

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Council Chamber, City Chambers, High Street, Edinburgh

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

Contact

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Education, Children and Families Committee 8 December 2015 (circulated)
Submitted for approval as a correct record
- 4.2 Education, Children and Families Committee 11 February 2016 (circulated)
Submitted for approval as a correct record

5. Forward planning

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – May to October 2016 (circulated)
- 5.2 Education, Children and Families Committee Rolling Actions Log (circulated)

6. Business bulletin

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

7. Executive decisions

- 7.1 Communities and Families Small Grants to Third Parties 2016/17- Proposals for Expenditure – report by the Acting Executive Director of Communities and Families (circulated)
- 7.2 Primary School Estate Rising Rolls – report by the Acting Executive Director of Communities and Families (circulated)
- 7.3 Strategic Management of School Places: P1 and S1 Intakes for August 2016 – report by the Acting Executive Director of Communities and Families (circulated)

- 7.4 Review of Positive Action Funding in Primary Schools – report by the Acting Executive Director of Communities and Families (circulated)
- 7.5 Scottish Attainment Challenge – report by the Acting Executive Director of Communities and Families (circulated)
- 7.6 Vision for Schools - report by the Acting Executive Director of Communities and Families (circulated)
- 7.7 Total Craigroyston - report by the Acting Executive Director of Communities and Families (circulated)
- 7.8 Castlebrae Community High School – Progress Report - report by the Acting Executive Director of Communities and Families (circulated)
- 7.9 Outdoor Centres and Outdoor Learning – report by the Acting Executive Director of Communities and Families (circulated)
- 7.10 Support to Children and Young People with Disabilities – Annual Progress Report - report by the Acting Executive Director of Communities and Families (circulated)

8. Routine decisions

- 8.1 Education Complaints: Improvement Update – report by the Acting Executive Director of Communities and Families (circulated)
- 8.2 Short-Life Working Group: School Admissions/Appeals – report by the Acting Executive Director of Communities and Families (circulated)
- 8.3 Admissions to Mainstream Schools – report by the Acting Executive Director of Communities and Families (circulated)

Note: Members are advised that the report at 8.3 above includes an option which, if accepted, would require a change to the Committee’s decision of 8 December 2015. This decision can only be changed if the Convener rules a material change in circumstances.

- 8.4 Edinburgh Integrated Literacy Strategy – report by the Acting Executive Director of Communities and Families (circulated)
- 8.5 Children and Families Revenue Budget Monitoring 2015/16 – Month Eight Position - report by the Acting Executive Director of Communities and Families (circulated)

8.6 Social Work Complaints Review Committee – 25 November 2015

8.6.1 Recommendations of the Social Work Complaints Review Committee - report by the Chair of the Social Work Complaints Review Committee (circulated)

8.6.2 Children and Families Response to Complaints Review Committee Outcome – report by the Acting Executive Director of Communities and Families (circulated)

8.7 Social Work Complaints Review Committee – 15 December 2015

8.7.1 Recommendations of the Social Work Complaints Review Committee - report by the Chair of the Social Work Complaints Review Committee (circulated)

9. Motions

9.1 If, any

Kirsty-Louise Campbell

Interim Head of Strategy and Insight

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, Robson, Rust, Tymkewycz, 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.

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Item 4.1 - Minutes

Education, Children and Families Committee

10.00 am, Tuesday, 8 December 2015

Present

Councillors Godzik (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Bridgman, Child, Corbett, Day, Jackson, Keil (substituting for Councillor Austin Hart), Key, Lewis, Lunn, Main, Milligan, Redpath, Robson, Rust and Tymkewycz.

Added members for Education matters

Marie Allan, Alexander Ramage and John Swinburne.

1. Order of business

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

2. Deputation

The Committee agreed to hear a deputation from Craig Allan, Principal Petitioner, in regard to the Reverse the 'Reserve Places' for Incoming Catchment Children in Primary 1 Policy Petition, which had been referred to this Committee for consideration by the Petitions Committee.

The deputation advised that he had applied, and had been placed on the waiting list, for his child to attend a local primary school outside of catchment. In previous years reserve places for incoming catchment pupils would have been released upon the start of the school term. However, due to a new policy, this was the first year this had not happened. He argued that this change had not been effectively publicised, and therefore requested that the rule be reversed and a further formal consultation exercise be undertaken.

The Convener thanked the deputation for his presentation and invited him to remain for the Committee's consideration of the related reports at items 3, 4 and 5 below.

3. Short-Life Working Group: School Admissions/Appeals

An update on the work and findings of the short-life Member Officer Working Group, established to review the school admissions and appeals process, was submitted. A

number of recommendations to address issues that had arisen in recent years and to improve the process for all participants were outlined.

Decision

- 1) To note the formation of an appropriately qualified, dedicated small team to present the case on behalf of the Council for all appeals to the Independent Appeal Committee.
- 2) To note the progress made to date in improving the quality of information on the admissions and appeals process available on the Council website and that further work would be undertaken to improve the quality of public information to ensure that all relevant policies and procedures could be easily accessed.
- 3) To note that an Admissions and Appeals report would be submitted to Committee on an annual basis.
- 4) To note that a separate report on the agenda for this Committee on a revised Admissions policy (see item 4 below) would support the ongoing work of improving the placing in schools and appeals process.
- 5) To note the principle behind 'Reserved Places' as outlined in the Admissions policy and to ensure that this was promoted to parents and all involved in the placing process through appropriate communications on a regular basis.
- 6) To note that a formalised open recruitment and selection process would be carried out and reviewed annually (if required) to increase the number of both panel members and chairs on the independent panel.
- 7) To note the development and delivery of an annual mandatory training programme for panel chairs/members and all officers, including head teachers, who were involved in the Appeals process. Consideration would be given to the use of an external training provider where appropriate e.g. for panel members and chairs.
- 8) To request a further progress report in March 2016 on progress in relation to the above recommendations.
- 9) To recommend that the Independent Appeals Panel consider:
 - 9.1) Whether it was practical for the panel to provide more detailed written reasons for their decisions in order that these reasons could be communicated via Committee Services to the parent/carer and Committee.
 - 9.2) Developing a formal and enhanced feedback and evaluation process to ensure that Independent Appeal Panel members receive feedback from all stakeholders.

- 10) To continue with the short-life Working Group to oversee the delivery of the action plan.
- 11) To thank the officers involved in the short-life Working Group for their hard work to date.

(References – minute of the Education Children and Families Committee 6 October 2015 (item 23); report by the Executive Director of Communities and Families, submitted.)

Declaration of Interests

Alexander Ramage declared a non-financial interest in the foregoing item as his partner was a panel member for the Placing in School Appeals Committee.

4. Admissions to Mainstream Schools

Approval was sought for a new Admissions Policy for all mainstream schools. The purpose of the policy was to ensure clarity and consistency in the management of admissions to mainstream schools at all stages, and had been informed by class size legislation and existing national agreements.

Decision

- 1) To confirm approval of the Admissions to Mainstream Schools Policy.
- 2) To refer the policy to the short-life Working Group for consideration of how to make it more accessible to users.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 23); report by the Executive Director of Communities and Families, submitted.)

Declaration of Interests

Alexander Ramage declared a non-financial interest in the foregoing item as his partner was a panel member for the Placing in School Appeals Committee.

5. Reverse the 'Reserve places' for Incoming Catchment Children in Primary 1 Policy – referral from the Petitions Committee

The Petitions Committee on 5 November 2015 considered a report by the Deputy Chief Executive outlining the petition "Reverse the 'Reserve places' for incoming catchment children in Primary 1 policy". The Committee had agreed to refer the petition to the Education, Children and Families Committee for consideration.

Decision

To note the referral from the Petitions Committee.

(References – minute of the Petitions Committee 5 November 2015 (item 4a); report by the Head of Legal and Risk, submitted.)

Declaration of Interests

Alexander Ramage declared a non-financial interest in the foregoing item as his partner was a panel member for the Placing in School Appeals Committee.

Councillor Key declared a non-financial interest in the foregoing item as a member of the Petitions Committee.

6. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 19 May 2015 as a correct record, subject to noting that the Edinburgh Youth Issues Forum had been replaced by the Young Edinburgh Action Forum and would be removed from the list of appointed working groups.

7. Education, Children and Families Committee Key Decisions Forward Plan – March to May 2016

The Education, Children and Families Committee Key Decisions Forward Plan for the period March to May 2016 was presented.

Decision

To note the Key Decisions Forward Plan for March to May 2016.

(Reference – Key Decisions Forward Plan – March to May 2016, submitted.)

8. Education, Children and Families Committee Rolling Actions Log – December 2015

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

Decision

- 1) To approve the closure of actions 6 (part 2), 8, 15, 26 and 28.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 8 December 2015, submitted.)

9. Education, Children and Families Committee Business Bulletin

The Education, Children and Families Committee Business Bulletin for 8 December 2015 was presented.

Decision

- 1) To note the Business Bulletin.
- 2) To congratulate staff involved in the Defibrillator Project.

(Reference – Business Bulletin – 8 December 2015, submitted.)

10. Rising School Rolls

An update was provided on the primary school rising rolls programme including the latest forecast for future city-wide primary school rolls. Initial work carried out to assess the impact of rising rolls in the secondary sector where, from 2017 onwards, rolls were projected to start rising again, following a period of decline, and further identified actions to be progressed during 2016, were also detailed.

Decision

- 1) To note the content of the report by the Executive Director of Communities and Families and the intention to bring a further report to Committee on 1 March 2016 to confirm the primary schools which had been identified as potentially facing accommodation pressures from August 2017.
- 2) To note the solutions which had been developed for seven primary schools (Balgreen, East Craigs, Fox Covert, St Mary's RC (Leith), Ferryhill, Granton and Roseburn) to address potential accommodation pressures at these schools which, if required could be delivered by August 2016.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 15); report by the Executive Director of Communities and Families, submitted.)

11. Children and Families Asset Management Plan 2014 - Update

An update was provided on the delivery of the Children and Families Asset Management Action Plan, including details of progress on the review of primary school capacities.

Decision

To note the update on the action plan as detailed in the report by the Executive Director of Communities and Families.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 14); report by the Executive Director of Communities and Families, submitted.)

12. Additional Support Needs Planning and Performance Update 2015

An overview of planning and performance for service provision for children and young people with additional support needs in Edinburgh, including priorities for 2016-19, was provided. A twin strategy of investment and measures to secure improvements in quality and performance had been adopted to reflect growing demand.

Decision

- 1) To note the continuing progress to improve outcomes closing the literacy gap for learners in the lowest 20%.
- 2) To note the scale and complexity of demographic challenges and the continuing trend in the growth in additional support needs in Edinburgh.
- 3) To note the continuing progress in service improvement, in particular child planning and the autism planning tool and the partnership with children, parents and staff embodied in this approach.
- 4) To note the sustained progress in the support for children requiring additional support for social, emotional and behavioural needs in the early years and primary through the case management approach.
- 5) To note progress in the strategic development of provision for Additional Support Needs provision to address current and future needs and improve performance.
- 6) To note the success of provisions made to address demographic pressures.
- 7) Approves the priorities and next steps set out in the report by the Executive Director of Communities and Families.

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

13. Annual Review of Services for Children and Young People Who Are Looked After and Accommodated by the City of Edinburgh Council

An overview was provided of service provision for children and young people looked after and accommodated by the Council, including service area improvement plans for the financial year 2015/16 and beyond.

Decision

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

(References – minute of the Education, Children and Families Committee 11 September 2014 (item 7); report by the Executive Director of Communities and Families, submitted)

Declaration of Interests

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

14. Children and Families Grants to Third Parties 2016-19

Decision

To note that the report had been withdrawn from the agenda by the Executive Director of Communities and Families.

15. Children and Families Revenue Budget Monitoring 2015/16 – Half Year Position.

The half year revenue budget monitoring position for the Children and Families Directorate was outlined. Significant service pressures totalling £11.1m, inclusive of a contribution of £2.025m towards Health and Social Care financial pressures, continued to be managed. A net residual budget pressure of £1.7m remained for which further mitigating action would still require to be developed.

Decision

- 1) To note the net residual budget pressure of £1.7m which remained at month six.
- 2) To note 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.
- 3) To note that the reported position included a contribution of £2.025m towards pressures within Health & Social Care.
- 4) To note that achieving a balanced position for the year is subject to the development of further mitigating actions of £1.7m.

- 5) To note that whilst all opportunities for further mitigating action would be explored, at the current stage in the financial year there was a significant risk of over-spend.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 32); report by the Executive Director of Communities and Families, submitted.)

16. Corporate Performance Framework – Performance to September 2015

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

The update was presented in line with the Council's revised Performance Framework which had been approved by the Corporate Policy and Strategy Committee in June 2015.

Decision

To note the performance for the period to September 2015.

(References – minutes of the Education, Children and Families Committee 19 May 2015 (item 24) and Corporate Policy and Strategy Committee 9 June 2015 (item 7); report by the Executive Director of Communities and Families, submitted.)

17. Cameron House Community Centre – Update on Resolving Ongoing Issues with the Building

As requested by the Governance, Risk and Best Value Committee, an update was provided on how ongoing issues with Cameron House Community Centre Building were being resolved. The report summarised works undertaken since March 2015, and those scheduled to be completed by early January 2016.

Decision

- 1) To note the works undertaken, since March 2015, to address ongoing issues with the building.
- 2) To note that works had been scheduled to replace floor coverings in the corridor.

(References – minute of the Governance, Risk and Best Value Committee 5 March 2015 (item 1); report by the Acting Director of Services for Communities, submitted.)

18. Governance Arrangements and Council Support to Community Centre Management Committees

The Governance Risk and Best Value Committee on 12 November 2015 considered a report detailing the arrangements for, and Council support to, Community Centre Management Committees. The report was previously considered by the Education, Children and Families Committee following a request by the Governance, Risk and Best Value Committee that information be provided on the issue.

The report had been referred back to the Education, Children and Families Committee with a recommendation that a partnership agreement be established for relations between the Council and community centre management committees.

Decision

- 1) To note that as part of the Asset Management workstream included within the Council's transformational change programme the future governance of community centres and possibilities including community asset transfer were being considered.
- 2) To agree that as this work was brought forward, guidance materials should be produced to support Management Committees of Community Centres to continue to operate in an effective manner and to be clear about where support could be provided if/when issues emerge. This should include contact details of service areas responsible for the different supports required.
- 3) To approve that training requirements for Community Centre Management Committees should also be assessed annually, taking into account new members and the new requirements that any change in governance arrangements would entail.
- 4) To include a section on the management of community centres in the annual Community Learning and Development report.

(References – minutes of the Governance, Risk and Best Value Committee 12 November 2015 (item 1 (b)) and the Education, Children and Families Committee 8 October 2015 (item 33); report by the Head of Legal and Risk, submitted.)

19. Social Work Complaints Review Committee – 25 November 2015

The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 25 November to consider a complaint against the Children and Families Directorate were detailed. The SWCRC had upheld the complaint for the following reasons:

- 1) The SWCRC felt that the complainant had not been given any advice about kinship caring, and consequently may have been left financially worse off. The SWCRC did not have the financial information from either side to be able to

determine this conclusively. It was felt that if it was demonstrated that the complainant had suffered financially, the Council should consider an appropriate ex-gratia payment.

- 2) The SWCRC noted that in the time since the complainant was caring for her granddaughter, arrangements for kinship caring had been significantly improved, which should ensure that this did not happen again.

The Children and Families response to the decision taken by the SWCRC was outlined. The Education, Children and Families Committee was advised that due to the proximity in time of the SWCRC and this meeting, senior managers had not had sufficient time to consider the recommendations. The Committee was asked to note the report and that a further report would be brought to the next meeting.

Decision

To note the reports from the SWCRC and the Executive Director of Communities and Families and that a further report would be brought back to the next Committee.

(References – reports by the Chair of the Social Work Complaints Review Committee and the Executive Director of Communities and Families, both submitted.)

Item 4.2 - Minutes

Education, Children and Families Committee

10.00 am, Thursday, 11 February 2016

Present

Councillors Godzik (Convener), Aitken, Aldridge, Barrie (substituting for Councillor Fullerton), Bridgman, Child, Corbett, Day, Jackson, Ricky Henderson (substituting for Councillor Austin Hart), Key, Lewis, Lunn, Main, Milligan, Redpath, Robson, Rust and Tymkewycz.

Added members for Education matters

Craig Duncan and Alexander Ramage.

1. Children and Families Revenue Grants to Third Parties 2016/19

1.1 Deputations

The Committee agreed to hear the following deputations in relation to the report by the Acting Executive Director of Communities and Families on the Children and Families Revenue Grants to Third Parties 2016/19.

1.1.1 North Edinburgh Young People's Forum

Josh, Brandin and Bethany spoke on behalf of the North Edinburgh Young People's Forum and highlighted the following:

- Ratho Retreat was one of the largest and most popular residential projects available for young people in the North Edinburgh community. For some young people this would be the only holiday they got each year and it was important that this opportunity remained.
- This retreat provided affordable accommodation and transport. As a result many members had attended a number of times and were very close.
- The proposed extension of grant funding was only for one year; this was disappointing as the retreat had a positive effect on the community and provided a service for those who needed it most.
- The decision to close Panmuir School would be a mistake as it provided an alternative for those who found it difficult to study in mainstream education.
- Many pupils studying at Panmuir would have to transfer to mainstream schools, and this would have a negative impact on them and the pupils in other mainstream schools. With teachers already stretched, this was not ideal.

- The Drylaw Neighbourhood Centre was the only facility of its type in the area and acted as a hub for young people. If this was taken away it would make it more difficult for young people to mix together.
- North West Carers was a fantastic resource and to stop this initiative would be a mistake.
- It was good that funding for Music in Schools was to continue, and to consider this as part of a future cuts package would be an error.

The deputation concluded by asking the Committee to reconsider removing funding to the organisations outlined in the Acting Director's report.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report at item 1.2 below.

1.1.2 Nari Kallyan Shangho (NKS)

Rohini Sharma Joshi, Naina Minhas and Naseem Suleman spoke on behalf of Nari Kallyan Shangho (NKS) and highlighted the following:

- NKS were an organisation that served the needs of approximately 200 Asians every week. A key part of their role was providing an interface between the South Asian population in Edinburgh and the medical community.
- The Communities and Families assessment process for grant funding had been misleading and had made incorrect assumptions about the organisation. The independent assessor appointed by the Council had not contacted them and the consultation had not been carried out correctly.
- NKS was one of the few organisations to have 100% of its funding withdrawn.
- The needs of the South Asian population had not been incorporated into the Council's funding criteria and therefore NKS was at a disadvantage when applying for grant funding.
- The implementation of a preventative approach when dealing with South Asian families would save funds at a later stage by stopping the need to refer individuals to specialist projects when families found themselves in difficulties.
- Statistically South Asian families were younger relative to the rest of Edinburgh's population and, therefore, more reliant on Communities and Families funding than other sources.
- NKS provided an interface between the South Asian population and medical professionals. By withdrawing funding, the Council would heap further pressure on the medical community.

The deputation concluded by asking the Committee to fit the needs of the South Asian population into its grants criteria and to reconsider the recommendation to withdraw funding from NKS.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report at item 1.2 below.

1.1.3 Jack Kane Centre Management Committee

The Clerk advised the Committee that a deputation request from the Jack Kane Centre Management Committee had been withdrawn.

1.1.4 Corstorphine Youth and Community Centre (CYCC)

Tommy McLean and Sheila Perry spoke on behalf of the Corstorphine Youth and Community Centre (CYCC) and highlighted the following:

- The CYCC was established in 1980 and had been in receipt of financial support since then. The CYCC thanked the Communities and Families directorate for their longstanding support.
- Over recent years most of the financial support received from the Council had allowed the CYCC to employ two part time employees. It was expected that the decision to remove grant funding would lead to redundancy for these individuals.
- The organisation raised core costs through applications for funding.
- The grant funding requested had been reduced to the absolute minimum required to keep the organisation in operation.
- There was an ongoing demand for the CYCC service in the community and research had been conducted to back this up.
- The original premises for the CYCC had been destroyed by fire, but in the interim several different venues were being utilised for activities.
- There was a lack of support from the Council towards universal and preventative youth and children's work that stopped individuals becoming part of targeted provision. This was reflected in the grants funding criteria and concern regarding the impacts of this, particularly for community centres, was voiced at consultation sessions held by the Council.
- It was concerning that a decision made the previous year by the Education, Children and Families Committee had withdrawn support for voluntary community centres
- The CYCC met the education aims of Communities and Families in that it provided universal provision but instead the grants funding application process had a very narrow focus.
- There were concerns that the small grants scheme would utilise the same narrow criteria.
- If CYCC and similar organisations were forced to close then other costs for preventative support would rise. This would cost the Council more money in the longer term.
- No group based in the West Edinburgh Neighbourhood Partnership Area had been awarded a grant. This was leaving wide areas without any support.
- If support for CYCC was unable to continue at its current level, this could result in CYCC being unable to take on the lease for the new Corstorphine Youth Centre building once it was finished. The cost of the replacement building was estimated at £2.5m.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report at item 1.2 below.

1.1.5 West Granton Community Centre

Janet Campbell, May Riorden and Sheila Sinclair spoke on behalf of the West Granton Community Centre (WGCC) and highlighted the following:

- The Centre had previously been in receipt of grant funding pre 2011 before moving to a Service Level Agreement.
- The West Granton Community Trust (WGCT) had operated the WGCC for 22 years. The centre was currently providing more services than ever before.
- The WGCC provided early years care and education through its daily playgroup. This was situated in an area of multiple deprivation and research indicated that children from this background benefited most from universal provision in early learning and childcare.
- If the Committee was serious about closing the attainment gap then the early years was where it needed to start. The Prentice Centre playgroup was one of the prime examples of a service required in North Edinburgh to provide effective learning and childcare through provision of indoor and outdoor activities.
- The WGCC worked in partnership with Children First, North West Carers, Dad's Rock Musical Playgroups, Craigmoynton Early Years Centre and Alzheimers Scotland.
- The organisation also provided a wide range of services for older people. Many of the issues which had led to bad press in the local area could be put down to intergenerational conflict, and encouraging generations to come together was an invaluable part of the service provided.
- WGCT owned the Post Office and Community Shop that were adjacent to the Community Centre. The Post Office and shop provided community services and if there was a threat to WGCT then these facilities were also at risk.
- The decision to cut grant funding for the Community Centre amounted to a 60% cut meaning there would be £58k shortfall towards running costs.
- The grants application process was flawed as it had not been tested before implementation.

The deputation requested that recommended cuts to grant funding were instead implemented across the board in the first year while work was undertaken with the voluntary sector to find a longer term solution.

The Convener thanked the deputations for their presentation and invited him to remain for the Committee's consideration of the related report at item 2.2 below.

1.1.6 EVOC

Sarah Wade and Ella Simpson, on behalf of EVOC, referred to their paper that had been circulated to all members of the Committee and highlighted the following points:

- The move to a three year grants programme and the introduction of the small grants programme was to be welcomed as it would bring stability.
- The redesigned grants to third parties process had not been a transparent coproduced grants programme.
- The Acting Director's report did not adhere to the compact values of equal respect and this had damaged the perception of fairness and transparency surrounding this process, as well as the faith of the sector in partnership working with the Council.
- It was not clear how the allocated funds had been calculated and there did not appear to have been discussions regarding outcomes with organisations who had been allocated partial funding. Clear principles and/or a statement on this would have helped make things clearer moving forward.
- There were areas that lacked clarity, this included information surrounding the allocation of the breakfast fund.
- Further clarity and further communication to aid the transparency moving forward was required.
- Third sector concerns had been raised with Children and Families officers and responses issued. The addition of an enhanced assessment process following this was welcomed as this had improved fairness and objectivity. However, subsequent decisions did not seem consistent with the aims of the redesign process.
- Any further delay to the process would not be desirable and therefore EVOC were of the view that funding needed to be agreed as recommended in the Acting Director's report.

The deputation asked the Committee to consider the following:

1. To establish a cross-sector checkpoint group (to evaluate the impact of the new grants programme across the sector),
2. To work in partnership with EVOC to create a 'lessons learned' document.
3. To negotiate clearly with organisations awarded partial funding to work out what objectives would be taken forward as outcomes from each project.

The Convener thanked the deputation for their presentation and invited them to remain for the Committee's consideration of the related report at item 1.2 below.

1.1.7 Strengthening Communities for Race Equality - SCOREscotland

Kate Betney, on behalf of SCOREscotland, referred to their paper that had been circulated to all members of the Committee and raised the following points:

- The proposed budget cuts from 1 April 2016 posed an existential danger for SCOREscotland.
- Communities and Families officers had proposed that elements of the organisations work that fitted the definition of 'Youth Work' would be funded until September 2016. This was to be welcomed.

