs

Outcome: Implement year 1 of 3 year roll out of 1+2 across clusters who have identified ML as a priority in 2014/2015.

Impact: L2 and L3 languages taught across city schools from earliest stages of education and implementation of national policy.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Clusters select one of next 3 years for 1+2 implementation, 2014/15 clusters nominate ML leads and identify training dates. ESO communicates final date and all training arrangements to clusters. All clusters agree L2 and L3 across cluster primaries.	ESO	N/A	August 2014	Complete.
All 2014/2015 undergo L2 1+2 training.	ESO	Additional staffing support	January 2015	Complete. Cluster training has taken place in all 2014/2015 clusters with the exception of Tynecastle who have led their own in-house training. Full cluster training will be offered in 2015/2016 if required.
ESO/DO meets with all 2014/2015 cluster heads to liaise on plans and progress of implementation.	ESO/DO	N/A	January 2015	Complete.
Liaise with universities to recruit volunteer French assistants to work in 1+2 French primaries. Develop associated training and support model.	ESO/DO	Funding for travel costs.	November 2014.	Complete.

Complete development of Embedded language resource development in Italian, German, Mandarin and Gaelic. Develop IDL choice topics in French and Spanish.	ESO/DO and 1+2 development group.	Funding for developme nt	May 2015.	Complete for French and Italian. Revision of materials underways for Spanish. German is in development and Mandarin. Gaelic is in discussion with National partners.
Develop new flexible model of MLPS deliver to sit alongside 1+2 training model. Assign classes, advertise and organise.	ESO/DO	Funding for running courses.	September 2014.	Complete. New models have been piloted in 2014/2015 with Queenferry running a local class for the North/West. Will look to further develop this model on basis of positive uptake and evaluations.
Develop formal 1+2 strategy paper.	QIO/ESO/DO		August 2014	Complete.
Develop formal CEC Modern Languages website for hosting ML resources.	ESO/DO	N/A	October 2014	Complete. Transition of all support materials to 365 is now underway.

Priority – CfE development secondary			Overall Responsibility Liz Gray QIO		QIs

Outcome: Schools and practitioners supported to maintain and deliver high quality of ML at secondary level.

Impact: Language experience of learning enhanced.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
CfE Higher – complete resource development, including sound files, of new CfE Higher resources in all core languages.	ESO/Lead teacher		October 2014	Complete with recording of materials to be finalised.
Promote and support implementation of Modern Languages for Life and Work Award and Baccalaureat in schools.	ESO/Lead teacher		May 2015	Complete. ML Lead Teacher, Pam Tosh (Broughton High School) ran support sessions and CLPL re. the ML Bac.
Support colleagues with a range of CPD opportunities around CfE ML generally and new CfE Higher.	ESO/Lead teacher		May 2015	Complete
Support departments to increase uptake of ML into senior phase.	ESO/Lead teacher			Ongoing. Work with done in this area with particular focus on German as a pilot and in partnership with the University of Edinburgh. Will look to extend this to other languages in 2015/16.

Priority – Mandarin			Overall Responsibility Liz Gray QIO	QIs

Outcome: Support the development of Mandarin language across all sectors.
Impact: Staff supported in making progress in their delivery of Mandarin.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to support staff in Mandarin by offering CPD to staff, supporting attendance of immersion training courses and supporting development across clusters.	ESO/DO	Time	May 2015	Complete. Mandarin PLL course ran from February 2015 – June 2015 with 16 teachers attending.
Continue to promote and support the development of Mandarin in secondary and primary schools with resource development, pupil and staff events and sharing of best practice.	ESO/DO	Time	May 2015	Partially complete. Main event for promoting Mandarin organized but postponed till next session due to low uptake and staff changes.
Develop a strategic model for the deployment of Mandarin staffing across the city.	QIO/ESO/DO Short life working group.	Time	May 2015	Partially complete. Staffing is in place or due to be in place where requested and required to support growth across all 4 localities.
Track and improve uptake of Mandarin in Senior Phase	ESO/DO/Lead teacher	Time	May 2015	Complete. Uptake being monitored and continues to develop.
Continue to work with partners to develop projects including Mandarin volunteers and St George's partnership.	ESO/DO/Lead teacher	Time	May 2015	Complete

Priority – Communications			Overall Responsibility Liz Gray QIO	QIs

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Develop official Modern Languages website hosting all 1+2 and other resources.	ESO/DO	Time	October 2014	Complete.
Start regular Modern Languages blog with news and updates.	ESO/DO	Time	December 2014	Complete. Took advice from Wed Content and Services Manager and will provide updates via Director's Blog.
Liaise with other LAs to share package of support and resources.	ESO	Time	Ongoing	Complete. Have gauged demand and will liaise with HoS around approval of cost return agreement.
Engage with parents to promote key messages around ML and 1+2	ESO/DO	Time	Ongoing	Complete. Parent Partnership area of website developed and materials being shared across schools.

Modern Languages Improvement Plan 2014-15

Priority – German	Overall Responsibility Liz Gray QIO	QIs

Outcome: Develop strategies to share key messages around benefits of German language learning for schools, pupils and parents.

Impact: German is maintained as a core language in schools

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Work with partners to promote key messages around the benefits of German language learning	ESO/DO	Time	May 2015	Complete. Series of events developed and piloted in partnership with the University of Edinburgh to promote German language learning in the Senior Phase.
Support the continuation of German as an L3 in the primary sector with the continuation of the GET programme.	ESO/DO	1+2 funding	September 2014	Complete. 7 GETs appointed in 2014/15.
Appoint a German lead teacher to lead a German working group.	ESO/DO	1+2 funding	April 2015	Partially complete. Lead teacher identified but incomplete pending possible staffing changes. Will revisit in 2015.

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Numeracy Strategy Report

Item number	7.5
Report number	
Executive/routine	
Wards	

Executive summary

This report outlines progress with priorities in numeracy and mathematics in 2014/15. The overall aim is to raise attainment in numeracy and mathematics.

Links

Coalition pledges	P5
Council outcomes	CO2
Single Outcome Agreement	SO3

Numeracy Strategy Report

Recommendations

The Committee is asked to:

1.1 Note the good progress made in improving teachers' numeracy understanding and raising attainment in early primary through the implementation of the Stages of Early Arithmetical Learning (SEAL) methodology.

1.2 Note Edinburgh's participation in the inter authority Numeracy Hub and the Hub's value as a vehicle for developing and sharing numeracy practice.

1.3 Note the overwhelming success of 'Upper Primary Mathematics' CPD and the need to extend this programme to meet the needs of a wider range of primary teachers to further develop their understanding of numeracy and mathematics.

1.4 Note the need for ongoing support for implementation of SEAL throughout primary.

1.5 Note the need for the further development of numeracy through an Edinburgh Integrated Numeracy Strategy on the model of the Edinburgh Integrated Literacy Strategy (EILS).

Background

2.1 Analysis of attainment in numeracy and feedback from teachers led to the identification of a number of aspects for development as part of the City of Edinburgh Council numeracy Strategy lead by Quality Improvement Officers for both Primary and Secondary Numeracy and Mathematics. These included:

- Continuing Professional Development;

- Need for frameworks;

- Stages of Early Arithmetical Learning;

- National Qualification support;

- Assessment and Moderation;

- Tracking and Monitoring.

2.2 Locally, primary teachers' subject knowledge and confidence in delivering numeracy and mathematics has been less strong. Continuing Professional Development programmes have proven successful and the strategy aims to widen the reach of existing successful courses.

2.3   In 2013/14 CEC began implementation of SEAL to support the improvement of teacher knowledge and confidence in teaching number, and to raise attainment in number in early primary.

2.4   A development officer was appointed to lead SEAL, along with the wider remit of support for numeracy and mathematics. The development officer has been in post since January 2013.

2.5   Six colleagues were trained at the East Lothian numeracy academy between January 2013 and May 2013. This allows them to deliver training on SEAL to teachers in Edinburgh.

2.6   There is a 4-year implementation plan for SEAL, with evaluation of impact measured through questionnaires and attainment data. (See appendix 1).

2.7   The Primary and Secondary Numeracy and Mathematics Quality Improvement Officers and the development officer have provided schools with extensive support to develop their Broad General Education Numeracy and Mathematics Curriculum. This has included a range of support from curriculum design and assessment methodology to learning and teaching and moderation practices.

2.8   Secondary school Mathematics departments are still managing the transition between old and new SQA qualifications. Almost all have now fully implemented their S4 courses and programmes, some (6 out of 23) have moved towards the new Higher qualifications this session. All will be presenting the complete suite of new qualifications from May 2016.

Main report

Attainment in Numeracy and Mathematics

3.1   Standardised assessments allow individual schools and the authority to track attainment. For individual schools, and across the authority, we can also use the data to identify areas for improvement in numeracy and mathematics.

P1

3.2   To evaluate the impact of SEAL in Edinburgh a new standardised assessment was introduced in 2013/14 for P1 learners.

3.3   Since that date the following strengths have been identified:

3.3.1   An increase in the average standardised score of our P1 learners (i.e. the numeracy and mathematics scores of our P1 learners are improving);

3.3.2   A decrease in the percentage of learners with "very low" scores in this assessment;

3.3.3   Above national performance in the number element of the assessment.

3.4   The following areas for improvement were also identified:

3.4.1   Continue to improve the overall average standardised score to overtake the national average;

3.4.2   Support schools to analyse data to ensure equity across all groups of learners. This will allow schools to identify and work on their own areas for improvement specific to their data and context.

P4

3.5   We have used the same standardised assessment in P4 over the last 5 years, allowing us to track data over a longer time period.

3.6   In P4 the assessment data identified the following strengths:

3.6.1   An improvement in the average standardised score (i.e. the numeracy and mathematics scores of our P4 learners are improving);

3.6.2   A reduction in the percentages of learners with "very low" scores in this assessment.

3.7   The following areas for improvement were also identified:

3.7.1   Continue to improve the average standardised to overtake the national average (we aim for our P4 learners to outperform learners of the same age in the UK);

3.7.2   Support schools to analyse data to ensure equity across all groups of learners.

P7

3.8   We have used the same standardised assessment in P7 over the last 5 years, allowing us to track data over a longer period of time.

3.9   In P7 the assessment identified the following strengths:

3.9.1   A 5-year trend of improvement in the average standardised score (i.e. the numeracy and mathematics scores of our P7 learners have been improving year on year for the last five years).

3.10   The following areas for improvement were also identified:

3.10.1   Continue to improve the average standardised score to overtake the national average (we aim for our P4 learners to outperform learners of the same age in the UK);

3.10.2   Support schools to analyse data to ensure equity across all groups of learners.

S2

3.11   We have used the same standardised assessment in S2 over the last 5 years, allowing us to track data over a longer time period.

3.12   In S2 the assessment identified the following strengths:

3.12.1   An increase in the percentage of learners with "very high" scores in this assessment.

3.13   The following areas for improvement were also identified:

3.13.1   Improve the average standardised score to overtake the national average (we aim for our P4 learners to outperform learners of the same age in the UK);

3.13.2   Support schools to analyse data to ensure equity across all groups of learners.

Stages of Early Arithmetical Learning (SEAL)

3.14   The programme focuses on two strands for improving confidence of teachers and hence attainment in numeracy in Edinburgh schools:

3.14.1   Whole school training (for teachers, managers and pupil support assistants) to improve confidence, knowledge and attainment in number and number processes across a whole school;

3.14.2   A strategic 4-year planned programme of stage specific training. By the end of the 4 years all P1-P4 teachers will have been trained and equipped to confidently use SEAL to teach number and number processes within their learning environment.

Whole School SEAL Training

3.15   By the end of 2014/15 a further fourteen primary schools will have been trained in SEAL, resulting in 79 out of 88 primary schools having completed whole school training.

3.16   By the end of 2014/15 there will be 125 SEAL champions, each of whom will have been provided with 8 sessions of intensive training. SEAL champions are trained to support colleagues in their school with planning, learning and teaching, assessment and are able to lead staff discussions on teaching number using SEAL.

3.17   Resources have been created to support teachers in planning, and learning and teaching. These are shared online through Microsoft 365, allowing teachers direct access to support materials.

P1 SEAL Training

3.18   In 2013/14 97% P1 teachers were trained in SEAL.

3.19   In 2014/15 and 2015/16 a similar SEAL training course was provided for teachers new to P1.

3.20 In addition to the initial training, teachers are offered a programme of follow-up sessions where they get targeted additional support from the development officer and opportunities to engage in professional dialogue with fellow P1 teachers.

3.21 The impact of P1 training has been evaluated using teacher questionnaires and attainment data.

3.22 P1 teacher questionnaires show a significant improvement in teacher knowledge and confidence in understanding, planning, teaching and assessing a child's progress in number from August 2013 to May 2015. The highlights include:

  3.22.1 Teachers' knowledge and understanding of progression of learning about number increasing from 32% confidence to 83%;

  3.22.2 Teachers' confidence in teaching number increasing from 68% confident to 96%.

P2 SEAL Training

3.23 P2 SEAL training ran for the first time in 2014/15. 144 P2 teachers were trained in this year.

3.24 P2 training is running again in session 2015/16 for all teachers new to P2.

3.25 In addition to the initial training, teachers are offered a programme of follow-up sessions where they get targeted additional support from the development officer and opportunities to engage in professional dialogue with fellow P2 teachers.

3.26 The impact of P2 training has been evaluated using teacher questionnaires (to measure improvement in knowledge and confidence).

3.27 P2 teacher questionnaires show a significant improvement in teacher knowledge and confidence in understanding, planning, teaching and assessing a child's progress in number from August 2014 to May 2015. The highlights include:

  3.27.1 Teachers' knowledge and understanding of progression of learning about number increasing from 32% confidence to 76%;

  3.27.2 Teachers' confidence in teacher number increasing from 57% confident to 96%.

P3 SEAL Training

3.28 In 2015/16 P3 SEAL training will take place for the first time. This strategy ensures that those learners who have been taught in this way in P1 and P2 will continue to have this methodology as they move through the school.

3.29 As with P1 and P2 we will continue to measure the impact through teacher questionnaires and attainment data.

Early Years Numeracy

3.30 As part of the development of Numeracy and Mathematics a working group of key numeracy staff within the authority meets regularly to discuss progress of

the strategy in the context of the Early Years. The following work streams were identified from the work of this group:

3.30.1 SEAL training for nurseries as part of the wider CPD programme;

3.30.2 Tynecastle Nursery is using number rhymes in the nursery to improve numeracy skills through the Early Years Collaborative. Part of this project also includes working with parents to encourage and support the use of number rhymes at home. Impact will be measured through the Early Years Collaborative;

3.30.3 Moffat Early Years Campus staff, in collaboration with Educational Psychologists and the Family Learning Worker have developed a series of parent workshops titled "It's All About Maths". At these workshops parents have created parent postcards to help generate, and follow-through with, ideas for supporting and using numeracy in the home environment. The workshops also help improve parents' confidence with their own numeracy as well as supporting and encouraging the numeracy learning of their children;

3.30.4 CEC has developed resources to support early years staff with planning, learning and teaching, and tracking progress. These resources include a numeracy and mathematics early years planning and assessment tracker, a numeracy and mathematics early years audit toolkit for a numeracy environment indoors and outdoors, focused learning sheets to support planning. A CD containing examples of national and local good practice in numeracy and mathematics in the early years has been shared with all establishments.

Career Long Professional Learning (CLPL)

3.31 The need for career long professional learning (CLPL) with a focus on teaching numeracy and mathematics in upper primary was identified due to low teacher confidence. In both 2013/14 and 2014/15 an intensive 6 session course ran to support teachers in this area. The content of the sessions was designed to suit the needs of the cohort attending, with particular focus on improving teachers' mathematical understanding and practical examples for learning and teaching. Evaluation was exceptionally positive and this professional learning opportunity will continue to be available in session 2015/16.

S1-3 Broad General Education

3.32 The secondary Quality Improvement Officer with the lead for maths has supported schools with the development of their curricula to incorporate assessment opportunities within the day to day learning and teaching of their courses and programmes.

3.33 S2 standardised testing provides evidence to contribute to each young person's 'suite' of evidence to support their achievement.

3.34   Key secondary Mathematics Curriculum Leaders have been involved in the Assessment and Moderation teams. This has supported the community to move this thinking forward.

S4-6 Senior Phase Education

3.35   Please note that the 2014 data which follows was released in March 2015 and is the most up to date available for these measures.

3.36   Data for leavers in 2015 is not available until March 2016. Currently available, non-validated local information suggest that 2015 data will continue to show an improving trend across all levels.

3.37   In 2014 90% of young people leaving secondary schools had achieved SCQF level 3 Numeracy. This is a 5 year positive trend. Our ongoing aim is to raise this to 95%.

3.38   In 2014 80% of young people leaving secondary schools had achieved SCQF level 4 Numeracy. This is a 5 year positive trend. Our ongoing aim is to raise this to 85%.

3.39   In 2014 58% of young people leaving secondary schools had achieved SCQF level 5 Numeracy. This is a 5 year positive trend. Our ongoing aim is to raise this to 64%.

3.40   In 2014 1442 young people in S4 sat a National 5 mathematics qualification. 1396 young people in S4 passed a National 4 Mathematics qualification. 359 achieved a National 3 qualification.

3.41   In 2014 1161 young people in S5/6 sat a higher mathematics qualification.

3.42   There has been ongoing central development of curriculum materials for all new SQA Mathematics courses.

3.43   Several CEC staff hold positions within the SQA which has allowed the community to successfully manage the transition towards implementation of the new qualifications.

3.44   Several CEC mathematics departments have adopted the 'Lifeskills Mathematics' course to support their school's drive to develop skills for learning, life and work.

Supporting Learners with Additional Support Needs in Numeracy

3.45   The Supporting Learners with Additional Support Needs in Numeracy document gives schools advice on how to identify and address difficulties which young people may have with numeracy.

3.46   This document gives our current position on dyscalculia.

3.47   Training for staff on this document and how to use it in schools has been provided through the Continuing Professional Development (CPD) directory.

Assessment and Moderation of Numeracy and Mathematics

3.48   To improve teachers' confidence in deciding when a young person has achieved a Curriculum for Excellence level in numeracy and mathematics we are supporting schools with moderation. This replicates the assessment and moderation support given for literacy and English in 2013/14 and 2014/15.

3.49   In 2014/15 clusters identified a rep who attended sessions on assessment and moderation. With support from CEC officers they agreed and shared the standard of what achieving a level might look like within the broad general education (BGE), and consequently produced exemplars to support colleagues.

3.50   In 2015/16 each cluster will focus on moderation of numeracy and mathematics using the exemplars produced.

Inter-Authority Numeracy Hub 2014/15

3.51   The Scottish Government funded an inter-authority numeracy hub involving the City of Edinburgh, East Lothian, Midlothian and West Lothian. The focus of this hub is on raising attainment in numeracy and mathematics through:

- Stages of Early Arithmetical Learning;

- Developing mathematical literacy;

- Production of a package of training materials under the banner of a maths academy for teachers.

3.52   To develop SEAL, CEC and East Lothian jointly ran two numeracy academies. Each academy provided teachers with 5 days intensive training on SEAL to further develop their own expertise as teachers, as supporters to colleagues in school and as trainers within their local authority. Forty teachers in total attended these academies, with representation from City of Edinburgh, East Lothian, City of Glasgow, North Lanarkshire, and Stirling and Clackmannanshire. Colleagues from Education Scotland also attended as observers.

3.53   As a culmination of the year's work, the four local authorities jointly staged a conference titled "Numeracy Leadership – Striving for Excellence in Every School" in April 2015 for school senior leaders.

3.54   Midlothian has shared its approach to developing mathematical literacy. This has been launched through a continuing professional development (CPD) session with teachers in Edinburgh. A group of Edinburgh teachers will now develop this further in a small number of schools and measure impact.

3.55   There is ongoing work between the four local authorities to develop a maths academy which aims to boost teacher confidence and understanding of progression in fractions, decimal fractions and percentages. This will take the form of a package of training materials for schools and clusters in the local authorities to use, with links to teachers' CLPL (reading links). A model using this approach will be developed by The Royal High cluster this session.

Education Scotland Numeracy Hub Champions

3.56 All local authorities have been given funding under the new Numeracy Hub Champions initiative, aimed at raising attainment in numeracy across Scotland.

3.57 Each local authority has been asked to nominate a numeracy hub champion: in Edinburgh our champion is the development officer for numeracy and mathematics.

3.58 Hub champions receive regular ongoing training from Education Scotland and are expected to highlight national priorities for raising attainment in numeracy for their own local authority.

3.59 City of Edinburgh council will have the following priorities for the numeracy hub champion:

- P3 SEAL Training;

- Progression, assessment and moderation support for 5 targeted clusters (these clusters were identified due to the extent to which their cohort by cohort numeracy standardised scores lagged their literacy standardised scores).

3.60 Action plans and reports (supported by thorough evaluations of impact) will be submitted to Education Scotland throughout the year.

Numeracy Strategy

3.61 CEC is developing an integrated numeracy strategy document. This will allow colleagues in schools to be clear about our position and the support offered for teaching numeracy and mathematics in schools and establishments. It will also set out our priorities for improvement in numeracy and mathematics.

3.62 A draft version of the Integrated Numeracy Strategy document will be completed by October 2015.

3.63 Numeracy is a CEC 'key strategic priority' for schools in 2014/15.

Parental Support

3.64 The Development Officer has supported a number of primary schools to deliver parental information evenings for numeracy and mathematics including SEAL. Following this a package has been provided for all schools giving a scaffold of presentations to help them run their own numeracy and mathematics parental information sessions.

Community Learning and Development (CLD)

3.65 The "It's All about Maths" programme, developed and delivered by CLD Family Learning, has run in 5 early years settings. The aim of this programme is to engage parents and carers to support the early numeracy learning of their children in the home.

3.66   Five further early years establishments will run the programme for parents and carers in 2015/16.

3.67   CLD Family Learning will provide training for colleagues in this programme through Continuing Professional Development (CPD) sessions in 2015/16.

3.68   CLD Family Learning will further engage families in support of their children's early numeracy learning through additional group sessions with parents/carers, children and P1 staff in class based, family learning activities focusing on SEAL methodology.

Measures of success

4.1   Overall success is measured using a suite of indicators within the Children and Families Service Plan to ensure that our children and young people are successful learners, confident individuals and responsible citizens, making a positive contribution to their communities.

Financial impact

5.1   This work is funded from existing budgets.

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 developments arising directly from this report.

Consultation and engagement

9.1   The developments in numeracy and mathematics have taken place through partnership working involving learners, practitioners from across services and sectors within educational establishments and Children and Families.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Sheila Paton, Senior Education Manager (Schools, Quality & Curriculum)

E-mail: sheila.paton@edinburgh.gov.uk | Tel: 0131 469 3137

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	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 SEAL 4-Year Strategic Plan

Appendix 1 - SEAL 4-Year Strategic Plan

	2013/14	2014/15	2015/16	2016/17	Evaluation
P1 CPD	•250 teachers trained •5 follow-up sessions offered to ensure further support in place	•Capacity to train 240 teachers •4 follow-up sessions offered to ensure further support in place	•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Teacher Questionnaire Collecting information on how embedded SEAL is in each school's P1 •Attainment Data (when available)
P2 CPD		•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Teacher Questionnaire •Focus Groups Collecting information on how embedded SEAL is in each school's P2
P3 CPD			•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Teacher Questionnaire •Focus Groups Collecting information on how embedded SEAL is in each school's P3

	2013/14	2014/15	2015/16	2016/17	Evaluation
P4 CPD				•Capacity to train 160 teachers •4 follow-up sessions offered to ensure further support in place	•Teacher Questionnaire •Focus Groups Collecting information on how embedded SEAL is in each school's P4 •Attainment Data (when available)
SfL CPD	•60 teachers trained •Follow-up sessions offered to ensure further support in place	•Capacity to train 80 teachers •Follow-up sessions offered to ensure further support in place	•Capacity to train 80 teachers •Follow-up sessions offered to ensure further support in place	•Capacity to train 80 teachers •Follow-up sessions offered to ensure further support in place	•Teacher Questionnaire •Focus Groups Collecting information on numeracy SfL in schools •Attainment Data (when available)
Whole School Training	•34 schools trained •7 training days across 5 in-service days •1050 staff (teachers and PSAs) trained in total	•25 schools trained •5 training days across 5 in-service days	•Capacity to train 150 at each in-service day •Capacity for 750 in total (approximately 23 schools)	•Capacity to train 150 at each in-service day •Capacity for 750 in total (approximately 23 schools)	•Teacher Questionnaire •HT meetings Attainment Data (when available)

	2013/14	2014/15	2015/16	2016/17	Evaluation
SEAL Champions CPD	•40 SEAL champions trained •8-session course •One SEAL champion for each school getting whole school training •2 follow-up session to ensure impact continues	•45 SEAL champions •8-session course •One SEAL champion for each school getting whole school training (and extra spaces for schools who have lost their champion) •2 follow-up session to ensure impact continues	•40 SEAL champions •8-session course •One SEAL champion for each school getting whole school training (and extra spaces for schools who have lost their champion) •2 follow-up session to ensure impact continues	•40 SEAL champions •8-session course •One SEAL champion for each school getting whole school training (and extra spaces for schools who have lost their champion) •2 follow-up session to ensure impact continues	•Evaluation forms and learning logs •L&T Networks
Training New SEAL Trainers	•DO supporting new SEAL trainers (5 primary teachers) •6 trainers in total	•12 new trainers trained at East of Scotland Numeracy Academy •5 additional trainers trained by Midlothian •**Now 23 trainers in total**	•Mentoring programme for new trainers	•Mentoring programme for new trainers •Possibility for new trainers to be trained in Edinburgh •**Aim for one trainer (or more) per cluster**	•Evaluations forms and learning logs •DO meetings with trainers

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Arts and Creative Learning update

Item number	7.6
Report number	
Executive/routine	
Wards	

Executive summary

This Report updates elected members of the Education Children and Families Committee on the work of the Arts and Creative Learning Team. It provides an update on the Instrumental Music Service, the Youth Music Initiative, Creative Learning and Screen Education Edinburgh.

Links

Coalition pledges	P5, P15, P24, P29-P31
Council outcomes	CO1-CO4, CO6
Single Outcome Agreement	SO3

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

Arts and Creative Learning Update

Recommendations

1.1   Note the contents of this report.

1.2   Note the progress of the Instrumental Music Service.

1.3   Note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.

1.4   Note the progress of developments of the Scottish Government's Youth Music Initiative funded via Creative Scotland.

1.5   Note the progress of work carried out by Screen Education Edinburgh.

1.6   Note the high level of external funding and partnership working.

1.7   Agree to receive a further report in October 2016.

Background

2.1   Arts and Creative Learning delivers front line services in and through the arts and contributes to improving outcomes linked to key education priorities (raising attainment/achievement, developing the young workforce and tackling child poverty). Arts and Creative Learning has citywide responsibility for instrumental music, the Youth Music Initiative, creativity across learning, Edinburgh's Creative Learning Network, Screen Education Edinburgh and dance development. The key areas of focus are creative learning and teaching and developing learners' creativity skills.

2.2   Every mainstream school and most special schools regularly benefit from some aspect of the team's input. The extent and frequency depends on a variety of factors including need, available resources and school priorities. The team also delivers some out of school and holiday provision.

2.3   Much of the work relies on accessing external funding and though increased operational capacity via collaborations with external organisations.

2.4   The Arts and Creative Learning team contributes to national developments in creative learning and expressive arts education

2.5   This report provides the Committee with an update and progress across the various workstreams.

Main report

3.1   The key areas of front line delivery are:

Instrumental Music Service

3.2   The Instrumental Music Service (IMS) is the largest in Scotland and one of an increasing number of non-charging authorities. Lessons are available in every mainstream school from P4/5 through to S6, on a wide range of instruments across the city. A team of 80 (55.14 FTE) instrumental instructors (35 full time and 45 are part time) teach mostly in small groups. On request, pupils in special schools are assessed for lessons and if successful, receive free tuition on a suitable instrument. Pupils are encouraged to participate in school, area and central bands, orchestras and ensembles. Young people regularly play in public at concerts, receptions, conferences, award ceremonies and other events. In 2014/15 these additional events numbered 17 (See appendix 1). A total of 1,413 pupil performances including concerts took place.

3.3   The music service is split 25/75% between primary/secondary schools to support pupils learning a wide range of instruments at SQA level. The allocation of instructors to all schools is based on the roll. Non classroom instruments (upper strings, lower strings, brass and wind) are offered across all primary schools with the distribution and instrument(s) in each school depending on the size of the cluster and individual school roll. An allocation of the same instruments plus voice, piano/keyboard, guitar and percussion are offered in all secondary schools.

3.4   Final figures for 2014/15 are currently being complied and the Improvement Service will produce a national Instrumental Music Service report (date tbc).

3.5   Instrumental music instructors are engaged on teaching terms and conditions and the salary is nationally negotiated. Their Working Time Agreement (195 hours) is agreed each May and 25 of those hours per FTE are used to rehearse central bands and orchestras. The remaining hours (170 per FTE) are given over to planning, assessment and reporting to parents, school groups and ensembles and additional pupil contact which is often in support of qualifications.

3.6   Instructors are encouraged to present pupils for ABRSM and Trinity Guildhall graded music exams which carry UCAS points. ABRSM should be added to Insight in 2015/16.

3.7   Every November/December, the annual Fanfare concert showcases central bands, orchestras and ensembles, each of which is directed by an IMS instructor. In November 2014, 261 pupils performed in the Central Hall, Tolcross, to an audience of family, friends and invited guests numbering c. 400. The concert featured:

- Edinburgh Secondary Schools Orchestra (ESSO);
- Edinburgh Schools Training Orchestra (ESTO);
- Edinburgh Schools Wind Ensemble (ESWE);

- Edinburgh Schools Jazz Orchestra (ESJO);
- Edinburgh Schools Rock Ensemble (ESRE);
- Edinburgh Schools Classical Guitar Ensemble (ESCGE);
- City of Edinburgh Music School (CEMS) based at Broughton High School;
- Soloist: S6 clarsach pupil from James Gillespie's High School.

3.8   The Childline concert takes place each December raising an average of £2,000 for Childline. In 2015, 214 pupils from, school groups, choirs and central ensembles performed at Central Hall to a large audience of family and friends and raised £2,300.

3.9   In a successful partnership with the Queen's Hall, the Resonate Concerts each March feature city and school groups, choirs, ensembles and orchestras. In March 2015, 5 concerts involved 688 children and young people and a total audience of 1,842. This was the largest audience for Resonate to date, up by 534 on the previous year.

3.10   Since Resonate began in 2011, pupils attending special schools also perform, showcasing their work with Drake Music and The Inclusive Classroom (see YMI at 3.30 below). In March 2015, taking inspiration from BBC's Ten Pieces education project, 60 pupils from special schools performed of their own original compositions based on the theme of space. Schools consistently report a positive impact from the school workshops and the performance opportunity. Benefits are seen in confidence and enjoyment, working with others, motor skills, parental engagement and health and wellbeing.

3.11   In March 2015, 14 members of ESJO (Edinburgh Schools Jazz Orchestra) and 22 pupils from Braidburn, Kaimes and Woodlands schools collaborated on an innovative project with Drake Music. Together they rehearsed and performed the premiere of The Red Planet Suite at Resonate. This new composition used new music technologies (Figurenotes, Skoog, Brainfingers and iPads) designed to include young people with a range of complex needs including physical and learning difficulties. This hugely successful partnership is continuing in 2015/16.

3.12   The IMS also works with Napier University. Every year BA music students do a placement with the IMS. Students are paired with instructors, shadowing them in schools. In 2014/15, 23 students did placements with the IMS. The university reports the positive impact. The number of students electing to follow an education route since this partnership began 3 years ago has increased. Instructors act as coaches and mentors to the students and at the same time develop their own learning, particularly around creative music technologies. Pupils benefit from conversations with young people who have chosen to study music at tertiary level. This can be very motivational and help pupils make subject and career choices.

3.13   The Scottish Government made £1m available to local authorities for instrument purchase and repairs. Each local authority was invited to bid for an allocated amount *and* a discretionary amount. Edinburgh was allocated just under £25,000

and successfully bid for a further £20,000. Repairs are currently underway and new instruments will be in schools this academic year. The bid prioritised schools in greatest need.

3.14 The Young Musicians Passport (YMP) is an initiative from the Edinburgh International Festival delivered by working closely with Arts and Creative Learning team. The YMP allows all pupils in Edinburgh who are learning an instrument either through the IMS or Youth Music Initiative (YMI), free tickets and half price adult tickets to selected International Festival concerts. Launched in 2013, this has gone from strength to strength.

3.15 Other successful partnerships with the IMS include the schools concert on Fireworks day with Scottish Chamber Orchestra and Edinburgh International Festival, SCO VIBE, BBC Ten Pieces (see Appendix 2 for more detail).

3.16 Piping and Drumming is developing as follows:

3.16.1 Parent and/or community led pipe bands in partnership with trusts and independent sector: a number of local initiatives are running across the city. Arts and Creative Learning liaises with these parent/community/school groups as required (Currie, Firhill, Craigroyston and Tynecastle). The team has provided some YMI funding to match trust funding for a new initiative based at Tynecastle;

3.16.2 YMI Chanter and drumming lessons: funded by YMI, chanter and pipe band drumming was offered P5, 6 & 7 pupils via every primary school. Classes on a Friday afternoon were then organised in response to the demand. Centres now offering chanter and drumming are Forrester High School, Craigroyston cluster, Broughton (on a Saturday morning), Parkside Primary School;

3.16.3 YMI performance band: with funding from YMI a performance band was established in 2014/15 which continues in 2015/16. The band rehearses each Wednesday at St. Thomas of Aquin's RC High School and is open to pipers and drummers across the city. There are around 10 – 12 regular attendees and around 15 young people performed as part of the band at one of the Resonate concerts at the Queen's Hall in March. They also performed at the annual YMI concert in June at the Assembly Rooms on the Mound;

3.16.4 SQA pupils: Every school was asked to identify SQA piping and drumming pupils and those pupils studying National 5, Higher or Advanced Higher on pipes or drums were offered free tuition for exams. In 2014/15 at Boroughmuir there were 2 piping pupils and JGHS there was one Advance Higher piper. In 2015/16, Boroughmuir is receiving tuition for 2 pipers and 2 drummers.

Creative Learning: Creativity Across Learning 3–18

3.17 Scotland's Creative Learning Plan was published in 2013 as a further development of the *Education, the Arts, Culture and Creativity: an Action Plan* published by the Scottish Government in 2010. The Creative Learning Plan sets out how the strategic partners (Creative Scotland, Education Scotland, SDS, GTCS, SQA, ADES and College Development Network) will deliver against four workstreams. It also highlights the role local authority Creative Learning Networks (CLN) should take in progressing creative learning and teaching.

3.18 Education Scotland invites local authorities to bid for CLN funding each year. The purpose is to develop and embed creativity within CfE. There is a strong emphasis on the contribution creativity makes to key education priorities and for the work to be delivered through cross sector partnerships. Funding is competitive and awarded on the basis of strategic links and capacity to meet the fund aims and outcomes.

3.19 The Arts and Creative Learning Team has received the maximum award of £10,000 (per authority) each year between 2010/11 to 2013/14. In 2014/15 and again for 2015/16, the team collaborated with Midlothian and East Lothian Councils, making a consortium bid on behalf of the three authorities. In 2014/15 the team was awarded £30,000 and for 2015/16, £29,000 (£99,000 in total).

3.20 Since 2011/12, Edinburgh has strategically developed the CLN via Creative Conversations. Creative Conversations have successfully engaged practitioners at all levels and from all sectors (special schools, early years, primary and secondary along with HE/FE, community learning and the arts and cultural sector). Creative Conversations provide access to highly regarded and inspiring individuals of national or international renown. Their contributions are pitched at a philosophical level as a catalyst for discussion. Creative Conversations invite dialogue around the big questions of effective learning and teaching and securing improvements in learning. Creative Conversations are not about specific projects and are therefore of relevance to all participants. Around 680 individuals have attended Creative Conversations which have inspired action at school and authority level. Edinburgh's Creative Conversations have also influenced how some other local authorities developed their CLN. A growing number of schools participate in Creative Conversations which are increasingly attended by several staff from the same school. Some Head teachers, Deputes and class/subject teachers describe them as the best professional learning they have had. An increasing number of schools have creativity on their improvement plans and seek support from the Arts and Creative Learning team. For arts organisations attending Creative Conversations, as well as engaging in dialogue with education colleagues, they make new contacts and widen their networks.

3.21 Between 2011/12 and 2014/15 Creative Conversations represent a cost of around £22 per head and have a far greater value that is harder to quantify. They have had a demonstrable impact on the development of creativity and creative approaches in schools and also to some extent with arts partners.

3.22 Another growing dimension of the CLN is Creative Connections. Since 2013/14, the team has facilitated, under the same brand and format as Creative Conversations, events which have focussed on local creative initiatives in schools. These are mostly but not always delivered in partnership with or by local arts organisations and creative professionals. Creative Connections are planned in response to initiatives in all three authorities that are seen to have a positive impact on learners, staff and the community. Arts organisations whose work has featured in Creative Connections report increased engagement and uptake from schools with whom they have not previously worked.

3.23 Creative Lives is the third dimension of the CLN. Creative Lives engages primarily with the arts and cultural sector based in Edinburgh and the Lothians. It is delivered in partnership with Culture Republic and the Arts Development Team in Culture and Sport. It focuses on data collection from and networking between, organisations that offer education, learning and participation opportunities. An emerging area of activity is professional learning and peer learning. A programme of events share approaches to working with schools and community groups and have featured input from school and CLD staff.

3.24 In June 2015 the Arts and Creative Learning Team worked with Education Scotland to plan and host a national event called Attaining Creative Solutions. Held at the Royal College of Surgeons, the event attracted 81 delegates from 24 local authorities, as well as Creative Scotland, SDS (Skills Development Scotland) and Education Scotland. Up to 3 people with a lead responsibility for raising attainment, developing the young workforce and creative learning from each authority were invited. A booklet called Ten Challenges to being a Truly Creative School in Scotland, authored by Sir Tim Brighouse and David Cameron (the Real David Cameron) was launched at the event. A free copy has now been sent to every Head Teacher in Edinburgh. Dr Alasdair Allan, Minister for Learning, Science and Scotland's Languages gave a short speech at the Creative Conversation which closed the event.

Projects and Partnerships

3.25 While CLN funding from Education Scotland is used to strategically develop the network, the team also supports the development of learners' creativity skills and creative learning and teaching through:

- Delivery and brokerage of a range of arts, creative learning and interdisciplinary learning projects in schools;
- Practical advice and support for schools, colleagues and partners;
- Delivery of CLPL (Career Long Professional Learning) for teachers and external partners;
- The development of creative learning resources to support practitioners.

3.26 See Appendix 3 for more details of some of the team's recent partnerships including:

3.26.1 <u>Pack up Your Troubles Project Kitbag</u> in partnership with Community Learning and Development, Global Citizenship and Libraries. Funded by Heritage Lottery (£40,000). Young people are completing Saltire awards, DoE and Youth Achievement Awards (secondary schools);

3.26.2 <u>Project BFG</u> with Lyceum Theatre, funded from trusts and foundations (primary school, special schools and family learning);

3.26.3 <u>Winder Windows</u> with Underbelly Edinburgh Christmas, funded by Underbelly and local businesses (primary schools);

3.26.4 <u>Silver of the Stars</u> creative learning resource for teachers in partnership with Incorporation of Goldsmiths and funded by Education Scotland CLN funding and Incorporation of Goldsmiths (early years, primary, secondary and special schools) https://silverofthestars.wordpress.com/;

3.26.5 <u>BBC Ten Pieces</u> funded by BBC Learning (primary schools);

3.26.6 <u>From Studio to Stage</u> (primary and secondary schools);

3.26.7 <u>Creative Learning professional learning</u> for teachers with National Galleries (early years, primary, secondary and special schools);

3.26.8 <u>Edinburgh International Book Festival</u> events for teachers at (all schools);

3.26.9 <u>John Byrne</u> drawing competition and John Byrne award in partnership with Education Scotland etc.

Paolozzi Prize for Art

3.27 In 2015, the third Paolozzi Prize for Art was again held in the National Galleries of Scotland. This strong partnership has evolved to include closer working on a range of other projects. The Paolozzi Prize in 2015, 14 schools nominated 33 pupils for the award.

3.28 The judges are Richard Demarco (artist), Chris Breward (Principal of Edinburgh College of Art), Duncan Robertson (artist educator with National Galleries and trained at school of Paolozzi in Munich), Councillor Paul Edie who initiated the prize following Paolozzi's death.

3.29 Pupils from the schools below won the following categories:

3.29.1 <u>Talent and Creativity</u>: Royal High School (commended), Currie High School (highly commended), Boroughmuir High School (winner) ;

3.29.2 <u>Overcoming Barriers</u>: Liberton High School (commended), Craigmount High School (highly commended), Castlebrae High School (winner);

3.29.3 <u>New Directions</u>: Holy Rood RC High School (commended), Currie High School (highly commended), Holy Rood RC High School (winner);

3.29.4 <u>Spirit of Paolozzi</u>: Royal High School (commended), James Gillespie's High School and Portobello High School (joint highly commended), Holy Rood RC High School (winner) .

3.30   The overall winner was an S6 Pupil from Holy Rood RC High School, entered to the Overcoming Barriers category.

3.31   Each year the previous overall winner is invited to the award ceremony to describe what winning meant to them and how they used the prize money. Being nominated and winning a prize at the Paolozzi Prize for Art helps pupils wishing to go on to study art at college and is beginning to be recognised by the art schools. Being nominated is very motivational and has a positive impact on the individuals as well as the schools. Paolozzi Prize winners often receive additional recognition at school achievement events.

3.32   Winners receive a cash award and a Paolozzi Workshop at the National Gallery.

Dance Development

3.33   Arts and Creative Learning worked in partnership with Moray House around the development of a new Masters level course. Student will qualify with a Masters Degree in Dance Science and Education and will be eligible to register with GTCS as Specialist Teacher of Dance 3-18. This qualification is the first qualification of its kind that has been validated by GTCS. One of the strengths of the presentation to the GTCS validation panel was the strong partnership with City of Edinburgh Council. The first cohort of students is currently embarking on their studies. They will each undertake three six week placements over 18 months; one in a secondary school, one in a primary school and one in an early years, community or FE setting. The initial cohort will be placed in Edinburgh schools, with some possibly in East Lothian and Midlothian and will be mentored by school and university staff. This will be a welcome addition to the workforce as there is a lack of suitable qualified and experienced dance teachers.

3.34   A dance teacher post is shared between the specialist dance unit at Broughton High School and the Arts and Creative Learning Team. The time with Arts and Creative Learning is devoted to dance development across the city. Over 2014/15 the main projects were:

   3.34.1   Dance Fest funded by the Big Lottery in partnership with Active Schools, Dance Base and the Festival Theatre involved c. 300 pupils from 19 schools (primary and secondary);

   3.34.2   CLPL and support for teachers delivering dance qualifications were offered and delivered;

   3.34.3   P6 and P6 Young Performers Programme offers pupils from across the city opportunities to participate in weekly dance classes in a range of styles. Increasing numbers of pupils are interested with over 100 auditioning for 2015/16. There is now a waiting list. An increasing number of boys are now participating in the programme;

   3.34.4   Creative Dance at Oaklands Special School – 8 pupils participated in a workshop with further planned as a result of successful pupil engagement.

Youth Music Initiative

3.35 The Youth Music Initiative is now in its 13th year. Funded by Scottish Government, grants are distributed via Creative Scotland. Local Authorities are required to bid each year for a formula based allocation. Edinburgh receives £403,100 which is used to employ a Co-ordinator and a Projects Assistant who mange the extensive programmes. The bids need to meet the purpose and outcomes of the fund local authorities are required to report to Creative Scotland annually. In 2014/15 the Scottish Government commissioned an external evaluation of the YMI nationally. One of Edinburgh's projects at Panmure St Ann's will feature as a case study in the forthcoming report.

3.36 In 2014/15 the following projects were delivered, many of which are further developing in 2015/15:

3.37 **Magic of Music**: a suite of resources was produced which use music, rhythm and song to help early years practitioners teach literacy, maths and numeracy and health and wellbeing. Fully illustrated, each has a CD or DVD to support practitioners. The resources were developed with a group of Early Years practitioners and young children who worked with a professional music educator. The following were involved:

- Leith cluster especially Stanwell Nursery school and Leith Primary school;
- Craigmillar cluster especially Moffat Early Years Campus and Castleview Primary school;
- St David's Primary School and nursery ;
- Pirniehall Primary School;
- Hailesland Early Years Centre.

3.38 A fourth resource is currently being produced using music to help develop creativity skills in young children.

3.39 Magic of Music was launched at the Early Years conference in February 2015 attended by c.300 early years staff. A free copy has been given to every nursery school, children and family centre and partner provider. 136 practitioners have attended CLPL sessions to support them deliver the resources and feedback was extremely positive. CLPL on the resource was delivered at a national conference to 30 YMI co-ordinators from other local authorities. The team delivered a seminar on Magic of Music at the Scottish Learning Festival in September 2015.

3.40 **NYCoS** (National Youth Choirs of Scotland) are engaged annually via YMI to deliver a programme of Kodaly workshops (pedagogical approach designed to support music learning through song and rhythm) in P3 classes in all schools. In 2014, NYCoS worked with 4,292 P3 pupils in 87 schools and delivered CLPL to 36 teachers.

3.41 **Sounds Like Friday/Sounds Like Saturday** are the key Edinburgh YMI projects that deliver the P6 target. The project is designed recognising that even with a free Instrumental Music Service, there can remain a number of barriers for some pupils. Sounds like Friday (Friday afternoons) takes place in centres across the city. Sounds Like Saturday attracts pupils from across the city and is held in Broughton High School. A cafe at Broughton run by parents helps create a warm and welcoming atmosphere. In Sounds Like Friday/Saturday pupils learn in groups and choose voice *and* one of the following: guitar, violin, recorder, flute or trumpet. Attendance in 2014/15 totalled 671 as follows - Friday: Craigroyston (28), Oxgangs (51), Craiglochart (48), Leith Academy (57), Dalry (29), Wester Hailes (46), Hillwood (25), Sandy's and Castlebrae (30), Forrester (56), Gracemount (53) and each Saturday pupils from across the city attend Broughton (248). The emphasis is very much on fun and engaging music making.

3.42 571 pupils performed in public at the Assembly Rooms on the Mound in June.

3.43 **The Inclusive Classroom** is a partnership with Drake Music Scotland. Each year Drake musicians deliver a programme of workshops and staff training in special schools. In 2014/15, a total of 81 pupils from Braidburn (9), Oaklands (6), Kaimes (10), Rowanfield (8), Redhall (15), Pilrig Park (10), Prospect Bank (10), Woodlands (7) and St Crispin's (6) were involved. Drake musicians work with pupils using new technologies, meeting the learning needs of individual pupils. Each year the Inclusive Classroom culminates with a performance at the Queen's Hall as part of Resonate. In 2015 the collaboration with the schools jazz orchestra was a huge success and the partnership will continue in 2015/16.

3.44 **Music Making a Difference** began in 2011 and is a song writing and music programme at Panmure St. Ann's. The participants have significant personal and social difficulties which have led to their exclusion from mainstream school. A number are looked after away from home. In 2014/15 the project worked with around 35 pupils aged between 13 and 16. School staff are encouraged to learn instruments alongside the pupils helping build relationships and reinforce the concept of lifelong learning. Group work is usually a mixture of singing and song writing. Individual sessions focus on instrumental tuition and song writing. Instruments available to learn are voice, guitar, bass guitar and ukulele. Pupils are also taught music production and sound engineering using technology and through spending time in a professional recording studio. The technical aspects successfully encouraged more young men to participate, some of whom have also moved on to singing and song writing. Pupils are encouraged to record their music in a professional recording studio and to share their CD's with friends and family. Along with developing musical skills, the project impacts on personal and social development, life skills, self-esteem and confidence. In some cases, the project has helped to nurture the relationship between the pupils and their family and friends. Family and friends are invited to attend the concert staged by the pupils. This is often the first time that the young person has performed for an audience and sometime the first time their family has heard them play music.

3.45   Last year two pupils went on to pursue music; one at college and another through a local skills course.

3.46   **Creative Traditions of Music**: this project is designed to use the common language of music to help integrate pupils in schools with high ethnic diversity and significant numbers of pupils who do not have English as a first language. In 2014/15 a total of 215 pupils the following schools participated in workshops with a group of musicians from Ghana:

- Broomhouse;
- Niddrie Mill;
- St Francis;
- Fox Covert ND;
- Fox Covert RC;
- Preston Street;
- St Joseph's.

3.47   At the conclusion of the project pupils from all the participating schools performed together at the Ross Bandstand in June to an audience of families, friends and members of the public.

3.48   **Chanter Piping and Drumming (YMI):** is offered to P5, 6 and 7 pupils in every school in the city and delivered in Sounds Like Friday centres where classes are viable. It is also offered at Merchiston Castle School. Around 39 pupils began learning chanter/piping and drumming, around half of whom attended at Merchiston. At Craigroyston, YMI resources have supported tuition in the cluster primary schools. There is also a small citywide performance pipe band made up of 10 pipers and 5 drummers. They rehearse weekly at Drummond and in 2015 performed as part of Resonate.

Screen Education Edinburgh (SEE)

3.49   SEE is based in Pilton and delivers screen and media education in schools and communities across the city and beyond. Their work is funded largely from external grants awarded to the SEE Trust. Their work prioritises young people in areas of greatest deprivation.

3.50   Projects and programmes include:

- **Cash for Creativity** is an educational drama filmmaking programme for young people aged 12-19 in the South East of Scotland. Young people living in areas of multiple deprivations are prioritised. Arts Awards accreditation is offered at Explore (Introductory) and Bronze (Next Steps) level. In 2014/15 SEE worked with 240 young people, 72 of whom gained accredited Arts Awards. Many then progress to BFI Film Academy.
- **BFI Film Academy** is a programme for 16-19 year olds and priority is given to young people hoping to work in the film industry and who are from diverse backgrounds. The programme offers a qualification, *Preparing to Work in the Film Industry*, developed by Creative Skillset and the BFI (British Film

Institute) in conjunction with the NCFEE (Northern Advisory Council for Further Education). Participants in both programmes gain organisational and inter-personal skills in teamwork, planning and negotiation. This is in addition to gaining and improving technical film skills in sound, camera and editing. Evaluation shows improved motivation and engagement, greater empathy, confidence and motivation and a sense of strengthened identity.

- **Edinburgh Schools Film Competition**: All schools in Edinburgh are encouraged to submit their films to SEE. A youth jury watches each film and selects winners in a number of categories. The awards screening takes place each year at the Filmhouse as part of the Edinburgh International Film Festival. Prior to judging, the youth jury attends 3 training delivered by SEE. They are introduced to the basics of how to judge a film and the training includes presentations from programmers at the Edinburgh International Film Festival. The jury get a free pass for the film festival. The young people on the youth jury gain inter-personal and critical skills through debating each film, planning and presenting the winning films to an audience during the Edinburgh International Film Festival. The jury comprises 12 young people and in 2015, 175 short films were submitted from schools.

- **Princes Trust**: *Getting started in the Film Industry* is a programme that works with young people in the 16-25 age range who are not in employment, training or education. In 2014/15, 24 participants were involved and are working on their Arts Award.

- **Moving Image Arts (MIA) A Level and GCSE** This new project will pilot the Northern Ireland based MIA qualification in Scotland. The programme is split into theory and practice, with students learning about, and understanding, the major movements in world cinema. Each student will also make, and reflect on, their own film. The course is delivered at Wester Hailes Education Centre with 12 students at GCSE and 6 at A Level.

Attainment and Achievement

3.56 Arts Award, SQA results, Dynamic Youth, Saltire, ABRSM and Trinity Guildhall are among the numerous awards that young people engaged in Arts and Creative Learning projects can gain.

Enterprise and Employability

3.57 **Career Ready**: Arts and Creative Learning Principal Officers mentor two young people on the Career Ready programme. One, from Wester Hailes Education Centre undertook a 4 week paid work placement at the Lyceum Theatre as an actor with the Lyceum Youth Company. She performed on the Lyceum stage, having had very little previous performing or acting experience. This was a major confidence boost and she has now returned to school to do Highers. She has also enrolled onto the Access to Creative Industries course at Queen Margaret University. The other pupil was from Gracemount Community High school. Her paid intern was with the Arts and Creative Learning Team as a Creative Learning Assistant. Following this she successfully applied for a post with the

British Heart Foundation. She reported that working with the team had helped develop her confidence to apply for the job. She also reported that she had developed skills for work which have been crucial in helping her get and maintain the job. A third Career Ready young person will be mentored by the team from October 2015.

3.58   **JET** (Jobs Education Training): 2 young people on the JET programme are joining the Youth Music Initiative team in October to gain skills while helping support the various projects.

National Profile

3.59   The Arts and Creative Learning team contributes to the national development of creative learning and arts education via the following Education Scotland for a:

- National Working Group for Art and Design;
- National Working Group for Dance;
- Local Authority National Expressive Arts Network;
- National Expressive Arts Forum (Formerly CLTAS: Curriculum, Learning, Teaching, Assessment and Support forum);
- National Creative Learning Network (NCLN);
- NCLN Steering Group;
- NCLN Evaluation Group;
- HITS (Heads of Instrumental Teaching in Scotland).

Measures of success

4.1   Increasing numbers of young people in all schools benefit from engagement with arts and creative learning

4.2   In 2014/15 a total of **5,215** pupils learn music through the Instrumental Music Service (above target)

There were a further **4,305** pupils engaged in YMI projects with an additional 430 participating in a (YMI) partnership with Scottish Chamber Orchestra.

There are currently 1,688 active members of the Young Musician's Passport (Edinburgh International Festival) the majority of whom are counted about in the about IMS figures

Participation in artforms other than IMS and YMI in 2014/15 totalled **3,721** pupils and 139 staff. This figure does not count participation in activity that was not delivered in partnership with the Arts and Creative Learning team.

4.3   Increasing numbers of staff are aware of and promote the value of creativity in learning and teaching

Over **850** staff participated in events, CLPL and Creative Conversations.

Financial impact

5.1   There are no financial impactions arising from this report.

5.2   All the Arts and Creative Learning team's work is delivered within existing funding and/or external funding (Education Scotland, Creative Scotland, Heritage Lottery etc.)

5.3   Internal funding: The Instrumental Music Service (IMS) budget is £2,155,674 which includes all staff costs and essential travel between schools.

The Concerts and Events budget is £35,666 with an income target of £8,000 (Fanfare concert tickets) which covers: IMS rehearsal and ensemble coaching and all concerts, events and performances; the Paolozzi Prize for Art; From Studio to Stage concert at Resonate; occasional small contributions to other projects.

Screen Education Edinburgh's core budget is £13,220 which covers essential building and utility costs. SEE raises project and additional staff cost from external sources.

5.4   External funding: Total external income in 2014/15 was in the region of **£673,100**

The Youth Music Initiative is fully funded (including staff costs) via Creative Scotland and is **£403,100** per year.

Creative Learning Network (CLN) funding covers activity agreed annually with Education Scotland. In 2014/15**, £30,000** was awarded to the team.

In 2014/15, the team was awarded **£40,000** from Heritage Lottery.

Although varying from year to year, SEE's income from external sources is usually around **£200,000** (£180,000 - £250,000)

A range of other projects delivered in partnership have varying values. The money does not come directly to the city - the value of activity is typically £50,000 - £100,000 each year.

5.5   The team does not charge any pupils for participating in arts and creative learning activity, either in or out of school.

5.6   The team develops and maintains effective partnerships which increases the operating capacity.

Risk, policy, compliance and governance impact

6.1   There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

6.2   Arts and Creative Learning is contributing to the In-House Cultural Policy Group.

Equalities impact

7.1   The team prioritises resources towards young people living in areas of deprivation and where possible with protected characteristics.

Sustainability impact

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

Consultation and engagement

9.1   All areas of Arts and Creative Learning's work relies on effective consultation, engagement and partnership.

Background reading/external references

Creative Learning Plan

Creative Learning Networks Evaluation Report

Consilium Report – evaluation of the Creative Learning Plan Strategic Group

HMIE 3-18 Aspect Review - Creativity across Learning

Scottish Government Instrumental Music Group Report

Scottish Government response to Instrumental Music Group recommendations

IMS National Guidelines (not yet available online)

Improvement Service national survey of Instrumental Music Services 2014

YMI Guidelines

ODS Consulting – Scottish Government commissioned evaluation of YMI (publication date tbc)

Gillian Tee

Executive Director of Communities and Families

Contact: Linda Lees, Service Manager Arts and Creative Learning

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

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
	P15 - Work with public organisations, the private sector and social enterprise to promote Edinburgh to investors
	P24 - Maintain and embrace support for our world-famous festivals and events
	P29 - Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work
	P30 - Continue to maintain a sound financial position including long-term financial planning
	P31- Maintain our City's reputation as the cultural capital of the world by continuing to support and invest in our cultural infrastructure
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3 - Our children and young people at risk, or with a disability, have improved life chances
	CO4 - Our children and young people are physically and emotionally healthy
	CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1.Instrumental Music Service Performances and events 2014/15
	2.Some Examples of Creative Learning
	3.Instrumental Music Service Partnerships

Instrumental Music Service Performances and events 2014/15

Children and Families Achievement Awards 2014	4
Long Service Awards	5
Health and Social Care Awards	17
Education Comittee	17
Lord Provost reception	4
Lord Provost Christmas Reception	20
SNP Christmas Party	2
Closing of the school commenwealth games	45
Silver of the Stars Launch	4
SPDN event	17
Scottish Modern Apprenticeships Event	13
RSNO Concerts at the Usher Hall x 3	21
Children's Hearing Scotland Event	15
Edinburgh Heroes Awards - Evening News	5
Performance for sports day at Meadowbank	18
Edinburgh Learning Festival	15
Paolozzi 2015	28
Fanfare 2014	261
Childline 2014	214
Resonate Concert Series 2015 x 5 concerts	688
Total pupils performing	**1,413**

Edinburgh Schools Performance Pipe Band (Youth Music Initiative) at Resonate in March 2015

Instrumental Music Service and Partnerships

SCO VIBE is a project led by the Scottish Chamber Orchestra (SCO) in partnership with Arts and Creative Learning. During school holidays young people from targeted postcode areas are invited to participate in a week long creative fusion music making programme. The workshops are led by Paul Griffiths, an acclaimed and inspirational music educator, SCO musicians and Instrumental Music Service Instructors. Pastoral care is provided by a Community Learning and Development (CLD) Youth Worker.

Partners:	Scottish Chamber Orchestra
Schools involved:	**In April 2015 pupils from the following schools participated:** Boroughmuir, Braidburn, Broughton, Castlebrae, Craigmount, Drummond, Duddingston Primary School, Edinburgh College, Firhill, Flora Stevenson's primary, Forrester, Gracemount Community High School, Holy Rood RC, James Gillespie's High School, Pilrig Park, Portobello, Royal High School, Royal High Primary, Trinity Academy, Woodlands
Numbers of pupils:	430
Funded by:	Youth Music Initiative Informal Fund (awarded to SCO)
Pupil feedback:	*"It's made me feel more confident in general, particularly in encouraging on some of the younger singers to stretch themselves musically as well."*

BBC Ten Pieces is an inspirational UK wide Music programme, led by BBC Learning to encourage primary pupils to explore and respond creatively to 10 pieces of classical music.

Edinburgh pupils at the launch of BBC Ten Pieces in Glasgow with Nicola Benedetti

Partners:	Drake Music, Filmhouse, Queens Hall, BBC Learning
Schools involved:	Craigour Park, Sciennes, Lorne, Balgreen, Holycross, Pentland, South Morningside, Craiglockhart PS, Preston Street PS, St Catherine's RC, Liberton PS, St John's, Dalry, Abbeyhill, Currie, Gracemount PS
Numbers of pupils:	1000 + (some schools worked with two classes, 1 Sciennes worked with whole school)
Numbers of Staff:	30+ (Teachers, Music Instructors & Visiting Specialists)
Funded by:	BBC – free to schools
Teacher feedback	"*There was an impact in encouraging staff to create Ten Pieces IDL plans with an Expressive Arts focus, which has helped us develop our approach to IDL planning as well as increase the focus on Music and Expressive Arts in general.*"

Schools concert on Fireworks day is a new venture with the Edinburgh International Festival (EIF) and SCO VIBE. Pupils from Edinburgh Secondary Schools Orchestra and SCO VIBE performed at the Ross Bandstand to an audience of around 2,000 children on the day of the SCO Fireworks Concert.

Partners:	EIF, SCO VIBE
Pupils involved:	members of ESSO and SCO VIBE performed to 2,000 pupils
Funded by:	Edinburgh International Festival Virgin Money Fireworks Concert
Pupil feedback	"*I have just had the best experience – ever!*"

Young Musicians Passport with Edinburgh International Festival
The Young Musician's Passport scheme has been running for 3 years. There are currently
1,688 active members.
2014:
526 new sign-ups
829 free tickets were issued
487 half price accompanying adult tickets were issued
2015:
493 new sign-ups
924 free tickets were issued
726 half price accompanying adult tickets were issued

Dance Fest is a three year project and celebrates the diversity and achievements of local
communities and aims to engage young people with the culture of the Commonwealth
games. The ten participating schools were invited to perform as part of DanceQuest and
share the work they created. **DanceQuest** is also a three year project Both DanceQuest
and Dance Fest are designed to make dance more accessible to school pupils and give
them an opportunity to be part of the creative process as well as a performance. The
culmination of these projects will result in the pupils performing their finished piece on the
largest stage in Scotland (The Festival Theatre). CLPL for teachers is organised as part of
the project.

|	
Partners:	Festival Theatre, Dance Base, Arts and Creative Learning, Active Schools
Schools involved:	Leith Academy, Wester Hailes Education Centre, Boroughmuir High School, Craigroyston High School, Portobello High School, Holyrood High School, Castlebrae High School, St.Augustine's R.C. High School, Queensferry High School, Forrester High School, Granton Primary, Clermiston Primary, Dalry Primary plus guest performers in teh fiunal show from Broughton High School, Royal High School, Scottish Ballet Youth Collective, Midlothian Youth Dance Performance Company
Pupils involved:	c. 300
Funded by:	Big Lottery (Dance Fest) and Princes Trust for Children and the Arts (DanceQuest)
Teacher feedback	*I just want to say Thank- you for organising the CPD Dance course yesterday- it was very enjoyable.* *The session content was ideal and whilst I teach in primary it would be very much adaptable- going to try out a few things tomorrow with my class!*

Creative Learning
Below are a few examples of projects the team and partners have delivered during 2014/15.