- SCOREscotland had managed to secure funding from a variety of sources including BBC Children In Need, the Lottery and the Robertson Trust and would continue to seek funding, however, bridging funds would be required until this funding was in place. Flexibility was also sought from the directorate in the way in which secured funds could be utilised.
- As a small organisation SCOREscotland had found it difficult to make applications to a variety of Council departments.
- An organisational review had been carried out between September and December 2015, which included consultation with stakeholders and this had shaped SCOREscotland's five year business plan. Funds would be required to implement this and improve the effectiveness of the organisation.
- The definition of "children and families" used for the grants process was too narrow to include families that were vulnerable due to a variety of reasons, including racist abuse and harassment in their homes and neighbourhoods.
- A number of components of public sector equality duty and the Council's Framework to Advance Equality and Rights 2012/17 aligned directly with SCOREscotland's core objectives.
- Through the Scottish Government funded Local CommUNITY Voices project, SCOREscotland participated in key local partnership developments. The withdrawal of funding from SCOREscotland would have a negative impact on such projects.
- Given the wider context of ongoing global hateful atrocities and increasing locally reported hate crimes, bullying of ethnic minority children in local schools and Scottish Government current strategies for children, refugees and race equality, SCOREscotland's contribution was still essential.

The deputation requested the Committee's intervention and support to help SCOREscotland survive, bring in more resources and to continue their valued role in the local community.

The Convener thanked the deputation for her presentation and invited her to remain for the Committee's consideration of the related report at item 1.2 below.

1.2 Report by the Acting Executive Director of Communities and Families

Proposed awards of revenue grants to organisations following the new procedures approved by Education, Children and families Committee in May and October 2015 were detailed. A Small Grants Programme for awards of between £1,000 and £10,000, with funding proposals due in March 2016, was also outlined.

Motion

- 1) To note the work of the Third Party Grants Short Life Working Group and the reports of 3 March 2015, 19 May 2015 and 6 October 2015 which outlined the proposed approach.

- 2) To welcome the range and scope of applicants and the large number of new partners committed to working towards the objectives set out by the Council and the Children's Partnership.
 - 3) To note the input from the Chief Officers of the Children's Partnership, including input from NHS Lothian, Police Scotland and EVOC.
 - 4) To note the external scrutiny of the application process which concluded that the process was a 'well-planned, considered and co-produced approach to a grant application process'.
 - 5) To agree that the points highlighted in paragraph 3.6 of the Acting Director's report be considered for future application processes.
 - 6) To agree the grant recommendations in the Acting Director's report and outlined in Appendix 1 and the proposed distribution of 95% current funding for existing partners and 50% for new applicants.
 - 7) To recognise, however, that some organisations which had previously been awarded Council funding had not been successful, and to agree to award six of these organisations one year of funding at 95% of their 2015/16 award to assist with transition. In addition, for one other organisation, a request would be made to Finance and Resources Committee for a one year contract extension. The value of this would be 95% of the 2015/16 contract value. The progress of these organisations would be monitored during this transition.
 - 8) To note that meetings with all existing but unsuccessful applicants would be offered. These meetings would investigate what additional internal and external assistance and support could be provided to these organisations to explore other sources of funding, and this support would also be offered to those new applicants who have moved from contracts to grant.
 - 9) To note that funding was also available through the Small Grants Programme.
 - 10) To agree to receive a report in March 2016 on proposed awards from the Small Grants Programme.
 - 11) To note also that a decision had been taken to delay the process of commissioning for universal youth work. This would be reviewed in 2016/17.
 - 12) To agree that the Third Party Grants Short Life Working Group be reconvened to discuss lessons learned, where appropriate. EVOC and other relevant groups to be co-opted onto the working group.
- Moved by Councillor Godzik, seconded by Councillor Barrie

Amendment 1

- 1) In similar terms to the motion subject to the deletion of paragraphs 4 to 6 and the inclusion of the following.
 - 2) Recognises the lack of trust and concerns about the process expressed by numerous applicants.
 - 3) Notes that Youth Work contracts should have been allocated first to reduce duplication.
 - 4) Notes the lack of transparency around the process and specifically the absence of the provision of clear information in terms of unsuccessful applicants.
 - 5) Seeks further information as to the "equitable geographical spread" referred to in respect of paragraph 3.4 of the report by the Acting Director and how this has been achieved.
 - 6) Observes that there have been decreases in funding recommended for individual awards since the December 2015 report for all but five organisations and questions the objectivity of the criteria.
 - 7) Appreciates that the uncertainty for the applicants in such proximity to the new financial year is of serious concern and therefore has no option but to proceed with the awards as recommended.
 - 8) Suggests that the short-life working group should reconvene to discuss lessons learned, when appropriate.
 - 9) Remits the third party grants award process to the Governance Risk and Best Value Committee for a report in two cycles requesting consideration be given to the process issues to ensure they are avoided in future situations where the Council is dealing with third party applicants.
- Moved by Councillor Rust, seconded by Councillor Aitken

Amendment 2

- 1) In similar terms to the motion, subject to the deletion of paragraphs 4 to 8 and the insertion of the following.
- 2) Regrets the delay in bringing forward recommendations, originally due in December 2015, the difficulties that the resulting uncertainty may have caused applicants, and the lack of any explanation for the delay.
- 3) Regrets the lack of clarity, within the report, on the objectives against which the applications were assessed and whether the recommended grants achieve the optimal match to those objectives.

- 4) Regrets the absence, within the Acting Director's report, of detail on organisations which have not been successful in being recommended for a grant, and how those recommendations are justified by failure to match the objectives of the grant scheme.
- 5) Regrets the lack of engagement with organisations recommended for a grant, particularly for those receiving only 50% funding, in advance of reporting to committee which therefore precludes judgement on the extent to which the aims of the activity for which funding is sought can still be achieved, and resulting uncertainty about the delivery of projects and the uptake of awards.
- 6) Notes the lack of transparency and consistency over which organisations not receiving funding are recommended for a 95% transition grant for one year.
- 7) Notes that some organisations that have been recommended for funding, have now received a contract extension from universal youth work section, which may include duplication of funding.
- 8) Recognises, however, that the failure to administer the grant process efficiently, transparently and timeously leaves the decision perilously close to the start of the financial year to which grants apply and therefore agrees that awards are made as outlined in appendix 1 of the Acting Director's report, subject to 9 below.
- 9) Agrees that for those youth work organisations which are found to have received duplicate funding, the duplicated surplus funds will be deducted from the awards and total surplus reported back to committee for consideration.
 - 9.1) Further notes:
 - a) those applicants who have not received funding and may be financially vulnerable;
 - b) some organisations who have been recommended for partial funding may consider themselves especially vulnerable;
 - c) some organisations may have legitimate complaints about the process.
 - 9.2) Therefore Committee agrees to invite appeals from applicants in 9.1 above and instructs officers to consider these appeals and report to next Committee meeting, or as soon as possible thereafter, with full details including criteria scores and financial information, to allow Committee to consider the appeals and any action it is able to take.
- 10) Notes the new Breakfast Club Development Fund and agrees that officers' recommendations for funding criteria and for the distribution of this fund are brought annually to the Committee for approval, with the small grants programme report.

11) Agrees that a cross party working group, including external members from the sector, oversee and scrutinise a lessons-learned exercise and report back to this committee within six months, to include full consideration of the external scrutiny report.

- Moved by Councillor Main, seconded by Councillor Corbett

Voting

For the motion 12

For amendment 1 4

For amendment 2 3

Decision

To approve the motion by Councillor Godzik

(References – minute of the Education Children and Families Committee 6 October 2015 (items 27 and 30); report by the Acting Executive Director of Communities and Families, submitted.)

Declaration of Interests

Councillor Aitken declared a non-financial interest in the foregoing item as a Director of Oxfams Care.

Councillor Child declared a non-financial interest in the foregoing item as the Council's Voluntary Sector Champion and a member of the Compact Partnership Board.

Councillor Day declared a non-financial interest in the foregoing item as a member of the Drylaw Neighbourhood Centre Board of Management.

Councillor Ricky Henderson declared a non-financial interest in the foregoing item as Chair of a sub-committee of SCOREScotland.

Item 5.1 - Key decisions forward plan

Education, Children and Families

[May 2016 – October 2016]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Child Poverty	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: J Heywood 0131 529 6507 John.Heywood@edinburgh.gov.uk	P1, P5-P7 CO1 - CO6 SO2 - SO4
2	Edinburgh Integrated Children's Services	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: K Brannen 0131 Karen.Brannen@edinburgh.gov.uk	P1-P6 CO1-CO6 SO2, SO3
3	Playgroups and Nurseries in the Voluntary Sector	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: A McLean 0131 469 3300 Aileen.McLean@edinburgh.gov.uk	P1, P6 CO1-CO4, CO6 SO3
4	Report on Self Directed Support	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: S Hampson 0131 469 3389 Sara.Hampson@edinburgh.gov.uk	P1 CO3, CO6 SO3

5	Rising School Rolls	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: B MacIntyre 0131 469 3366 Billy.MacIntyre@edinburgh.gov.uk	P4 CO1, CO2 SO3
6	Asset Management Plan	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: B McIntyre 0131 469 3366 Billy.MacIntyre@edinburgh.gov.uk	P2, P4 CO1, CO2 SO3
7	Educational Attainment 2015	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: S Paton 0131 69 3137 Sheila.paton@edinburgh.gov.uk	P5 CO2, CO3 SO3
8	Policy Assurance Statement	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: 0131 529 2417 Alistair.gaw@edinburgh.gov.uk	CO25
9	Review of Community Access to Schools	24/05/2016	All	Acting Executive Director: Alistair Gaw Lead Officer: D Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	P4 CO1, CO2, CO4, CO23, CO24 SO4
10	Free School Meal Annual Report	24/05/2016	All	Acting Executive Director: Hugh Dunn Lead Officer: P Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	CO1, CO4, CO6 SO3
11	Implementation of the Children and Young People (Scotland) Act 2014	October 2016	All	Acting Executive Director: Alistair Gaw Lead Officer: C Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1 CO1-CO6 SO3

12	Energy in Schools	October 2016	All	Acting Executive Director: Hugh Dunn Lead Officer: P Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	P50 CO18, CO25 SO3, SO4
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Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

1 March 2016

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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.	Executive Director of Communities and Families	May 2016		Deferred until May 2016 as there are currently 2 key inter-dependant reviews which will potentially influence the next phase of the CATS review. They are the city wide review of Council owned sports facilities and the corporate project to develop an online booking and payment facility for users of

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							a number of council facilities including school lets.
2	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.	Executive Director of Resources	October 2016		Progress presented at EC&F Committee in October 2015. Deferred until October 2016. Currie Community High School and Buckstone Primary School are both actively working towards the Silver Catering Mark Award. The progress on attaining the Silver Standard within the these Pilot Schools will continue to be monitored and,

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
3	11.09.14	Support to Children and Young People with Disabilities	To request a further progress report in September 2015.	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 7.10 of this agenda.
4	11.09.14	Free School Meals	To request an annual progress report on the School Meals service including: <ul style="list-style-type: none"> • details of accommodation for 	Executive Director of Resources	May 2016		This has been deferred to May 2016 to allow more time to get customer feedback.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>pupils;</p> <ul style="list-style-type: none"> • A quality assessment of the provision of school meals, including those from remote kitchens; • Uptake levels by year group; • Customer feedback (school, parent and pupil) on the school meals service and lunchtime environment. 				
5	11.09.14	Parental Engagement	To request a progress report on implementation in December 2015.	Executive Director of Communities and Families	May 2016		This has been deferred to May 2016. This action will be combined with action 13 below.
6	09.12.14	Castlebrae Community High School Progress Report	To agree to receive a further progress report in October 2015.	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 7.8 of this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7	03.03.15	Educational Attainment 2014	<p>1) To agree to receive further annual reports on attainment/improvements in performance.</p> <p>2) To request a further report in October 2015 on:</p> <ul style="list-style-type: none"> • The performance of looked after children; • The performance in relation to wider achievements and how they could be measured; • Attainment of children in areas of deprivation. 	<p>Executive Director of Communities and Families</p> <p>Executive Director of Communities and Families</p>	<p>May 2016</p> <p>May 2016</p>		<p>The new National Bench-marking tool (Insight) will be available from February and will provide the latest attainment and positive destination figures.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	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.	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 7.6 of this agenda.
9	03.03.15	Edinburgh Integrated Literacy Strategy	To note that a report would be submitted to a future meeting of the Committee on the provision of English as an Additional Language (EAL).	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 8.4 of this agenda.
10	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.	Executive Director of Communities and Families	May 2016		Deferred to May 2016.
11	03.03.15	Total Craigroyston	To request a progress report within 12 months.	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 7.7 of this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	03.03.15	Children & Families Risk Register	To request that the Risk Register be presented to Committee on an annual basis.	Executive Director of Communities and Families	May 2016		Deferred to May 2016 to allow more time for engagement with officers.
13	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.	Executive Director of Communities and Families	May 2016		This action will be combined with action 5 above.
14	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	Executive Director of Communities and Families	Ongoing		An update was submitted to the Committee on 8 December 2015.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			be reported to Committee at a future date.				
15	19.05.15	Free School Meals P1-P3 – Progress Report	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.	Executive Director of Communities and Families	May 2016		Deferred to May 2016 in line with revised timeline provided by new ICT provider.
16	Corporate Policy and Strategy Committee 01.09.15	Safecall CEC 114 - Complaints Handling 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.	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 8.1 of this agenda.
17	06.10.15	Duncan Place & Leith Primary School	To request that a further report was provided to a future Committee meeting on the outcome of the discussions with the local	Executive Director of Resources	May 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.				
18	06.10.15	Committee Decisions - November 2014 - June 2015	To note that an annual summary report would be presented to Committee in 12 months time.	Chief Executive	October 2016		
19	06.10.15	Child Poverty	<p>1) To note the progress made with work to mitigate the impact of child poverty and to request a further update in October 2016.</p> <p>2) To request a further report in six months with a performance dashboard indicating</p>	Executive Director of Communities and Families	<p>October 2016</p> <p>May 2016</p>		Deferred to May 2016.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			measures/ indicators used to record progress.				
20	06.10.15	Arts and Creative Learning Update	To agree to receive a further report in October 2016.	Executive Director of Communities and Families	October 2016		
21	06.10.15	Playgroups and Nurseries in the Voluntary Sector	That a report be submitted to a future meeting of the Committee on how the work was being taken forward.	Executive Director of Communities and Families	October 2016		
22	06.10.15	Children and Families Capital Asset Management Programme 2014-19 – Progress Update	To request a further report, within two cycles, on measures of success, including progress on the categorisation of all Children and Families establishments as condition A or B.	Executive Director of Resources	May 2016		Deferred until May 2016.
23	06.10.15	Review of Positive Action Funding in Primary Schools	To request a report on the conclusion of this work in	Executive Director of Communities	March 2016		Recommend closure of this action. See item

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			December 2015.	and Families			7.4 of this agenda.
24	06.10.15	Implementation of the Children and Young People (Scotland) Act 2014 - Update	To request a further report on progress in October 2016.	Executive Director of Communities and Families	October 2016		
25	06.10.15	Energy in Schools Annual Report	To note that an annual progress report would be submitted to the Committee in 2016 on Energy in Schools	Executive Director of Resources	October 2016		
26	08.12.15	Short-Life Working Group: School Admissions/Appeals	To note that an Admissions and Appeals report would be submitted to Committee on an annual basis.	Executive Director of Communities and Families	December 2016		
27	08.12.15	Short-Life Working Group: School Admissions/Appeals	To request a further progress report in March 2016 on progress in relation to the above recommendations.	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 8.2 of this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
28	08.12.15	Rising School Rolls	To note the content of the report by the Executive Director of Communities and Families and the intention to bring a further report to Committee on 1 March 2016 to confirm the primary schools which had been identified as potentially facing accommodation pressures from August 2017	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 7.2 of this agenda.
29	08.12.15	Governance Arrangements and Council Support to Community Centre Management Committees	To include a section on the management of community centres in the annual Community Learning and Development report.	Executive Director of Communities and Families	October 2016		
30	08.12.15	Social Work Complaints Review Committee – 25 November 2015 Report 1 , Report 2	To note the reports from the SWCRC and the Executive Director of Communities and Families and that a further report would be brought back to	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 8.6 of this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the next Committee.				
31	11.02.16	Children and Families Revenue Grants to Third parties 2016-19	To agree to receive a report in March 2016 on proposed awards from the Small Grants Programme	Executive Director of Communities and Families	March 2016		Recommend closure of this action. See item 7.1 of this agenda.



Item 6.1 - Business bulletin

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Main Council Chamber, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Paul Godzik</p> 	<p>Cllr Paul Godzik (Convener) Cllr Cathy Fullerton (Vice-Convener) Cllr Elaine Aitken Cllr Robert Aldridge Cllr Norma Austin Hart Cllr Stefan Tymkewycz Cllr Maureen Child Cllr Nick Cook Cllr Gavin Corbett Cllr Cammy Day Cllr Alex Lunn 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)</p>	<p>Morris Smith Senior Committee Officer Tel: 529 4227</p> <p>Maria Lloyd Departmental Adviser to the Convener and the Vice-Convener Tel: 529 3294</p>
<p>Vice-Convener Councillor Cathy Fullerton</p> 	<p>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)</p>	

Business Bulletin 2016

Corporate Parenting Member /Officer Working group

The meeting on the 15 December 2015. The main presentation from Sally Egan, Director and Child Health Commissioner for NHS Lothian focussed on the legislative requirements on health services in respect to their duties as Corporate Parents under the Children and Young People's (Scotland) Act 2014. Members received a quarterly update on the range of actions to improve attainment and attendance of Looked After children. Members requested more details on what interventions would be required for Primary 5, S3 and S4 year groups. Members also heard more detail on the project being taken forward by housing and partner agencies to improve outcomes for children in temporary accommodation. Officers were asked to take forward plans to set up a short life working group to develop options for Community Benefits which will be of advantage to looked after children.

Sub Committee on Standards

At this meeting on the 30 November two reports were discussed. [Tynecastle Nursery School Inspection report](#) and [St Margaret's Primary school Inspection report](#). The Tynecastle nursery was an exemplary report.

Third Party Grants

Many organisations that we have worked with in the past and new organisations bid for £3m available. The bids for funding amounted to twice the money available. The report was approved at the additional [Education, Children and Families Committee on 11 February 2016](#). The awards will now be issued to organisations and support will be given by officers to those who were unsuccessful. Some of the applicants also applied for the small grants of up to £10,000 and this report is part of this committee.

Scottish Public Service Awards for YouthTalk

Congratulations to all those involved in YouthTalk who won the Community Engagement Award for the Scottish Public Service Awards at the Parliament on Monday 7 December 2015. Evelyn Kilmurry and Andy McWhirter collected the award on behalf of all of the many staff and more importantly young people who have made YouthTalk such a successful approach.

Edinburgh Confucius Classroom voted best in the world

Sincere congratulations to the Confucius Classroom Hub based at [Leith Academy](#) which was recently recognised as one of the best in the world in 2015. The Head teacher Jack Simpson received the award in Shanghai. The hub is a fantastic resource for all pupils in Edinburgh. It supports the growth of Mandarin language learning across the city which is now available in 29 primary and 12 secondary schools.

Best State schools:

[James Gillespie's High School](#): Sunday Times Scottish State Secondary School of the Year.

[Broughton High School](#) were also voted best state school of the year by Tattler.

Huge congratulations to the staff, pupils and parents at both schools an impressive and well deserved achievement.

New Queensferry School funding announcement

On Monday, 25 January 2016 the Deputy Convenor attended a visit by Cabinet Secretary for Education Angela Constance to [Queensferry Community High School](#) during which she met with pupils and staff. On that day it was announced that the [City of Edinburgh Council will receive funding through the final phase of the Scottish Government's 'Schools for the Future' Programme](#) towards the replacement of Queensferry Community High School, a project which Council approved on 25 September 2014 together with capital funding of £11m. This Council has previously benefited significantly from the earlier phases of the Schools for the Future Programme having received funding support for the new Boroughmuir High, James Gillespie's High and St John's RC Primary Schools.

The Council has not yet been advised of the procurement and delivery model for the project. In addition, due to the significant time which has elapsed since Council considered this matter, the projected costs to deliver the project will require to be reviewed. Once the parameters for the project have been clarified, a detailed feasibility study will be undertaken to provide greater clarity regarding the scope of the project to deliver the new school and the associated costs and funding. Given the significant current, and projected further, housing development in the area consideration will also be given to the initial capacity requirements for the replacement school and any future expansion strategy which may be required. Once this work has been completed a report will be taken to Council for consideration prior to the project to deliver the new school being initiated.



Supporting equality and diversity – share information on myHR

Please support our drive to get a better understanding of the diversity of our workforce. Our Equalities Lead Officers and HR Managers want to make sure that we are meeting the needs of all employees. You can help by entering your own confidential information on myHR. [Find out how on the Orb.](#)

This information will never be used to identify any individuals. It can only be accessed by HR colleagues and will only be used to:

- advance equality and rights of the workforce
- make sure that discrimination does not occur
- better understand the workforce

Praise for St. Crispin's after-school club following an unannounced inspection

A recent unannounced [Care Inspection awarded the after-school club at St Crispin's special school Very Good](#) grades across the board. They commended the after-school club commenting that the club provides an invaluable service to children and their families who attend St. Crispin's school. Most of the children are on the autistic spectrum and have learning difficulties.

They went on to say that the parent-led St. Crispin's Out of School Care Association provides a safe and nurturing environment specifically designed to meet the individual needs of the service users. Parents told the inspectors that the club offered their child independence and opportunities for socialisation which they did not have anywhere else.

Positive Destinations

Edinburgh's positive destinations have improved again from last year from 91.2% to 92.3%. Edinburgh has the best positive destinations of any City in Scotland. Thank you to everyone who has worked so hard to make such a difference to the lives of our young people leaving school and setting out on their adult lives.



Health and Wellbeing Team

Congratulations to our Health and Wellbeing team who have just won the Education Initiative of the Year at the [Herald Society Awards](#) for the 'Growing Confidence Secondary School Programme'. These awards attracted over 450 submissions with over 125 organisations taking part from across England, Northern Ireland, Scotland and Wales.

Congratulations to Family Group Decision Making

The Family Group Decision Making service win the [Leader's Award](#) for outstanding achievement at the Pride in Our People Awards on 26 November 2015. Thanks to everyone across the city who is working so hard to give our young people the opportunities they deserve.



Relaxed Panto

For the second year running all Special school pupils attended a Relaxed performance of Snow white and the Seven Dwarfs at the Festival Theatre on the 14 January. This was a fantastic experience for all. Thanks to the Festival Theatre Trust and staff at the Kings Theatre for their ongoing support and hard work.

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Communities and Families Small Grants to Third Parties 2016/17 – Proposals for Expenditure

Item number 7.1
Report number
Executive/routine
Wards All

Executive summary

This report details the recommended awards to organisations submitting small grant applications to Communities and Families for 2016/17. The awards are made for one year and are for a minimum of £1,000 and a maximum of £10,000.

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

Communities and Families Small Grants to Third Parties 2016/17 – Proposals for Expenditure

Recommendations

Committee is requested to:

- 1.1 Note the 2016/17 Small Grants budget approved by Committee on 11 February 2016 which agreed an allocation of £108,000 for small grants to third parties
- 1.2 Approve the awards to organisations outlined in Appendix 1.
- 1.3 Note that support would be offered to unsuccessful applicants to discuss what additional internal and external assistance could be provided.

Background

- 2.1 On 11 February 2014, the Communities and Neighbourhoods Committee agreed “To approve the transfer of responsibility for developing future grant programmes and making grant awards to executive committees and policy development sub-committees”.
- 2.2 The Committee has also agreed that all grant programmes should be aligned to meet strategic plan, commissioning and capital coalition pledge priorities. The Review of Grants to Third Parties also set out a requirement that all grant award recommendations should be co-produced with service users, carers and third sector organisations by April 2016.
- 2.3 In addition, the Council’s Transformation workstream on third sector expenditure set out a recommendation to reduce third sector spend by 10% over three years. Service departments were instructed to decide how best to implement these proposals.
- 2.4 This is the first time that Communities and Families has offered a Small Grants Programme. The recommendation to introduce this programme was made by the Member Officer Working Group set up to review the Main Revenue Grants Programme and reported to Committee on 19 May 2015, 6 October 2015 and 11 February 2016.
- 2.5 At its meeting on 11 February 2016, the Education, Children and Families Committee agreed to reconvene the Third Party Payments Short Life Working Group to discuss lessons learned. EVOC and other groups will be co-opted onto the group as appropriate. This group will also consider the Small Grants Programme.

Main report

- 3.1 A closing date of 6 January 2016 was set for applications to the Small Grants Programme. A total of 40 applications were received with a total value of £357k. The total budget available is £108,000.
- 3.2 The Small Grants Programme will make awards of between £1,000 and £10,000. These awards are made for one year.
- 3.3 The Small Grants Programme can be used for revenue funding, project funding, testing new approaches, and capacity building for organisations. An evaluation report, recording the outcomes achieved with supporting evidence, is required for all awards.
- 3.4 Applications were assessed against agreed criteria and according to an approved assessment process. The guidance for applicants is less prescriptive than the Main Grants Programme but still retains a focus on outcomes.
- 3.5 Following the assessment of Main Revenue Grants and the external scrutiny of that process by Inspiring Scotland, the main recommendations resulting from that scrutiny have been taken into account when assessing the Small Grants applications. In particular, fewer assessors were involved and more time was allowed for assessments; and, overall and individual scoring for applications were checked.
- 3.6 The organisations recommended to receive awards, and the corresponding amounts, are listed in Appendix 1. In summary, the recommended award to each organisation is:
 - **Barnardos** – parenting support project at HMP Edinburgh Visitor Centre. It will provide support to children and their families prior to and during visits to HMP Edinburgh - **£10,000**
 - **Capability Scotland** – Leisure 4 All. This will support children with additional support needs to access mainstream leisure services - **£9,997**
 - **Children 1st** – East Early Years Parent Group. To pilot a young parents group with Greendykes Early Years Centre - **£9,483**
 - **Clan Childlaw** – United Nations Convention on the Rights of the Child for Looked After Children. This will promote and raise awareness of the rights of the child amongst professionals working with Looked After Children to ensure they can fully participate in decisions involving them - **£9,797**
 - **Edinburgh Community Food** – Food, Health and My Child. Providing intensive food and nutrition support to parents, addressing health inequalities with regards to infant nutrition - **£9,835**

- **Friends of the Award** – Raising attainment for positive futures. Extending the reach of the Duke of Edinburgh’s Award to benefit young people in socially deprived areas, particularly marginalised young people - **£8,550**
- **Green Team** – discover, learn, connect project. This project will work with young children to introduce them to a wide range of fun and informative outdoor learning - **£9,855**
- **Girl Guiding Edinburgh** – to increase opportunities for girls and retain volunteers - **£10,000**
- **Jack Kane Community Centre** – The Drop In. Increase opportunities for children with multiple support needs to participate in positive, inclusive play - **£9,771**
- **Pilton Community Health Centre** – Young People’s Service. Providing counselling to young people experiencing stress and difficulty - **£7,398**
- **Shelter Scotland** – Edinburgh Gypsy/Traveller Children and Families Project. A targeted service that meets the unique needs of gypsy/travellers and improves the quality of life - **£9,989**

3.7 A range of support measures will be offered to those organisations which were unsuccessful in this round of funding. This will include workshops focused on building the capacity of organisations to identify alternative funding opportunities and develop applications more likely to succeed.

Measures of success

4.1 Each grant recipient is required to complete a funding agreement that details SMART targets to be achieved by the organisation within the funding period. The achievement of these targets contributes to Council objectives and service plans.

Financial impact

5.1 The total figure for the grant awards recommended in Appendix 1 is £108,000 which is the allocation agreed by Committee on 11 February 2016.

Risk, policy, compliance and governance impact

6.1 This report is compliant with the recommendations of the Review of Grants to Third Parties, which were accepted by the Education, Children and Families Committee.

Equalities impact

- 7.1 The funding of activity by third parties through grant aid contributes to the Council's delivery of its [Equality Act 2010](#) duty to seek to eliminate unlawful discrimination, harassment and victimisation, and to advance equality and foster good relations. An Equalities and Rights Impact Assessment has been carried out.

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 There was engagement involving stakeholders to review the third party grants process throughout 2014 and 2015. Specifically this includes:
- The Elected Members Working Group met on seven occasions from October 2014 to June 2015.
 - Events with local organisations were held on 11 December 2014, and in February 2015. Over 120 people attended these.
 - An on-line survey elicited responses from 47 organisations
 - A mailing list of approximately 110 groups was used to keep organisations up-to-date.
 - Briefings were held for Children and Families staff in March 2015 and to the Payments to Third Parties Officers' Group.

Background reading/external references

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition pledges	<p>P6 - Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model</p>
Council outcomes	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and emotionally healthy</p> <p>CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 - Our children’s and young people’s outcomes are not undermined by poverty and inequality</p> <p>CO10 - Improved health and reduced inequalities</p> <p>CO11 - Preventative and personalised support in place</p> <p>CO12 - Edinburgh’s carers are supported</p> <p>CO14 - Communities have the capacity to help support people</p> <p>CO20 - Culture, sport and major events – Edinburgh continues to be a leading cultural city where culture and sport play a central part in the lives and futures of citizens</p> <p>CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p> <p>CO25 - The Council has efficient and effective services that deliver on objectives</p> <p>CO26 - The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives</p>
Single Outcome Agreement	<p>SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health</p> <p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>

Appendix 1

Small Grants to Third Parties 2016/17

Organisations	Neighbourhood Partnership	Recommended Award
Barnardo's - Parenting Support Project at HMP Edinburgh Visitor Centre	City Wide	£10,000
Capability Scotland - Leisure 4 All	City Wide	£9,997
Children 1st - East Early Years Parents Group	Portobello/Craigmillar	£9,483
Clan Childlaw - UNCRC for Looked After Children	City Wide	£9,797
Edinburgh Community Food - Food, Health and My Child	City Wide	£9,835
Friends of the Award - Raising Attainment for Positive Futures	City Wide	£8,550
Girl Guiding Edinburgh	City Wide	£10,000
Green Team	Leith/South West/Western Edinburgh	£9,855
Jack Kane Community Centre - The Drop In	Portobello / Craigmillar	£9,771
Pilton Community Health Project - YP Service	Forth Inverleith	£7,398
Shelter Scotland - Edinburgh Gypsy/Traveller Children and Families Project	City Wide	£9,989
	Total Allocation	£104,675
	Total Available	£108,000
	Balance	£3,325

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Primary School Estate Rising Rolls

Item number	7.2
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The latest primary school roll projections reported to Committee on [8 December 2015](#) (derived from the latest National Records for Scotland population projections) estimated that the city wide primary school roll will rise from 28,804 pupils at the start of the 2015/16 session to an estimated 31,300 pupils by 2020 and then increase further to an estimated 35,400 pupils by 2030.

To help predict how rising rolls might affect each primary school catchment area, detailed analysis is undertaken each year to identify schools where there could be insufficient accommodation to meet future catchment demand. The purpose of this report is to identify the schools which will potentially face accommodation pressures in August 2017 and beyond, together with options to address the issue at each school.

Seven schools have been identified which may face a rising rolls accommodation pressure in August 2017 or beyond. Where necessary working groups involving school management and parent council representatives will now be established by the school estate planning team and progressed with the aim of identifying a preferred option for each school which will be reported back to Committee on 24 May 2016.

Links

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

Primary School Estate Rising Rolls

Recommendations

- 1.1 Note the content of this report and the intention to bring a further report to Committee on 24 May 2016 to identify the preferred solution (including delivery model) for each school facing a potential accommodation pressure in August 2017.
- 1.2 Note that the latest cost projection to 2020/21, excluding any further costs to deliver the third phase of additional capacity which may be required at Stockbridge Primary School, represents a funding deficit of £1.676m for which additional resources will need to be identified in future capital budgets.

Background

- 2.1 An update on projected primary school roll projections at a city-wide level was included in the [Rising School Rolls](#) report to Committee on 8 December 2015. This report advised that latest primary school roll projections at a city-wide level (derived from the latest National Records for Scotland population projections) estimate that the primary school roll will rise from the 2015/16 start of session position of 28,804 pupils to an estimated 31,300 pupils by 2020 (an increase of 8.67%) and then increase further to an estimated 35,400 pupils by 2030.
- 2.2 It was noted in the report that this level of growth would be unprecedented and would require to be monitored closely by the school estate planning team. While the high birth rate across the city has maintained P1 intakes at a high level since 2012/13, a drop in the birth rate in 2014/15 and lower still figures for the first half of 2015/16 suggest that P1 intakes in 2019/20 and 2020/21 may experience a corresponding drop. This may therefore bring some reduction in the pressure on early stages however, the impact of the prolonged period of high P1 intakes will maintain school rolls at a high level and place pressure on the accommodation available to meet demand for places from catchment pupils at the P1 stage. There is a wide variation between individual school catchment areas which will bring different pressures across the primary school estate.
- 2.3 To help predict how rising rolls might affect each primary school catchment area, detailed analysis is undertaken each year to identify schools where there could be insufficient accommodation to meet catchment demand. A report to Committee on [10 December 2013](#) set out how the future school roll projections

are derived; explained the difficulties associated with making accurate catchment projections in a city as fast changing as Edinburgh and explained the further detailed analysis required each year to identify any school where a pressure on accommodation to meet catchment demand may be experienced in future years.

- 2.4 The annual roll projections have now been updated to take into consideration the latest P1 registration figures for August 2016 and a number of primary schools have been identified which may potentially face accommodation pressures in August 2017 and beyond. The main purpose of this report is to identify the schools involved together with any potential solutions which have been identified for each school to address this pressure. Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested, to identify a preferred option.
- 2.5 This is the fifth year of the primary school rising rolls programme which has delivered a significant level of high quality, additional capacity in the primary school estate all of which has been very positively received by pupils, parents and staff:
- In August 2013 three new stand-alone extensions were opened at Granton, Trinity and Wardie Primary Schools.
 - In August 2014 four new stand-alone extensions were opened at Broughton, Craigour Park, St David's RC and Victoria Primary Schools.
 - In August 2015 seven new stand-alone extensions were opened at Clermiston, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie Primary Schools. In addition the new temporary annexe for South Morningside Primary School was opened at the refurbished former Deanbank Resource Centre.
- 2.6 Internal reconfiguration work designed to make more efficient use of existing space has also been undertaken at several schools including Stockbridge, Bruntsfield, Fox Covert, Gylemuir, Granton and Liberton Primary Schools.
- 2.7 Additional accommodation is currently being delivered for August 2016 at a further three primary schools and this report also provides an update on these projects.
- 2.8 Due to the budget pressures faced by the Council new build is considered as a last resort solution to accommodation pressures and other options such as catchment review are, and have been, considered where possible. However, there have been very limited opportunities to consider catchment review as the pressure is being experienced in clusters, with neighbouring schools all experiencing pressure as a result of rising rolls.
- 2.9 One area where a catchment review has recently been approved is between Towerbank Primary School and three of its neighbouring primary schools with

sections of the Towerbank catchment area being transferred to The Royal High, Duddingston and Brunstane Primary Schools, the changes becoming effective for the 2016/17 school session. Details of the catchment changes can be found in the Consultation Outcomes Report approved by Council on [22 October 2015](#).

Main report

Schools Facing Accommodation Pressures for August 2017

- 3.1 As a result of the updated detailed analysis which has now been undertaken, five primary schools have been identified which would potentially have difficulty in accommodating demand for P1 catchment places in August 2017. The schools are as follows:
- Bruntsfield Primary School
 - Liberton Primary School
 - Newcraighall Primary School
 - St Margaret's RC Primary School
 - Trinity Primary School
- 3.2 Further detail is provided for these schools in Appendix 1, including the rationale for their inclusion in the fifth phase of the primary school rising rolls programme.
- 3.3 Appendix 1 also highlights two schools which have previously been part of the rising rolls programme and which are projected to continue to face accommodation pressures beyond 2017 which merit early consideration due to the complexity of their situations. These schools are:
- Stockbridge Primary School
 - Victoria Primary School
- 3.4 Each school will operate under differing circumstances and the options available to address their accommodation issues will vary. Potential solutions have been identified for each school and discussions with school management and Parent Council representatives will now be progressed to consider the options and any others which may be suggested, with the aim of arriving at the most appropriate solution for each school. It is the intention to bring a further report to Committee on 24 May 2016 which will provide detail on the preferred solution (including delivery model) for each school.

Schools Facing Accommodation Pressures for August 2018 and Beyond

- 3.5 A number of further schools have been identified which, based on the latest roll projections, would potentially have difficulty in accommodating demand for P1 catchment places in August 2018 and beyond however these are not detailed in this report. It would be premature to consider any solutions to potential pressures at these schools at this time as the revised roll projections and

detailed analysis which will be undertaken a year from now may result in a change in circumstances which may remove the necessity for solutions to be considered at some of these schools.

- 3.6 The primary school roll projections will continue to be updated on an annual basis to reflect actual P1 intakes, additional years' birth rates and other changes in circumstances.

Local Development Plan and Committed Development

- 3.7 The second Local Development Plan (LDP) for the City of Edinburgh Council area is currently subject to consideration by Scottish Government planning reporters and their final recommendations are due to be received in March 2016. The draft plan outlines considerable development throughout the city and an initial [education infrastructure appraisal](#) was prepared by the school estate planning team to support the LDP.
- 3.8 In December 2015 the City of Edinburgh Council's Planning Committee approved new Developers Contribution and Affordable Housing Guidance which contains a commitment to progress an assessment of future education infrastructure across the whole city which may be required as a result of committed or potential future development. The school estate planning team is currently working with colleagues in Planning to complete this assessment with the city having been split into a number of zones which are aligned to school catchment boundaries.
- 3.9 A report outlining the full detail of these assessments will be presented to Committee on 24 May 2016. However, where necessary the pupils generated by the developments included in the zone assessments have also been included in the latest rising rolls projections. Where funding from developer contributions is available for improvements to schools facing pressure due to committed development this has been noted in the detailed assessment for each school in Appendix 1.

Accommodation to be Delivered for August 2016

- 3.10 On [19 May 2015](#) the Education, Children and Families Committee approved a recommendation that additional accommodation be provided at four primary schools subject to a final decision regarding the necessity for such provision in August 2016 being delegated to the (then) Director of Children and Families (authority now transferred to the Acting Executive Director of Communities and Families) and being taken in January 2016 upon assessment of pupil registration figures.
- 3.11 Following consideration of P1 registration data for August 2016 and analysis of P1 projections for each of the schools concerned it was determined that additional accommodation will be necessary in three of the four schools. Table 1 below lists these schools and provides a summary of the accommodation solution which will be provided for August 2016.

Table 1: New Accommodation to be delivered for August 2016

School	Description of New Accommodation
East Craigs Primary School	New three classroom building
Fox Covert Primary School	New four classroom building
St Mary's (Leith) RC Primary School	New two classroom building

Balgreen Primary School

- 3.12 The '[Primary School Estate Rising Rolls](#)' paper to the Education, Children and Families Committee on 19 May 2015 advised that it was likely that the P1 intake at Balgreen Primary School in August 2015 would breach 60 pupils which would leave little flexibility at the school should the intake in August 2016 also breach 60 pupils. While the August 2015 intake did exceed 60 pupils, over the course of the year the number of pupils in the year group has dropped. Additionally, it is likely that all P1 catchment registrations for August 2016 will be accommodated within an intake of 60 pupils. This means that both the anticipated P1 intake and the new P2 class in August 2016 may be accommodated within the existing accommodation.
- 3.13 As the P1 intake in August 2016 is now unlikely to exceed 60 pupils the likelihood of a requirement to deliver the new classroom accommodation in August 2017 is reduced. However, the birth rate in Balgreen's catchment area continues to increase and the requirement for this accommodation should, and will, be kept under annual review.
- 3.14 On 19 May 2015 the Education, Children and Families Committee also approved that internal reconfiguration works be undertaken at Ferryhill, Granton and Roseburn Primary Schools to provide increased classroom provision for August 2016. However, the level of registrations in January 2016 has shown that additional classroom space will no longer be required at Roseburn Primary School for August 2016 so the requirement to undertake this work will be put on hold and reviewed again in January 2017. The internal reconfiguration works at Ferryhill and Granton Primary Schools will be progressed during the summer holiday prior to the start of session in August 2016. The works at Ferryhill Primary School will be temporary for one session with permanent works being carried out for August 2017 in line with the delivery of the new nursery.

Measures of success

- 4.1 Measures of success are:
- The delivery of accommodation solutions at any primary school identified as facing potential future accommodation pressures to ensure the capacity of the school is appropriate to meet the level of demand for places from its catchment population.

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

Financial impact

Capital Expenditure

- 5.1 There is provision of £19.902m in the Capital Investment Programme to 2020/21 for the capital funding necessary to respond to the challenges arising from rising school rolls. This excludes any costs associated with providing a new school in the south Edinburgh area.
- 5.2 Whilst the available funding of £19.902m will still be sufficient to accommodate the anticipated capital funding requirements to August 2019, if the period is extended to 2020/21 the funding requirements increase to an estimated £21.578m. It should be noted that this forecast does not include any costs to create the further two classes which *may* be required at Stockbridge Primary School in 2019. It is not possible to predict what the requirements might be due to the current uncertainty regarding how this would be provided and if it would entail any capital expenditure or, perhaps, catchment review. Once the preferred approach becomes clearer following consultation with the school an update will be provided to Committee.
- 5.3 The revised cost projection of £21.578m represents an increase of £1.245m compared with that most recently reported to Committee in December 2015. This increase has arisen due to the anticipated requirement to address accommodation requirements in some schools in future years now having been identified which had not previously been reflected in the projections; this is a feature of the annual review of future requirements.
- 5.4 The latest cost projection, excluding any further costs to deliver the third phase of additional capacity which may be required at Stockbridge Primary School, represents a funding deficit of £1.676m for which additional resources will need to be identified in future capital budgets. The likelihood of additional capital funding being required to address rising rolls in both the primary and secondary school estates was identified in the recent report to Council on 21 January 2016 regarding the [Capital Investment Programme](#).

Revenue Costs

- 5.5 Providing additional accommodation will, in the majority of cases, result in an increase in the size of the establishment and, in turn, an increase in the associated revenue property costs e.g. rates, utilities and cleaning. All such costs will require to be funded from future revenue budgets as, and when, necessary.

- 5.6 The necessity for additional funding to be identified to meet these costs was incorporated in the review of anticipated demographic pressures in Communities and Families services which was undertaken earlier this year as reported to the Finance and Resources Committee on 24 September 2015. On 4 June 2015, the Finance and Resources Committee approved that additional demography funding of £2.1m be provided to Communities and Families within which £0.091m related to the property costs associated with rising rolls.

Loan Charges

- 5.7 There is currently provision of £19.902m in the Communities and Families Capital Investment Programme to 2020/21 for the capital funding necessary to respond to the challenges arising from rising school rolls. If this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £19.902m and interest of £12.674m, resulting in a total cost of £.32.58m based on a loans fund interest rate of 5.0%. The annual loan charges would be £1.629m.
- 5.8 This report identifies that the capital funding necessary to respond to the challenges arising from rising primary school rolls may increase to £21.578m. 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 £21.58m and interest of £13.74m, resulting in a total cost of £35.32m based on a loans fund interest rate of 5.0%. The annual loan charges would be £1.766m.
- 5.9 As the capital expenditure outlined of £19.902m in this report forms part of the approved capital investment programme, provision for funding it will be met from the revenue loan charges budget earmarked to meet overall capital investment programme borrowing costs. If the estimated increased capital funding of £21.578m was to be required there would be a funding deficit of £1.676m and additional resources would have to be made available to fund the associated additional annual loan charges arising of £137,167,000.
- 5.10 It should be noted that the Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury Management Strategy and is provided for on an overall programme basis rather than for individual capital projects. Following instruction from Members, notional loan charge estimates have been provided above, which it should be noted are based on the assumption of borrowing in full for this capital project.

Risk, policy, compliance and governance impact

- 6.1 All Communities and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient

accommodation for catchment pupils to secure a place at their catchment school is the key objective of the primary school rising rolls programme and there would be a significant reputational risk to the Council if this is not achieved.

- 6.2 The primary school rising rolls programme is overseen by an Investment Steering Group which operates based on the project management principles of Prince 2 following the same governance structure as all other Council major projects including the delivery of new schools. The consideration and management of risk is undertaken through this group.
- 6.3 The contractors delivering any accommodation solutions will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The school communities will be kept informed of any issues that arise during the construction process which again mitigates against the risk of criticism of the Council in relation to these high profile and visible projects.
- 6.4 The engagement of hub South East Scotland Ltd for delivery of the new build accommodation reduces the risk of project delay as procurement timescales are reduced and provides a degree of cost certainty by establishing affordability caps prior to the finalisation of contracts.

Equalities impact

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

Sustainability impact

- 8.1 The potential solutions deliverable under this project include the addition of new classrooms across the city. This would create additional accommodation at local schools so that children can access their catchment school. Accordingly it should ensure that changes to travel to school patterns are minimised.

Consultation and engagement

- 9.1 This report sets out the schools which have been identified as potentially facing accommodation pressures in August 2017 and beyond together with a range of

potential solutions which have been identified to address this pressure in each school.

- 9.2 Consultation will now be undertaken with each school community regarding these options, and any other potential solutions which may be suggested. A working group involving the school and parent representatives will be established at each school to undertake this initial consultation and identify a preferred option which will then be reported to Committee on 24 May 2016 for approval. These working groups would continue thereafter to allow the design team and staff from Communities and Families to work with the school and parent representatives to progress the delivery of the proposed solution.
- 9.3 Any proposal to address projected accommodation issues by catchment review would be conducted in accordance with the statutory consultation process set out in the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.

Background reading/external references

There have been nine previous reports to the Education, Children and Families Committee regarding the issue of rising school rolls on [9 October 2012](#); [8 October 2013](#); [10 December 2013](#); [4 March 2014](#); [20 May 2014](#); [9 December 2014](#); [3 March 2015](#); [19 May 2015](#) and [8 December 2015](#)

Alistair Gaw

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Links

Coalition pledges	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	C01 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. C02 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.
Single Outcome Agreement	S03 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Schools Facing Potential Accommodation Pressures for August 2017

Appendix 1

Schools Facing Potential Accommodation Pressures for August 2017

1. Introduction

1.1. This appendix provides details of the five primary schools which are expected to face potential accommodation pressures from August 2017 and, as such, have been included for consideration in the fifth phase of the primary school rising rolls programme.

- Bruntsfield Primary School
- Liberton Primary School
- Newcraighall Primary School
- St Margaret's RC Primary School
- Trinity Primary School

1.2. It is possible that delivery of extensions may not be appropriate and/or necessary at all of the identified schools because of the size of the school site or suitability of non-classroom accommodation to support increasing intakes therefore consideration may also be given to other options such as the upgrade and/or reconfiguration of existing buildings and also to catchment review.

1.3. Any solution involving catchment review would require a statutory consultation to be undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

1.4. In addition to the schools above, the following two schools are included because they have been identified as facing potential accommodation pressures from 2018 but their past involvement in the rising rolls process has highlighted that the likely accommodation solutions will not be straightforward and both will require time to develop an appropriate approach.

- Stockbridge Primary School
- Victoria Primary School

2. Bruntsfield Primary School

Background Information

- Current capacity = 560 pupils (20 classes)
- 2015/16 roll (September Census) = 554 pupils (20 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	71	82	74	93	98	66	70

- Median classroom size = 64.96m² (smallest = 44.47m²; largest = 108.02m²)
Compared to estate optimum of 60m²
- 2015/16 GP (General Purpose) spaces = three full-size classroom spaces.

Accommodation Description

- 2.1. Bruntsfield Primary School currently operates a 20 class organisation and has capacity for 20 classes. Classrooms vary considerably in size with seven exceeding 90m² and two being less than 50m². The Scottish Government's recommended general purpose provision for a school of 20 classes is met through the provision of three full-size classroom spaces.
- 2.2. While the school grounds are very small, the school benefits from three halls; two of which are particularly large.

Capacity Issues

- 2.3. The 'Primary School Estate Rising Rolls' report to Education, Children and Families Committee in March 2014 identified potential accommodation issues at Bruntsfield Primary School. Due to the small site occupied by Bruntsfield Primary School and the schools' inclusion in the South Edinburgh Accommodation Pressures consultation process, Committee approved that a feasibility study be undertaken to identify how additional class space may be created through reconfiguration of the larger classrooms within the school building. This feasibility study was undertaken in 2014 and identified several options to increase the classroom capacity of the school. Individual projects were undertaken in the summer holidays in 2014 and 2015 to increase the classroom capacity for August in each of these years.
- 2.4. There are currently 93 P1 registrations for August 2016 which is marginally higher than suggested by projections. Allowing for drop off it is anticipated that all catchment pupils will be accommodated within a P1 intake of 83. However, with only two classes exiting at the end of the 2016/17 session and a projected requirement for a further three stream intake in August 2017, it is anticipated that the further works identified by the 2014 feasibility study will require to be undertaken in the summer of 2017.
- 2.5. As the works required at Bruntsfield Primary School to create an additional classroom for August 2017 have already been identified and agreed with the rising rolls working group at the school, it is proposed that the preferred approach would be for the rising rolls working group to review the works required in autumn 2016 once the actual P1 intake in August 2016 is known.

3. Liberton Primary School

Background Information

- Current capacity = 434 pupils (15 classes)
- 2015/16 roll (September Census) = 417 pupils (15 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	87	60	60	58	52	60	40

- Median classroom size = 53.69m² (smallest = 52.44m²; largest = 70.33m²)
Compared to estate optimum of 60m²
- 2015/16 GP (General Purpose) spaces = three full-size classroom spaces.

Accommodation Description

- 3.1. Liberton Primary School currently operates a 15 class organisation and has capacity for 15 classes. The majority of classrooms are smaller than standard with a capacity of around 31 pupils. The Scottish Government's recommended general purpose requirement for the equivalent of three further support spaces for a 15 class organisation is met through provision of an ICT classroom, an Art classroom and a Music classroom. The school also benefits from a GP classroom that is shared with the After School Club and Breakfast Club. The school has a single large gym/dining hall.