Pack up your Troubles: Project Kit Bag is a unique, interdisciplinary learning programme to commemorate World War One. A Kit Bag of resources was developed by a Young People's Steering Group over 5 months, and secondary schools in Edinburgh were invited to apply to be part of the project. To be involved, schools had to commit to the partnership and demonstrate how it aligned with the school's improvement priorities. Timetables were suspended for 3 days and pupils responded creatively to challenges and themes developed by the staff through structured planning sessions. Professional artists worked with pupils helping them realise their ideas. At the end of the 3 days parents were invited into the school to experience the product of the pupils' efforts. These IDL projects regularly attract larger numbers parents into school than usual. Young people involved in the Steering Group are working towards Saltire and Youth Achievement Awards.

A vision of the trenches from Balerno Community High School's project
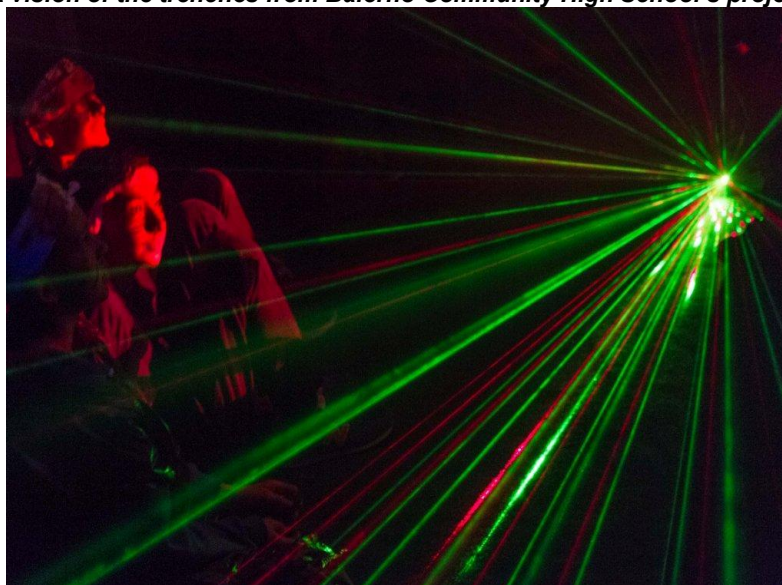
Internal Partners:	Arts & Creative Learning, International Unit/Global Citizenship, Libraries & Information Service, Community Learning & Development
External Partners:	Historic Scotland, The War Poet's Archive, Napier University
Schools involved:	Balerno HS (S2), Forrester (S3), Tynecastle (S3) and Wester Hailes Education Centre (S2)
Pupils involved:	387
Staff involved:	37
Funded by:	Heritage Lottery Young Roots (£40,000)
Teacher feedback:	'*It was really beneficial for our students to work with professionals from outside the school, highlighting for them the relevance of the skills they were learning in wider society and possible career choices.*
Pupil feedback:	"*I really enjoyed learning about what happened in Edinburgh in the war. I improved my team working skills*" "*This project helped me with being confident in a group discussion and made me more creative*" "*My attitude and thoughts about WW1 have changed and I understand a lot more about the soldiers' experiences*"

Project BFG is an inter-disciplinary creative project inspired by Roald Dahl's The BFG, involving school pupils working with artists from various disciplines: such as drama, visual art and dance. To be involved with Project BFG, schools had to commit to the partnership and demonstrate how it aligned with the school's improvement priorities. Over 6 consecutive weeks, Artists from Lyceum Creative Learning work with pupils in weekly sessions to create their own response to the story of The BFG. The creative opportunities offered to schools were based around puppetry, with drama, dance and music. Following the creative sessions the pupils visit the Lyceum to see the production of The BFG.

An example of St. Catherin's RC Primary School's creative response

|	
External Partners:	Lyceum Theatre Company
Primary Schools:	Corstorphine, Duddingston, Kirkliston, South Morningside, Forthview, Gilmerton, St. Catherine's RC
Special Schools:	Braidburn, Kaimes, Woodlands
Family Learning:	Carrickvale Community Centre/Stenhouse Primary, Gate 55 Sighthill, West Pilton Neighbourhood Centre
Pupils involved:	409
Staff involved:	25 teachers and 10 artists
Funded by:	Lyceum Theatre raised funds from Trusts and Foundations
Teacher feedback:	*"We were amazed at how the artist put it all together with 99 children! The children were very excited about the performance. Loads of new skills learnt: creativity, performance, team building, reflecting and evaluating."*
Pupil feedback:	*"I remember on the first day we were coming up with all these mad ideas; that was a great day!"*
	"I have learned how to project my voice, how to script a play and how important it is to keep going and use your IMAGINATION."

Winter Windows is part of Edinburgh's Christmas. Primary schools were invited to submit their designs for stained glass windows. A selection panel chose 16 designs which were made into large windows and displayed along the walkway in Princes Street Gardens during the winter festival. The winning designs were unveiled at a ceremony at the National Gallery of Scotland, attended by pupils, teachers and parents. The success of the project is such that it is being extended to include secondary schools in 2015. The windows were returned to the schools in January where many are now proudly displayed.

Roseburn Primary school - winning window and young designers

External Partners:	Underbelly/Edinburgh's Christmas
Primary Schools:	Sighthill, St. David's RC, Holy Cross, Hermitage Park, Trinity, Fox Covert RC, Roseburn, Nether Currie, Forthview, Corstorphine, St John's RC, Broughton, Victoria, Roseburn, St. Mary's Leith
Pupils involved:	540
Staff involved:	22 teachers
Funded by:	Underbelly part funded - some local businesses paid for the window of their local school
Awards:	certificate to highly commended, winner and three commended windows chosen by Lord Provost, Edinburgh's Christmas and Arts & Creative Learning
Parent feedback:	*"Who needs Christmas presents when you have won such an exciting competition? She is more excited about being here and seeing her work up than what Santa will bring"*

Silver of the Stars is an on-line creative learning resource. It uses the Silver of the Stars collection of high quality silver drinking vessels as the stimulus for IDL and creativity across all curriculum areas and for all sectors. The project was developed by Arts and Creative Learning and the Incorporation of Goldsmiths. Together they worked with a group of teachers and pupils from primary and secondary schools to develop ideas and content. The resource was launched in March 2015 at a high profile event in the Dovecot Studios. Other partnerships creating education resources (the Enlightenment Schools Project) are keen to adopt a similar format, such is the quality and relevance for learning and teaching.
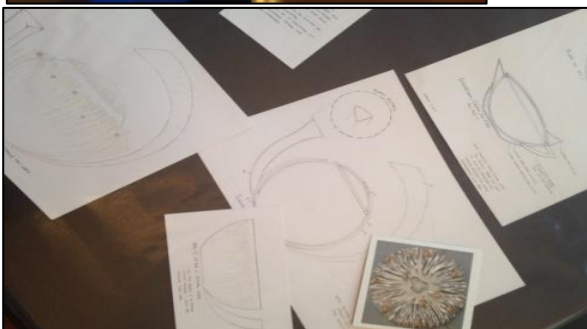
Partners involved:	Incorporation of Goldsmiths
Schools involved:	Gracemount HS, Forrester HS, WHEC, Liberton HS, Broughton HS, Duddingston PS, St Crispins Special School, Forbes Nursery and three peripatetic visiting specialist teachers
Pupils involved:	42
Staff involved:	4
Funded by:	Arts and Creative (external CLN funding) and Goldsmiths
New contributions:	S1 and S2 dance pupils created work in response to the images of the collection, which are now added to the website
Stats (2/9/15):	total views 3,882, visitors: 312 (including in ten countries)
Feedback:	"*The first thing that captured my attention was the engaging and high quality images, especially the main banner image. It was also good to be presented on the very first page with the short videos introducing the project from both angles. The site is simple, elegant and easy to navigate – highly informative without overwhelming with text.* *I'm interested in the site as a template/influence/inspiration for our projected Enlightenment Made Easy site, and potentially for other NTS public engagement projects.*"
Website link:	https://silverofthestars.wordpress.com/

'From Studio To Stage' is part of Resonate and celebrates dance, drama and music from talented pupils across Edinburgh primary and secondary schools. This gives young performers the opportunity to work with professional producers and take their performances out of school and into a professional concert venue.

Pupils from Wester Hailes on the Queen's Hall Stage in March 2015

External Partners:	Queen's Hall, various schools
Primary Schools:	Sighthill, St. David's RC, Holy Cross, Hermitage Park, Trinity, Fox Covert RC, Roseburn, Nether Currie, Forthview, Corstorphine, St John's RC, Broughton, Victoria, Roseburn, St. Mary's Leith
Pupils involved:	170
Staff involved:	22 teachers
Funded by:	Arts and Creative Learning with support from the Queen's Hall
Parent feedback:	"*It was a HUGE achievement for some of our students to appear on stage, in fact some of them were too nervous to even eat their chocolate muffins till after the performance!! "Thanks again for organising this event, it really does give the students confidence and an unforgettable experience.*"
Teacher feedback:	"*The pupils thoroughly enjoyed the experience and feedback from parents was overwhelmingly positive. More generally, congratulations on the concert - the diversity in terms of the age group, the schools involved and the types of performances was truly remarkable and I thoroughly enjoyed it!*" - Preston Street teacher

Pupils from Davidson's Mains Primary School on the Queen's Hall Stage in March 2015

Teacher and artist Professional Learning sessions

Partners: National Galleries of Scotland
Schools: Kirkliston PS, Wardie PS, Sciennes PS, Ratho PS, Nether Currie PS,
                          Roseburn PS, Canal View PS, South Morningside PS, St Margaret's
                          RCPS, Corstorphine PS, Cramond PS, Davidson's Mains PS,
                          Woodlands SEN, Drummond HS, Balerno HS, Craigroyston HS
Number involved: 36
Funded by: catering from NGS
Impact: initial session oversubscribed so ran second session which led to
                          quarterly sessions by demand from participants

Edinburgh International Book Festival events for teachers

One of the Principal Officers chaired 2 events this year and was facilitator/translator at
another
Partners involved: Edinburgh International Book Festival
Staff involved: approx 320 (270 at one event, 34 at the other which was a few
                          teachers and several authors plus some parents)
Funded by: EIBF
Impact: too early to show although one teacher has signed up for a planning
                          Creative Exchange event run with NGS to further develop
                          understanding of creativity for her teaching

Roots of Empathy Arts and Creative Learning partnered with the Health and Wellbeing
Team and NMS to arrange 2 celebration events for all the p3 pupils where they said thank
you to the parent and baby who had been visiting their class over several months to learn
about empathy. One of the Principal Officers in Arts and Creative Learning chaired one of
the 2 celebration events held.
Partners: HWB team, National Museum of Scotland
Schools: PS, St Francis, Sighthill PS, Brunstane, Balgreen, Victoria,
                          Newcraighall
Pupils involved: 180
Staff involved: 12
Funded by: HWB and NHS

John Byrne National Drawing Competition in its first year (2015) one of the Principal
Officers was on the organising group and one of the judges with John Byrne and Education
Scotland. The national Prize Giving Ceremony was held at a Gallery in Paisley, where
participating students and teachers were invited to attend and see John Byrne give prizes
which included a framed original by the artist. A Castlebrae HS student won an award.
Partners: John Byrne, Education Scotland
Schools: Tynecastle HS, Rowanfield Special School, Castlebrae CCH, Hermitage Park
Funded by: Education Scotland

10am, Tuesday, 6 October 2015

Early Years Change Fund – Progress update on Year Three

Item number	7.7
Report number	
Executive/routine	
Wards	All

Executive summary

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

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

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

Links

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

Report

Early Years Change Fund – Progress update on Year Three

Recommendations

1.1 Note progress on the implementation of the Early Years Change Fund to March 2015.

1.2 Note progress on performance indicators in relation to Change Fund goals.

1.3 Note investment in service development in relation to the Change Fund to March 2015.

1.4 Note progress made on the work of the Early Years Collaborative.

1.5 Note progress on shifting the balance of care will continue to be reported through the Looked After Children Transformation Programme progress reports.

Background

2.1 The Scottish Government set up the Early Years and Early Intervention Change Fund in 2012/13 for a minimum of three years with a vision to deliver tangible improvements in outcomes and reduce inequalities for vulnerable children; shift the balance of resources towards early intervention and prevention by 2016 and sustain this change to 2018 and beyond.

2.2 The Council's commitment to this fund is £8.6m over three years from 2012/13. In addition the Scottish Government has provided additional resources for Family Support/Centres and early learning and childcare for vulnerable two years olds. Funding has also been ring fenced by NHS Lothian to deliver the priorities of the Early Years Change Fund. The Edinburgh Children's Partnership chaired by the Director of Children and Families, provides oversight of the Fund

2.3 At the Education, Children and Families Committee on 21 June 2012 members approved a strategy and investment to develop a range of services across the city to deliver consistent and appropriate services to children in need and their families; and to improve their outcomes and reduce the need for children to require higher levels of intervention or become Looked After. Members received annual reports detailing progress made during year one and two of the Change Fund.

Main report

3.1 A report to the Committee on 21 June 2012 set out four main objectives, each with a set of actions, and described what success would look like. In addition the report stated that plans for preventative approaches should be sustainable through delivery of savings in residential, secure and fostering services.

3.2 It was recognised that success across the work streams would require the long term shared commitment of the Children's Partnership and that measurable success may take some time to become evident.

3.3 This report provides an update on progress and performance through investment in service development during year three of the Change Fund and updates members on the work of the Early Years Collaborative.

Early Years Change Fund progress update

3.4 Performance indicators are consistent with those in place to measure progress in the Single Outcome Agreement; Edinburgh's Integrated Plan for Children and Young People and the Children and Families Service Plan. Regular reporting of performance to the multi-agency Core Group is in place. Key measures of success and targets set for March 2016 and March 2018 are shown in appendix 2.

3.5 Since the implementation of the fund good progress has been made towards delivering each of the four objectives.

3.5.1 Strengthen universal antenatal and early years services especially for vulnerable* children and families;

3.5.2 Reduce the need for children and young people to become Looked After;

3.5.3 Improve support for children and young people Looked After at home to reduce the need for children to be accommodated;

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

Vulnerable includes those children at risk, with a complex disability or with additional support needs.

3.6 To achieve these objectives there has been strong emphasis and focus on:

3.6.1 strengthening universal antenatal and early years services especially for vulnerable children and families focusing on prevention and early intervention;

3.6.2 building parenting and family capacity and confidence pre and post birth;

3.6.3 working effectively with parents and carers as partners;

3.6.4 helping communities to provide a supportive environment for children, young people and families;

3.6.5   delivering high quality integrated services that meet the holistic needs of children and families;

3.6.6   achieving an appropriate mix of universal and targeted services;

3.6.7   ensuring children are supported to reach appropriate developmental milestones through effective earlier identification;

3.6.8   developing a workforce with the skills to deliver prevention and early intervention.

3.7   A detailed update of the specific actions identified to deliver the objectives of the Early Years Change Fund is set out in appendix 1.

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

3.9   Details of specific investment in service developments to achieve the objectives are set out in appendix 2.

3.10   The services and projects funded through the Earl Years Change Fund have been evaluated on their contribution to shifting the balance of care either by an assessment of the return on investment or statements of impact. This evaluation will be taken forward as part of the budget considerations for 2016/17 to ensure they support the service to meet its strategic aims and objectives in the most efficient and effective manner.

3.11   Members will continue to be updated on progress towards shifting the balance of care through regular reports on the Looked After Children Transformation Programme updates to committee.

The Development Fund

3.12   In partnership with Edinburgh Voluntary Organisations' Council (EVOC) a development fund, funded by Change resources of £500k was established. The Development Fund, administered and monitored by EVOC, provided an opportunity for the Third Sector in Edinburgh to make a contribution to each workstream with particular emphasis on:

3.10.1 Building on successful practice in delivering services to children and families at risk and

3.10.2 Doing things differently which demonstrate enhanced short and medium term benefits for families.

3.13   The thirteen projects funded from the Development Fund delivered positive outcomes for the children, young people and families with whom they were working. They also made an additional contribution to shifting the balance of care.

3.14 All of the projects wish to continue the work they have developed over the funding period. Approaches to sustaining the work vary and several projects are using their own funds to invest in independent evaluations, hopeful that these will illustrate the value of the work to future funders. Six organisations have been able to demonstrate the worth of their work to funders and attract continuation funding from sources such as Children in Need and The Big Lottery. The remainder are incorporating the Development Fund work into core services or seeking external funding.

Early Years Collaborative

3.15 The Scottish Government launched The Early Years Collaborative in October 2012 contributing to the ambition of the collaborative "To make Scotland the best place in the world to grow up..." and exploring the issues that affect children from pre birth to 8 years. The model for improvement promotes a trial and change approach by measuring impact along the way.

3.16 The key themes being addressed are Early support for pregnancy and beyond; Attachment, child development and learning; Continuity of care in transitions; 27-30 month child health review; Parenting skills and family engagement to support learning; Addressing child poverty; Health and Wellbeing; and Play.

3.17 There has been a great deal of activity in Edinburgh and key learning has been around using the Model for Improvement to support our Early Years Collaborative projects in gathering both qualitative and quantitative data. This has involved reconsidering the way we think about improvement and rather than implementing widespread changes. Projects make small scale changes e.g. with one family, then five families, then 25 families etc, and apply learning from the changes along the way.

3.18 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.

3.19 Our work on promoting bedtime reading to support attachment and literacy has also gained wider recognition and in Edinburgh at least 40 local authority early years settings have now adopted the approach.

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

3.21 Members will continue to be updated on the work of the Early Years Collaborative through the Early Years Strategy annual report to committee.

Financial Implications

3.22 The Council initially committed £8.6m over the three year period of the Change Fund and this was subsequently reduced by £100K in the 2014/15 budget process. Details of the actual expenditure from the Early Years Change Fund are set out in appendix 3 with the summary position shown below.

Year 1	Year 2	Year 3	Total
£445,747	£2,340,047	£4,065,729	£6,851,523

3.23 There was an underspend of £1.7m at the end of the three year period. To enable existing commitments in relation to adaptations to foster carers property to be met £399K was transferred to 2015/16. The balance of £1.3m was available during 2014/15 for one-off actions, however, due to the delays in achieving the budgeted savings on residential schools and secure care it was necessary to allocate the saving to meet these pressures.

Measures of success

4.1 The actual position as at July 2015 is detailed below relative to targets set to be achieved by March 2016.

4.1.1 The need for children to be looked after is reduced with the number of Looked After Children to be no more than 1,477. *The actual figure is 1,415 and this is ahead of target;*

4.1.2 The number of LAC that are in foster care is maintained at 608. *The actual figure is 602 and this is ahead of target;*

4.1.3 The percentage of foster care placements that are provided by CEC is increased to 68.8%. *The actual figure is 59.1% and this is behind target;*

4.1.4 The percentage of the LAC population that is in kinship care is increased to 22.5%. *The actual figure is 23% and this is ahead of target;*

4.1.5 The number of young people in secure accommodation is reduced to 6. *The actual figure is 10 and this is behind target;*

4.1.6 Out of Council residential and day educational commitments (£m) is reduced to £3.13m. *The actual figure is £5.46m and this is behind target.*

Financial impact

5.1 There are no direct financial implications arising from this report.

5.2 The Council's commitment to the Early Years Change Fund is £8.5m over three years from 2012/13. For the same period the Scottish Government has allocated

£190,000 each year to support the work of the Early Years Task Force Sub Group on Family Support and Family Centres and £117,000 each year for the provision of early learning and childcare for all looked after 2 year olds.

5.3   In addition to local authority and Scottish Government allocations, funding has been ring fenced by NHS Lothian to deliver the priorities of the Early Years and Early Intervention Change Fund.

5.4   Actual spend for 2012/13, 2013/14 and 2014/15 is set out in Appendix 2.

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

Sustainability impact

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

Consultation and engagement

9.1   Where investment in service development requires statutory or formal consultation with trade unions, the public or the Scottish Government the relevant consultation and engagement process and procedure have been carried out.

9.2   There was significant consultation and engagement with a wide range of voluntary sector providers in the development and implementation of the Development Fund.

Background reading/external references

Early Years and Early Intervention Change Fund Report – Education, Children and Families Committee 21 June 2012

Early Years Change Fund Progress Update on Year Two – Education, Children and Families Committee 20 May 2014

Gillian Tee

Executive Director of Communities and Families

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

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

Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
	CO3 - Our children and young people 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.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Action plan update
	2. Budget allocations

Early Years Change Fund – Progress on actions

Ref.	Commitment	Update	Status
	Objective 1 Strengthen universal ante natal and early years services especially for vulnerable children and families		
1.1	Work with parents and carers including those who are "hardly reached" to inform future priorities and influence practice.	Survey complete. 270 responses including 80 from parents who would be grouped as "hardly reached". Feedback taken into account when developing out early years services. Additional survey has been completed in relation to the implementation of 600 hours early learning and childcare. The online survey generated 1828 responses and was informed after focus groups took place with parents who are "hardly reached". Focus groups have taken place in establishments across the city to review the implementation of 600 hours.	✅
1.2	Ensure that at least 80% of all pregnant women have booked in for antenatal care by the 12th week of gestation.	This is a HEAT Target and we are exceeding our target (approximately 90%). Revised model of Midwifery will look at reasons why women have not been booked in i.e. are they receiving another service?	✅
1.3	Develop early years hubs in all localities and increase the range of services provided through partnership working and more flexible use of resources.	Funding to open new/enhanced early years provision in each area of the city. Fort Early Years Centre - enhanced provision fully operational from August 2013. Craigentinny Early Years Centre - new provision operational from August 2013. Royal Mile Early Years Centre - new provision opened from August 2013 and fully operational from August 2014. Oxgangs Early Years Centre - new provision operational from April 2013. Fox Covert Early Years Centre – opened in August 2015 for 3 and 4 year olds. Two year old provision imminent. Pilot of additional hours took place in 6 nursery classes in Jan/February 2014. Pilots underway with more flexible delivery models.	✅
1.4a	Increase the number of places for vulnerable two year olds across the city.	Working group established to look at practice across early years including implementation of 600 hours early learning and childcare from August 2014. Recent national announcements will mean an entitlement for an increased number of two year olds and planning is underway.	🟢
1.4b	Introduce the 24-30 month Health Visitor assessment.	A 27-30 Month Assessment established April 2013 and has been implemented.	✅
1.5	Provide a specialist worker in Early Years hubs to support children with additional support needs.	No additional funding available. This action is being delivered by staff working in Early Years' centres that have specialist knowledge and access to services to support children with additional support needs.	✅
1.6	Provide more pre-school provision in special schools.	All pre-school children, including children in specialist nursery provision will have access to additional hours arising from the implementation of the Children's Bill. Inc 2 year olds who are LAC or subject to a kinship care order. Nursery provision at Oaklands and Braidburn Special Schools provides 600 hours as above.	🟢

1.7	Provide pre-school support for children with additional support needs during school holidays.	No additional funding available. This action is being delivered through existing disability services which continue to run throughout the school summer holidays. Calderglen pilot was reported to EYCF 19/12/13. The pilots at Moffat EYC and Fort EYC are in establishments open 52 weeks.. Early Years centres provide support for vulnerable children throughout holiday periods.	🟢
1.8	Identify approaches to measure readiness for school including literacy, numeracy and health and wellbeing.	Linked to 27-30 month Assessment. There is currently work ongoing to look at measures and how these will be reported back. Test of change through the EYC includes child readiness for school against developmental milestones. Awaiting Scottish Government announcement re standardised assessment.	🟢
1.9a	Deliver a range of evidence based programmes.	Development Officer in place since October 2012 to take forward recommendation s in the review of Parents as Early Educators (PEEP) report. Additional resources allocated to all nurseries to dedicate time to supporting parents. Parenting programmes delivered in most early years establishments across the city.	✅
1.9b	Implement the quality assurance framework for 0-3 in all establishments.	Being taken forward through Early Years strategy and initial audit indicates improved grades from the Care Inspectorate for the Quality of Staff in 0-3.	✅
1.10	Place Family Nurse Partnership and the PrePare Service on a longer term footing.	Second Family Nurse Partnership team in place since June 2013. The EYCF has made up the shortfall in funding to enable the PrePare service to be mainstreamed.	✅
1.11	Parenting support would be available for all families locally.	Parent and carer support team has been enhanced with a co-ordinator in each neighbourhood. The Senior Training officer has developed and delivered training to multi-agency staff in working with families at a basic level, and a more advanced level, as well as training in group work, essential to delivery of group-based programmes. Additional resources allocated to all nurseries to dedicate time to supporting parents during 2013/14.	✅

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

2.1	Support families earlier so children can remain safely in that setting and parent's capacity and confidence is increased.	The PoPP (Psychology of Parenging Project) initiative has been established for parents of 3 and 4 year olds exhibiting behavioural difficulties and is being rolled out across the city.	🟢
2.2	Identify specific cohorts of young people "in need" aged 0-5, 5-12 and 12+ and ensure each child has a clear Plan with an identified Lead Professional and key worker allocated.	Families identified. Child's Plan in place. Build in clear reviewing and sampling practice – link to roll-out of SMART Planning, Effective Assessment and role of Lead Professional training at locality level	✅
2.3a	Increase support during school holidays for families of children with ASN.	A tender exercise has been completed and the successful contractor appointed to double play schemes for children with disabilities from 3 weeks holiday respite provision to 6 weeks from August 2014. The service continues to be embedded and monitored.	✅
2.3b	Reduce the length of time that families wait for respite care for children with additional support needs.	The new Seaview build will provide slightly more residential capacity. Children do not currently wait for day services if assessment evidences, on the priority rating scale, a need for support. Additional resources to double the Intensive Behaviour Support Service for families affected by disability the have been in place since October 2013. The service provides a unique flexible and intensive service to parents to support the implementation of behaviour strategies and build their own capacity and resilience preventing them from going into crisis and breakdown.	🟢

2.4a	Make sure there are closer links between adult treatment and support services and resources for children and families.	Family workers are now based in 3 out of 4 hubs within the city. A timetable has been set for the procurement of services for children affected by parental substance misuse	🟢
2.4b	Embed evidenced based approaches to family support and capacity building.	PoPP uses two evidence based Programmes – Incredible years and Triple P. MST (Multisystemic Therapy), established now for two years has one of the best evidenced programmes for addressing troubled teenage behaviours.	🟢
2.5	Work with Edinburgh's Alcohol and Drug Partnership to increase support to young women leaving care	Two Mental Health workers have been in post from early July 2013. Access to Swift and NHS IT systems are in place. Service now taking referrals from young people eligible for the service.	✅
2.6	Work with local Children's Services Management Groups and distribute resources based on evidenced need and priorities.	Area Coordinators worked with multi agency CSMGs in each Children and Families neighbourhood to develop local action plans to deliver on the city's agreed strategic priorities as well as a focus on local issues. This work informs, on an ongoing basis, reports to the Children's Partnership on Getting it Right local arrangements and implementation and activity within the agreed Strategic Outcome areas in the Integrated Plan.	🟢
2.7	Increase the range of family support services.	The Family Solutions Service established in July 2013 continues to work with high numbers of families – ca 800 per annum. The Parent and Carer Support Service provides information on supports for parents both directly and via staff. Discussions with Services for Communities are looking to develop more integrated approaches to family support.	✅
2.8	Social Care Direct ensures that all concerns notified to them but not allocated are routed to the Named Person quickly.	Social Care Direct has a process in place to ensure all child welfare concerns are passed quickly to the Named Person in cases which do not meet the threshold for social work intervention. This has meant the named persons can take account of child concerns which may not be known to them, when formulating plans to support the child and the family. This development has been key to full implementation of GIRFEC principles, specifically the appropriate sharing of information regarding child concerns. Additional resources have been in place since February 2013.	✅
2.9	Evaluation of children's plans demonstrates impact of early intervention.	The initial Quality Assurance focus has been on improving planning through training, practice development and supported improvement visits. An audit of plans received through CSMG earlier in 2015 is informing the next phase for focused practice development. Team Around the Cluster developments will also look to develop and adopt a framework to assess their impact of earlier supports for children and young people.	🟠

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

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

	accommodated.		
3.3	Plan and implement change in practice and services including expanding practical family supports, evidence-based parenting programmes (e.g. Incredible Years, Teen Triple P) and a multi systemic team.	Establishment of Family Solutions as detailed above and the establishment of the Multi Systemic Therapy (MST) an intensive family and community based intervention that targets the multiple causes of antisocial behaviour in young people aged 12-17, who, without intervention could be at risk of out-of-home placement. Two MST teams have been operational since June 2013. At full capacity the service is expected to work with 80 families each year.	✅
3.4	Implement the Whole System approach in collaboration with Lothian and Borders Police.	The Youth Offending Service secured funding from the Scottish Government for 2012/2013 to support the implementation of the Whole System Approach (WSA) in Edinburgh. In order to support service development in this area regular updates are provided to the Youth Justice Strategy Group (YJSG).	✅

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

4.1	Increasing the number of foster carers by 50 net places year on year for three years, increasing current capacity by 150 over a five year period.	Investment in additional staffing resources to support the application process and provide support for 25 new placements during 2013/14 has been in place since September 2012. An exercise to interview all existing foster carers took place in July and August 2013. The aim was identify the potential to increase placement capacity with existing foster carers and the actions required to make this happen. Adaptations on carers homes is being progressed on a spend to save investment. Family Based Care have in place a process to provide current information on carer vacancies.	🟢
4.3	Increase the numbers of kinship carers to at least the Scottish average and practical and professional support to kinship carers to increase and sustain placements.	Investment through the EYCF to enhance the Kinship Care Team, dedicated support to kinship carers through a contract with Circle and additional resources within Family Group Conferencing have seen an increase in the number of kinship placements. Increased resources within the Family Group Decision Making Team have enabled the service to work with more families leading to more family group meeting.	🟢
4.4	Increase and enhance foster care recruitment and approval activity.	Increased resources within the Family Based Care Team and additional funding to deliver a targeted marketing campaign is continuing to be developed to attract carers for the harder to recruit clients such as teenagers, sibling groups, children with disabilities and permanent placements.	🟢

✅	Action complete	🟢	Action agreed and on target	🟡	On track but not met	🔴	Action not complete

Early Years Change Fund - 2012/13 to 2014/15

	2012/13	2013/14	2014/15	Total
Early Years Change Fund initiatives	**Actual**	**Actual**	**Actual**	**Actual**
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	39,989	44,269	128,838	213,096
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigentinny	0	94,787	203,000	297,787
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	0	38,605	63,000	101,605
Provide Early Years Centre Services in each neighbourhood - Oxgangs PS	2,600	17,046	54,000	73,646
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch (Fox Covert)	0	0	200,000	200,000
Early Years Officer to support the development of PEEP	8,069	21,303	18,000	47,372
Pilot of 15hpw provision for 2 weeks across 5 nurseries	0	0	0	0
Family Group Decision Making - expand and reprioritise	73,754	185,860	199,464	459,078
Evidence based parenting support programmes	0	14,016	36,000	50,016
Parenting Support for parents of older children - expansion	44,681	111,220	111,753	267,654
Expand family support service to provide practical help for families	0	400,071	415,450	815,521
Consistent feedback to named person from Social Care Direct	21,771	71,988	71,362	165,120
Supervised Contact arrangements	0	21,000	131,467	152,467
Intensive Behaviour Support Service for families affected by disability	0	6,053	92,230	98,283
Playschemes for children with disabilities	0	44,582	356,000	400,582
Prepare	0	18,845	30,000	48,845
Befriending	0	0	80,400	80,400
Multi Systemic Therapy	15,484	504,447	502,154	1,022,085
Increased support to families with kinship care arrangements	73	96,622	171,955	268,650
Recruit more City of Edinburgh Council foster carers	146,561	359,720	403,631	909,912
Permanence Panel co-ordination	51,840	51,840	52,358	156,038
Programme Support	40,925	94,441	82,140	217,506
Permanence Team	0	0	199,863	199,863
Foster Carer adaptations	0	26,666	71,000	97,666
Development Fund	0	116,666	391,664	508,330
Total Early Years Change Fund initiatives	**445,747**	**2,340,047**	**4,065,729**	**6,851,523**

Education, Children and Families Committee

10.00am Tuesday 6 October 2015

Looked After Children: Transformation Programme Progress Report – referral from the Governance Risk and Best Value Committee

Item number	7.8
Report number	
Wards	All

Executive summary

The Governance Risk and Best Value Committee on 23 September 2015 considered a report which provided an update on the Looked After Children Transformation Programme, which is shifting the balance of care towards more preventative services that reduce the need for children to come into care. The programme aims to secure better outcomes for children, avoid a continued increase in costs and deliver cashable savings by 2015/16.

The report has been referred to the Education, Children and Families Committee for further consideration.

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	See attached report

Terms of Referral

Looked After Children: Transformation Programme Progress Report

Terms of referral

1.1 On 23 September 2015, the Governance, Risk and Best Value Committee considered a progress report on the Looked After Children (LAC) Transformation Programme.

1.2 The service is on or ahead of target with the overall number of LAC, the number of LAC in foster care and the number placed with kinship carers. The service is behind target on prospective adoptions but this is mainly due to the increased success in placing children with kinship carers.

1.3 The service is behind target on the proportion of foster care placements being provided by the Council's own carers and the number of LAC in residential and secure care. Actions are in place to mitigate these issues where possible.

1.4 The Governance, Risk and Best Value Committee agreed:

    1.4.1 To note the progress made to date against the targets as set out in appendix 1 of the Director's report.

    1.4.2 To note the actions in progress to achieve the targets to March 2018.

    1.4.3 To note that the next update will be provided in March 2016.

    1.4.4 To ask for performance indicators from previous years to be included in future reports to allow for comparison.

    1.4.5 To refer the report to the Education, Children and Families Committee.

For Decision/Action

2.1 The Education, Children and Families Committee is asked to consider the report.

Background reading / external references

[Governance, Risk and Best Value Committee 23 September 2015](#)

Carol Campbell

Head of Legal, Risk and Compliance

Contact: Alison Clyne, Assistant Committee Clerk

Email: alison.clyne@edinburgh.gov.uk | Tel: 0131 469 3857

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	See attached report

Governance, Risk and Best Value Committee

10am, Wednesday, 23 September 2015

Looked After Children: Transformation Programme Progress Report

Item number

Report number

Executive/routine

Wards   All

Executive summary

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

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

This report provides an update on progress to the end of June 2015 against the targets as set out in the original report to Corporate Management Team dated 31 July 2013 and subsequently reported to Governance, Risk and Best Value Committee on 25 September 2013.

Links

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

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

The service is on or ahead of target with the overall number of LAC, the number of LAC in foster care and the number placed with kinship carers. The service is behind target on prospective adoptions but this is mainly due to the increased success in placing children with kinship carers.

The service is behind target on the proportion of foster care placements being provided by the Council's own carers and the number of LAC in residential and secure care. Actions are in place to mitigate these issues where possible.

Looked After Children: Transformation Programme Progress Report

Recommendations

1.1   Note the progress made to date against the targets as set out in appendix 1.

1.2   Note the actions in progress to achieve the targets to March 2018.

1.3   Note that the next update will be provided in March 2016.

1.4   Refer the report to Education, Children and Families Committee.

Background

2.1   The number of LAC increased from 1,228 in 2007 to 1,410 in 2013, an increase of 15% or an average of 30 children a year. The cost of this increase is £1.8m each year, a total increase of £10.8m since 2007. The Council had been budgeting for continued annual increases of £1.8m a year from 2013/14 to 2017/18.

2.2   The growth in LAC was primarily accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%.

2.3   The majority of this growth was with independent fostering providers with the average cost per placement being £46K pa.

2.4   This trend of increasing numbers of LAC and corresponding increase in purchased fostering was reflected at a national level.

2.5   The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging each authority to identify funding for a minimum of three years from 2012/13. This was to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures such as purchased fostering, residential care and secure care to early years, pre-school and early intervention support for families that reduce the need for accommodation and improve outcomes for children and young people.

2.6   In February 2012 the Council approved funding of £8.642m from 2012/13 to 2014/15 for the Early Years Change Fund. The Council's Long-Term Financial Plan has built in the continuation of £4.038m per year from 2015/16.

2.7   Through the Priority Based Planning process the service developed a transformation programme to change the balance of care for LAC to take effect from April 2013 and targets were set to March 2018. The targets reflect the objectives of the Early Years Change Fund to shift investment from expensive care arrangements to early intervention whilst improving the outcomes for LAC.

This includes strengthening universal early years services and providing more support to families to support their children at home.

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

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

Main report

Balance of Care targets

3.1   Appendix 1 sets out the client populations, the objective, and the target placement numbers as at 31 March for each year 2014 to 2018. The target, actual and variance as at 31 June 2015 is also shown. An indicator is shown to indicate if the performance to date is on or ahead of target (green), behind target (red) or whether performance is not displaying a trend and is therefore uncertain (amber).

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

Looked After Children (all placements)

3.3   The target is to reduce the rate of annual growth by a third from an average of 30 placements to 20 a year. The performance is ahead of target with a positive variance to target of 38 as at June 2015. This reflects an increase of just 13 placements since March 2013.

3.4   Services designed to stop children needing to become LAC and enabling children to cease being LAC, such as universal Early Years services, parenting support programmes, Prepare, Family Group Decision Making and Family Solutions, will

continue to focus on supporting children and families to enable them to not require statutory measures.

Foster Care

Overall placement numbers

3.5 Foster placements had increased at an average of 40 a year from March 2007 to March 2013. The target is for there to be no further growth in this population and in relation to LAC this is on target with the same number being in fostering as at March 2013.

3.6 It should be noted that foster care is also provided on a discretionary basis to former LAC i.e. children who were in a foster placement but are no longer legally classed as Looked After when they reach age 18. As part of through care planning for some of these young people a continuation of their foster placement, often whilst attending further education, is agreed. Since March 2013 the number of former LAC in foster care has increased by 21 resulting in a net increase in all foster placements of 21 placements.

3.7 Work is currently taking place to review all placements for former LAC to ensure their continuation is justified. The service calculated the additional annual cost of supporting former LAC to be £950K a year and this funding was approved through the 2015/16 budget process.

The City of Edinburgh Council (CEC) Foster Care

3.8 The target is to increase CEC foster placements by 25 a year, with an equivalent reduction in independent placements, and at June 2015 the target would be an increase of 56. The service is behind target by 38 placements although there has been an increase of 18 placements since December 2014 which has been encouraging and is an indication that the actions being taken are resulting in growth.

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

3.9.1 11 carers from independent agencies are either in the process of transferring to become CEC carers or have recently transferred.

3.9.2 A carer capacity exercise was carried out in summer 2013 where approximately 160 existing foster carers were interviewed to discuss their willingness to take additional placements and identify the support required to enable this to happen. This has resulted in 13 carers being prepared to offer up to 19 additional placements if adaptations to their property can be made to increase the number of bedrooms and bathrooms. This is now being progressed using Early Years Change Fund funding and we expect all adaptations to have been made by March 2016.

3.9.3 Discussions with the Communications Service are taking place on the best ways of targeting carers for the groups we most need to recruit for which are teenagers, siblings, children and young people with disabilities and

permanent placements.   A part-time social worker has been appointed to work within the communication team to develop best practice in relation to recruitment and retention of foster carers.

Independent Foster Care

3.10   The target is to reduce independent foster placements by 25 a year and at December 2014 the target would be a reduction of 56. The service is behind target by 38 placements as there has been a reduction of 18 placements since March 2013. Of this reduction of 18 placements 11 have been since December 2014 which is encouraging as it demonstrates that the Council has recruited sufficient new carers to accommodate new placements.

3.11   The number referred during the first 3 months of 2015/16 has reduced by 40% compared to the same period in 2014/15. This demonstrates that the actions to reduce placements are being put in place.

3.12   This position is expected to continue to improve as the impact of the measures detailed in 3.10 above is delivered. The extra capacity should enable referrals to independent agencies to reduce further and improve the performance against this target.

3.13   The financial impact of the shortfall in placement reductions for the period April 2013 to March 2015 was covered in 2014/15 through one-off savings from other areas of Children and Families. Through the 2015/16 budget process additional funding of £800K was provided to cover the shortfall in savings on an ongoing basis. The target for a reduction of 25 independents placements and a corresponding increase of 25 CEC placements during 2015/16 is still factored into the 2015/16 budget.

3.14   In January 2015 the service met with all independent agencies to review pricing, particularly in relation to permanent placements and placements for young people aged 18 and over. The savings delivered totalled £300K per year and this has helped to mitigate some of the shortfall in savings for the period April 2013 to March 2015.

Residential Care

3.15   The target is to reduce residential placements by four a year and at June 2015 the target would be a reduction of 9 since March 2013. The service is behind target by 8 placements.

3.16   The shortfall has been caused by increasing demands for independent residential school placements for children with exceptional needs. Expenditure in 2013/14 was £3.8m but this increased to £4.4m in 2014/15 and is forecast to be approximately £5.2m in 2015/16 which is a pressure of £1.7m.

3.17   The closure of Pentland View in February 2015 has mitigated this pressure by approximately £500K but there is a residual pressure of £1.2m that the service has to manage.

3.18   The service continues to review all internal and purchased residential placements to minimise their use. Wherever appropriate community-based options are available these are implemented.

Kinship Care

3.19   The target is to increase kinship placements by 15 a year and at June 2015 the target would be an increase of 34. The service is ahead of target by 9 and is already close to achieving its 2017/18 target of 24% of LAC placements being with kinship carers.

3.20   Over the past two years kinship support services have been put in place which supports approximately 100 placements a year. The Family Group Decision Making Service has also been expanded, including a pilot on vulnerable babies in South West neighbourhood, and taken together the expansion of this support to families is seen to be the main reasons for the increases in kinship placements.

3.21   The vulnerable babies pilot has operated within South West neighbourhood since February 2014. The initial results suggest there has been a positive impact in enabling more babies to either not need to become LAC or be supported with kinship carers. This pilot will continue to be monitored and possible roll outs to other areas of the city will be considered if it is felt it will have a positive effect on the number of babies needing to become LAC and subsequently being placed for adoption.

Prospective adoptions

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

3.23   The number of children placed with prospective adopters in 2014/15 reduced by 42% compared to 2013/14. This is a result of the reduction of children being identified where adoption is in their best interests. The work of Family Group Decision Making and Prepare is felt to be instrumental in this as their work aims to support more babies to remain with their parents or with kinship carers.

3.24   It is too early to say if this reduction will be maintained as it depends mainly on the stability of kinship placements being maintained. The service is monitoring the success of kinship placements for babies as this is the population that in the past has been the most likely to require adoption.

Secure Care

3.25   The target is to reduce secure placements by three by March 2014 and by a further three by March 2015. At June 2015 the number of secure placements target is 6, however, the number of placements is 11 which is 5 short of the target.

3.26   There was a significant increase in the number of secure referrals in 2014/15 with an increase of 85% on 2013/14 levels. The majority of this increase occurred

since August 2014 and prior to this point the service was on target and selling spare capacity to other local authorities. This increase resulted in an overspend of £900K on secure care in 2014/15 which was covered from one-off underspends from other areas of Children and Families.

3.27   The continued increased demand during 2015/16 will cause a budget pressure that the service is seeking to manage.

3.28   The service will seek to sell remaining capacity when demand arises but the main target is to keep Edinburgh usage at 6 beds enabling the eventual reduction in capacity from 12 to 6 beds.

3.29   Additional measures are being taken to further reduce the need for secure accommodation including enhancing support in residential units, providing intensive family support services and maximising the use of Movement Restriction Conditions (electronic tagging).

Looked After Children at Home

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

3.31   At June 2015 the proportion had reduced to 25% due to a significant increase in the number ceasing to be Looked After at all.

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

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

Measures of success

4.1   The programme has the following key measures of success (when compared to the position at March 2013). The position at June 2015 relative to targets is also given. Appendix 1 displays the targets to 2017/18 along with targets and performance as at June 2015.

        The target is for:

        4.1.1   Annual growth in total LAC to be reduced by 33% from 2013/14 and at June 2015 this is ahead of target.

        4.1.2   No net growth in LAC foster placements from 2013/14 to 2017/18 and performance at June 2015 is on target.

4.1.3   The number of LAC foster placements with the City of Edinburgh Council's own carers' to increase by 25 a year from 2013/14 to 2017/18, a total increase of 125 placements. Performance at June 2015 is behind target.

4.1.4   The number of foster placements purchased from independent providers to reduce by 25 a year from 2013/14 to 2017/18, a total reduction of 125 placements. Performance at June 2015 is behind target.

4.1.5   The number of residential placements to reduce by 27% by 2017/18. This is a reduction of 24 placements. Performance at June 2015 is behind target.

4.1.6   The number of LAC placed with kinship carers to increase to 24% of all LAC by 2017/18. Performance at June 2015 is ahead of target.

4.1.7   The number of LAC placed for adoption to increase by five in 2013/14 and by 10 a year from 2014/15. Performance at June 2015 is behind target, however, this is due to a reduction in the number children requiring an adoption placement.

4.1.8   The number of secure placements to reduce by 50% by 2015/16. This is a reduction of six placements and at June 2015 is behind target.

4.1.9   The proportion of children Looked After at home to increase to 29% of the total LAC population by 2017/18 and at June 2015 is behind target.

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

4.3   It should also be acknowledged that the aim is to achieve the optimum balance between different care types and in certain instances being behind target is mitigated by other areas being ahead of target.

Financial impact

5.1   The budget and outturn for 2014/15 and the budgeted investment and saving for 2015/16 is shown below. The detailed investment and saving initiatives are shown on Appendix 2 for the period 2012/13 to 2017/18.

	14/15 Budget £m	14/15 Year End Actual £m	14/15 Variance £m		15/16 Budget £m
Investment					
Early Years Change Fund	5.391	4.065	(1.326)		4.346
Priority Based Planning initiatives	2.210	1.631	(0.579)		3.425
Total Investment	**7.601**	**5.696**	**(1.905)**		**7.771**
Savings					
Transformation savings (cashable)	(7.545)	(4.045)	3.500		(10.671)
Transformation savings (avoided costs)	(3.578)	(3.578)	0		(5.367)
Total Savings	**(11.123)**	**(7.523)**	**3.500**		**(16.038)**
Net Investment / (Savings)	**(3.522)**	**(1.927)**	**1.595**		**(8.267)**

5.2 The service identified savings from other areas to cover the pressure of £1.595m in 2014/15.

5.3 The full value of the Early Years Change Fund under spend of £1.718m, delivered in 2013/14, was carried forward to 2014/15 and is included in the above figures.

5.4 The impact of the 2015/16 budget process has seen a reduction in the budgeted cashable savings of £0.375m in 2015/16 and £1.125m across the period 2012/13 to 2017/18. This is due to additional funding of £800K a year being provided from 2015/16 onwards to cover the shortfall in fostering savings partially offset by additional savings required from Family and Community Support services.

5.5 Further funding of £0.95m was also provided to address the increased cost of supporting former LAC i.e. they have become 18 years of age, where continuing in foster care is deemed to be in their best interests. This funding is not included in the above table as this is viewed as being relevant to Throughcare and Aftercare planning as opposed to the costs of supporting LAC.

5.6 The service is forecasting pressures in 2015/16 due to the higher than planned use of secure care and residential care. The service is committed to identifying alternative savings to address this pressure in 2015/16.

Risk, policy, compliance and governance impact

6.1 The LAC Transformation Programme is monitored by the Balance of Care Group chaired by the Director of Children and Families. Risks to achievement of savings targets and mitigating actions are discussed at these meetings.

6.2 The top five risks identified are detailed in Appendix 3. The risks are reviewed on a weekly basis by service managers and Performance and Planning and Finance staff. Actions required are discussed with updates on progress reported to the group.

Equalities impact

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

Sustainability impact

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

Consultation and engagement

9.1 Where the transformation initiatives require consultation with the trade unions, public or Scottish Government it will be carried out as necessary.

Background reading/external references

[Children and Young People (Scotland) Act 2014 – Education, Children and Families Committee 20 May 2014](#)

[Early Years Change Fund Progress Update on Year Two – Education, Children and Families Committee 20 May 2014](#)

[Annual Review of Service Strategy for Children and Young People who are Looked After and Accommodated by CEC – Report to Education, Children and Families Committee 11 September 2014](#)

[Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 23 April 2015](#)

Gillian Tee

Executive Director of Communities and Families

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

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

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3 – Our children and young people in need, or with a disability, have improved life chances
	CO4 – Our children and young people are physically and emotionally healthy
	CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
	CO6 – Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 LAC Transformation Programme performance reporting as at June 2015
	2 LAC Transformation Programme Financial Summary
	3 LAC Transformation Programme Risk Register

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

			Target at March:					Position as at:		June	2015
Client populations	Objective	Lead Officer(s)	2014	2015	2016	2017	2018	Target	Actual	Diff.	Status
Looked After Children (covering all sub-sets below)	To reduce the rate of increase for this population to +20 or less for the full year.	Becky Cropper, Team Manager, Family Solutions	1,433	1,456	1,477	1,498	1,519	1,461	1,423	-38	🟢
Foster Care	No growth in overall foster numbers. The net difference for the full year should be 0.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	608	608	608	608	608	608	608	+0	🟢
CEC foster Care	To increase the number of placements with CEC Carers. The net difference for the full year should be +25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	368	393	418	443	468	399	361	-38	🔴
Independent foster care	To reduce the number of placements with Independent Carers. The net difference for the full year should be -25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	240	215	190	165	140	209	247	+38	🔴
Residential care	To reduce the number of placements. The net difference for the full year should be -4 or more.	Andy Jeffries, Service Manager for Practice Teams	80	76	72	68	64	75	83	+8	🔴
Kinship care	To increase the percentage to 24% of the overall LAC population. The net difference for the full year should be +15 or more.	Gillian Christian, Team Manager, Family Group Decision Making	303	318	333	348	363	322	331	+9	🟢
Prospective adoptions	To increase the number of placements. The net difference for the full year should be around +5.	Neil Bruce, Team Manager, Permanence Team	44	49	49	49	49	49	35	-14	🟡
Secure care	To reduce the number of placements from 12 to 6 by 2018.	Carole Murphy, Multisystemic Therapy and Steve Harte, Young Peoples Service	9	6	6	6	6	6	11	+5	🔴
Looked After Children at Home	To increase the percentage to 29% of the overall LAC population. The net difference for the full year should be +10 or more.	Becky Cropper, Team Manager, Family Solutions	389	399	409	419	429	402	355	-47	🟡

Financial Summary - Looked After Children Transformation Programme

2012/13 - 2014/15 Actual and 2015/16 - 2017/18 budgets

Looked After Children Net Position

	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Budget	Actual	Variance	Budget	Budget	Budget	Budget (12/13, 13/14 and 14/15 actuals plus 15/16 - 17/18 Budget)
Transformation Investment Initiatives	7,601,183	5,696,777	(1,904,406)	7,771,000	8,137,000	8,902,000	33,746,526
Transformation Savings (cashable)	(7,545,000)	(4,045,468)	3,499,532	(10,671,000)	(12,921,000)	(15,058,000)	(45,029,468)
Cashable costs / (savings)	**56,183**	**1,651,309**	**1,595,126**	**(2,900,000)**	**(4,784,000)**	**(6,156,000)**	**(11,282,942)**
Forecast Costs Avoided	(3,578,000)	(3,578,000)	0	(5,367,000)	(7,156,000)	(8,945,000)	(26,835,000)
Net costs, (cashable savings) and (future costs avoided)	**(3,521,817)**	**(1,926,691)**	**1,595,126**	**(8,267,000)**	**(11,940,000)**	**(15,101,000)**	**(38,117,942)**

Transformation Investment Initiatives

	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
Early Years Change Fund initiatives	Budget	Actual	Variance	Budget	Budget	Budget	Budget (12/13, 13/14 and 14/15 actuals plus 15/16 - 17/18 Budget)
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	128,838	128,838	0	127,562	127,562	127,562	595,782
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigentinny	203,000	203,000	0	63,781	63,781	63,781	489,130
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	63,000	63,000	0	154,145	154,145	154,145	564,040
Provide Early Years Centre Services in each neighbourhood - Oxgangs PS	54,000	54,000	0	64,164	64,164	64,164	266,138
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch (Fox Covert)	200,000	200,000	0	152,580	152,580	152,580	657,740
Early Years Officer to support the development of PEEP	18,000	18,000	0	0	0	0	47,372
Pilot of 15hpw provision for 2 weeks across 5 nurseries	0	0	0	0	0	0	0
Family Group Decision Making - expand and reprioritise	178,265	199,464	21,199	176,500	176,500	176,500	988,578
Evidence based parenting support programmes	36,000	36,000	0	0	0	0	50,016
Parenting Support for parents of older children - expansion	125,580	111,753	(13,827)	120,000	120,000	120,000	627,654
Expand family support service to provide practical help for families	545,400	415,450	(129,950)	540,000	540,000	540,000	2,435,521
Consistent feedback to named person from Social Care Direct	71,362	71,362	0	71,150	71,150	71,150	378,570
Supervised Contact arrangements	141,198	131,467	(9,731)	139,800	139,800	139,800	571,867
Intensive Behaviour Support Service for families affected by disability	90,289	92,230	1,941	89,395	89,395	89,395	366,468
Playschemes for children with disabilities	356,000	356,000	0	356,000	356,000	356,000	1,468,582
Prepare	30,000	30,000	0	30,000	30,000	30,000	138,845
Befriending	80,000	80,400	400				80,400

Multi Systemic Therapy	656,500	502,154	(154,346)	650,000	650,000	650,000	2,972,085
Increased support to families with kinship care arrangements	174,898	171,955	(2,943)	173,187	173,187	173,187	788,211
Recruit more City of Edinburgh Council foster carers	558,530	403,631	(154,899)	553,000	553,000	553,000	2,568,912
Permanence Panel co-ordination	52,358	52,358	0	51,840	51,840	51,840	311,558
Programme Support	68,175	82,140	13,965	45,000	45,000	45,000	352,506
Permanence Team	239,370	199,863	(39,507)	258,000	278,000	298,000	1,033,863
Foster Carer adaptations	71,000	71,000	0	399,000	0	0	496,666
Development Fund	391,664	391,664	0	42,666	0	0	550,996
Other expenditure items	857,756	0	(857,756)	88,230	110,896	90,896	290,022
Total Early Years Change Fund initiatives	**5,391,183**	**4,065,729**	**(1,325,454)**	**4,346,000**	**3,947,000**	**3,947,000**	**19,091,523**
Priority Based Planning initiatives							
Increased CEC foster placements	1,050,000	546,000	(504,000)	1,665,000	2,280,000	2,895,000	7,487,000
Domestic abuse programmes	160,000	160,000	0	160,000	160,000	160,000	640,000
Re-provision of SEBD support in mainstream schools	700,000	625,048	(74,952)	1,150,000	1,150,000	1,150,000	4,075,048
Increased kinship placements	150,000	178,000	28,000	225,000	300,000	375,000	1,272,000
Increased adoption placements	150,000	122,000	(28,000)	225,000	300,000	375,000	1,180,955
Total Priority Based Planning initiatives	**2,210,000**	**1,631,048**	**(578,952)**	**3,425,000**	**4,190,000**	**4,955,000**	**14,655,003**
Total Cost of Transformation investment	**7,601,183**	**5,696,777**	**(1,904,406)**	**7,771,000**	**8,137,000**	**8,902,000**	**33,746,526**

Transformation Savings and Avoided Costs

Transformation Savings (cashable)

	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18	Total
	Budget	Actual	Variance	Budget	Budget	Budget	Budget
Reductions to Intensive Crisis Support	(400,000)	(400,000)	0	(400,000)	(400,000)	(400,000)	(1,914,000)
Purchased residential school placements	(976,000)	(24,639)	951,361	(1,414,000)	(1,614,000)	(1,814,000)	(5,485,639)
Sale of secure beds	(801,000)	(486,757)	314,243	(801,000)	(801,000)	(801,000)	(3,364,757)
Reductions in current method of SEBD service delivery	(550,000)	(550,000)	0	(1,780,000)	(2,646,000)	(2,800,000)	(8,586,000)
Purchased residential placements	(322,000)	(200,000)	122,000	(432,000)	(432,000)	(432,000)	(1,696,000)
Purchased fostering savings	(2,158,000)	(410,000)	1,748,000	(2,713,000)	(4,114,000)	(5,513,000)	(12,666,000)
Accelerated savings	(1,145,000)	(1,337,469)	(192,469)	(1,218,000)	(389,000)	0	(2,944,469)
Reductions in allowances to new kinship, residence and adoption placements from 1st April 2014	(288,000)	(288,000)	0	(503,000)	(690,000)	(848,000)	(2,329,000)
Reductions in day care provision	(199,000)	14,462	213,462	(249,000)	(249,000)	(249,000)	(732,538)
Reductions in purchased secure placements	(200,000)	320,397	520,397	(200,000)	(200,000)	(200,000)	(279,603)
Reductions in close support residential provision	0	(22,840)	(22,840)	(80,000)	(505,000)	(1,120,000)	(1,727,840)
Reductions to financial assistance payments	0	0	0	(75,000)	(75,000)	(75,000)	(225,000)
Efficiencies in family & community support	(506,000)	(660,622)	(154,622)	(806,000)	(806,000)	(806,000)	(3,078,622)
Total Transformation savings (cashable)	**(7,545,000)**	**(4,045,468)**	**3,499,532**	**(10,671,000)**	**(12,921,000)**	**(15,058,000)**	**(45,029,468)**

Forecast Costs Avoided

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

Total savings and forecast costs avoided	**(11,123,000)**	**(7,623,468)**	**3,499,532**	**(16,038,000)**	**(20,077,000)**	**(24,003,000)**	**(71,864,468)**

Looked After Children Transformation Programme

Risk Register - Top 5 Risks

Risk Reference	Description of risk and implications	Likelihood	Impact	Inherent Risk	Action Plan	Likelihood	Impact	Residual Rsk
1	The demand for independent residential school placements continues at current levels. **Implication** - the budgeted savings target of £1.8m a year by 2017/18 is not achieved in full.	8	8	64	Early intervention services within care and education continue to be developed to support children within the Council's own resources. Independent foster providers are approached to discuss the scope of specialist placements being made available for children at risk of residential school. Mandatory referrals to Family Group Decision Making to identify any possible kinship carer opportunities. Further enhanced gatekeeping processes to ensure all options are explored prior to any new approvals. Actively reviewing all current placements to seek to identify alternative options in Edinburgh.	7	8	56
2	The demand for residential services does not reduce from existing levels. **Implication** - the budgeted savings target of £1.5m a year by 2017/18 is not achieved in full.	8	8	64	Early intervention services within care and education continue to be developed to support children within less costly forms of care. Mandatory referrals to Family Group Decision Making to identify any possible kinship carer opportunities. Independent foster providers are approached to discuss the scope of specialist placements being made available for children at risk of residential school.	7	8	56
3	Sufficient CEC foster care capacity for the target groups is not achieved. **Implication** - there is insufficient capacity available to place new children requiring a foster placement, therefore, requiring an independent placement to be purchased. The annual value of net savings budgeted is £2.9m by 2017/18 and this would not be achieved in full.	7	7	49	Conduct a full review of foster care recruitment and retention processes. Work with other authorities to reduce the timescals for recruiting foster carers through sharing preparation groups. Continue to actively recruit carers currently with independent agencies.	4	7	28
4	The demand for secure placements does not reduce to the target level, which is based on the national average for a city of Edinburgh's size of population. **Implication** - the budgeted savings target of £1.0m a year is not achieved in full.	6	7	42	Early intervention services within care and education continue to be developed to support children within less costly forms of care. Actively risk managing cases including piloting the new Missing Persons Protocol with Police Scotland. Enhancing use of MRC's (tags) as an alternative to secure care.	4	7	28
5	There is an insufficient number of existing foster placements with independent agencies ceasing enabling the overall number to reduce. **Implication** - savings are based on 25 placements a year ceasing that are not replaced with new placements. The annual value of net savings budgeted is £2.9m by 2017/18 and this would not be achieved in full.	4	7	28	Existing foster placements are reviewed by practice team social workers on a regular basis to ensure the placement is still necessary for the child. Requests for permanent placements from the independent agencies are scrutinised to ensure they are in the best interests of the child and no suitable alternative to foster care is available.	4	7	28

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Breakfast Club Review

Item number	7.9
Report number	
Executive/routine	
Wards	All

Executive summary

Breakfast Clubs were historically developed to provide a healthy breakfast for vulnerable children and have continued to develop to include larger proportions of children whose parents/carers use this provision to support their work or training. The aim is to have a breakfast club in every school. Good progress is being made in achieving this objective with breakfast clubs now established for 55 out of 88 schools. The purpose of this report is to update the committee on the current landscape of Breakfast Clubs delivered in schools across the city and how they may continue to develop in response to the needs of families who live and work in Edinburgh.

Links

Coalition pledges	P1
Council outcomes	CO2, CO4
Single Outcome Agreement	SO3

Report

Breakfast Clubs Review

Recommendations

The Committee are requested to:

1.1 Note the report.
1.2 Note the continued success in providing breakfast clubs and the Council's aspiration to have a breakfast club in every school.

Background

2.1 Breakfast Clubs were originally developed in schools to support a healthy start to the day for vulnerable children, whilst promoting attendance, punctuality and a 'readiness to learn'. More recently Breakfast Club places have been in increased demand by parents who are working or in training.

2.2 The Council has used three budgets to fund its Breakfast Club provision. The budget from Schools and Community Services has funded a programme of 26 Breakfast Clubs. Supporting Children and Young People (SCYP) has provided funding for two targeted breakfast clubs for vulnerable children. These operate separately from schools and are run by two voluntary organisations. Community Learning and Development (CLD) delivers one targeted breakfast club which is managed from a community centre. Providers of targeted breakfast clubs have been encouraged to apply for funding from the new Council grant process from April 2016 onwards. Three additional schools provide their own funding to deliver a Breakfast Club in their own premises (see Appendix 1).

2.3 The aim is to have a breakfast club for every school. This will support the Council's objectives in:

2.3.1 Ensuring children, particularly vulnerable children, have a positive and healthy start to the day.

2.3.2 Breakfast Clubs align themselves and give added value to the affordable childcare agenda.

Main report

Fact Finding Activity

3.1 The activities undertaken during the course of the fact finding activity included the mapping of provision across the city and an audit of information from all Breakfast Clubs across the city.