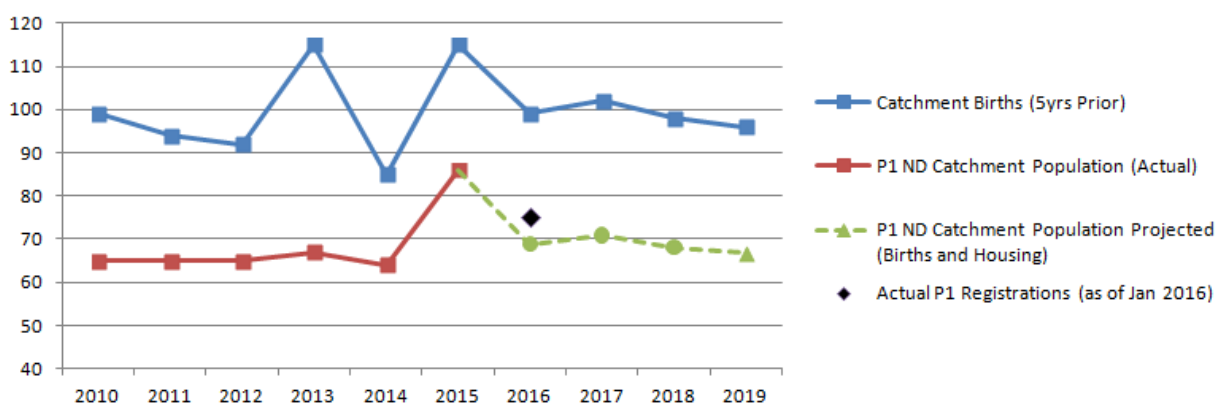
Capacity Issues

- 3.2. In April 2013 Liberton Primary School was identified as a school facing accommodation pressures for August 2014 on the basis of a particularly high number of births in the catchment area in 2008/09. If the intake in August 2013 were to have exceeded 60 pupils as the birth rate five years prior and the P1 registrations in January 2013 suggested it might, this would have necessitated the delivery of an additional classroom for August 2014. Accordingly, Liberton Primary School was included in the second phase of the rising rolls programme and detailed designs for a single-storey five class new build at Liberton Primary School were developed through the rising rolls working group process and secured planning approval in December 2013.
- 3.3. However, the actual P1 intake in August 2013 reduced to 60 pupils and the decision was taken in January 2014 not to progress delivery of the proposed five classroom building for August 2014. Instead, the requirement for additional accommodation would continue to be reassessed on an annual basis.
- 3.4. As had been forecast in the Rising Rolls report in March 2014, the P1 intake did not exceed 60 pupils in August 2014 and consequently the requirement to deliver new accommodation for August 2015 diminished.
- 3.5. In October 2014 the release of the Scottish Government's new primary school capacity guidance for local authorities changed the capacity assessment for the school – lifting the school from a 14 class capacity to a 15 class capacity. A high P1 intake was forecast for August 2015 due to a spike in the birth rate in the catchment area five years prior. However, the scale of the intake exceeded expectations principally because of a higher number of pupils in the catchment

being unsuccessful in gaining a place at St John Vianney RC Primary School. While this higher intake could be accommodated within the school's new capacity, it meant that the August 2016 intake would need to be accommodated within two classes to avoid loss of general purpose space.

- 3.6. In February 2016 there were 76 catchment registrations for the school and, allowing for a drop off as a result of successful placing requests out and deferrals, it is anticipated that the P1 intake in August 2016 may be accommodated within an intake of 66 pupils based on a single class of 25 pupils and a team teaching class of 41 pupils. Alternatively, if a higher P1 intake in August 2016 was to be required it would be possible to form two team teaching classes at P1 allowing an intake of 72 pupils (based on a class of 31 and a class of 41). However, due to the size of the majority of classrooms in the rest of the school, it may not be possible to roll forward intakes of 66 or more without breaching recommended classroom capacities. Accordingly, it is likely that additional accommodation would be required in August 2017.
- 3.7. The graph below illustrates that, with the exception of spikes in 2008 and 2010, the birth rate in the catchment area has remained largely stable and, in the past two years has fallen. The spike in 2008 was the reason why Liberton Primary School was identified as a potential rising rolls issue for August 2013. However, the projected change in the P1 intake did not materialise. The spike in 2010 was projected to cause a high intake in 2015 and this did materialise although larger numbers 'bounced' back from the Roman Catholic sector increased the numbers beyond those forecast.

Figure 1: Actual Catchment Births (from 5 years prior) and P1 ND Catchment Population (Actual and Projected) 2010-2019



- 3.8. Figure 1 also illustrates that, allowing for some drop-off the actual P1 registrations for August 2016 are in-line with projections which do indicate an intake of 66 should be expected in 2016 and in 2017. This suggests a requirement for an accommodation solution at the school. However, beyond this, projections suggest that the school will return to intakes of 60 pupils which may mean that a solution may only be required in the short-term and not in the long-term. Accordingly, the five classroom model previously developed may

now be excessive and the requirement for this should be reviewed along with all other available options as part of a new rising rolls process.

Potential Accommodation Solutions

- Following a review of plans for the existing new build scheme, deliver new classroom accommodation.
- Undertake a catchment review with neighbouring schools.
- Internal reconfiguration of existing accommodation.

4. Newcraighall Primary School

Background Information

- Current capacity = 140 pupils (6 classes)
- 2015/16 Roll (September Census) = 116 Pupils (5 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	24	24	16	25	10	12	5

- Median classroom size = 55.38m² (smallest = 51.11m²; largest = 58.76m²) compared to estate optimum 60m²
- 2015/16 GP spaces = 1 classroom.

Accommodation Description

- 4.1. The school has four classrooms in the main building with two in a temporary unit in the school grounds. Classrooms are all smaller in size than the estate optimum but, due to the small numbers of pupils and the requirement for composite classes at most stages, class sizes do not presently exceed 25 pupils. GP provision consists of a single classroom space, although the school benefits from a generous open area adjacent to the dining/gym hall. A small nursery occupies another classroom within the main building.

Capacity Issues

- 4.2. Newcraighall Primary School is located in an area which is undergoing significant housing development and forms part of the second Local Development Plan (LDP). Accordingly, while the birth rate within the existing catchment population is falling, pupil generation from housing developments is likely to result in demand for places at all stages – particularly P1 to P3.
- 4.3. Historically, the number of catchment pupils generated at P1 has been very low. However, Newcraighall draws significant numbers of pupils from outside its catchment area – most notably from the Niddrie area – and this means that spare places within the class organisations formed tend to fill quickly.

- 4.4. Recent increases in the number of catchment pupils arriving at P1 has meant that forming the composite classes required to maintain the school within a six class organisation has proved to be difficult. Where places exist the Council has a statutory obligation to fill these places if the demand exists and, as a result, P1 class sizes in the past two years have been 25 pupils within a standard class. As it is not possible to form a composite P1/2 class with a P2 which is 25 pupils, the intake limit for the P1 in August 2016 will also be 25 pupils and, assuming that this does not fall during the course of the 2016/17 session, it is likely that the intake in August 2017 will also be 25 pupils. Only at later stages where a drop off in pupils between year groups may take place might the opportunity to form composite classes exist. However, any loss of pupils at Newcraighall in the next few years is likely to be more than compensated for by demand for places from pupils moving into the area.
- 4.5. Accordingly, projections suggest that by August 2017 the school may require an additional classroom to allow the formation of a single class for each year group. Due to development in the area developer contributions are available for improvements at the school. A feasibility study to identify how the additional classroom space may be delivered has been progressed and will be shared with the rising rolls working group consisting of Council officers, school management and parent representatives at its first meeting.

Potential Accommodation Solutions

- Provide additional accommodation at Newcraighall Primary School.
- Internal reconfiguration of existing accommodation.

5. St Margaret's RC Primary School

Background Information

- Current capacity = 112 pupils (5 classes)
- 2015/16 roll (September Census) = 110 pupils (5 Classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	12	12	28	17	17	13	11

- Median classroom size = 78.77m² (smallest = 62.28m²; largest = 78.86m²) compared to estate optimum of 60m²
- 2015/16 GP spaces = 1 classroom.

Accommodation Description

- 5.1. St Margaret's RC Primary School currently operates with a five class organisation and has capacity for five classes. Classrooms are uniformly large. The school meets the Scottish Government's recommended level of GP

provision for a school of five classes through the existing GP classroom and also benefits from a large activity space outside four of the classrooms.

Capacity Issues

- 5.2. The school roll at St Margaret’s RC Primary School has increased every year since 2010/11 from 89 pupils to 110 pupils in 2015/16 which is the highest the roll has been since the 2004/5 session.
- 5.3. The school has a five class capacity and relies on being able to form composite classes across most stages to accommodate demand. However, projections suggest that pupils generated from new housing in the area may make the formation of composite classes at every stage difficult to sustain and an additional class may be required from August 2017. Due to development in the area developer contributions are available for improvements at the school. A feasibility study to identify how the additional classroom space may be delivered has been progressed and will be shared with the rising rolls working group consisting of Council officers, school management and parent representatives at its first meeting.

Potential Accommodation Solutions

- Provide additional accommodation at St Margaret’s RC Primary School.
- Catchment review with neighbouring schools.
- Internal reconfiguration of existing accommodation.

6. Trinity Primary School (and Victoria Primary School)

Background Information

- Current capacity = 504 pupils (18 classes)
- 2015/16 roll (September Census) = 507 pupils (18 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	72	85	77	77	68	66	62

- Median classroom size = 63.71m² (smallest = 52.41m²; largest = 73.12m²) compared to estate optimum of 60m²
- 2015/16 GP space = three classroom spaces.

Accommodation Description

- 6.1. Trinity Primary School currently operates with an 18 class organisation and has capacity for 18 classes. Classrooms at Trinity Primary School vary in size with the majority exceeding the estate optimum. The classrooms on the ground floor of the main building are particularly large. Fourteen of the classrooms are located within the main building along with three full classroom size general

purpose spaces. This level of GP provision is consistent with the Scottish Government's recommendations for a school of 18 classes. The remaining four classes are located in a new classroom building constructed during the first phase of the rising rolls process for August 2013. The school has a gym hall which is equivalent in size to a new build hall. The dining hall was recently extended as a final phase of the previous rising rolls project.

Capacity Issues

- 6.2. The roll at Trinity Primary School has increased annually following the closure of Fort Primary School and the associated increase in the size of the catchment area which Trinity serves. This increasing roll has been driven by larger P1 intakes of two-and-a-half to three stream replacing the existing two stream stages.
- 6.3. However, the birth rate in the catchment area has been following a slight downward trend over the past seven years and the P1 age non-denominational catchment population has experienced little or no growth since 2012. Additionally, the total primary age catchment population, which grew quickly between 2010 and 2013, has experienced no significant growth since then and actually fell in 2015. The percentage of the non-denominational P1 catchment population choosing to attend Trinity Primary School has also fallen from a steady 89% between 2010 and 2013 to 83% in 2015 with the opening of Bun-Sgoil Taobh na Pairce, the city's only Gaelic Medium Primary School in nearby Bonnington being a factor in this change. As a result, despite high P1 intakes in the past five years, only two of these intakes have contained more than 66 catchment pupils with a maximum of 73 catchment pupils retained in 2013.
- 6.4. For the reasons set out above P1 projections for Trinity Primary School in August 2016 suggested an intake of 72 should be anticipated. However, at the start of February 2016 there are 102 P1 registrations for Trinity Primary School – far exceeding expectations. While a large three stream intake can be accommodated within the available 18 class capacity in August 2016, the impact of this will be that the P1 intake in August 2017 may not exceed two classes.
- 6.5. Projections suggest that the required P1 intake for August 2017 will be 60 pupils meaning that this could be accommodated in two classes. However, if the unexpected significant increase in registrations for August 2016 were to be repeated in August 2017 it may not be possible to accommodate such an intake within the school's current capacity.
- 6.6. Even assuming that the intake in August 2017 does reduce to two stream, the projected intake in August 2018 is three stream and it is likely that an accommodation solution would be required at this time.
- 6.7. Trinity Primary School is located adjacent to Victoria Primary School which is coming under increasing pressure from pupils generated from the Waterfront development. Victoria Primary School is a small 10 classroom capacity school

which was extended in 2014. However, the scale of development in the area means that Victoria may exceed its available capacity in August 2018 and a more substantial solution is now required. In developing this solution or solutions it is important that the capacity issues and potential at surrounding schools be considered. Accordingly, rather than consider these schools in isolation it is proposed that rising rolls working groups be established at both Trinity Primary School and Victoria Primary School to consider both short and long-term solutions to the issues faced by schools in the Newhaven and Trinity areas.

- 6.8. This process will therefore be similar to the successful engagement carried out in recent years in south Edinburgh where both short term and long term solutions have been brought forward to address rising rolls. The process will also allow the impact from development at Leith Waterfront to be given full consideration in terms of potential long term accommodation solutions.

Potential Accommodation Solutions

- All options to be considered.

7. Stockbridge Primary School

Background Information

- Current capacity = 231 (9 classes)
- 2015/16 roll (September Census) = 250 pupils (9 classes)

Year Stage	P1	P2	P3	P4	P5	P6	P7
Roll	44	36	48	31	32	29	30

- Median classroom size = 66.37m² (smallest = 53.00m²; largest = 89.03m²) compared to estate optimum of 60m²
- 2015/16 GP spaces = one full size classroom spaces; a half-size space and several smaller spaces.

Accommodation Description

- 7.1. Stockbridge Primary School currently operates a nine class organisation and has capacity for nine classes. The majority of classrooms are of a large size, though one of the two classrooms in the annexe building is small. The Scottish Government’s recommendation of two General Purpose space to support an organisation of nine classes is met by the small library classroom and the GP classroom shared with the After School Club. Stockbridge has no separate dining area with the gym/assembly hall also functioning as a dining room.

Capacity Issues

- 7.2. Stockbridge Primary School was identified in April 2013 as facing potential accommodation pressures and was included in the rising rolls programme for August 2014. Due to the size of the school site, delivering a new build classroom option was discounted. Instead, the solution identified through the working group was to make better use of the available accommodation by refurbishing and reconfiguring the nursery and school accommodation within the annexe building to provide two additional classrooms.
- 7.3. However, the work undertaken in August 2014 was only the first in a three phase approach approved in the “Primary School Estate Rising Rolls” paper to Education, Children and Families Committee on 8 October 2013. This paper identified a potential requirement for a further three classrooms to be delivered in phases 2 and 3 at Stockbridge Primary School and current projections suggest that this requirement remains.
- 7.4. A feasibility study undertaken in 2013 identified that phases 2 and 3 would not be straightforward, requiring potentially disruptive works and the acquisition of adjacent land or properties. With projections now suggesting that phase 2 will be required for August 2018 and phase 3 for August 2019, it would be prudent to begin the process of reviewing and, where necessary, commissioning the work required to deliver these solutions.
- 7.5. Accordingly, as part of the rising rolls process, the working group at Stockbridge Primary School will be reconvened to undertake the options review.

Potential Accommodation Solutions

- All options to be considered.

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Review of Positive Action Funding in Primary Schools

Item number	7.4
Report number	
Executive/routine	Executive
Wards	All

Executive Summary

At its meeting on 9 October 2015 the Education, Children and Families Committee received a [report](#) which explained the work that was underway to review positive action funding in Primary Schools to ensure effective targeting of resources to those children most in need. It was proposed that further work be undertaken in relation to different options for allocating positive action funding using the Scottish Index of Multiple Deprivation and Committee asked for a further report on the conclusion of this work.

The purpose of this report is to advise the Education, Children and Families Committee of the further work undertaken and to seek approval to the proposed changes to the way in which positive action funding is allocated across the City of Edinburgh Primary Schools to ensure the most effective targeting of funding to those children most in need.

Links

Coalition pledges	P5
Council outcomes	CO1, C03 and CO6
Single Outcome Agreement	SO3

Review of Positive Action Funding in Primary Schools

Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1. approve that positive action funding in the primary sector is allocated to those schools with children living in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation with a weighting of 2:1 to those pupils living in decile 1 and a 40% threshold being used;
 - 1.1.2. approve the interventions for use in reducing the attainment gap amongst those pupils most in need; and
 - 1.1.3. note the way in which the use of positive action funding will be monitored in the future.

Background

- 2.1 At its meeting on 9 October 2015 the Education, Children and Families Committee received a [report](#) which explained the work that was underway to review positive action funding in Primary Schools to ensure effective targeting of resources to those children most in need. It was proposed that further work be undertaken in relation to different options for allocating positive action funding using the Scottish Index of Multiple Deprivation and Committee asked for a further report on the conclusion of this work.
- 2.2 The Scottish Index of Multiple Deprivation Ranking (SIMD) will better assist in the targeting of the cohorts of pupils most in need by incorporating several different aspects of deprivation (income, employment, health, education, crime, housing and access) combining them into a single index. This will allow the targeting of resources for pupils with greatest need by identifying the areas where there are concentrations of multiple deprivations.
- 2.3 Research 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].
- 2.4 Within all Primary Schools all staff have a responsibility to identify the learning, care and wellbeing needs of children and young people. The City of Edinburgh Council's 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.

- 2.5 The purpose of this report is to advise the Education, Children and Families Committee of the further work undertaken and to seek approval to the proposed changes to the way in which positive action funding is allocated across the City of Edinburgh Primary Schools to ensure the most effective targeting of funding to those children most in need.

Main report

Allocation of Funding

- 3.1 The Devolved School Budget allows Head Teachers flexibility in responding to the needs of their individual schools. The total Positive Action Funding available for allocation has, for many years, been fixed based on the equivalent of 51.42fte teachers however the level of funding allocated each year varies and based on the average teacher's salary, including on-costs. For 2015-16 the average salary, including on-costs, is £42,000 resulting in total funding of £2,159,640 however due to exceptional circumstances this funding was increased to £2,180,526.
- 3.2 The current methodology for allocating funding to Primary Schools is as follows:
- (i) 20% is applied based on attainment for the number of pupils at P1 where the three year average literacy score is under 85;
 - (ii) 80% is applied based on the three year average Free Meal Entitlement (FME) as at February but this is only applied for any school where the three year average percentage of FME is greater than 40%. The three year average FME for each school is taken as an absolute number which is multiplied to the power 3 and then by the school roll to produce a total with the allocation to each school being based on these totals.
- 3.3 For the 2015-16 school year 86 out of the 88 schools are receiving an allocation of Positive Action Funding; only Bun-sgoil Taobh na Pàirce and St Peter's RC Primary Schools are not receiving any funding. For 2015-16 there were a number of schools regarding which the existing methodology was not applied:
- (i) There were three Primary Schools regarding which, as part of the Total Craigroyston initiative, had their funding increased from that which would have been allocated had the methodology been applied to ensure that the funding allocated was the same as had been allocated in both 2014-15 and 2013-14. The details are provided in the table below.

Primary School	Three Year Average FME	Allocation Using Methodology	Uplift Applied	Final 2015/16 Allocation
Craigroyston	49.95%	132,300	22,680	154,980
Forthview	46.03%	153,300	12,180	165,480
Pirniehall	41.08%	96,180	45,360	141,540
Totals		£381,780	£80,220	£462,000

- (ii) There were seven primary schools regarding which had the funding methodology been fully applied they would not have received any FME element of funding as the three year FME average fell below 40%. However it was exceptionally agreed that these schools would continue to receive the FME element of the Positive Action Funding pending the outcome of the review. The details are provided in the table below.

Primary School	Three Year Average FME	Allocation Using Methodology	Uplift Applied	Final 2015/16 Allocation
Craigentenny PS	39.29%	5,061	48,541	53,602
Granton PS	39.05%	14,550	93,319	107,869
Leith PS ⁽¹⁾	34.53%	9,806	21,694	31,500
Royal Mile PS	36.03%	2,847	23,654	26,501
Sighthill PS	39.79%	10,754	55,631	66,385
St Catherine's RC PS	34.88%	8,540	38,192	46,732
Stenhouse PS ⁽¹⁾	34.19%	8,540	22,960	31,500
Totals		£60,098	£303,990	£364,088

- (1) These schools first fell below the 40% FME threshold in 2013-14 and in that year they received their full allocation. Thereafter a degree of tapering has been applied with the schools receiving a funding allocation of £42,000 in 2014-15 (based on 1 FTE) which reduced to £31,500 in 2015-16 (based on 0.75 FTE).

- 3.4 When setting the revenue budget for 2016/17, Council approved that a saving of £188,000 be made in the Positive Action Funding which is allocated to primary and secondary schools. The proportion of the saving which relates to the funding for primary schools is £107,866 which reduces the annual funding which is available from £2,159,640 to £2,051,774.
- 3.5 When considering the new approach to the allocation of funding it was first determined that it would be appropriate to retain a small proportion of the overall funding to cover any unforeseen eventualities e.g. a significant occurrence within an individual school which require additional supports for the school. A total of £102,589 (5% of the overall funding available) has therefore been top-sliced leaving £1,949,185 to be allocated to schools.
- 3.6 There are many possible permutations regarding how the funding could be allocated to schools. However it was determined that using deciles 1 and 2 would be most appropriate and was consistent with the approach taken by the Scottish Government in the allocation of funding as part of the National Attainment Challenge. The selection of schools receiving attainment challenge funding was based on them having over 70% of their pupils living in the 20% most deprived areas (SIMD deciles 1 and 2). In the city, at the time of the

September 2015 census there were 5,593 primary pupils in deciles 1 and 2 representing 19.42% of the total primary school roll and comprising 3,432 pupils in decile 1 and 2,161 pupils in decile 2. Targeting funding towards the majority of these pupils will assist in closing the gap and improving attainment for the most disadvantaged children.

- 3.7 It was further considered necessary and appropriate to apply a weighting to reflect the fact that those pupils in decile 1 were in areas of higher deprivation, and in turn, most likely to be in greater need than those in decile 2. A weighting of 2:1 was therefore applied to those pupils living in decile 1 to ensure that funding was targeted to those most in need.
- 3.8 In determining how many schools to which funding would be allocated it was considered that a 40% threshold would give the best balance between focusing resources on those areas which are a priority but would not exclude schools where there is genuine need. The 40% threshold is consistent with that applied to the three year average FME under the existing methodology. By allocating funding only to those schools where more than 40% of the total pupils were in deciles 1 and 2, 3,729 pupils would benefit from funding representing 66.7% of the total number of primary pupils in deciles 1 and 2 and 12.95% of the total primary school roll. The current and proposed future funding allocations for each primary school are shown in Appendix 1; under the proposed new methodology funding would be allocated to 20 primary schools.
- 3.9 Consideration was also given to the application of a guaranteed minimum level of funding to schools compared with their current year allocation however this would not be consistent with the requirement to direct funding to the areas of greatest need. Instead, it is proposed that funding would be allocated for a three year period between 2016-17 and 2018-19 with any significant reduction compared with current levels being tapered over that period to allow schools who would be losing significant funding to have more time to deal with the change. In addition, by setting an allocation over a three year period it would give certainty to those schools who would receive funding to allow them to consider initiatives over a longer period than just one year.
- 3.10 This tapering would only be applied to those schools whose overall funding reduction compared with the 2015-16 allocation would be greater than £10,000. The reduction in funding in year 1 would be limited to one-third, increasing to two-thirds in year 2 with the full reduction only being applied in year 3. This tapering would be funded by a corresponding reduction in the funding allocated to those other schools which would receive an overall increase in funding. The increase in funding in year 1 would be limited to one-third, increasing to two-thirds in year 2 with the full increase only being applied in year 3. This approach creates a slight surplus in years 1 and 2 which is distributed amongst all schools who would receive an overall increase in their allocation. This approach and the annual funding allocations in each year are shown in Appendix 2. By applying the tapering approach the allocations to 12 schools are increased in 2016-17

and 2017-18 with five of those schools receiving funding when, without the application of tapering, they would not have received any.

- 3.11 This proposed method of allocation will have the greatest impact on those pupils who would benefit most from positive action funding. It also aligns with the Scottish Government position on closing the gap and improving attainment for the most disadvantaged children.
- 3.12 In addition to this funding, Support for Learning teachers are allocated on a roll basis of 1 FTE teacher to 400 pupils. Pupil Support Assistants are also allocated firstly by taking into account the population profiles of schools and where appropriate a further allocation based on the supporting learning audit of children with specific needs requiring exceptional levels of individual support.
- 3.13 There are eight primary schools (Sighthill, St Catherine's RC, Clovenstone, St Francis' RC, Craigroyston, Niddrie Mill, Canal View and Castlevie) which were successful in securing funding from the Scottish Government's Attainment Scotland Fund for projects to improve literacy, numeracy and health and wellbeing for their pupils. Each school would receive Positive Action funding under the proposed revised methodology however this would be entirely additional to the funding they would receive from the Scottish Government. Each school submitted a funding bid and it is understood that an annual grant of that amount will be provided for the next four years although this has not yet been formally confirmed. A pro-rata grant has been confirmed for the 2015/16 school year. Details are provided in the following table.

School	Funding Bid	2015/16 Grant
Canal View Primary School	£56,000	£36,200
Castlevie Primary School	£54,000	£34,750
Clovenstone Primary School	£55,000	£32,600
Craigroyston Primary School	£76,000	£48,000
Niddrie Mill Primary School	£57,000	£36,800
St Catherine's RC Primary School	£68,000	£36,650
St Francis RC Primary School	£39,000	£23,645
Sighthill Primary School	£54,000	£32,000

Use of the Positive Action Funding

- 3.14 Fundamental to improving attainment, achievement, confidence and resilience is the creation of positive relationships within the school which in turn leads to a positive ethos and the creation of an environment for effective learning and teaching.

3.15 Headteachers had previously identified in the School Evaluation of Positive Action Funding Spend 2012-13 that the main areas of positive action funding spend were as follows:

- Additional Pupil Support Assistants / Early Years Practitioners;
- Increased support for learning;
- Senior Management Team time out of class;
- Providing intensive support to meet learners' needs.

3.16 Successful initiatives in targeting positive action funding to need were as follows:

- Fresh Start;
- Training of pupil buddies, peer mediators;
- Restorative approaches improving behaviour;
- Nurture groups.

A number of strategies to impact on improving attainment and attendance, reducing exclusions and developing better relationships are identified in Appendix 3 and are recommended for use.

3.17 It is clear from previous evaluations of positive action funding that there is a need to target the devolved school budget and positive action funding to the achievement of Communities and Families Service Outcomes. This aims to:

- Increase pupil attainment;
- Improve pupil achievement;
- Strengthen positive mental well-being;
- Develop sustainable relationships;
- Raise attendance and decrease exclusions.

3.18 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].

3.19 Curriculum for Excellence requires that all staff create an environment for effective learning and teaching and are proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. It also established that the most common characteristic of barriers to learning are the number of pupils at each stage needing:

- Classroom based behaviour support;
- Wider school support for behaviour;
- Direction of support to pupils where English is an Additional Language.

- 3.20 Reducing numbers in P1 class sizes has been a focus in Positive Action schools for some time. The Scottish Government's Class sizes, staffing and resources working group interim report suggests that there is no strong long term evidence to show that a selective class size reduction policy is sufficient to raise the attainment of all pupils. It suggests there are more cost-effective ways of allocating available resources to provide young children with individualised attention when they most need it. It is recommended that further interventions to support the reduction of the attainment gap are:
- Effective parent programmes to focus on supporting their children's learning at home;
 - Collaborative learning;
 - Peer tutoring;
 - After school study support activities; and
 - Targeted funding.
- 3.21 Government guidance included in "The Early Years Framework" and "Better Relationships, Better Learning, Better Behaviour" strongly suggests that the investment of time and resources sufficiently early leads to positive outcomes around inclusion, engagement, attainment and achievement. Where there are higher levels of deprivation there tends to be significant educational support needs and higher levels of social and family issues.
- 3.22 From session 2016-17, the impact of the allocation of Positive Action Funding will be monitored and evaluated through the annual Standards and Quality and Improvement Planning process and at Head Teacher/School Improvement meetings. A new proforma has been designed to ensure effective information capture on outcomes; this is included in Appendix 4. All primary schools allocated Positive Action Funding will be required to complete this proforma.
- 3.23 Opportunities will also be created for Head Teachers from those schools which receive Positive Action Funding to meet regularly to share good practice in raising attainment and achievement.
- 3.24 There will now be work undertaken to review the allocation of funding in the secondary schools using SIMD.
- 3.25 Consultation is also taking place on the devolution of the Additional Support Needs budget.

Measures of success

- 4.1 The review of positive action in Primary Schools will establish effective and consistent practice across all Primary Schools which will enhance outcomes for pupils. To ensure effective targeting of need the review has been linked to '[How Good is Our School Indicators 4th Edition](#)'. The key areas to identify the

Capacity for Continuous Improvement are Leadership and Management; Learning Provision and Successes and Achievements.

Financial impact

- 5.1 No change is proposed to the overall level of Positive Action Funding however the changes to the way in which this funding is allocated will ensure that it is more effectively targeted to those children most in need..

Risk, policy, compliance and governance impact

- 6.1 There are no risk, policy, compliance or governance issues arising directly from this report.

Equalities impact

- 7.1 All work within this area seeks to address imbalances in terms of provision of resources and outcomes for children. There are no negative equality or human rights impacts arising from this report.

Sustainability impact

- 8.1 There are positive impacts to the support of children in need from the measures outlined in the report and no sustainability issues arising.

Consultation and engagement

- 9.1 This will be shared again through the headteacher executive and parents will be engaged through the normal processes of locality and CCwP. Parent representatives will be consulted through Locality 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](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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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	1 - Unadjusted Funding Allocations Before Tapering 2 - Adjusted Funding Allocations After Tapering 3 - Good Practice in Allocation of Positive Action Funding 4 - Proforma for Recording Outcomes

Appendix 1 – Unadjusted Funding Allocations Before Tapering

Primary School	Total School Budget 2015/16 (£)	2015/16 Allocation (£)	% of Pupils in Decile 1 only (%)	% of Pupils in Deciles 1 & 2 (%)	No of Pupils in Deciles 1 & 2 (No.)	New PA Allocation Before Tapering (£)	Variance from 2015/16 (£)
Castleview PS	1,113,302	227,211	89.4%	95.1%	251	153,651	(73,561)
Clovenstone PS	836,781	59,329	47.1%	94.7%	197	93,074	33,745
Craigroyston PS	1,107,749	154,980	35.7%	91.9%	203	88,972	(66,008)
St Francis' RC PS	788,900	84,515	80.3%	91.4%	181	107,271	22,756
Canal View PS	1,339,548	295,335	87.1%	91.2%	290	178,891	(116,444)
Niddrie Mill PS	1,115,865	215,733	66.9%	83.1%	236	134,405	(81,328)
St Catherine's RC PS	793,328	46,735	43.5%	76.2%	163	80,769	34,034
Sighthill PS	838,989	66,389	46.9%	73.0%	165	85,502	19,113
Forthview PS	1,354,020	165,480	60.3%	70.5%	256	149,865	(15,615)
St David's RC PS	867,543	5,696	47.0%	67.9%	182	97,175	91,480
Granton PS	1,477,233	107,874	53.4%	67.4%	260	147,025	39,151
Gracemount PS	1,485,500	16,771	26.6%	65.0%	286	127,148	110,377
Broomhouse PS	914,222	109,991	51.5%	57.8%	119	70,988	(39,003)
St Joseph's RC PS	949,553	3,164	40.1%	57.3%	160	85,817	82,653
St Ninian's RC PS	853,830	6,645	18.3%	55.6%	143	59,946	53,301
Pirniehall PS	1,089,704	141,540	40.1%	52.6%	152	84,555	(56,985)
Craigtinny PS	1,116,836	53,604	20.2%	52.3%	114	49,850	(3,754)
Stenhouse PS	1,289,620	31,500	9.7%	50.5%	156	58,684	27,184
Brunstane PS	853,099	71,824	37.1%	46.3%	81	46,064	(25,761)
Ferryhill PS	1,059,567	7,594	7.2%	42.1%	134	49,534	41,940
Royal Mile PS	838,418	26,502	2.2%	34.1%	46	0	(26,502)
Prestonfield PS	717,882	2,848	30.1%	32.1%	67	0	(2,848)
Hermitage Park PS	1,102,928	9,176	18.4%	30.5%	106	0	(9,176)
Murrayburn PS	1,520,540	8,227	22.7%	27.0%	101	0	(8,227)
Newcraighall PS	547,770	1,266	21.6%	26.7%	31	0	(1,266)
Craigour Park PS	1,464,644	17,087	23.1%	25.1%	116	0	(17,087)
Longstone PS	846,270	6,012	6.8%	22.0%	55	0	(6,012)
Leith PS	1,107,895	31,500	4.1%	21.5%	79	0	(31,500)
Gilmerton PS	1,237,257	12,341	3.3%	21.2%	95	0	(12,341)
St John's RC PS	1,267,548	4,746	16.1%	20.7%	77	0	(4,746)
Holy Cross RC PS	944,119	6,012	16.8%	20.6%	60	0	(6,012)
Balgreen PS	1,086,296	10,759	6.5%	17.7%	63	0	(10,759)

Primary School	Total School Budget 2015/16 (£)	2015/16 Allocation (£)	% of Pupils in Decile 1 only (%)	% of Pupils in Deciles 1 & 2 (%)	No of Pupils in Deciles 1 & 2 (No.)	New PA Allocation Before Tapering (£)	Variance from 2015/16 (£)
Abbeyhill PS	797,911	3,164	2.6%	16.8%	32	0	(3,164)
Duddingston PS	1,217,189	3,797	7.4%	15.1%	59	0	(3,797)
St John Vianney RC PS	907,434	2,215	11.2%	14.9%	40	0	(2,215)
St Mary's RC PS (Leith)	1,017,934	6,012	3.6%	14.6%	45	0	(6,012)
St Mark's RC PS	656,481	2,215	2.1%	13.9%	20	0	(2,215)
The Royal High PS	1,099,317	949	2.9%	13.6%	46	0	(949)
Flora Stevenson PS	1,598,229	5,063	5.6%	13.4%	72	0	(5,063)
Juniper Green PS	1,339,298	3,797	9.8%	12.9%	54	0	(3,797)
Victoria PS	719,751	5,379	9.6%	12.6%	29	0	(5,379)
Davidson's Mains PS	1,556,027	2,215	0.9%	12.3%	67	0	(2,215)
Lorne PS	843,184	4,114	4.7%	12.0%	28	0	(4,114)
Trinity PS	1,274,482	6,012	9.7%	11.8%	60	0	(6,012)
St Cuthbert's RC PS	696,623	3,164	6.5%	10.8%	20	0	(3,164)
Nether Currie PS	542,855	316	10.0%	10.7%	16	0	(316)
Dalry PS	1,019,355	5,379	6.1%	10.2%	27	0	(5,379)
Leith Walk PS	943,229	7,594	3.8%	8.1%	19	0	(7,594)
Pentland PS	1,320,065	3,164	0.2%	8.0%	35	0	(3,164)
Bun-sgoil TNP	846,726	0	2.8%	7.3%	21	0	0
Colinton PS	709,191	5,379	5.1%	7.0%	11	0	(5,379)
Parsons Green PS	1,041,931	2,531	3.6%	6.8%	23	0	(2,531)
Carrick Knowe PS	1,342,524	4,746	3.3%	5.5%	22	0	(4,746)
Tollcross PS	640,541	4,430	4.0%	5.1%	10	0	(4,430)
Liberton PS	1,226,077	3,481	1.7%	5.0%	21	0	(3,481)
Wardie PS	1,347,827	5,063	1.0%	4.9%	24	0	(5,063)
Broughton PS	1,409,843	3,164	3.1%	4.2%	15	0	(3,164)
Preston Street PS	764,957	3,164	2.6%	4.1%	11	0	(3,164)
St Mary's RC PS (Edin)	985,652	1,899	1.6%	3.7%	14	0	(1,899)
Cramond PS	1,284,097	2,215	0.8%	3.3%	13	0	(2,215)
Currie PS	1,325,437	2,848	2.7%	3.2%	13	0	(2,848)
Gylemuir PS	1,573,271	7,911	2.5%	2.9%	14	0	(7,911)
Fox Covert RC PS	573,230	949	1.1%	2.9%	5	0	(949)
Stockbridge PS	818,738	1,582	1.2%	2.0%	5	0	(1,582)
Buckstone PS	1,279,262	949	0.7%	1.7%	7	0	(949)
Roseburn PS	830,544	1,899	1.6%	1.6%	4	0	(1,899)

Primary School	Total School Budget 2015/16 (£)	2015/16 Allocation (£)	% of Pupils in Decile 1 only (%)	% of Pupils in Deciles 1 & 2 (%)	No of Pupils in Deciles 1 & 2 (No.)	New PA Allocation Before Tapering (£)	Variance from 2015/16 (£)
Blackhall PS	1,226,546	2,215	0.2%	1.6%	7	0	(2,215)
Bonaly PS	1,264,636	2,215	1.3%	1.5%	6	0	(2,215)
Towerbank PS	1,871,143	4,430	0.8%	1.4%	9	0	(4,430)
Craiglockhart PS	1,167,583	3,797	1.0%	1.3%	5	0	(3,797)
Dean Park PS	1,483,617	316	0.4%	1.3%	6	0	(316)
Oxgangs PS	1,350,461	6,961	0.2%	1.2%	5	0	(6,961)
James Gillespie's PS	1,333,140	1,266	0.8%	1.2%	6	0	(1,266)
Clermiston PS	1,166,733	5,696	0.5%	1.0%	4	0	(5,696)
Sciennes PS	1,610,379	1,582	0.9%	0.9%	6	0	(1,582)
Fox Covert ND PS	678,464	2,531	0.0%	0.9%	2	0	(2,531)
Bruntsfield PS	1,439,843	1,266	0.4%	0.5%	3	0	(1,266)
East Craigs PS	1,283,249	4,114	0.0%	0.5%	2	0	(4,114)
South Morningside PS	1,825,866	2,215	0.3%	0.5%	3	0	(2,215)
St Peter's RC PS	1,222,033	0	0.0%	0.3%	1	0	0
Corstorphine PS	1,516,505	1,899	0.2%	0.2%	1	0	(1,899)
Dalmeny PS	518,305	633	0.0%	0.0%	0	0	(633)
Echline PS	884,478	2,848	0.0%	0.0%	0	0	(2,848)
Hillwood PS	383,351	2,215	0.0%	0.0%	0	0	(2,215)
Kirkliston PS	1,221,656	4,430	0.0%	0.0%	0	0	(4,430)
Queensferry PS	1,317,532	3,797	0.0%	0.0%	0	0	(3,797)
Ratho PS	669,912	316	0.0%	0.0%	0	0	(316)
St Margaret's RC PS	454,680	633	0.0%	0.0%	0	0	(633)
Totals	95,366,079	2,180,526	11.9%	19.4%	5,593	1,949,185	

Appendix 2

Adjusted Funding Allocations After Tapering

Primary School	2015/16 Allocation	Future Allocation	Variance from current	2016/17 Position				2017/18 Position				2018/19 Position		
				One-Third Tapering Adjustment	Further Adjustment	2016/17 Allocation	Variance from current	Two-Thirds Tapering Adjustment	Further Adjustment	2017/18 Allocation	Variance from current	No Tapering Adjustment	2018/19 Allocation	Variance from current
Balgreen PS	10,759	0	(10,759)	7,173	0	7,173	(3,586)	3,586	0	3,586	(7,173)	0	0	(10,759)
Broomhouse PS	109,991	70,988	(39,003)	26,002	0	96,990	(13,001)	13,001	0	83,989	(26,002)	0	70,988	(39,003)
Brunstane PS	71,824	46,064	(25,760)	17,173	0	63,237	(8,587)	8,587	0	54,650	(17,173)	0	46,064	(25,760)
Canal View PS	295,335	178,891	(116,444)	77,629	0	256,520	(38,815)	38,815	0	217,706	(77,629)	0	178,891	(116,444)
Castleview PS	227,211	153,651	(73,560)	49,040	0	202,691	(24,520)	24,520	0	178,171	(49,040)	0	153,651	(73,560)
Craigentenny PS	53,604	49,850	(3,754)	0	0	49,850	(3,754)	0	0	49,850	(3,754)	0	49,850	(3,754)
Craigour Park PS	17,087	0	(17,087)	11,391	0	11,391	(5,696)	5,696	0	5,696	(11,391)	0	0	(17,087)
Craigroyston PS	154,980	88,972	(66,008)	44,005	0	132,977	(22,003)	22,003	0	110,975	(44,005)	0	88,972	(66,008)
Forthview PS	165,480	149,865	(15,615)	10,410	0	160,275	(5,205)	5,205	0	155,070	(10,410)	0	149,865	(15,615)
Gilmerton PS	12,341	0	(12,341)	8,227	0	8,227	(4,114)	4,114	0	4,114	(8,227)	0	0	(12,341)
Leith PS	31,500	0	(31,500)	21,000	0	21,000	(10,500)	10,500	0	10,500	(21,000)	0	0	(31,500)
Niddrie Mill PS	215,733	134,405	(81,328)	54,219	0	188,624	(27,109)	27,109	0	161,514	(54,219)	0	134,405	(81,328)
Pirniehall PS	141,540	84,555	(56,985)	37,990	0	122,545	(18,995)	18,995	0	103,550	(37,990)	0	84,555	(56,985)
Royal Mile PS	26,502	0	(26,502)	17,668	0	17,668	(8,834)	8,834	0	8,834	(17,668)	0	0	(26,502)
Total tapering adjustment required				381,928				190,964				0		
Clovenstone PS	59,329	93,074	33,745	(22,496)	(695)	69,883	10,554	(11,248)	(347)	81,478	22,149	0	93,074	33,745
Ferryhill PS	7,594	49,534	41,940	(27,960)	(863)	20,711	13,117	(13,980)	(432)	35,122	27,528	0	49,534	41,940
Gracemount PS	16,771	127,148	110,377	(73,585)	(2,272)	51,291	34,520	(36,792)	(1,136)	89,220	72,449	0	127,148	110,377
Granton PS	107,874	147,025	39,151	(26,101)	(806)	120,118	12,244	(13,050)	(403)	133,572	25,698	0	147,025	39,151
Sighthill PS	66,389	85,502	19,113	(12,742)	(393)	72,366	5,977	(6,371)	(197)	78,934	12,545	0	85,502	19,113
St Catherine's RC PS	46,735	80,769	34,034	(22,689)	(701)	57,379	10,644	(11,345)	(350)	69,074	22,339	0	80,769	34,034
St David's RC PS	5,696	97,175	91,479	(60,986)	(1,883)	34,306	28,610	(30,493)	(942)	65,741	60,045	0	97,175	91,479
St Francis' RC PS	84,515	107,271	22,756	(15,171)	(468)	91,632	7,117	(7,585)	(234)	99,452	14,937	0	107,271	22,756
St Joseph's RC PS	3,164	85,817	82,653	(55,102)	(1,701)	29,014	25,850	(27,551)	(851)	57,415	54,251	0	85,817	82,653
St Ninian's RC PS	6,645	59,946	53,301	(35,534)	(1,097)	23,315	16,670	(17,767)	(549)	41,630	34,985	0	59,946	53,301
Stenhouse PS	31,500	58,684	27,184	(18,123)	(560)	40,002	8,502	(9,061)	(280)	49,343	17,843	0	58,684	27,184
Totals		1,949,185		11,439	(11,439)	1,949,185		5,720	(5,720)	1,949,185		0	1,949,185	

Appendix 3

Good Practice in Allocating Positive Action Funding which should be adopted in using Positive Action Funding - Strategies for Improvement

Core Strategy Funding	Allocated to	Impact
Pupil Support Assistants	Teaching and learning support. <ul style="list-style-type: none"> • Fresh Start, Therapy Inclusion Project, Number Counts etc. • Reporting on pupil progress to the school ASL Team. • Supporting with physical and mental well-being. 	<ul style="list-style-type: none"> • Raise Attainment • Develop Ethos • Improve Attendance • Positive Mental Well-Being • Sustain Relationships
	Behaviour Management <ul style="list-style-type: none"> • Playground Leadership and training of pupil buddies, peer mediators, etc. 	<ul style="list-style-type: none"> • Develop Ethos • Decrease Exclusions • Positive Mental Well-Being • Sustain Relationships
Additional Class Teacher(s)	Behaviour Support Base <ul style="list-style-type: none"> • Internal exclusion to keep pupils within a mainstream school setting. • Restorative practice work to improve behavior. • Supporting vulnerable pupils. • Supporting pupils returning to education. 	<ul style="list-style-type: none"> • Improve Attendance • Decrease Exclusions and Detentions • Raise Attainment • Positive Mental Well-Being • Sustain Relationships
	Nurture Initiatives <ul style="list-style-type: none"> • Part time Nurture Base for early level pupils • Implementing nurture strategies throughout the school. 	<ul style="list-style-type: none"> • Raise Attainment • Develop Ethos • Positive Mental Well-Being • Sustain Relationships

Core Strategy Funding	Allocated to	Impact
	<p>Support for Learning</p> <ul style="list-style-type: none"> • Use of testing to target lowest attaining pupils. • Intense Programmes to maximise impact. • Management of Pupil Support Assistants targeting to the pupils most in need. • Literacy initiatives such as Talking Time. • Up, Up and Away. • Assertive Outreach Bookbug. • Write Count (book gifting P1-3 and parental involvement). • The Read, Write Inc literacy programme (intervention at P3). • Language Boost (nursery) and Word Boost (P1/2) programmes. • Progressive reading for enjoyment programme. • Paired reading. 	<ul style="list-style-type: none"> ▪ Raise Attainment ▪ Improve wider achievement ▪ Improve Attendance ▪ Decrease Exclusions ▪ Positive Mental Well-Being
<p>Senior Management Team Member out of Class Depute Headteachers or Principal Teacher</p>	<p>Effective Implementation of GIRFEC</p> <ul style="list-style-type: none"> • Meeting learners needs more effectively. • Supporting Parents and carers • Encouragement of PEEP (Parents' Early Education Programme) 	<ul style="list-style-type: none"> • Raise Attainment • Improve Attendance • Decrease Exclusions • Positive Mental Well-Being • Sustain Relationships • Effective use of Resources

Core Strategy Funding	Allocated to	Impact
	<p>Leadership</p> <ul style="list-style-type: none"> • Good management and strategic direction of the school. • Implementation of the City of Edinburgh Council’s Growing Confidence Programme for pupils, staff and parents. 	<ul style="list-style-type: none"> • Sustain Relationships • Raise Attainment • Effective use of Resources
<p>Additional Strategies available in some schools to which Positive Action Funding is allocated.</p>	<ul style="list-style-type: none"> • Partnership working with other agencies, parents and pupils in literacy projects e.g. the book which was recently published at Forthview Primary School. • The support service “Place 2 Be” is currently operating in 10 Primary Schools providing early intervention mental health and wellbeing support to children and their families. A full review of the effectiveness and impact of this service will take place. • Reading Rainbows (pre-school book gifting targeted in Positive Action areas and to other vulnerable groups. 	<ul style="list-style-type: none"> • Develop and sustain relationships and partnership working • Promote wider achievement

Appendix 4

Proforma Record: Positive Action funding

School:

Allocation of Funding:

Proposal/Plan: The key strategies and interventions to be implemented, including the evidence base and/or rationale. Link to Quality Indicators.

Outcomes, impact and measurement: The desired outcomes for pupils and how progress towards these will be measured over time. Include data. Link to Quality Indicators.

Communication: How the school will engage parents, pupils, staff and the community.

Sustainability: How you will build on this for the following year

Headteacher: Date:

Quality Improvement Officer: Date:

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Scottish Attainment Challenge

Item number	7.5
Report number	
Executive/routine	
Wards	

Executive Summary

This report outlines the aims of the Scottish Attainment Challenge and the planned projects for the 8 City of Edinburgh Attainment Challenge schools.

The overall aim is to raise attainment and reduce educational inequality.

Links

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

Report

Scottish Attainment Challenge

1. Recommendations

- 1.1 Notes the commitment from the Scottish Government to raise attainment and close the attainment gap.
- 1.2 Notes the commitment of officers from the Communities and Families team to support and challenge the 8 schools to raise attainment and ensure equity for all learners.

2. Background

- 2.1 The Scottish Attainment Challenge was launched by the First Minister in February 2015.
- 2.2 The aim of the Scottish Attainment Challenge is to raise attainment and reduce educational inequality for all of Scotland's children and young people, by reducing the attainment gap between those young people from lower-income households and those from better off homes.
- 2.3 The Schools Programme supports specific primary schools. These schools have been selected because over 70% of their pupils live in the 20% most deprived data zones in Scotland.
- 2.4 There are 8 Scottish Attainment Challenge primary schools in Edinburgh. These are Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's and St Francis.
- 2.5 The priorities for the Scottish Attainment Challenge include:
 - Literacy
 - Numeracy
 - Health and wellbeing
 - Parents and carers
 - Leadership
- 2.6 An attainment advisor has been appointed to work with City of Edinburgh Council and the 8 identified schools to provide support and challenge on how to raise attainment of children living in deprived areas.

3. Main report

Scottish Attainment Challenge Primary Schools

- 3.1 Eight primary schools in Edinburgh are taking part in the Scottish Attainment Challenge. These schools have been chosen because over 70% of their pupils live in the 20% most deprived data zones in Scotland.
- 3.2 The Scottish Attainment Fund provides funding to support schools to identify, prioritise and implement activities to achieve improvements in literacy, numeracy and health and wellbeing outcomes for children living in deprived areas.
- 3.3 Schools, individually and as an authority group, have submitted bids to the Attainment Fund.
- 3.4 Each bid identifies the main focus and detailed plan of the activity, along with the cost across 4 years, and how sustainability is built in. It is critical that each bid demonstrates how improvements will be measured over time.
- 3.5 Leaders from each school will meet regularly throughout the project, supported by the Primary Quality Improvement Manager, Principal Psychologist, Primary Quality Improvement Officer, Development Officer for Numeracy and Mathematics and the Attainment Advisor. These meetings will allow schools to share good practice and work collaboratively.