3.2 Funding is also provided to four special schools but for food only. This provision has not been included in the scope of the fact finding activity.

3.3 As well as Council funded provision, Breakfast Clubs are also delivered by the childcare sector.

Mapping

3.4 Currently there are 52 Breakfast Clubs (delivered to 55 schools) accessed by primary aged children across the City (see Appendix 2).

3.5 From the information received, there are children from 55 out of a total of 88 primary schools able to access a Breakfast Club (See Appendix 3).

3.6 The majority of Breakfast Clubs provided in primary schools are managed directly by schools with the support of Schools and Community Services budget.

3.7 This provision may not be available to all children in a school and not always in the school that they attend. There are currently 33 primary schools where there is no access to a Breakfast Club.

Breakfast Club attendance

3.8 From the information provided by clubs, the numbers of children registered as accessing each club ranges from 13 to 124. The highest number reported as registered with a childcare provider was 76.

3.9 The majority of Breakfast Clubs funded by the Council restrict their daily attendance to between 20 – 40 children attending per day.

3.10 During the Fact Finding visits it was reported that there has been an increase in demand for Breakfast Club places by parents who are working. In some instances all places were taken up by parents in work or training.

3.11 Further work is required to assess the level of demand for breakfast clubs including whether there are waiting lists for current provision.

Engagement of Vulnerable Children

3.12 This work will make a key contribution to the Children and Families work in relation to child poverty. It is the aspiration of the Children and Families Department that all children in poverty have access to a Breakfast Club.

3.13 The issues supported by the availability of Breakfast Clubs include: attendance, punctuality, a healthy start for children enabling their readiness to learn, support for children who 'get themselves up and out of the house', parental mental health and opportunities for social interaction with peers and staff. Breakfast Clubs also

provide an opportunity for the identification and diffusion of issues manifesting themselves early in the day. They may benefit children in Kinship Care and Looked After Children (LAC) as well as a response on an earlier intervention level. Clubs can also offer the opportunity for the reinforcement of positive health messages such as facilitating tooth brushing and opportunities for physical activity. The opportunity for children to receive support with homework may also be presented.

3.14   School staff regularly offer the option of the Breakfast Club in the course of formal child planning meetings. However, Breakfast Club is also offered to parents for their children without formal processes being in place.

3.15   There are three targeted breakfast clubs for vulnerable children. These clubs offer a transport service. Children access the club by means of a referral through the school or a social worker.

Relationship between Breakfast Clubs and schools

3.16   There is value in Breakfast Club staff being employed in different capacities within their school or organisation at other parts of the day as it provides continuity for the children. This contributes to the ease of communication should concerns about children be noted first thing in the morning.

Breakfast Club Funding

3.17   The average cost of a breakfast club is £6,500 per year. Each Schools and Community Services funded club and Aegon clubs receive £5,000 per year to fund their Breakfast Club. The major cost associated with the Breakfast Club is staffing. Schools employ two staff to run the Breakfast Clubs. The £5,000 budget does not cover the total cost of running a Breakfast Club. Typically, a school will need to contribute approximately £1,500 per annum.

3.18   Some Breakfast Clubs ask for donations from parents whose children attend. These range from 50p to £1 per day, or £1 per week. However, as these are not charges, they are not enforceable and therefore cannot be considered or relied upon as income.

3.19   While private sponsorship, supported by the Aegon partnership, provides flexibility to the overall budget, the Council has to underwrite any arrangement should sponsorship cease. The private sponsor contributes the same level of £5,000 so a sponsored school does not receive additional funding.

3.20   The aim is for there to be a breakfast club in every school. The Council is making significant progress towards this objective. There are already breakfast clubs for 55 out of 88 schools.

3.21   The Schools and Community Services funding for breakfast clubs is £84,000 pa and is fully committed. It has been agreed that the organisations which provide targeted breakfast clubs for vulnerable children should apply to the Council's grants programme for funding.

3.22   Schools could charge parents to cover the costs of a breakfast club. This could be achieved by children paying £2 per day. This level of charge would match the lowest figure charged by a social childcare provider. This would allow schools to continue running the Breakfast Club with the current model of employing two members of staff.

3.23   There are three schools that have made decisions to start their own Breakfast Club without additional Council funding or by using staff in such a way that they can provide a club at a much lower cost to parents. The continued sustainability of these clubs should be monitored.

3.24   Schools can apply for grants from trusts, foundations and to look for sponsorship from business. In order that schools may access more competitively priced cereals, a partnership with Fareshare is currently being piloted with school Breakfast Clubs in the Leith area. Some schools across the city have used the proceeds from the fundraising efforts of their parent councils in order to develop Breakfast Club provision.

3.25   Aegon has demonstrated its commitment to the Breakfast Club programme for the last seven years. Additional benefits experienced from the partnership with Aegon include the development of a volunteering scheme focused on Breakfast Clubs and the development of after school homework clubs.

3.26   Schools and officers within the Council will identify Breakfast Clubs as an opportunity for local businesses to address their corporate social responsibilities. The Council should also reference Breakfast Clubs in the implementation of the Council's sustainable procurement policy, thus providing opportunities for contracted organisations to evidence their requirement for community benefit activity.

Measures of success

4.1   The numbers of children able to access Breakfast Clubs across the city continues to increase.

Financial impact

5.1   There are no direct financial implications.

5.2   There service will continue to work in partnership with Economic Development to secure additional sponsorship and finance to ensure the sustainability of Breakfast Clubs.

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 Breakfast Clubs seek to address inequalities of children living in poverty by providing a healthy start to the day, enabling readiness to learn and improving outcomes for children. It supports larger proportions of parents/carers on low income use clubs to support their work or training. There are no negative impacts 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.

8.2 Breakfast Clubs contribute to improving outcomes for children living in poverty and support parents in work/ training on a low income, which in turn contributes to improved community sustainability.

Consultation and engagement

9.1 Consultation has been undertaken across the City of Edinburgh with key stakeholders who deliver, use or have an interest in Breakfast Club Provision:

9.1.1 Questionnaire distributed to profit and not for profit Out of School Care providers (Including Breakfast Clubs) across the City of Edinburgh;

9.1.2 Out of School on-line questionnaire (including Breakfast Clubs) distributed through a range of outlets to parents/carers;

9.1.3 Focus groups exploring challenges and issues around Out of School Care (including Breakfast Clubs) currently being delivered;

9.1.4 Analysis of monitoring form distributed to all SCS funded Breakfast Clubs;

9.1.5 Engagement with the Council funded Breakfast Clubs to ensure Breakfast Club delivery is aligned with current strategic direction.

A working group of Primary headteachers will be set up to explore reconfiguration of existing funding to develop more breakfast clubs across the sector.

Background reading/external references

[Children and Young People (Scotland) Act 2014](#)

[Child Poverty Strategy For Scotland: Our Approach 2014 - 2017](#)

[Getting It Right for Every For Children and Families: A Guide to Getting It Right for Every Child: Scottish Government June 2012](#)

[Family and Childcare Trust: Creating a Family Friendly UK](#)

Gillian Tee

Gillian Tee, Executive Director of Communities and Families

Contact : Aileen McLean, Senior Education Manager
E-mail: aileen.mclean@edinburgh.gov.uk | Tel: 0131 469 4567

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
	CO4 – Our children's and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 – School Breakfast Clubs with relevant Council Funding Streams and Partnerships
	2 – Number of Breakfast Clubs Operating Across the City
	3 – Schools that are delivering or have access to Breakfast Club Provision across City of Edinburgh Council

Appendix 1 School Breakfast Clubs with relevant Council Funding Streams and Partnerships

No.	Schools and Establishments	Funding
1	Broomhouse/St Josephs Primary School	SCS funded.
2	Brunstane Primary School	SCS funded
3	Canal View Primary School	SCS funded
4	Castleview Primary School	SCS funded club starting Oct. 15
5	Craigour Park Primary School	SCS funding and integrated with Childcare Connections
6	Craigroyston Primary School	SCS funded
7	Craigentinny Primary School	Funded from school budget
8	Dalry Primary School	SCS funded
9	East Craigs Primary School	SCS funded
10	Forthview Primary School	SCS funded
11	Gracemount Primary School	SCS funded
12	Hillwood Primary School	SCS funded
13	Leith Primary School	SCS funded
14	Leith Walk Primary School	Funded from school budget
15	Liberton Primary School	SCS funded
16	Lorne Primary School	SCS funded
17	Murrayburn Primary School	SCS funded
18	Niddrie Mill/St Francis Primary School	SCS funded
19	Oxgangs Primary School	SCS funded
20	Pentland Primary School	SCS funded
21	Pirniehall/St David's Primary School	SCS funded.
22	Ratho Primary School	SCS funded
23	Royal Mile Primary School	SCS funded
24	St Catherine's RC Primary School	SCS funded
25	St John Vianney RC Primary School	SCS funded
26	Stenhouse Primary School	SCS funded
27	The Royal High Primary School	SCS funded
28	Trinity Primary School	SCS funded
29	Victoria Primary School	Funded from school budget

Appendix 1 School Breakfast Clubs with relevant Council Funding Streams and Partnerships

1	Venchie Children and Young People's Project: Supporting vulnerable families.	SCYP funded
2	Drylaw Neighbourhood Centre delivered in Ferryhill Primary	SCYP funded
3	Royston/Wardieburn Community Centre and Granton Primary School	CLD funded. In partnership with Royston Wardieburn Community Centre.

1	Clovenstone Primary School	Sponsored through the Aegon Partnership
2	Colinton Primary School	Sponsored through the Aegon Partnership
3	Sighthill	Sponsored through the Aegon Partnership

Special Schools receiving funding for Breakfast Club food stuffs only

1	Gorgie Mills	£1800
2	Kames	£1300
3	Oaklands	£1300
4	Woodlands	£1300

Appendix 2

Breakfast Clubs Operating Across the City = 52			
Delivered in Primary Schools **Funded By:**		**Delivered on Other Sites** **Funded By:**	
Schools and Community Services	**24**	Supporting Children and Young People	**1**
Aegon Breakfast Club Project	**3**	Childcare Providers (charging parents)	**1**
Supporting Children and Young People	**1**	CLD Budget	**1**
Childcare Provider (charging parents)	**11**		
Community based /parent led	**5**		
School Budget	**3**		
Integrated SCS/Childcare Provider (some parents being charged)	**2**		
Total	**49**		**3**

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

Total number of schools = 55 (88 Primary Schools in total)

Abbeyhill Primary School

Blackhall Primary School

Bonaly Primary School

Broomhouse Primary School

Brunstane Primary School

Bruntsfield Primary School

Bun-sgoil Taobh na Pairce

Canal View Primary School

Carrick Knowe Primary School

Castleview Primary School

Clovenstone Primary School

Colinton Primary School

Craigentinny 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

Gracemount Primary School

Granton Primary School

Hillwood 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 Mile 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 Mary's RC (Leith)

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, 6 October 2015

Playgroups and Nurseries in the Voluntary Sector

Item number	7.10
Report number	
Executive/routine	
Wards	

Executive summary

This report outlines the Strategic plans of City of Edinburgh Council to support the voluntary playgroups. It identifies the particular challenges for the voluntary playgroups and outlines key strategies to provide support.

Links

Coalition pledges	P1, P6
Council outcomes	CO1-CO4, CO6
Single Outcome Agreement	SO3

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

Voluntary Playgroups and nurseries

Recommendations

The Committee is recommended to**:**

1.1　　Note the wide range of support available from the Council for the playgroup sector.

1.2　　Approve an increase from £50 per head per capita to £65 per head per capita for partner provider voluntary playgroups.

Background

2.1　　For the purpose of this report the playgroups and nurseries in the voluntary sector will be referred to throughout this report as voluntary playgroups. There are 36 voluntary playgroups in Edinburgh. Eleven are in partnership with City of Edinburgh Council (CEC) to deliver 600 hours of early learning and childcare and 25 are not. The partner provider playgroups receive funding from the Council to provide 600 hours of early learning and child care (ELCC) for children three to five. This equates currently to £2,100 per child per annum. They also receive a per capita allocation of £50 PER fte. We would propose to increase this figure to £65 per FTE in line with the allocation to children attending local authority nurseries and in recognition of the additional hours. The number of children attending partner provider playgroups this term is 275. This will increase by another 30 over the course of the year. Non partner provider playgroups are not required to provide 600 hours of ELCC. Partner providers receive support from Quality Improvement Officers and can also access the support of peripatetic teachers employed by the Council. Non partner providers do not have access to QIO support but advice and support is now coordinated by an Early Years Strategic Development Officer (EYSDO) and one member of staff from each playgroup has free access to any course offered by the Council.

2.2　　Playgroups operating for more than two hours daily require to be registered with the Care Inspectorate and the Scottish Social Services Council (SSSC). Regular inspections by the Care Inspectorate take place to ensure that they are providing quality of care for the children who attend the playgroup. Inspection reports are produced after each inspection which can be viewed by members of the public. Education Scotland also inspects partner provider playgroups using five quality indicators (QI) 1.1 improvement in performance, QI 2.1 children's experiences, QI

5.3 meeting children's learning needs, QI 5.1 curriculum and QI 5.9 improvement in self evaluation(see appendix 1 for Education Scotland inspection grades). Staff are required to be registered with the SSSC and abide by their codes of conduct. Early Years Practitioners are required to have an SVQ Level 3 qualification and Early Years Managers are required to have a BA in Childhood Practice or equivalent or be working towards achieving these qualifications within agreed time scales. All staff are required to have a Protection of Vulnerable Groups (PVG) Scheme Record check.

2.3 The playgroups are managed by committees, elected annually at a General meeting. The Management Committee members are generally parents/carers. However, one playgroup has two members of the church in the position of Chairperson and Treasurer and this is written into their Constitution. Management Committee members have the responsibility for fulfilling the playgroups legal duties and ensuring it is properly managed.

2.4 All the voluntary playgroups are registered charities and have to be registered with the Office of the Scottish Charity Regulator (OSCR). They are required to submit the playgroups annual returns and accounts to OSCR. The voluntary playgroups legal structures are either unincorporated associations or incorporated organisations such as a company limited by guarantee or a Scottish Charitable Incorporated Association (SCIO). Thirty one of the playgroups are unincorporated, four are companies limited by guarantee and one is a Scottish Charitable Incorporated Association.

Main report

Creation of a post to support the voluntary playgroups

3.1 Previously, City of Edinburgh Council funded Scottish Preschool Play Association (renamed Early Years Scotland) to support the voluntary playgroups. Staff from Early Years Scotland visited the playgroups regularly to provide support. However, these workers were withdrawn when the funding was not continued. Playgroups can still access Early Years Scotland's support if they are members but the support they offer is by phone or email. Playgroups voiced their need for more face to face and intensive support. This led to the creation of an Early Years Strategic Development Officer Post to support the voluntary playgroups in August 2014.

3.2 Since the creation of the post, support has been offered in relation to building issues, training, management committees, constitutions, recruitment of staff and supporting staff to improve their practice in relation to progressing children's learning. A non partner provider playgroup was supported to improve their grades after the Care Inspectorate awarded them weak grades for quality of care and support, quality of environment, quality of staffing and quality of management and

leadership at their inspection in March 2015. At the inspection by the Care Inspectorate in June 2015, they were awarded adequate grades for quality of care and support, quality of environment, quality of staffing and quality of management and leadership. Continued support will be offered to further improve their grades. A significant piece of work has been raising awareness about the new pension laws which came into effect in October 2012 and the playgroups legal obligations with regards to providing pensions for their work force. The development officer organised training which was delivered by an independent financial adviser.

3.3   A pilot was established with the voluntary playgroups in an area of South Edinburgh to explore them working cooperatively, in line with the Council's Co-operative Capital Framework and their commitment to develop cooperative working. Meetings with the playgroups established that they were interested in working cooperatively. Regular meetings have been established and they have been working cooperatively to address common issues. A training session with peripatetic teachers took place to support them with observation and planning. They have met to draw up guidelines for good practice with regards to making management committees more workable.

3.4   A mapping exercise was completed of the voluntary playgroups in Edinburgh based on the new localities model. Information about which playgroups are based in the different localities is contained in table 1. A map of the voluntary playgroups in the four localities is in appendix 2.

Table 1: Voluntary playgroups/nurseries

Locality	Voluntary playgroups/nurseries
North East	Leith St Andrews Playgroup Craigentinny Castle Playgroup Portobello Toddler Hut Playgroup Northfield/Willowbrae Playgroup
South East	Nile Grove Playgroup Greenbank Preschool Bruntsfield Community Nursery Marchmont Playgroup Mayfield Salisbury Playgroup Newington Playgroup Holycorner Community Playgroup Nari Kallyan Shango St Mary's Playgroup
South West	North Merchiston Playgroup Balgreen Playgroup Stableroom Playgroup St Fillan's Playgroup Dreghorn Pre-school group

	Juniper Green Playgroup
	Riccarton Playgroup
	Currie Playgroup
	Compass Playgroup
North West	Rosebery playgroup
	Tom Thumb Nursery
	Kirkliston Playgroup
	Cramond Playgroup
	Gylemuir Playgroup
	Forrestine's Playgroup
	Corstorphine Village Playgroup
	Reindeer Playgroup
	The Prentice Centre
	Granton Toddler Playgroup
	Wardie Nursery
	Edzell Nursery
	Blackhall Nursery
	Blackhall Playgroup

3.5   Links were established with Lothian Association of Youth Clubs (LAYC) to learn from their experience of developing a cooperative model with after school clubs.

3.6   Over the next year, meetings will be established with the voluntary playgroups in each of the localities to explore their interest in working cooperatively. The plan is to set up a small grant to support this initiative.

Legal Status

3.7   The majority of the voluntary playgroup's legal status is that they are unincorporated .The risks posed by a playgroup being an unincorporated association are that individual members of the management committee are personally responsible for the playgroup's obligations and debts and liable if the playgroup is sued. Therefore, a priority area of work would be to support the playgroups to become an incorporated organisation, for example a SCIO or a company limited by guarantee. However, as there are 31 playgroups that are unincorporated this will be a significant piece of work. Discussions are taking place with Edinburgh Voluntary Organisation Council (EVOC) to explore if this work could be done in partnership. A barrier to playgroups changing their legal status is that they would need to register as a new organisation with the Care Inspectorate and would lose their history. There would be no record on the Care Inspectorate website of previous grades awarded to them at inspections or inspection reports. There will be continued discussions with the Care Inspectorate, EVOC and Early Years Scotland to highlight this barrier to playgroups becoming incorporated and to explore how this barrier can be removed.

Management Committees

3.8   Playgroups have difficulty recruiting management committee members and this threatens their sustainability. Several playgroups have faced possible closure due to the difficulties recruiting a viable management committee. Factors which have influenced this are:

   3.8.1   The trend towards both parents working results in less available time to volunteer to be on the committee;

   3.8.2   Parents whose children attend non partner provider playgroups often only stay on the committee for a year as they move their child to a partner provider when their child is three years old so they can get their funded 600 hours of ELCC;

   3.8.3   Parents increased awareness of individual members of the management committee being personally liable if the playgroup is an unincorporated association. If playgroups legal status is changed to an incorporated organisation this will help to recruit management committee members;

   3.8.4   The increasingly onerous duties of management committee members and lack of training to help them to take on these duties. There is a need for training to be run at the start of the year when new management committee members adopt their roles. There are discussions with EVOC about how training can be delivered in partnership.

Constitutions

3.9   Voluntary playgroups who are members of Early Years Scotland use their constitution for playgroups. Many playgroups are not using the most up to date constitution. It is often outdated and inappropriate, making it difficult to understand and adhere to. Some management committee members lack understanding about the process of adopting and altering a constitution and that it is a legal document once adopted. Playgroups need support to ensure that the constitution they are using is up to date and appropriate for their needs. Training of management committees needs to include information about constitutions.

Qualifications

3.10   The requirement for managers in day care of children services from the 1st of December 2011 to have or be working towards the Childhood Practice Award has meant that many managers in playgroups will be required to undertake the BA in Childhood Practice or equivalent qualification. Some managers have made the decision not to do the qualification and resign when they have to re-register with the SSSC. Many playgroups are concerned that because staff are historically poorly paid in comparison to the local authority and private sector, they may find it hard to recruit a qualified manager. An area where playgroups could cooperate is to employ a peripatetic manager working across two playgroups that are geographically close together.

Training and access to resources

3.11   Partner provider playgroups can access support from Quality Improvement Officers and peripatetic teachers because they are in contract with the council to deliver ELCC over 600 hours. They can also access the Council's resource centre. Currently, non partner provider playgroups are not able to access these resources. However, with the support of the EYSDO, a plan is being developed for non partner provider playgroups to be able to access the council resource centre and free training delivered by peripatetic teachers and Early Years Strategic Development Officers. The voluntary playgroups can access one free space on the Council's Continuing Professional Development courses which has enabled them to undertake training which they would not have been able to afford. A benefit of them working more cooperatively would be that they could share the cost of training. With the increased expectations of Education Scotland and the Care Inspectorate, both partner and non partner provider playgroups need access to training and support in order to provide good quality ELCC.

Planning and observations

3.12   The Children and Young People (Scotland) Act 2014 increased a child's entitlement to ELCC for three and four year olds from 475 hours to 600 hours per year. With the increase in hours, partner providers find it hard to find time to do additional tasks, for example observations of children, planning and completing personal learning profiles. Although this issue has been raised by staff across all Early Learning and Child Care establishments, playgroups generally operate from community buildings which mean staff have to set up and put away play equipment every day. This is an added pressure on staff time. Also, because voluntary playgroups are a charity and have less available funds, staff generally are not paid for many additional hours above those that they are employed to work in the playgroup.

Pensions

3.13   Due to the law on work place pensions changing in October 2012, the voluntary playgroups are now legally required to automatically enrol certain staff in to a pension scheme and make contributions. They need to assess all their staff to ascertain if anyone needs to be automatically enrolled in to a pension scheme on their staging date or if staff have the right to opt in or to join the pension scheme. Therefore, playgroups will need to seek independent financial advice in order to set up a pension scheme. Failure to comply with the new legislation could incur a fine. A significant area of support provided by the EYSDO over the last year has been raising awareness about the change in the law on work place pensions. The EYSDO organised training delivered by an independent financial adviser and plans to organise further training. Playgroups require ongoing support to fulfil their legal obligations with regards to providing a work place pension.

Building issues

3.14   Some of the voluntary playgroups are operating from a range of community premises that are not fit for purpose. The council have funded improvements to some of the council buildings that the voluntary playgroups operate from. In response to building issues raised by some of the playgroups, the EYSDO liaised with Corporate Property and Services for Communities to facilitate outstanding repairs being completed. The EYSDO also liaised with Services for Communities and Edinburgh Scientific Services to establish Legionella testing and an asbestos register after some playgroups raised concern that regular Legionella testing was not happening and they did not have an asbestos register. The EYSDO plans to support one of the playgroups to explore alternative premises after services for communities raised concern about the poor state of the building.

Playgroup grant

3.15   Non partner provider playgroups can apply annually for the small playgroup grant to help towards the cost of running the playgroup. For playgroups to qualify for the grant they must have a minimum of eight children attending and provide good quality early learning and child care as reflected in the Care Inspectorate grades. Applications need to be submitted by the end of February and if successful grant payment will be made by quarterly instalments. To ensure that the playgroup grant can be used to support smaller playgroups, organisations that provide a wider range of services will no longer be able to apply however they can choose to apply for funding through the new Children and Families Grant Programme 2016-2019. Organisations that will be affected by this change have been notified.

Nursery Application Management System (NAMS)

3.16   In August 2014, partner providers, including voluntary playgroups were required to use the Nursery Application Management System (NAMS) to record all children who were on the waiting list and who had started their funded place in playgroup. Some playgroups have complained about the additional administrative burden this has placed on them. Playgroups have managed this by either the manager or a member of the management committee recording the data on NAMS or by employing a business manager or increasing the hours of the existing business manager to do it. Consideration is being given to paying the partner provider playgroups an administration fee to support them with NAMS.

Closure of playgroups

3.17   In December 2014, a partner provider playgroup was jointly inspected by Education Scotland and the Care Inspectorate. They were awarded four adequate grades by the Care Inspectorate and two satisfactory grades and three weak grades by Education Scotland. Quality Improvement Officers, Early Years Strategic Development Officers and a peripatetic teacher provided support to improve their grades to enable them to remain in partnership. Unfortunately, they were unable to improve their grades within the time scale and partnership status

was withdrawn. The playgroup made the decision that it was not viable to continue as a non partner provider due to lack of numbers and closed the playgroup at the end of June 2015.

3.18   In May 2015, a non partner provider playgroup received two good grades and two weak grades at their inspection by the Care Inspectorate. Staff advised that they had not completed qualifications in order to meet their conditions of registration with SSSC. The development officer offered them support to address the issues raised by the Care Inspectorate and explored different options. However, staff wanted to reduce the playgroups hours to less than two hours so they no longer had to be registered with the Care Inspectorate or SSSC. They held an Emergency General Meeting and parents voted for the playgroups hours to be reduced to less than two hours.

3.19   A partner provider playgroup received four weak grades at their Care Inspection in March 2015. The Quality Improvement Officer, Early Years Managers and development officer offered intensive support but despite this all the staff resigned just before the end of term in June. Some of the management committee members stepped down and despite difficulties with recruitment they managed to recruit a chairperson, treasurer and secretary. This new management committee were unable to recruit a new staff team despite the EYSDO supporting them with the recruitment process. They held an emergency general meeting to discuss the future of the nursery and are not currently registering new children.

3.20   The council built a new nursery in the campus of Fox Covert Primary schools. Fox Covert Nursery held an Emergency General Meeting and parents voted to close the nursery. A successful outcome was that most of the staff were transferred over to work in the new nursery under the transfer of undertakings (Protection of Employment) Regulations 1981(TUPE). The good practice from the voluntary nursery will continue in the new nursery.

Affordable Early Learning and Child Care

3.21   Most of the playgroups offer sessions in the mornings but some provide morning and afternoon sessions. A number of playgroups have started to offer wraparound in the mornings and at lunchtimes and transport the children to another establishment in the afternoons which provides parents with affordable childcare. This has enabled some non partner providers to be more financially sustainable.

Future sustainability

3.22   Non partner providers have raised concerns about the impact of the provision of early learning and childcare for eligible two year olds on attendance at playgroups. As they predominantly work with two years olds, this impacts more significantly on non partner providers. The council have been able to fund places for eligible two year olds in two partner provider voluntary playgroups on a trial basis at the parent's request.

3.23   With the political agenda to further increase the funded 600 hours of early learning and childcare, voluntary playgroups have highlighted concerns about the impact this will have on them. As playgroups predominantly operate from community buildings which are shared with other user groups they may not be in a position to extend the opening hours of the playgroup. Further consideration is required to address this issue.

Measures of success

4.1   Cooperative working is established amongst the voluntary playgroups in each of the four localities.

4.2   An annual time table of training for management committees is established, enabling management committee members to feel more confident to take on their committee roles.

4.3   Voluntary playgroups are supported to change their legal status to incorporated organisations.

Financial impact

5.1   All the proposed recommendations will be met from within the existing Early Year's budget.

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 negative equality or human rights impact arising from this report.

7.2   The voluntary playgroups provide early learning and childcare to a small number of children with Additional Support Needs. Some of the voluntary playgroups are in Social Inclusion Partnership areas and help to provide affordable early learning and childcare. Many playgroups provide a break from caring for children for lone parents or parents with mental health problems. Through supporting the voluntary playgroups to continue to be sustainable we are enabling them to offer this support to families.

Sustainability impact

8.1   There is no impact on carbon, adaptation to climate change or sustainable development arising directly from this report.

Consultation and engagement

9.1   Consultation has taken place with the voluntary playgroups to seek their views on the issues affecting them and ways of addressing them.

9.2   Consultation took place with the voluntary playgroups involved in the pilot exploring if they would be interested in working cooperatively. Consultations will take place with the voluntary playgroups in the localities to ascertain their interest in working cooperatively.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: Aileen McLean, Senior Education Manager (Early Stages)
E-mail: aileen.mclean@edinburgh.gov.uk | Tel: 0131 469 3300

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go in to 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.
	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.
	CO6 – Our children and young people's outcomes are not determined by poverty and inequality.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	1 – Education Scotland's inspection grades for partner provider voluntary playgroups and nurseries.
	2 – Map of the voluntary playgroups and nurseries in the four localities.

Appendix 1: Partner provider Voluntary playgroups-Education Scotland Inspection Grades

Voluntary Playgroup	Improvements in Performance	Children's Experiences	Meeting Learning Needs	Curriculum	Improvement through Self-evaluation	Inspection Date
Blackhall Nursery	Very Good	Very Good	Good	Good	Very Good	April 2012
Bruntsfield Community Nursery	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	March 2009
Currie Playgroup	Good	Good	Satisfactory	Satisfactory	Good	March 2014
Dreghorn Pre-school	Good	Good	Very Good	Satisfactory	Good	May 2012
Edzell Nursery	The gradings not in the format that is now used as report old					June 2006
Greenbank Pre-school	The gradings not in the format that is now used as report old					February 2008
Holy Corner Community Playgroup	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	April 2013
Newington Nursery	Good	Good	Good	Good	Satisfactory	March 2009
Northfield/Willowbrae Playgroup	Very good	Very good	Very good	Good	Good	June 2011
Tom Thumb Nursery	Good	Very good	Very good	Good	Good	March 2015
Wardie Nursery	The gradings not in the format that is now used as report old.					June 2006

PP & Non-PP Voluntary Playgroups & Nurseries With The 4 Localities

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

North West Locality

North East Locality

South East Locality

South West Locality

EDINBURGH

- Rosebery Playgroup
- Tom Thumb Nursery
- Cramond Playgroup
- The Prentice Centre
- Granton Toddlers Playgroup
- Wardie Nursery
- Edzell Nursery Class
- Leith St Andrews Playgroup
- Reindeer Playgroup
- St Mary's Playgroup
- Kirkliston Playgroup
- Blackhall Playgroup
- Blackhall Nursery
- Craigentinny Castle Playgroup
- Portobello Toddler Hut Playgroup
- Northfield/Willowbrae Playgroup
- Corstorphine Village Playgroup
- Nari Kallyan Shangho
- North Merchiston Playgroup
- Gylemuir Community Playgroup
- Balgreen Playgroup
- Bruntsfield Community Nursery
- Marchmont Playgroup
- Holy Corner Community Playgroup
- Mayfield Salisbury Playgroup
- Newington Nursery
- Forrestines Playgroup
- Nile Grove Playgroup at Geenbank
- Greenbank Preschool
- Stableroom Playgroup
- St Fillan's Playgroup
- Juniper Green Playgroup
- Dreghorn Pre-School Group
- Riccarton Playgroup
- Currie Playgroup
- Compass Playgroup

Legend:
- ▲ PP Voluntary Playgroups & Nurseries
- ● Non-PP Voluntary Playgroups & Nurseries

N

Reproduced from the Ordnance Survey mapping with permission of the Controller of Her Majesty's Stationery Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings. Licence Number 100023420. City of Edinburgh Council 2015.

AK C&F 2015

Education, Children and Families Committee

Tuesday, 6 October 2015

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

Item number	7.11
Report number	
Executive/routine	
Wards	All

Executive summary

This report provides an update on progress for the delivery of the Children and Families five year asset management programme, approved in December 2013.

The update covers the period for the financial year 2014/15, including final out-turn and works completed from April until the end of September 2015. It also outlines further projects planned for the remainder of the financial year.

Links

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

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Report

Children and Families Capital Asset Management Programme 2014-2019, Year 2 progress update

Recommendations

The Education, Children and Families Committee is requested to:

1.1   Note the significant progress made with the asset management programme at the end of quarter two, year two, of the programme;

1.2   Note the issue of the sixth year of the programme and priorities;

1.3   Note the additional works proposed for this financial year, as detailed in Appendix 2 and 3.

1.4   Note the budget, programme and staffing resource pressures being experienced; and

1.5   Note that should unforeseen issues or emergencies emerge over the course of the (five year) programme, it may require the reprioritisation of the later years of spend.

Background

2.1   In December 2013, the Education, Children and Families Committee approved a new five year programme of investment in the Children & Families estate amounting to £31.56m.

2.2   The scope of work was determined from 2012/13 condition survey information, and prioritised on the basis of need. The programme, once statutory compliance provision and contingency were applied, addressed around half the capital recommendations identified within the surveys.

2.3   Priority was given to funding all year one health and safety, wind and water tight requirements across the estate; the poorest ('C' condition rated) establishments; and satisfactory ('B' condition rated) establishments, which required significant investment.

Main report

Financial Year 2014/15 Review

3.1   The revised asset management budget allocation for 2014/15, for the entire Council operational estate, was £14.19m. The outturn position achieved at year end was £18.66m, an increase of 32% on target spend. This was achieved through acceleration of future years' budgets.

3.2   The Children and Families element of the 2014/15 budget, for year one of the new programme, was £7.15m. The outturn position achieved at year end was £10.35m, an increase of 45% on target spend. Much of this was achieved through maximising opportunities to accelerate projects from future years (for example, boiler replacements deemed at risk of failure, window replacements, and heating and ventilation improvements).

3.3   The five year programme, approved in December 2013, was based on information from 2012/13 condition surveys. However, in the interim, a number of additional works have been progressed as priorities, covering health and safety, wind and water tight or service failure issues. Following a series of high level, rope access, condition inspections in 2014/15, a considerable amount of essential new projects were introduced into the programme.

3.4   Significant additional scope of works and resources are likely to be required to complete some of the larger projects to address issues such as asbestos removal, structural, mechanical and electrical improvements. These include a further £3m for Wester Hailes Education Centre, now included in the five year budget allocation, and further budget pressures are anticipated at Trinity Academy and Liberton High School, where the full scope of work is yet to be determined. These requirements were identified following the development of detailed designs and specifications during 2014/15.

3.5   In February 2015, Council approved the capital programme up to 2019/20. This has added an extra £11m to the Children and Families programme. The total six year programme for Children and Families, including slippage from earlier years, now amounts to approximately £45.7m.

3.6   In order to maintain a five year rolling programme, the Children and Families year six (2019-20) programme of works has been commissioned up to the value of £10.8m with a £2m contingency remaining for the five year period. Priorities were identified from the unfunded recommendations identified in the original surveys, focusing on roofs, stonework, doors and screens, plant and heating systems. In addition, a budget allocation was provided for boiler replacements deemed at risk of failure and swimming pool plant upgrade. However, approximately £6m of electrical work remains unfunded.

3.7   Further management information has been identified within the past six months through recent high school 30 year condition surveys commissioned by Children and Families, as part of the Wave 4 process. Electrical and mechanical installations at both Trinity High School and Balerno High School are now known to be approaching the end of their operational life expectancy and need further significant investment. This work is currently unfunded, and it is proposed to prioritise this investment in future years funding.

3.8   In terms of future risks, it will become increasingly difficult to sustain the previous level of project acceleration. This is due to staff resources and recruitment issues. Due to the recruitment freeze earlier this year and the buoyancy in the

private sector marketplace, it is proving difficult to attract and retain staffing levels for professional and technical staff.

2015 Works to Date

3.9   During the 2015 summer holiday period, 66 capital projects were planned across the school estate. These comprised 46 asset management works and 20 core capital programme projects, such as rising school rolls. Of the 46 asset management works projects programmed, 36 projects were completed as planned, 7 projects are progressing during term time or the October break, and 3 projects have deviated significantly from the planned programme and are unlikely to commence on site before summer 2016. At Trinity Academy, proposed stonework improvements have been deferred until summer 2016 due to restricted access arrangements imposed by the school, and the availability of the required quality of stone. At Liberton High School, two projects for mechanical and electrical improvements require further investigation and modelling to determine the most efficient and cost effective solution, that minimises disruption to the school. Further details of the works that were planned during quarter two (July – September), with RAG status, can be seen in Appendix 1.

3.10   For many establishments, the environmental conditions have improved dramatically for both pupils and staff across a number of establishments, benefiting from roofing and insulation improvements, replacement windows and stonework repairs. The prioritised scope of work will significantly extend the operational life of the Children and Families property portfolio.

3.11   Significant progress has been made to improve the condition of the poorest schools, so much so that it is anticipated that the investment programme for Abbeyhill, Nether Currie, Holycross and St John Vianney Primary Schools will be completed well ahead of the five year schedule, thereby improving their original condition grading from the 2012/13 surveys.

3.12   Positive feedback has been received from schools on works completed to date.

Forecast September 2015 – April 2016

3.13   At present a further 30 projects are programmed for the October holiday period. Further details on the works planned during quarter three can be seen in Appendix 2.

3.14   In addition, a programme of playground and toilet upgrade has been identified for delivery this financial year from the £3.4m additional capital funding approved by Council in February 2015. The programme has been established focussing on toilets and playgrounds rated condition 'C' in the 2012/13 surveys, updated and validated to reflect current circumstances. The proposed programme is set out in Appendix 3.

3.15   A selection of photographs from the 2015 summer works can be seen in Appendix 4.

Education, Children and Families Committee – 6 October 2015

Measures of success

4.1   The categorisation of all Children and Families establishments as condition 'A' or 'B' within five years.

4.2   Extending the life expectancy of the Children and Families' estate and improving the environment for building users.

4.3   Maximising the capital spend within the programme and reducing programme slippage.

Financial impact

5.1   Capital expenditure will be contained within the overall five year asset management budget allocation.

5.2   It is anticipated the capital investment will have a positive impact on the revenue repairs and maintenance budget pressures.

Risk, policy, compliance and governance impact

6.1   The Council has a legislative obligation to ensure health and safety and statutory compliance is met across the entire property portfolio. The programme is adjusted to ensure that health and safety matters are addressed as a matter of priority.

6.2   The programme implements the policy aim of upgrading the Council estate to condition rating A or B (on a scale of A-D where A is best), which is one of the key KPIs reported by Local Authorities at national level.

Equalities impact

7.1   The approved programme of work will improve environmental conditions and safety for all service users. Accordingly, it has a positive impact for service users, which, for Children and Families, primarily affects users under 18 years old.

7.2   Some projects in the programme may cause some temporary disruption to day to day operations during the construction period. Consultation with the local management teams prior to starting on site ensures any health and safety implications are risk assessed, and disruption is kept to a minimum.

Sustainability impact

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

Consultation and engagement

9.1   Priorities were agreed in consultation with the Children and Families Department. Regular monthly meetings are held to provide progress updates, and discuss any operational issues as a consequence of the planned works.

9.2   Engagement is ongoing with the individual establishments included in the programme to agree the timing of the individual proposals to ensure minimal disruption to the service.

9.3   On completion of the 2015 summer works, a further customer satisfaction survey will be undertaken.

Background reading/external references

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

John Bury

Acting Director of Services for Communities

Contact: Julie Duncan, Service Asset Manager

E-mail: Julie.Duncan@edinburgh.gov.uk | Tel: 0131 553 8367

Links

Coalition pledges	P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools. P30 - Continue to maintain a sound financial position including long-term financial planning.
Council outcomes	CO15 - The public is protected. CO19 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places the delivery of high standards and maintenance of infrastructure and public realm.
Single Outcome Agreement	SO4 – Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1 - Quarter 2 C&F asset management status report. Appendix 2 - Quarter 3 C&F asset management status report. Appendix 3 - Proposed toilet and playground upgrades. Appendix 4 - Before and After project examples.

APPENDIX 1 - SUMMER WORKS PROGRAMME 2015

Property	Scope of Works	Time Scales (mm/yy)	Comments
Abbeyhill Primary School	Window replacement to Nursery block	29/6/15 to 12/8/15	Complete - minor snagging to be done
Abbeyhill Primary School	Heating & electrical upgrade	29/6/15 to 12/8/15	95% complete - some minor works to be completed which will not effect the running of the property
Abbeyhill Primary School	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Complete - in defects
Balerno CHS	Window Replacement	29/6/15 to 12/8/15	Complete - in defects
Balerno CHS	Swimming Pool Plant Room Works	17/8/15 to 28/8/15	Work due to start 17th August, agreed with school.
Blackhall PS	New Gym Hall	On site	Progressing on site
Boroughmuir HS	Construction of new high school	On site	Progressing on site
Broughton PS	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Complete - in defects
Bruntsfield PS	Lighting Upgrade	29/6/15 to 12/8/15	Complete - snagging works to be done
Bruntsfield PS	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Installation 50% complete - New flow meter required due to be fitted on the 17th or 18th August with 1 day to complete. - There will be no effect on the operation of the pool
Carrickknowe PS	Window Upgrade to TU (alteration works to new windows)	Jul-15	Snagging works carried out by EBS
Carrickknowe PS	Boiler House Upgrade	29/6/15 to 12/8/15	Boilers and pumps commissioned 14th August. Control panel wiring pre-commissioning commencing 20th August. Heating system is filled and available but will not be made available until the controls commissioning is complete on or before 21st Agust. Heating and hotwater now operational.
Castlebrae CHS	Toilet refurbshment and Asbestos removal	29/6/15 to 12/8/15	Complete - in defects
Castlebrae CHS	Boiler House Upgrade	29/6/15 to 12/8/15	Boilers and pumps commisioned 13th August. Control wiring completed and pre-commissioning commences 17th August. Hot water is on; operating on immersions. Heating is available but will not be made live until controls commissioning is completed on or before 21st August. Heating and hotwater now operational.
Clermiston PS	New stand alone extension RSR3	On site	Complete - in defects
Clovestone PS	Window Replacement Phase 2	29/6/15 to 12/8/15	95% Complete - asbetsos issue prevented 2 courtyard screens being done. Work now programmed for October break to complete.
Clovestone PS	Boiler House Upgrade	29/6/15 to 12/8/15	Boilers and pumps were commissioned 13th August. Control wiring due to be completed 14th August and pre-commissioning commencing 17th August. Heating system is filled and available but will not be made available until the controls commissioning is complete on or before 21st Agust. Heating & Hotwater now on and operational.
Corstorphine PS	Electrical re-wire	29/6/15 to 12/8/15	Completed - in defects
Crammond PS	Fire upgrade works	Jul-15	Complete - snagging works in progress
Currie CHS	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Solar panel covers installed 4th August. Delayed start to the works following later than expected pool drain down. Works started midday Monday 10th August. Pool was to be ready to fill from Tuesday 18th August. The remaining minor elements will be completed by 20th August.
Davidson Main PS	Asbestos investigation works	Jul-15	Work now planned for October holidays due to resourcing issues

Deanbank House	Refurbishment/conversion as South Morningside PS annexe	On site	Complete - in defects
Deanbank House	Intruder alarm / CCTV & door access system install	29/6/15 to 12/8/15	Complete - in defects
Dean Park PS Annexe (Including Balerno Library)	Window Replacement	29/6/15 to 12/8/15	window repairs carried out only. Replacement windows being done during October break.
Dean Park PS	Intergration works - provision of care facility	29/6/15 to 12/8/15	Complete - in defects
Duddingston Nursery	New Build	On site	Complete - in defects
Fox Covert Nursery	New Build	On site	Complete - in defects
Gilmerton PS	New stand alone extension RSR3	On site	Complete - in defects
Hillwood PS	Alteration works	29/6/15 to 12/8/15	Programmed handover was 31st August - 11th September is now the anticapted completion/handover date
Holycross PS	Window & Screen replacement including rooflight and minor roof repairs	29/6/15 to 12/8/15	Ongoing to be completed in September 2015
Hope Cottage Nursery	Window Upgrade	29/6/15 to 12/8/15	Work has now been reprogrammed for the October holidays due to long lead times for materials.
James Gillespie's campus	Construction of new high school	On site	Progressing on site
James Gillespie High School, Bruntsfield House	external drainage/damp works	29/6/15 to 12/8/15	Ongoing
James Gillespie PS	New stand alone extension RSR3	On site	Complete - in defects
Kirkliston PS	New Extension	On site	Complete - in defects
Leith Academy	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Complete - in defects
Leith PS	Playground extension -St Andrews Place	29/6/15 to 12/8/15	Complete - line markings being progressed by Transport
Leith PS	Safety Repairs	On site	Works progressing
Leith Walk PS	Boiler House Upgrade	29/6/15 to 12/8/15	Boilers commissioned 14th August. Control panel wiring pre-commissioning commencing 18th August. Heating system is filled and available but will not be made available until the controls commissioning is complete on or before 21st Agust. Heating and hotwater now operational.
Liberton HS	Mechanical Services Upgrade	29/6/15 to 12/8/15	Further investigation and modelling required to determine the most efficient and cost effective solution with minimum disruption to the school. Anticipate worsk on site likely to be deferred until 2016
Liberton HS	Electrical Services Upgrade	29/6/15 to 12/8/15	Further investigation and modelling required to determine the most efficient and cost effective solution with minimum disruption to the school. Anticipate worsk on site likely to be deferred until 2016
Nether Currie PS	Window & Screen replacement	On site	Will be complete by end of August.
Nether Currie PS	Electrical Services Upgrade	On site	Phase 1 complete. Some contract works being done in October break. Phase 2 commencing in summer 2016.
Pentland PS	New stand alone extension RSR3	On site	Complete - in defects
Portobello High School	Construction of new high school	On site	Progressing

Preston Street PS	External fabric repairs, masonry , roof and window repairs	On site	Complete - in defects
Oaklands Special School	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Works complete, pellet dispenser installed and commisioned
Ratho PS	New stand alone extension RSR3	On site	Complete - in defects
Sciennes PS	External fabric / stone repairs	On site	On site and progressing with an anticapted completion in Decemeber 2015.
Sciennes PS	Swimming Pool Plant Room Works	29/6/15 to 12/8/15	Installation 100% complete - final test and commision - some issues in stablising levels due to works by another contractor on the system resulting in the pool losing water
South Morningside PS	Roof, stone and rainwater upgrade	On site	Complete - in defects
Southside CC	Door access system installation	29/6/15 to 12/8/15	Complete - in defects
St John Vianney Primary School	Mechanical Services Upgrade	29/6/15 to 12/8/15	Phase 1 complete - handed over 28/08/15
St John Vianney Primary School	Window Upgrades	29/6/15 to 12/8/15	Repairs to windows only (EBS). Main works deferred to summer 2016. Work delayed due to issues with delivery timescales for new windows.
St John Vianney Primary School	Electrical Services Upgrade	29/6/15 to 12/8/15	Works not started - in design stage
St John Vianney Primary School	CCTV and Intruder alarm system upgrade	29/6/15 to 12/8/15	95% complete with some minor additions to be completed.
St Ninians PS	Roof & rooflight upgrade	29/6/15 to 12/8/15	Complete - snagging issues to be done
St Ninians PS	Installation of flue liners to chimney	29/6/15 to 12/8/15	Complete - in defects
Stenhouse PS	External fabric repairs / M&E upgrade works	29/6/15 to 12/8/15	95% complete - additional works and unforseen works have delayed completion
Trinity Academy	External stonework repairs	20/6/15 to 19/8/15	Due to site access arrangements restricted by school and availability of suitable stone - works deffered until summer 2016
Victoria Primary School	Health and Safety improvements to playground	29/6/15 to 12/8/15	Completed
Viewforth C&F Centre	Replacement Windows and Doors	29/6/15 to 12/8/15	work delayed - now started and progressing
Wardie Nursery	New Build	On site	Progressing on site
Wester Hailes Education Centre	External fabric to Block B&C	On site	On site and progressing with an anticapted completion in Decemeber 2015.
Wester Hailes Education Centre	Mechanical Services Upgrade	On site	95% complete - testing and commissioning commencing on w/c 24/08/15
Wester Hailes Education Centre	Electrical Services Upgrade	On site	Progressing on site

Property	Scope of Works	Time Scales	Comments
Abbeyhill PS	Emergency reapirs - Nursery Floors	On site	
Balgreen Primary School	Replacement of windows and doors	Oct-15	Subject to approval of 5 week works duration submitted by Mitie (lowest tenderer)
Blackhall PS	New Gym Hall	On site	
Bingham Community Centre	Removal and replacement of existing single glazed timber framed window units and existing plyboard infill panels with new uPVC curtain wall/glazing units.	Oct-15	Project currently out to tender. These works will progress subject to acceptable tender and confirmation that contractor can meet programme as well as CEC issuing of acceptance letter.
Boroughmuir HS	Construction of new high school	On site	
Bruntsfield PS	Lighting Upgrade	Oct-15	
Clovenstone PS	Window replacement Phase 2	Oct-15	2no courtyard screens that could not be done during the summer break.
Clermiston PS	Window replacement to TU	Oct-15	
Craigentinny CC	Stonework repairs	Oct-15	Currently out ot tender
Davidson Main PS	Asbestos investigation works	Oct-15	
Dean Park Primary School Annexe/Balerno Library	Overhaul and repair of windows building wide	Oct-15	Continuation of summer works project
Flora Stevenson Primary School	Overhaul and repair of windows to toilet blocks	Oct-15	
Gorgie Memorial Hall CC	Roof and Stonework repairs	Oct-15	Awaiting tender acceptance
Gilmerton CC	Window repairs	Oct-15	Tenders being checked
Hillwood PS	Electical Lighting rewire	Oct-15	
Holycross PS	Windows	On site	
Hope Cottage Nursery	Overhaul and repair of windows building wide	Oct-15	Continuation of summer works project
James Gillespie's campus	Construction of new high school	On site	
James Gillespie High School, Bruntsfield House	external drainage/damp works	On site	
Juniper Green Community Centre	Replacement of ground floor and first floor timber windows to the South and East elevations of the building. There may also be some investigative work into some issues with the buildings west gable wall.	Oct-15	Project currently out to tender. These works will progress subject to acceptable tender and confirmation that contractor can meet programme as well as CEC issuing of acceptance letter.
Leith PS	Safety Repairs	On site	

Nether Currie PS	Electrical Services Upgrade	Oct-15	Continuation of summer works project
Nether Currie PS	Window & Screen replacement	Oct-15	Continuation of summer works project
Parsons Green Primary School	Replacement of single glazed steel casement window units with uPVC double glazed windows to the west elevation of the building.	Oct-15	Project currently out to tender. These works will progress subject to acceptable tender and confirmation that contractor can meet programme as well as CEC issuing of acceptance letter.
Portobello High School	Construction of new high school	On site	Progressing
Sciennes PS	External fabric / stone repairs	On site	Currently on site until Decemeber 2015
St John Vianney Primary School	CCTV and Intruder alarm system upgrade	Oct-15	Continuation of summer works project
Wardie Nursery	New Build	On site	
Viewforth C&FC	Roof works and Windows / screens	Oct-15	
Wester Hailes Education Centre	External fabric to block B&C	Oct-15	Currently on site until Decemeber 2015
Wester Hailes Education Centre	Electrical Services Upgrade	On site	

Appendix 3 - Children & Families 'C' condition playground & toilets

School	Ground s	Toilets /changing	Comment
Balerno CHS	√		Concourse area
Brunstane PS		√	Refurbish toilets
Bruntsfield PS	√	√	North area of playground. Boys toilet (015) Girls toilets (044)
Buckstone PS	√	√	Entrance area and access paths. Toilet refurbish original building
Calderglen Nursery	√		Replacement broken concrete and uneven surfaces
Carricknowe PS		√	Full toilet refurb including external block
Castlebrae HS	√		main entrance, external stairs and footpaths
Colinton PS	√		Large areas of playground resurface.
Corstorphine PS	√		Partial playground resurfacing in poorest areas.
Currie HS	√	√	Resurfacing car park 2. Changing room (205)
DalmenyPS	√	√	Playground resurfacing. Boys toilets defective drainage
Dean Park Annexe/Nursery	√		Playground re-surface.
Dean Park PS	√	√	Resurface area between TU & main building. Toilets blocks A-D and Pentland Suite
Echline PS	√		Main entrance improvements
Ferryhill PS	√	√	Partial resurfacing of poorest areas. Partial refurbishment of toilets.
Fox Covert PS & RC	√		Partial playground and boundary wall improvements
Gracemount PS	√	√	Remedial works to areas prone to flooding. Refurbish all main toilets except nursery and accessible toilets
Granton PS	√	√	Resurface poorest areas of playground. Remedial wind and water tight works to toilets and refurbish (2 x girl & boys blocks)
Gylemuir PS	√	√	Resurface poorest areas effected by flooding. Toilet refurbishment
Holycross PS	√	√	Playground re-surface. Toilet refurbishment
Leith Academy		√	Refurbish main girls and boys toilets and ground floor boys & girls changing
Leith Walk PS	√	√	Resurface poorest areas. Poor ventilation - refurbish toilet areas
Liberton High School	√		Resurface rear playground area, including circulation areas
Liberton PS	√		Partial playground resurfacing in poorest areas.
Lorne PS	√	√	Resurface poorest areas. Main boys toilet refurbishment.
Murraryburn PS	√	√	Rear playground. Toilet refurb(x1)
Newcraighall PS	√		tree removal and repair to uneven surfaces east area
Parsons Green PS	√	√	Partial playground resurfacing in poorest areas. Toilet refurbishment
Pilrig Park Special school	√		re-surfacing and repairs to boundary walls
Queensferry PS		√	Replacement tarmac and paving. Refurbish poorest toilets
Royal Mile PS	√		Large areas of playground resurface
Sighthill PS	√	√	Main playground/poorest condition areas. Toilet refurb
St Catherines RC PS	√		Entrance pathways and car park drainage/resurfacing
St John Vianney PS	√		entrance and pathways
St Katherines SS	√		Partial resurfacing of poorest areas
St Mary RC (Edin)	√		Rear playground
St Mary's RC (Leith)	√	√	Resurface poorest areas. Toilet refurbishment: Girls (ground & first fl) and Boys (ground) and nursery.
St Ninians PS		√	Full toilet refurb with exception of nursery and accessible toilet
Tollcross PS	√	√	North East Playground resurfacing. Refurbish ground & first floor girls toilets.
Trinity Academy	√	√	Resurface poorest area. No ventilation in main boys and girls toilets - refurb
Wardie PS		√	Toilet refurb (x3)
WHEC	√	√	Resurfacing uneven paved areas and replacement canopies. Changing area improvements

Balerno High School Replacement – New windows

Balerno High School -New windows

Clovenstone Primary School – New Windows

Clovenstone Primary school – New windows

Nether Currie Primary School – Roofing, windows, doors, insulation, heating and electrical upgrade.

Nether Currie Nether Currie Primary School – Roofing, windows, doors, insulation, heating and electrical upgrade.

Abbeyhill Primary school – window refurbishment

Abbeyhill Primary school – heating, lighting, ventilation

Wardie Primary School - Classroom Extension	*Gilmerton Primary School – Classroom Extension*
Clermiston Primary School – Class Room Extension	*James Gillespies Primary school – Class Room Extension*
Pentland Primary School – Class Room Extension	*Ratho Primary School –Class Room Extension*
Duddingston New Nursery	*Fox Covert New Nursery*

Education, Children & Families Committee

10.00 am, Tuesday, 6 October 2015

Food for Life Accreditation in Edinburgh's Schools - Update

Item number	7.12
Report number	
Executive/routine	Executive
Wards	All

Executive summary

At its meeting on 20 May 2014, the Education, Children and Families Committee considered a report "Food for Life Accreditation in Edinburgh's Schools", and noted plans to roll-out Food for Life across all Council run and Public Private Partnership (PPP) Schools, to attain Bronze Catering Mark accreditation by April 2015.

This report provides Education, Children and Families Committee with a progress update on achieving the Food for Life Accreditation in the city's schools.

Links

Coalition pledges	P43
Council outcomes	C010; C015
Single Outcome Agreement	S02

Report

Food for Life Accreditation in Edinburgh's Schools - Update

Recommendations

That Committee:-

1.1   Notes that the Food for Life programme has been successfully rolled out across all Council Schools, including PPP1 and PPP2 schools, with the Bronze Catering Mark accreditation awarded in December 2014;

1.2   Notes that the Food for Life Catering Mark achievement has been attained in conjunction with the introduction of Free School Meals for pupils in Primary 1-3 classes, which commenced in January 2015;

1.3   Notes that the Food for Life roll-out is in alignment with the Scottish Government's *Better Eating, Better Learning* report and contributes to fulfilling the Council's commitment to the *Edible Edinburgh* Sustainable Food City Plan; and

1.4   Confirms the commitment proposed in the "Trust In The Food We Eat" Report to Council on 30 May 2013, to roll-out the Soil Association Scotland's Food for Life, to attain the Bronze Catering Mark accreditation across all the other production kitchen operations, by summer 2016.

Background

2.1   Edible Edinburgh is a sub-group of the Edinburgh Sustainable Development Partnership, one of the cross-cutting partnerships, established within community planning structures, under the Edinburgh Partnership.

2.2   The Edinburgh Food for Life Partnership (EFFLP), a sub group of Edible Edinburgh, was established in 2012 to progress public sector leadership in sustainable food procurement and catering in the city. EFFLP involves the City of Edinburgh Council, NHS Lothian and the University of Edinburgh, investigating new opportunities for public sector procurement, and in applying the Food for Life Catering Mark framework, within their respective procurement and catering operations.

2.3   Funded by the Scottish Government, the Soil Association's Food for Life Scotland programme works to transform food culture in Scotland, enabling everyone to enjoy nutritious, seasonal and sustainable meals. This work is helping to address some of our nation's most pressing issues concerning health

and wellbeing, the economy and the environment. A key element of Food for Life Scotland's work is the Food for Life Catering Mark award.

2.4   The Food for Life Catering Mark award is an independent endorsement that caterers are taking steps to serve fresher, more seasonal menus, which are free from undesirable additives and trans-fats, are better for animal welfare, and comply with a number of standards, as detailed in Appendix 1.

2.5   In November 2012, the Council agreed to work with NHS Lothian, and the University of Edinburgh, to pilot the Food for Life Catering Mark within three selected sites. Currie Community High School and Buckstone Primary School were selected as pilot schools, to test the Catering Mark standards and explore how to engage pupils and the wider school community on food issues, with Clovenstone Care Home being selected as the third site.

2.6   All three sites achieved a Bronze Catering Mark award in June 2013, with both schools creating a benchmark for other Edinburgh schools to follow.

2.7   At its meeting on 30 May 2013, Council considered a report "Trust In The Food We Eat" when it was agreed that the roll out of the pilot would be accelerated to commit to expanding the Food for Life Catering Mark standard across all Councils catering operations, starting with schools.

2.8   A further report to the Education, Children and Families Committee in March 2014, "Food for Life Accreditation in Edinburgh's Schools", detailed progress towards achieving the Food for Life Bronze Catering Mark certification in all the city's schools, and committed to achieve a Silver Award in the two pilot schools. A further update was requested on progress, which is the purpose of this report.

Main report

Food for Life - Bronze Catering Mark Award

3.1   In December 2014, the City of Edinburgh Council became the first local authority in Scotland to achieve the Bronze Catering Mark Award across all its primary, secondary and special schools. This was as a result of some key menu and product changes, including a switch to farm assured meat. The achievement includes PPP1 and PPP2 schools, catered by Amey and Chartwells respectively, in addition to the Council's in-house catering service. Three Council-run care homes also hold the award. As well as the City of Edinburgh Council, 10 other Local Authorities in Scotland have achieved the Food for Life Catering Mark, with more than 100,000 Catering Mark meals served each day across Scotland, as detailed in Appendix 2.

3.2   A cross-departmental Food for Life Roll-out Working Group has been leading on the programme in relation to Edinburgh's schools since January 2014, with direct support from Soil Association Scotland. The group forms part of the Catering Improvement Programme, and has worked to implement the standards across the catering service to achieve the Bronze award.

Edible Edinburgh & Better Eating, Better Learning

3.3   In June 2014, the Council agreed to endorse and support the "Edible Edinburgh Sustainable Food City Plan", and to play a key role in implementing the plan and to directly progress actions where required.

3.4   One of the six key aims of the plan to ensure sustainable procurement is "To develop a thriving local food economy based on public and private sector businesses procuring more sustainable food" with Major Objectives to "support ongoing delivery for the Edinburgh Food for Life Partnership Project", "Improve the amount & quality of sustainable food procured" and "Establish better communication and links between producers, processors, retailers and customers".

3.5   Another aim of the plan is "To create fair and affordable access to sustainable food, and ensure people can use it to provide a fresh, healthy and nutritious diet" with the Major Objective to "Increase consumption of nutritious fruit and vegetables."

Expansion of Edinburgh Food for Life

3.6   Whilst this report provides an update on the achievement of attaining a Bronze Catering Mark accreditation within all of Edinburgh's schools, it is important to reflect the position of this work within a wider strategic context.

3.7   The Report to Council "Trust In The Food We Eat" on 30 May 2013, made a commitment to roll out the Soil Association Scotland's Food for Life Catering Mark standard across all Council catering operations in a phased programme, starting with the Council's schools. Therefore, cognisance must be taken to acknowledge that establishing the Bronze Award within schools is the first phase of a programme, and the same Bronze Catering Mark standard should be attained at all production kitchen operations.

3.8   It is essential that the Bronze Standard, within the School Catering Service, is permitted sufficient time to consolidate and embed into the day to day running of the service. The annual inspection will provide an opportunity to monitor and reflect on the benefits of the implementation of the Catering Mark Bronze Award and consider future progress.

3.9   In the meantime, it is proposed to roll-out the Bronze standard to all other production kitchen operations, as the next phase. Attainment will be targeted for summer 2016, in time for the annual review by the Soil Association.

Edinburgh Food for Life - Silver Award Pilot

3.10   Following the Bronze Catering Mark award in June 2013 for the two pilot schools, Currie Community High School and Buckstone Primary School in June 2013, both schools have been working to develop a "good food culture", conducting a range of food-related learning activities. For CCHS this work is being led by the Food for Life Action Group (FLAG), which involves pupils,

teachers, school management, the catering team and Food for Life Scotland. CCHS has also become a Food for Life Scotland "pathfinder school", one of 24 schools in Scotland prioritising food learning and developing a whole school approach to food.

3.11   The Food for Life Roll-out Working Group continues to work directly with the kitchen at CCHS, as well as with suppliers regarding availability and suitability of products, towards meeting the Silver criteria in the pilot schools, as one of the key differences between Bronze and Silver is that 5% of the menu spend, must be on organic produce, as detailed in Appendix 3.

3.12   Both CCHS and Buckstone Primary School are actively working towards the Silver Catering Mark Award. The progress on attaining the Silver Standard within the Pilot Schools will continue to be monitored and, once achieved, the information gathered will be used to benchmark the potential costs, and any other implication of delivering the Silver Catering Mark Award, across the Council school estate.