Local Authority Bid

- 3.6 On behalf of the 8 Attainment Challenge schools, the local authority has submitted a bid to the Scottish Attainment Fund.
- 3.7 This project will be led by the Primary Quality Improvement Manager, Primary Quality Improvement Officer, Development Officer for Numeracy and Mathematics, and Community Learning and Development Manager, and will be supported by the attainment advisor.
- 3.8 The main focus of the bid is to improve attitudes to numeracy and mathematics in pupils and their parents, and to improve attainment in numeracy and mathematics for P3 pupils (in session 2016/17), and following these pupils into P4 (2017/18).
- 3.9 This stage and focus has been chosen due to a dip in attainment (based on standardised assessment data and CfE levels) in numeracy and mathematics in the 8 schools in P4, and the lower attainment in these 8 schools compared to the overall authority attainment.
- 3.10 A working group, with a representative from each school led by the authority team, will develop the following:
 - 3.10.1 CPD training for P3 teachers (in August/September 2016) to improve teacher confidence in progression, and learning and teaching of numeracy and mathematics in the classroom;

- 3.10.2 Parental engagement sessions to improve parents' confidence in numeracy and mathematics and help them to support their children with mathematics at home;
- 3.10.3 A motivational programme where learners can assess and track their progress with mastery of specific numeracy skills along the way.
- 3.11 The authority will be responsible for measuring the impact of this project on the schools, teachers, learners and parents by collecting data on the:
 - 3.11.1 Knowledge, understanding and confidence of the working group;
 - 3.11.2 Knowledge, understanding and confidence of the P3 teachers;
 - 3.11.3 Attitudes to learning and mathematics of P3 pupils;
 - 3.11.4 Attitudes to maths in parents, along with their ability and confidence to support their children with their maths learning;
 - 3.11.5 Number of parents attending parental engagement sessions, and the evaluations of these sessions;
 - 3.11.6 Numbers of learners taking part in the motivational programme;
 - 3.11.7 CfE levels for the learners at the end of P4;
 - 3.11.8 Standardised assessment results at the end of P3 and then at the end of P4.
- 3.12 The authority's funding bid was £48,000, with £24,000 approved for January to June 2016.

Individual Schools' Bids

Canal View Primary School Bid

- 3.13 The focus for Canal View's individual school bid is Growth Mindset.
- 3.14 The school have had Osiris Educational into school to deliver an in-service on Growth Mindset for all staff.
- 3.15 The measures used to determine the impact of this initiative include:
 - Mindset surveys for learners;
 - Standardised assessment results;
 - CfE levels of learners.
- 3.16 The school's funding bid was £56,000, with £36,200 approved for January to June 2016.

Castleview Primary School Bid

- 3.17 The focus for Castleview's individual school bid is on reading and improving teacher confidence in analysing and acting on attainment data.
- 3.18 Castleview have recruited an attainment coordinator to help focus the school to raise attainment. This attainment coordinator will help staff interrogate attainment

data and identify areas for improvement. The aim is that this will raise attainment as well as up-skill staff to interrogate and act on their own learners' attainment data.

- 3.19 In addition the school will have a particular focus on reading, with a reading collective.
- 3.20 Individual teachers are each taking on a Raising Attainment for All (RAFA) project within their class to test the impact of initiatives on a small scale.
- 3.21 The measures used to determine the impact of this initiative include:
- Standardised assessments;
 - The Primary One Literacy Assessment and Action Resource (POLAAR);
 - Pupil Attitudes to Self and School (PASS) Survey;
 - Health and Wellbeing Assessment in Self Esteem.
- 3.22 The school's funding bid was for £54,000, with £34,750 approved for January to June 2016.

Clovenstone Primary School Bid

- 3.23 The focus for Clovenstone's bid is numeracy and mathematics.
- 3.24 Clovenstone continues the authority focus of numeracy into its own bid by developing a maths university. The aim is to train current P6 pupils at their maths university and then allow them to support numeracy learning in P3 (2015/16) classrooms. The intention of this is to raise attainment at both stages, supporting the principal that your own understanding improves if you have to teach others.
- 3.25 Alongside this there will be workshops for parents in maths and extra staff employed to support this.
- 3.26 The measures used to determine the impact of this initiative include:
- Standardised assessments;
 - CfE levels;
 - Pupil Attitudes to Self and School (PASS) Survey;
 - Staff attitudes and confidence related to maths.
- 3.27 The school's funding bid was for £55,000 with £32,600 approved for January to June 2016.

Craigroyston Primary School Bid

- 3.28 The focus for Craigroyston's bid is preparing for and enhancing learning.
- 3.29 Craigroyston will also ensure that children are getting the best start in their school education through Readiness to Learn, supported by speech and language therapists.
- 3.30 ICT will be a big focus in the school and Craigroyston hope to appoint an ICT coordinator to lead this.
- 3.31 The measures used to determine the impact of this initiative include:

- Pupil Attitudes to Self and School (PASS) Survey;
- Standardised Assessments.

3.32 The school's funding bid was for £76,000, with £48,000 approved for January to June 2016.

Niddrie Mill Primary School Bid

3.33 The focus for Niddrie Mill's bid is numeracy and mathematics.

3.34 Resources such as numeracy sacks (to support learning in school and at home), outdoor learning packs and Sumdog (an online resource which can be used in school, in the library or at home) will all be used to engage learners, build confidence and raise attainment.

3.35 Staff will benefit from CPD on formative assessment and mathematics learning and teaching.

3.36 The measures used to determine the impact of this initiative include:

- Pupil Attitude to Self and School (PASS) Survey;
- CfE levels;
- Standardised Assessments.

3.37 The school's funding bid was £57,000, with £36,800 approved for January to June 2016.

Sighthill Primary School Bid

3.38 The focus for Sighthill's bid is core skills.

3.39 Sighthill are aiming to improve mental agility skills, with a focus on current P3 and P6 (2015/16).

3.40 They will also develop a reading community on their school site which will encourage reading for enjoyment by learners and their parents and carers.

3.41 The school aims to improve the health and wellbeing of its learners by introducing the Daily Mile across the school.

3.42 The measures used to determine the impact of this initiative include:

- Pupil Attitude to Self and School (PASS) Survey;
- CfE levels;
- Standardised Assessments;
- Staff questionnaires.

3.43 The school's funding bid was £54,000, with £32,000 approved for January to June 2016.

St Catherine's RC Primary School Bid

3.44 The focus for St Catherine's bid is core skills.

- 3.45 Reading is a priority for St Catherine's, particularly in nursery and P4. The school will also support pupils needing additional support in reading through the intervention programme Read, Write Inc.
- 3.46 The school plans to develop a whole school (and community) project to help develop mental agility skills of learners. This initiative will be called "St Catherine's Counts".
- 3.47 Finally St Catherine's will help learners develop their social and emotional wellbeing through play opportunities at break and lunch.
- 3.48 The measures used to determine the impact of this initiative include:
- Pupils and parents attitudinal surveys,
 - CfE levels,
 - Standardised Assessments.
- 3.49 The school's funding bid was £68,000, with £36,650 approved for January to June 2016.

St Francis's RC Primary School Bid

- 3.50 The focus for St Francis's bid is health and wellbeing.
- 3.51 St Francis aim to improve learners' health and wellbeing through a nurturing approach.
- 3.52 They will also develop health and wellbeing, along with literacy, through their dance academy where learners can explore, develop and improve literacy through dance.
- 3.53 The measures used to determine the impact of this initiative include:
- Pupil Attitude to Self and School (PASS) Survey,
 - Boxall Profile,
 - Standardised Assessments.
- 3.54 The school's funding bid was £39,000, with £23,645 approved for January to June 2016.

Attainment Advisor

- 3.55 The role of the attainment advisor is to link the work of Education Scotland, Scottish Government and the local authority that supports the range of strategies and initiatives in place to improve educational attainment. They will work within and across the local authorities to coordinate, plan and support appropriate interventions. Working with the eight schools in Edinburgh the attainment advisor will play a key role in building the capacity of practitioners to undertake self evaluation and plan effectively to support continuous improvement in raising attainment.
- 3.56 Jacqueline Scott, head teacher at Trinity Primary School, has been seconded to the role of attainment advisor for Edinburgh.

Measuring the Impact of the Scottish Attainment Challenge in Edinburgh

- 3.57 One of the conditions of the Scottish Attainment Challenge funding is that we measure and demonstrate impact on learners. Each school, and the authority, have measures built into their action plans to ensure that data is collected before, during and after the initiative to show impact.
- 3.58 The Quality Improvement Team will undertake focused support and challenge visit to each of the 8 schools to review progress and impact on learners.

4. 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.

5. Financial impact

- 5.1 This work is funded from The Scottish Attainment Fund.

6. Risk, policy, compliance and governance impact

- 6.1 There are no adverse impacts arising.

7. Equalities impact

- 7.1 The recommendations in this report should lead to enhanced equalities for children and young people attending City of Edinburgh schools.

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 The work of the Scottish Attainment Challenge schools will take place through partnership working involving learners, practitioners from across services and sectors within educational establishments and Children and Families.

10. Background reading/external references

10.1

Alistair Gaw

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11. 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 at risk, or with a disability, have improved life chances
Single Outcome Agreement Appendices	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Vision for Schools

Item number	7.6
Report number	
Executive/routine	
Wards	

Executive Summary

This report outlines the progress made towards implementing this vision in the specific areas identified as priorities for development in the March 2015 report as follows:

- Supporting the further development of leadership at all levels
- Supporting the continuing development of high quality teaching
- Reducing the variability in performance across primary schools.
- Continuing the improvement in positive destinations
- Improving outcomes for the lowest achieving 20% of children
- Children living in areas of deprivation
- Children looked after and Young Carers

Links

Coalition pledges	P2, P3, P4,P5
Council outcomes	CO1-CO6
Single Outcome Agreement	S03

- Continuing to improve the quality of early years services; implement more flexible option for parents; develop more provision for 2 year olds; continue to identify and support children and families as early as possible; develop a high qualified and structured workforce

Report

Vision for Schools

1. Recommendations

The Committee is asked to:

- 1.1 Note the continued progress made with the priorities for moving schools from “good to great” identified in the March 2015 Vision for Schools report.
- 1.2 Note the positive contribution of the new initiatives, Edinburgh's Challenge and 1 in 5 – Raising Awareness of Child Poverty in Edinburgh Strategy to delivering our Vision for Schools in Edinburgh

2. Background

- 2.1 On [9 October 2012](#), the Education, Children and Families Committee considered the draft Vision for Schools. Officers were asked to carry out wider consultation with parents, young people, teachers and other school/department staff, communities and elected members. A report presenting the findings of this consultation was considered at Committee in May 2013 and an update report considered by committee in March 2014. A subsequent meeting of the Education, Children and Families Policy Development and Review Sub Committee in June 2013 investigated the current strengths and areas for development in education in Edinburgh. A full report updating on progress 2014-15 was considered by the Education, Children and Families Committee in March 2015.
- 2.2 This report provides an update on the progress with the priorities for development identified in the [March 2015 progress report](#).

3. Main report

- 3.1 Our vision is for all children and young people to enjoy their childhood and achieve their potential. Our ambition is for all children and young people in Edinburgh to: have the best start in life; be physically and emotionally healthy; be successful learners, confident individuals, and responsible citizens making a positive

contribution to their communities; and leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.

3.2 Our vision for moving schools “from good to great” is delivered through strategies that focus on improving educational outcomes for all our children and young people. To do this, our ambition is to:

3.2.1 Raise attainment and develop the skills and ambitions of all children in order that they make excellent progress;

3.2.2 Close the gap in attainment and achievement between our children from the least and most advantaged backgrounds;

3.2.3 Create a culture of strong collaborative leadership to reduce inequity and ensure continuous improvement by building and strengthening effective partnership working;

3.2.4 Develop capacity to ensure sustainable improvement.

Supporting the further development of leadership at all levels

3.3 Workforce Learning and Development (WLD) officers continue to work in partnership with the University of Edinburgh on a range of areas across the spectrum of teacher education including Initial Teacher Education. A strong focus of their work currently is supporting the new MA qualification for primary teachers. The Aspect Review carried out in February 2015 endorsed the work of the partnership and provided positive feedback.

3.4 The national roll out of the General Teaching Council of Scotland's (GTCS) Professional Update for teaching staff began in August 2014. The Professional Review and Development (PRD) policy was reviewed in September 2015 and approved by the Education, Children and Families Committee on 6 October 2015. Officers continue to work with a Professional Adviser at the GTCS to support implementation. In 2014/15, 99.35% of staff required to undertake this process completed it.

3.5 WLD officers, working with Quality Improvement Managers, continue to initiate, identify and co-ordinate mentoring for newly appointed Head Teachers as part of their induction.

3.6 The new qualification for headship led by the Scottish College for Educational Leadership (SCEL), called 'Into Headship', was launched in September 2015. The qualification for headship will be mandatory for all head teachers from 2018/19. CEC has recruited 11 participants on to the new Into Headship programme. We also have five participants on the Flexible Route to Headship, who are due to complete this year.

3.7 The Self Improving System in Edinburgh Schools

3.7.1 Schools working together to help each other improve, with support and challenge from Quality Improvement Officers (QIOs) and Senior Education

Managers, has been implemented as a key strategy for moving schools from “good to great.”

- 3.7.2 This systematic and planned approach is based on research and evidence from the London and Manchester city challenges and elsewhere which shows that education systems have untapped potential to improve themselves. The following have been identified as drivers of success:
 - 3.7.2.1 Networking as a means of sharing expertise and stimulating experimentation with new ways of working;
 - 3.7.2.2 School partnerships - a very powerful means of fostering improvements;
 - 3.7.2.3 School focused strategies complemented with efforts to engage the wider community.
- 3.7.3 Leadership networks organised and facilitated by Quality Improvement and other lead officers are an important means of promoting partnerships and building leadership capacity within and between schools;
- 3.7.4 These networks provide opportunities for senior and middle leaders to engage in high level professional dialogue on local and national priorities, to share innovative practice and learn from each other;
- 3.7.5 Each network has a particular focus and members meet regularly throughout the school year and collaborate with each other on an on-going basis. Standing items on agendas include contributions from CEC officers and from partners such as Education Scotland and Edinburgh College.
- 3.7.6 Professional dialogue takes place at whole group level and also in smaller locality and cluster groupings. The latter support the development of partnerships and collaboration between schools. The organisation in locality groupings also reflects a key principle of the Council’s transformation programme, namely the planning and delivery of services locally so that they are accountable to the communities they serve.

Primary leadership

- 3.8 Primary leadership networks include:
 - 3.8.1 The Head Teacher (HT) Curriculum for Excellence network;
 - 3.8.2 The Depute Head Teachers' (DHT) Curriculum for Excellence network;
 - 3.8.3 Cluster Literacy and Numeracy coordinators;
 - 3.8.4 Curriculum network meetings;
 - 3.8.5 Head teachers' own "chewing the fat" meetings to explore issues and engage in professional dialogue - informal meetings at the end of the working day.
- 3.9 Through dialogue with DHTs/PTs, QIOs ascertained they lacked knowledge in many areas of the Headteacher remit, and this, in turn, impacted on their

confidence and ambition to apply for HT posts. As a result, this session an aspiring leaders 'Preparing for Headship' course was created and delivered.

- 3.10 The Primary Quality Improvement Team has used their own knowledge and experience to devise overarching themes; strategic and operational, covering a range of topics to explore. e.g. Leadership of change; Managing resources and finance. This course is currently running and is receiving very positive evaluations.
- 3.11 A particularly successful, joint early years, primary and secondary HT CfE meeting was held in November 2015. The focus was the work of education in Edinburgh to tackle the effects of poverty in schools, to promote equity and close the attainment gap. A joint HT network meeting will now be planned as an annual event to further support partnership working at cluster and locality levels.

Secondary senior leadership

- 3.12 Secondary leadership networks include:
 - 3.12.1 The HT Curriculum for Excellence (CfE) network;
 - 3.12.2 The Curriculum DHT network;
 - 3.12.3 The Learning and Teaching DHT network;
 - 3.12.4 Network for DHTs leading on employability and Positive Destinations;
 - 3.12.5 The DHT Pupil Support Network;
 - 3.12.6 The Improvements in Performance network for HTs and DHTs leading on attainment and achievement;
 - 3.12.7 Cluster HT meetings;
 - 3.12.8 Locality secondary HT meetings.
- 3.13 At middle leader level, there are leadership networks for all secondary subject leaders and pupil support leaders in schools. These are run on the same model as the senior leadership networks but with a focus on subject specific or pupil support input. Literacy and numeracy co-ordinators also meet regularly.
- 3.14 Another important feature of the self improving strategy for moving schools from “good to great” is the introduction by the Quality Improvement Team of a series of joint practice meetings between schools. In these, small groups of HTs or DHTs meet to share practice support and challenge each other on aspects of their educational provision, for example the quality of the curriculum in their schools. The groupings, agendas and challenge questions for such meetings are agreed centrally by QIOs who also facilitate the meetings. This is to promote a consistent approach and maximise opportunities for capacity building and for senior leaders to learn from each other’s practice. To support sustained improvement, follow up visits to each others’ schools and sharing of resources are encouraged.

Supporting the continuing development of high quality teaching

- 3.15 A Skills Directory which encompasses all learning and development opportunities across the organisation is published annually.

- 3.15.1 As part of their annual calendar of support and challenge to schools, QIOs and officers from the Additional Support for Learning (ASL) Service continue to organise programmes of professional learning on aspects of effective classroom practice;
- 3.15.2 QIOs also undertake classroom visits in partnership with lead staff in their schools. During these visits they take a rigorous look at learners' experiences and provide quality feedback to schools on strengths, aspects for development and next steps;
- 3.15.3 Latest developments in pedagogy and innovative practice in schools are also shared at the middle and senior leaders' network meetings and in professional learning courses for teaching staff.

Reducing the variability in performance across primary schools

- 3.16 The primary QIO team has a range of approaches in place to reduce the variability in performance across the 88 primary schools. These include:
 - 3.16.1 Four Headteacher and four Depute Headteacher meetings per year with a shared agenda to give over consistent messages and support materials for all schools to use;
 - 3.16.2 A rolling programme of supported self evaluation and sharing classroom experience visits by the locality QIO and peer HTs using an agreed consistent format;
 - 3.16.3 Proportionate follow up visits to all schools who we feel need some additional support and/or challenge;
 - 3.16.4 Four joint practice meetings per year where groups of four head teachers meet with a QIO to have input and share their practice on for example, attainment, curriculum, learning and teaching approaches;
 - 3.16.5 Weekly meetings with QIO team and QIO manager to share practice and plan appropriate strategic support and challenge.
- 3.17 The 6 primary inspections undertaken by Education Scotland from March 2015 to the current date reflect a more consistent approach.

The two follow through inspections at Broomhouse and Clermiston Primary Schools were very positive and both schools had made significant progress since their inspections in 2014.

St Margaret's RC Primary received one evaluation of good for improvements in performance and the other 4 quality indicators were evaluated as satisfactory.

Nether Currie received 3 evaluations of good for improvement in performance, learner's experiences and meeting learning needs and two evaluations of satisfactory.

Dalmeny Primary received 5 evaluations of very good for all the quality indicators and 3 evaluations of very good for the nursery quality indicators.

Queensferry Primary received 5 evaluations of very good for all the quality indicators and 2 evaluations of very good for the nursery quality indicators, The remaining nursery indicator was evaluated at good.

Secondary

- 3.18 These approaches are also used by the secondary QI Team. Both the secondary inspections which took place in 2014/15 were positive, with none of the five evaluations of provision in each school less than good. Craigroyston CHS received one grading of very good (curriculum) and 4 goods (improvements in performance, learners' experiences, meeting learning needs and improvement through self-evaluation). The other, Firrhill HS, received 2 very goods (improvements in performance and improvement through self-evaluation) and was evaluated as good in the remaining 3 areas.

Continuing the improvement in positive destinations

- 3.19 Our vision for positive destinations continues to be that all sectors of the city work together to ensure that every school leaver in Edinburgh has a positive destination in employment, education or training. The Edinburgh Guarantee is a Council-supported but essentially collaborative action between the city's private, public and voluntary sectors. It aims to help every school leaver in the city secure a job, university, college, training or volunteering place.
- 3.19.1 In 2010, 82.5% of school leavers achieved a positive destination in Edinburgh. In August 2011 the Edinburgh Guarantee was launched and in 2015, the percentage of school leavers entering a positive destination was 92.3%, an overall improvement of 9.8%;
- 3.19.2 This was achieved through a strong focus on positive destinations in all secondary schools which included better preparation, tracking and support through 16+ Learning Choices and regular meetings with schools, Skills Development Scotland (SDS) and other partners;
- 3.19.3 The further development of the Senior Phase in schools and the extension of partnerships between schools and with employers, colleges and universities is enabling secondary schools to offer a broader range of curricular options and vocational opportunities. The implementation of the national strategy, Developing the Young Workforce (DYW), in Edinburgh schools has enhanced these opportunities;
- 3.19.4 Closer school college partnerships have established a range of Career Academies which continue to be developed further, with Science, Technology, Engineering and Maths (STEM) offered for the first time in 2015/16 in partnership with Edinburgh Napier University. New partnership apprenticeships in Civil Engineering, Financial Services and Digital Skills are also planned. In addition, Edinburgh College has extended an offer of a guaranteed place for every school leaver who submits a college application for next session;

3.19.5 In 2015/16 SDS has increased provision in schools to provide group work to all year groups. Opportunities for work placements in schools will be extended across the senior phase and extended programmes will be offered through the Job, Education and Training (JET) programme in Edinburgh.

Continuing and sustaining improvements in educational attainment with a particular focus on the lowest achieving 20%

3.20 A detailed analysis of progress will be available in the 2015 attainment report which is scheduled to go to committee later in 2016 as full data on SQA performance for 2015 are not available until March 2016.

3.21 Initial indications suggest that the SQA performance of those learners in Edinburgh in the Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2, the most deprived areas, is in line with national figures and that the performance of males is stronger than females.

The Scottish Attainment Challenge

3.21.1 A high level Edinburgh Challenge steering group is in the process of being set up to take forward the new Scottish Government initiative, the Scottish Attainment Challenge, at strategic level and as part of officers' responsibility to deliver on the key priorities of the CEC Children and Families Service Improvement Plan 2015-18. The group is led by Senior Education Managers and members come from a range of services and sectors, and includes Edinburgh's Education Scotland Attainment Advisor.

3.21.2 The Scottish Attainment Challenge's priorities are to raise the attainment of children and young people living in deprived areas in order to close the equity gap. It focuses on improving literacy, numeracy and health and wellbeing in children in primary schools in the most deprived areas in Scotland. Leadership and engagement with parents and carers are also priorities. The Challenge is backed nationally by an Attainment Scotland Fund of over 100 million pounds over 4 years. An Education Scotland Attainment Advisor has also been appointed to each Local Authority. The role of the advisor is to provide support and challenge to schools on how to improve outcomes for children living in the most deprived areas.

3.21.3 Eight primary schools in Edinburgh have been identified nationally as challenge schools. These are Canal View, Castleview, Clovenstone, Craigmoynton, Niddrie Mill, Sighthill, St Catherine's and St Francis. They were selected to take part because over 70% of their pupils live in the 20% most deprived data zones in Scotland. All are already designated Positive Action schools by CEC and receiving additional support.

3.21.4 These schools, individually and as an authority group, recently submitted bids to the Attainment Fund. Each bid identified the main improvement

focus for the school and included a detailed plan of how this would be achieved along with the cost across four years. Each bid had to demonstrate how improvements would be measured over time and how improvements will be sustained.

- 3.21.5 Leaders from each school will meet regularly throughout the project, supported at Local Authority level by the Primary Quality Improvement Manager, the Principal Psychologist, Primary QIOs, Development Officers for Numeracy and Literacy and the Attainment Advisor. These meetings will allow schools to share good practice and work collaboratively.
- 3.21.6 Edinburgh also has a number of early years establishments, 9 primary schools and 6 secondary schools involved in work as part of the national Raising Attainment for All (RAFA) programme. The secondary schools are involved are Craigmount, Tynecastle, the Royal High School, Liberton, Broughton, Drummond and Leith Academy. The primary schools are Sighthill, Forthview, Niddrie Mill, Broomhouse, Brunstane, Craigentenny, Abbeyhill, Leith Walk, Broughton and Pirniehall.
- 3.21.7 All the schools involved have planned and are now implementing a small scale project targeting a specific group of learners who require further intervention to improve an aspect of their performance, for example attendance or in SQA exams. Each school has produced a plan for their project which demonstrates how improvements will be measured over time and “scaled up” to include more learners.
- 3.21.8 No national funding is attached to this work but the schools involved are supported by a Scottish Government Improvement Advisor. Extensive support is provided at Local Authority level by QIOs, the primary and secondary QI Managers and educational psychologists. Like the Edinburgh Challenge primary schools, the Edinburgh RAFA schools meet collaboratively in sector groups and share practice. All school staff and CEC officers involved have undertaken training in the improvement methodology upon which the RAFA programme is based. There are also national RAFA programme meetings for all the schools and early years establishments involved.
- 3.21.9 In addition to support for Attainment Challenge Schools, all other schools in Scotland can now apply to the £1.5m Scottish Attainment Challenge Innovation Fund. This will identify and fund projects to improve literacy, numeracy and health and wellbeing for children impacted by poverty.
- 3.21.10 In 2015, a number of individual Edinburgh schools, clusters or groups of schools and education services made successful bids for Access to Education Phase 2 funding for grants of around 5 thousand pounds. This funding is to support schools to reduce the barriers to learning for

those from the most deprived areas and help improve attainment (Appendix 1).

Children living in areas of deprivation

1 in 5 – Raising Awareness of Child Poverty in Edinburgh Strategy

- 3.22 CEC has introduced this new strategy as part of its commitment to equity in our schools. As a result, extensive work has been done with schools to raise awareness of the impact of poverty on learning and what schools can do to address this. Broughton High School is involved in a pilot project with this focus as are Hillwood, Sciennes, the Royal High, Gracemount and Dalry primary schools. Very successful awareness raising sessions have been held with staff, pupils and parents and carers. CEC guidelines and recommendations are being produced, there will be further '1 in 5' training and focus group materials and a major launch event on 22 March 2016.

Breakfast Clubs

- 3.23 The provision of breakfast clubs continues to be an essential strategy for delivering CEC's vision for schools. It is anticipated that by June 2016 children in 76 from a total of 88 primary schools will have access to a Breakfast Club. A working group has been established to consider different models and support schools with the implementation.

- 3.23.1 Breakfast Club funding is prioritised for schools providing for higher numbers of vulnerable children amongst their populations. A set number of places will be set aside as free places to support the most vulnerable families within school- managed Breakfast Clubs. In order to meet the needs of these families, a pilot will run from spring 2016 in which the private providers delivering in schools will offer 25% of their places at no cost to families where a concern has been identified.

Children looked after

- 3.24 The CEC Action Plan for the improvement of attainment of Looked After Children (LAC) continues to be addressed in schools and is monitored by the Corporate Parenting Members Officer Group (MOG).
- 3.25 In CEC schools, QIOs discuss LAC attainment and attendance with HTs on a regular basis. In secondary schools, this is done through the HT or the DHT with the lead for Pupil Support.
- 3.26 In 2015/16, the DHT Pupil Support Network has used its network meeting to share good practice on addressing the needs of and supporting LAC pupils in the senior phase. The next meeting will focus on further developing how lead officers report LAC attendance to Social Work Managers.
- 3.27 Currently lead officers are examining the issues in schools where LAC attendance is lower than 85% and will report to the Corporate Parenting MOG in March.

Continuing to strengthen support for children with additional support needs/disability.

- 3.28 Improving support for children with additional support needs/disability is a continuing priority for Communities and Families. A full update was reported to Education, Children and Families Committee in December 2015.
- 3.29 The report describes the growth trend in the number of children identified as having additional support needs. This reflects the underlying growth in the pupil population and a range of other factors, in particular inward migration and the number of children identified as having autism.
- 3.30 The authority has adopted a twin strategy of investment and further measures to secure improvements in quality and performance. The strategy has been successful in:
- 3.30.1 Strengthening inclusive practice, resulting in an increase in the number of children having their additional support needs met in mainstream establishments;
 - 3.30.2 Enabling sustained reduction in the number of learners attending special schools and in particular in the number of spot purchased placements in independent special schools.
- 3.31 The Education Children and Families Committee approved the following priorities for 2016-19:
- 3.31.1 Strengthen inclusive provision, in particular for children and young people with social, emotional and behavioural support needs, literacy and dyslexia and autism spectrum disorders;
 - 3.31.2 Targeting effective intervention in priority areas;
 - 3.31.3 Enabling the most effective use of resources using evidence-based approaches.
- 3.32 To support the delivery of these priorities more detailed next steps were agreed, as follows:
- 3.32.1 Continuing to develop partnership working with learners and parents via the child planning process, self evaluation and service improvement programmes;
 - 3.32.2 Working with partners to develop a strong culture of collaboration to reduce and where possible remove barriers to learning and achievement;
 - 3.32.3 Extending well evidenced programmes to close the gap in attainment and achievement between the most disadvantaged children and their peers building on our progress in literacy and extending it to numeracy and health and wellbeing;

- 3.32.4 Devolving more resources for additional support to schools and clusters;
 - 3.32.5 Establishing resilient Additional Support for Learning teams and networks in, around and between schools and clusters;
 - 3.32.6 Deploying robust frameworks for inclusion, accessibility, professional learning and self evaluation to support effective high quality practice and improving outcomes.
- 3.33 Networking key resources and expertise city-wide, including testing the potential for a virtual learning environment to provide flexible access to the curriculum across schools, hospital and community settings.
- 3.34 Aligning provision to optimise progress in the presumption of mainstream and specialist provision to enable all children and young people to have their additional support needs met within Edinburgh.

Young carers

- 3.35 The Young Carers Action Group, involving Council, NHS and 3rd Sector organisations, has been overseeing the implementation of the parts of the Joint Carers Strategy 2014-17 which apply to young carers. Schools have been engaging with the awareness raising work of Edinburgh Young Carers Project. 52 schools now have a Young Carer Coordinator with workshops and assemblies reaching staff groups and over 3300 pupils since April 2015. When enacted this spring, it is likely that the Carers Bill will place new duties on Local Authorities to identify young carers and plan to address their needs.

Continuing to improve the quality of early years services, implement more flexible option for parents; develop more provision for 2 year olds; continue to identify and support children and families as early as possible; develop a high qualified and structured workforce

- 3.36 Further details and progress with the implementation of the early years strategy will be included in the Early Years Strategy progress report scheduled for May 2016
- 3.37 An early years 'literacy bundle' including trackers for assessment, strategies to support children with ASL and the Literacy Rich Environment Toolkit for self evaluation have been widely and effectively used across the sector.
- 3.38 Our first group of Edinburgh Early Learning and Childcare Academy (EELCA) modern apprentice and trainee early years practitioners are now approaching the end of the first year of their two year course towards achieving an SVQ3 qualification in Social Services for Children and Young People.
- 3.39 As well as providing funding to support staff working towards additional early years qualifications such as the SVQ 2 and 3 Health and Social Care, BA Early Childhood Studies and Froebel training, EELCA recognises the importance of ensuring ongoing high quality training in early years. A number of EELCA networks have

been established to complement the early years continuing professional development framework

- 3.40 In 2015 a city wide survey of parents and carers was analysed to ascertain parental views on delivery of the 600 hours of early learning and childcare for all children aged three – five years and eligible two year olds. A range of flexible options to meet the needs of children and families is offered. This includes offering families their entitlement over 2 eight hour sessions or 4 four hour sessions. Parents have been mainly interested in buying additional hours.
- 3.41 A second survey is planned for 2016 to extend flexibility.
- 3.42 To comply with the requirements of the Children and Young People's Bill 2014, three new nurseries opened in August 2015 at Fox Covert, Duddingston and Wardie Primary Schools. A further six are planned to open in February 2017 at Ferryhill, Longstone, Davidson's Mains and Corstorphine Primary Schools and at Granton Early Years Centre and Tynecastle Nursery School.
- 3.43 In early years, Care Inspectorate graded all services as good or above for the theme of 'Quality of Care and Support'.
- 3.44 The Early Years Collaborative will continue to build on progress in improving the lives of children and families by addressing issues within the key change themes:
- Early support for pregnancy and beyond;
 - Attachment;
 - The 27-30 month child health review;
 - Developing parents' skills;
 - Transitions;
 - Family engagement to support early learning;
 - Addressing child poverty through income maximisation.
- 3.45 We will do this by developing skills in using the model for improvement and ensuring the changes we make lead to evidence based improvements

Out of School Care

- 3.46 In response to the Children and Young People (Scotland) Act 2014, the Local Authority has a responsibility to consult on, prepare and publish plans on how they intend to provide care, including Out of School Care. To date we have conducted a city wide survey with parent/carers and private providers. Focus groups with parents and young people are providing the detail required to ensure that the survey responses are consistent in identifying the benefits, challenges and barriers to inform how we move forward in the delivery of Out of School Care.

Continuing to develop and upgrade the school estate so that, in the context of rising rolls, there are sufficient places for children to attend their

catchment school and all schools in Edinburgh are graded B or above for condition.

- 3.47 Both of the above are the subject of regular reports to the Education, Children and Families Committee. The question of having sufficient places for children to attend their catchment school is addressed in the regular reports regarding both Rising School Rolls (a separate item on this agenda) and a bi-annual progress report on the Children and Families Asset Management Plan.
- 3.48 The next report on ensuring that all schools in Edinburgh are being graded B or above for condition is scheduled to go to the Children and Families Committee in May 2016.

4. Measures of success

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

5. Financial impact

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

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 Consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from lead officers in a range of services and schools from Communities and Families and Education Scotland.

10. Background reading/external references

- The Scottish Attainment Challenge
- The Attainment Scotland Fund
- The Raising Attainment for All (RAFA) programme
- The Access to Education Fund
- The National Improvement Framework

Alistair Gaw

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11. Links

Coalition pledges	<p>P2 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p>
Council outcomes	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and emotionally healthy</p> <p>CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality</p>
Single Outcome Agreement	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>1 - Access to Education Phase 2</p>

Appendix 1

Access to Education Phase 2

Local Authority	School Name	Proposal Title	Bid amount	Grant awarded
Edinburgh	Craigour Park Primary School	Head Start! – An innovative approach to raising attainment	£ 5,007.00	£ 5,007.00
Edinburgh	St Thomas of Aquin's RC High School	Planting the Seeds of Success'	£ 4,191.50	£4,191.50
Edinburgh	Castlebrae Community High School	MY BIKE - Mechanics, enterprise and leadership – raising attainment through cycling	£ 5,000.00	£ 5,000.00
Edinburgh	Broughton High School	Breaking the Link Between Deprivation and Attainment	£ 7,875.00	£7,875.00
Edinburgh	Gilmerton Primary School	The Outdoor Connection	£ 4,840.00	£ 4,840.00
Edinburgh	Pirniehall Primary School	Stronger Pirnie, Stronger North!	£ 4,660.00	£ 4,660.00
Edinburgh	Additional Support for Learning Service	Virtual Learning Environment	£26,000.00	£26,000.00
Edinburgh	St David's Primary School	Environmentally Sustainable Garden	£ 5,000.00	£5,000.00
Edinburgh	Ferryhill Primary School	Parental Engagement in Learning in Literacy and Numeracy	£ 4,500.00	£ 4,500.00
Edinburgh	Prestonfield Primary School	Class set of iPads and appropriate improvements to IT infrastructure.	£ 4,988.32	£4,988.32
Edinburgh	St Catherine's RC Primary School	St Catherine's Digital Learning Support Initiative	£ 3,018.10	£3,018.10
Edinburgh	Craigroyston Community High School	My Bike - Mechanics, enterprise and leadership – raising attainment through cycling	£ 5,000.00	£5,000.00
Edinburgh	Drummond Community High School	My Bike - Mechanics, enterprise and leadership – raising attainment through cycling	£ 5,000.00	£ 5,000.00
Edinburgh	City of Edinburgh Cluster	Building Resilience - a whole school community approach	£10,000.00	£ 10,000.00

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Total Craigroyston

Item number 7.7
Report number
Executive/routine
Wards

Executive Summary

Total Craigroyston is an Edinburgh Partnership initiative charged with improving outcomes for children and families. Its roots are in the [Commission on the Future Design of Public Services in Scotland \(Scottish Government 2011\)](#), which recognised that despite major investments of time and resources over many years the effects of poverty are still felt disproportionately in some communities in Scotland. In addition the Commission recognised that much of our public spending is spent on meeting 'failure demand' and called for resources to move from high end crisis intervention towards prevention and early intervention approaches which build on individuals and communities strengths and capabilities. Total Craigroyston works to a Road Map which was developed through an extensive consultation and engagement process involving local residents and local staff including colleagues from schools. Through the consultation, seven themes were identified, one of which was providing support to families at an earlier stage in order to avoid problems becoming crises as well as finding new ways to engage with people living in the community. Total Craigroyston has taken a 'whole place' approach, building on three core components - Strengthening Universal Services, Supporting Families and

Links

Coalition pledges	P1, P8, P11, P12, P13, P29, P32, P33, P34
Council outcomes	CO1, CO2, CO3, CO4, CO10, CO11, CO14, CO23, CO24
Single Outcome Agreement	SO2, SO3, SO4

Strengthening the Community. Taking action across these core components has been shown to be necessary to achieve lasting change.

Total Craigroyston has been asked to 'do what it takes' to improve outcomes for children and families in the community around Craigroyston Community High School. As the initiative draws to a conclusion we have sought to use the lessons learned in our community to influence the Council's wider transformation project – especially with regard to locality working. We are seeking ways to ensure that the gains that we have made in improving partnership working and the development of new approaches can be sustained in the new locality arrangements. This will require some of the additional resources to be maintained in the immediate term.

Total Craigroyston - Taking Stock 2015

1. Recommendations

- 1.1 The committee is asked to note the impact of the approach on the key outcomes for children and families as well as the lessons learned for the future development of the Localities approach.

2. Background

- 2.1 This is the final report of the Total Craigroyston initiative. It outlines the work done over the past year and outlines the lessons that can be taken forward into the Council's Transformation project with particular relevance for the development of the locality management structure.

3. Main report

Making change stick

The Working Model - How change happens

- 3.1 The major emphasis of Total Craigroyston has been bringing partners together to identify and deliver changes that improve outcomes for local families, testing out different ways of delivering services and gathering ideas and learning to influence wider systematic change. To help us achieve that we looked at local and national research about what supports change and how it is sustained. This led us to develop our working model.



- 3.2 It is recognised that in order to achieve sustained change action needs to be taken holistically. Communities and families facing complex challenges, such as mental ill health, alcohol and drug issues, homelessness and violence and abuse need to feel included, supported and connected to the wider world¹. This is not easy work and it challenges us to think less about service driven outcomes and more about people driven outcomes. In fact there is an argument developing that we should focus on purpose² rather than outcomes to be more effective. The development of asset based approaches which build on individual and community ability and capability hold promise in relation to achieving long term change. Relationships of trust, between professionals and with individuals and families themselves which support honest respectful dialogue and a sharing of insights and expertise are key to change. Joining up services for communities and families facing multiple and complex challenges and developing holistic or systemic approaches requires commitment from service managers to allow their staff time and space to work differently.
- 3.3 Throughout the work of Total Craigroyston we have sought to involve local people in conversation and discussion about ways in which services should be developed and delivered. What they tell us is highly consistent and chimes with national research. We have also sought the views of staff on the ground. Their views are also highly consistent.
- 3.4 A basic premise of the work of Total Craigroyston continues to be that as many people as possible should be supported through the services that are universally available to all members of society.
- 3.5 The challenge, as identified through Christie³ and other commentators, remains that this access is often underutilised, insufficient or inefficient. We need to increase our ability to 'get it right first time'. Local people tell us they need good schools and other facilities; services that are as easily accessible as possible and communication in plain, understandable language.
- 3.6 Some of the ways we have been moving towards this are: Delivering multi-agency practice based training: As well as building skills and capacity within the local work force, offering multi-agency training at local level helps to build professional understanding and relationships. In turn this helps create the climate for developing



¹ Lankelly Chase: Severe and Multiple Deprivation Literature Review, www.lankellychase.org.uk

² Saving money by doing the right thing: Vanguard, March 2014

³ Christie Commission on the Future Delivery of Public Services (2011). Available from <http://www.gov.scot/About/Review/publicservicescommission>

good professional relationships and better partnership working. The following training has been delivered over the last year.

Training Offered	Numbers Trained	Agencies Involved
Getting it Right Introduction and Refresh	20	9
Housing Options	86	19
Social Enterprise Event	30	26
Reality Therapy	32	11
Mentors in Violence Prevention	21	7
Children Affected by Parental Substance Misuse	20	12
Using a systemic approach with families	20	10
Domestic Abuse Conversation Cafe	16	15
Safe and Together	82	17
Mental Health & Wellbeing	22	8
Safe Talk	16	10
Self Harm Awareness	24	14
Connecting with Parents Motivation	11	7

- 3.7 Early Years: The Early Years test of change that was implemented over the last year has resulted in a change to the admissions policy for Early Years Centres across the city. This has reduced the amount of paperwork involved, greater consistency for all parents, quicker access to services and crucially has reduced the requirement for parents to tell and retell their stories.
- 3.8 Lickety Spit – the resident drama company based in North Edinburgh Arts, continues to develop opportunities for very young children and their families. The latest is a series of Porridge and Play sessions held in the Arts Centre on a Saturday morning. These sessions contribute directly to our school readiness agenda by supporting children to develop social skills, oracy, drawing, singing, counting, turn taking etc.
- 3.9 With NHS Lothian and other Early Years partners we are looking at how we can identify families needing additional support at the earliest opportunity in order to improve children’s readiness for school. This is likely to involve reviewing children at 12 months instead of waiting for the 27- 30 month review.
- 3.10 Getting the most from school: The primary schools continue to work together to support children to do well in reading, writing and maths. This has resulted in a steady improvement across the area with more children starting Craigroyston Community High School with a good grasp of literacy. Literacy levels at the High School have continued to improve. Head teachers have identified the need to have a greater focus on numeracy for the coming year. Craigroyston Primary School will

be part of the Scottish Government's attainment challenge and Forthview Primary will remain part of the Raising Attainment for All pilot programme.

- 3.11 Craigroyston High has made major changes to the curriculum for the senior phase students to ensure that there is more emphasis on skills for employability. This is addressing the issues raised in the Scottish Government's Commission for Developing Scotland's Young Workforce and has received widespread publicity and commendation from the Scottish Government. The school is working closely with business partners to create more opportunities for their students including the development of pre-apprenticeship courses. There is early indication that young people are engaging well with this new approach and the positive destination figures for CCHS are now very close to the Edinburgh average.
- 3.12 In addition, all schools have had a commitment to reducing exclusion and improving attendance. While exclusions are reducing, attendance still remains a challenge. CCHS has markedly improved its S6 stay on rate by taking an assertive approach to encouraging young people to stay on at school until the end of S6.
- 3.13 More local families are choosing to send their children to Craigroyston. The S1 intake has increased from 67 in 2012 to 96 at the beginning of the 2015 session.
- 3.14 Schools are involving parents in a range of learning activities including the Families and Schools Together programme. This is delivered in partnership with Save the Children, school staff, local partners and parents and is very highly rated by parents and head teachers.
- 3.15 All four local primary schools have completed the first stage towards becoming Rights Respecting Schools. All are now on target to reach their level one accreditation by June 2016. Community Learning and Development staff have worked with parents to challenge bullying behaviour and to find ways to bring the Rights Respecting approach out into the wider community. Parents from Forthview Primary School painted an anti-bullying message outside their school's gates and seven local parents attended a Mentors in Violence Prevention awareness raising session in Craigroyston High School. North Edinburgh Young People's Forum is helping to roll out the Rights Respecting message into the wider community and is working on a charter of children's rights which will be displayed prominently wherever young people meet. Along with CLD, they are contributing to a new national training pack on children's rights (Recognising and Realising Children's Rights). Twelve young people from the Forum are being trained to become MVP mentors as part of this campaign.
- 3.16 Family Learning sessions started in Craigroyston Primary School and will continue this term with very good numbers of P1s and parent/carers attending.
- 3.17 Developing a clearer understanding of the area: A second 'A Place that you Know' infograph has been prepared following updates to key population, youth crime, health and other data. Having this type of information available has proven to be useful for partners across the area and has been used to support bids to bring

additional funding into the area as well as to identify where additional action needs to be taken to improve outcomes.

3.18 The range of information that is given to people moving into the area has continued to develop. Information about waste/recycling services, copies of the Forth Community Map, and information about local representation and community groups are routinely included in a welcome pack for people moving into Council homes. An “easy read” summary of the tenancy agreement used by the Council is being trialled with those moving into the new homes in Muirhouse. If this proves useful it will be made available to all new Council tenants in North Edinburgh. The provision of better information about the community and about what is expected of people when they take up a tenancy helps to create settled places for people to live. We will be continuing to work with the Neighbourhood team and local partners to develop this area of work.

3.19 We have continued to provide information about programmes and activities available for children and young people cross the community during the summer months. This has resulted in a greater take up of holiday provision. Colleagues from Police Scotland and Community Safety have reported a noticeable reduction in incidents of crime and ant-social behaviour involving local children and young people over the holiday period.

3.20 Through all of our community engagement activities, local people have consistently raised the issue of lack of quick access to support services when they are beginning to get into difficulties as well as the difficulty they have in understanding the roles and remits of various staff and organisation. They would like to see less complexity around support services being offered and fewer people involved with one worker taking the lead role. Where possible they would like a choice about what support is offered and by whom and would like to see services remaining in place for as long as they are needed. Approaches that build on strength, capability and empowerment are widely held to be the most effective.



3.21 Work being taken forward to address these ideas and concerns includes the following:

3.21.1 Providing support at an early stage: Support in Time is a ‘team around the cluster’ based approach to providing families with primary age children early support when concerns arise. This has now extended into early years. Membership of the group includes staff from primary schools, early years, Family Solutions, social work, police, CAMHs, school nurse and voluntary organisations. As well as offering a range of supports to families the group acts as a local co-ordinating group for additional support. The Team Leader for Family Solutions now chairs this group as part of her role in the area. Administrative support continues to be offered by the Total Craigroyston team.

- 3.21.2 Support to parents and carers: The North PACST Development Officer gathered and distributed information on the support for parents and carers in North West Edinburgh in September 2014 and January 2015. The information on Parenting Programmes, Groups and Activities for Parents and Carers is collated in a booklet and an 'At a Glance' weekly calendar. These are circulated to all professionals and services who work with local parents and carers. The booklets are provided to Health Visiting team and every new parent receives a copy. The booklets are available to download on the Total Craigroyston website and all programmes are now listed on www.joininedinburgh.org with online application forms available to complete for PoPP Incredible Years/Triple P and Teen Triple P.
- 3.22 In addition, the PACST Development Officer worked with the Area Co-ordinator to update the Directory of Services to provide information on the services available to support families in North Edinburgh.
- 3.23 The PACST Development Officer is a point of contact in the local area providing information and advice for professionals and parents to link parents to appropriate support. The Development Officer receives and responds to between 10-15 enquiries by email and telephone each week- providing information, advice, signposting and referral to services/programmes. In 6 more complex cases she has met with the parents, liaised with professionals and attended planning meetings to help to identify and secure suitable support.
- 3.24 The Psychology of Parenting Project (PoPP) has been approved and funded by the Early Years Taskforce. In Edinburgh it has been driven forward by the Edinburgh Partnership. It was agreed this would be rolled out in two phases. North Edinburgh was included in the first year alongside Liberton/Gilmerton and Firhill/Wester Hailes. The project provides Incredible Years and Triple P programmes to parents of three and four year olds with challenging behaviour.
- 3.25 Resources were redirected into this project by partners releasing staff one day per week for training and the delivery of these programmes. In North Edinburgh staff from the Early Years Centres, CLD, Family Solutions, Stepping Stones, Circle Haven and Health were trained. As a result, two Incredible Years programmes and 1 Triple P group were run locally. A total of 28 parents engaged with the programmes with 12 parents completing. The post course evaluation indicated that most of the children's SDQ scores moved from the High Risk category to either within the Borderline or Normal range.
- 3.26 A further two Incredible Years and two Triple P groups are planned to run in North West between September and Christmas 2015. It should be noted that experience has shown that offering additional support for the Teen Triple P courses in this area has resulted in better completion rates and better outcomes for parents taking part. This support has been offered by the Parent and Carer Development Officer.
- 3.27 One of the challenges facing the PoPP in Edinburgh is staff retention within the project. Within the first 6 months, 7 members of staff have been lost due to staff

redundancies, staff being withdrawn by their managers, staff feeling unable to commit to the project after training, staff leaving the authority and ill health. Retaining support for the development and delivery of the PoPP approach is an ongoing issue and may require higher level management direction to achieve this.

- 3.28 Circle Scotland has trained staff in the use of the Parents Under Pressure programme which can be delivered in families own homes. This is aimed at parents with addiction issues and is proving effective for those who find a group setting difficult.
- 3.29 We have continued to work with local people to contribute to the design and delivery of services for children and families through conversations and listening to what they themselves say they need to live a 'good life'. This information is used locally to test out different ways of working and will be made available to the Council's transformation team in order to influence the design and delivery of Locality based services within the new look Council.
- 3.30 Family Solutions and Family Group Decision Making have been testing the use of Self-Directed Support (SDS) to explore with families what kind of support would help most and to give them a small resource to make that a reality. Although a very small sample, this has worked very well and families report feeling much more empowered and in control. The Children and Families practice team is testing the use of SDS with the Children in Need co-hort. This is still in the very early stages and we are fortunate to have the support of an organisation called Everyone Together to help us with this work.
- 3.31 The provision of holistic family support, with a dedicated worker who stays in place for as long as it's needed to is continuing through Family Solutions. This model of working is resulting in good outcomes for families especially where previously there were several different services involved with several different individuals in the family.
- 3.32 One of the social work team leaders has taken on a 'large family' co-ordinator role. This has been effective in engaging large families where there is quite serious anti-social behaviour. This is effectively the lead professional role for the family.
- 3.33 A group of staff from different backgrounds has undergone Family Systems Training enable them to engage with families in a more holistic and systemic way. This work is focused around families where children have been identified as at risk of becoming involved in anti social behaviour. The staff involved with these families will be using the holistic family support / dedicated worker model mentioned above.
- 3.34 Housing Services Team Leaders in the North Office now have access to the Swift (or AIS). This is being used to identify existing support staff for families that are in difficult or emergency situations. Additionally a small number of Social Work staff across Edinburgh now have access to the Homeless Information System (HIS) and efforts to open up additional housing systems is underway through the Families with Complex Needs group. Staff who are using this access are reporting that they working more readily with others supporting families.