Measures of success

4.1   The Council's catering services currently provide approximately 13,500 hot meals each day, Monday to Thursday, with a cold service provided on Friday's half school day. Uptake in the numbers of hot school meals continues to increase, with the delivery of 730,657 meals recorded during the months of November 2014 to February 2015, which is an increase of over 129,781 meals on the 600,876 served during November 2013 to March 2014. An average of approximately 7,260 packed lunches have been provided each Friday, based on figures collated during the months of January, February and the first three weeks of March this year.

4.2   Whilst these statistics demonstrate an increased delivery of over 21%, these figures cannot be solely attributed to Food for Life, as the introduction of Free School Meals followed very closely, commencing in January 2015, and an increase in school role numbers, makes it difficult to accurately assess the impact of Food for Life alone.

4.3   Quality surveys have been developed by the Catering Improvement Programme to gather feedback on a range of measures, many of which could identify areas for improvement within the service over the coming months. The surveys have been distributed in the first instance to school Head Teachers and Business Managers.

4.4   It is the intention to distribute quality surveys to Parents, Pupils and Catering Personnel, as part of an ongoing drive to monitor quality across the catering service, and improve as necessary.

4.5   Feedback will be collated and recommendations communicated to all stakeholders to maintain and embed the Food for Life standards, and ensure

that the service can achieve its ambition to provide every pupil the choice of a high quality, nutritious and fresh meal whilst at school.

4.6 Additional funding was provided, by the Council's Corporate Policy and Strategy Team in October 2014, to run an innovative "Food for Life Champions" peer-learning project, whereby three of the city's skilled and enthusiastic cooks visited all the other kitchens and dining centres to learn and share best practice in line with Food for Life Catering Mark principles and standards. This additional resource has allowed closer monitoring of the Food for Life Catering Mark standards from October 2014 - March 2015 and will lead to a clearer understanding of quality within the service.

Financial impact

5.1 Now that the Food for Life Bronze Catering Mark Award has been in place for all schools for a full quarter, it can be reported that no noticeable increase in food costs have been observed as a result of its introduction.

5.2 The financial implications of moving towards the Silver Catering Mark Award are currently being calculated using a range of data, including historical spend data within the catering service, as well as pricing information from suppliers. Where necessary, alternative products are being identified that would meet the Silver standards. In order to inform this process, a "real-life" organic vegetable trial was conducted in March 2015, involving a local organic farm and the Council's contracted vegetable supplier. The trial, which involved several meetings and a farm visit, is intended to ensure that all the necessary, logistical arrangements are in place and that costs can be more accurately calculated.

5.3 There are also plans to look further at re-developing menus to reduce the impact of increased prices for more sustainable and ethical produce, which is an approach taken by other Local Authorities. The results of these trials and other initiatives are being collated and will be reported once available.

5.4 January 2015 saw the introduction of Free School Meals to pupils in Primary 1-3 classes. This, along with the newly rolled out Food for Life Catering Mark award, presented various challenges including, re-opening school kitchens; kitchen alterations; purchasing additional equipment; dining centre alterations; capacity issues; and recruitment of staff, all within a very tight timescale, and at an investment of approximately £3M. The Catering Improvement Board, working with Children and Families, FM, Asset Strategy and the Building Programme Team, oversaw this work, and initial indications suggest it went smoothly, with very few negative comments from schools or parents.

5.5 An annual inspection is required to maintain Food for Life Accreditation for each individual catering operation or group of operations. The Local Authority fee for this is currently £995 (ex. VAT).

5.6   Where further inspections are required, to evidence that the standards are in place in respect of different settings, for example, where changes to menus, procurement processes and training methods apply, such as within PPP schools or in non-school settings such as care homes, a further fee will apply to cover the cost of the inspection and certification process. The relevant catering provider will be expected to cover this cost.

Risk, policy, compliance and governance impact

6.1   None identified.

Equalities impact

7.1   The Food for Life Catering Mark supports one of the Soil Association's key principles: "Good Food for All", whereby everyone should have access to affordable good food. Providing good food in all of Edinburgh's schools, and teaching pupils about the importance of good food, has the potential to support greater equality. This is through both a better quality diet, as well as better knowledge of food issues among pupils with different backgrounds, and from different areas of the city.

Sustainability impact

8.1   Choosing to purchase more local and seasonal produce has the potential to support environmental and economic sustainability, even at Bronze level.

8.2   Moving up to the Silver award and increasing the amount of local, organic produce as a result, is expected to further benefit the sustainability of the Council's school food service, with reduced use of pesticides and fertilisers, and greater biodiversity on some of the farms used to source food for Edinburgh's schools, as well as lowering the overall transport emissions.

Consultation and engagement

9.1   Communication is a key element to the success of the Food for Life Catering Mark award, particularly in terms of increasing uptake and embedding standards, and all schools have recently been issued with Food for Life promotional packs, to help them communicate to pupils, teachers and parents / guardians that the award is in place, and to encourage them to use the service.

9.2   The Food for Life Roll-out Working Group will continue to work with all associated groups, to inform and update them about the Food for Life programme. Ongoing consultation with stakeholders will continue.

9.3   The catering service will continue to provide seasonal menus, which change twice yearly, in line with the seasons, with the latest menu featuring a section about the Bronze standard. Briefing sessions will be held with catering supervisory staff, where full menu / recipe information packs are provided with

opportunities to share and discuss new initiatives to support the ongoing improvements of the service.

9.4 Mechanisms to gather feedback is ongoing and, as detailed in Measures of Success, all parties associated with, or affected by, the Food for Life initiative, including schools, catering staff, parents, pupils and the wider community, will be consulted.

Background reading / external references

Better Eating Better Learning - www.scotland.gov.uk/Resource/0044/00445740.pdf

Food for Life Catering Mark Standards - www.sacert.org/catering/standards

Edible Edinburgh: A Sustainable Food City Plan - www.edible-edinburgh.org

Soil Association Scotland - www.soilassociation.org/scotland

Trust in the Food We Eat - report by SfC to full Council on 30/5/13, 'Trust in the Food We Eat'

Education, Children & Families Committee: Business Bulletin - 3 March 2015

www.edinburgh.gov.uk/download/meetings/id/46296/item_61_-_business_bulletin.

Education, Children & Families Committee: Report - 20 May 2014
http://www.edinburgh.gov.uk/download/meetings/id/43180/item_710_-_food_for_life_accreditation_in_edinburgh_schools

John Bury

Acting Director of Services for Communities

Contact: Helen Allan, Acting Corporate Facilities Manager

E-mail: helen.allan@edinburgh.gov.uk | Tel: 0131 529 4530

Links

Coalition pledges	P43 - Invest in healthy living and fitness advice for those most in need.
Council outcomes	C010 - Improved health and reduced inequalities.
	C015 - The public is protected.
Single Outcome Agreement	S02 - Edinburgh citizens experience improved health and wellbeing, with reduced inequalities in health.
Appendices	Appendix 1 - Food for Life Catering Mark Standards.
	Appendix 2 - Food for Life Catering Mark in Scottish Local Authority Schools - April 2015.
	Appendix 3 - Example of FFL Promotional Artwork.(to be attached)

Food for Life Catering Mark Standards

Bronze Standards

- Meals contain no undesirable food additives or hydrogenated fats

- 75% of dishes are freshly prepared

- Meat is from farms which satisfy UK welfare standards

- Eggs are from cage-free hens

- Menus are seasonal

- Training is provided for all catering staff

- No GM ingredients are used

- Free drinking water is prominently available

- No fish are served from the Marine Conservation Society (MCS) 'fish to avoid' list

- Information is on display about food provenance

- All suppliers have been verified to ensure they apply appropriate food safety standards

- Caterers in schools, early years and residential care settings can demonstrate their compliance with national standards or guidelines on nutrition

- Menus provide for all dietary and cultural needs.

Silver and Gold Standards

Whilst meeting all bronze Standards, the silver and gold standards are assessed on a points system, and recognise caterers making step by step progress to further improve the food they serve.

Food providers are rewarded for every percentage of their ingredient spend on ethical and environmentally friendly food, locally sourced ingredients and steps to offer healthier menus.

Within silver Catering Mark menus, 5% of the total spend on a menu must be on organic produce. At gold, this figure rises to 15%.

To see the standards for each level in further detail: www.sacert.org/catering/standards

Food for Life Catering Mark in Scottish Local Authority Schools - April 2015

1. City of Edinburgh Council has the bronze Catering Mark for all its schools, serving approximately 13,250 meals each day.

2. Aberdeenshire Council has the bronze Catering Mark for their primary school meals service serving 10,500 meals per day.

3. Argyll and Bute Council has the bronze Catering Mark for their school meals service across 75 Primary Schools, serving 2,858 meals per day

4. East Ayrshire Council has the gold Catering Mark for their primary school meals service which serves around 3,000 meals per day across 39 primary schools.

5. East Lothian Council has the bronze Catering Mark for their primary school meal service which serves around 2,770 meals per day across 35 primary schools.

6. East Renfrewshire Council has the bronze Catering Mark for their primary school meal service, serving 4,200 meals per day.

7. Fife Council has the bronze Catering Mark for their primary school meal service which serves around 11,000 meals per day across 144 primary schools.

8. Highland Council has the bronze Catering Mark for their primary school meals service which serves around 9,000 meals per day across 177 primary schools.

9. North Ayrshire Council has the gold Catering Mark for their primary school meals service across 53 primary schools and their school meals service in 1 secondary school, collectively serving around 5,500 meals per day

10. South Lanarkshire Council has the bronze Catering Mark for its 124 Primary schools and 5 of its nursery schools, serving 12,441 meals each day across all sites.

11. Stirling Council has the silver Catering Mark for their primary school meals service which serves around 2,000 meals per day across 37 primary schools and 5 nurseries.

Food for Life - Progressing from Bronze

Bronze Standards

The Bronze Catering Mark Standards are focus on removing harmful additives, GM ingredients and trans-fats from the menu and ensuring that the majority of food is prepared freshly on site.

Silver & Gold Standards

The Silver and Gold Catering Mark Standards are assessed on a points system, where food providers are rewarded for every percentage point of their ingredient spend on ethical and environmentally sustainable food, locally sourced ingredients and steps taken to offer healthier menus.

To achieve the Silver and Gold Catering Mark Standards, you must firstly demonstrate that you meet all of the Bronze Standards.

To achieve the Silver Catering Mark:

A total of 150 points must be attained by:

- Spending at least 5% of your total ingredient budget on organic produce **(25 points)**
- Sourcing ethical and environmentally sustainable food, such as, organic, MSC, free range, MCS 'fish to eat', Freedom Food, Fairtrade or LEAF **(15 points)**
- Taking action from the "making healthy eating easy" steps **(20 points)**
- Collecting another 90 points from any of the three categories **(90 points)**

Education, Children & Families Committee - 6 October 2015

10am, Tuesday, 6 October 2015

Duncan Place/Leith Primary School

Item number	7.13
Report number	
Executive/routine	Executive
Wards	Leith

Executive summary

On 9 December 2014 Committee approved the immediate demolition of the existing Duncan Place building and asked that further work be undertaken on the scoping of options to provide long term accommodation, the outcome of which was to be reported to Committee in Spring 2015.

An application to demolish the building was submitted however Planning advised they did not consider that the proposed demolition would meet the relevant tests therefore it is not possible to demolish the entire building as had been proposed.

The purpose of this report is to provide an update regarding the work which has been undertaken to consider a range of alternative options to provide long term accommodation and to recommend a way forward. The report also provides an update regarding the interim re-provision measures and the stopping up of St Andrew Place.

Links

Coalition pledges	P3 and P4
Council outcomes	CO1, CO2, CO19 and CO25
Single Outcome Agreement	SO3 and SO4

Report

Duncan Place/Leith Primary School

Recommendations

1.1   Note that it is not possible to progress with the demolition of the existing entire Duncan Place building as had been previously approved.

1.2   Approve the recommended way forward to provide replacement accommodation as set out in paragraph 3.17 of this report.

1.3   Request that a further report is provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.

Background

2.1   The Duncan Place building houses a community centre and the gym hall and nursery accommodation for Leith Primary School, sharing a site with the primary school. The building was constructed in the 1930s as a technical block and has previously been used as Leith Academy accommodation. The building was converted to accommodate a community centre some thirty years ago, alongside providing some of the facilities for the adjacent primary school.

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

2.3   A previous report to Committee on 9 December 2014 advised that, as a result of the further survey work undertaken on the fabric of the building, it had been estimated that around £3.48m would be required to refurbish the building. Due to concerns over the condition of the existing building, Committee approved that it be demolished and that further work be undertaken on the scoping of options to provide long term accommodation, the outcome of which was to be reported to Committee in Spring 2015.

2.4   The report advised that interim nursery provision would be made through the delivery of a temporary unit within the school playground; alternative gym facilities would be provided in a local church hall and community users would be relocated throughout the Leith area.

2.5   The original report to the Education, Children and Families Committee was referred to the Governance, Risk and Best Value Committee on 18 December 2014. That Committee requested that officers carry out an investigation into how the building condition was allowed to deteriorate to such an extent that it was considered unsafe, and asked that a report on the outcome of such investigation be reported to Governance, Risk and Best Value Committee in two cycles, this report to include reference to the longer term history of the maintenance of the premises and related Council decisions taken over the last 15 years, at least. This request was addressed in a subsequent report to the Governance, Risk and Best Value Committee on 5 March 2015.

2.6   The purpose of this report is to provide an update regarding the work which has been undertaken to consider a range of alternative options to provide long term accommodation and to recommend a way forward. The report also provides an update regarding the interim re-provision measures and the stopping up of St Andrew Place.

Main report

Demolition of Existing Building

3.1   In accordance with the approach approved by Committee an application was submitted on 11 February 2015 regarding the proposed demolition of the existing Duncan Place building. As the building is considered listed by virtue of its location within the curtilage of a listed building (Leith Primary School), any proposal for the demolition of the building requires listed building consent. The Scottish Historic Environment Policy 2011 (SHEP) requires that a planning authority should only approve any such application if it is satisfied that:

(i)   the building is not of special interest;

(ii)   the building cannot be repaired;

(iii) demolishing the building is essential to delivering significant benefits to economic growth or the wider community; or

(iv)   it is not economically possible to repair the building and it has been marketed as a property suitable for restoration at a price that reflects its location and condition for a reasonable period.

3.2   Planning advised they did not consider that the proposed demolition would meet any of the first three SHEP tests and that, in order to meet the SHEP test associated with listed building consent, the Council would have to evidence option (iv) above. However this would involve marketing the site and, as at least part of the site requires to be retained for Council use for replacement accommodation, this would not be possible.

3.3   In December 2014 the main driver for proposing to demolish the building was concerns over the risks with its condition with the potential for further deterioration over the winter months. However, building condition is not a

material planning consideration in this instance and, as a consequence of the above, it is not possible to progress with the demolition of the entire existing Duncan Place building as had been previously approved and the application to do so has been withdrawn.

3.4   There is also an unused large chimney on the neighbouring school site, formerly serving both the school and Duncan Place, which will be demolished. However, the associated infilling of an underground chamber is proving more problematic than initially envisaged. The solution has now been fully developed but requires to be re-tendered. In order to commence the works during a school holiday period it is likely to be during the February and/or Easter break 2016 when the works commence. Enabling works for the demolition may take place in the October or Christmas break.

Long Term Accommodation Options

3.5   Following the Committee meeting in December 2014 a working group was established involving representatives of all key stakeholders affected by the closure of the Duncan Place building including school management, the school parent council, the Duncan Place Resource Centre Management Committee and officers from Children and Families and Services for Communities.

3.6   This group 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 a result of the consultation undertaken a schedule of replacement accommodation was identified which is detailed in Appendix 1. The size of spaces required for the nursery and gym are well understood and are based on other projects however, other than the four multi-function rooms specified, the remainder of the suggested community space was an estimate.

3.7   This schedule of accommodation was agreed by the working group and has been used to determine the scope for the feasibility study. However it should be noted that it was subsequently rejected by the full Duncan Place Resource Centre Management Committee which was of the opinion that a wider, independent study of need in the area was required. Officers from Children and Families are of the opinion that the accommodation would represent the most appropriate replacement gym, nursery and community centre space.

3.8   The Buildings Programme Team in Corporate Property was commissioned to undertake a feasibility study to consider nine alternative options to a full demolition of Duncan Place.

3.9   Planning suggested that demolition of part of the building to the rear might be considered acceptable. This would allow part, or all, of the replacement space to be delivered through new build on the cleared area created and a number of options were considered which adopted this approach. Any such proposal would require listed building consent for alterations to a listed building but the SHEP test would not apply.

3.10   The feasibility study has now been completed, this providing full information regarding each option including detailed drawings, costs, timescales and an assessment of the pros and cons. The key elements of each option are summarised in Appendix 2 with the body of the full report being attached at Appendix 3; the appendices to the report are lengthy and, with the exception of 7.1 and 7.2, have therefore not been included but can be provided on request.

3.11   In terms of scope the key differentiating factor between the options is how community space would be either included, or the opportunity provided for, and there are five different scenarios which are illustrated in Appendix 2. Under each scenario the replacement gym and nursery accommodation would be provided to the rear of the existing building either through demolition and new build or by adaptation and refurbishment of the existing building. With the exception of option 1 community space is either included, or the opportunity is provided for it, in the three-storey front part of the existing building which would be retained under all options.

3.12   Funding of £4.081m is available for the project comprising the following:

Source of funding	£'000
Balance of funding remaining in the capital investment programme which had been set aside for the provision of a lift, with some of the original funding being applied towards the demolition of the chimney	300
On 13 May 2015 the Finance and Resources Committee approved that any additional funding received from the sale of the existing Boroughmuir High School site (beyond that allocated to the new school) should be prioritised towards the site acquisition for a long term solution to rising rolls in south Edinburgh and the re-provision of facilities at Leith Primary School. Whilst final negotiations are not yet complete, the minimum surplus funding is estimated to be £8m although this could be higher. The cost of acquiring the site in south Edinburgh from Health and Social Care is £6m leaving a balance of £2m to be applied towards the re-provision of facilities at Leith Primary School.	2,000
Corporate Property has agreed that £600,000 can be utilised from the Asset Management Works budget towards the costs of delivering the replacement accommodation; primarily in recognition of the works which will be required to make safe the element of the existing building which will be retained.	600
On 19 May 2015 the Education, Children and Families Committee approved that funding of £1,181,400 be allocated from the Scottish Government early years capital funding to provide the permanent, but expanded, replacement 40:40 nursery with additional provision to cater for two year olds which will be required at Leith Primary School.	1,181
Total Available Funding	**4,081**

3.13 Option 1 has been discounted due to the unacceptably high planning risk associated with creating a four-storey new build structure. The estimated cost of the other options ranges from £3.369m to £5.316m. The capital funding available is £4.081m. Only two options could be delivered within the funding available:

   (i) Option 4 - £3.369m. This would involve retaining the entire exiting building and partially adapting and refurbishing the rear part to provide the gym and nursery. No community space would be provided and the remainder of the building would be made safe and secure for development by others.

   (ii) Option 7 - £4.077m. This would involve the demolition of the rear of the building and the provision of a new build gym and nursery. As with option 4 no community space would be provided and the remainder of the building would be made safe and secure for development by others.

3.14 Option 7 is considered to be preferable to option 4 and is the recommended approach for a number of reasons including:

   • Would allow the provision of brand new bespoke school facilities rather than having to adapt an old, existing building and the inevitable constraints which that would entail.

   • Would have significantly lower ongoing running costs, particularly energy consumption.

   • Would allow a more sustainable building to be delivered as modern, more efficient materials could be used to improve energy efficiency and have a longer life expectancy.

   • Would provide a clearer separation between the school facilities and the element of the Duncan Place building which would remain which would assist with any community asset transfer or disposal.

   • Would include the provision of a lift in the connecting building to allow accessible access to the retained existing building; this is not a feature reflected in option 4 which includes lift access solely to the school facilities.

   • Would remove potential risks associated with adapting (the most significant rear part of) an existing building; there would be greater cost and programme certainty as there generally would be fewer unknowns.

3.15 Neither option 4 or 7 would provide the level of community space identified in Appendix 1 as the remaining part of the Duncan Place building would only be made safe and secure. The two options under scenario 3 would provide the minimum level of community space however the total costs range between £4.244m and £4.816m. In additional to the significant additional financial cost (relative to scenario 2) which would be associated with providing that space, this would still leave the upper two floors of the building for which no long term requirement for any alternative Council use is considered likely.

3.16   The remaining part of the Duncan Place building would be best retained as a complete building which would make either community asset transfer or disposal far more straightforward. It is understood that there have been expressions of interest from the local community regarding the possibility of community asset transfer which, if this were to proceed, would potentially allow a community group to access sources of funding for refurbishment/adaptation of the remaining building which are unavailable to the Council.

Recommended Way Forward

3.17   The following approach is proposed and recommended:

(i)   Committee approves that option 7 (new build gym and nursery) be progressed at an estimated cost of £4.077m. Detailed design work would be initiated as soon as possible to ensure that the replacement facilities can be provided at the earliest opportunity.

(ii)   Discussions would be undertaken with the local community regarding the possibility of community asset transfer being progressed relating to the part of the existing Duncan Place building which would remain.

(iii)   The outcome of these discussions would be reported back to Committee at a later date. Should community asset transfer not be of interest to the local community, or be neither feasible nor possible, consideration would be given to other options for the future use of the building. This would also be reported to Committee together with consideration of how any remaining community activities for which alternative locations had not already been found in the Leith area could be accommodated.

Interim Re-Provision Measures

Nursery

3.18   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. On 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.

3.19   Whilst the temporary unit already has an increased capacity of 30:30 places from the previous 20:20; the size of the unit gives the option, subject to Care Commission approval, of further increasing the capacity to 40:40 to address pressure on nursery places in the area should the need arise.

Gym

3.20   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; this is being used for multi-sports, street dance, dance and Tai Kwon Do. These activities are set to continue and cover all year stages.

3.21 Active Schools provides additional opportunities for pupils to participate in extra-curricular sport and physical activity. Cluster clubs including football, hockey and basketball remain on offer to Leith Primary School pupils at Leith Academy.

Community Use

3.22 In the short term the groups/activities that were hosted in Duncan Place Resource Centre were relocated on the initial understanding that they may return within three to six months. This has now changed and all groups will be visited to reassess their current accommodation and ascertain if it meets their needs and identify any adjustments that may be required for a longer stay.

Stopping up of St Andrew Place

3.23 On 9 December 2014 Committee noted that discussions were ongoing with regards to "blocking off" St Andrew Place and transferring part of the street to school use and requested that this be raised with Services for Communities and also reported back to the Education, Children and Families Committee.

3.24 The extension to the playground is now complete, following the stopping up of St Andrew Place, installing new boundary railings around the entire playground, levelling the surface and providing new access arrangements. A new turning head has been created adjacent to the new playground, however a further Traffic Regulation Order will be necessary to lay yellow lines and road markings, which may take up to nine months to complete. In the interim, white 'advisory' lines are being painted to manage traffic movements in the area.

Measures of success

4.1 A long term accommodation solution to deliver the functions provided in Duncan Place which is appropriate for the services the Council delivers in this area.

Financial impact

5.1 The cost of the feasibility study was £8,250 which has been funded from the Children and Families revenue budget.

5.2 The Children and Families Capital Investment Programme includes £387,000 relating to Duncan Place having been intended to provide a lift in the building. The report to Committee on 9 December 2014 proposed that this funding be utilised to meet the costs of demolishing Duncan Place, subject to this being linked to a new build facility on the cleared site.

5.3 Whilst that approach is no longer possible, an estimated £87,000 will be required to demolish the chimney stack within the primary school site which will leave a

residual balance of £300,000. It is proposed that this remaining funding be applied towards providing replacement accommodation and combined with other sources of funding which have already been identified for this purpose, the details being provided at paragraph 3.12 above.

5.4   This report recommends progressing with option 7 at an estimated cost of £4.077m. The capital funding available is £4.081m, the details of which are provided at paragraph 3.12, resulting in a small surplus of £4,000 which would be retained as additional contingency.

Loans Charges

5.5   This report outlines immediate proposed capital expenditure plans of £4.077m. 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 £4.077m and interest of £2.654m, resulting in a total cost of £6.731m based on a loans fund interest rate of 5.1%. The annual loan charges would be £0.337m.

5.6   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 expenditure.

5.7   With the exception of £2m which would be funded from part of the proceeds of sale of the existing Boroughmuir High School site; all other sources of funding from which the proposed capital expenditure would be met already form part of the approved capital investment programme. Provision for funding this expenditure will be met from the revenue loans charges budget earmarked to meet the overall capital investment programme borrowing costs.

Risk, policy, compliance and governance impact

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

6.2   A long term accommodation solution for the delivery of the functions provided in Duncan Place, including statutory functions relating to the school nursery and gym hall provision, is required.

6.3   There continue to be condition issues with the Duncan Place building which create heath and safety risks and a continued risk of building failure until it is either made safe or (partially) demolished. The Council's insurance underwriters

have expressed significant concern that the building poses a serious threat to heath and safety. Whilst they understand that precautions have been, and will continue to be, put in place to minimise the risk of issues arising the risk remains which could result in claims against the Council and its insurance policy.

6.4   The Council's liability policy requires that "reasonable steps are taken to minimize risk" for indemnity under the policy to be maintained. The Council has identified a serious issue with the Duncan Place building and understands that it is foreseeable for a serious accident to occur; and as time passes the risk is only going to increase. The underwriters have advised that, if cover for events related to these premises is to continue, they require assurance that urgent steps are being taken to remove the risk posed by these premises as soon as practical.

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 working group was established involving representatives of all key stakeholders affected by the closure of the Duncan Place building including representatives of the school management, the school parent council, the Duncan Place Resource Centre Management Committee and officers from Children and Families and Services for Communities. This group 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.

Background reading/external references

* Report to the Education, Children and Families Committee on 9 December 2014

* Report to the Governance, Risk and Best Value Committee on 18 December 2014

* Report to the Governance, Risk and Best Value Committee on 5 March 2015

Gillian Tee

Executive Director of Communities and Families

Contact: Billy MacIntyre, Head of Resources, Children and Families

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

Links

Coalition pledges	P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools. 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. C019 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards and maintenance infrastructure and public realm. CO25 - The Council has efficient and effective services that delver on objectives.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	1 Scope of Long Term Accommodation Requirements 2 Feasibility Study - Summary of Options 3 Duncan Place Resource Centre - Feasibility Study

Appendix 1

Scope of Long Term Accommodation Requirements

Room	No. of rooms	Area (m2)	Total Area (m2)
Nursery - 40/40 with 15 under threes			
3-5 Playroom	1	102	102
2-3 Playroom	1	46	46
Office/Base	1	15	15
Parent Room	1	25	25
DDA WC	1	4	4
WC x 2	1	5	5
Kitchen	1	12	12
Secure Store 3-5	1	15	15
Secure Store 2-3	1	10	10
Cleaner Store	1	3	3
Baby Change	1	3	3
Toilet 3-5	1	23	23
Toilet 2-3	1	13	13
Cloak areas 3-5	1	25	25
Cloak areas 2-3	1	10	10
Total Net Area			**311**
Plant			5
Circulation			42
Total Nursery Area			**358m2**
New Gym Hall			
Gym Hall	1	180	180
Gym Store	1	11	11
Chair Store	1	11	11
Male WC	1	3	3
Female WC	1	3	3
Accessible WC	1	5	5
Office	1	6.5	5.5
Female Change	1	12.5	12.5
Male Change	1	12.5	12.5

Room	No. of rooms	Area (m2)	Total Area (m2)
WC Lobby	1	3.5	3.5
Lobby	1	15.5	15.5
Cleaner Store	1	3	3
Total Net Area			**265.5**
Plant			8.5
Circulation			5
Total Gym Hall Area			**279m2**
Community Facilities			
Multi Function Room	3	54	162
Multi Function Room	1	60	60
Office	1	5	5
Male WC	1	3	3
Female WC	1	3	3
Accessible WC	1	5	5
Baby Change	1	5	5
Storage	1	10	10
Total Net Area			**253**
Plant and circulation (25%)			51
Total Community Space Area			**304m2**

Overall Total Area Required	**941m2**

Appendix 2

Feasibility Study - Summary of Options

Option	Scenario	Description	Community Space	Estimated Cost	Programme Period
1	1	• Demolish rear part of building and provide new build gym, nursery and bespoke community space. • Make safe and secure the remaining building/space for development by others.	Bespoke new build	£4.918m	102 weeks
2	3	• Demolish rear part of building and provide new build gym and nursery. • Provide bespoke community space in remaining building/space and make safe and secure any remaining space for development by others.	Bespoke in remaining building	£4.816m	96 weeks
3	5	• Demolish rear part of building and provide new build gym and nursery. • Provide no bespoke community space but bring the remaining building/space up to full current standards (assumes part is used for community purposes).	Assumed in part of refurbished remaining building	£5.316m	96 weeks
4	2	• Retain entire building and partially convert to provide gym and nursery. • Provide no community space directly. Make safe and secure the remaining building/space for development by others.	None directly	£3.369m	90 weeks
5	3	• Retain entire building and partially convert to provide gym, nursery and bespoke community space. • Make safe and secure remaining building/space for development by others.	Bespoke in remaining building	£4.244m	92 weeks
6	5	• Retain entire building and partially convert to provide gym and nursery. • Provide no bespoke community	Assumes in part of refurbished remaining	£4.958m	102 weeks

Option	Scenario	Description	Community Space	Estimated Cost	Programme Period
		space but bring the remaining building/space up to full current standards (assumes part is used for community purposes).	building		
7	2	• Demolish rear part of building and provide new build gym and nursery. • Provide no community space directly. Make safe and secure the remaining building/space for development by others.	None directly	£4.077m	96 weeks
8	4	• Demolish rear part of building and provide new build gym and nursery. • Provide no bespoke community space but bring the remaining building/space up to a minimum occupiable standard (assumes part is used for community purposes).	Assumes in part of refurbished remaining building	£4.820m	96 weeks
9	4	• Retain entire building and partially convert to provide gym and nursery. • Provide no bespoke community space but bring the remaining building/space up to a minimum occupiable standard (assumes part is used for community purposes).	Assumes in part of refurbished remaining building	£4.328m	96 weeks

In terms of scope the key differentiating factor between the options is how community space would be either included, or the opportunity provided for, and there are five different scenarios which are illustrated in the table below.

Under each scenario the replacement gym and nursery accommodation would be provided to the rear of the existing building either through demolition and new build or by adaptation and refurbishment of the existing building. With the exception of option 1 community space is either included, or the opportunity is provided for it, in the three-storey front part of the existing building which would be retained under all options.

Scenario	Community Space	New build	Adaptation
1	Provide bespoke community space [(i)] as part of the new build at the rear of the existing building in the space cleared by demolition. Make safe and secure the remaining space at the front of the building for development by others.	£4.918m (option 1)	n/a
2	Provide no community space directly. Make safe and secure the remaining space at the front of the building for development by others. This assumes that it would potentially be acquired for community purposes through community asset transfer.	£4.077m (option 7)	£3.369m (option 4)
3	Provide bespoke community space [(i)] in the remaining space at the front of the building. Make safe and secure the other remaining space at the front of the building for development by others.	£4.816m (option 2)	£4.244m (option 5)
4	Provide no bespoke community space but bring the remaining space at the front of the building up to a minimum occupiable standard. This assumes that part of this would be used or acquired for community purposes.	£4.820m (option 8)	£4.328m (option 9)
5	Provide no bespoke community space but bring the remaining space at the front of the building up to full current standards. This assumes that part of this would be used or acquired for community purposes.	£5.316m (option 3)	£4.958m (option 6)

(i)   Bespoke community space refers to that included in the accommodation schedule in Appendix 1.

Appendix 3
Duncan Place Resource Centre - Feasibility Study

1.0 Introduction

Duncan Place Resource Centre was constructed during WWI as a technical block and has previously been used as Leith Academy accommodation. The building was converted to accommodate a community centre some thirty years ago, alongside providing some of the facilities for the adjacent school building which have included a Gymnasium and a Nursery.

Following a succession of issues which emerged regarding its condition, the Duncan Place building was closed in September 2014 to allow intrusive surveys to be conducted. As such all of the accommodation within the building has been relocated. The Nursery is currently located in a temporary unit in the playground area of Leith Primary School and provision has been made for PE, assemblies, school events and active school clubs within Leith Primary School and by use of a temporary lease arrangement with the nearby United Free Church. The community function is also currently located on a temporary basis within the local area.

Condition surveys were concluded with significant issues being identified with the building fabric. In accordance with the approach approved by Committee a Planning application was submitted on February 11th 2015 for the demolition of the Duncan Place Resource Centre building however, the building has been considered as listed by virtue of its location within the grounds of a listed building (Leith Primary School) so any proposal for the demolition of the building would require listed building consent. Following discussions with Planning the application for demolition was withdrawn.

The Buildings Programme Team Architects were appointed in May 2015 to produce a feasibility study to consider and identify alternative options to a full demolition of Duncan Place Resource Centre. These will deliver the scope of the long term accommodation which has been identified as being required to replace the Schools Gym Hall, the Nursery and Community facilities originally accommodated. This report sets out the various aspects considered, the alternatives that were proposed and their development in discussion with Children and Families and the Planning Department.

This feasibility study is prepared for The City of Edinburgh Council Children and Families Department, based upon discussions with Billy McIntyre of Children and Families

2.0 Brief

It is essential that the existing Duncan Place building is made safe and the necessary replacement nursery, gym and community accommodation be provided at the earliest opportunity. This feasibility study will explore options to achieve these objectives.

A working group was established by Children and Families involving representatives of all key stakeholders affected by the closure of the Duncan Place building including representatives of the school management, the

school Parent Council, the Community Centre Management Committee and officers from Children and Families and Services for Communities.

This group has determined the scope of what replacement nursery, gym and community accommodation should be provided in the future. As a result of the consultation undertaken a schedule of replacement accommodation was identified (see Appendix 7.1) including for ancillary facilities such as toilets, circulation and storage. This scope is based on each element (Nursery/Community/School Gym Hall) being considered as a distinct and separate space and the options which we have been asked to explore further include for consideration to be given to what to do with the significant space which would remain in the existing Duncan Place building for example by other Council services by letting to a third party or through community asset transfer.

The purpose of this study is to advise the Children and Families Department about the following:

1. The feasibility of the provision of options to provide Nursery, Gym and Community facilities on the site.
2. Give an assessment of the existing facilities.
3. Advice on costs, programme, procurement and risks.
4. Recommended approach.

3.0 Strategic Summary and Costs

3.1 Site Location Plan

Figure 2 – Site Plan indicating Duncan Place within boundary of Leith PS.

The building sits on an L shaped site which is shared with Leith Primary School. The site is surrounded to the north, east and south by roads; St. Andrews Place, Duncan Place and Duke Place. Duncan Place Resource Centre is located along the southern boundary of the site. The immediate site surrounding the Duncan Place Resource Centre building is almost flat rising slightly from east to west. Public car parking aligns the street edge to the south of the building with playground to the north between the Resource Centre and Leith Primary School. There is also a small area for car parking which was originally provided for community use. Directly to the west is a modern 4 storey residential development and to the south are stone residential properties and tenement flats which overlook the site. To the north west of the site is the former St Andrew's Church which currently houses the Edinburgh Hindu Mandir and Cultural Centre.

The main school building is a Victorian C listed stone building located within a conservation area. The present site has been the location of the school since 1806 and the present building, opened in 1898, is the second to stand on this site originally providing education from babies to 14 year olds. Topped proudly as it is by a ship, a reminder of Leith's maritime past, it is a prominent landmark in Leith. The former gymnasium, within the Duncan Place Resource Centre building, was designed by George Craig (the same Architect as for the Primary School).

Duncan Place Resource Centre is a 3 storey partially steel framed building clad in render with brick corner details and brick window surrounds. It has a slate roof and rendered dormers. The roof line of the building steps down as it extends away from Duncan Place with the more prominent gable end block retaining some of the more ornate brickwork features including a plaque listing names of those who contributed to the buildings formation. The Duke Place elevation appears to change in its architectural style from the more ornate end block with timber windows and brickwork surrounds to a more brutal industrial aesthetic with larger openings and metal windows.

Figure 3 - Aerial view of Duncan Place Resource Centre Facing North.

Directly to the north east of the building there is an existing plant room and brick chimney. It has been confirmed that these will be demolished during Summer 2015. There is also an underground service tunnel which currently accommodates service runs between the main school building and Duncan Place Resource Centre. There are plans to infill this tunnel with solid fill to reduce Health and Safety risks that this currently poses.

Along the north boundary edge of the site, which faces Leith Links, there are plans to develop St. Andrews Place to enclose the public road and create an enclosed extension to the school playground with 2 access gates thus increasing the grounds of the Primary School.

The Nursery temporary unit is located east of the main school building in the playground area (this is not visible on the aerial photo on the previous page). This TU will be removed should the proposal to re-locate the Nursery facility within any of the options illustrated in this report proceeds with the space it occupies given back to the school as playground.

All major utilities services are located along Duncan Place with a water main extending along Duke Place. The existing drainage would require a full survey prior to works commencing.

An intrusive asbestos survey would be required prior to carrying out any works. The management survey (See Appendix 7.7 – Report 20100729) has identified asbestos in some area's which are affected by the proposals.

Duncan Place (Looking South towards Leith Primary School)

Existing Photographs

Duke Place (from Duncan Place)

Resource Centre Part North Elevation (01)

Resource Centre Part North Elevation (02)

Resource Centre East Elevation

3.2   Strategic Summary and Costs

As a result of an assessment of the existing school site it was agreed with Children and Families that a number of options would be explored. These include a mixture of refurbishment, new build, bringing some areas up to current Building Standards, making areas occupiable or making areas of the building safe. Generally the options divide the building into 2 blocks, block A and block B, as shown on the right.

It should be noted that new build options in the area of the site east of the main school building have been discounted because the location of the unoccupied Duncan Place Resource Centre building is considered far less intrusive upon the school grounds and the views from Leith Links and would be less disruptive to the school with the Nursery TU located within the vicinity.
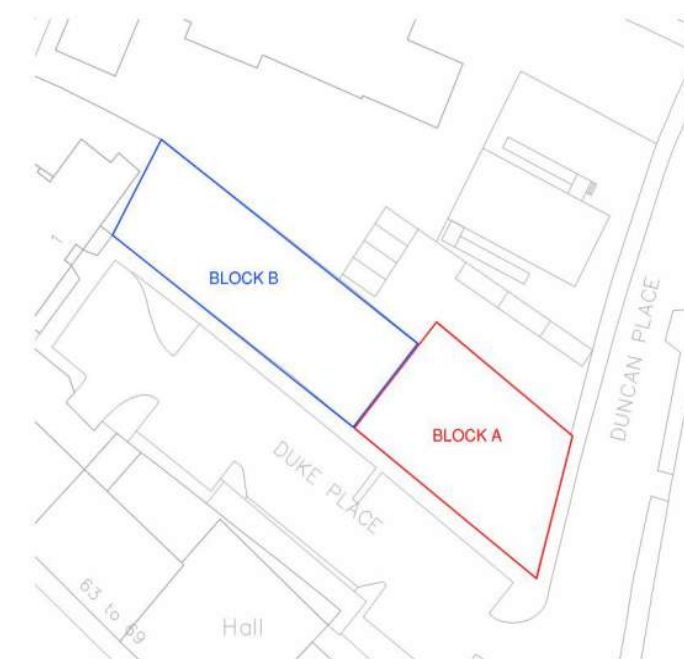
Normally there are arguments either way between new and refurbished buildings. The industry can be divided by such discussion. In the case of the buildings at Duncan place the existing buildings are of relatively little historical merit and their condition is very poor indeed. In our opinion this slants the discussion more in favour of a new build solution. The following should be borne in mind when evaluating all of the options presented here.

Advantages of New Build

- New build solutions provide more cost and programme certainty for the contract as there generally will be fewer unknowns.
- Conflict during the contract could be minimised with fewer unknown works at the outset of the contract
- Plan form tailored accurately to current needs
- Lower maintenance and cleaning costs over the life cycle
- Lower fuel bills over the lifecycle which will help Council achieve Carbon Reduction Commitment (CRC)
- Modern efficient materials will create a more sustainable building and have a longer life expectancy
- Lower U-Values will be required for external envelope which will help Council achieve CRC
- Older record drawings can be difficult to find

Option 1 (see 6.1 Design Drawings)

- **Make safe block A**
- **Remove block B and build a new 3 storey block.**

Block A

This option allows for the possibility for the Council to sell or lease block A at a later date. The building will be made safe as per the scope of works (see section 7.2 Scope of Works) and will have access to a new shared escape stair with a lift for DDA access which forms part of the new building.

Block B

We propose to demolish part of the existing Duncan Place Resource Centre (block B) and build a new 3 storey block in the same location retaining the building line of Duke Place to the south and facing the school to the north. There will be a simple glass break between the old and the new and the nursery will extend slightly on the ground floor level with a single storey entrance area which will help to define this separate function.

This proposal includes for a new Nursery on the ground floor which is accessed separately from the north facing the school with direct access for external play adjacent to the schools playground area. The accommodation includes for 2 playrooms with separate toilets, cloakrooms and stores, a kitchen, a parent room, an office, toilets and baby change (see Appendix 7.1 Accommodation Schedule).

On the first floor a community facility with 4 large function rooms, an office and ancillary rooms will be provided. These function rooms are orientated away from the school with a quieter and brighter aspect facing Duke Place. The main entrance to this level will be via stair 2 with access for fire escape only to stair 3.

The third floor incorporates a new gym, store rooms, an office, changing facilities, toilets, a cleaners store and a plant room. A second plant room located above the toilets and changing areas can be accessed from the cleaners store by ladder. The main entrance to this level will be via stair 3 with secure access for fire escape only into stair 2.

Externally we propose a simple palette of materials with a contemporary aesthetic which will complement the prominent existing end building. The proposed materials are falzinc wall and roof cladding to upper levels and the roof and a smooth dry render finish to the ground floor walls. Floor to ceiling vertical slot windows on the ground and first floor levels will break up the mass of the building and introduce a more contemporary feel. A capless Schuco curtain walling system to stair 2 is proposed to create a sympathetic break between the existing and the new building.

Pros

- Refer to "Advantages of New Build" List in Section 3.2
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- Contractors compound can be located next to the proposed site.
- The proposed location of the building and a construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- No impact on restricted external area of the site.
- Less remedial structural works required compared to full refurbishment options

Cons

- There may be extensive drainage diversions required. Further investigation needed.
- Asbestos removals required.
- Further intrusive surveys required for block A.
- This was not the preferred new build option when discussed with planning (see section 4.02).

The cost for this option is **£4,918,191.34** (refer to section 7.10) which includes a construction cost of **£4,115,000.00.** In terms of annual running costs (including energy, cleaning and security), an estimated annual cost has been calculated as **£89,899.00**.

Option 2 (see 6.1 Design Drawings)

- **Refurbish and re-configure the ground floor of block A.**
- **Make safe block A, levels 1 and 2.**
- **Remove block B and build a new 2 storey block.**

Block A

This is a reconfiguration and refurbishment of the ground floor to re-provide the community function here. Four Multi-function rooms, toilets and ancillary accommodation are proposed with the main entrance via stair 1. The remainder of this block on the first and second floors is to be made safe as for option 1 (refer to scope of works in section 7.1 for these areas). These areas will again have access to stairs 1 and 2 for fire escape and DDA access.

Where there is a change in the existing architectural style of the building to the rear along Duke Place we propose to treat the area of the intermediate existing building between the more ornate section and the new building to match in with the new building materials and architecture. This area will be rendered with smooth white render with falzinc box dormers in the roof, more open new aluminium windows within existing window openings with a falzinc finish beneath.

Block B

As for option 1 we propose to demolish part of the existing Duncan Place Resource Centre (block B) however this proposal is to only build a new 2 storey block in the same location again retaining the building line of Duke Place to the south and facing the school to the north.

This proposal includes for a new Nursery on the ground floor as for option 1. The gymnasium function is located in the same way as in option 1 but it is located on the first floor. There is no community function within the new building except for a shared stair for fire escape and DDA access only (stair 2).

The external treatment to the building and drainage issues are as for option 1.

Pros
- Refer to "Advantages of New Build" List in Section 3.2
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- Contractors compound can be located next to the proposed site.
- The proposed location of the building and a construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.

- Less remedial structural works required compared to full refurbishment options

Cons
- There may be extensive drainage diversions required. Further investigation needed.
- Asbestos removals required.
- Further intrusive surveys required for block A.

The cost for this option is **£4,816,406.86** (refer to section 7.10) which includes a construction cost of **£4,031,000.00.** In terms of annual running costs (including energy, cleaning and security), an estimated annual cost has been calculated as **£75,541.00**.

Option 3 (see 6.1 Design Drawings)

- **Bring Block A up to current building regulations.**
- **Remove block B and build a new 2 storey block.**

Block A

This is a full refurbishment to bring the building up to standard in terms of the current building regulations. There will be extensive works to external fabric to improve thermal qualities. Alterations to the internal layout will be kept to a minimum. Please refer to section 7.2 Scope of Works for more detailed account of works required.

A new lift shaft will be installed with a new access ramp externally to make the building fully DDA compliant. The building will share a fire escape stair with Block B.

Where there is a change in the existing architectural style of the building to the rear along Duke Place we propose to treat the area of the intermediate existing building between the more ornate section and the new building to match in with the new building materials and architecture as for Option 2.

Block B

As for option 2.

Pros

- Refer to "Advantages of New Build" List in Section 3.2
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- Contractors compound can be located next to the proposed site.
- The proposed location of the building and a construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- Less remedial structural works required compared to full refurbishment options
- This is a cheaper option compared with the 3 storey new build option.

Cons

- There may be extensive drainage diversions required. Further investigation needed.
- Asbestos removals required.
- Further intrusive surveys required for block A.

The cost for this option is **£5,316,164.39** (refer to section 7.10) which includes a construction cost of **£4,458,000.00.** In terms of annual running costs (including energy, cleaning and security), an estimated annual cost has been calculated as **£80,766.00**.

Option 4 (see 6.1 Design Drawings)

- **Retain existing superstructure of building.**
- **Make safe block A and part of block B.**
- **Re-configure and refurbish part of the ground and first floors block B.**

Block A

This option allows for the possibility for the Council to sell, transfer, or lease Block A and/or part of Block B at a later date. Block A (and part of block B) will be made safe as per the scope of works (see section 7.2 Scope of Works) and will have access to a new shared escape stair. There is no lift provided for these areas.

Block B

Re-configuration and refurbishment of the ground floor to increase the area of the original nursery by extending over two existing workshops on this level. Provision made for a new central fire escape stair to be shared with block A and a new lift which will allow for DDA access to the gymnasium accommodation only.

Pros
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- A construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- The building has already been vacated so no further decant is required.
- No impact on restricted external area of the site.
- This is the lowest cost of all the options.
- Planning permission and listed building consent is not required.

Cons
- More remedial structural works required compared to new build options
- Asbestos removals required.
- Further intrusive surveys required for block A and block B.
- Areas to be made safe on first and second floors do not have DDA access to a lift.

The cost for this option is **£3,369,129.49** (refer to section 7.10) which includes a construction cost of **£2,815,000.00.** In terms of annual running costs (including energy, cleaning and security), an estimated annual cost has been calculated as **£85,415.00**.

Option 5 (see 6.1 Design Drawings)

- **Retain existing superstructure of building.**
- **Provide Community Facility on ground floor of block A.**
- **Make safe block A and part of block B.**
- **Re-configure and refurbish part of the ground and first floors block B.**

Block A

As for option 4 but a community facility will be provided on the ground floor and the first and second floors will have access to a lift in the central stair (stair 2).

Block B

As for option 4.

Pros
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- A construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- The building has already been vacated so no further decant is required.
- No impact on restricted external area of the site.
- This is the second lowest cost of all the options.
- Planning permission and listed building consent is not required.

Cons
- More remedial structural works required compared to new build options
- Asbestos removals required.
- Further intrusive surveys required for block A and block B.

The cost for this option is **£4,243,717.85** (refer to section 7.10) which includes a construction cost of **£3,557,000.00.** In terms of annual running costs (including energy, cleaning and security), an estimated annual cost has been calculated as **£88,253.00**.

Option 6 (see 6.1 Design Drawings)

- **Retain existing superstructure of building.**
- **Block A and part block B to be brought up to current standards.**
- **Re-configure and refurbish part of the ground and first floors block B.**

Block A

This is a full refurbishment to bring the building up to standard in terms of the current building regulations. There will be extensive works to the external fabric to improve thermal qualities. Alterations to the internal layout will be kept to a minimum. Please refer to section 7.2 Scope of Works for more detailed account of works required.

A new lift shaft will be installed with a new access ramp externally to make the building fully DDA compliant. The building will share a fire escape stair with Block B.

Block B

As for option 4.

Pros
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- A construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- The building has already been vacated so no further decant is required.
- No impact on restricted external area of the site.
- Planning permission and listed building consent is not required.

Cons
- More remedial structural works required compared to new build options
- Asbestos removals required.
- Further intrusive surveys required for block A and block B.

The cost for this option is **£4,957,583.30** (refer to section 7.10) which includes a construction cost of **£4,166,000.00.** In terms of annual energy consumption, an estimated annual cost has been calculated as **£94,826.00**.

Option 7 (see 6.1 Design Drawings)

- **Make safe block A**
- **Remove block B and build a new 2 storey block.**

Block A

As for option 1

Block B

As for option 2

Pros

- Refer to "Advantages of New Build" List in Section 3.2
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- Contractors compound can be located next to the proposed site.
- The proposed location of the building and a construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- Less remedial structural works required compared to full refurbishment options

Cons

- There may be extensive drainage diversions required. Further investigation needed.
- Asbestos removals required.
- Further intrusive surveys required for block A.

The cost for this option is **£4,076,746.07** (refer to section 7.10) which includes a construction cost of **£3,402,000.00.** In terms of annual energy consumption, an estimated annual cost has been calculated as **£66,142.00**.

Option 8 (see 6.1 Design Drawings)

- **Make occupiable block A**
- **Remove block B and build a new 2 storey block.**

Block A

The retained Block A will be refurbished to a level that allows the building to be safely occupied but would remove most elements of decoration and a basic provision of lighting and power. Refer to Section 7.2 for inclusions and exclusions.

Block B

As for option 2

Pros

- Refer to "Advantages of New Build" List in Section 3.2
- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- Contractors compound can be located next to the proposed site.
- The proposed location of the building and a construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- Less remedial structural works required compared to full refurbishment options

Cons

- There may be extensive drainage diversions required. Further investigation needed.
- Asbestos removals required.
- Further intrusive surveys required for block A.

The cost for this option is **£4,819,908.50** (refer to section 7.10) which includes a construction cost of **£4,057,000.00.** In terms of annual energy consumption, an estimated annual cost has been calculated as **£81.777.00**.

Option 9 (see 6.1 Design Drawings)

- **Make occupiable block A and part of block B**
- **Re-configure and refurbish part of the ground and first floors block B.**

Block A

The retained Block A and part of block B will be refurbished to a level that allows the building to be safely occupied but would remove most elements of decoration and a basic provision of lighting and power. Refer to Section 7.2 for inclusions and exclusions.

Block B

As for option 2

Pros

- Possibility to obtain capital or revenue streams for block A by letting to other Council services, to a third party or through community asset transfer.
- Contractors compound can be located next to the proposed site.
- The proposed location of the building and a construction compound can be clearly separated from the operational school thus reducing the impact of construction upon the school.
- The building has already been vacated so no further decant is required.
- No impact on restricted external area of the site.
- Less remedial structural works required compared to full refurbishment options

Cons

- There may be extensive drainage diversions required. Further investigation needed.
- Asbestos removals required.
- Further intrusive surveys required for block A.
- Building Warrant required.
- Planning permission and listed building consent required.
- Shared services between block A and block B may be less attractive to developers.

The cost for this option is **£4,327,853.30** (refer to section 7.10) which includes a construction cost of **£3,617,000.00.** In terms of annual energy consumption, an estimated annual cost has been calculated as **£94,826.00**.

4.0   Consultations

4.1   Client Department

A meeting was held between Ian, Ramsey, Peter Banks, Joanna Gracie (Architects, SFC) and Billy McIntyre (C&F) to agree the brief.

Several meetings have been held between SFC and C&F to discuss the plan layouts. At the time of writing the principles of the options have been agreed, although the specific timing of the options has not been agreed and is to be further discussed with the School, community and Children and Families.

4.2   Planning Department

Of the new build options The Planning Authority considered the 2 storey new build proposal to be the preferred option in terms of scale and massing because the height of the 3 storey building will be higher than the existing building. This may detract from the prominence of the existing end block (block A). The idea to retain part of the existing building on Duncan Place however with the demolition of the part of the building with less architectural merit was welcomed.

4.3   Building Control

A building warrant will be required for all warrantable works. This would include the new build option and where the existing building is being upgraded.

In the "Make Safe" options, building control may take the view that the works involved are repairs and therefore a warrant may not be required. They would be in a position to advise more definitively once an option is developed up to RIBA Stage 3/4.

M+E Engineer has noted that new building regulations are coming into force in October and there is a section for Consequential Improvement to buildings (annex 6D). This may add 5% cost to the project if the BCO does not allow the present refurbishment to fall within the ambit of improving the carbon performance of the building.

4.4   M+E Engineers Design Summary

The Buildings Programme Team Mechanical and Electrical Engineers completed an M&E Feasibility report in June 2015 (see Appendix 7.3). In area's which are to be "made safe" there will be minimal services provided allow for frost protection, fire alarm, security, background heating & ventilation.

The proposal for the new build block utilises the existing heating and water infrastructure from the school which saves on new utility costs. The cost report has been based on this proposal. There is alternative option that would be to allow for a completely new system which would require new connections etc. but this was not taken forward as part of the cost report. Ventilation will be a mixture of natural and mechanical ventilation. We have also allowed

for a new calorifier, lighting, power, intruder and fire alarms, CCTV, telephone connection and new lifts as per layouts. The new build gym / nursery will most likely need an SBEM to pass and may require lighting and insulation upgrades above the minimum building standards requirements and renewable energy such as photo-voltaic cells.

4.5   Structural Engineers Design Summary

David Narro Consulting Structural and Civil Engineers produced a Structural Engineers feasibility report in June 2015 (see Appendix 7.4). For the new build options they propose a steel frame structure built off concrete pad and strip foundations with precast or insitu concrete slabs spanning between masonry walls. They have confirmed that all of the proposals affecting the existing building will not affect the stability of the structure and are feasible however they have highlighted a requirement for further intrusive investigation (see section 5.1).

5.0   Investigations

5.1   Condition Survey

A structural inspection was carried out by Will Rudd Davidson structural engineers on May 30th 2014. The inspection was a visual inspection of the internal and external fabric of the building. This inspection was limited to certain area's and therefore does not represent a comprehensive appraisal of the building.

Generally the building appeared to be in a fair condition from a structural perspective with some evidence of slight cracking in some of the internal walls. On the top floor there was some considerable areas of water ingress apparent which may well be having an ongoing effect on the structural fabric and WRD noted concern about the ceiling to rooms on the second floor. WRD have advised that further more intrusive investigation is carried out at close quarters (particularly along the south elevation and above second floor ceilings) and a full CCTV survey of drains and specialist contractor is engaged to carry out a full damp survey of the building (refer to appendices section for copy of the report).

A further intrusive condition survey was carried out by the Buildings Programme Team at CEC on November 3rd 2014. The data collected suggests that various key building elements are beyond their expected life. Concerns were raised about the condition of the entire building and subsequent visits raised questions about the presence of rot within the hidden building fabric. It should be noted that the area's recommended for inspection by specialist companies vastly exceed those undertaken by BPT. The majority of items uncovered are related to external defects in the building fabric but a few are attributable to internal issues with building services. (refer to appendices section 7.6 for copy of the report).

A Fire Safety Report was carried out by Corporate Facilites Management CEC on September 10th 2014. This report advised that the fire escape from the building was non-compliant and that another fire stair should be provided.

5.2   Asbestos Report

An Asbestos Demolition survey was carried out on 24.04.15 which highlighted Asbestos Containing Materials (ACMs) in brown mastic material within the attic space above gym. The report also highlighted presumed ACMs to pipework gaskets within the Gas Mains cupboard and 1st floor gym foyer.

Areas not inspected include all gas, electrical and mechanical equipment and the large chimney. Please refer to appendix 7.7 for a copy of the survey.

A specialist Asbestos Contractor will have to be employed to remove any ACMs as highlighted in the report as well as any items that a discovered on site during the works.

6.0 Option Appraisal

6.1   Option Appraisal Drawings

Nine options have been investigated to illustrate a mixture of alternative approaches for the project. Please refer to appendix 7.2 for the scope of works for all options. Options 1 - 9 have been designed to take into account all issues raised in the strategic summary. Drawings which formed the basis of consultation and costing are included below.

Option 1

PLANT AREA ABOVE ANCILLARY ACCOMMODATION
ACCESSED VIA LADDER IN CLEANERS STORE BELOW.
AREA: 26M2

STUDIO STUDIO STUDIO

STUDIO STUDIO

STAIR 1

WC 6M2

STORE 11M2

GYM HALL 191M2

FEMALE CHANGE 14.5M2

WC 3m2

WC 3m2

STORE 13M2

MALE CHANGE 14.5M2

CL. ST. 3M2

OFFICE 6.5M2

PLANT 11M2

LOBBY STAIR 2

STAIR 3

LOBBY 5m2

CORRIDOR 25M2

LOBBY LIFT

LIFT

FLAT ROOF

LEGEND

NURSERY ACCOMMODATION (GIFA 397M2)

GYM HALL ACCOMMODATION (GIFA 307M2)

COMMUNITY SPACE (GIFA 320M2)

COMMUNAL FIRE ESCAPE (GIFA 349M2)

ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS

ACCOMMODATION TO BE MADE SAFE ONLY (GIFA - 917M2)

PLANT (GIFA-36M2)

TOTAL GROSS INTERNAL FLOOR AREA: 2368M2

CLASSROOM CLASSROOM CLASSROOM

CLASSROOM CLASSROOM

STAIR 1

MF ROOM 60M2

MF ROOM 54M2

MF ROOM 54M2

MF ROOM 54M2

ACC WC 5M2

WC 3M2

WC 3M2

CL. ST. 3M2

B. CH. 5M2

LOBBY STAIR 2

STORE 9.2M2

OFFICE 5M2

STAIR 3

LOBBY 3.5M2

CORRIDOR 50M2

LOBBY 3M2

LIFT

LIFT

FLAT ROOF

WORKSHOP

STAIR 1

STORE 10M2

TOILETS 25M2

WC 5M2

PARENT ROOM 25M2

STORE 10M2

TOILETS 13M2

LOBBY 3M2

B CH. 3M2

CL. 3M2

3-5 PLAYROOM 102M2

KITCHEN 12M2

CLOAK ROOM 25M2

WC 3M2

WC 3M2

CLOAK ROOM 12M2

2-3 PLAYROOM 48M2

STAIR 3

LOBBY STAIR 2

STORE 5M2

LOBBY

LIFT

LIFT

CORRIDOR 47M2

OFFICE15M2

COMMUNITY ENTRANCE

GYM ENTRANCE

COMMUNITY ENTRANCE

0 5 10 15 20m

DUNCAN PLACE FEASIBILITY
OPTION 1

Option 2

STUDIO · STUDIO · STUDIO · STUDIO · STUDIO

STAIR 1 · LOBBY STAIR 2 · LIFT

PLANT ROOM 26M2

CLASSROOM · CLASSROOM · CLASSROOM · CLASSROOM · CLASSROOM

STAIR 1 · LOBBY STAIR 2 · LIFT

STORE 11M2 · PLANT 11M2 · LOBBY 5m2

GYM HALL 191M2

STORE 13M2 · FEMALE CHANGE 14.5M2 · WC 6M2 · WC 3m2 · WC 3m2 · OFFICE 6.5M2 · MALE CHANGE 14.5M2 · CL. ST. 3.3M2 · STAIR 3 · LIFT · CORRIDOR 25M2

FLAT ROOF

PLANT AREA ABOVE ANCILLARY ACCOMMODATION SHOWN DOTTED ACCESSED VIA LADDER IN CLEANER STORE 26M2

MULTI FUNCTION ROOM 55m2 · MULTI FUNCTION ROOM 53m2 · MULTI FUNCTION ROOM 55m2 · MULTI FUNCTION ROOM 60m2

STAIR · STORE 4m2 · STORE 5m2 · OFFICE 6m2 · QUIET 6m2

LOBBY STAIR 2 · LIFT · COMMUNITY ENTRANCE

COMMUNITY ENTRANCE

3-5 PLAYROOM 102M2 · STORE 10M2 · TOILETS 25M2 · LOBBY 3M2 · KITCHEN 12M2 · CLOAK ROOM 25M2 · WC 3M2 · WC 3M2 · B CH. 3M2 · CL. 3M2 · WC 5M2 · PARENT ROOM 25M2 · STORE 10M2 · TOILETS 13M2 · CLOAK ROOM 12M2 · 2-3 PLAYROOM 48M2 · STORE 5M2 · CORRIDOR 47M2 · OFFICE 15M2

STAIR 3 · LOBBY · LIFT · GYM ENTRANCE

NURSERY ENTRANCE

LEGEND

NURSERY ACCOMMODATION (GIFA 397M2)

GYM HALL ACCOMMODATION (GIFA 402M2)

COMMUNITY SPACE (GIFA 321M2)

COMMUNAL FIRE ESCAPE (GIFA 224M2)

ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS

ACCOMMODATION TO BE MADE SAFE ONLY (GIFA + 611M2)

PLANT (GIFA 37M2)

TOTAL GROSS INTERNAL FLOOR AREA: 2027M2

0 · 5 · 10 · 15 · 20m

DUNCAN PLACE FEASIBILITY
OPTION 2

Option 3

LEGEND

NURSERY ACCOMMODATION (GIFA 397M2)

GYM HALL ACCOMMODATION (GIFA 307M2)

COMMUNITY SPACE (N/A)

COMMUNAL FIRE ESCAPE (GIFA 227M2)

ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS (GIFA 908M2)

ACCOMMODATION TO BE MADE SAFE ONLY (N/A)

PLANT (GIFA 37M2)

TOTAL GROSS INTERNAL FLOOR AREA: 1996M2

First floor plan labels:

STUDIO, STUDIO, STUDIO, STUDIO, STUDIO

STAIR 1, LIFT, LOBBY STAIR 2

PLANT ROOM 26M2

Second floor plan labels:

CLASSROOM, CLASSROOM, CLASSROOM, CLASSROOM, CLASSROOM

STAIR 1, LIFT, LOBBY STAIR 2

STORE 11M2, PLANT 11M2, LOBBY 5m2

GYM HALL 191M2

STORE 13M2, OFFICE 6.5M2

FEMALE CHANGE 14.5M2, MALE CHANGE 14.5M2

WC 6M2, WC 3m2, WC 3m2, CL. ST. 3.3M2

STAIR 3, LIFT, CORRIDOR 25M2

FLAT ROOF

PLANT AREA ABOVE ANCILLARY ACCOMMODATION SHOWN DOTTED ACCESSED VIA LADDER IN CLEANER STORE 26M2

Ground floor plan labels:

STAIR 1, LIFT, LOBBY STAIR 2, WORKSHOP

COMMUNITY ENTRANCE

3-5 PLAYROOM 102M2

STORE 10M2, TOILETS 25M2

LOBBY 3M2, KITCHEN 12M2, CLOAK ROOM 25M2

WC 5M2, B CH 3M2, CL. 3M2, WC 3M2, WC 3M2

PARENT ROOM 25M2, STORE 10M2, TOILETS 13M2

CLOAK ROOM 12M2, 2-3 PLAYROOM 48M2, STORE 5M2

CORRIDOR 47M2, OFFICE 15M2

STAIR 3, LIFT, LOBBY, GYM ENTRANCE

0   5   10   15   20m

DUNCAN PLACE FEASIBILITY
OPTION 3

Option 4

LEGEND

NURSERY ACCOMMODATION (GIFA 385M2)

GYM HALL ACCOMMODATION (GIFA 491M2)

COMMUNITY SPACE (N/A)

COMMUNAL FIRE ESCAPE (GIFA 214M2)

ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS (N/A)

ACCOMMODATION TO BE MADE SAFE ONLY (GIFA 1061M2)

PLANT (N/A)

TOTAL GROSS INTERNAL FLOOR AREA: 2157M2

DUNCAN PLACE FEASIBILITY
OPTION 4

Option 5

LEGEND

- NURSERY ACCOMMODATION (GIFA 380M2)
- GYM HALL ACCOMMODATION (GIFA 491M2)
- COMMUNITY SPACE (GIFA 321M2)
- COMMUNAL FIRE ESCAPE (GIFA 195M2)
- ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS (N/A)
- ACCOMMODATION TO BE MADE SAFE ONLY (GIFA + 741M2)
- PLANT (N/A)

TOTAL GROSS INTERNAL FLOOR AREA: 2157M2

Top floor plan:

STUDIO, STUDIO, STUDIO, DANCE BASE, VOID ABOVE GYM HALL

STAIR 1, STUDIO, STUDIO, LIFT, LOBBY STAIR 2

Middle floor plan:

CLASSROOM, CLASSROOM, CLASSROOM, CHAIR STORE 14m2, OFFICE 7m2, PLANT 5m2, ACC 5m2

FEMALE 13m2, WC LOBBY, CIRC. 10m2, CL 5m2, WC 3m2, WC 3m2

STAIR 1, GYM STORE 22m2, GYM HALL 188m2, MALE 13m2

CLASSROOM, CLASSROOM, LIFT, LOBBY STAIR 2, LOBBY 31m2, STAIR 3

Bottom floor plan:

MULTI FUNCTION ROOM 55m2, MULTI FUNCTION ROOM 53m2, MULTI FUNCTION ROOM 55m2

TOILETS 12m2, STORE 10m2, CLOAK 11m2, ACC 5m2, PARENT'S ROOM 25m2, STORE 15m2, PLANT 5m2, TOILETS 25m2

LOBBY 33m2, CL 3m2, WC X 2 6m2, B CH. 3m2, 3-5 YEARS 105m2

STAIR, STORE 4m2, STORE 5m2, OFFICE 6m2, QUIET ROOM 6m2, MULTI FUNCTION ROOM 60m2, 2-3 YEARS 47m2, OFFICE 15m2, KITCHEN 12m2, CLOAK 25m2

LIFT, LOBBY STAIR 2, STAIR 3

COMMUNITY ENTRANCE, NURSERY ENTRANCE, GYM ENTRANCE

0   5   10   15   20m

DUNCAN PLACE FEASIBILITY
OPTION 5

Option 6

LEGEND

	NURSERY ACCOMMODATION (GIFA 385M2)
	GYM HALL ACCOMMODATION (GIFA 491M2)
	COMMUNITY SPACE (N/A)
	COMMUNAL FIRE ESCAPE (GIFA 214M2)
	ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS (GIFA 1062M2)
	ACCOMMODATION TO BE MADE SAFE ONLY (N/A)
	PLANT (N/A)

TOTAL GROSS INTERNAL FLOOR AREA: 2157M2

DUNCAN PLACE FEASIBILITY
OPTION 6

Option 7

STUDIO

STUDIO

STUDIO

STAIR 1

STUDIO

STUDIO

LOBBY
STAIR 2

LIFT

PLANT
ROOM
26M2

LEGEND

NURSERY ACCOMMODATION (GIFA 397M2)

GYM HALL ACCOMMODATION (GIFA 402M2)

COMMUNITY SPACE (GIFA 321M2)

COMMUNAL FIRE ESCAPE (GIFA 224M2)

ACCOMMODATION TO BE BROUGHT UP TO
CURRENT STANDARDS

ACCOMMODATION TO BE MADE SAFE ONLY (GIFA - 611M2)

PLANT (GIFA 37M2)

TOTAL GROSS INTERNAL FLOOR AREA: 2027M2

CLASSROOM

CLASSROOM

CLASSROOM

STAIR 1

CLASSROOM

CLASSROOM

LOBBY
STAIR 2

LIFT

STORE
11M2

PLANT
11M2

LOBBY
5m2

GYM HALL
191M2

FLAT ROOF

STORE
13M2

OFFICE
6.5M2

FEMALE
CHANGE
14.5M2

MALE
CHANGE
14.5M2

WC
6M2

WC
3m2

WC
3m2

CL.
ST.
3.3M2

STAIR 3

LIFT

CORRIDOR
25M2

PLANT AREA ABOVE ANCILLARY
ACCOMMODATION SHOWN DOTTED
ACCESSED VIA LADDER IN CLEANER STORE
26M2

CLASSROOM

STAIR 1

WORKSHOP

COMMUNITY
ENTRANCE

LOBBY
STAIR 2

LIFT

3-5
PLAYROOM
102M2

STORE
10M2

LOBBY
3M2

KITCHEN
12M2

TOILETS
25M2

CLOAK
ROOM
25M2

WC
5M2

B CH.
3M2

CL.
3M2

WC
3M2

WC
3M2

PARENT ROOM
25M2

CLOAK
ROOM
12M2

STORE
5M2

CORRIDOR
47M2

OFFICE15M2

STORE
10M2

2-3
PLAYROOM
48M2

TOILETS
13M2

STAIR 3

LOBBY

LIFT

GYM ENTRANCE

NURSERY
ENTRANCE

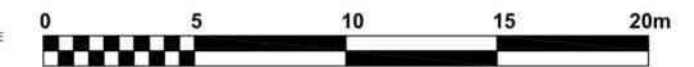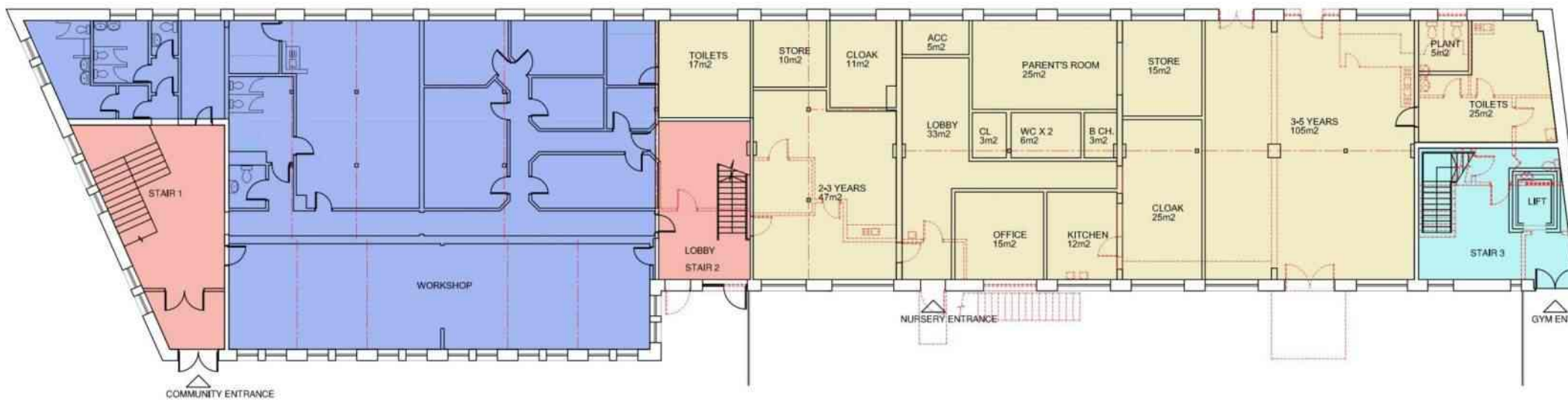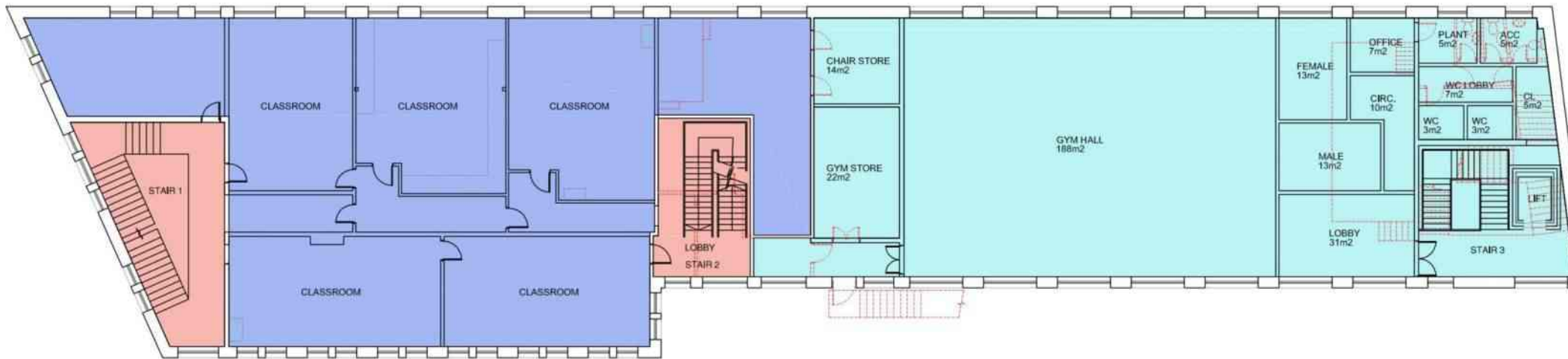0   5   10   15   20m
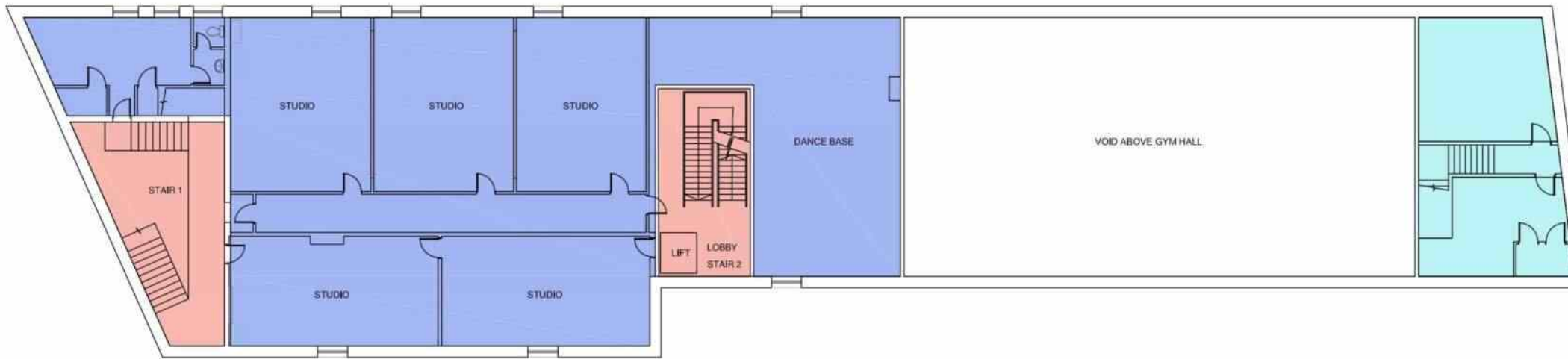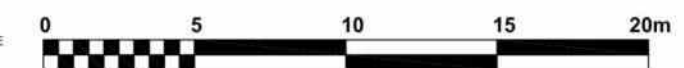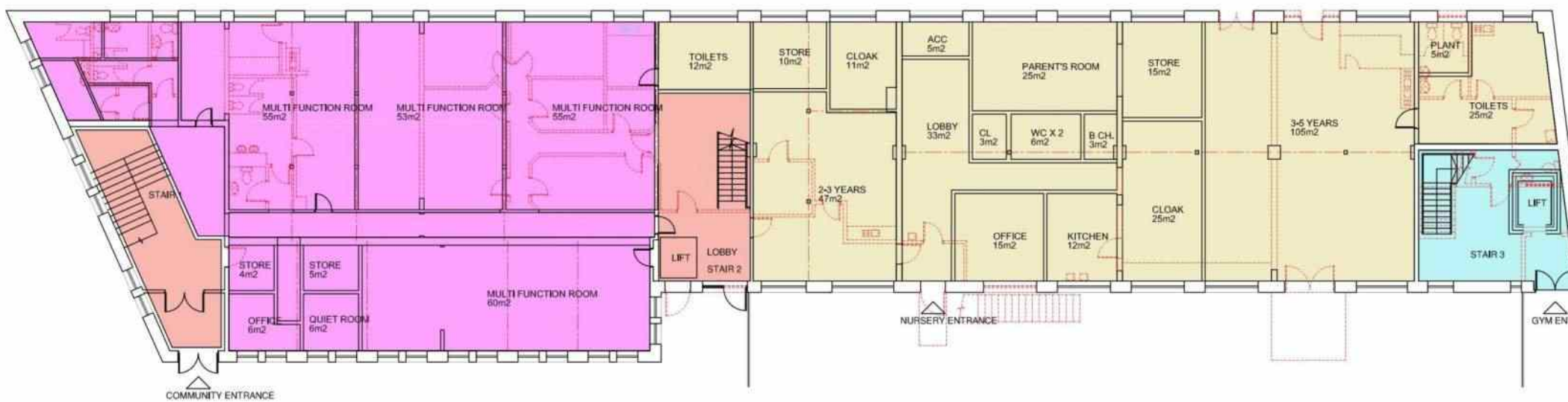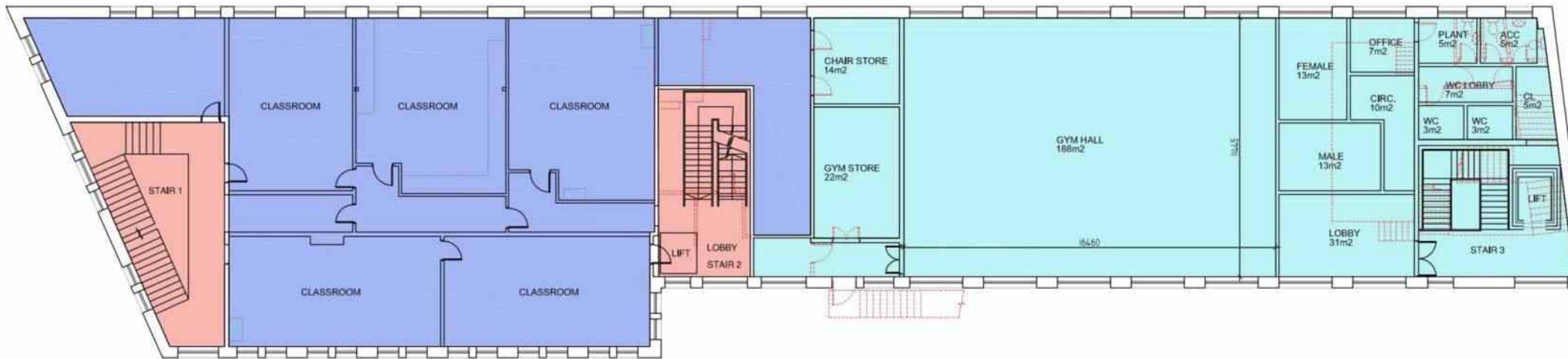
DUNCAN PLACE FEASIBILITY
OPTION 7

Option 8
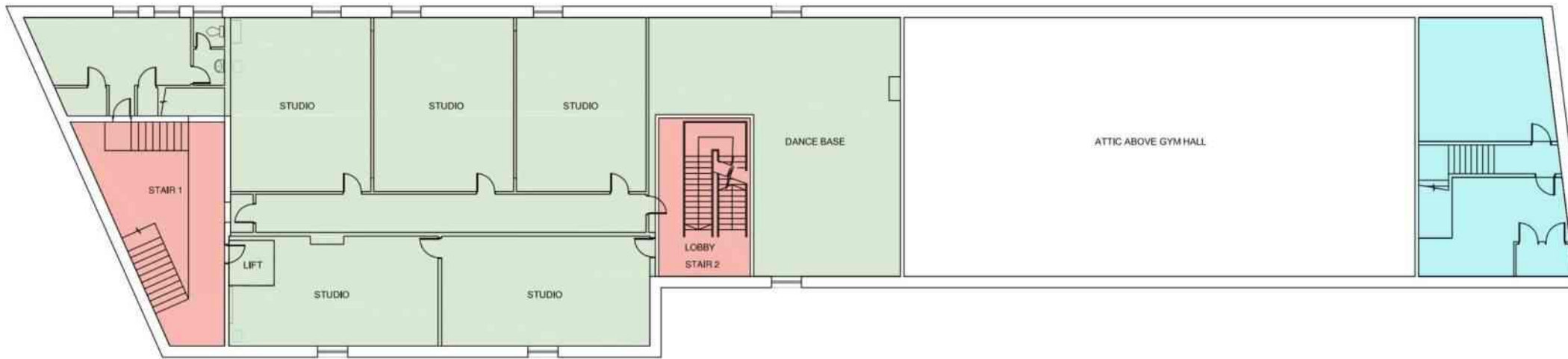

LEGEND

- NURSERY ACCOMMODATION (GIFA 397M2)
- GYM HALL ACCOMMODATION (GIFA 402M2)
- COMMUNITY SPACE N/A
- COMMUNAL FIRE ESCAPE (GIFA 224M2)
- ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS N/A
- ACCOMMODATION TO BE MADE SAFE ONLY N/A
- ACCOMMODATION TO BE MADE OCCUPIABLE (GIFA - 908M2)
- PLANT (GIFA 37M2)

TOTAL GROSS INTERNAL FLOOR AREA: 2027M2

First floor:

STUDIO, STUDIO, STUDIO, STUDIO, STUDIO

STAIR 1

LOBBY STAIR 2

LIFT

PLANT ROOM 26M2

Second floor:

CLASSROOM, CLASSROOM, CLASSROOM, CLASSROOM, CLASSROOM

STAIR 1

LOBBY STAIR 2

LIFT

STORE 11M2

PLANT 11M2

LOBBY 5m2

GYM HALL 191M2

STORE 13M2

FEMALE CHANGE 14.5M2

MALE CHANGE 14.5M2

OFFICE 6.5M2

WC 6M2

WC 3m2

WC 3m2

CL. ST. 3.3M2

STAIR 3

LIFT

CORRIDOR 25M2

FLAT ROOF

PLANT AREA ABOVE ANCILLARY ACCOMMODATION SHOWN DOTTED ACCESSED VIA LADDER IN CLEANER STORE 26M2

Ground floor:

STAIR 1

LOBBY STAIR 2

LIFT

WORKSHOP

COMMUNITY ENTRANCE

COMMUNITY ENTRANCE

3-5 PLAYROOM 102M2

STORE 10M2

TOILETS 25M2

LOBBY 3M2

KITCHEN 12M2

CLOAK ROOM 25M2

B CH. 3M2

CL. 3M2

WC 3M2

WC 3M2

WC 5M2

PARENT ROOM 25M2

CLOAK ROOM 12M2

STORE 5M2

STORE 10M2

TOILETS 13M2

2-3 PLAYROOM 48M2

STAIR 3

LOBBY

LIFT

CORRIDOR 47M2

OFFICE 15M2

NURSERY ENTRANCE

GYM ENTRANCE

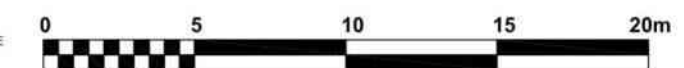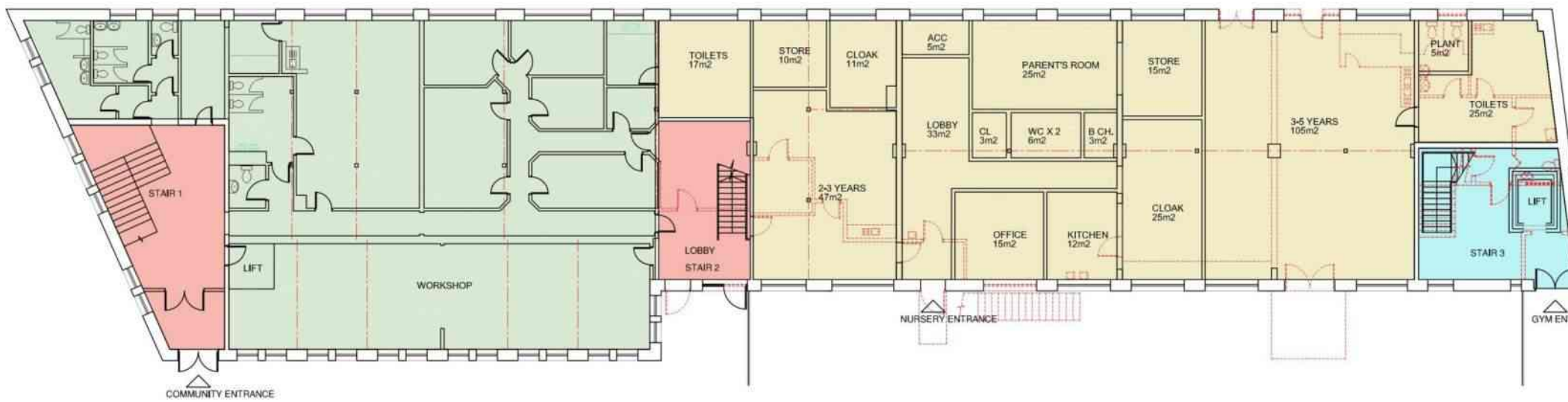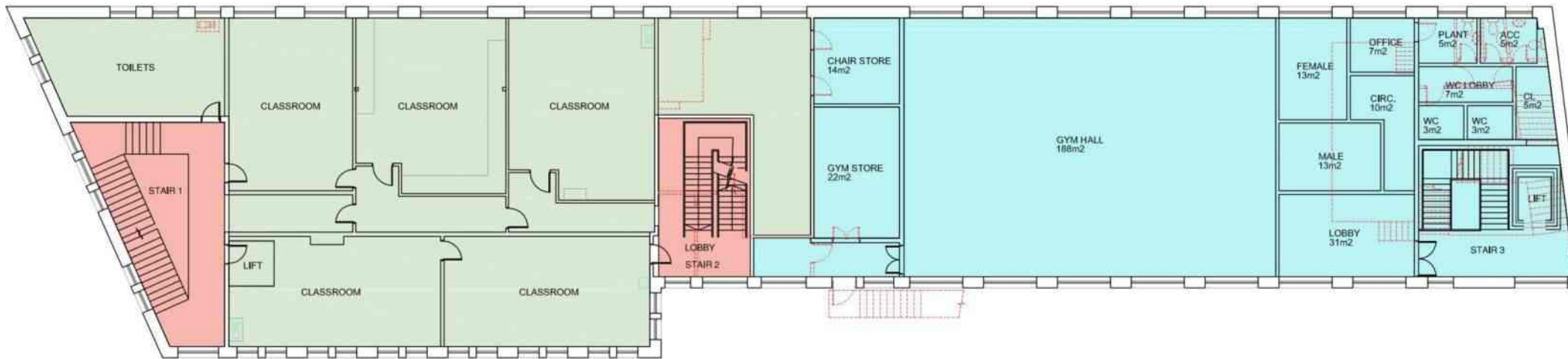0   5   10   15   20m

DUNCAN PLACE FEASIBILITY
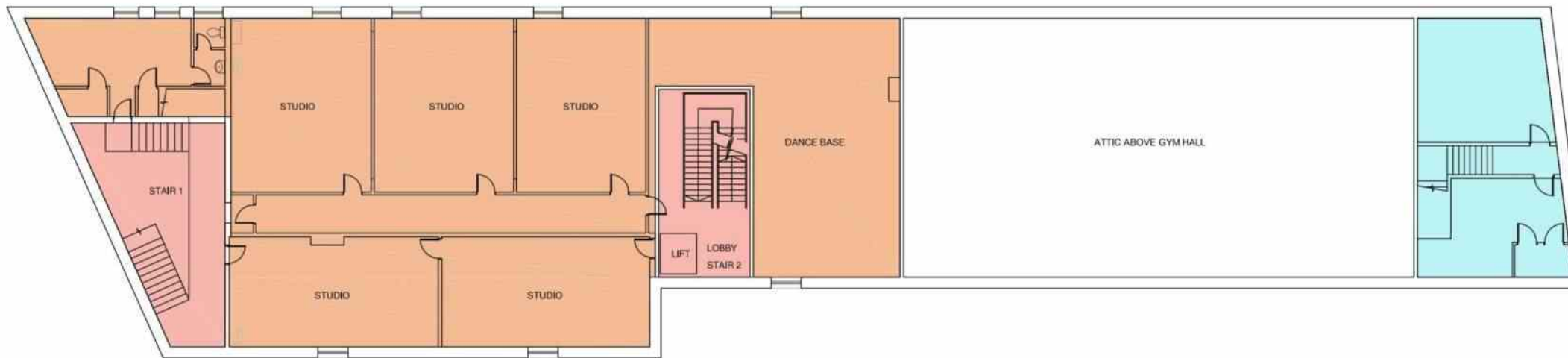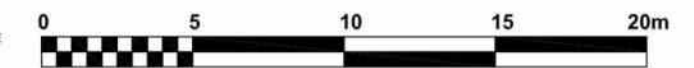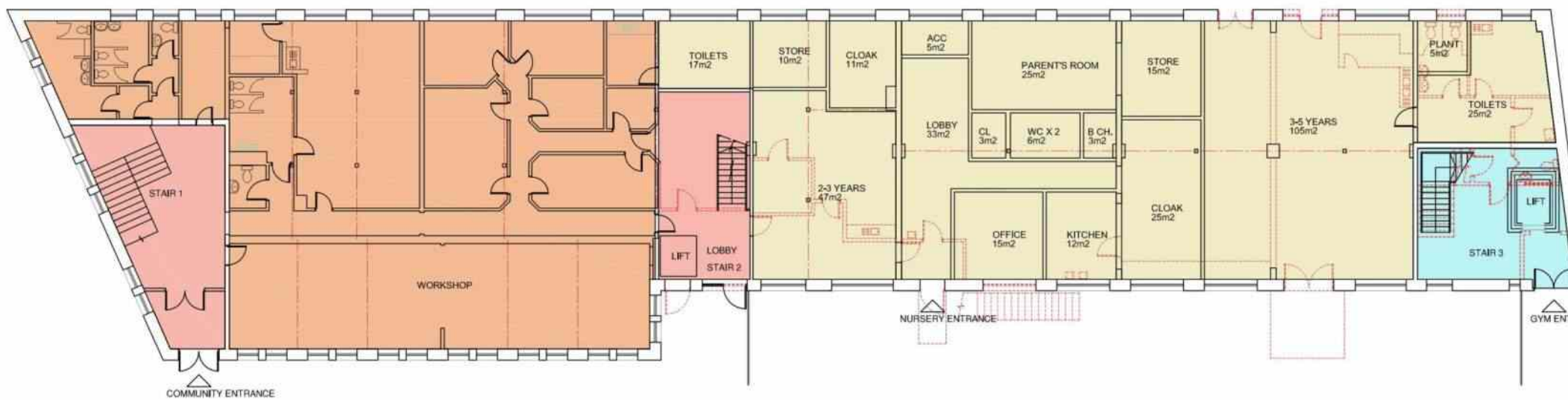OPTION 8

Option 9

LEGEND

- NURSERY ACCOMMODATION (GIFA 385M2)
- GYM HALL ACCOMMODATION (GIFA 491M2)
- COMMUNITY SPACE (N/A)
- COMMUNAL FIRE ESCAPE (GIFA 239M2)
- ACCOMMODATION TO BE BROUGHT UP TO CURRENT STANDARDS N/A
- ACCOMMODATION TO BE MADE SAFE ONLY (N/A)
- ACCOMMODATION TO BE MADE OCCUPIABLE (GIFA – 1050M2)
- PLANT (N/A)

TOTAL GROSS INTERNAL FLOOR AREA: 2157M2

Top floor plan labels: STUDIO, STUDIO, STUDIO, DANCE BASE, ATTIC ABOVE GYM HALL, STAIR 1, LIFT, LOBBY, STAIR 2, STUDIO, STUDIO

Middle floor plan labels: TOILETS, CLASSROOM, CLASSROOM, CLASSROOM, CHAIR STORE 14m2, GYM STORE 22m2, GYM HALL 188m2, FEMALE 13m2, CIRC. 10m2, MALE 13m2, LOBBY 31m2, OFFICE 7m2, PLANT 5m2, ACC 5m2, WC LOBBY 7m2, CL 5m2, WC 3m2, WC 3m2, STAIR 1, LIFT, LOBBY, STAIR 2, CLASSROOM, CLASSROOM, STAIR 3, LIFT

Bottom floor plan labels: TOILETS 17m2, STORE 10m2, CLOAK 11m2, ACC 5m2, PARENT'S ROOM 25m2, STORE 15m2, PLANT 5m2, TOILETS 25m2, LOBBY 33m2, CL 3m2, WC X 2 6m2, B CH. 3m2, 3-5 YEARS 105m2, STAIR 1, 2-3 YEARS 47m2, OFFICE 15m2, KITCHEN 12m2, CLOAK 25m2, LIFT, LOBBY, STAIR 2, WORKSHOP, STAIR 3, LIFT, COMMUNITY ENTRANCE, NURSERY ENTRANCE, GYM ENTRANCE

0   5   10   15   20m

DUNCAN PLACE FEASIBILITY
OPTION 9

6.2   Costs Summary

Cost advice has been provided by Gardiner and Theobald. The feasibility cost estimate, on a project cost basis, is as follows

	Capital Costs	1st Year Running Costs
Option 1	£ 4,918,191.34	£ 89,899.00
Option 2	£ 4,816,406.86	£ 75,541.00
Option 3	£ 5,316,164.39	£ 80,766.00
Option 4	£ 3,369,129.49	£ 85,415.00
Option 5	£ 4,243,717.85	£ 88,253.00
Option 6	£ 4,957,583.30	£ 94,826.00
Option 7	£ 4,076,746.07	£ 66,142.00
Option 8	£ 4,819,908.50	£ 81,777.00
Option 9	£ 4,327,853.30	£ 94,826.00

Costs within this report have been based upon the information provided in the inspection reports relative to areas which were accessed and inspected. We have used the costs for these areas to help us make assumptions about the level of cost required elsewhere (please also see our scope of works in section 7.02). It should therefore be noted that further intrusive investigation work could uncover more extensive damage to the building which has not been accounted for within this report and this is a potential risk to the project.

Appendix 7.09 contains the construction cost build up and Appendix 7.10 contains a breakdown of the total Project Costs.

Basis of Costs

Capital Costs

The Budget Cost plan is based upon drawings prepared by the Architect, a walk round survey and discussion and from information supplied by the Structural Engineer and the Building Service Engineer.

Energy Costs

The indicative energy costs are based on an estimated consumption per m2 rate. The rates were provided by the Energy Team of CEC, but came with the recommendation that the building should be modeled to get a more accurate consumption rate. The consumption rates were separated to show new build and refurbished areas. Cleaning Costs

Cleaning costs are based on £17m2 as provided by the FM team. This is an indicative figure as each building is reviewed on a case by case basis for more accurate costs.

Security Costs

Security costs have been provided by the security. As intruder system has been included in the capital costs, there is only a cost in monitoring the alarm if a separate system is installed.

The first year running costs should typically remain constant (excluding inflation) for the first 5-10 years. Thereafter the new build areas will start to require significant investment in repair, maintenance and even replacement of elements of the building. In the refurbished areas this may start earlier and the "Make Safe" areas will still require costs of refurbishment.

6.3   Indicative Programme

RIBA Stage of Work		Option 1	Option 2	Option 3	Option 4	Option 5
Stage 1 + 2	Design Brief Development and Concept Design	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)
Stage 3	Design Development and Technical Design	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)
Stage 4	Production Information / Billing	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Stage 5	Contractor Identification and Tender Preparation	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks
	Tender Period	5 weeks	5 weeks	5 weeks	5 weeks	5 weeks
	Tender Assessment and Council Approval	8 weeks	8 weeks	8 weeks	8 weeks	8 weeks
	Mobilisation	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks
Stage 5 + 6	Construction to Practical Completion	48 weeks	42 weeks	42 weeks	36 weeks	38 weeks
TOTAL		**102 weeks**	**96 weeks**	**96 weeks**	**90 weeks**	**92 weeks**

RIBA Stage of Work		Option 6	Option 7	Option 8	Option 9
Stage 1 + 2	Design Brief Development and Concept Design	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)	6 weeks (Allow 16 weeks for Planning Approval)
Stage 3	Design Development and Technical Design	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)	9 weeks (Allow 20 weeks for Planning Approval)
Stage 4	Production Information / Billing	6 weeks	6 weeks	6 weeks	6 weeks
Stage 5	Contractor Identification and Tender Preparation	3 weeks	3 weeks	3 weeks	3 weeks
	Tender Period	5 weeks	5 weeks	5 weeks	5 weeks
	Tender Assessment and Council Approval	8 weeks	8 weeks	8 weeks	8 weeks
	Mobilisation	3 weeks	3 weeks	3 weeks	3 weeks
Stage 5 + 6	Construction to Practical Completion	48 weeks	42 weeks	42 weeks	42 weeks
TOTAL		**102 weeks**	**96 weeks**	**96 weeks**	**96 weeks**

6.4   Procurement Route Options

A Traditional (lump sum) procurement route would be most suited to a project of this type and scale. We would recommend the project be tendered on a SBCC Standard Building Contract with Quantities (Ref. SBC/Q/Scot).

Under this method, the design information would need to be developed to construction level prior to tender issue. We would recommend that this design development incorporates the results of intrusive surveys of the existing building.

Given that the project involves an element of refurbishment works, there is always a risk of encountering unforeseen conditions when undertaking the works (rot, asbestos, structural repairs etc.). We believe these risks can be managed better under the traditional route, as opposed to a Design & Build Route. Under a D&B contract the design would not be as developed at tender stage, and as such the Contractor would retain these unknown risks and charge a premium for doing so.

The traditional route with Bills of Quantities is also likely to attract more interest from the market, on a project of this size and value. This should provide a more competitive tender return for the Client.

6.5   Risks

At feasibility stage the risks on a project are yet to be identified. For instance the Planning situation is that there are no major reasons why the project could not be delivered however, this will not become clear until some consultation takes place. Further intrusive investigations of the building fabric are required so at this stage there is a degree of unknown information where assumptions have been made which present a level of risk to the client in terms of cost and delay.

The most obvious risks at this stage are the construction phase risks.

Construction phase disruption:

Working adjacent to an occupied school

Working adjacent to and within the grounds of an occupied school building will place demands on both the school and the Contractor. Restrictions will be placed in the contract documentation including:-

- Times of deliveries and vehicular movements,
- Noise and dust control
- Smoking on site

- Workmen's behavior and language
- Hazardous or risky operations
- Out of hours working for the most disruptive operations and works within the existing building
- Contract cleaning arrangements

Noisy operations, site establishment, site access, vehicle movement, deliveries and the works can only be isolated from the day to day running of operation of the school so far as practical by the contractor. These buildings cannot be built without some disruption to the school. The success or failure of the project will depend on the ability of the parties to co-exist on the site at the same time. It is proposed that a communications method be established in conjunction with the CA to enable regular meetings to be held between the school and the contractor. Care must be taken here to ensure that the school do not place additional restrictions on the Contractor which will incur additional expense or delay

Construction risks will require pre-assessment at time of tender by tendering contractors, and after appointment of the principal contractor. Risk assessments and Method Statements will be carried out prior to commencement.

Fire strategy

A fire strategy must be approved by CEC building control and Lothian & Borders fire department and is further subject to a fire drill test with the school. The Contractor will require to have in place their own Fire Action Plan during the works.

Site Security

The building site, compound & accesses must be managed at all times and made secure, out with working hours.

Existing Underground Services

The existing services are attached in appendix 7.8. The contractor will be responsible for identifying existing services as the work proceeds.

Delay to works

If the works are delayed and therefore not completed on time it is recommended that an extended decant strategy for the Nursery, Gym and Community services is in place in the event of this happening.

6.6   Conclusions

The provision of three separate services, a Nursery, Gymnasium and Community functions is feasible. Option 4 is the most cost effective option with the least impact upon planning, less disruption to the school and opportunity to lease the remainder of the accommodation. This option, however, does not include for a Community facility and takes on a degree of risk with further intrusive investigations required and an element of unknowns still to be determined which could add significant cost and delay to the project.

Option 2, whilst not currently the cheapest option, provides for all three separate functions and is the cheapest of the new build options. The Planning Authority consider this to be their preferred new build option and it carries less risk of unknowns with the demolition of block B.

Option 7 provides a new building for the school and a corner block made safe at present. No costs are included here for the refurbishment of the corner block. These would be identified as the future of this element is developed with future users.

Options 8 and 9 provide the necessary requirements for the school and an occupiable space to Block A. Whilst there would be no decoration/floor finishes within Block A, these options would allow future users to begin using the building almost immediately and also allow them to alter and adjust the interior to suit their specific needs.

Appendices

7.1 Accommodation Schedule

Appendix 1

Scope of Long Term Accommodation Requirements

Room	No. of rooms	Area (m2)	Total Area (m2)
Nursery - 40/40 with 15 under threes			
3-5 Playroom	1	102	102
2-3 Playroom	1	46	46
Office/Base	1	15	15
Parent Room	1	25	25
DDA WC	1	4	4
WC x 2	1	5	5
Kitchen	1	12	12
Secure Store 3-5	1	15	15
Secure Store 2-3	1	10	10
Cleaner Store	1	3	3
Baby Change	1	3	3
Toilet 3-5	1	23	23
Toilet 2-3	1	13	13
Cloak areas 3-5	1	25	25
Cloak areas 2-3	1	10	10
Total Net Area			**311**
Plant			5
Circulation			42
Total Nursery Area			**358m2**
New Gym Hall			
Gym Hall	1	180	180
Gym Store	1	11	11
Chair Store	1	11	11
Male WC	1	3	3
Female WC	1	3	3
Accessible WC	1	5	5
Office	1	6.5	5.5
Female Change	1	12.5	12.5
Male Change	1	12.5	12.5

Room	No. of rooms	Area (m2)	Total Area (m2)
WC Lobby	1	3.5	3.5
Lobby	1	15.5	15.5
Cleaner Store	1	3	3
Total Net Area			**265.5**
Plant			8.5
Circulation			5
Total Gym Hall Area			**279m2**
Community Facilities			
Multi Function Room	3	54	162
Multi Function Room	1	60	60
Office	1	5	5
Male WC	1	3	3
Female WC	1	3	3
Accessible WC	1	5	5
Baby Change	1	5	5
Storage	1	10	10
Total Net Area			**253**
Plant and circulation (25%)			51
Total Community Space Area			**304m2**

Overall Total Area Required	**941m2**

DRAFT Note Re Community Facilities in New Build

18/02/2015

Present: Colin, Jackie, Carole, Nicola, Rab

Duncan Place Resource Centre programme was predominately arts/cultural based, with participants of all ages taking part in creative activities that included digital (IT), drama, drawing, jewellery making, dance, acting, music etc. No other facility in Leith offered such a generic arts/culture based programme for all abilities. This uniqueness is the added value that DPRC brought to Leith and any new community resource should reflect this.

The following was agreed re community use in any new build;

- The building should have one entrance leading to all the different facilities
- Is it 1 or 2 storeys high?
- A communal small 'quiet' room should be part of the complex; this would be used for early years, teachers and tutors etc to have 1 to 1's, quiet time with a child/parent/community user. The room should be close to office.
- Shared office space.
- Adult Toilets
- Storage (Leith Corridor model)
- Building should be environmentally sound and if possible cost neutral re utility costs (electric/gas).
- School Gym – could it also double as a drama studio? Gym flooring has to be suitable for different uses.
- 3 x Multi Functional rooms (MFR) (6m x 9m = 54m2)
- 1 x Multi Functional Room (6m x 10m = 60m2) This MFR should have partition wall that can half the space.

    MFR's should all have power and data point strip, sink and worktop with power socket just above sink height for kettles etc, 1 or 2 of the MFR's should have a mirrored wall, flooring should be appropriate for multi use.

    1 x MFR should have U5 toilets with baby changing facility and storage for Parent & Toddler equipment. Could this be addressed through Early Years element?
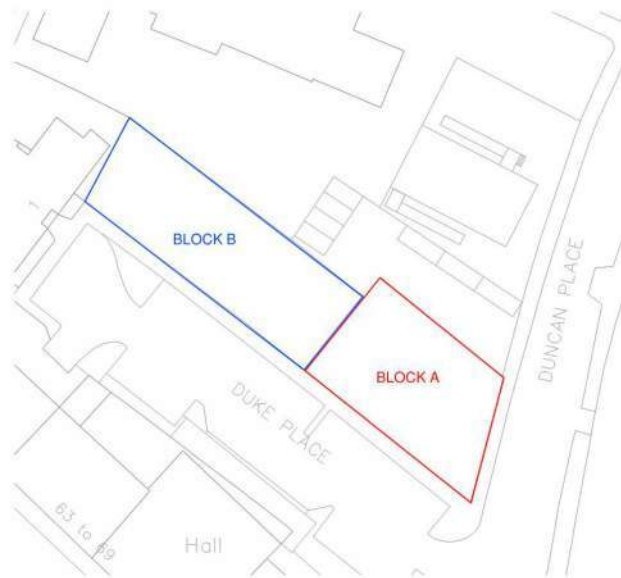
Colin, Jackie, Carole, Nicola, Rab

7.2 Scope of Works

Duncan Place Resource Centre
Feasibility Report

Refurbishment

Description of Works – 11.08.15 Rev C

Block A

Works required to "Make Safe" and allow for future development (OPTIONS 1, 4 + 7)

External

- Strip off existing loose & friable render finish (Allow 15% of rendered areas)
- Localised repair of existing rainwater goods (Allow 20%)
- Carry out localised repairs to existing window cills where applicable (Allow 50% of cills)
- Carry out localised repairs to brick work (Allow 10% of brick area)
- Inspect, test and clean existing below ground drainage

Roof

- Carry out localised repairs to slate and sarking (Allow for 20% of slate area)
- Strip back existing dormers to frame
- Reinstate dormer cladding in roofing felt
- Carry out localised repairs to existing roof structure (Allow for 1m new timber replacement of joist end to 30% of roof area)
- Carry out localised repairs to felt flat roof (Allow for 20% of flat roof area)
- Carry out localised repairs to existing skylights (Allow for 25%)
- Carry out localised repairs to hidden gutter (Allow for 50% lined with roofing felt)
- Take 1no. existing chimney below roof level and vent accordingly

Internal Works

- Carry out localised repair works to floor joists at connection to external wall
- Replace areas of floor boards damaged by water ingress (Allow for 1m new timber replacement of floor board to 20% of floor area)
- Test existing above ground rainwater drainage systems and stacks
- Carry out repairs to existing windows. Replace only where absolutely necessary
- Repair cills where required (allow 25% of windows)
- Provide frost protection as to unoccupied areas (Refer to M+E design)
- Provide minimal fire/intruder to unoccupied areas (Refer to M+E design)
- Install additional structure to tie into existing structure to minimise movement as per Structural engineer's design
- Drain down water system
- Shut off water at street toby

Block A

Works required to bring up to standard for ground floor occupation (OPTIONS 2 + 5)

External

- Strip off existing render finish
- Re-render areas stripped
- Paint all render areas
- Localised repair of existing rainwater goods. Allow for 30% replacement of C.I. gutters and down pipes
- Carry out localised repairs to existing window cills where applicable (Allow 50% of cills)
- Install new cill detail to windows where unsuitable cill is currently installed (Allow 25% of cills)
- Carry out localised repairs to brick work (allow 20% of brick area)
- Inspect, test and clean existing below ground drainage
- Remove existing surface mounted trunking to external lighting/alarm system
- Remove existing external lighting and alarm system
- Localised repairs to tarmac access road and new 40mm wearing course over entire area
- Remove existing external ramp and stairs
- Install compliant stair and ramp
- Install new external lighting

Roof

- Strip off existing slates and set aside for re-use
- Strip off any rotten existing sarking boards and make good with new sarking to match existing (Allow 50%)
- Strip back existing dormers to frame
- Strip off existing felt flat roof and sarking
- Remove existing skylights
- Carry out localised repairs to existing roof structure (refer to SE)
- Strip and renew hidden gutter detail along full length
- Install new plywood substrate and new insulated bituminous felt system
- Install new skylights where required
- Install retained slates on breather membrane to mansard roof
- Reinstate dormers to original form
- Take 1no. existing chimney below roof level and vent accordingly

Internal Works – to unoccupied 1ˢᵗ and 2ⁿᵈ floor

- Carry out localised repair works to floor rafters at connection to external wall (Allow 15%)
- Test existing above ground drainage systems and stacks
- Isolate and drain water system on upper floors
- Provide frost protection as per M+E design to unoccupied areas
- Provide minimal fire/intruder alarm as per M+E design to unoccupied areas
- Install additional structure to tie into existing structure to minimise movement as per Structural engineer's design

Internal Works – for bespoke Community Space

- Carry out localised repair works to floor rafters at connection to external wall (Allow 10% @ 1m long)
- Replace areas of brickwork where damaged by water ingress
- Replace areas of floor boards damaged by water ingress
- Strip any existing external wall linings entirely and renew with insulation and Duraline plasterboard throughout
- Localised repairs to floor where damaged/disturbed
- Test existing above ground drainage systems and stacks
- Remove existing heating system and associated pipework
- Remove existing power/lighting back to incoming mains
- Remove existing data system back to cabinet
- Replace existing windows to match existing so far as possible including double glazing and install new cills
- Remove non-loadbearing internal walls as per Architect's information
- Install new structural elements as per Structural engineer's information and remove loadbearing elements accordingly
- Form new rooms in 150mm internal partitions in metal studwork and 1no. layer Duraline board to each side
- Install new heating system as per Mechanical Engineer's proposals
- Install new power/lighting as per Electrical Engineer's proposals
- Install new data system as per Electrical Engineer's proposals
- Provide fully compliant intruder alarm
- Provide fully compliant fire alarm
- Install new vinyl floor finish throughout
- Install new doorsets and ironmongery throughout
- Install new sanitary ware and associates cubicles/vanities
- Install new tea prep areas
- Decoration throughout
- Install folding/sliding partition to 60m2 room to allow sub-division
- Install new suspended ceiling in proprietary lay in grid system with 200mm quilt insulation above

Block A

Works required to bring full block up to current regulations and make occupiable (OPTIONS 3 + 6)

External

- Strip off existing render finish
- Re-render areas stripped
- Paint all render areas
- Localised repair of existing rainwater goods. Allow for 30% replacement of C.I. gutters and down pipes
- Decorate external RW goods
- Carry out localised repairs to existing window cills where applicable
- Install new cill detail to windows where unsuitable cill is currently installed
- Carry out localised repairs to brick work (allow 20% of brick area)
- Inspect, test and clean existing below ground drainage
- Remove existing surface mounted trunking to external lighting/alarm system
- Remove existing external lighting and alarm system
- Localised repairs to tarmac access road and new 40mm wearing course over entire area
- Remove existing external ramp and stairs
- Install compliant stair and ramp
- Install new external lighting

Roof

- Strip off existing slates and set aside for re-use
- Strip off existing sarking board (Allow 50%)
- Strip back existing dormers to frame
- Strip off existing felt flat roof
- Remove existing skylights
- Carry out localised repairs to existing roof structure (refer to SE)
- Strip and renew hidden gutter detail along full length
- Install new plywood substrate and new mineral felt roofing system
- Install new skylights where required
- Install new sarking board
- Install retained slates on breather membrane to mansard roof. Import new slates as necessary/salvage from demolitions including new lead flashings etc.
- Reinstate dormers
- Take 1no. existing chimney below roof level and vent accordingly

Internal Works – to full block

- Carry out localised repair works to floor joists at connection to external wall (Allow 10% @ 1m long)
- Replace areas of brickwork where damaged by water ingress
- Replace areas of floor boards damaged by water ingress
- Strip any existing wall linings and renew with insulation and plasterboard
- Test existing above ground drainage systems and stacks
- Replace existing windows to match existing so far as possible including double glazing and install new cills

- Install additional structure to tie into existing structure to minimise movement as per Structural engineer's design
- Remove existing heating system and associated pipework
- Remove existing power/lighting back to incoming mains
- Remove existing data system back to cabinet
- Install new heating system as per Mechanical Engineer's proposals
- Install new power/lighting as per Electrical Engineer's proposals
- Install new data system as per Electrical Engineer's proposals
- Provide fully compliant intruder alarm
- Provide fully compliant fire alarm
- Install new vinyl floor finish throughout
- Install new sanitary ware and associates cubicles/vanities
- Install new tea prep areas
- Form lift shaft and associated items for new compliant lift to all floors
- Install compliant accessible WC to each floor
  - Existing WC may have to be enlarged
- Repair/replace/upgrade internal doors where required
  - Review fire strategy for Fire Doors
- Decoration throughout

Block A

Works required to make occupiable (OPTIONS 8 + 9)

External

- Strip off existing loose & friable render finish (Allow 25% of rendered areas) and re-render
- Carry out localised repairs to existing window cills where applicable (Allow 50% of cills)
- Paint all render areas
- Localised repair of existing rainwater goods. Allow for 30% replacement of C.I. gutters and down pipes
- Decorate external RW goods
- Install new cill detail to windows where unsuitable cill is currently installed
- Carry out localised repairs to brick work (allow 20% of brick area)
- Inspect, test and clean existing below ground drainage
- Remove existing surface mounted trunking to external lighting/alarm system
- Remove existing external lighting and alarm system
- Localised repairs to tarmac access road
- Locally modify existing external ramp and stairs
- Install new external lighting

Works NOT included

- Fully compliant access ramp

Roof

- Strip off existing slates and set aside for re-use
- Strip off existing sarking board (Allow 50%)
- Strip back existing dormers to frame
- Strip off existing felt flat roof
- Remove existing skylights
- Carry out localised repairs to existing roof structure (refer to SE)
- Strip and renew hidden gutter detail along full length
- Install new plywood substrate and new mineral felt roofing system
- Install new skylights where required
- Install new sarking board
- Install retained slates on breather membrane to mansard roof. Import new slates as necessary/salvage from demolitions including new lead flashings etc.
- Reinstate dormers
- Take 1no. existing chimney below roof level and vent accordingly

Internal Works – to full block

- Carry out localised repair works to floor joists at connection to external wall (Allow 10% @ 1m long)
- Replace areas of brickwork where damaged by water ingress
- Replace areas of floor boards damaged by water ingress
- Strip any existing wall linings and renew with insulation and plasterboard (excluding existing staircase)
- Test existing above ground drainage systems and stacks

- Replace existing windows to match existing so far as possible including double glazing and install new cills
- Install additional structure to tie into existing structure to minimise movement as per Structural engineer's design
- Remove existing heating system and associated pipework
- Remove existing power/lighting back to incoming mains
- Remove existing data system back to cabinet
- Install new heating system as per Mechanical Engineer's proposals
- Install new power/lighting as per Electrical Engineer's proposals
- Provide fully compliant fire alarm
- Form lift shaft and associated items for new compliant lift to all floors
- Install compliant accessible WC to each floor
  - o Existing WC may have to be enlarged
- Review fire strategy for Fire Doors

Works NOT included

- New data installation
- New Intruder alarm
- New floor finishes
- New sanitaryware
- New tea prep areas
- Decoration thoughout

Block B

Works required to bring block up to current regulations and make occupiable (OPTIONS 4, 5, 6 + 9)

External

- Strip off existing render finish
- Re-render areas stripped
- Paint all render areas
- Decorate external RW goods and retained handrails etc.
- Localised repair of existing rainwater goods. Allow for 30% replacement of C.I. gutters and down pipes
- Carry out localised repairs to existing window cills where applicable
- Install new cill detail to windows where unsuitable cill is currently installed
- Carry out localised repairs to brick work (allow 20% of brick area)
- Inspect, test and clean existing below ground drainage
- Remove existing surface mounted trunking to external lighting/alarm system
- Remove existing external lighting and alarm system
- Remove existing signage and notice boards
- Remove external escape stair
- Remove metal grills to ground floor windows

Roof

- Strip off existing slates and set aside for re-use
- Strip off existing sarking board (Allow 50%)
- Remove existing skylights
- Carry out localised repairs to existing roof structure (refer to SE)
- Strip and renew hidden gutter detail along full length
- Install new skylights where required
- Install new sarking board
- Install retained slates on breather membrane to roof and include new lead flashings etc.

Internal Works – to whole block

- Carry out localised repair works to floor rafters at connection to external wall (Allow 10% @ 1m long)
- Replace areas of brickwork where damaged by water ingress
- Replace areas of floor boards damaged by water ingress
- Strip any existing external wall linings entirely and renew with insulation and Duraline plasterboard throughout
- Test and repair existing above ground drainage systems and stacks
- Replace existing windows and install new cills
- Install additional structure to tie into existing structure to minimise movement as per Structural engineer's design
- Remove existing heating system and associated pipework
- Remove existing power/lighting back to incoming mains
- Remove existing data system back to cabinet
- Form new communal escape stair
- Decorate throughout

Internal Works – to form new Nursery

- Remove non-loadbearing internal walls as per Architect's information
- Install new structural elements as per Structural engineer's information and remove loadbearing elements accordingly
- Form new rooms in 150mm internal partitions in metal studwork and 1no. layer Duraline board to each side
- Install new heating system as per Mechanical Engineer's proposals
- Install new power/lighting as per Electrical Engineer's proposals
- Install new data system as per Electrical Engineer's proposals
- Provide fully compliant intruder alarm
- Provide fully compliant fire alarm
- Install new doorsets and ironmongery throughout
- Install new sanitary ware cubicles/vanities
- Install new kitchen
- Install new fence to create external play area
- Provide new surfacing to external play area
- Install new entrance door
- Install 3no. new windows replacing existing doors. New infill up to cill height.
- Install 2no. new doors for access to play area from class rooms replacing existing windows. Wall from cill height to ground to be removed
- Decorate throughout
- Inspect an repair existing ceiling (Allow 30%)

Internal Works – to form new Gym Hall

- Remove existing stairwell to west of building
- Remove non-loadbearing internal walls as per Architect's information
- Install new structural elements as per Structural engineer's information and remove loadbearing elements accordingly
- Form new staircase.
- Install new lift suitable for moving gym equipment
- Form new rooms in 150mm internal partitions in metal studwork and 1no. layer Duraline board to each side
- Install new heating system as per Mechanical Engineer's proposals
- Install new power/lighting as per Electrical Engineer's proposals
- Install new data system as per Electrical Engineer's proposals
- Install new doorsets and ironmongery throughout
- Provide fully compliant intruder alarm
- Provide fully compliant fire alarm
- Install new sanitary ware cubicles/vanities
- Install suitable flooring for gym area with associated line marking
    - Vinyl may be sufficient but confirm with school/Sports Scotland
- Install gym equipment (£25k as per Blackhall Gym Hall)
- Install internal protection to windows
- Decoration throughout
- Install 300mm quilt insulation above ceiling in roof space
- Inspect an repair existing ceiling (Allow 30%)

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Short-Life Member Officer Group: School Admissions/ Appeals

Item number	7.14
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to establish a short-life Member Officer Group to review school admissions and the appeals process.

Links

Coalition pledges	P5
Council outcomes	CO1-CO3
Single Outcome Agreement	SO3

Report

Short-Life Member Officer Group: School Admissions/ Appeals

Recommendations

1.1   To establish a Short-Life Member Officer Group to review the admissions and appeals process for session 2015 /16.

1.2   To appoint Councillor Paul Godzik as Convener of the Group and to approve the composition as detailed at paragraph 3.1 of the report.

1.3   To approve the remit of the Group as detailed at paragraph 3.3 of the report.

1.4   To request a report on the 2015 /16 Admission and Appeal Process in December 2015.

Background

2.1   The policy and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of Edinburgh City Council.

2.2   The context of rising rolls in Edinburgh means that fewer parents will be successful in out of catchment requests. In this context it is especially important that admissions and appeals processes operate as efficiently and effectively as possible.

Main report

Processes

3.1   To take stock of present school admission and appeal arrangements and to plan for the future a short life Member Officer Group should be established to ensure an effective and efficient service. Initial membership would include:

3.1.1   Elected Members: 2 SNP, 2 Labour, 1 Conservative, 1 Green, 1 SLD;

3.1.2   Representatives from Communities and Families and Corporate Operations as appropriate;

3.1.3   1 Parent Representative: Education, Children and Families Committee;

3.1.4   Substitutes will be permitted.

3.2 The aim will be to seek the views of all involved in the process eg, headteachers, panel members and chairs, and parents.

3.3 From May to August 2015, 48 meetings were held to consider P1 and S1 appeals. 5 common cases were not upheld as the appeals committee did not accept the legal grounds for refusing a place. The table below indicates the number of appeals lodged initially, heard and granted by the appeals committee for August 2015.

Appeals	Lodged	Heard	Granted
Primary	223	161	63
Secondary	67	51	10

Remit

3.3 It is proposed that the short life Member Officer Group is established to review the operation of the school admissions and appeals arrangements including:

3.3.1 Recruitment to increase the number of Appeal Committee Members and Chairs.

3.3.2 Training for everyone involved in the process including Members of Appeal Committees, Chairs and Officers.

3.3.3 Administration of appeals including the paperwork associated with Stage Appeals and Late Appeals

3.3.4 The management of 'reserved place'.

3.3.5 The criteria for 'exceptionality' in the context that all local schools are skilled to meet the needs of children with additional support needs.

3.3.6 Communication with parents in general and about transition from nursery to primary in particular.

Measures of success

4.1 Short-Life Member Officer Group established and new placement processes for the new round of school admissions.

Financial impact

5.1 All work in this area is delivered within existing budgets.

Risk, policy, compliance and governance impact

6.1   The risk is this area is that statutory deadlines are not met.

Equalities impact

7.1   There are no negative impacts arising from this work.

Sustainability impact

8.1   There are no adverse economic, social or environmental impacts.

Consultation and engagement

9.1   There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups and Consultative Committee with Parents. Head teachers also meet with their Parent Council to discuss placements in their own school.

Background reading/external references

Class Size Legislation

Choosing a School

Education Scotland Act 1980

School Placements Edinburgh

Gillian Tee

Executive Director of Communities and Families

Moyra Wilson, Senior Education Manager

E-mail: moyra.wilson@edinburgh.gov.uk | Tel: 0131 469 3066

Links

Coalition pledges	P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
	CO3 – Our children and young people in need, or with a disability, have improved life chances.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Professional Review and Development Policy Statement and Guidance for staff registered with The General Teaching Council for Scotland

Item number	7.15
Report number	
Executive/routine	
Wards	

Executive summary

The General Teaching Council for Scotland (GTC Scotland) was asked to lead on the development of a scheme of Professional Update for teachers by Scottish Government.

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update. Validation of our policy by the General Teaching Council for Scotland took place in March 2014.

Following this first year of national roll out of the Professional Update scheme, we have revised some aspects of the 2014 policy. This will further support key processes and local implementation.

Links

Coalition pledges	P1, P5
Council outcomes	CO1 – CO6, CO27
Single Outcome Agreement	SO3

Report

Professional Review and Development Policy for staff registered with The General Teaching Council for Scotland

Recommendations

1.1 To note the report.

1.2 To approve the new policy.

Background

2.1 Professional Update is a national scheme for all staff registered with The General Teaching Council for Scotland. The scheme was introduced in August 2014.

2.2 To ensure that our policy and practice met the requirements for Professional Update, a review was undertaken by a group of colleagues from the education sectors prior to publication in 2014.

2.3 Throughout this first year of implementation we have worked with a professional adviser from GTC Scotland who has provided us with information and guidance. This has informed some of the changes we have made to the *Professional Review and Development* policy, September 2015 (see appendix 1).

Main report

3.1 The *Professional Review and Development* policy for teachers was introduced in 2014.

3.2 The *Professional Review and Development* policy and guidance aims to support the key elements of the Professional Update process for staff. These are:

    3.2.1 An annual update of contact details to GTC Scotland;

    3.2.2 Engagement in professional learning;

    3.2.3 Self-evaluation against the appropriate GTC Scotland Standard;

    3.2.4 Maintenance of a professional learning portfolio of evidence;

    3.2.5   Discussion of the impact of professional learning with line manager as part of the annual PRD process;

    3.2.6   A 5 year Professional Update sign off process to maintain registration.

3.3   The updated *Professional Review and Development* policy and guidance (September 2015) includes:

    3.3.1   Change to terminology and language as advised by GTC Scotland to provide clarity in relation to key processes;

    3.3.2   Removal of step 5 in the flow chart on page 4;

    3.3.3   Updated arrangements for head teacher PRD;

    3.3.4   Updated arrangements for supply teacher PRD.

Measures of success

4.1   The policy seeks to ensure that all staff registered with GTC Scotland have an annual PRD meeting with their line manager and are able to complete Professional Update sign off with The General Teaching Council for Scotland every five years to maintain registration.

Financial impact

5.1   There is a financial impact in relation to the provision of professional learning and development opportunities which support teachers to fulfil their requirements for Professional Review and Development and Professional Update. The recommendation that teachers have opportunities to engage in Masters level learning will impact on provision and costs associated with this and this is difficult to estimate.

Risk, policy, compliance and governance impact

6.1   The policy statement and guidance on *Professional Review and Development* meets the Council's requirement for having up to date policies describing agreed courses of action or sets of standards for this service area.

Equalities impact

7.1   The assessment was carried out prior to publication of the policy in September 2014 and it was considered that there are only positive impacts.

Sustainability impact

Consultation and engagement

9.1 The original policy statement and guidance was completed by a working group with representatives from across the education sector.

9.2 Further consultation and engagement took place with:

- Local Negotiating Committee for Teachers (LNCT);

- A group of practitioners from the education sectors;

- Head teachers and managers.

9.3 The LNCT endorsed the new arrangements in April 2014.

9.4 Consultation regarding the updated policy (September 2015) has taken place with LNCT Joint Secretary.

9.5 The LNCT Joint Secretary will share the updated policy with the Teachers Panel on 16 September 2015.

9.6 The updated policy (September 2015) will be discussed at the full LNCT meeting in November 2015.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: Caroline Bayne Principal Officer of Teacher Professional Development and Leadership | E-mail: caroline.bayne@edinburgh.gov.uk | Tel: 0131 469 3980

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
	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's and young people's outcomes are not undermined by poverty and inequality
	CO27 - The Council supports, invests in and develops our people
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 The Professional Review and Development Policy Statement and Guidance for Teachers

POLICY STATEMENT AND GUIDANCE

Professional Update

The General Teaching Council for Scotland (GTC Scotland) was asked to lead on the development of a scheme of Professional Update for teachers by Scottish Government.

The Professional Update Working Group, set up by GTC Scotland, identified the key purposes of Professional Update and these are:

- to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning
- to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update.

City of Edinburgh PRD policy and paperwork have been revised in consultation with practitioners and the LNCT.

Introduction to Professional Review and Development

Participation in individual review is an entitlement and the responsibility of all teachers. The process of Professional Review and Development (PRD) provides an opportunity for rigorous self- evaluation against the appropriate Standard and reflective dialogue with a line manager about professional learning and practice and mutual identification of next steps.

Teachers will have the opportunity to consider individual, school and national priorities and the potential outcomes for learners when identifying next steps in professional learning. Professional Review and Development should:
- value and appreciate the achievements and successes of teachers
- provide an opportunity for supportive and challenging dialogue using a coaching approach
- identify and provide for the professional learning requirements of teachers in relation to individual, school and national priorities

Professional Review and Development

- provide an opportunity for teachers to consider the impact of their professional learning on their practice and the improved outcomes for learners
- integrate with the school's quality assurance and improvement planning calendar

Teacher PRD should be seen as an on-going, year round process. Some of the activity will take place at set times in the year and should fit appropriately into the school's improvement cycle. Other elements of the cycle will be happening continually throughout the year, whenever the teacher takes part in a professional learning activity. Spreading PRD activity across the whole year and integrating it into normal everyday practice should help to reduce the amount of time required for a teacher to prepare for their annual PRD review meeting.

Key Elements

The key elements of the Professional Update process are:
- Annual update of contact details to GTC Scotland
- Engagement in professional learning
- Self-evaluation against the appropriate GTC Scotland Standard
- Maintenance of a professional learning portfolio of evidence
- Discussion of impact of professional learning with line manager as part of the annual PRD process
- 5 year Professional Update sign off process

These will be referred to throughout the document.

The documents to support you to engage in the process are:
- PRD Policy
- Self-evaluation Toolkits against the appropriate revised GTC Scotland standards
- The Professional Learning Profile
- GTC Scotland online system, MYGTCS

Although we aspire to support the use of electronic formats, please note that paper copies of the Toolkits and Professional Learning Profile may be accessed from the Orb or by request to your line manager/head teacher.

Before the PRD meeting

Prior to the annual PRD meeting staff will:
- Carry out a self-evaluation using the appropriate Professional Standard(s). The self evaluation toolkits will help you to do this.
- Reflect on the impact of last year's professional learning activities and complete the Evidence and Next Steps columns in the Professional Learning Profile.
- Present Professional Learning Profile to their line manager.
- Share MYGTCS with their line manager.

Professional Review and Development

At the review meeting

- Using a coaching dialogue, the reviewee and reviewer will reflect on the updated profile, highlighting achievements and successes.
- Identify development priorities and next steps in professional learning activities and the intended impact these will have on individual learning, practice, learners and school improvement.
- Both the reviewee and the reviewer sign the completed Professional Learning Profile from the current year.
- The relevant sections of the new Professional Learning Profile are then completed.

After the meeting

- The reviewee will add agreed learning priorities/activities to the CEC Professional Learning Profile, signed by reviewee and reviewer

Throughout the year
- Continue to reflect and self-evaluate on the impact of professional learning on outcomes for self, learners and school improvement.
- Keep an ongoing record of impact, updating the Professional Learning Profile and online MYGTCS system.
- Record unplanned professional learning and impact.
- Discuss any emerging priorities with the reviewer.

Professional Learning

Career-long professional learning is an on-going process from the early phase of teacher education through to the end of a teacher's career. Career-long professional learning is based on the concept of teachers as enquiring professionals who critically examine attitudes and beliefs, explore and challenge assumptions and engage with new and emerging ideas about learning and teaching. Developing this enquiring disposition underpins professional learning and self-evaluation that is part of the PRD process.

In Scotland, every teacher is expected to have a career-long commitment to professional learning which brings maximum benefit to, themselves as practitioners; to children and young people as learners, as well as to their colleagues; the impact on their individual school and across the wider learning community.
In addition, high quality professional learning enables teachers, head teachers and system leaders to see how together they can effect positive change across an education system that improves outcomes for children and young people.

Further information is available for download at:
http://www.educationscotland.gov.uk/learningteachingandassessment/professionallearning/clpl/index.asp

Professional Review and Development

Responsibilities for Professional Update

As part of Professional Update, teachers are required to sign on to MyGTCS with the General Teaching Council Scotland. This is a personalised and secure web portal that is only available to provisionally and fully registered teachers https://www.gtcs.org.uk/GTCS-login.aspx

Teachers will annually review and update personal details and information on MyGTCS. MyGTCS will also give access to the online reflective record which is maintained throughout the year.

Teachers will demonstrate a career-long commitment to professional learning, including continued engagement in PRD and a five yearly Professional Update. This will be confirmed through an online sign off process by the teacher and their line manager in year 5 of the Professional Update cycle and this will be submitted to GTC Scotland.

Professional Review and Development

The Professional Review and Development Flow Chart

Reviewer arranges PRD meeting with the reviewee

↓

Reviewee can use the toolkit(s) against the appropriate Professional Standard(s) as a support to inform the Professional Learning Profile.   **The reviewee presents the completed Professional Learning Profile to reviewer prior to meeting.**   **At this time, the online Professional Learning Record may be shared with reviewer**

↓

At PRD meeting the reviewee and reviewer discuss progress of last year's professional learning priorities and sign the Professional Learning Profile

↓

New learning priorities are agreed for the coming year and the relevant sections of the new Professional Learning Profile completed

↓

In year 5, Professional Update is confirmed by line manager on the MYGTCS system

Professional Review and Development

Reflective Questions

The following reflective questions are designed to support you as you consider your professional learning and development practices related to the Professional Standards.

These form part of the self-evaluation process and enable you to reflect in a meaningful way.

Theme	Reflective Question
Self-Evaluation	How broad a range of strategies/resources do I currently use to support my self-evaluation activities, for example, do I use feedback from children, young people, their families and colleagues?
	How well do I use self-evaluation to help plan my professional learning?
Professional Learning	How well do I plan my professional learning around what the expected impact and outcomes will be, particularly for children and young people?
	How well do I use approaches such as reflection, enquiry and collegiality/collaboration to enhance professional learning?
	How well do I use existing research and my own professional reading to inform my planning?
	How well do I achieve a blend and balance of my professional learning activities?
	How successfully do I engage in collegiate or collaborative processes with other staff?
Evaluation and Evidence of Impact	In planning the evaluation of impact of my professional learning, how well do I ensure that I focus on the short, medium and longer term benefits for myself, my colleagues, my school and the children and young people?

The full List of Reflective Questions is available for download at:
http://www.gtcs.org.uk/standards/reflective-questions.aspx

Professional Review and Development

Frequently Asked Questions

What are the (revised) Professional Standards?
The suite of Professional Standards provides a framework for teachers to examine, inform, and continually develop their thinking and practice. The suite includes:
- The Standards for Registration (incorporating Provisional and Full Registration)
- The Standard for Career-Long Professional Learning
- The Standards for Leadership and Management (incorporating Middle Leadership and Headship)

Within this suite of Professional Standards there are a number of key themes:
- Professional Values and Personal Commitment
- Learning for Sustainability
- Leadership

It is possible to look at further themes across the Standards and the GTCS have helpfully provided guidance on this process of self-evaluation.
This guidance is available for download at:
http://www.gtcs.org.uk/standards/explore-the-standards.aspx

Which Professional Standard should I use for self-evaluation?
The standards have been designed to support self-evaluation and professional learning. Therefore they will provide you with a resource to help you evaluate your learning and your practice and plan your professional learning as part of the ongoing process of Professional Review and Development.

It is not possible to fully address all aspects of one standard in any given year therefore it is important to select key elements of that standard which are appropriate to your professional learning and development.
The Standards for Registration provide a gate-keeping function for entry into teaching in Scotland and it should be noted that Full Registration continues to be the baseline professional standard for competence. However, the other Standards go beyond the traditional view of a Standard as a benchmark of teacher competence, a concept which only applies to the Standards for Registration.

For teachers who have achieved the Standard for Full Registration, the **Standard for Career-Long Professional Learning and the Standards for Leadership and Management** have been developed to further support teacher self-evaluation and professional learning.

Where am I on the Professional Update cycle?
Everyone will enter the Professional Update cycle in August 2014.
Your start date is determined by the **second digit** of your GTC Scotland registration number
(*the first two digits relate to the year in which you were first registered with the GTC Scotland*).

Example: Registration number 7**6**/2224 means registered in 1976 / 2nd digit = 6 therefore enter in year 3

Professional Review and Development

Registration number 0**4**/0556 means registered in 2004 / 2nd digit = 4 therefore enter in year 5

The table below outlines in which year of the cycle you will enter the process.

Registration year ending in	Professional Update 2014/15	Professional Update 2015/16	Professional Update 2016/17	Professional Update 2017/18	Professional Update 2018/19
9 or 4	Year 5	Year 1	Year 2	Year 3	Year 4
0 or 5	Year 4	Year 5	Year 1	Year 2	Year 3
1 or 6	Year 3	Year 4	Year 5	Year 1	Year 2
2 or 7	Year 2	Year 3	Year 4	Year 5	Year 1
3 or 8	Year 1	Year 2	Year 3	Year 4	Year 5

In Year 5 what happens with Professional Update?
In year 5 your line manager will confirm through the on line MYGTCS system that you have continued to engage in professional review and development. GTC Scotland provide guidance for teachers and reviewers on the submission process.
http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-teachers.pdf
http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-reviewers.pdf

The GTCS will inform you that your registration has been confirmed for another five years.

How is Professional Update different from competence procedures?
Professional Update is separate from competence procedures. It focuses on continuous improvement rather than determining whether or not a teacher is, or has remained, competent.
Any potential issues with the Professional Update process will be discussed with teachers early in the cycle. This might include discussion around changes to the agreed professional learning opportunities.

What quality assurance processes are in place to monitor the engagement of teachers in the PRD?
The biennial employment survey provides information about the level of engagement in the PRD process. Data generated from this and other engagement processes is used to inform the development of the annual People Plan.

Who carries out my Professional Review and Development (PRD)?
The PRD meeting will normally be carried out by your line manager however if appropriate, another manager may carry out the review.

What will the format of the PRD meeting be?
The meeting will normally last for one hour and using a coaching approach, the reviewee will be given the opportunity to reflect on successes and the progress of professional learning objectives set last year.
For example –
  • Tell me about an area of work you are developing at the moment.
  • What has happened so far?
  • What is going well?   How do you know?

Professional Review and Development

(This would give an opportunity to talk about evidence / impact)
- What has been most challenging?
- What would you like to do next?
- What would help to make your next steps happen?

Looking ahead, discussion will support the identification of new learning and development objectives for the coming year.

New learning and development priorities will then be agreed and recorded.

What happens if I move to work in another local authority?

If you move to take up a post in another local authority you will take your record of professional development with you.

You will then join the PRD system which is in operation within your new local authority.

You will remain at the same place in the Professional Update five year cycle.

What arrangements are there for Professional Review and Development for head teachers?

Special Schools:

The Service Manager Special Schools will carry out annual PRD and complete the Professional Update process for head teachers in special schools.

Nursery Schools:

The Early Years Managers will carry out annual PRD and complete the Professional Update process for head teachers in nursery schools.

Primary and Secondary Schools:

Head teachers in primary and secondary schools will have an annual PRD with a central services officer from Schools and Community Services.

What arrangements are there for visiting specialists?

Visiting specialists will engage in annual PRD and completion of the Professional Update process with a senior manager in their base school.

What arrangements are there for temporary and supply teachers?

Normal arrangements for PRD will apply for teachers on fixed term contracts.

Supply teachers will arrange a PRD with a member of the leadership team in the school in which they most often work. If it is not possible to arrange a PRD in this way, supply teachers may contact   cf.schoolstaffing@edinburgh.gov.uk   and a review will be organised.

Supply teachers who undertake very occasional supply work e.g. 1 or 2 days per year can undertake direct submission to GTC Scotland.

Supply teachers working in more than one local authority must nominate one local authority as employer to undertake the Professional Update process.

What arrangements are in place for registered teachers working in central service roles, who undertake the corporate Performance Review and Development?

Registered teachers who currently work within other roles within the Children and Families service are required to complete Professional Update if they wish to remain registered.

Professional Review and Development

Staff must set up a MyGTCS login.

They will continue to have an annual PRD and using the Council's Performance Review and Development system they will link their professional learning priorities to aspects of the appropriate Professional Standard(s) i.e. Standards for Full Registration, the Standard for Career-Long Professional Learning and the Standards for Leadership and Management.

Line managers will confirm Professional Update using the online GTC Scotland system.

What happens if the Professional Update process cannot be completed in year 5?
There will be a number of circumstances which may make completion of Professional Update process within the designated timescale difficult, including career breaks, extended illness, maternity/paternity/adoption leave, and occasional supply work, for which extensions to the five year sign-off period may be required.
If a teacher meets the specific criteria but is unable to complete the process in the designated year, then there will be an opportunity to make a deferral request. Deferrals will normally be granted for a period of one year.

Line managers will complete the request for deferral and submit to the GTC Scotland. Guidance on the deferral process can be found on the GTC Scotland website at http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-guidance-notes.pdf

How would I appeal the outcome of my PRD and Professional Update recommendation?
Where there is any dispute or disagreement concerning any aspect of the teacher PRD scheme which cannot be resolved between the teacher and their reviewer, then the matter could be referred to the reviewer's line manager. If the problem cannot be resolved at this level then the Council's normal procedures should be followed.

Please note that further information will be added to this document as additional questions are put forward.
The General Teaching Council for Scotland (GTCS) also has a list of Frequently Asked Questions which is available for download at:
http://www.gtcs.org.uk/professional-update/professional-update-faq.aspx

Professional Review and Development

PROFESSIONAL LEARNING PROFILE

Please note the online version of this form is available for download at:
https://orb.edinburgh.gov.uk/downloads/file/16488/professional_learning_profile

Reviewee		Reviewer	
Post		School	
Academic Year		Date of PRD	
Year in Professional Update		Please circle 1 2 3 4 5	

PLANNING					EVALUATION	
Please complete at the beginning of the PRD year					Please complete by the end of the PRD year	
Agreed learning priorities	Link To Standard	Agreed professional learning activities	Timescale	Intended Outcome	Evidence of Progress and Impact	Next Steps
Signed: Reviewee					Signed: Reviewee	
Signed: Reviewer					Signed: Reviewer	

This form will enable you to meet your requirements to maintain a Professional Learning Profile which is supported by evidence of progress and impact.

The MYGTCS system will further support the requirements of Professional Update.

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Review of Positive Action Funding in Primary Schools

Item number	7.16
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to update members on progress to review positive action funding across City of Edinburgh Primary Schools in order to ensure effective targeting of funding to those children most in need.

Links

Coalition pledges	P5
Council outcomes	CO1, C03, CO6
Single Outcome Agreement	SO3

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

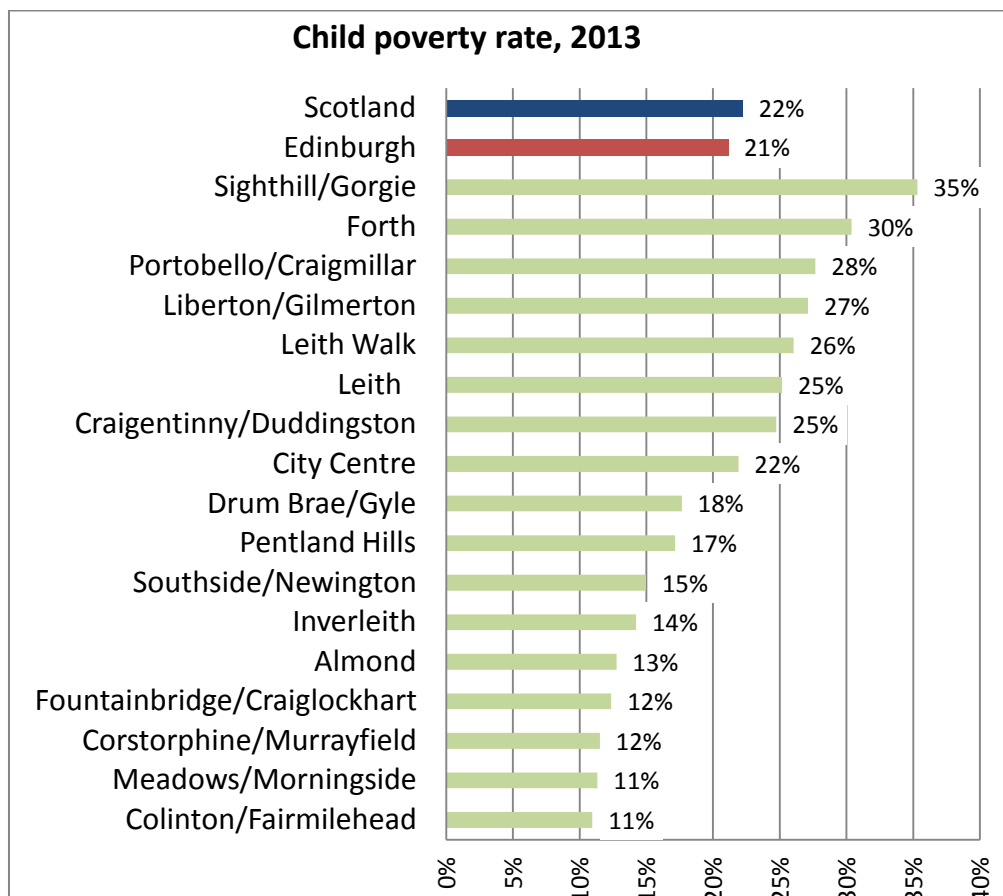## Review of Positive Action Funding in Primary Schools

Recommendations

1.1 To recommend that the Education, Children and Families Committee:

1.1.1. Note the work that is underway to review and positive action funding to ensure effective targeting of resources to those children most in need;

1.1.2. Ask for a report on the conclusion of this work in December 2015.

Background

2.1 Following the review of Pupil Support in Secondary Schools the Education Children and Families Committee requested a review of Pupil Support in Primary Schools be carried out. *Review of Pupil Support in Primary Schools*. This review commenced in March 2013 supported by a Working Group consisting of Senior Managers, Managers from Support Services and Head Teachers.

2.2 Pupil support is an integral part of the professional role of all primary school teachers as the key adult working with pupils and parents. All staff have a responsibility to identify the learning, care and wellbeing needs of children and young people.

2.3 The City of Edinburgh Council's assessment of need and child planning framework provides a structure to help schools. Partner services and agencies work together with school staff to assess, plan and support pupils fulfilling the requirements of the Additional Support for Learning Act and Getting it Right for Every Child.

Main report

Present Allocations of Funding

3.1 The Devolved School Budget allows Head Teachers flexibility in responding to the needs of their individual schools. 20% of the £2.2 million Positive Action funding allocation is distributed to each of the 88 Primary Schools determined by attainment data - Primary 1 base line scores < 85. The remaining 80% of the funding is allocated to schools with a FME (Free Meal Entitlement) of 40% or higher. For session 2013/14 there were 17 schools within this category with FME ranging from 42.04% to 70.15% with enhancement ranging from 0.77 fte to 5.93 fte. For session 2014/15 there were 17 schools in the category of Positive Action.

3.2 Currently the free school meal entitlement is used as part of the criteria for Positive Action funding allocation but the actual needs in school could be higher than it appears. Family circumstances change at different points within the academic session making families ineligible for free school meals. However this free school meal criterion is no longer exact as all pupils in P1-3 are entitled to free school meals.

3.3 It is clear from the evaluation of positive action funding that there is a need to target positive action funding more closely to support children living in areas of deprivation.

3.4 This emphasis resonates well with research which states that local authorities should ensure that improving the educational outcomes for pupils from economically disadvantaged homes is prioritised in planning [Joseph Rowntree Foundation 2014].

3.5 It is noteworthy that all wards in the city are affected by poverty to a greater or lesser extent as can be seen below

Child poverty rate, 2013

Area	Rate
Scotland	22%
Edinburgh	21%
Sighthill/Gorgie	35%
Forth	30%
Portobello/Craigmillar	28%
Liberton/Gilmerton	27%
Leith Walk	26%
Leith	25%
Craigentinny/Duddingston	25%
City Centre	22%
Drum Brae/Gyle	18%
Pentland Hills	17%
Southside/Newington	15%
Inverleith	14%
Almond	13%
Fountainbridge/Craiglockhart	12%
Corstorphine/Murrayfield	12%
Meadows/Morningside	11%
Colinton/Fairmilehead	11%

Future Allocations of Positive Action Money

3.6   We now require to use a new reflector of need. The Scottish Index of Multiple Deprivation Ranking will better assist in the targeting of the cohorts of pupils most in need. It incorporates several different aspects of deprivation (income, employment, health, education, crime, housing and access) combining them into a single index. By identifying the areas where there are concentrations of multiple deprivations, the SIMD can be used to target resources for pupils with greatest need.

3.7   This will have the greatest impact on those pupils who would benefit most from positive action funding. This will also adjust previous anomalies in Positive Action Allocations.

3.8   This also aligns with the government position on closing the gap and improving attainment for the most disadvantaged children. Indeed the 57 primary schools across Scotland were selected for the next round of the attainment challenge on the basis of having over 70% of their pupils living in the 20% most deprived areas (SIMD Deciles 1 and 2).).

3.9   It is proposed that further work is undertaken, including consultation with Headteachers, in relation to different options for allocating positive action funding using the Scottish Index of Multiple Deprivation. There will be a report on the outcome of this work and the Education, Children and Families Committee in December 2015.

Measures of success

4.1   To ensure resources are targeted effectively to children most in need with a focus on children living in areas of deprivation.

Financial impact

5.1   The redistribution of funding will mean that schools will no longer receive their previous allocation from the Positive Action budget instead funding will be more accurately targeted to needs of pupils rather than historical allocations. Any changes will be implemented on a phased basis, for example over 3 years, to manage the impact of any changes.

Risk, policy, compliance and governance impact

6.1   There are no risks attached to this report.

Equalities impact

7.1   This work aims to ensure that resources are targeted effectively, fairly and transparently to children with the greatest needs.

Sustainability impact

8.1   There are positive impacts to the support of children in need from the measures outlined in the report and no negative environmental or economic impacts.

Consultation and engagement

9.1   Primary Head Teachers and staff from Professional Support Services were involved in the Review of Pupil Support in Primary Schools. Parent representatives will be consulted through Neighbourhood and CCwP arrangements.

Background reading/external references

Review of Pupil Support in Primary Schools

Happy, safe and achieving their potential

[Curriculum for Excellence](#)

[Getting it Right for Every Child](#)

[The Early Years Framework](#)

[Early Years Strategy City of Edinburgh Council](#)

[Class sizes, staffing and resources working group Interim report](#)

[Education (Additional Support for Learning) (Scotland) Act 2004 amended 2009](#)

[Children and Young People (Scotland)](#)

[Better Relationships Better Behaviour Better Learning](#)

[Better Relationships Better Behaviour Better Learning Strategy (City of Edinburgh Council)](#)

[National Parenting Strategy 2012 Scottish Government](#)

[Devolved School Management Guidelines](#)

Gillian Tee

Executive Director of Communities and Families

Contact: Moyra Wilson, Senior Education Manager – Inclusion and Parent/Pupil Support

E-mail: Moyra.Wilson@edinburgh.gov.uk | Tel: 0131 469 3066

Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of The Curriculum for Excellence and 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.
	CO3 - Our children and young people at risk, or with a disability, have improved life chances.
	CO6 - Our children's' and young peoples' outcomes are not undermined by poverty and inequality.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	

Education Children and Families Committee

10am, Tuesday, 6 October 2015

Better Relationships, Better Learning, Better Behaviour Policy and Procedures

Item number	7.17
Report number	
Executive/routine	
Wards	

Executive summary

To seek members approval for a Better Relationships, Better Learning, Better Behaviour policy.

The proposed policy is attached with procedures and strategy available online.

The purpose of the proposed policy and procedures is to ensure clarity and consistency for all staff, parents and pupils in implementing the behaviour policy and procedures in our education establishments.

Links

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

Report

Better Relationships, Better Learning, Better Behaviour Policy and Procdures

Recommendations

1.1   To note the contents of the report.

1.2   To confirm approval of the Better Relationships, Better Learning, Better Behaviour policy.

Background

2.1   The service recognises that establishing good relationships between staff , children, young people and parents can have a significant impact on the ethos and life of the education establishment, all those who work in it and those who work in partnership with it.

2.2   The Scottish Government Publication 2013 "Better Relationships, Better Learning, Better Behaviour" guidance notes that there is a positive impact in schools where there is a focus on social and emotional well being and an ethos of mutual respect and trust. It also states that local authorities, heads of establishments, staff and partners should review, develop, plan and implement a policy framework to support a focus on positive relationships and behaviour.

2.3   With regard to policy the Scottish Government guidance clearly states that all establishments are expected to have robust policies and procedures in place to ensure a consistent approach to improving relationships and behaviour across the whole community and which consider children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC).

2.4   The Policy is underpinned by the core components, values and principles within "*Getting it right for every child",* which are also fundamental to the detailed guidance and procedures developed in order to implement the policy.

2.5   The Scottish Government and Scottish Advisory Group on Behaviour in Schools [SAGBIS] research of 2012 notes investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the long term.

Main report

3.1   The fundamental underpinning of this policy is that every child has a right to a high quality inclusive education where motivation, care, commitment, trust, fairness and responsibility are key principles in each learning environment.

3.2   Equally it is important to recognise the need for the earliest intervention and support. This earliest intervention will follow our staged intervention model in meeting the needs of children and young people at the earliest opportunity with the least intrusive level of intervention.

3.3   All staff have a key role to play from clear communication of policy and application of procedures to supporting children, young people, families and each other.

3.4   The importance of partnership working with parents and carers is crucial to the policy to ensure positive relationships are maintained which in turn support higher standards of behaviour and attainment.

3.5   All children and young people are also very much an integral part of the policy and procedures both in taking responsibility for their own behaviour but also in ensuring that incidents of disruption, violence or any form of harassment are reported.

3.6   The Policy is applicable to all education and early years' establishments.

3.7   The following procedures sit under the overarching Better Relationships, Better Learning, Better Behaviour Policy.

   3.7.1   Better Relationships, Better Learning, Better Behaviour procedure;

   3.7.2   Physical Contact and Physical Intervention Procedure for Special Schools and Special Classes.

3.8   Other agreed procedures will also now sit under the policy as they are all relevant to Better Relationships and it allows us to group similar procedures together.

   3.8.1   Improving Outcomes for Learners at Risk of Exclusion;

   3.8.2   Promoting Pupil Attendance and Managing Absence Procedure;

   3.8.3   Flexible Timetable Procedure.

Measures of success

4.1   The percentage of pupils who say that they feel safe and cared for in school in the secondary school survey increases.

Financial impact

5.1   These policy and procedures will be delivered within existing budgets.

Risk, policy, compliance and governance impact

6.1   The Policy on Better Relationships, Better Learning, Better Behaviour is in accordance with Scottish Government and The Scottish Government and Scottish Advisory Group on Behaviour in Schools [SAGBIS] guidance. This sets guidance for education establishments.

Equalities impact

7.1   A working group was formed to undertake an equalities impact assessment of the Better Relationships, Better Learning, Better Behaviour policy and procedure.

Sustainability impact

8.1   This policy will bring better outcomes to children, young people and families and potentially improve community safety and cohesion in the long term.

Consultation and engagement

9.1   There has been extensive consultation on the Better Relationships, Better Learning, Better Behaviour policy and procedure. Schools were asked to pilot the procedure for one year then feedback to inform the next draft which was then sent out to Parent Councils via the Neighbourhood Parent Groups and Parent Council chairs for feedback. The procedure went through two rounds of consultation with parents and Headteachers and the policy one round of consultation.

9.2   Headteachers in the Special Schools sector have been consulted on The Physical Contact and Physical Intervention for Special Schools and Special Classes.

Background reading/external references

- [Better Relationships, Better Learning, Better Behaviour procedure](#)

- [Physical Contact and Physical Intervention Procedure for Special Schools and Special Classes](#)

- [Better Relationships, Better Learning, Better Behaviour Strategy](#)

- [Better Relationships, Better Learning, Better Behaviour Scottish Government 2013](#)

Gillian Tee

Executive Director of Communities and Families

Contact: Moyra Wilson, Senior Education Manager: Inclusion, Pupil and Parent Support

E-mail: Moyra.wilson@edinburgh.gov.uk Tel: 0131 469 3066

Links

Coalition pledges	PO5 – 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 at risk, or with a disability, have improved life chances.
	CO6 – Our children and young people's outcomes are not determined by poverty and inequality.
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	[Appendix 1 – Better Relationships, Better Learning, Better Behaviour Policy](#)

Better Relationships, Better Learning, Better Behaviour Policy

Appendix 1

Implementation date: October 2015

Control schedule

Approved by	
Approval date	
Senior Responsible Officer	Moyra Wilson , Senior Education Manager: Inclusion Pupil and Parent Support
Author	Moyra Wilson
Scheduled for review	October 2017

Version control

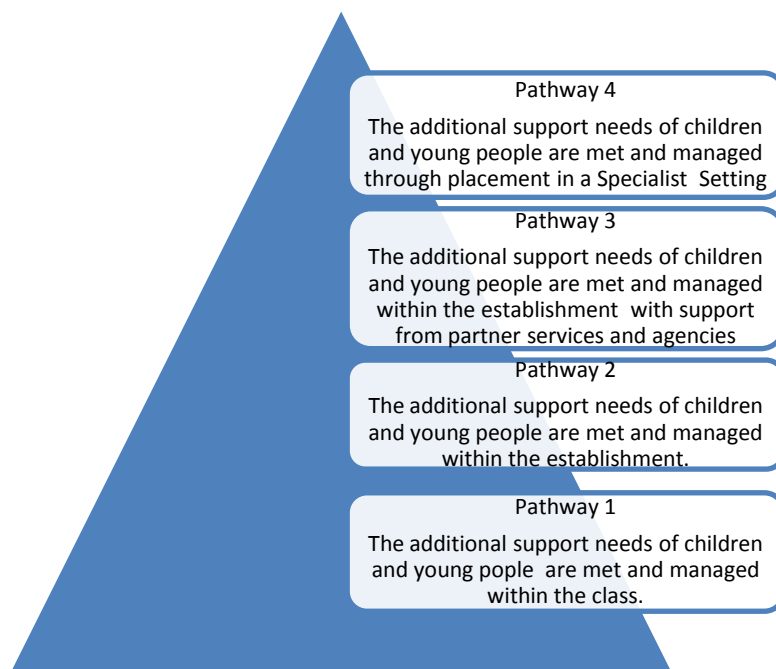| Version	Date	Author	Comment
0.1	26.08.15	Moyra Wilson	

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
6.10.15			

Better Relationships, Better Learning, Better Behaviour Policy

Policy statement

1.1 This policy provides guidance to education establishments on meeting the needs of children and young people with emotional and social needs to ensure their needs are met and they remain included in school.

1.2 Understanding children's feelings, motivation and needs is key in supporting their emotional and social development and maintaining mutual respect and better relationships. The resulting better behaviour enables better learning and development. This will also contribute to ensuring improved attendance in school.

1.3 The Scottish Advisory Group on Behaviour in Schools - Positive Behaviour Team states in *Building Curriculum for Excellence through Positive Relationships and Behaviour 2010* that *'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment .'*

1.4 In March 2011 the national document Included Engaged and Involved Part 2 states that The overarching aim of that policy is to support whole school communities, learning establishments and their partners to keep **all** learners fully included, engaged and involved in their education, wherever this takes place; and, to improve outcomes for those learners at risk of exclusion. This is based upon a shared approach of agencies working together, and responding to the needs of learners early and effectively, in line with the principles of **Getting it Right for Every Child (GIRFEC)**, March 2011.

1.5 The "*Better Relationships, Better Behaviour, Better Learning"* publication from the Scottish Government in March 2013 states '*that there are two key policy drivers supporting the development and promotion of positive relationships in establishments –* **Curriculum for Excellence (CfE)** *and* **Getting it Right for Every Child (GIRFEC].'**

1.6 This policy identifies the key principles to be adopted by all education establishments for 'Better Relationships, Better Learning, and Better Behaviour. These principles must be embedded within a positive ethos of whole school inclusion to remove barriers to participation, learning and achievement for all children and young people in Edinburgh's schools.

1.7   It reinforces the values of *the Better Relationships, Better Learning, Better Behaviour Strategy, Curriculum for Excellence , the Early Years Framework and the Parental Engagement Strategy.*

1.8   The key priority for all schools is that of meeting needs of children and young people at the earliest opportunity with the least intrusive level of intervention. As needs increase support becomes more targeted as in our staged intervention process.

Pathway 4
The additional support needs of children and young people are met and managed through placement in a Specialist Setting

Pathway 3
The additional support needs of children and young people are met and managed within the establishment with support from partner services and agencies

Pathway 2
The additional support needs of children and young people are met and managed within the establishment.

Pathway 1
The additional support needs of children and young pople are met and managed within the class.

Scope

2.1   All staff in education and early years' establishments are covered by this policy.

Definitions

3.1   Establishment describes all settings for supporting children and young people in education

3.2   Schools describe all mainstream, special and early years' establishments

3.3   Staff describes all staff working directly with children and young people

3.4   Parents and carers describe all those with direct responsibility for the care and welfare of children and young people

3.5   Corporate parents describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all of our looked after children and young people

Policy content

4.1 Every child and young person has the right to a high quality, inclusive education. Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place.

4.2 The key principles to create a caring, learning environment in establishments include:

    4.2.1 An ethos that values and encourages inclusion, motivation, and commitment amongst staff and pupils to develop positive relationships and promote shared values;

    4.2.2 Appropriate communication which supports good relationships;

    4.2.3 An environment which supports children becoming responsible for their own behaviour;

    4.2.4 Recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions;

    4.2.5 Promoting equalities, self-esteem, responsibility and positive relationships based on mutual respect;

    4.2.6 Ensuring fairness of treatment for all;

    4.2.6 Encouraging a sensitive response to behaviour that takes into account context and individual needs;

    4.2.7 Promoting early intervention and support;

    4.2.8 Providing a safe environment free from disruption, violence, bullying and any form of harassment for staff and pupils;

    4.2.9 Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the development, implementation and ongoing evaluation of the school's policies and associated procedures;

    4.2.10 A commitment to self evaluation and quality improvement involving all stakeholders.

4.3 Learning environments should promote and support positive relationships and equalities acknowledging that children and young people are generally keen to build positive relationships and to learn and develop.

4.4 A very small proportion of children and young people will require greater levels of support. These children need individualised support, tailored to their needs, that is developed in partnership with children, families, and other professionals in-line with Getting it Right for Every Child (GIRFEC). With these vulnerable

children it is particularly important to have detailed plans to offer appropriate support, build on strengths avoid behavioural triggers, encourage appropriate coping strategies, understand de-escalation techniques, and build positive relationships.

4.5   This policy should be read in conjunction with the following procedures:

    4.5.1   Better Relationships, Better Learning, Better Behaviour;

    4.5.2   Physical Contact and Physical Intervention for Special Schools, Special Classes and Children's Respite Services;

    4.5.3   Improving Outcomes for Learners at Risk of Exclusion;

    4.5.4   Promoting Pupil Attendance and Managing Absence Procedure;

    4.5.5   Flexible Timetable Procedure.

Implementation

5.1   The policy should be implemented in all education establishments from October 2015.

Roles and responsibilities

6.1   Children and Families Senior Managers will ensure that:

    6.1.1   The *Better Relationships, Better Learning , Better Behaviour Policy and all included procedures* are established and communicated to pupils and parents, are non-discriminatory and the school's expectations about pupil behaviour are clear.

    6.1.2   The *Better Relationships, Better Learning, Better Behaviour Policy and Procedure* are disseminated throughout all education establishments.

    6.1.3   Officers will support education establishments in maintaining and building a shared ethos of mutually respectful relationships.

    6.1.4   Officers will engage with staff, parents and children about the policy and its implementation, evaluation and further development.

6.2   Managers and staff in each establishment. The head teacher/ manager is responsible for:

    6.2.1   Encouraging and developing an ethos of inclusion and culture of mutual respect, shared values and responsibility.

    6.2.2   Ensuring that their own establishment's behaviour policy and procedure are developed and implemented in line with the Children and Families' Policy, Procedure and template.

6.2.3 Developing a wide range of approaches to encourage positive relationships and behaviour. For example:

6.2.3.1 Curricular focus on social and emotional well-being;

6.2.3.2 Nurturing approaches;

6.2.3.3 Peer mentoring;

6.2.3.4 Anti-bullying programme (Respect Me);

6.2.3.5 Peer to peer conflict explored through opportunities to engage with positive approaches (e.g. "Solution" or "Cool in School").

6.2.4 Ensuring an emphasis on acknowledgement of good communication practices and using restorative and solution focused approaches where needed.

6.2.5 Ensuring all staff and pupils have a clear understanding of their rights and responsibilities.

6.2.6 Ensuring that the concerns of pupils are elicited, listened to and appropriately addressed.

6.2.5 providing clear planning and practical guidance in line with Children and Families' procedures.

6.2.6 the provision of support for staff faced with behaviour that challenges together with appropriate training on prevention, de-escalation and support strategies, to support the implementation of the policy and procedures.

6.2.7 Taking into account equalities legislation ensuring a context-dependent whole-child approach. Consideration may need to be given to making reasonable adjustments to meet the needs of the child in-line with the Equality Act 2010 possibly including variations to local behaviour policy or procedures.

6.2.8 Ensuring that the provisions of Getting it Right for Every Child (GIRFEC) are taken in to account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

6.2.9 Ensuring that the implementation of policies, procedures and approaches are evaluated.

6.3 All staff are responsible for:

6.3.1 contributing to an ethos and culture of mutual respect, shared values and responsibility

6.3.2 being role models for positive behaviour, respectful relationships and constructive communication

6.3.3   ensuring that the policy and procedures are followed

6.3.4   using a wide range of approaches to encourage positive relationships and behaviour (see examples above)

6.3.5   playing a key role in advising the head teacher/manager on the effectiveness of Children and Families Policy and Procedure and that of their own school

Parents and carers

6.4   Parents and carers will be encouraged to work in partnership with the school at every level (policy, procedures, implementation, evaluation and development) to assist in maintaining positive relationships and high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. City of Edinburgh Council recognises that parents and carers are key partners in their children's' education and in consultations at school and city level as identified in the Parental Engagement Strategy. It is vital that schools engage directly with parents and carers and foster a positive environment and where appropriate maintain a consistent message, shared values and excellent home/school communication.

Learners

6.5   Learners are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Related documents

7.1   **Legislation**

- Standards in Scotland's Schools etc Act (2000);
- Additional Support for Learning Act (2004) - amended 2009;
- Parental Involvement Act 2006;
- Equality Act 2010;
- Children and Young People Act 2014.

7.2   **National Policies and Strategies**

- Included, Engaged and Involved 1;
- Included, Engaged and Involved 2 March 2011;
- Better Relationships, Better Learning, Better Behaviour March 2013.

7.3   **City of Edinburgh Council Policies, Procedures and Strategies**

- Better Relationships , Better Learning, Better Behaviour Strategy;

- Better Relationships, Better Learning , Better Behaviour Procedure;

- Physical Contact and Physical Intervention for Special Schools and Special Classes;

- Outcomes for Learners at Risk of Exclusion;

- Promoting Pupil Attendance and Managing Absence Procedure;

- Flexible Timetable Procedure;

- Parental Engagement Strategy.

Equalities impact

8.1   Staff should ensure that they promote equalities and that, where appropriate, they make reasonable adjustments in the application of the policy and procedures for those individuals with 'protected characteristics' and of particular relevance, age; disability; gender reassignment; race; religion or belief; sex or sexual orientation.

8.2   This may include, for example, paying due regard to cultural factors that are relevant in ensuring that the establishment's ethos is inclusive and that cultural differences in behaviours and dress code are taken into account. It would also include ensuring that due regard is given to the implications of a learner's disability in the   design and implementation of school policy and procedures regarding behaviour and creating differentiated expectations and approaches to take into account individual needs where necessary.

Sustainability impact

9.1   This policy will ensure better outcomes for children, young people and families and potentially improve community safety and cohesion in the long term.

Risk assessment

10.1   The Policy on Better Relationships, Better Learning, Better Behaviour is in accordance with Scottish Government and The Scottish Government and Scottish Advisory Group on Behaviour in Schools [SAGBIS] guidance. This sets guidance for education establishments in this area.

Review

11.1   This policy and accompanying procedures will be reviewed in October 2017.

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Children and Families Grants to Third Parties 2016/19

Item number	8.1
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" 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

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

Children and Families Grants to Third Parties 2016/19

Recommendations

It is recommended that the Committee:

1.1   Notes the progress to date on the development of the new grants approach for 2016 onwards.

1.2   Agrees to receive a report containing award recommendations in December 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 Council's transformation programme. This will be taken into account in the development of the new approach.

Main report

3.1   At the meeting in May 2015 Committee received a report about progress in developing a new Children and Families grants approach and remitted the Elected Member Working Group to agree the approach.

3.2   The Elected Members Working group met for the last time on 9th June 2015 and agreed a paper outlining the key elements of the new programme. The agreed paper is attached as appendix 1.

3.3   The paper identified two grant programmes to go forward. The first was a three year main grants programme and the second, an annual small grants programme. It was also agreed that 95% of the budget would be distributed through the main grants programme and 5% through the small grants programme.

3.4   Application forms with guidance documents for the main grants programme were made available via the Compact website on 17th August 2015. Included in the guidance is information on scoring and weighting of responses to the questions contained in the application form.

3.5   A total of seven briefings for organisations were held at Waverley Court over the summer attracting over 150 individuals. The briefings gave applicants background information and highlighted the new application process. Elected members were invited to observe these sessions and a number took up the offer.

3.6   The closing date for applications was agreed to be 25th September 2015 which allows assessment to be taken forward over October and November with award proposals to be submitted to Committee for approval in early December. Assessment of each application will be undertaken by three officers from Children and Families initially independently but then brought together to agree a consensus score. The Executive Director of Communities and Families with support from the Chief Officers of the Children's Partnership will oversee the process to ensure a city wide strategic and an equitable geographical spread of services which meets Council and Children's Partnership strategic objectives for children.

3.7   The number of organisations sending representatives to the briefings indicates that there is likely to be a high level of applications and it is expected that the level of requests will greatly exceed the budget available. In light of this and to respond to feedback from voluntary sector organisations it is proposed that there will be some discretion, if needed, to agree smaller allocations than applied for. This will ensure that the grants fund overall achieves maximum value for money. The 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.

3.8   Work will continue to develop the application process for the small grants programme so that Committee can receive an awards recommendation report in March 2016.

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 has been 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 Council's 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. Further reports to Committee in December 2015 and March 2016 will contain grant award recommendations.

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   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

Children and Families Grants to Third Parties 2015-16 Report May 2015

Gillian Tee

Executive Director Communities and Families

Contact: David Hoy, Commissioning Officer

E-mail: david.hoy@edinburgh.gov.uk Tel: 0131 469 3457

Links

Coalition pledges	P6 - Establish city-wide co-operatives for affordable childcare for working parents
	P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes
	P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the "Total Craigroyston" model
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3 - Our children and young people at risk, or with a disability, have improved life chances
	CO4 - Our children and young people are physically and emotionally healthy
	CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
	CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality
	CO10 - Improved health and reduced inequalities
	CO11 - Preventative and personalised support in place
	CO12 - Edinburgh's carers are supported
	CO14 - Communities have the capacity to help support people
	CO20 - Culture, sport and major events – Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and futures of citizens
	CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community
	CO25 - The Council has efficient and effective services that deliver on objectives
	CO26 - The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives

Single Outcome Agreement	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 - Proposals for Children and Families New Grants Approach 2016-2019

Proposals for Children and Families New Grants Approach 2016-2019

Coproduction is the term applied to working with service users, providers and other stakeholders to identify the requirements of a service

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:*

 policy-makers and those affected by policies and outcomes;

      i.   *service providers and service users; and*

      ii.   *budget decision-makers and those affected by budget decisions."*

Sometimes the term 'coproduction' is not easily understood or misinterpreted, think of it as working collaboratively with service users, providers and other interests to help shape a policy, strategy or in service design and review. Another way of looking at this is, *"a process where service users work alongside professionals as partners in the design and delivery of services."*

It is proposed that:

1.   A Main Grants Programme (MGP) is established.

2.   This is a three year programme using 95% of the available budget.

3.   Whilst the MGP will be a citywide programme, many applications will be for local service delivery.

4.   For the initial three year cycle, until the Council's neighbourhood management model is fully developed and implemented, the assessment of all applications for the MGP is carried out centrally.

5.   A review of this 2016-19 MGP should take place towards the end of year 2 and that consideration be given to the practicalities of adopting a more localised approach for future programmes as part of this process.

6.   In addition to showing how the organisation's proposed activity delivers outcomes which contribute to Edinburgh's agreed priorities* for children's services, applicants will be invited to evidence commitment to service user involvement and to working in partnership and, where appropriate, to show how their work supports the Capital Coalition pledges. *(as contained in the Commissioning Plan and Integrated Plan for Children and Young People)

7. Applications are made using word application form and Excel spreadsheet for financial information. The forms would also be accompanied by the latest set of accounts, the governing document of the organisation and three year business plan.

8. Guidance is issued to assist completion of the form and briefing sessions held for potential applicants from late July – early September. Elected members will be invited to attend and observe the briefing sessions.

9. Fully completed applications to be submitted by Friday 25th September at 3pm. Organisations will be encouraged to submit early to ensure that their application is complete and ready for assessment.

10. Organisations will be encouraged to attend briefing sessions on the application process and a central point of contact will be provided to assist with queries.

11. Initial scoring of applications will be carried out by Children and Families officers. These officers would come together to agree consensus scores on each application. These officers would not know whether the applications they considered would be funded. (Training/briefing sessions will be held in September for officers to ensure a consistent approach to scoring applications).

12. The scores of all applications are brought together to produce a table where the applications are ranked. The available budget would be applied to this table to see how far down the ranking the budget would cover. These bids would get 100% of the amount requested and reduced/partial awards are not considered.

13. A report with the table of ranked applications with award recommendations is presented to Education, Children and Families Committee in December for decisions on the allocation of the available budget.

14. The issue of core costs is not considered in isolation but rather that applications are assessed on the basis of the applicant clearly demonstrating that the proposed activity achieves the appropriate outcomes. The costs of delivering this activity would therefore be supported irrespective of *the proportion* of this allocated to core costs.

15. A Small Grants Programme (SGP) should also established

16. The SGP comprises 5% of the available budget.

17. The SGP has a minimum award level of £1,000 and a maximum of £10,000 and that the guidance for applications is not too prescriptive or restrictive but still retains a focus on outcomes allowing the grant to be accessed for revenue funding, project funding, testing new approaches and capacity building for organisations.

18. The SGP should also reviewed after the first tranche of funding is allocated.

19. The SGP operates to a different timetable with award recommendations being brought to the Education, Children and Families Committee meeting of 1st March 2016 for approval.

The principles of collaboration, coproduction and cooperative working should continue to inform this approach and opportunities to gather feedback on an ongoing basis should be created and fully utilised.

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Implementation of the Children and Young People (Scotland) Act 2014 - Update

Item number	8.2
Report number	
Executive/routine	
Wards	All

Executive summary

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

- help the Scottish Government achieve its ambition to make Scotland "the best place in the world to grow up" (Scottish Government, 2012);

- strengthen children and young people's rights, as described in the United Nations Convention on the Rights of the Child (UNCRC);

- improve and expand the services that support and protect children and families, including looked after children.

The legislation should enable positive changes for children and young people in Scotland including improving joint working and sharing of information amongst professionals, as well as some considerable improvements for care leavers. Council officers continue to work with colleagues at local and national level to support the development of regulations and guidance. This report provides an update on the implementation of the legislation.

A further report on progress will be brought to Committee in October 2016.

Links

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

Report

Implementation of the Children and Young People (Scotland) Act 2014 – Update

Recommendations

1.1 The Committee notes progress on implementation of the legislation in Edinburgh.

1.2 The Committee requests a further report on progress in October 2016.

Background

2.1 The Children and Young People (Scotland) Act 2014 places children and young people at the heart of planning and services and aims to ensure that their rights are respected across the public sector. The Act has major provisions relating to children's rights, the planning and promotion of preventative services, early years and childcare and the most significant legislation for looked after children since 1995. The provisions of the Act come into effect between 2014 and 2017. Appendix 1 provides a detailed timetable. Consultation on further statutory guidance and regulation has been ongoing during 2015 for several Parts of the Act. The current status of consultations is referenced at the appropriate section in the report.

Main report

3.1 The Children and Young People (Scotland) Act 2014 sets out a number of new duties on public authorities in Scotland and is at various stages of consultation and implementation. The Act is central to the Scottish Government's aim of making Scotland the best place in the world to grow up by putting children and young people and their wellbeing at the heart of the planning and delivery of services and ensuring their rights are taken into account across the public sector.

3.2 The main provisions:

3.2.1 give recognition of the UN Convention on the Rights of the Child (UNCRC) in domestic legislation;

3.2.2 extend the investigatory powers of the Children's Commissioner;

3.2.3 provide a statutory basis for Getting it Right for Every Child (including provision for a 'Named Person' for everyone under 18 and a child's plan for those who need targeted interventions);

3.2.4 aim to improve children's services planning including joint planning between health boards and local authorities;

3.2.5 extend provision for early learning and childcare;

3.2.6 extend support for kinship carers and care leavers;

3.2.7 create a statutory definition of corporate parenting and provide 'relevant' services for families;

3.2.8 create a statutory adoption register and amend the process for establishing local support structures for the Children's Hearings system;

3.2.9 make changes to the procedures for school closures.

Implementation

Rights of children and young people

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

3.4 Following consultation on non-statutory guidance Part 1, children and young people' rights (section 2 and 3), should commence in April 2017, with 2020 being the first date for reporting.

Children's Services Planning

3.5 There is now a new duty that requires public services to work together to design, plan and deliver services for children and families. The plans should demonstrate what public authorities are doing to ensure that services are integrated for service users, they make the best use of resources and are meeting their aims to safeguard, support and promote wellbeing, early intervention and prevention. The plans will focus on how well children in the Edinburgh are doing, based on the description of wellbeing. Ministers can "call in" plans and request changes if necessary.

3.6 Consultation is planned for Part 3 of the Act at the end of 2015. Statutory guidance is to be in place by April 2016 to allow local authorities and health boards time to prepare their three year (2017-20) Children's Services Plans with 2020 being the first date for reporting.

Getting it Right for Every Child

3.7 The Act puts into law aspects of the Getting it Right for Every Child approach (GIRFEC), specifically the Named Person role and a single child's plan to improve the way services work to support children, young people and families.

3.8   The Act ensures that all children and young people from birth to 18 years have access to a named person (usually a health visitor or head/senior teacher). The purpose of the named person is to provide a single point of contact for children, young people and families to turn to for advice, information and support, if and when they need it. The role also coordinates support for the child /young person, working with the family, where wellbeing concerns are identified.

3.9   The Act introduces the duty to share information "likely to be relevant" to the wellbeing of a child/young person with the named person, enabling a more effective response. The Act does not alter existing local child protection policy or procedures.

3.10   The named person will change as a child gets older. For example, from birth to school a health visitor may be the named person, and when they start school it will usually be the head teacher. Under the Act, legal responsibility does not lie with the individual named person, but with the service provider e.g. the local authority or NHS Board. Following the recent judicial review which upheld the legislation as not contravening EU law or ECHR rights (European Convention on Human Rights), and that the legislation had no effect on the legal, moral or social relationships with the family, the name person role will come into effect formally in August 2016.

3.11   The Act puts in place a planning process with a single child's plan to support children who require enhanced levels of support, and places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving outcomes. Plans must be kept under review to ensure that needs are being met.

3.12   If a child has enhanced levels of wellbeing need, a multi-agency child's plan can be prepared to meet whatever wellbeing needs have been identified. Where a situation is more complex, or where there are two or more agencies involved, a lead professional can be appointed to coordinate the plan.

3.13   The lead professional can be from any service working with the child and the family (except police). Where there is social work involvement, the lead professional is normally the social worker.

3.14   The Act includes a new complaints procedure for parents and carers if they are unhappy with aspects of the named person service. In September 2015, the Scottish Government launched a public consultation on complaints concerning functions relating to the Named Person and Child's Plan. The consultation is open until Friday 30 October 2015.

3.15   Consultation on draft guidance for parts 4, 5 and 18 of the Act was carried out between February and May 2015. Final guidance is expected to be issued late 2015 with full commencement in August 2016.

Early learning and childcare

3.16   Part 6 of the Act focuses on increasing the number of hours of early learning and childcare to 600 hours that three and four-year-olds, and some two-year-olds, are entitled to. Scottish Government guidance was published in August 2014.

3.17 In line with other local authorities Edinburgh implemented a model of 3 hours and 10 minute sessions delivered over 38 weeks from August 2014.

3.18 More information on the implementation of part 6 in Edinburgh is available in the [Early Years Strategy Report 2015 to Education, Children and Families Committee on 19 May 2015](#).

Children and Young People who are Looked After

3.19 The Act contains significant provisions for looked after children and young people and those leaving care. There are significant new duties in relation to corporate parenting. The Act lists all organisations that are corporate parents and provides direction to make sure they are clear about their duties effective from April 2015.

3.20 Following a consultation period statutory Guidance for Part 9 of the Act, Corporate Parenting, was published in August 2015. The City of Edinburgh has an established elected member led Corporate Parenting Member Officer Group and a well developed Action Plan. The Council and its partners are therefore well placed to use the opportunities provided by the new duties to further enhance the quality of care and improve outcomes for Looked After children and is fully compliant with the requirements of this part of the Act.

3.21 Part 10, Aftercare, provisions came into force in April 2015 for young people aged 16 or born in 1999 and thereafter. Part 11, Continuing Care, provisions came into force in April 2015. Consultation on the draft non-statutory guidance for Parts 10 and 11, Aftercare and Continuing Care, closed on Friday 18 September 2015.

3.22 A Working Group on Additional Support for Care Leavers has been established to support the Scottish Government to develop a realistic and deliverable policy for extending Aftercare support to additional groups of young people; and to develop proposals for a Return to Care policy. Edinburgh is represented on the Consultation Group established to inform the Working Group.

3.23 Under the Act care leavers can now ask their local authority for help up until the age of 26 and local authorities have a new responsibility to provide continuing care for looked after 16-year-olds. For example, young care leavers are able to remain in the care placement up to the age of 21. The logic behind both of these provisions is that parental support in birth families extends well beyond 16 or 18 and Scotland's care system should reflect this for young people who do not have support from families of their own. It is not yet clear how this will impact on resources, statistical information is currently being gathered and will be monitored.

3.24 Many of the Scottish Government's aspirations of good practice for local authorities are already in place in Edinburgh. It is not a requirement for young people to leave care following an assessment of need and Edinburgh will regularly readmit 16 and 17 year olds back into care.

3.25 The Act provides for additional support to be given to kinship carers in relation to their parenting role through the kinship care order and provides families in distress with access to appropriate family counselling and relevant services.

3.26 Parts 12 and 13 focus on improving services for children who are at risk of becoming looked-after or going into kinship care (cared for by relatives or friends who have agreed to look after a child full-time). Local authorities will have a duty to provide services, including information and counselling, to these children.

3.27 The Act defines Kinship Care Orders and Scottish Ministers can specify (by Regulation) what types of assistance can be made available through such Orders. The Act specifies that assistance may include counselling, advice and information on any matter; financial support and any local authority service provided on a subsidised basis.

3.28 Consultation on Part 12 of the Act, Services for children at risk of becoming looked after, is expected to take place in autumn 2015 with the legislation coming into force in August 2016.

3.29 An informal consultation on Part 13, kinship care order assistance, closed in October 2014. Further consultation on secondary legislation (the Ministerial Orders) is being progressed, working towards implementation of kinship care orders in April 2016.

Other measures

3.30 Parts 14 to 18 of the Act contain a range of important measures. These sections:

3.30.1 place the use of a Scotland-wide Adoption Register on a statutory footing to help adoption of vulnerable children and give Ministers powers to set out what it should contain. There are safeguards on, for example, disclosure of information – This is current practice within CEC;

3.30.2 clarify criteria for school closures, including rural schools, consultation requirements and school closure review panels - amendments to the Schools (Consultation) (Scotland) Act 2010 will be recognised and followed by CEC in any applicable statutory consultation;

3.30.3 provide clarity on technical aspects of the Children's Hearings System and establish area support teams, including local authority admin and support;

3.30.4 clarify the appeals process for detaining children in secure accommodation;

3.30.5 modify the circumstances under which children's legal aid can be made available;

3.30.6 provide legal authority for extending free school meals to all P1 to P3 pupils – this was implemented in CEC from January 2015;

3.30.7 provides definitions of how wellbeing should be assessed including what are known as SHANARRI measures: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible and Included.

Measures of success

4.1 The Council and partner agencies meet new legislative requirements including those set out in forthcoming Regulation and guidance.

4.2 Partnership working and information sharing is enhanced and a wider range of provisions are seen to be implemented effectively.

4.3 Fewer children and young people need to be looked after and accommodated as a result of effective earlier intervention.

Financial impact

5.1 The Scottish Government has made a guarantee to fund the implementation of the Early Learning and Childcare section of the Act. This has resulted in revenue funding of £4.23m being provided in 2014-15 rising to £6.166m in 2015-16, and capital funding being provided in of £2.51m in 2014-15 and £2.471m in 2015-16. This is to implement the early learning and childcare requirements for 3 to 4 year olds and Looked After 2 year olds from August 2014.

Further funding was provided for 2 year olds in workless households and from August 2015 for 2 year olds who would be entitled to free school meals. Revenue funding of £1.328m was provided in 2014-15 rising to £4.014m in 2015-16 and capital funding was provided of £2.517m in 2014-15 and £2.394m in 2015-16.

5.2 The level of revenue funding will increase each year to 2018-19 to allow for greater flexibility in service delivery. Exact allocations have yet to be confirmed but Edinburgh's share of the national revenue funding allocation is estimated to be 8.3% based on the allocations to date.

5.3 Further capital funding is expected to be provided in 2016-17 although the exact allocation has yet to be advised.

5.4 Ongoing funding for the 'Children and Young People who are Looked After' sections of the Act for 2015-16 were confirmed at £0.235m for Continuing Care, £0.326m for Throughcare and Aftercare and £0.045m for Changed Eligibility for Aftercare. Further funding will be provided in future years although exact allocations have yet to be advised.

5.5 One off funding of £0.157m for implementation work associated with the Kinship Care Order was provided in 2015-16.

5.6 Ongoing funding of £0.031m was provided in 2015-16 for the implementation of the GIRGEC elements of the Act and one-off funding of £0.257m was provided in 2014-15 for Workforce Development.

5.7 The Scottish Government consulted on the costs associated with the original Bill and there was broad agreement from local authorities that the early learning and childcare funding was sufficient to meet the requirements. There was, however, differences of opinion between the Scottish Government, COSLA and local authorities on the cost implications of the other areas of the Bill. Further work is ongoing with the Scottish Government, COSLA and local authorities to fully

understand the financial implications of the areas of the Act that were contained within the original consultation and those areas subsequently added prior to the Bill being passed.

Risk, policy, compliance and governance impact

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

Equalities impact

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

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

Sustainability impact

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

Consultation and engagement

9.1 The City of Edinburgh Council was been involved at every stage in the journey of the legislation, including providing written and oral evidence to the Committee. City of Edinburgh will continue to respond to current and future consultations in relation to regulations and guidance. There has been significant engagement and consultation with children, young people and families on key aspects of the Act.

Background reading/external references

[Children and Young People (Scotland) Act 2014 – Report to Education, Children and Families Committee, 20 May 2014](#)

[The Children and Young People (Scotland) Act 2014](#)

[Early Years Strategy Report 2015 – Education, Children and Families Committee 19 May 2015](#)

Gillian Tee

Executive Director of Communities and Families

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

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

Links

Coalition pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3. Our children and young people in need, or with a disability, have improved life chances
	CO4. Our children and young people are physically and emotionally healthy
	CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
	CO6. Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. CYP Act Expected Commencement Timetable

Children & Young People (Scotland) Act 2014 Provision		Expected Commencement Date
Part 1	Rights of Children – duties of Scottish Ministers in relation to the rights of children	15 June 2015
Part 1	Rights of Children – duties of public authorities in relation to the UNCRC	April 2017 Guidance published - *TBC likely April 2016*
Part 2	Commissioner for Children and Young People in Scotland	April 2016
Part 3	Children's Services Planning	Regulations and statutory guidance commenced/published - *TBC likely April 2016.* 3 year Children's Service Plans required to be live from April 2017.
Part 4	Provision of Named Persons	August 2016
Part 5	Child's Plan	August 2016
Part 6	Early Learning and Childcare	August 2014
Part 7	Power to provide school education for pre-school children	August 2014
Part 8	Day care and out of school care	August 2014
Part 9	Corporate Parenting	1 April 2015
Part 10	Aftercare	1 April 2015
Part 11	Continuing Care	1 April 2015
Part 12	Services in relation to children at risk of becoming looked after, etc	August 2016 (*TBC*)
Part 13	Support for kinship care	April 2016

Children & Young People (Scotland) Act 2014 Provision		Expected Commencement Date
Part 14	Adoption register	April 2016
Part 15	School closure proposals	Fully commenced on 30 March 2015.
Part 16	Children's Hearings	January 2015
Part 17	Other reforms – section 91 Detention of children in secure accommodation	2015 – *precise date TBC*
Part 17	Other reforms – section 92 Children's legal aid	July 2016 - *TBC*
Part 17	Other reforms – section 93 Provision of school meals	January 2015
Part 17	Other reforms – section 94 Licensing of child performances	August 2014
Part 17	Other reforms – section 95 Wellbeing under 1995 Act	August 2016
Part 18	General – section 96 Assessment of wellbeing	Phased 2014 – 2015 in relation to specific provisions only. Full commencement expected August 2016

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Energy in Schools Annual Report

Item number	8.3
Report number	
Executive/routine	
Wards	All

Executive summary

This report provides an overview of 2014/15 energy use across the Council's School estate, and provides an update on energy/carbon reduction projects. The report follows on from the Energy in Schools Report in September 2014.

Consumption across the school estate is largely stable. There has been a small variation in consumption due to new properties opening and efficiencies from capital works and energy audits. However, the ongoing projects detailed within this report have the potential to deliver tangible and significant energy and carbon reductions across the school estate.

Links

Coalition pledges	P50
Council outcomes	CO18 CO25
Single Outcome Agreement	SO3 SO4

· EDINBVRGH ·
THE CITY OF EDINBURGH COUNCIL

Report

Energy in Schools Report

Recommendations

That Committee:-

1.1   Notes the content of this report and, in particular, progress made against key energy efficiency projects; and

1.2   Notes that an annual progress report will be submitted to committee in 2016 on Energy in Schools.

Background

2.1   The Council expenditure on energy across operational buildings in 2014/15 was £12m. The Children and Families estate is the largest estate in the Council, and is the single highest energy user accounting for over half of the total energy spend.

2.2   Due to low oil prices, the whole-sale cost of electricity and gas has remained comparatively low. This has had a positive influence on the rate charged for gas and, to a lesser extent, electricity. However, the charges associated with transmission and distribution of electricity, and other associated levies, continue to increase, resulting in a year-on-year increase in electricity costs despite the lower wholesale cost.

2.3   There are a number of legislative drivers for carbon reduction across the Council's estate. These include the Carbon Reduction Commitment Energy Efficiency Scheme (CRC) and the Energy Performance in Buildings Directive (EPBD). The Council also has a published Energy Policy which defines its approach to energy management.

2.4   The pressure placed on energy reduction targets across the school estate through rising school rolls, and increased service delivery, are expected to continue.

2.5   This report details a number of projects that focus on energy and carbon reduction across the school estate. The three major projects, Edinburgh Community Solar Co-operative, RE:FIT and the Building Energy Management System upgrade, are expected to progress from a development phase to delivery over the course of the next year.

2.6   An Energy in School Report was considered by Committee in September 2014, and this report provides the 2015 review.

Main report

Consumption Monitoring

3.1   This section of the report gives an overview of energy consumption, and associated carbon emissions across the school estate. The data includes details on the Council's PPP2 estate, where the Council pays directly for energy consumed, but excludes details from Edinburgh Partnership schools.

3.2   Case study examples of energy reductions achieved in the school estate are listed in Appendix 1. The reductions are a direct result of interventions carried out following energy audits by Corporate Property.

Graph 1: 2014/15 Carbon Emissions by Property Type and Fuel Type
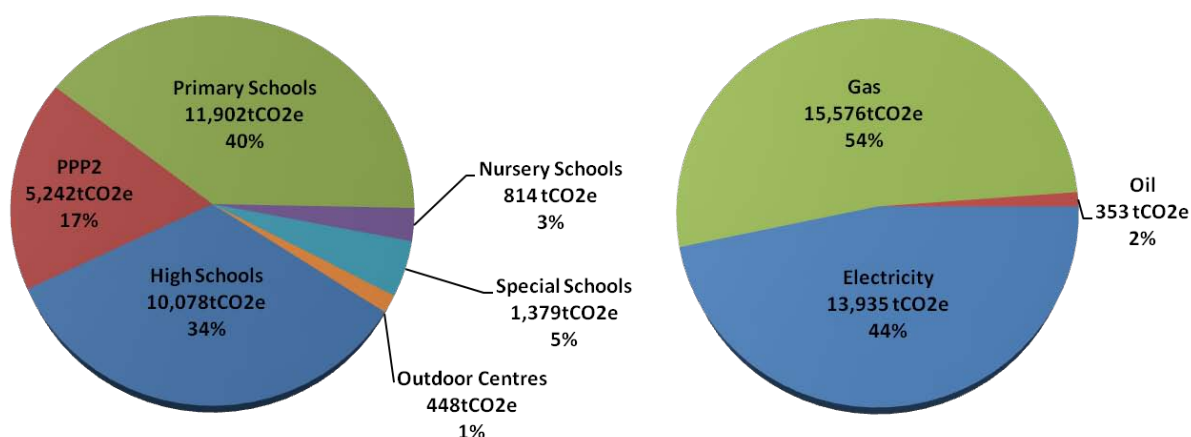
3.3   The two charts above provide a breakdown of energy related carbon emissions across the Council's school estate. In total, the school estate accounts for 29,863 tonnes of CO_2e representing 54% of the Council's total building related CO_2 emissions.

3.4   The Council spent around £6m in 2014/15 on electricity and gas across the school estate with an additional £0.46m spent on the purchase of carbon allowances under the Carbon Reduction Commitment Energy Efficiency Scheme. A breakdown of spend by property group is included below:

*Graph 2: Annual Energy Spend by Property Group*
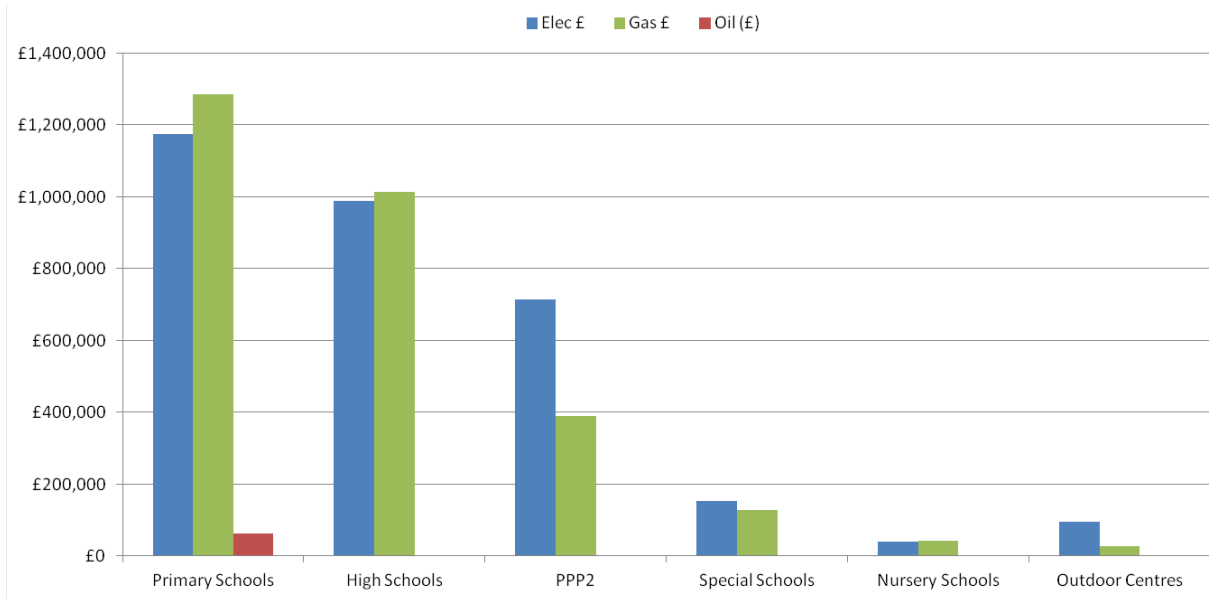
3.5   As can be seen from Graph 2, across the majority of buildings, gas and electricity spend are similar. PPP2 properties have all been built within the last decade and therefore have a far higher thermal efficiency and a lower corresponding gas spend.

Graph 3: 2014/15 Electricity Consumption against 2010/11 Baseline
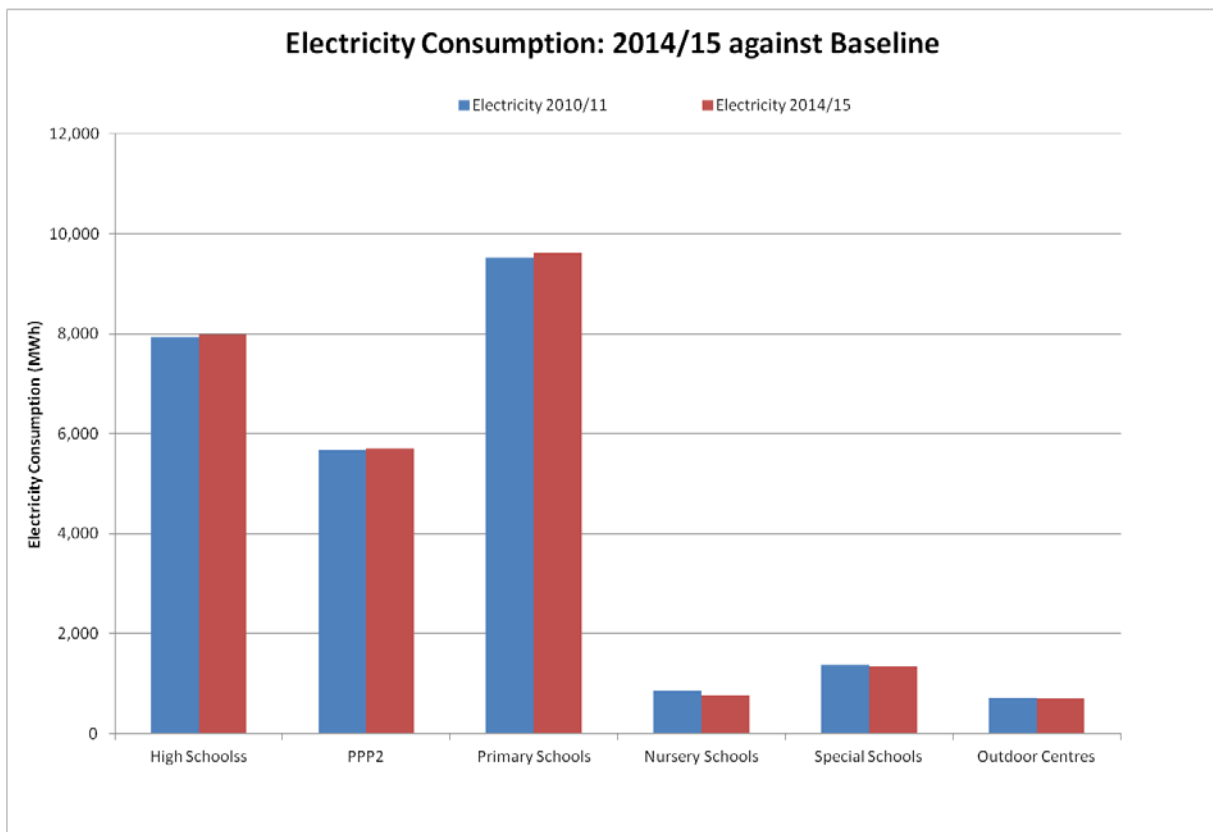
3.6   Compared against the 2010/11 baseline, there has been a marginal 1% increase in electricity consumption across the primary school, high school and PPP2 estates. The remainder of the school estate has experienced a slight decrease in electricity consumption against the 2010/11 baseline. Given the minor scale of change, consumption is considered to be stable across the estate.

Graph 4: 2010/11 to 2014/15 Gas Consumption correlated against Heating Degree Days
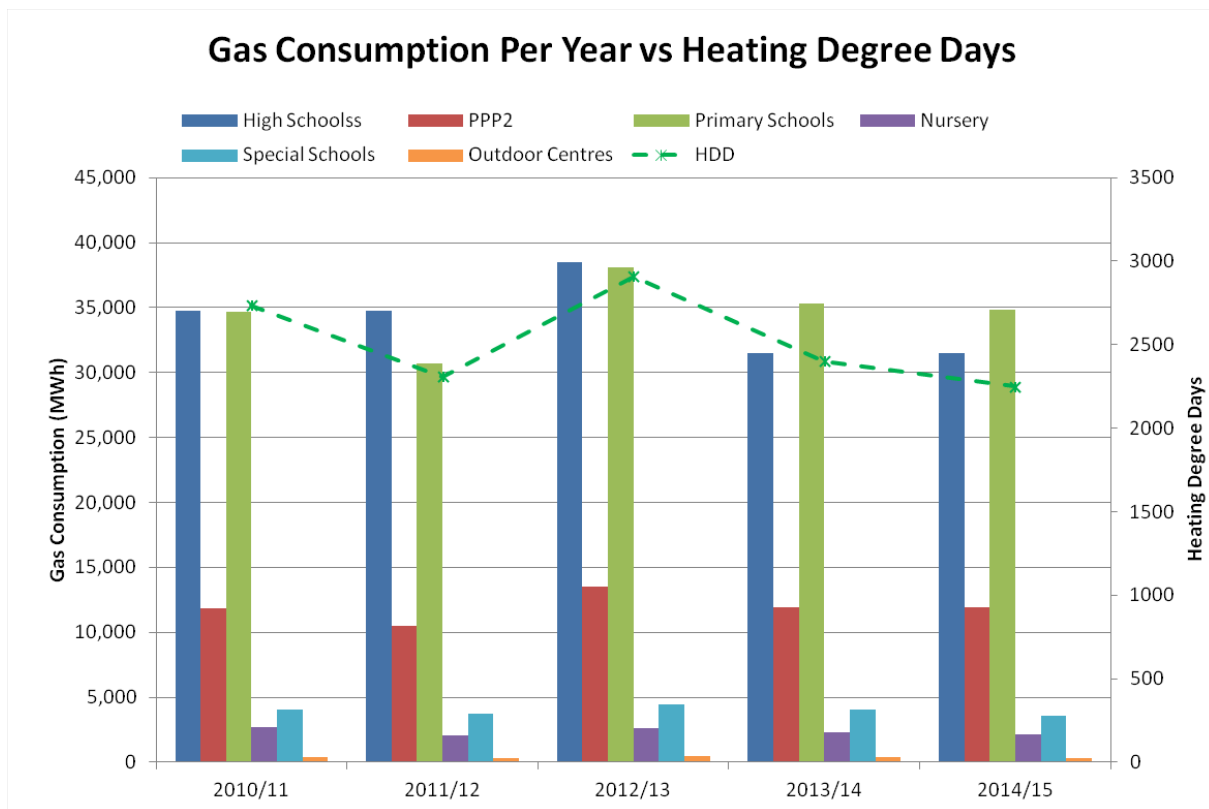
3.7   Gas use across the school estate is predominantly used for space heating. The requirement for space heating in a building is directly proportional to the severity of the weather. To allow for 2014/15 gas consumption to be reviewed in context it has been presented alongside historic gas consumption from 2010/11 onwards and correlated against heating degree days (HDD), which is a metric for quantifying the severity of weather conditions in relation to space heating requirements.

3.8   Gas consumption across the school estate has largely followed weather conditions. There are some exceptions to this, such as in the high school estate in 2011/12 and the primary school estate from 2013/14. Liberton High School had heating issues in 2012/13 and hence caused higher than expected consumption. From 2013/14 there has been a sustained reduction in gas use in the high school estate. The refurbishment of James Gillespie's HS resulted in a reduction in associated gas use even after gas consumption for Darroch Centre was incorporated. Additional reductions have been achieved through improved heating control at Portobello HS and Liberton HS and a boiler upgrade at Wester Hailes Education Centre. The primary school estate from 2013/14 had higher

than expected consumption. The opening of Bun-Sgoil Taobh Na Pairce in 2013 and the conversion of Gracemount and Abbeyhill Primary Schools from oil to gas heating in 2011 and 2014 respectively accounts for a proportion of the increase. In future years, it may be necessary to review the baseload consumption to account for these changes. It should be noted that the existing poor condition of many of the Council's Building Management Systems (which manage the control of heating and ventilation plant) continues to restrict the level of efficient heating control across the school estate.

3.9   A breakdown of 2014/15 energy consumption data against the 2010/11 baseline is available in Appendix 2.

Edinburgh Community Solar Co-operative

3.10   The Council have approved a proposal from Edinburgh Community Solar Co-operative (ECSC) to install community-owned solar photovoltaic (PV) panels on Council-owned roofs. Under the scheme, ECSC will procure, install and manage solar PV panels sited on the roofs of up to 25 Council buildings.

3.11   The installation of the solar PV panels will be funded through a public share offer. The return on investment for the co-operative will be generated from Feed in Tariff (FiT) payments from OFGEM, as well as from payments made by the Council (at a preferential rate) for electricity consumed by the building hosting the PV system. The surplus revenue generated by the co-operative will be reinvested into the local community through a community benefit fund.

3.12   Following a desktop exercise, ECSC commissioned scoping surveys of a number of Council buildings, and identified a preferred list of 29 buildings with outline suitability. When funding is in place, ECSC will carry out detailed structural surveys of the buildings to confirm suitability. A final list of buildings for inclusion will then be confirmed. Once design proposals have been approved by the Council, ECSC will progress with installation. The original outline list of buildings has been included for reference at Appendix 3. This list was categorised into 25 properties, and 4 reserve buildings. This list will remain subject to change until all surveys and design work has been completed.

3.13   There are direct benefits for schools involved. A portion of the profit will be made available to buildings included in the scheme. Display boards will be installed in properties showing PV output for educational purposes. ECSC will work with the buildings to help deliver educational projects. On a broader level, ECSC are keen to engage with wider communities. It is also anticipated that links can be made to education materials, included within the Small Steps Campaign, so that learning outcomes and key messages can be shared across the school estate.

Building Energy Management Systems (BEMS)

3.14   A Building Energy Management System (BEMS) is a computer-based system that controls the main mechanical and electrical services within a building. The Council has an extensive portfolio of BEMS, including all High Schools and the majority of Primary Schools. The successful implementation and operation of a

BEMS allows improved building performance and can lead to substantial energy savings.

3.15 As detailed in previous Schools Energy Reports, the Council's BEMS are in urgent need of upgrading/replacement. Many systems are ageing and not functioning correctly with some systems now obsolete, making it difficult to source replacement components.

3.16 As outlined in Appendix 1, progress has been made in some select BEMS properties by reviewing the existing set up and programming. These works have delivered tangible savings. However, there is still a significant opportunity for energy efficiency and carbon reduction by modernising and standardising the Council's approach to BEMS.

3.17 Following on from the production of the outline Business Case, a project to renew BEMS across the Council's Operational estate (including schools) has been initiated through the Strategic Asset Management works delivered by Corporate Property.

3.18 There will be three key areas of focus: properties with obsolete BEMS in place; properties with high energy consumption, and; properties with modern BEMS that have not been properly set up. The upgrade programme will deliver energy efficiencies, operational efficiencies and greater resilience across the estate.

3.19 The total cost for delivering an improved BEMS estate is estimated at £3.2m. Through this investment and the implementation of a BEMS strategy it is projected that the Council could save up to £600k per annum on gas and electricity, as well as delivering a number of operational efficiencies such as holiday exception programming, removing issues with obsolete components and reducing onsite maintenance/fault finding.

3.20 If the Council does not invest in an improved BEMS, it will fail to deliver best value in terms of money invested in BEMS reactively (in terms of continual servicing/maintenance of the schools estate). It may also fail to meet energy and carbon reduction targets.

RE:FIT

3.21 The Council, has signed up to the London RE:FIT framework. The scheme has been designed to help public sector organisations achieve substantial financial savings, improve the energy performance of their buildings and reduce their carbon footprint.

3.22 Working in partnership with the Scottish Government and Scottish Futures Trust, the Council is running a pilot across nine key Council buildings, seven of which are schools. The benefits of the pilot and, any lessons learned from the scheme will be shared across other councils, and will inform the Council's option for further phases.

3.23   Under the scheme, the Council will engage with one of the RE:FIT framework
        contractors to identify and implement energy efficiency measures. The savings
        from the project will be guaranteed.

3.24   The Council set a target of a 17% reduction in energy consumption across the
        nine buildings, with a total project spend of £1.8m, and a corresponding payback
        of eight years. The project will be funded from the Council's spend to save fund.

3.25   The buildings included in the project are:

- Balerno High School
- City Chambers
- Currie Community High School
- Leith Academy
- St Thomas of Aquins
- Sciennes Primary School
- Trinity Academy
- Usher Hall
- Wester Hailes Education Centre

3.26   Following the appointment of the contractor, the properties will be surveyed, in
        detail, to produce an Investment Grade Proposal (IGP), detailing energy
        efficiency measures, design/project details, and how guaranteed savings will
        measured and verified. It is expected that IGPs will be complete by early 2016. If
        the Council decides to progress with the IGP, it is anticipated that the majority of
        the works will be completed in 2016.

3.27   If successful, there is potential to include other buildings for future phases of the
        scheme.

Small Steps Energy Awareness Campaign

3.28   The second phase of the Small Steps Awareness Campaign was officially
        launched in September 2014. This followed on from a successful pilot energy
        awareness campaign in 2013/14. A report detailing the outcomes from the pilot
        campaign was submitted to Education, Children and Families Committee in May
        2014.

3.29   The 18 schools involved in the second phase are listed below:

- Wester Hailes Education Centre
- Fox Covert PS (RC+ND)
- Broughton HS
- Nether Currie PS
- Prestonfield PS
- Gilmerton PS
- St Mary's RC PS
- Sciennes PS
- Corstorphine PS
- Craiglockhart PS
- Roseburn PS
- Towerbank PS
- Firrhill HS
- Liberton HS
- Panmure St Anns School
- Kaimes School
- St Ninians RC PS
- Davidsons Mains PS

3.30   The second phase of the campaign has built on the success of the pilot retaining
        much of the original form and structure. The time and effort invested under the
        pilot has provided a sound foundation for campaign growth.

3.31   A matrix detailing the campaign activities undertaken in each of the schools
        participating in the second phase is included within Appendix 4. This matrix is

seen as a key way of determining campaign uptake and success. The matrix shows positive signs of widespread engagement from phase two. Some schools signed up to phase two of the campaign, but have only recently launched the campaign within their school so are yet to undertake activities.

3.32   In addition to regular campaign activities, the Council are also working in partnership with the University of Edinburgh on a research project called 'Enerchange'. The key aim of the project is to look at ways to embed knowledge on energy reduction in schools. As part of this work, three primary schools have completed an energy diary, that details energy consumption within their classroom over the course of a week. Edinburgh University intend to use this pilot programme to create an energy diary 'App' which can be rolled out across schools. The project raises awareness of energy use whilst also providing pupils with experience of data handling.

3.33   The target of 20 participating schools for the third phase was easily met through a mixture of word-of-mouth, and sign up from the Learning for Sustainability Conference. A total of 23 schools have signed up for the third phase with seven of those schools returning to the campaign having already taken part previous phases.

Energy Efficiency Works

3.34   Central Energy Efficiency Fund (CEEF) works (£0.275m) were carried out in schools during 2014/15 including the conversion of Abbeyhill Primary School from oil to natural gas.

3.35   During 2015/16, it has been necessary to shift focus to initiating more strategic projects, such as the RE:FIT project and BEMS Upgrade works, and only a few smaller works have been commissioned through CEEF. It is expected that CEEF will form a part of the funding matrix for elements of the BEMS upgrade works, and potential future phases of RE:FIT.

3.36   During 2015/16, boiler replacements, funded through the Strategic Asset Management programme, are being carried out at Carrick Knowe Primary School, Castlebrae High School, Clovenstone Primary School, Leith Academy and Leith Walk Primary School. These projects should deliver increased energy efficiency on site through improved boiler use.

Knowledge Transfer Partnership

3.37   As reported in last year's Energy in Schools report, Corporate Property has entered into a Knowledge Transfer Partnership (KTP) with the Scottish Energy Centre at Napier University. This is a three year partnership that will help develop a strategic long term approach to energy management within the operational estate.

3.38   In November 2014, Napier University employed a KTP Associate to work within the energy team in Corporate Property. Work carried out to date has included detailed benchmarking and profiling of the Council's estate, and Building

Information Modelling (BIM). Going forward, the project will review a range of technical solutions for improving energy efficiency across the Council's estate, ranging from short-term measures to long-term solutions, including lifecycle assessment. The long-term objective of the project is to create an investment prioritisation and implementation strategy for the Council's operational estate.

Measures of success

4.1 The Council continues to meet legislative requirements as set out in the Energy Performance of the Buildings Directive.

4.2 The Council continues to meet the reporting requirements as set out in the mandatory Carbon Reduction Commitment Energy Efficiency Scheme.

4.3 The Council continues to maintain an accurate record of energy consumption across the schools estate.

4.4 The Council demonstrates a reduction in energy consumption across the school estate.

Financial impact

5.1 The cost of energy across the school estate is significant accounting for around half of the Council's total building related energy spend. The effective management of energy across the school estate is critical to the prudent management of Council energy budgets.

5.2 The projects and activities detailed within this report have the potential to make a significant contribution to the reduction of energy consumption and corresponding spend across the Council's school estate.

Risk, policy, compliance and governance impact

6.1 The implementation of a structured energy awareness programme is in line with the ethos of the Council's Energy Policy and Energy Policy Action Plan.

6.2 Legislation has been used as a means to drive forward change to reflect EU targets on emission reduction. Increasingly legislators are looking towards public bodies adopting a planned response for to energy efficiency and carbon reduction. It is important that the Council is receptive and reactive to the likelihood of increased legislation, and develops plans and strategies to improve the efficiency of its built environment.

6.3 Whilst the Council benefits from a competitive energy contract it is still subject to the energy price trends. There is an opportunity to mitigate exposure to current price increases through increased awareness and energy efficiency.

Equalities impact

7.1   Appropriate energy management of school buildings will have a direct enhancement of rights. For example, appropriate management of indoor temperature will aid education and learning through improved thermal comfort.

7.2   Energy management within schools will focus on delivering environments that meet best practice guidelines as set out in the Council's Energy Policy. Thermal comfort is not a defined state. Some people will feel comfortable at certain temperatures whilst others may not.

7.3   The Small Steps energy awareness campaign has adopted a bespoke approach that allows schools to shape an appropriate campaign for their individual needs.

Sustainability impact

8.1   There is significant potential for sustainability benefits through appropriate energy management within the schools estate, including reduced consumption and associated carbon reduction.

8.2   The holistic approach to the Small Steps campaign provides a platform and structure that could be used to manage and deliver other sustainability messages.

Consultation and engagement

9.1   Corporate Property holds a monthly Energy Steering Group with Corporate Property Managers and representatives from the Corporate Governance and Economic Development.

9.2   Representatives from Corporate Property provide a regular update to the Carbon Climate and Sustainability Member/Officer Working Group.

9.3   Consultation is regularly undertaken with the Sustainable Development Unit to collaborate on shared objectives.

9.4   Consultation and joint working with Eco-schools representatives is ongoing as part of the Small Steps campaign.

Background reading/external references

Energy Performance in Buildings Directive (Scotland) Amendment Regulations 2012 – This directive covers the requirements for Energy Performance Certificates in Scotland.

Carbon Reduction Commitment Energy Efficiency Scheme (CRC) – This website provides guidance on the CRC scheme.

Orb page on [Small Steps Campaign](#)

City of Edinburgh Council's [Energy Policy](#)

John Bury

Acting Director of Services for Communities

Paul Jones, Acting Energy and Water Manager

E-mail: paul.jones@edinburgh.gov.uk | Tel: 0131 469 3607

Links

|	
Coalition pledges	P50 - Meet greenhouse gas targets, including the national target of 42% by 2020.
Council outcomes	CO18 - Green – We reduce the local environmental impact of our consumption and production.
	CO25 - The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential.
	SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1 – Energy Reduction Case Studies
	Appendix 2 – Supporting Energy Data
	Appendix 3 – List of Properties included on ECSC's outline list
	Appendix 4 – Small Steps Milestone Matrix

Appendix 1 – Energy Reduction Case Studies

From May 2014, Corporate Property has been operating a reactive programme to audit the operation of existing BEMS, with a view to making energy savings. Buildings have been targeted using the following criteria:

- High energy consumption/benchmarks;
- Smart meter consumption data profiles which did not reflect the expected energy demand;
- Reliable smart metering, allowing feedback on the alterations made, through the analysis of energy consumption profiles.

Consumption reductions are calculated by comparing energy consumption post intervention against average baseline energy consumption prior to intervention.

As part of audits, meetings with the building users were arranged to establish current building usage (opening hours), any existing issues with the heating system and identify possible solutions.

The graph below shows the reduction in gas use (when compared against baseline consumption) across all targeted properties since the programme began in May 2014.
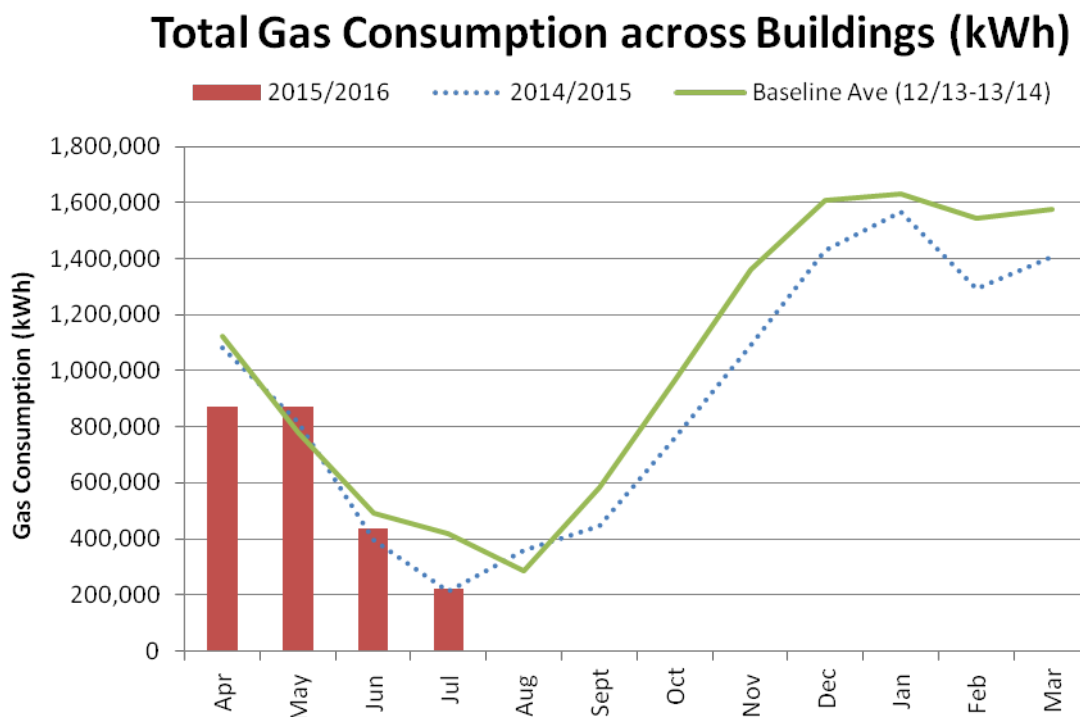
Heating Degree Day Analysis

Heating degree days are a measure of the severity and duration of cold weather and are a good metric for assessing the influence of weather on consumption. The colder the weather is in a given month, the larger the degree-day values for that month will be and consequently the larger the requirement for space heating in buildings.
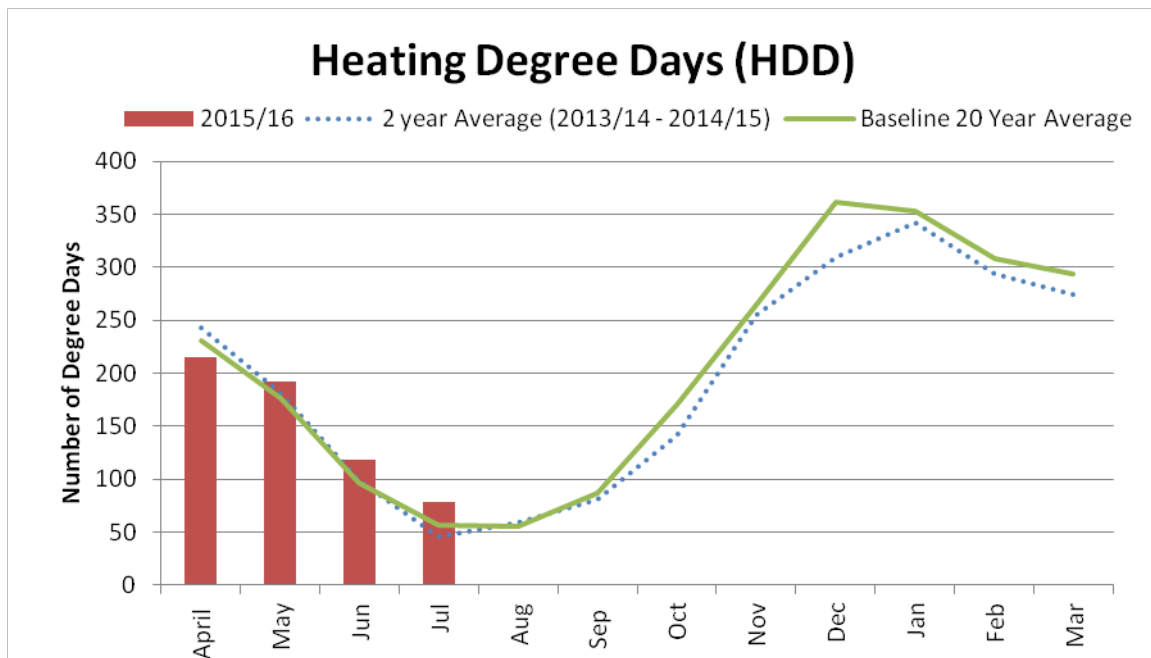

As indicated by the trend above, the overall number of degree days recorded during the first four months of 2015/16 is higher than average. To date 2015/16 has been 7% colder than average. This will have had a direct effect on the requirement for space heating.

Liberton High School
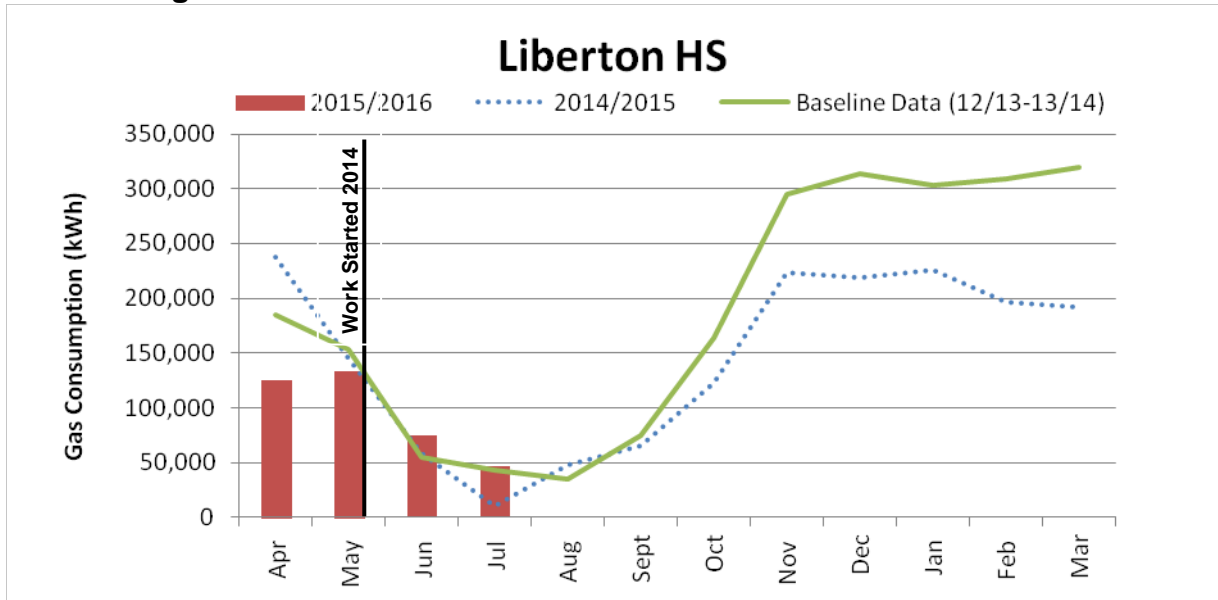
Issue:	High energy use and frequent reports of overheating
Action Taken:	Significant changes to BEMS time schedules and set points in agreement with school management.
Result:	Significant reduction in gas consumption reducing overheating and associated complaints. (Note – gym hall demolished October 2014 resulting in approx 7% reduction in floor area)
Comments:	Results were not immediately realised due to other factors requiring return visits to the property.

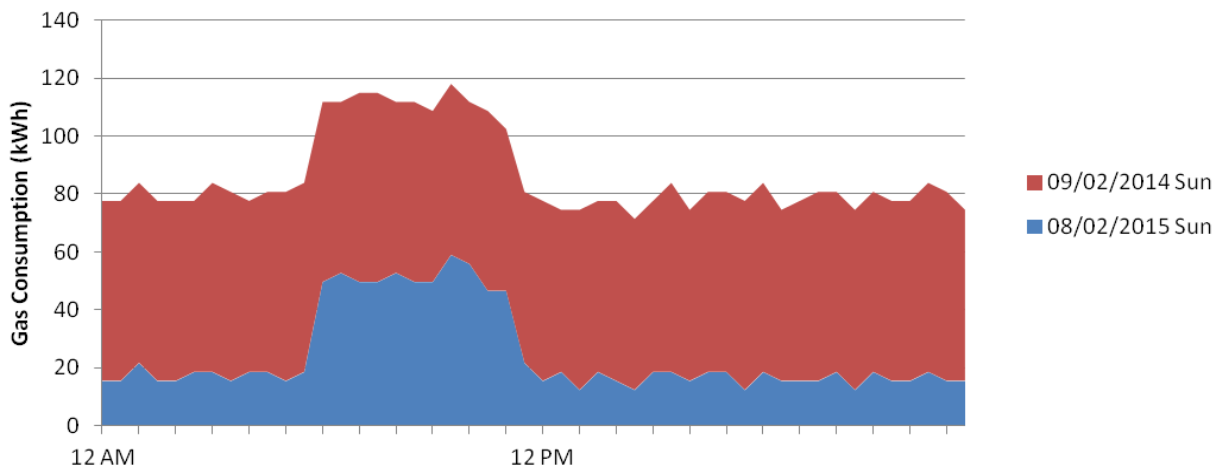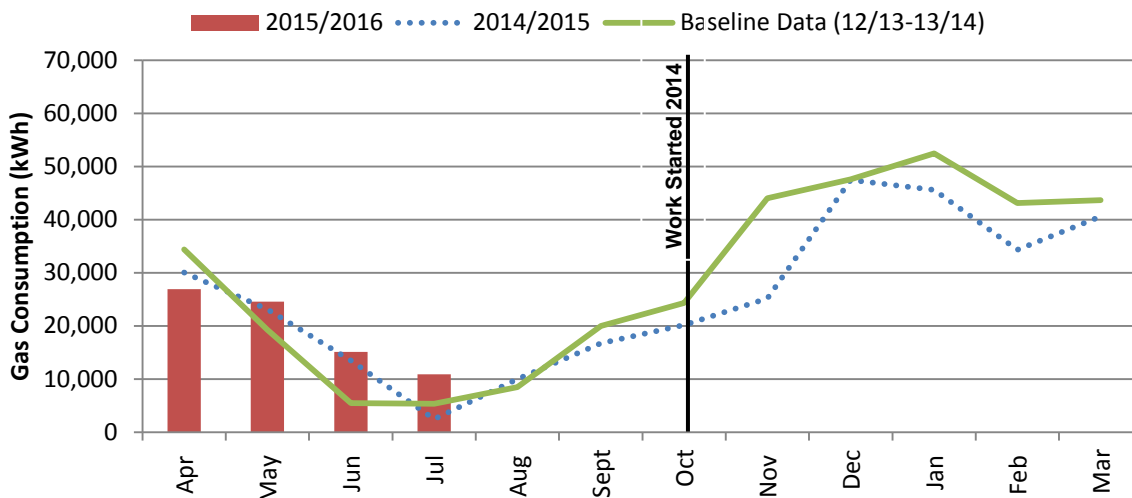| Annual Gas spend (£)	57,154	Annual Gas Consumption (kWh)	2,140,604
Estimated Annual Savings (£)	12,169	Estimated Savings (kWh)	455,807
Estimated % Savings	21%		
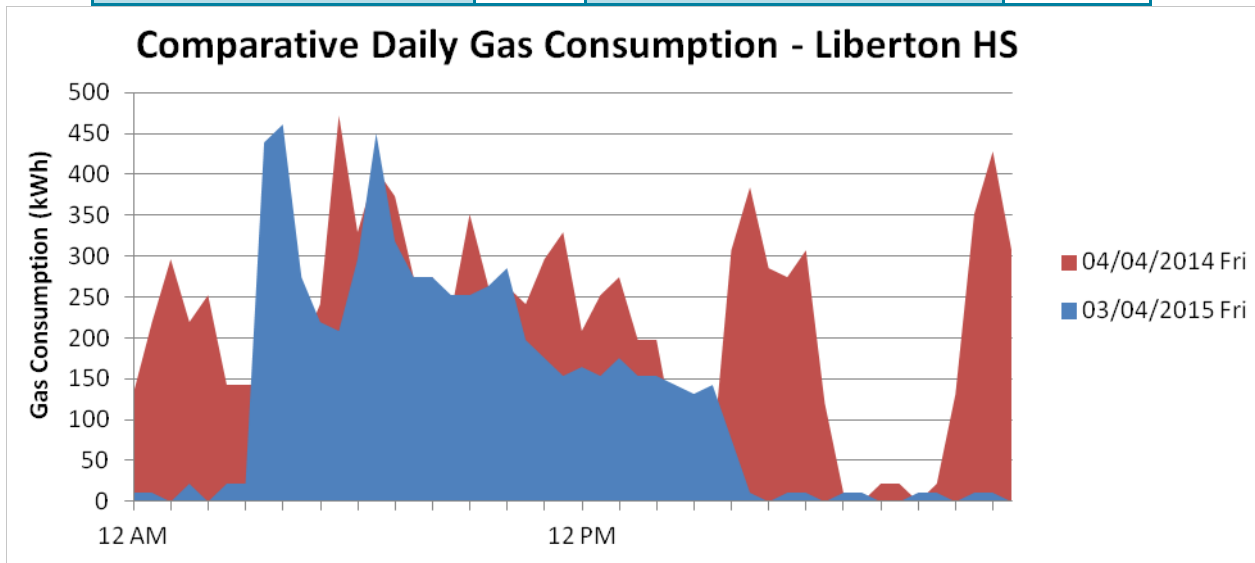
St Crispin's Special School
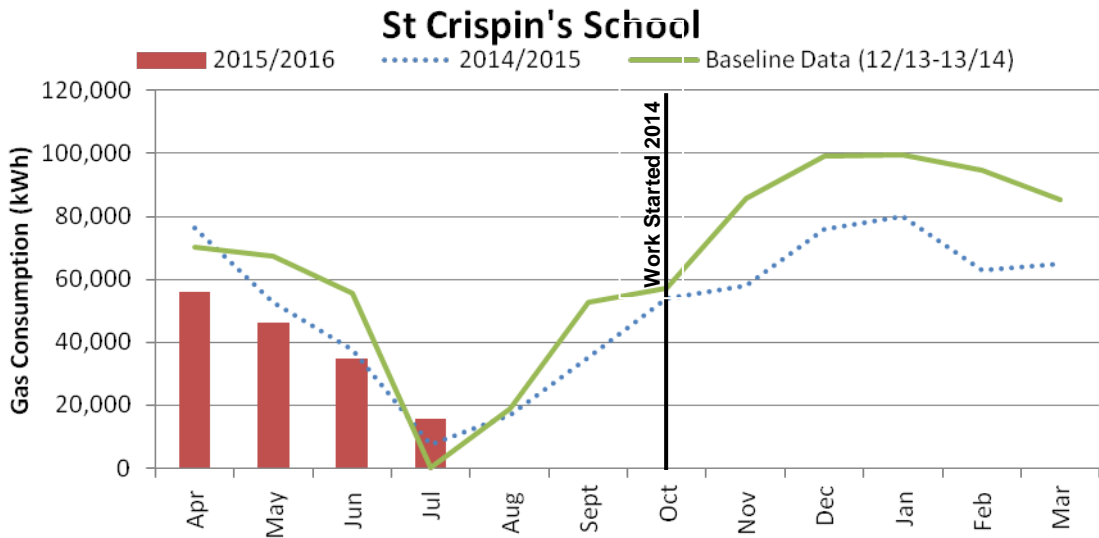
Issue:	School heating system running 24/7 from autumn through to early summer
Action Taken:	Alteration to BEMS removing weekend time schedules, altering set points and replacing a faulty actuator
Result:	Significant reduction in gas consumption and greater thermal comfort for building users
Comments:	Relative savings over June and July 2015 have been impacted by colder weather

|			
Annual Gas spend (£)	20,998	**Annual Gas Consumption (kWh)**	786,426
Estimated Annual Savings (£)	5,072	**Estimated Savings (kWh)**	189,976
Estimated % Savings	24%		

Ferryhill Primary School

Ferryhill PS


Issue:	Heating was scheduled to be on over weekends when the building was not in use.
Action Taken:	Alteration to the BEMS to remove the weekend time schedule, following discussions with staff
Result:	Reduction in gas consumption during the weekend period
Comments:	Recent colder weather has impacts on savings but good savings anticipated over coming months.

Annual Gas spend (£)	9,299	**Annual Gas Consumption (kWh)**	348,292
Estimated Annual Savings (£)	846.88	**Estimated Savings (kWh)**	31,718
Estimated % Savings	9%		

Comparative Daily Gas Consumption - Ferryhill PS

09/02/2014 Sun
08/02/2015 Sun

Note - Zero consumption on 08/02/2015 (Midnight – 11.30pm)
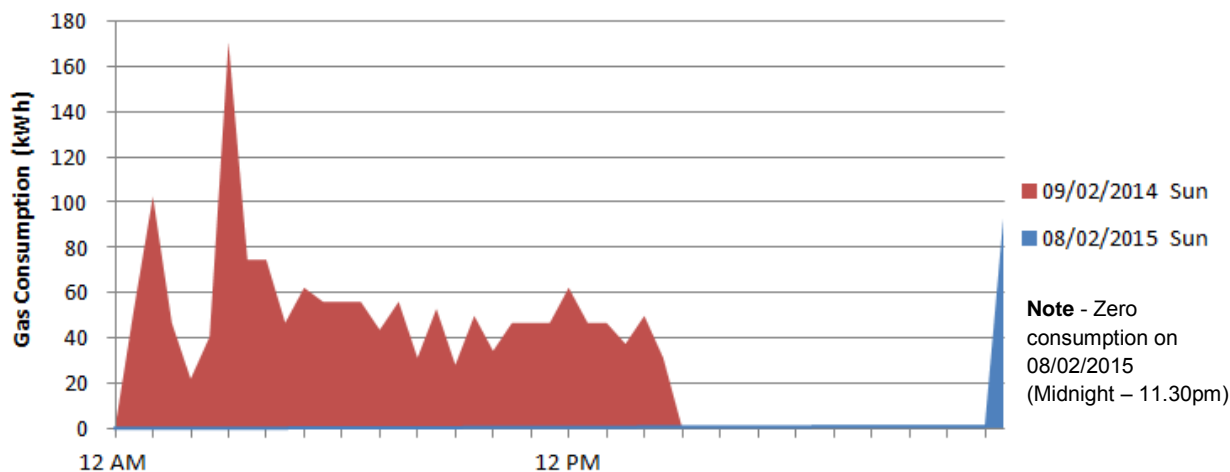
St John Vianney RC Primary School
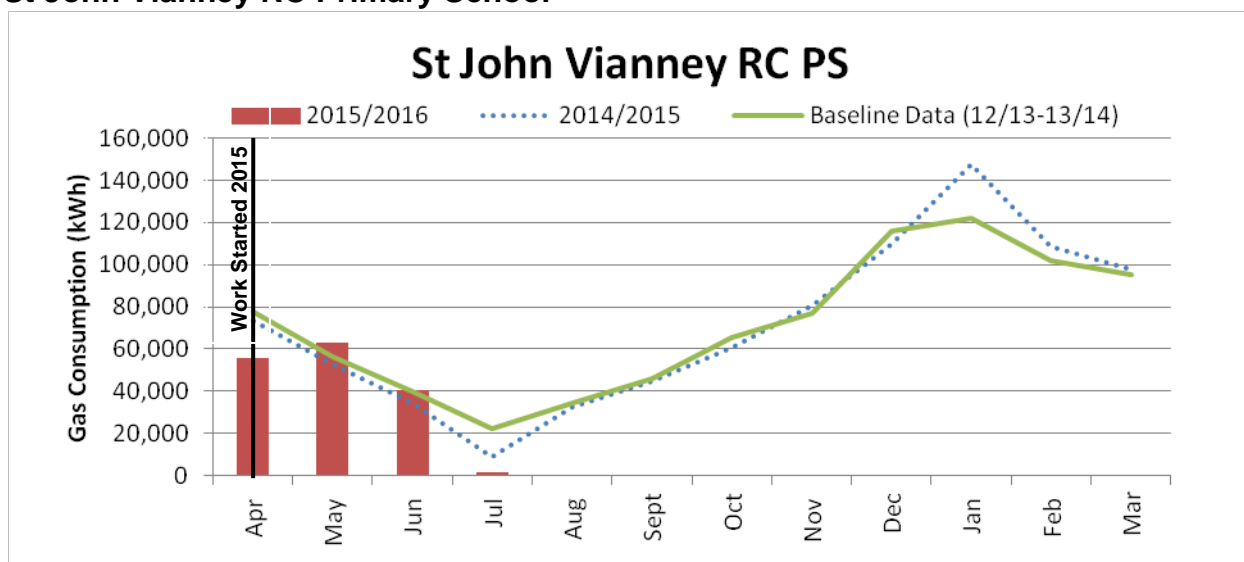
Issue:	The boilers were running 24/7 due to control from the BEMS panel being bypassed
Action Taken:	Repair work carried out to reinstate the BEMS panel. Additional work undertaken to alter time schedules and optimise settings
Result:	Reduction in out-of-hours gas consumption
Comments:	Recent colder weather masked savings in May and June but good savings anticipated over coming months.

Annual Gas spend (£)	20,250	Annual Gas Consumption (kWh)	758,427
Full Year Savings (£)	4,216	Estimated Savings (kWh)	157,931
Estimated % Savings	20%		
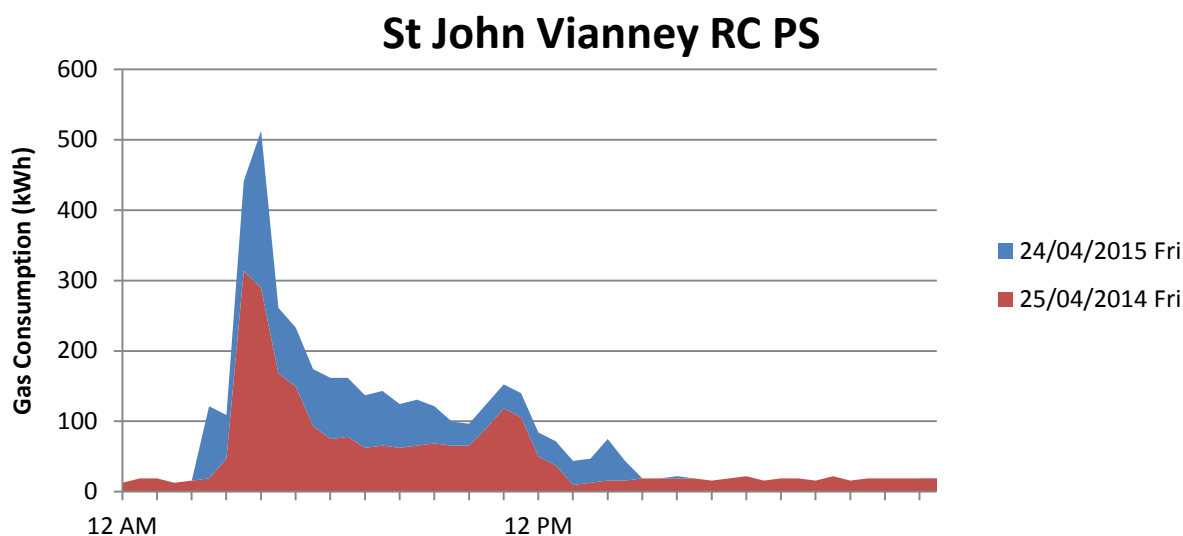
Appendix 2 – Supporting Energy Data

Property Type	2014/15						Heating Degree Days	
	Electricity		Gas		Oil			
	MWh	% Change (Baseline)	MWh	% Change (Baseline)	MWh	% Change (Baseline)		
High School	7,990	1%	31,527	-9%	-		**2010/11**	2735
Primary Schools	9,622	1%	34,836	1%	-	-47%		
Nursery Schools	775	-10%	2,170	-19%	-	-	**2014/15**	2250
Special Schools	1,345	-2%	3,590	-11%	-	-100%		
Outdoor Centres	707	-2%	335	-18%	37		% Change : **-17%**	
TOTAL	20,238	-0.5%	71,517	-14.5%	1,284	-65.1%		

Appendix 3 - List of Properties included on ECSC's outline list

Cameron House Community Centre
Buckstone Primary School
Carrick Knowe Primary School
East Craigs Primary School
Currie High School
Redhall Primary School
Canal View Primary School
Dean Park Primary School
Tumbles at Portobello
Ratho Primary School
Davidsons Mains Primary School
Oaklands Special School
Clemirston Primary School
St Ninian's Primary School
Carrickvale Community Centre
Gylemuir Primary School
Currie Primary School
Woodlands School
Liberton Primary School
Cramond Primary School
Drumbrae Leisure Centre
Wardie Primary School
St Catherine's Primary School
Ainslie Park Leisure Centre
Trinity Academy
Blackhall Primary School   on reserve list
Castleview Community Centre   on reserve list
Craighall Day Centre   on reserve list
Prospect Bank Special School   on reserve list

Appendix 4 – Small Steps Milestone Matrix

School	Representative	Planning Meeting	Smoothie Bike	Draught Excluder	Energy Audit	Thermal Camera	School Assembly	Posters displayed	Energy Policy	Other Energy messages	Meter reads	Energy Walkrounds	% School Involved	Creative energy exercise	comments
Broughton HS	Rachel Dines	✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	10	No	Started late spring 2015
Corstorphine PS	Leslie Reilly	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	38	Eco Fair	Excellent, thoroughly commited staff and pupils
Craiglockhart PS	Stephen Digan/Gater Kendal	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	No	Campaign to be staged over two years and has signed up to third phase
Davidsons Mains	Diarmid Harris	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	0	No	Campaign to be staged over two years and has signed up to third phase
Firrhill HS	Helen Barley	✓	✗	✗	✓	✗	✗	✓	✗	✓	✓	✓	100	Creative day	Launched Eco Schools programme and Small Steps this year
Fox Covert PS (RC+ND)	Tonya Thomson	✓	✓	✓	✓	✓	✗	✓	✗	✗	✓	✗	57	Eco Fair	Started late spring 2015
Gilmerton PS	Karen Bolger	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	0	No	Very active during first phase of Small Steps, has maintained commitment through second phase
Kaimes School	Catherine MacAuley	✓	✗	✗	✓	✗	✓	✓	✗	✗	✗	✗	20	No	-
Liberton HS	Fiona Lundius	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✓	0	Eco Fair	Highly successful during pilot phase and work carried through to second phase
Nether Currie PS	Marion Milne	✓	✓	✓	✓	✗	✗	✓	✗	✓	✓	✗	41	Eco Fair	Good uptake with motivated staff and pupils
Panmure St Anns School	Eilidh Ferguson	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✗	100	No	Positive approach to camapaign from staff and pupils.
Prestonfield PS	Kara McMillan	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	24	No	Small Steps rolled out to senior pupils with high motivation and enthusiasm
Roseburn PS	Hannah Simpson	✓	✓	✗	✗	✗	✗	✓	✗	✗	✗	✗	100	Eco Fair	Small Steps successfully piloted this year with further sign up to third phase
Sciennes PS	Kirsty Gallagher	✗	✓	✗	✓	✓	✗	✓	✗	✓	✓	✓	16	No	-
St Mary's RC PS (East London RD)	Mhari Louise Teden	✓	✗	✓	✓	✗	✗	✓	✗	✗	✗	✓	17	Eco Fair	-
St Ninians	Louise Murray	✓	✓	✗	✓	✓	✗	✓	✗	✓	✗	✓	75	Eco Fair	Started late spring 2015, very enthusiastic staff and pupils
Towerbank PS	Lucy Pringle	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	12	No Energy Day (termly)	Highly motivated and active staff & pupils
WHEC	Kirsteen Scott	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✗	10	No	Campaign piloted in school within one department

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Youth Work Services – Proposed New Contract Arrangements

Item number	8.4
Report number	
Executive/routine	
Wards All	

Executive summary

Children and Families (Schools and Community Services) has contracts with ten organisations that deliver a range of youth work services and these come to an end on 31st March 2016. The department is undertaking a consultation process to design a new service specification that prioritises universal open access youth work. The voice of young people will be particularly important in shaping the new specification. It is proposed that a new set of commissioned services should be in place from October 2016.

Links

Coalition pledges	P1, P5
Council outcomes	CO1, CO2, CO3, CO4, CO5, CO6
Single Outcome Agreement	SO3

· EDINBVRGH ·
THE CITY OF EDINBURGH COUNCIL

Report

Youth Work Services – Proposed New Contract Arrangements

Recommendations

Committee is asked to:

1.1 Note that work is underway to consult with young people and other stakeholders to design a new set of open access youth work services across the city that the department would support through contractual arrangements.

1.2 Note that a report will go to Finance and Resources Committee on 29th October requesting a waiver from Contract Standing Orders to enable the award of extensions of contracts to up to 10 providers based on the negotiated specifications that reflect a renewed focus on open youth work provision.

Background

2.1 Children and Families has supported the provision of open access youth work across the city through a range of grants and contracts for many years. In 2010/11 a number of grant awards were converted into contracts.

2.2 These youth work contracts have been reviewed and extended with little amendment of the service specifications which were primarily based on the original grant applications back in 2010.

2.3 In July 2015 the Edinburgh Youth Work Consortium (EYWC) brought together representatives from the Council's Community Learning and Development Service (CLD), the voluntary youth work sector and other interested parties to identify priorities for youth work that give prominence to universal provision. The result of these discussions was a Youth Work Statement of Intent. This Statement of Intent was also informed by YouthLink Scotland's Statement on the Nature and Purpose of Youth Work, which, in turn, informed the National Youth Work Strategy 2014-2019, 'Our ambitions for improving the life chances of young people in Scotland'.

Main report

3.1 Children and Families wishes, by using a co-production approach, to redesign the youth work services it commissions through contracts. There are ten voluntary organisations in a contractual arrangement with the department to

deliver youth work services. The specifications of service are varied and cover a range of services which were originally drawn from grant applications. The new approach will enable Children and Families to specify clearly the youth work it wishes to fund through contracts, and ensure it is consistent and aligned to local and national priorities.

3.2 The current specifications of service have been analysed by officers and meetings held with the relevant providers to work together to identify the elements of these specifications that would be consistent with the priorities identified within the Youth Work Statement of Intent and YouthLink Scotland's Statement on the Nature and Purpose of Youth Work. These priorities include:

- Universal/open access;
- For 11–25 year olds, with a particular emphasis on 11–18 year olds;
- Undertaken voluntarily;
- Builds on young people's strengths;
- Recognises the young person and the youth worker as partners in a learning process.

3.3 It is recognised that the timescale required to work through a full redesign process will mean that a new service could not be in place for April 2016 and therefore a waiver report will go to Finance and Resources Committee on 29th October to enable the offer of contract extensions to some or all of the ten organisations.

3.4 If the waiver is agreed then six month extensions will be offered to these organisations thereby enabling continuity of service. The organisations will also be informed that if they wish to access further support for activities that meet Children and Families' outcomes then the new three year grants programme would be an option for them.

3.5 Work has started on a wide scale consultation process with young people and other stakeholders to draw together their views about youth work. The service area has sent out a survey for young people to complete and it is anticipated that over 500 young people will respond. To complement this approach, a series of focus groups will be set up to gain further views from young people. These will pick up on themes from the returned surveys and explore them in more detail. Other external and internal stakeholders will also be consulted to ensure a wider representation of views.

3.6 In addition, officers will review a range of existing information gathered from young people. This will include the results of the Youth Talks activities in South Edinburgh and Total Craigroyston, and a survey of 90 young people in Leith.

3.7 The award of three year grants by Committee in December 2015 is likely to include some open youth work delivery and the mapping of the work that will result will also be used when drawing up the new specification.

3.8 It is anticipated that this information gathering process will be completed by early 2016. A new specification will be ready for late March to enable the procurement process to start and for a new set of services to be in place in October 2016. An important aspect of the new service delivery model will be to articulate with the four localities structure.

Measures of success

4.1 Children and Families agrees up to ten extensions of contract with the providers listed in the appendix for a period of 6 months (1st April 2015 to 30th September 2015) with a focus on universal open access youth work services.

4.2 Children and Families develops a service specification to tender in spring 2016.

4.3 A revised youth work service based on the new specification is in place by October 2016.

Financial impact

5.1 The total value of the contracts covered by report was £934,462 in 2015-16.

5.2 Anticipated savings to be achieved from the initial re-design is £234,265.

Risk, policy, compliance and governance impact

6.1 A report will go to Finance and Resources Committee to request a waiver from Contract Standing Orders.

Equalities impact

7.1 An Equalities and Rights Impact Assessment is being developed as part of the redesign work.

Sustainability impact

8.1 The duties of the Climate Change (Scotland) Act 2009 have been considered in respect of this report. Implementation of the redesign does not contradict our duties as a public body under this legislation.

Consultation and engagement

9.1   As outlined above a co-production approach is being used to deliver the redesigned specifications of service.

Background reading/external references

Youthlink Scotland's Statement on the Nature and Purpose of Youth Work

Gillian Tee

Executive Director for Communities and Families

Contact: David Bruce, Senior Education Manager (Community Services)

E-mail: David.Bruce2@edinburgh.gov.uk | Tel: 0131 469 3795

Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care.
	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 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.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1 – List of current providers

Current providers

Name of Organisation	Value of contract 2015/16 (£)
Canongate Youth	157,000
Citadel Youth Centre	154,237
Edinburgh City Youth Café (6VT)	58,242
Pilton Retreat	55,751
Pilton Youth & Children's Project	160,170
SCOREscotland	62,326
The BIG Project	33,845
WHALE Arts Agency	64,306
Wester Hailes Youth Agency	99,108
West Granton Community Trust	89,477
TOTAL	**934,462**

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Review and Redesign affordable childcare support to children and young people with disabilities in mainstream childcare settings

Item number	8.5
Report number	
Executive/routine	
Wards	

Executive summary

This report outlines plans for the review and redesign of the service which supports the inclusion of children and young people (0- 18yrs) with disabilities in mainstream childcare settings whilst their parent/carer is in work, training or education. It is proposed that a new commissioned service will be in place by 1 April 2017.

Links

Coalition pledges	P1
Council outcomes	CO1 – CO4 and CO6
Single Outcome Agreement	SO3

Report

Review and Redesign affordable childcare support to children and young People with disabilities in mainstream childcare settings

Recommendations

1.1   Note that a consultation/commissioning process will be carried out with stakeholders to design a new specification for the delivery of this service.

1.2   Note that a request will be made to Finance and Resources Committee for a waiver from Contract Standing Orders to maintain current funding arrangements until 31 March 2017. This will ensure continuity of service and to give sufficient time to complete the commissioning process.

Background

2.1   City of Edinburgh Council has a Service Level Agreement (SLA) with Capability Scotland to deliver this service which is known as Edinburgh Childcare 4 All (E4ALL). The SLA ends 31 March 2016.

2.2   EC4ALL allocate Inclusion grants to childcare providers who are assessed as requiring additional staff to support a child or young person's inclusion in their setting. Funding is also used for staff training and to purchase resources to enable the child or young person to participate more fully.

2.3   The service also uses an increasing capacity reducing dependency model which supports childcare providers to sustain a child's or young person's place in the setting without the need for long term adult intervention. This means that funding can be used to support more children and young people with disabilities in a greater number of mainstream childcare settings.

2.4   The current annual budget for this service is £200,169.

Main report

3.1   The delivery of increasingly flexible services to meet the changing needs of children and families is a key aim within The Early Years Strategy and Action Plan 2010.

3.2 We want to continue to support the inclusion of children and young people with disabilities in mainstream childcare settings and be able to respond to ongoing demands for this service whilst delivering best value for the City of Edinburgh Council. By using a co-production approach we want to review and redesign the service currently commissioned through its annual Service Level Agreement with Capability Scotland.

3.3 The views of stakeholders will be important in shaping a future service which will support parent/carer's accessibility to mainstream childcare for children and young people with disabilities

Measures of success

4.1 A new Service Specification will be agreed and a provider in place by 1 April 2017.

Financial impact

5.1 The current annual budget is £200,169 which ends 31 March 2016.

Risk, policy, compliance and governance impact

6.1 As current funding for this service ends 31st March 2016 there is a risk that this service will cease

6.2 We are seeking approval to waive Contract Standing Orders to maintain current funding arrangements until 31 March 2017.

Equalities impact

7.1 Ongoing monitoring of this service shows that children and young people with disabilities are being supported in mainstream childcare settings in a meaningful and long term way.

7.2 Successful inclusion of children and young people in mainstream childcare settings has resulted in parents being able to continue in work, training and education.

Sustainability impact

8.1   The duties of the Climate Change (Scotland) Act 2009 have been considered in respect of this report. Implementation of the redesign does not contradict our duties as a public body under this legislation.

Consultation and engagement

9.1   A co-production approach will be used to deliver the redesigned specifications of the service.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: Aileen McLean, Senior Education Manager, Early Stages

E-mail: aileen.mclean@edinburgh.gov.uk | Tel: 0131 469 3300

Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2 Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3 Our children and young people at risk, or with a disability, have improved life chances
	C04 Our children and young people are physically and emotionally healthy
	CO6 Our children's and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Children and Families Revenue Monitoring 2015/16 – month three position

Item number	8.6
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The report sets out the projected month three revenue budget monitoring position for Children and Families. Significant service pressures continue to be managed. The total unfunded budget pressures is currently £8.3m however a further budget pressure was recently applied as a result of the necessity for Children and Families to contribute £2.025m towards financial pressures within Health & Social Care. The gross total pressures are currently £10.3m and, whilst significant mitigating management action has already been taken, a net £2.4m budget pressure remains for which further mitigating action still requires to be developed.

The scale of the management action already implemented significantly limits scope for additional mitigating actions to be identified which, combined with continuing risks around service specific demand related pressures, presents a very challenging position. Whilst Children and Families remains fully committed to addressing the remaining budget pressure and will explore all opportunities to do so, at this stage there is considered to be a significant risk that there will be an over-spend in 2015/16.

Links

Coalition pledges	P01, P02, P03, P04, P05, P06 and P30
Council outcomes	CO1, CO2, C03, C04, C05, C06 and CO25
Single Outcome Agreement	SO3

Report

Children and Families Revenue Monitoring 2015/16 – month three position

Recommendations

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

1.1.1   the net residual budget pressure of £2.4m which remains at month three which includes the necessity to contribute £2.025m towards addressing financial pressures within Health & Social Care;

1.1.2   that approved savings in 2015/16 total £14.075m; the savings programme being closely monitored with action having been taken to address any highlighted risks of non delivery;

1.1.3   that achieving a balanced position for the year is subject to the development of further mitigating actions of £2.4m;

1.1.4   that whilst all opportunities for further mitigating action will be explored, at this stage in the financial year there is a significant risk of over-spend.

Background

2.1   The total 2015/16 revised net budget for Children and Families is £396.2m.

2.2   This report sets out the projected overall position for the Children and Families' revenue expenditure budget for 2015/16 at month three of the financial year.

Main report

3.1   Children and Families continue to manage significant levels of budget pressure in many areas of the service, including a number of challenges relating to the delivery of approved savings.

Service Specific Budget Pressures - £6.1m

3.2   To date unfunded budget pressures of £6.1m have arisen with the areas of most significant budget pressure being in Out of Council residential schools and secure units; Fostering, adoption and kinship placements and demographic pressures within schools. Significant management action of £3.7m has already been identified leaving a residual position of £2.4m. Appendix 1 provides further details of the most significant areas of pressure and mitigating action.

Additional In Year Pressure - £2.025m

3.3   On [17 September 2015](#) Council approved a £9.8m package of one-off financial support to address financial pressures in Health and Social Care, drawn from other service areas and corporate budgets. The contribution required from Children and Families is £2.025m which will be delivered through a range of measures including the application of controls on vacancies and discretionary spend and postponing arrangements to increase flexibility for Early Years and Childcare provision.

Approved Budget Savings 2015/16 - £14.075m

3.4   The approved savings for Children and Families in 2015/16 total £14.075m. Progress in the delivery of the savings programme is reviewed regularly, with replacement savings identified where difficulties in delivery have been recognised.

3.5   A red, amber, green (RAG) analysis is undertaken in consultation with Heads of Service. At month three this indicated that £11.998m (85%) of savings were assessed as green and £1.777m (13%) being amber with savings emerging as the year progresses. A further £0.3m relating to a partial shortfall in savings from income and operating efficiencies through maximising the use of schools, is assessed as red. Further detailed work is being undertaken to reduce this savings gap. A number of the green savings totalling £2.2m are being achieved through substitute arrangements; these are detailed in Appendix 2.

Further Management Action

3.6   The total projected budget pressures and undelivered savings, including the required contribution of £2.025m towards financial pressures within Health & Social Care, is currently £10.33m. To date mitigating management action to deliver further savings of £7.93m is in place leaving a residual £2.4m of further savings to be found in order to deliver a balanced budget. This also assumes full delivery of all green and amber assessed approved savings of £13.775m.

3.7   There has been significant progress made in addressing the budget challenges facing the service however addressing the residual pressure of £2.4m presents a very significant challenge. Added to this is the risk of further service specific demand related pressures arising during the latter part of the year which has been a recurring feature in the service in both the current and recent years and which, should they arise, would add further to the unbudgeted pressures the service would require to address.

3.8   All areas of service spend will continue to be scrutinised to assess further opportunities for savings and the existing strict controls on staff recruitment and discretionary expenditure budgets will be continued. However, given the significant action which has already taken, the opportunities for further management action are far more limited.

3.9   Whilst Children and Families remains fully committed to addressing the remaining budget pressure and will explore all opportunities to do so, at this stage there is considered to be a significant risk that there will be an over-spend in 2015/16.

3.10   A further update will be reported to the December meeting of the Education, Children and Families Committee.

Measures of success

4.1   The measure of success will be the achievement of a balanced revenue budget position for Children and Families for 2015/16.

Financial impact

5.1   There are no direct financial implications arising from this report.

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 governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.

6.2   Achieving a balanced revenue budget position for the year is subject to the development of further mitigating actions of £2.4m. However, the scale of the mitigating action already implemented significantly limits scope for additional actions to be identified which, combined with continuing risks around service specific demand related pressures, presents a very challenging position.

6.3   Whilst Children and Families remains fully committed to addressing the remaining budget pressure and will explore all opportunities to do so, at this stage there is considered to be a significant risk that there will be an over-spend in 2015/16.

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 no impacts on carbon, adaptation to climate change or sustainable development arising from this report.

Consultation and engagement

9.1   As is the norm, there has been no external consultation or engagement in producing this report.

Background reading/external references

None

Gillian Tee

Executive Director of Communities and Families

Contact: Jane Brown, Principal Accountant

E-mail: jane.brown@edinburgh.gov.uk Tel: 0131 469 3196

Contact: Billy MacIntyre, Head of Resources, Children and Families

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

Links

Coalition pledges	P01 - Increase support for vulnerable children, including help for families so that fewer go into care
	P02 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
	P03 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
	P05 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
	P06 - Establish city-wide childcare co-operatives for affordable childcare for working parents
	P30 - Continue to maintain a sound financial position including long-term financial planning
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
	CO3 - Our children and young people at risk, or with a disability, have improved life chances
	CO4 - Our children and young people are physically and

emotionally healthy

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

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

CO25 - The Council has efficient and effective services that deliver on objectives

Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Forecast areas of budget pressures and management action
	2 Approved savings delivered by other means

Appendix 1

Forecast Areas of Budget Pressures and Management Action

Area of pressure/(action)	£m	Notes
Out of Council schools	1.3	Projection based on estimated leaving dates and likely future packages
Secure Units	0.9	Budgeted level of secure beds is 8. Service has been operating at 15 since beginning of April with a recent drop to 10. Forecast assumes this level will continue to the end of the year
Fostering	0.5	Overall numbers back on target at end of June having been 14 above in April and 8 above in May. Little progress on the change in mix which is causing the pressure
Demography Pressures within schools budgets	0.6	The 2015/16 budget provision for costs associated with rising school rolls falls short of current projections. This is based on teacher requirements and property costs relating to the significant programme of school extensions and adaptations.
Other forecast pressures across a range of service areas	2.8	Reflects projected pressures of £0.2m or less, across a range of service areas
Total Gross Pressures	**6.1**	
Scottish Government Funding – Teacher Numbers	(0.6)	Estimated additional Scottish Government funding - dependent on maintaining teacher numbers and ratios.
PPP contracts	(0.9)	Reflects projected savings in contractual inflationary provision and benchmark reviews
Departmental Contingency	(0.4)	Application of contingency provision
Other forecast savings/ management action	(1.8)	Reflects forecast savings across a range of service areas, including adoption allowances/ spot purchases (£0.3m); Early Years Change Fund (£0.3m); North Edinburgh accommodation funding (£0.2m). Balance comprises savings of £0.2m or less across a range of service areas
Net Residual Pressures	**2.4**	

Appendix 2

Approved savings delivered by other means

Service Area	Original Proposal	Saving £m	Revised Proposal	Saving £m
Cross Dept	Reduction in sickness absence, overtime costs and agency staffing	0.6	Realignment of budgets in other areas/ and teachers induction funding	0.6
Cross Dept	General workforce savings	0.4	Realignment of budgets in other areas	0.4
S&CS	Quality & Curriculum total budget saving	0.3	Various discretionary budget reductions applied	0.3
StC&YP	Disability – further reduction of out of Council placements	0.2	Closure of Pentland View close support unit	0.2
StC&YP	Reduction in residential care placements with independent schools	0.2	Closure of Pentland View close support unit	0.2
StC&YP	Close St Katherine's campus at support unit	0.1	Closure of Pentland View close support unit	0.1
StC&YP	Reduction in number of residential purchased beds	0.1	Closure of Pentland View close support unit	0.1
S&CS	Efficiency savings in surplus budget secondary schools	0.1	Savings from Edinburgh Guarantee	0.1
StC&YP	Reduce use of independent education related placements	0.1	Closure of Pentland View close support unit	0.1
Other	Balance – incorporates unachieved savings totalling £50k or less across StC&YP and S&CS areas	0.1	Budget realignment	0.1
	Total Original Savings	**2.2**	**Total Revised Savings**	**2.2**

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Save the Adult Learning Project - referral from the Petitions Committee

Item number	8.7.1
Report number	
Wards	City Wide

Executive summary

The Petitions Committee on 3 September 2015 considered a report by the Deputy Chief Executive outlining the petition 'Save the Adult Learning Project'. The Committee agreed to refer the petition to the Education, Children and Families Committee for consideration with a recommendation that it consider funding 50% of the cost of employing a Development Officer to support the Adult Learning Project.

Links

Coalition pledges	See attached report
Council outcomes	See attached report
Single Outcome Agreement	See attached report
Appendices	Appendix 1 – Petitions for Consideration Overview Report

Save the Adult Learning Project

Terms of referral

1.1   On 3 September 2015 the Petitions Committee considered a report outlining the petition 'Save the Adult Learning Project'.

1.2   The Petitions Committee agreed:

1.2.1   To refer the petition 'Save the Adult Learning Project' to the Education, Children and Families Committee on 6 October 2015 for consideration.

1.2.2   To recommended that the City of Edinburgh Council fund 50% of the cost of employing a Development Officer to support the Adult Learning Project.

1.2.3   To ask that the Convener of the Communities and Neighbourhoods Committee meet with the principal petitioner to explore opportunities for joint working.

For Decision/Action

2.1   The Education, Children and Families Committee is asked to:

2.1.1   Consider the content of petition included within the attached report by the Deputy Chief Executive.

2.1.2   Consider funding 50% of the cost of employing a Development Officer to support the Adult Learning Project.

Background reading / external references

The Petitions Committee 03 September 2015

Carol Campbell

Head of Legal, Risk and Compliance

Contact: Stuart McLean, Committee Services

Email: stuart.mclean@edinburgh.gov.uk | Tel: 0131 569 4106

Petitions Committee

2.00pm, Thursday 3 September 2015

Petitions for Consideration: Overview Report

Item number	
Report number	
Wards	Citywide/Forth

Links

Coalition pledges	
Council outcomes	CO23 & CO26
Single Outcome Agreement	

Alastair D Maclean

Chief Operating Officer
Deputy Chief Executive

Contact: Stuart McLean, Committee Clerk

E-mail: petitions@edinburgh.gov.uk | Tel: 0131 529 4106

Petitions for Consideration: Overview Report

Summary

The Committee is asked to consider two petitions at this meeting.

Valid petitions -

<u>Save the Adult Learning Project</u>

A valid petition entitled 'Save the Adult Learning Project' has been received. The petition received 481 signatures.

Details of this petition are set out in appendix one

<u>Resolution of Fly-Tipping at Caroline Park Avenue, EH5 1HY</u>

A valid petition entitled 'Resolution of Fly-Tipping at Caroline Park Avenue, EH5 1HY' has been received. The petition received 131 signatures.

Details of this petition are set out in appendix one

Recommendations

The Committee is asked to consider the petitions:

1.1   'Save the Adult Learning Project' as set out in 6.1(a) of Appendix one.

1.2   'Resolution of Fly-Tipping at Caroline Park Avenue, EH5 1HY' as set out in 6.1(b) of Appendix one.

Measures of success

There are no immediate measures of success applicable to this report.

Financial impact

There is no financial impact arising from the consideration of this petition.

Equalities impact

There is no equalities impact arising from the consideration of this petition.

Sustainability impact

There is no sustainability impact arising from the consideration of this petition.

Consultation and engagement

There are no consultation or engagement requirements at this part of the process.

Background reading / external references

Petitions webpages

Council Webcasting

Links

Coalition pledges	
Council outcomes	CO23 Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community
	CO26 The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives
Single Outcome Agreement	
Appendices	Appendix one: Petitions for Consideration

Appendix 1 - Petitions for Consideration

Item Number	Date Received	Petitions Title and Petitions Statement	Wards affected	Total Number of Signatories
6.1(a)	22 June 2015	**Save the Adult Learning Project** For over 36 years, the Adult Learning Project (ALP) has engaged adults from across Edinburgh in democratic, community education programmes. Although the project has over 200 members, a committed and active board of trustees and a dedicated pool of supporters and volunteers, it is no longer receiving the support it requires from the City of Edinburgh Council (CEC) to sustain the development, implementation and evaluation of learning programmes to meet the needs of communities in Tollcross and Edinburgh. In the past year and a half, project volunteers have worked with over 300 people from Tollcross to identify local learning needs and issues of importance for the community. To build upon this work, and ALP's impressive track record in the provision of adult education opportunities, the project urgently requires the support of a dedicated community development worker. The Scottish Government and the CEC have been explicit in their commitment to the provision of lifelong learning opportunities for communities in Scotland. ALP supports this commitment, working with many adults, including those facing social isolation and multiple barriers to learning. Without adequate CEC support however, ALP's ability to provide educational and capacity-building opportunities will be lost. We, the undersigned, call upon the CEC to provide a dedicated community development worker for the Adult Learning Project so that this unique, world renowned project can continue to support lifelong learning opportunities for all.	Citywide	481 signatures

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Referral to Education, Children and Families Committee of the 'Save the Adult Learning' Petition

Item number	8.7.2
Report number	
Executive/routine	
Wards	

Executive summary

The 'Save the Adult Learning' Petition was submitted to the Petitions Committee on 3 September 2015. The Petition called for the provision of a dedicated Community Learning and Development worker for the Project. The Committee agreed to refer the petition to the Education, Children and Families Committee with the recommendation that the City of Edinburgh Council fund 50% of the cost of employing a Development Officer to support the Adult Learning Project Association.

This Report outlines the support already in place from Community Learning and Development for the Adult Learning Project Association. The report explains why the support currently on offer is at the maximum level currently possible for the CLD service. The recommendation of the Report is that Committee agree to continue support at the current level.

Links

Coalition pledges	P27
Council outcomes	CO25, CO26, CO27
Single Outcome Agreement	SO2

Report

Referral to Education, Children and Families Committee of the 'Save the Adult Learning' Petition

Recommendations

1.1   Education, Children and Families Committee agree to continue support at the current level within available resources.

Background

2.1   The Adult Learning Project (ALP) was established in 1979, managed by Community Education, and funded through Urban Aid for three years. As a result of ALP's success, funding via Urban Aid was extended for a further three years. At the end of ALP Urban Aid funding the project was mainstreamed by Lothian Regional Council, and subsequently by the City of Edinburgh Council. ALP staff became CLD staff. The Project was initially based in, and focussed on the communities of Gorgie and Dalry. At the beginning the Project had three professional members of staff and a clerical assistant.

2.2   The staff supported users to create a voluntary organisation called ALP Association, this is a company limited by guarantee with charitable status circa 1982. The ALP Association membership and Board are made up of ALP students and those interested in education. The ALP Association is independent from the Council. The staff were still managed and funded by the Council. For the last 10 years or so ALP and ALP Association have been based at Tollcross Community Centre and continues to deliver a range of adult education courses. The staffing support for the association has steadily reduced since 2000.

2.3   Since 2011 ALP Association has been supported by CLD staff as part of their broader CLD remit. This arrangement continues at a reduced level reflecting the reduction in CLD staffing as of 1 April 2015.

Main report

3.1   The Adult Learning Project Association continues to be supported by CLD to deliver a range of adult learning activity in the Tollcross area. The Adult Learning activities are funded and delivered by CLD. Not all of what is delivered contributes to Council priorities as described in Children and Families service plan.

3.2   Despite the reduction in CLD worker posts which included support to the Association CLD took the decision to continue to support and resource the

Association. The support is included in the remit for the CLD worker based in Tollcross Community Centre.

3.3   This support package currently includes:

3.3.1   Free office and meeting space at Tollcross Community Centre in one general purpose room which is prioritised for ALP Association. This is a premium city centre space.

3.3.2   Utility bills associated with the Associations use of Tollcross Community Centre are also paid for by CLD.

3.3.3   In this financial year (2015/16) CLD has provided £7580 to pay for tutors to deliver the following activity: Aye Right; Democracy Group; Glory and Dismay; Local Economy Group.

3.3.4   The CLD Worker based in Tollcross Community Centre currently provides support to the Association. The support varies and is dependent on other service priorities.

3.3.5   CLD arranged for ALP Association to meet with the External Funding Officer in Children & Families. The External Funding Officer and SCLDW suggested a range of possibilities for funding which included applying for a Council Revenue Grant. To the best of our knowledge the Association has not pursued any of the suggested options.

3.3.6   In November 2014 CLD provided additional funding to the Association to provide support because of a long term staff sickness.

3.4   The level and type of support indicated above from CLD for a voluntary organisation of this type is unique.

3.5   CLD staffing resource has been reduced by 20% over the last 2 financial years (29 Posts deleted). Further reductions are anticipated. All CLD service delivery and support provided to Community Centres and other agencies will need to be reprioritised and brought in line with resources available and the implementation of new locality teams. The current level of support provided to ALP Association and others cannot be guaranteed beyond 2015/16.

3.6   At the Petitions committee reference was made to a Youth Worker post in the Morningside and surrounding area. (3M's). The post was created to meet an identified need. The remit of this post has changed to reflect new service priorities.

Measures of success

4.1   There is a clear understanding of the pressure on CLD budgets which gives a context in which to discuss the ALP Association Petition request and the associated recommendation from the Petitions Committee.

Financial impact

5.1   Appointing a CLD worker 0.5 FTE would cost £20,000 per annum. The cost for this non- priority post would be unjustified and unsustainable in the current financial climate. CLD's current investment in the Association (£7,580 tutor costs, staff time, free accommodation and utility costs) is circa £20,000.

Risk, policy, compliance and governance impact

6.1   The cost of a 0.5 FTE post would create further budget pressures for CLD service in an already challenging budget context.

Equalities impact

7.1   Similar voluntary organisations do not receive the requested level of support.

Sustainability impact

Consultation and engagement

Background reading/external references

Report to Petitions Committee 3 September 2015

Gillian Tee

Executive Director of Communities and Families

Contact: Dinah Pountain CLD Manager (acting)

E-mail:dinah.pountain@edinburgh.gov.uk | Tel: 0131 469 3361

Links

Coalition pledges	P27 - Seek to work in full partnership with Council staff and their representatives.
Council outcomes	CO25 - The Council has efficient and effective services that deliver on objectives.
	CO26 - The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives.
	CO27 - The Council supports, invests in and develops our people.
Single Outcome Agreement	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
Appendices	

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Governance Arrangements and Council support to Community Centre Management Committees

Item number	8.8
Report number	
Executive/routine	
Wards	

Executive summary

This Report was requested by Governance, Risk and Best Value Committee at its meeting on 5 March 2015. The Report describes the arrangements (including the escalation of issues, service management and interaction with neighbourhood partnerships) and Council support to community centre management committees.

Links

Coalition pledges	P33, P36 and P41
Council outcomes	CO23, CO25 and CO27
Single Outcome Agreement	SO2, SO3 and SO4

Report

Governance Arrangements and Council support to Community Centre Management Committees

Recommendations

1.1 Note the contents of the report.

1.2 That the report be referred to the GRBV Committee for consideration.

Background

2.1 Nearly all of the 38 Community Centres are leased to Management Committees that are usually made up of user groups and/or local residents. The Management Committees or Trustees are unincorporated associations with charitable status registered with Office of Scottish Charity Regulator (OSCR). This registration saves approximately £1.2m annually in rates.

2.2 The Council and Management Committee manage the community centre facility in partnership. In this way both Council priorities are met through locally responsive provision and services. All income generated from centre use, in the form of lets to local groups or agencies is held by the Management Committee.

2.3 CLD clerical staff provide operational support to the Management Committee to ensure it meets OSCR requirements.

2.4 The current model has been in place for approximately 40 years. A Partnership Portfolio was developed as a result of the review of CLD in 2010 to reinforce good practice around community centre governance and this was disseminated through a seminar with all stakeholders. The Partnership Portfolio contains information and guidance to support the management committee in areas such as governance, facilities management, role and responsibilities etc.

Main report

3.1 The role and responsibility of the CLD worker based in a Community Centre is to:

3.1.1 develop, deliver and manage the delivery of Council service priorities;

3.1.2 provide day to day management of all centre based support staff i.e. Clerical, Administrators, Service Support Officers (SSO), cleaners, part time Youth and Children's Workers etc.;

3.1.3 fulfil Head of Establishment responsibilities i.e. Health and Safety, liaise with Facilities Management, etc.;

3.1.4 provide guidance, training and support to the Management Committee members as and when required;

3.1.5 develop the centre programme in partnership with Management Committee. This often includes applying to external sources for funding.

3.2 CLD Workers do not work exclusively in the centre. They also have responsibility to develop services out with the building and contribute to local partnership projects or themed professional groups and activity. Some CLD workers support two or three centres.

3.3 CLD staff have a close working relationship with the local neighbourhood partnership. They share information, work on projects and initiatives together particularly around community engagement. CLD staff also support their management committees to apply for small grants from the neighbourhood partnership to either deliver additional service locally or contribute to building improvements.

3.4 The Management Committee's purpose and responsibility is to represent the local community and, working in partnership with CLD, to ensure that the resources of the centre are used for the benefit of all local residents. Their specific responsibilities and powers are included in their constitution and they must operate within OSCR guidelines. They receive support from CLD with carrying out these responsibilities. The management committee has no management responsibility for Council staff.

3.5 Letting Arrangements are a key area of activity by management committees. In the leasing agreement with Management Committees Council use of the centre is free. Management Committees make decisions on requests for centre use by community groups and non council organisations/businesses. They also set the let charges for the centre. Out with 'normal' opening times the Council's Extended let charge applies.

3.6 All income accumulated by, or raised by, Management Committees must be used to further their charitable objectives/aims. Only the Management Committee can decide how their funds are allocated.

3.7 Cleaning, Maintenance, Capital Works, Operational costs, SSOs and other servicing of the Centre are the responsibility of Integrated Facilities Management (IFM) within Corporate Property.

3.8 As Head of Establishment the CLDW will raise any building issues with their allocated FM Manager. If the issue is not addressed satisfactorily the matter is escalated to Senior Manager in FM through CLD line management until a solution or action is identified.

3.9 Most Management Committees have an 'open' invitation to elected members (Councillors, MPs and MSPs) to their board/committee meetings.

3.10   The CLD worker based in the Centre with the Head of Establishment role attends most Management Committee meetings. On occasion the local senior CLD worker will attend. CLD managers and the Senior Education manager also attend if invited.

Next Steps

4.1   The ongoing review of Community Centres as part of the wider property rationalisation work stream of the transformational change programme will include examining current arrangements and identifying areas for improvement as part of new locality arrangements.

Measures of success

5.1   There is a clearer understanding of the relationship between Council departments, particularly CLD, and management committees.

Financial impact

6.1   There is no financial impact.

Risk, policy, compliance and governance impact

7.1   There are no adverse impacts arising from this report.

Equalities impact

8.1   No adverse impact.

Sustainability impact

9.1   No adverse impact.

Consultation and engagement

10.1   There is ongoing consultation about the relationship between Council and management committees as it affects service delivery and governance.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: Dinah Pountain, Acting Community Learning and Development Manager

E-mail: dinah.pountain@edinburgh.gov.uk| Tel: 0131 469 3361

Links

Coalition pledges	P33 - Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used
	P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the "Total Craigroyston" model
	P41 - Take firm action to resolve issues surrounding the Council's property services
Council Outcomes	CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community
	CO25 - The Council has efficient and effective services that deliver on objectives
	CO27 - The Council supports, invests in and develops our people
Single Outcome Agreement	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
	SO4 - Edinburgh's communities are safer and have improved physical and social fabric
Appendices	List of Community Centres

Appendix 1 List of Community Centres

1. Southbridge Resource Centre
2. Gate 55
3. Leith Community Centre
4. Inch Community Centre
5. St. Brides Community Centre
6. Royston/Wardieburn Community Centre
7. Carrickvale Community Centre
8. South Queensferry/Roseberry Hall
9. Pentland Community Centre
10. Southside Community Centre
11. Clovenstone Community Centre
12. Fort Community Wing
13. Cameron House Community Centre
14. Valley Park Community Centre
15. Castleview Community Centre
16. Jack Kane Community Centre
17. Goodtrees Neighbourhood Centre
18. Kirkliston Community Centre
19. Tollcross Community Centre
20. Magdalene Community Centre
21. Ratho Community Wing
22. Craigmount Community Base
23. Duncan Place Resource Centre
24. Gilmerton Community Centre
25. Craigentinny Community Centre
26. Gracemount Youth & Community Centre
27. West Pilton Neighbourhood Centre
28. Northfield Community Centre
29. Nelson Hall
30. Rannoch Community Centre
31. Gorgie Memorial Hall
32. Bingham Community Centre
33. Juniper Green Village Hall
34. Wardie Residents Association
35. Portobello Community Centre
36. Balerno Village Hall
37. Colinton Mains Community Centre
38. Moredun Community Centre

Education, Children and Families Committee

10am, Tuesday, 6 October 2015

Appointments to Sub-Committees and Working Groups – 2015-16

Item number	8.9
Report number	
Executive/routine	
Wards	

Executive summary

The Education, Children and Families Committee is required to annually re-appoint the membership of its Sub-Committees and Working Groups. The current membership is detailed in the appendix to this report.

Links

Coalition pledges	
Council outcomes	CO25
Single Outcome Agreement	

Report

Appointments to Sub-Committees and Working Groups – 2015-16

Recommendations

1.1   To appoint the membership of the Sub-Committees and Working Groups for 2015/16 as detailed in the appendix to this report.

1.2.   To note that, as part of a review of the Council's political management arrangements, the Council had agreed on 23 October 2014 to discontinue Policy Development and Review Sub-Committees and return policy review and development to executive committees.

1.3   To note that the Third Party Payments Working Group was no longer required to be appointed as the work of this group had come to an end.

Main report

Appointments to Sub-Committees and Working Groups, etc

2.1   The Education, Children and Families Committee on 20 May 2014 appointed the membership of its Sub-Committees and Working Groups for 2014/15 as detailed in the appendix to this report.

2.2   The Committee is requested to re-appoint the membership of its Sub-Committees and Working Groups for 2015/16 and to note the position with the Policy Development and Review Sub-Committee and the Third Party Payments Working Group detailed at paragraphs 2.4 and 2.6 respectively below.

Policy Development and Review Sub-Committee

2.3   On 23 October 2014, the Council considered a number of options for improvements to its political management arrangements.

2.4   The Council agreed, amongst other things, to discontinue Policy Development and Review Sub-Committees and return overall policy review and development to the executive committee remit and agenda.

Third Party Payments Working Group

2.5   The Committee had previously appointed membership of the Third Party Payments Working Group for 2014/15.

2.6   The Working Group met seven times during 2014/15 and the work of the group has now come to an end. A report will be submitted to the Education, Children and Families Committee in December 2015 outlining proposed grant awards. Accordingly, appointments for 2015-16 are not required.

Measures of success

3.1   Not applicable

Financial impact

4.1   Not applicable

Risk, policy, compliance and governance impact

5.1   The Sub-Committee will be unable to take decisions unless a membership is appointed by the Committee in line with the Committee Terms of Reference and Delegated Functions.

Equalities impact

6.1   Not applicable

Sustainability impact

7.1   Not applicable

Consultation and engagement

8.1   Not applicable

Background reading / external references

Committee Terms of Reference and Delegated Functions

Minute of the Education, Children and Families Committee - 20 May 2014

Minute of full Council - 23 October 2014

Education, Children and Families Committee – 6 October 2015

Alastair D Maclean

Deputy Chief Executive

Contact: Morris Smith, Committee Team Leader
E-mail: morris.smith@edinburgh.gov.uk | Tel: 0131 529 4227

Links

Coalition pledges	
Council outcomes	CO25 – The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	
Appendices	Current Membership of the Education, Children and Families Committee's Sub-Committees and Working Groups etc

Sub-Committee on Standards for Children and Families (Current Membership)

9 Members – 3 Labour, 2 SNP, 2 Conservative, 1 Green and 1 Religious Representative	
Councillor Godzik (Convener) Councillor Aitken Councillor Child Councillor Fullerton Councillor Lewis	Councillor Main Councillor Paterson Councillor Redpath Craig Duncan (Religious Rep)

Working Groups etc (Current Membership)

Consultative Committee with Parents – 8 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group and 1 Teacher Representative	
Councillor Godzik (Convener**)** Councillor Aldridge Councillor Corbett Councillor Dixon	Councillor Fullerton Councillor Redpath Councillor Rust Allan Crosbie (Teacher Rep)
Joint Officer/Member Group on Corporate Parenting of Looked After Children – 14 members - Convener and Vice-Convener of Education, Children and Families Committee and two members from each political group, 1 Religious Representative and 1 Teacher Representative	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Godzik	Councillor Howat Councillor Key Councillor Main Councillor Rust Councillor Shields Rev Thomas Coupar (Religious Rep) Allan Crosbie (Teacher Rep)

Education, Children and Families Committee – 6 October 2015

Working Groups etc (Current Membership)

Edinburgh Youth Issues Forum – 7 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group.	
Councillor Day (Convener) Councillor Aldridge Councillor Nick Cook Councillor Godzik	Councillor Key Councillor Fullerton Councillor Main
Improving Community Access to Schools Working Group – 8 Members – 2 Labour, 2 SNP, 1 Conservative, 1 Green, 1 SLD and 1 religious, teacher or parent representative	
Councillor Fullerton (Convener) Councillor Aldridge Councillor Austin Hart Councillor Child	Councillor Corbett Councillor Jackson Councillor Lewis Lindsay Law (Parent Rep)

Education, Children and Families Committee – 6 October 2015

Education, Children and Families Committee

10am Tuesday 6 October 2015

Recommendations of the Social Work Complaints Review Committee – 27 August 2015

Item number	8.10
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO3
Single Outcome Agreement	SO2

Fred Downie

Chair, Social Work Complaints Review Committee

Contact: Carol Richardson, Committee Services

E-mail: carol.richardson@edinburgh.gov.uk | Tel: 0131 529 4105

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Report

Recommendations of the Social Work Complaints Review Committee – 27 August 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 27 August 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 concerned the provision of care at home for the complainant's disabled son.

4   The complaint comprised the following main points:

   i)   That the social work service had refused to implement care at home as proposed by the complainant, or as recommended in the family's most recent Section 23 assessment.

   ii)   That the social work service's refusal to do so placed the complainant's son and his sibling at significant risk of harm.

   iii) That in refusing to implement care at home as proposed by the complainant, or the recommendations of the Section 23 assessment, the Local Authority was in breach of section 2 [1] (a), (c), (d), (e), and (f) of the Chronically Sick and Disabled Persons Act 1970.

   iv)   The authority had also failed to adhere to Scottish Government guidance in terms of Chapter 6 of the Children (Scotland) Act 1995 Regulations and Guidance, Volume 1, Support and Protection for Children and Their Families, which extended Section 23 of the Children (Scotland) Act 1995.

5   The complainant explained that her son had a high level of need and required intensive support and care throughout his waking hours. When distressed, he was prone to self-harm and trying to calm him during such episodes was becoming increasingly difficult the bigger and stronger he became. The current care package comprised a 52 weekend respite placement, but without support in the home during the week it was extremely difficult to meet her son's care needs, and those of his sibling.

6   The complainant believed that none of the various options which had been suggested by the social work service adequately met the needs of the family. The Section 23 assessment carried out in March 2014 suggested respite care each weekend, plus 12 hours support at home over the Monday – Friday was required. It was the view of the complainant that the level of care at home recommended in the assessment was not enough. She was a single parent and necessary activities such as meal preparation, readying the children for school, and the bedtime routine all presented very obvious challenges when trying to perform them single-handedly. Her son's need for one-to-one supervision also meant his sibling missed out on attention and age-appropriate activities. She had concerns that the risk-assessment elements of her son's assessment were not being adhered to, and added that strategies and techniques suggested by the Council and service providers were often devised for two or more people, and were not always practical for one person to implement successfully.

7   She indicated that 20 hours support at home, in addition to weekend respite care, would be considered sufficient to reasonably safeguard and promote the welfare of both her children.

8   In her written submission, the complainant explained that she felt that her son's case should be reviewed by an external body such as the Scottish Social Services Council, the Scottish Commissioner for Children and Young People, or the Care Inspectorate.

9   The members of the Committee and the Investigating Officer were given the opportunity to ask questions.

10   The Investigating Officer advised that the provision of services was determined by agreed eligibility criteria; currently only to those deemed to be in the critical and substantial categories. It was the view of the Children and Families Service that the complainant's son required a high level of support on an ongoing basis to keep him safe, help him realise his potential, and to minimise the impact of his disability on his younger sibling.

11   The Investigating Officer acknowledged that budgetary constraints could make it difficult to implement all the recommendations of a Section 23 assessment. Families requested what they needed, and service managers tried to match services as best they could.

12   Various offers had been made to the complainant following the assessment of March 2014, as detailed in the report by the Director of Children and Families. None of these matched the recommendations of the Section 23 assessment, or

the complainant's proposal, but did try to offer a range of options within the available resources, and according to her son's needs. She indicated that the Direct Payment route may offer the complainant closer to the level of at-home support she required.

13   She confirmed that the sections of the Chronically Sick and Disabled Persons Act 1970 referred to by the client had been superseded by the provisions of the Community Care Act 1990.

14   She further confirmed that the Council would be happy to have an external body review its decision, and reiterated that allocation of limited resources meant that it was difficult to provide everything families asked for in terms of support.

15   The members of the Committee and the complainant were given the opportunity to ask questions.

16   Following this, the complainant, their representative and the Investigating Officer withdrew from the meeting.

Recommendations

17   After full consideration of the complaint the Committee reached the following decisions/recommendations:

That the complaint is **not upheld**, for the reason that:

The Council have met the recommendations of the complainant's son's Section 23 assessment within the resources available. The complainant, liaising with the Council where required, should further explore using her existent care package in a way which meets the needs of the family in the most appropriate way.

Background reading/external references

Agenda, confidential papers and minutes for the Complaints Review Committee of 27 August 2015.

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 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, 6 October 2015

Physical Contact and Physical Intervention

Item number	8.11
Report number	
Executive/routine	
Wards	All

Executive summary

This report outlines the purpose of the new procedure and sets out the context for its use, by head teachers and staff, within the City of Edinburgh Council's special schools, special classes and [Additional Support for Learning Service](#) (ASL Service).

Links to the procedure and appendices are provided at the end of this report.

The procedure clearly sets out parameters for head teachers and staff to work safely and appropriately in these sensitive and exacting aspects of their daily work, as an integral part of the child's or young person's plan.

The guidance presumes that all head teachers and staff take an anticipatory and preventative approach, adopting early and least intrusive and consensual approaches to meeting needs and managing safe and productive environments for learning.

The procedure is underpinned by the fundamental principles, as outlined in the *[Children and Families Department & Partnership Agencies Better Relationships, Better Learning, Better Behaviour Strategy](#)* and *[Better Relationships, Better Learning, Better Behaviour Procedure](#)*, of fostering and sustaining good relationships between staff and children and young people within a positive ethos and a climate of mutual respect and trust based on shared values.

Links

Coalition pledges	[P1](#)
Council outcomes	[CO1, CO2, CO3 and CO6](#)
Single Outcome Agreement	[SO3](#)

Report

Physical Contact and Physical Intervention

Recommendations

1.1   It is recommended that the procedure be implemented within special schools, special classes and the ASL Service.

Background

2.1   This report acknowledges that consistently using physical contact and physical intervention in a positive and safe way is required to foster good relationships with our children and young people. This can be an exacting responsibility for staff, particularly when children may be displaying intense emotional reactions.

2.2   In addition, staff have a responsibility to acquire knowledge of the procedure and its agreed application in their own school or service.

2.3   This report also acknowledges that head teachers have a vital role to play in ensuring the guidance is consistently and fairly applied through associated working practices as outlined their school or service plans.

Main report

3.1   The procedure outlines the Support to Children and Young People (SCYP) approach and aims to support head teachers and staff, working in special schools, special classes and the ASL Service, in all aspects of the child's or young person's education and care provision.

3.2   Accordingly, in recognising the broad spectrum of children's needs across special schools, special classes and the ASL Service, the procedure provides an overarching SCYP perspective on key principles and methodology to be adopted and practised across the range of circumstances that may be anticipated with our provision, in the positive and safe way required, so that good relationships with our children and young people are maintained.

3.3   The procedure outlines roles and responsibilities for head teachers, staff, children and young people and parents/carers in the context of relevant legislation /best practice and the duty of care to ensure the health and safety of children and staff.

3.4   SCYP recognises that no procedure regarding the use of physical contact and physical intervention can be totally comprehensive, such that every conceivable

situation arising in the real world is covered and staff will be required to exercise professional judgement in seeking the least intrusive measures and appropriate to any specific circumstances.

3.5   The procedure also provides head teachers and staff with a range of tools to assess, manage, record and report situations where physical contact and physical intervention has been used.

Measures of success

4.1   The procedure aims to ensure consistency of fair and appropriate practice by head teachers and staff, ensuring a safe and secure environment for children and young people, thereby promoting better relationships, better learning and better behaviour.

Financial impact

5.1   There are no direct financial implications arising from this report.

Risk, policy, compliance and governance impact

6.1   The guidance presumes that all head teachers and staff take an anticipatory and preventative approach, adopting early and least intrusive and consensual approaches to meeting needs and managing safe and productive environments for learning. In doing so staff are expected to use the least intrusive intervention consistent with the safety of children and young people and themselves.

6.2   The procedure emphasises that staff:

6.2.1   Must still have justifiable reason to use physical contact or physical intervention on a regular basis which must be approved for the child or young person in their individual plan;

6.2.2   Should be aware that all forms of physical contact and intervention can result in the possibility of claims of inappropriate use e.g. by parents/carers or other external agencies. Staff must therefore ensure that such use is appropriate to the situation, is within prescribed limits and is for as short a timescale as possible.

6.3   The procedure recognises that there will be rare occasions in which staff have to make decisions or take action in the child's or young person's best interests that could contravene this guidance or where no guidance exists.

6.4   Individual staff are expected to make judgments about their behaviour and actions in order to secure the best interest and welfare of the child in their charge. In doing so there is greater propensity for any appropriate actions taken, deemed as reasonable.

Equalities impact

7.1   The use of clear and structured guidance and consistency of practice will further promote equality of access to the curriculum for children and young people with a range of complex additional support needs.

Sustainability impact

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

Consultation and engagement

9.1   A comprehensive programme of consultation and engagement has been carried out including special head teachers and staff; parents/carers and professional agencies.

9.2   The implementation of Procedure, subject to Committee approval will be supported by a programme of engagement and staff training as required.

9.3   Feedback will be actively sought on the procedure once implemented to ensure the guidance meets the needs of head teachers, staff and children and young people.

Background reading/external references

Better Relationships, Better Learning, Better Behaviour Policy and Procedures, Report to Education, Children and Families Committee, 6 October 2015

Physical Contact and Physical Intervention – Special Schools, Special Classes and Additional Support for Learning Service – Procedure
Physical Contact and Physical Intervention Appendices:

- Appendix 1: Use of Physical Presence – Further Guidance and Examples
- Appendix 2: Use of Physical Contact – Further Guidance and Examples
- Appendix 3: Use of Reasonable Force: Legal Considerations and Use in Practice – Further Guidance and Examples
- Appendix 4: Use of Safe Spaces – Further Guidance and Examples
- Appendix 5: Use of Mechanical Aids and Restraint – Further Guidance and Examples
- Appendix 6: Behaviour Risk Assessment Toolkit
- Appendix 7: Behaviour Risk Assessment Forms
- Appendix 8: Using the 'SHE' Health and Safety System to Record/Report Incidents

Gillian Tee

Executive Director of Communities and Families

Contact: Ruth Hendery, Service Manager, Special Schools

E-mail: ruth.hendery@edinburgh.gov.uk | Tel: 0131 469 3960

Links

Coalition pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.
	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
	CO3 - Our children and young people at risk, or with a disability, have improved life chances.
	CO6 - Our children and young people's outcomes are not determined by poverty and inequality.
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, 6 October 2015

Advice and Complaints (Education) Annual Report 2015

Item number	8.12
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to advise the Education, Children and Families Committee of the Advice and Complaints (Education) Annual Report 2015.

The Advice and Complaints (Education) Annual Report 2015 highlights the performance of the complaints management process within the Education service and makes recommendations for improvement.

Links

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

Report

Advice and Complaints (Education) Annual Report 2015

Recommendations

1.1 It is recommended the Education, Children and Families Committee notes the Advice and Complaints (Education) Annual Report 2015, including recommendations for improvement.

Background

2.1 The Council implemented its revised complaints handling procedure in March 2013 in line with the Scottish Public Services Ombudsman's (SPSO) model Complaints Handling Procedure (CHP). There are two stages to the procedure – frontline resolution (stage 1) and investigation (stage 2). Customers who remain dissatisfied after the investigation stage can take their complaint to the SPSO for consideration.

2.2 The Council's definition of a complaint is "an expression of dissatisfaction by one or more members of the public about the local authority's action or lack of action, or about the standard of service provided by or on behalf of the local authority."

2.3 The annual report gives detail of performance in relation to the handling of complaints in the Education sector for the years 2013/14 and 2014/15.

Main report

3.1 The purpose of this report is to advise the Education, Children and Families Committee of the Advice and Complaints (Education) Annual Report 2015.

3.2 Complaints are valuable. Handled well, they provide a low cost and important source of feedback and learning for services to help drive improvement and restore a positive relationship with customers. Handled badly, they can have a negative impact on public confidence and trust. Complaints can also provide an early warning of more fundamental problems in service design and delivery. The evidence and learning from complaints can give the decision-makers an opportunity to make improvements before problems escalate.

3.3 In November 2013, the Council Complaints Management Group (CCMG), including representation from Education, was established to take forward actions for improving complaints management and to review the Council's engagement with the public on complaints.

3.4 Council-wide performance information is scrutinised on a quarterly basis by the Corporate Leadership Group and annually by the Corporate Policy & Strategy Committee. The Advice and Complaints (Education) Annual Report 2015 gives detail of performance in relation to the handling of complaints within the Education sector.

3.5 The main points arising from the performance information are as follows:

3.5.1 393 complaints were received and recorded in 2013/14 and 249 in 2014/15.

3.5.2 157 (77%) of stage 1 complaints were closed within the 5 day timescale and 31 (73%) of stage 2 complaints were closed within the 20 day timescale in 2014/15, both below the 85% target. A further 10 stage 2 complaints were closed within an agreed extended timescale, bringing performance above the target at 98%.

3.5.3 There was an increase in performance in stage 1 complaints closed within 5 days from 2013/14 to 1014/15.

3.5.4 There was a drop in performance in stage 2 complaints closed within 20 days from 2013/14 to 2014/15. Taking agreed extended timescales into account, there was no decrease with both years exceeding the 85% target by 13 percentage points. It should be noted that the small numbers involved can lead to large fluctuations in the percentages.

3.5.5 61% of stage 1 complaints and 57% of stage 2 complaints in 2013/14 were upheld or partially upheld.

3.5.6 68% of stage 1 complaints and 45% of stage 2 complaints in 2014/15 were upheld or partially upheld.

3.5.7 Only 4 complaints reached the SPSO for both 2013/14 and 2014/15.

3.5.8 In both 2013/14 and 2014/15 the majority of complaints received related to Primary schools.

3.5.9 There was a 7% decrease in the number of complaints received in both Primary and Secondary sectors from 2013/14 to 2014/15.

3.5.10 The top 4 complaints categories during 2014/15 were staff attitude (29%); bullying/racism (19%); policy, procedure & practice (18%) and heath & safety (8%).

3.6 Recommendations made as a result of investigations at stage 2 are detailed in the outcome letter, are copied to the head of establishment and to the relevant Quality Improvement Officer and recorded in the Advice and Complaints (Education) database. These are often specific to an individual case but can be used to identify service-wide improvements. Monitoring of whether recommendations have been implemented is not carried out consistently and is not currently recorded in the database.

3.7   We have a clear commitment to listen to our customers and act on their feedback. Learning from complaints is a continuous process that helps us to resolve common complaints and improve the services we provide. We analyse the complaints recorded to help us understand any gaps in understanding of the complaints process, we analyse the outcomes of complaints and the recommendations made to understand whether any strategic changes are required and we analyse the nature of the complaints received at all stages to look for trends and repeat complaints.

3.8   By analysing the information recorded during 2014/15, we have identified the following areas for improvement:

   3.8.1   the recording of complaints, especially stage 1 (frontline), is not being carried out consistently or in a timely manner. This is evidenced by the decrease in the number of complaints recorded at stage 1 alongside the information on the number of schools who have recorded no stage 1 complaints during the year. Improvements are required in the recording process and the supporting ICT system. Further training (and retraining) on the complaints process and in particular on how to identify and record a complaint should be carried out across the service. This should include ensuring guidance materials are fit for purpose and readily available.

   3.8.2   the internal process of complaint handling needs reviewed in order to be able to track a complaint effectively from initial contact through to the final response (closure of the complaint). This will include identifying the necessary ICT support until such a time that the new CRM is implemented Council wide.

   3.8.3   the monitoring of implementation of recommendations should be carried out centrally and recorded in the database.

   3.8.4   further analysis of complaints should be carried out to determine any common factors.

3.9   This improvement activity will result in a significant increase in the number of complaints recorded but will result in an easily accessible and transparent complaints process for customers. Additionally, a change in culture with regard to welcoming complaints is required across the service area and this change in culture will be led and encouraged by senior management.

3.10   The Council has initiated an evaluation of the extent to which the new complaints procedure is working effectively, starting with a review of the complaints processes within secondary schools. An improvement plan is under development taking into account the recommendations from this review along with the recommendations from the annual report. Progress will be reported to Committee in March 2016.

Measures of success

4.1 Performance relating to Education complaints management is monitored through seven of indicators: Complaints received; Complaints closed within timescale; Complaints upheld, partially upheld, not upheld; Complaints by sector; Complaints by category; Recommendations as a result of investigations; and Learning from complaints.

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.

Sustainability impact

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

Consultation and engagement

8.2 The Council's engagement with the public on complaints is under review as a key component of the remit of the Council Complaints Management Group (CCMG).

8.3 Engagement with service managers on improvement activity is ongoing.

Background reading/external references

Gillian Tee

Executive Director of Communities and Families

Contact: Karen Brannen, Performance Manager

E-mail: karen.brannen@edinburgh.gov.uk | Tel: 0131 469 3494

Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
	P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
	P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
	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
	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
	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's and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Advice and Complaints (Education) Annual Report 2015

Advice and Complaints (Education) Annual Report 2015

Appendix

Advice and Complaints (Education) Annual Report

September 2015

Summary

Introduction

The Council implemented its revised complaints handling procedure in March 2013 in line with the Scottish Public Services Ombudsman's (SPSO) model Complaints Handling Procedure (CHP). There are two stages to the procedure – frontline resolution (stage 1) and investigation (stage 2). Customers who remain dissatisfied after the investigation stage can take their complaint to the SPSO for consideration (referred to as stage 3).

The Council's definition of a complaint is "an expression of dissatisfaction by one or more members of the public about the local authority's action or lack of action, or about the standard of service provided by or on behalf of the local authority."

Complaints are valuable. Handled well, they provide a low cost and important source of feedback and learning for services to help drive improvement and restore a positive relationship with customers. Handled badly, they can have a negative impact on public confidence and trust. Complaints can also provide an early warning of more fundamental problems in service design and delivery. The evidence and learning from complaints can give the decision-makers an opportunity to make improvements before problems escalate.

In November 2013, the Council Complaints Management Group (CCMG) was established to take forward actions for improving complaints management and to review the Council's engagement with the public on complaints.

The Group includes representatives from Education, Social Work, Services for Communities, Customer Hub, Economic Development, Member Services and is led by Business Intelligence (Corporate Governance). It meets monthly to learn from complaints, improve business processes and ensure these are embedded in service areas.

The data in this report provides details of the complaints managed by the Children and Families Advice & Complaints Service, relating specifically to Education complaints managed in 2013/14 and 2014/15.

This report presents an analysis of complaints management through a number of indicators:

1. Complaints received
2. Complaints closed within timescale
3. Complaints upheld, partially upheld, not upheld
4. Complaints by education sector
5. Complaints category
6. Recommendations as a result of investigations
7. Learning from complaints

Indicator 1: Complaints received

Outline

This indicator records the total number of complaints received.

Indicator 1: Complaints received

	2013/14	2014/15
Total for year	**393**	**249**
Stage 1 (frontline)	347	203
Stage 2 (investigation)	42	42
Stage 3 (SPSO)	4	4

Analysis and actions

- 393 complaints were received and recorded in 2013/14 and 249 in 2014/15.

- There was a significant decrease in the number of stage 1 complaints received and recorded between 2013/14 and 2014/15. Additionally, further investigation has shown that there were no stage 1 complaints recorded for a significant number of schools (33 primary schools in 2013/14 and 50 in 2014/15, 8 secondary schools in 2013/14 and 10 in 2014/15). This inconsistency in recording is addressed under Indicator 7: Learning from complaints.

- Advice and Complaints also dealt with a further 259 queries in 2013/14 and 265 in 2014/15 which were dealt with as early resolution. Advice was provided on the complaints process, in most cases advising that the head of establishment should be given the opportunity to respond in the first instance to any complaint. Due to the inadequacy of the recording system, it is not known if these queries were followed up or if the advice provided was sufficient to meet the needs of the customer. Further work is planned regarding this issue and is addressed under Indicator 7: Learning from complaints.

- In addition, Advice and Complaints dealt with a significant number of advice queries (634 in 2013/14 and 454 in 2014/15).

Indicator 2: Complaints closed within timescale

Outline

A complaint is closed when a response has been given to the customer and no further action is required. Stage 1 is a frontline resolution where a quick, informed response is possible within 5 working days. For complaints which require more time to gather the information before resolution, or where a customer remains dissatisfied after stage 1, an investigation (stage 2) is appropriate and should be completed within 20 working days.

Indicator 2: Complaints closed within timescale

	2013/14		2014/15	
	Closed within 5 days	**Closed within agreed extended timescale**	**Closed within 20 days**	**Closed within agreed extended timescale**
Stage 1 (frontline)	260 (75%)		157 (77%)	
Stage 2 (investigation)	38 (90%)	3 (7%)	31 (73%)	10 (24%)

Analysis and actions

- 157 (77%) of stage 1 complaints were closed within the 5 day timescale in 2014/15, below the target of 85%.

- There was an increase in performance in stage 1 complaints closed within timescale from 2013/14 to 2014/15.

- 31 (73%) of stage 2 complaints were closed within the 20 day timescale in 2014/15. Taking agreed extended timescales into account, the figure increases to 98%, above the 85% target.

- There was a drop in performance in stage 2 complaints closed within 20 days from 2013/14 to 2014/15. Taking agreed extended timescales into account, there was no decrease with both years exceeding the 85% target by 13 percentage points. It should be noted that the small numbers involved can lead to large fluctuations in the percentages.

Indicator 3: Complaints upheld, partially upheld and not upheld

Outline

This indicator measures the outcome (upheld, partially upheld or not upheld) recorded for each complaint. A partially upheld complaint can occur when at least one element within the complaint is upheld.

Indicator 3: Complaints upheld, partially upheld and not upheld

OUTCOME	2013/14			2014/15		
	Stage 1	Stage 2	Stage 3	Stage 1	Stage 2	Stage 3
Upheld	104	9	1	62	4	0
Partially upheld	107	15	2	76	15	1
Not upheld	136	18	1	65	23	3

Analysis and actions

- Due to the often complex nature of the complaints received, a large number of complaints result in a partially upheld outcome.

- 61% of stage 1 complaints and 57% of stage 2 complaints in 2013/14 were upheld or partially upheld.

- 68% of stage 1 complaints and 45% of stage 2 complaints in 2014/15 were upheld or partially upheld.

- Only a small number of complaints reached the SPSO for both 2013/14 and 2014/15.

Indicator 4: Complaints by sector

Outline

This indicator measures the total number of complaints received broken down into the different education sectors.

Indicator 4: Complaints by sector

Sector (no of establishments)	2013/14			2014/15		
	Stage 1	Stage 2	Stage 3	Stage 1	Stage 2	Stage 3
Pre-school (98)	7	3	0	4	0	0
Primary (88)	223	27	4	156	27	2
Secondary (23)	98	8	0	36	13	1
Special (13)	4	1	0	5	0	0
Community Centre (39)	2	2	0	0	1	1
Other (14)	13	1	0	2	1	0

Analysis and action

- In both 2013/14 and 2014/15 the majority of complaints received related to Primary schools.

- There was a 7% decrease in the number of complaints received in both Primary and Secondary sectors from 2013/14 to 2014/15. As mentioned earlier, this is likely to reflect inconsistency in recording and is dealt with under Indicator 7: Learning from complaints.

- The overall number of complaints received for each sector is very low given the number of establishments. This has been identified at the CCMG and further information is provided under Indicator 7: Learning from complaints.

Indicator 5: complaint categories

Outline

This indicator records the total number of complaints received by Education broken down by category of complaint.

Indicator 5 categories of complaints

Category	2013/14			2014/15		
	Stage 1	Stage 2	Stage 3	Stage 1	Stage 2	Stage 3
Staff attitude	79	6	0	58	13	1
Bullying/racism	53	8	1	35	11	2
Policy, procedure and practice	57	12	2	31	15	0
Health & safety	36	3	0	19	1	0
ASL/ASN	10	5	0	11	1	0
Child protection	3	1	0	4	1	0
Communication	36	7	1	8	0	1
Curriculum	12	0	0	13	0	0
Other	61	0	0	24	0	0

Analysis and action

- The top 4 complaints categories during 2014/15 were staff attitude (29%); bullying/racism (19%); policy, procedure & practice (18%) and heath & safety (8%).

- Complaints in the 'other' category include:

  - Litter problems around the school

  - Traffic problems during pick-up and drop-off times

  - Noise from playtime disturbing sleep

Indicator 6: Recommendations as a result of investigations

Outline

During the investigation stage recommendations for action, whether the complaint is upheld or not, are detailed in the outcome letter. A copy of this letter is sent to both the head of the establishment and to the relevant Quality Improvement Officer. All recommendations are recorded in the Advice and Complaints (Education) database and analysed for any required improvements.

Indicator 6: Recommendations as a result of investigations

Recommendations made as a result of stage 2 (investigation) complaints during 2014/15 can be categorised under the following headings with examples given: (It should be noted that the majority of recommendations are specific to individual cases) . Monitoring of whether recommendations have been implemented is not carried out consistently and is not recorded in the database.

Pupil support

- special arrangements put in place to support pupils in composite classes
- pupils moved into different classes due to bullying issues
- mediation undertaken by the head teacher
- to ensure the pupil has regular opportunities to inform staff of incidents or concerns
- address any continuing concerns about pupil's wellbeing through the Getting it Right for Every Child approach.

Communications with parents

- deposit returned to parent and school to ensure information to parents is clear and a two way channel of communication is maintained regarding foreign travel
- head teacher to ensure all minutes of meetings with parents are agreed and contain appropriate action points
- school to ensure written communication with parents is of a consistently high standard
- school to review parental engagement procedures
- remind parents through the school newsletter about the procedures for dismisal at the end of the school day

Reviews of policies and procedures

- policies and procedures reviewed include health and safety and equalities.

Indicator 7: Learning from complaints

Outline

We have a clear commitment to listen to our customers and act on their feedback. Learning from complaints is a continuous process that helps us to resolve common complaints and improve the services we provide.

Indicator 7: Learning from complaints

We see the management of complaints as a way to learn and improve the services we provide. We do this in a number of ways:

- We analyse the complaints recorded to help us understand any gaps in understanding of the complaints process

- We analyse the outcomes of complaints and the recommendations made to understand whether any strategic changes are required

- We analyse the nature of the complaints received at all stages to look for trends and repeat complaints

By analysing the information about complaints received during 2014/15, we have identified the following areas for improvement:

- the recording of complaints, especially stage 1 (frontline), is not being carried out consistently or in a timely manner. This is evidenced by the decrease in the number of complaints recorded at stage 1 alongside the information on the number of schools who have recorded no stage 1 complaints during the year. Improvements are required in the recording process and the supporting ICT system. Further training (and retraining) on the complaints process and in particular on how to identify and record a complaint should be carried out across the service. This should include ensuring guidance materials are fit for purpose and readily available.

- the internal process of complaint handling needs reviewed in order to be able to track a complaint effectively from initial contact through to the final response (closure of the complaint). This will include identifying the necessary ICT support until such a time that the new CRM is implemented Council wide.

- the monitoring of implementation of recommendations should be carried out centrally and recorded in the database.

- further analysis of complaints should be carried out to determine any common factors.

This improvement activity will result in a significant increase in the number of complaints recorded but will result in an easily accessible and transparent complaints process for customers. Additionally, a change in culture with regard to welcoming complaints is required across the service area and this change in culture will be led and encouraged by senior management.