- 3.35 The Housing Team has been developing a more generic model of housing support, bringing together a number of roles into a more generic single point of contact. This reduces complexity in the housing service landscape, enables residents to navigate services more easily and provides an opportunity for housing staff to work holistically with individuals and families. This model has been taken up as part of the Housing Services Transformation Plan.
- 3.36 An issue has remained about how to help families who are getting into housing difficulties where there are no existing (known) support arrangements. Families in these situations rarely meet the thresholds for Social Work involvement.
- 3.37 Housing staff are now routinely using the Getting it Right arrangements to inform Named Persons about the concern. An information briefing note has been prepared to give Named Person's clear information about options available to them. Further training on housing issues will be offered later in the year. In specific situations, the Total Craigroyston team has helped to bring together key housing staff and others around families to find solutions to reduce disruption and keep families safe.
- 3.38 A small local temporary accommodation pilot project has been set up. This will see a small number of families being allocated temporary accommodation in the locality directly by the local housing team Neighbourhood team in order to minimise disruption and strength the existing support arrangements that are in place.
- 3.39 Alongside the Families with Complex needs working group, a workshop was held in August 2015, to look at how family and household support services could be more effectively integrated. As a result, these types of services will be brought together through the Council's Transformation project. This should result in less complexity in the system and the development of more ability to provide dedicated worker for individuals and families.
- 3.40 The creation of safe, stable and predictable environments where people feel a sense of connection and support are critical to people's ability to flourish. Local residents tell us that they need good accurate information about what is available in the local community, access to local groups, clubs and community facilities as well support to join in with other people in their neighbourhood to build a sense of belonging.
- 3.41 Employment: Working with the Neighbourhood Partnership, Craigroyston Community High School and other partners, to improve opportunities around employment and training, especially using the opportunities afforded by the regeneration of the area. So far, 11 people have taken up employment, 7 new apprenticeships and 54 have taken up work placements. Of those, 26 are from the EH4 postcode area.
- 3.42 There has been interest across a number of local groups in the development of a Social Enterprise around the improvement of the physical environment (e.g. stair cleaning and garden maintenance). Total Craigroyston held a workshop in March 2015 on Social Enterprise which brought together interested people from the area



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and across the city to discuss how we could help a new social enterprise get off the ground. A number of ideas were identified and a local group of community gardeners are establishing a new community interest organisation that would aim to deliver improvements to the area and engage residents.

- 3.43 Increasing local leadership and building on community assets: Muirhouse Link Up has continued to support the development of several community groups and activities including the Open café which has been running for about 18 months and is a place for people who are in drug and alcohol recovery to provide mutual support. Members of this group have also attended conversation cafes around recovery in North Edinburgh and visited other projects to gather ideas about recovery activities that could be developed in North Edinburgh. A 'recovery barbeque' was held and attended by 35 people. The plan now is to get together once a week and plan more events.
- 3.44 The North Edinburgh Archers Group is becoming more and more self-sustainable and managed to secure an outdoor venue for the summer sessions. They are delivering their own programme and creating income for themselves.
- 3.45 The Community Shop continues to have a positive impact on the community and hold regular information campaigns such as Healthy Heart, Cardiopulmonary Resuscitation. Money is being raised for a defibrillator as well as raising awareness around CPR and what to do in an emergency. The most recent campaign has been a White Ribbon campaign to combat Domestic Abuse.
- 3.46 One of the young volunteers was awarded the Inspirational Young Adult award at the Pride of Edinburgh Awards in June 2015. Josh is 15 years old and volunteers in the Community shop, he used this time volunteering to put towards his Duke of Edinburgh Award.
- 3.47 The My Space project in partnership with Muirhouse Link Up and Muirhouse Youth Development Group is proving successful with the garden group building a bench, table and pergola for the community to enjoy in the peaceful garden at North Edinburgh Arts.
- 3.48 A number of local organisations have come together to host community meals bringing people together to share food. At the first community meal, four volunteers cooked for 27 people. These small events help to build and strengthen a sense of belonging and give people who may be otherwise quite isolated a chance to meet each other and develop social contacts.
- 3.49 North Edinburgh Timebank has started a 'Knit and Knatter' group which happens weekly in North Edinburgh Arts Centre, a group of mainly women meet and share craft ideas. Relationships are built and friendships developed. One person who attends has been isolated for around 15 years.
- 3.50 In order to provide the means to develop local community leadership capability we have worked with Muirhouse Link Up project, North Edinburgh Arts and North Edinburgh Time Bank to develop a Community Leadership College (now known as Community Action North). This has been funded by STV for two years and we hope

that it will really enable the local community to strengthen their skills and abilities and lead to real change across the community. Two local people were employed in April to take forward discussion with local people about what they need to support their leadership capability. We have now employed two part time development officers to take forward the action plan developed as a result of that consultation. Community Action North will have three elements to it; skills training, support for community action projects and placement opportunities for local people. To date four local residents have received direct support to take forward ideas to both improve their own skills and to improve the community. Two are developing support for local parents and two are developing work around recovery. More 'trainees'

- 3.51 People locally are widely concerned by the condition of the area. Over the last year a number of clean-ups, led by local residents and supported by Total Craigroyston and Stronger North, have taken place. Apart from the immediate improvements that this has made to the area, a number of the residents involved have been working on how longer term improvements can be made to shared spaces. In one case a group of residents are working on becoming an association to build consensus and carry out further improvement activities. A second group have continued to maintain their area and have built links with the local Community Council.
- 3.52 To gain an overview of what young people think about public services and facilities in the area, Total Craigroyston and the Forth Neighbourhood Partnership implemented Youth Talk Forth. This multi-stage engagement process entailed working closely with the North Edinburgh Young People's Forum to design and implement the following process: Flash Poll at 4 area high schools: 1400 young people answered the question, "What do you think of youth services and activities in your area?" Mapping: Find out from over 200 young people what they think of specific areas and facilities; YouthTalk Event: 100 young people and adults gathered 24 June 2015 to discuss, the findings to date and to consider how to involve more young people in local groups and activities, how to better promote activities and how to create an area in which young people's achievements are recognised and in which they can take pride. From the information gathered on the day 11 key themes were identified. Local organisations are now working on developing pledges to take forward ideas, changes and suggestions that participants made. These will be turned into an action plan for presentation to the Neighbourhood Partnership. The outcome of the Youth Talk event will also be used to influence the future design and commissioning of services.
- 3.53 Reducing crime: Total Craigroyston continues to make a significant contribution to the #Stronger North project by developing early intervention and prevention measures to reduce the number of young people becoming involved in youth crime and anti-social behaviour.
- 3.54 The Mentors in Violence Prevention programme has been introduced to Craigroyston Community High School and the training was made available to groups in the wider community. This approach is now providing a more common approach across the High School and the youth organisations to reducing violence.

- 3.55 The Community Safety Youth Worker in School has developed the Respect programme and delivered it to P5-P7 classes in the local primary schools. This aims to support young children understand the importance of living in the community responsibly and the benefits of joining after school activities. Partner organisations help to deliver the sessions to provide a 'familiar face' for children attending their organisations. As a result of this more joined up approach, research by local Community Learning and Development staff has found that over 60% of local primary school children are taking part in children's clubs and activities.
- 3.56 Through the delivery of the Respect Programme, some children were identified who needed some more intensive support in small groups. In addition some young people who needed additional support for their transition to High School were identified as well as some who were in danger of becoming involved in anti social behaviour. All of these children were offered additional support in either a group setting, paired or individual work.
- 3.57 A reward scheme was tested to provide encouragement and some recognition for children who are joining in with out of school activities and clubs and using community facilities well. This had been raised consistently by parents and young people themselves that there is too much focus on those who are causing concern in the community rather than those who are behaving well. The idea of the scheme was to develop a 'loyalty card' where children earned stickers and received a free swim when they collected twelve. In the event, this did not work as well as we had hoped. We are now intending to develop a Youth Talk 2015 Youth Achievement Award in association with the North Edinburgh Young People's Forum.
- 3.58 The 'Alternatives to Crime' youth worker, funded initially by the Edinburgh Partnership and now through a commitment from Children and Families to continue funding this post as part of the #Stronger North project has continued to find ways to engage young people involved in crime and anti-social behaviour and encourage them into volunteering, training and employment. Four of the young people he has worked with have taken up places at college or are on an activity agreement.
- 3.59 Regeneration/Housing: In March 2015 a briefing for private landlords took place to share information about what was happening in the area and to discuss how private landlords could be better included in the regeneration of the area. Eleven landlords attended the meeting and a further ten received the note and additional information. From this meeting there was interest in focusing on one street with a concentration of privately rented homes. One block of particular concern was identified within this area and support to bring together the owners was provided. A survey of the condition of properties in the identified area is being carried out by Changeworks, this will be used to open up discussion with owners about how to improve the area.
- 3.60 As part of the Council's 21st Century Homes programme the development of new homes by Urban Union in Muirhouse and Pennywell has continued. People have now moved into the first mixed tenure homes with further phases coming on stream over the coming years.

- 3.61 In the wider area, the development of the NHS led North West Partnership Centre has been frustrated by difficulties leading from Scottish Government's financing of (public/private partnership) building projects across Scotland. This has now been resolved and we expect building to commence in late spring.
- 3.62 A further bid has been made for funds from the Scottish Government Capital Regeneration Fund to supply £1.7million towards the regeneration of Muirhouse Shopping Centre. The first stage bid was prepared through a workshop that brought together the Council, local representatives and Urban Union. This has been successful and the bid has now gone forward to the second stage.
- 3.63 Sharing our learning: Although good progress has been made at local level, with an acknowledged improvement in partnership working, there is a limit to what can be achieved without wider systemic change. Trying out different ways of working and new approaches has a positive benefit only if the learning from these initiatives can be taken into account in a wider systemic way.
- 3.64 The Council's transformation project gives the ideal opportunity to ensure that these lessons are learned and that our learning is taken on board as part of the development of our new way of working.
- 3.65 Changing the culture within Council and other public services and the relationship with citizens will take time. Change can be uncomfortable but if new ways to work can be found bringing about stronger, more productive relationships better outcomes will be achieved for our citizens.
- 3.66 The lessons we have learned are:
- 3.66.1 For individuals: Both staff and residents want help and support to be offered at an earlier stage. This recognises that offering earlier help and support should reduce the numbers of individuals and families getting into more serious difficulty.
- 3.66.2 Reduce fragmentation of services and promote a "people-centred" approach as opposed to a "service centred" one. Bringing service areas together into a 'help me' type service will provide a wider range of generic support. It is important that this service is able to develop a 'nimble' and flexible approach and to provide consistent support for as long as is necessary to support sustained change.
- 3.66.3 For families with complex needs: We need an approach that includes a case management or Family Lead Professional approach. This should be based on the Getting it Right principles and should lead to an increase in the consistency of support. It is important that The Family Lead Professional has the authority to direct service where needed.



- 3.66.4 For communities: Grow the ways in which citizens can participate and lead, to the extent that they want to, in shaping the services that are delivered to their community.
- 3.66.5 People know what they need. We need to improve our ability to listen properly, trust what is being said and work with people to achieve change both individually and collectively.
- 3.66.6 For teams: Invest time for staff at all levels to build networks across the sectors and allow them to stick with an issue through its conclusion thereby providing consistency, planning and more likelihood of achieving goals.
- 3.66.7 In doing so, build credibility and social capital both within the Council and between the Council, local agencies and the wider community.
- 3.66.8 Trust, professional regard, parity of esteem is essential. The investment of time and effort in developing the relationships that allow colleagues to identify and work towards shared outcomes is key to developing the dialogue necessary to achieve change.
- 3.66.9 Encourage creative risk taking (within a clear framework) to achieve agreed solutions at the local level.
- 3.66.10 For the Council and partners: Acknowledge that complex problems require complex solutions that could be different in different areas – the ‘one size fits all’ approach leads to service dominated approaches rather than people centred approaches.
- 3.66.11 Embrace subsidiarity principle - devolve decision making to the lowest level possible. This means that our ‘gate keeping’ systems will need to change and central teams will need to have supporting the field as a key task. Our bureaucracy needs to be forensically reduced.
- 3.66.12 Collect and analyse information and data in a way that will inform practice locally and help staff and residents to understand what is actually going on in their area. Collect what is helpful rather than what is easy.
- 3.66.13 Pay attention to how change happens and learn from research – our working model sets out a version of the holistic approach that is required.
- 3.66.14 We need the right people in the right jobs in the right place with the right attitudes creating the right culture is the most important element of this work.
- 3.66.15 We are very good at re-inventing the wheel: there is plenty of good practice that we can learn from and build on in Edinburgh. We don’t need to constantly re-invent.
- 3.66.16 Go local – most people interact with Council and other services at local level – the centre needs to be sensitive to that and more focused on supporting the field.

4. Measures of success

- 4.1 Progress continues to be made across most of the key indicators.
- 4.2 The Councils transformation project is now underway and lessons drawn from the work of Total Craigroyston have influenced the approach taken to developing locality management arrangements. Recommendations have been made to mainstream key elements of the approach within the new locality management arrangements. It is important to ensure that gains made are protected over this period of transition.

5. Financial impact

6. Risk, policy, compliance and governance impact

7. Equalities impact

- 7.1 The initiative is specifically targeted at addressing inequality and deprivation.

8. Sustainability impact

- 8.1 It is anticipated that changing the way that we work and reducing 'failure demand' will result in reduced demand on services over time with a subsequent reduction in costs and improved outcomes.

9. Consultation and engagement

- 9.1 All areas of work require significant levels of consultation and engagement.

10. Background reading/external references

Alistair Gaw

Acting Executive Director of Communities and Families

Christine Mackay - Total Craigroyston

E-mail: christine.mackay@edinburgh.gov.uk | Tel: 0131 529 7054

11. Links

Coalition pledges	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P8 - Make sure the city's people are well-housed, including encouraging developers to build residential communities, starting with brownfield sites</p> <p>P11 - Encourage the development of co-operative housing arrangements</p> <p>P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P13 - Enforce tenancy agreements (council and private landlord) with a view to ensuring tenants and landlords fulfil their good conduct responsibilities</p> <p>P29 - Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>P32 - Develop and strengthen local community links with the police</p> <p>P33 - Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</p> <p>P34 - Work with police on an anti-social behaviour unit to target persistent offenders</p>
Council outcomes	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and emotionally healthy</p> <p>CO10 - Improved health and reduced inequalities</p> <p>CO11 - Preventative and personalised support in place</p> <p>CO14 - Communities have the capacity to help support people</p> <p>CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p>

Single Outcome Agreement

CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care

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

1 - Key Outcomes 2015

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All 4 schools now have a mean reading score for their P1 cohort of children of above average and have made significant progress from their baseline tests.

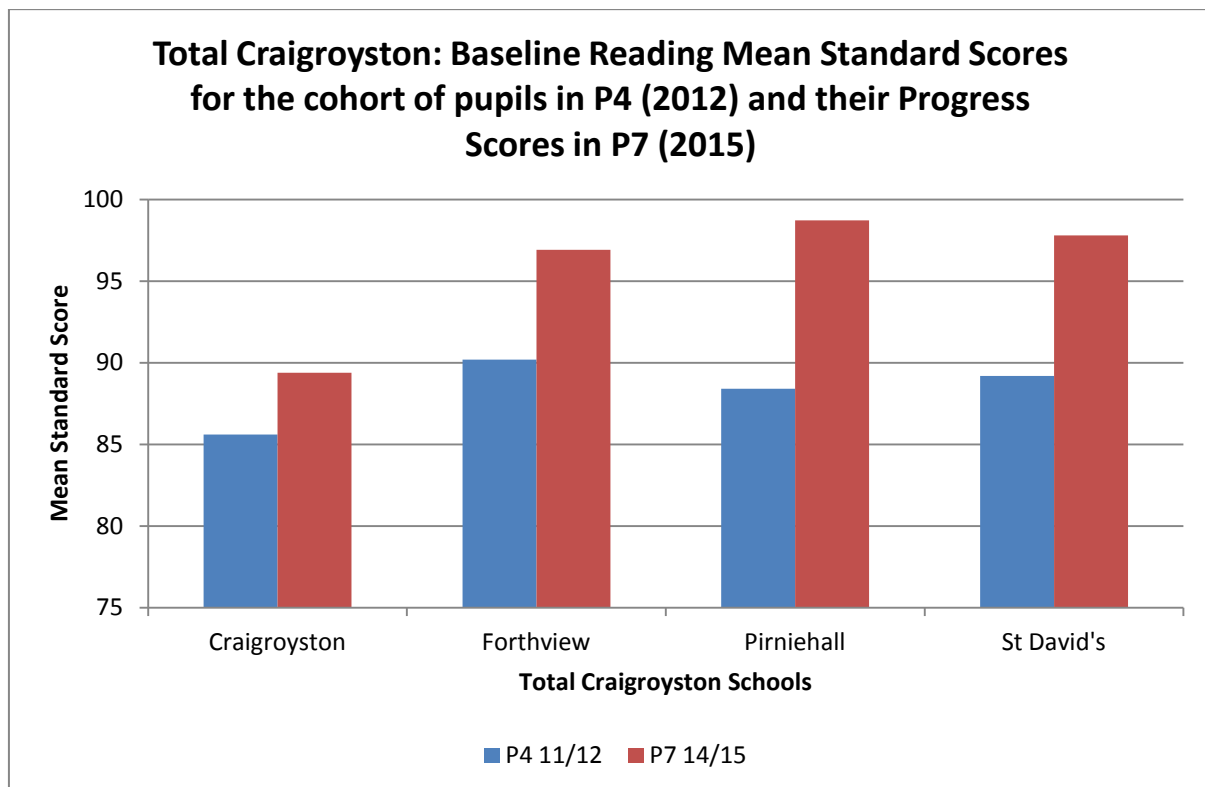
Children achieve their educational potential

Improving Literacy and Numeracy

Maths - Cluster Head Teachers have agreed on improving maths across the area in the coming year, taking a similar approach to that which has been used with literacy.

Reading and Spelling - In reading All 4 schools have made good progress from P4 cohort in 2012 to same cohort in P7 in 2015. There are still a number of P4 pupils (ranges from 46% to 69 % across the 4 schools) who are achieving below the national average. The head teachers are aware of this and are taking action with this cohort of children. In P7 reading, shown by the graph below, there has been a marked improvement in the scores achieved over the last 4 years.

The chart below illustrates progress in Reading of the cohort of pupils in P4 in 2012 and their progress by P7 in 2015. The mean standard score for Reading is used to measure progress.



- Using the mean standard score, in reading, all four schools have made good progress from P4 (cohort 2012) to P7 (cohort 2015)
- In session 2014-2015, these schools performed lower than the city average in Reading for P4 pupils. The head teachers are aware of this and are taking action with this cohort of children.
- In Reading at P7, there has been a marked improvement in the scores achieved over the last four year.

Secondary School Attainment

Attainment levels are calculated and recorded using the Scottish Government's benchmarking tool – Insight. This now records student achievement on leaving school. For Craigroyston Community High School, this gives a more accurate account of students' achievement as most are now staying on to the end of S6. A number of students have also attained vocational qualifications through City and Guilds, SVQ and similar.

Level of Attainment	2011	2012	2013	2014	2015
%age of S4 roll attaining 5 or more awards at SCQF Level 3 or better	67	72	79	89	103*
%age of S4 roll attaining 5 or more awards at SCQF Level 4 or better	43	39	51	55	63
%age of S4 roll attaining 5 or more awards at SCQF Level 5 or better	10	10	23	25	23
%age of S4 roll attaining 1 or more awards at SCQF Level 6 or better	8	11	26	26	28
%age of S4 roll attaining 3 or more awards at SCQF Level 6 or better	5	1	7	14	17
%age of S4 roll attaining 5 or more awards at SCQF Level 6 or better	1	1	2	7	8
%age of S4 roll attaining 1 or more awards at SCQF Level 7 or better	0	0	0	4	0

Source: Insight

*The S4 roll quoted is as the roll was on census day. Occasionally children arrive in school after census day which can result in a figure of more than 100.

Staying-on at Craigroyston Community High School

S5 staying on as a % of S4 roll				
2011	2012	2013	2014	2015
38	44	56	86	90

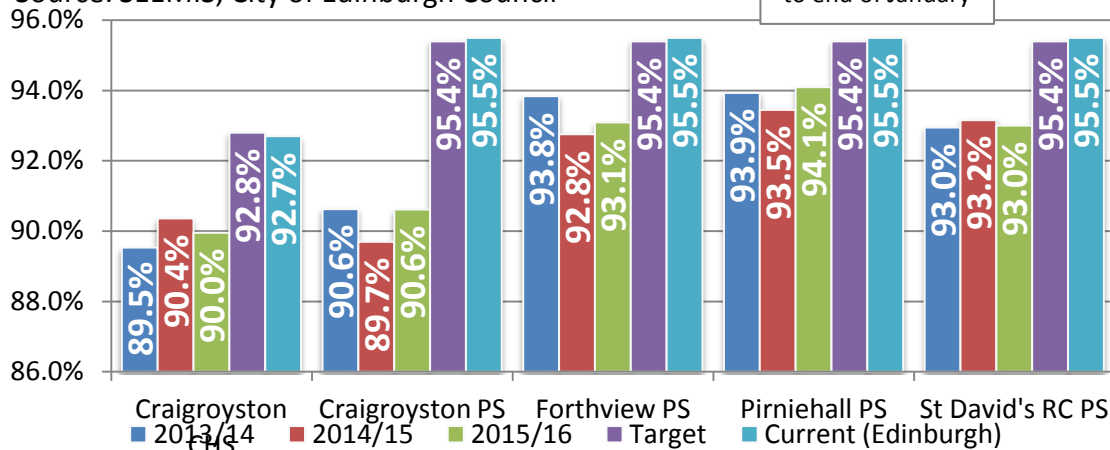
S6 staying on as a % of S4 roll				
2011	2012	2013	2014	2015
14	18	30	57	68

Source: Craigmoynton Community High School

Fewer children need to be excluded / fewer children truant

School Attendance (2013/14 to 2015/16)

Source: SEEMIS, City of Edinburgh Council



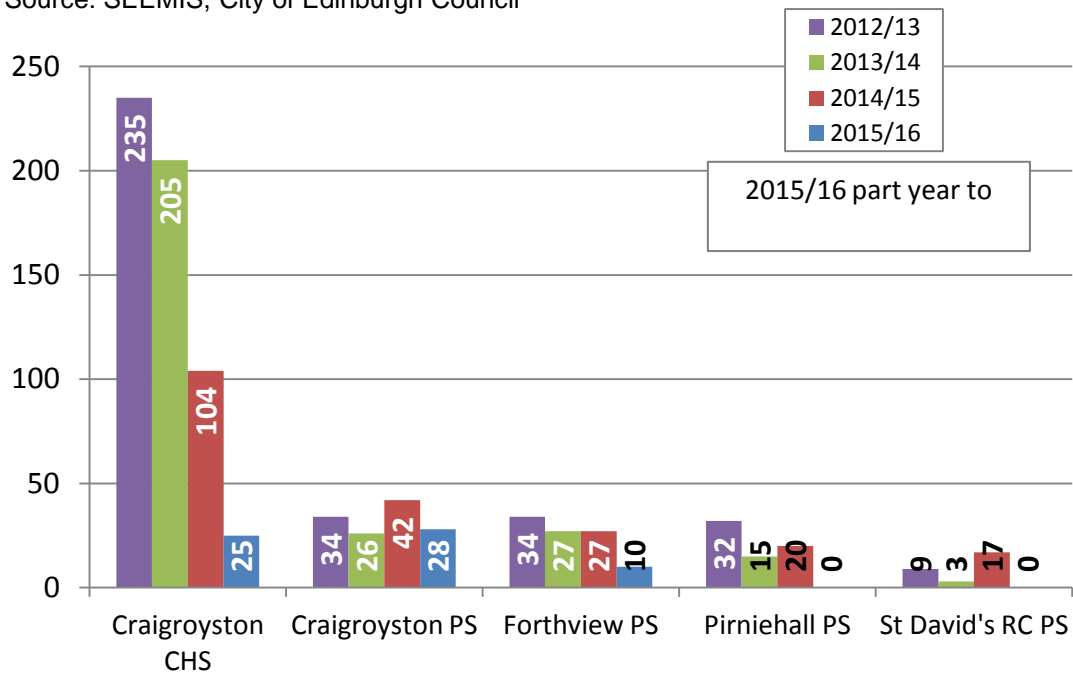
Number of children with less than 85% attendance (At June 2015, for 2014/15)

Primary School	Secondary School
138	65

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Half Days Lost Through Temporary Exclusion (2012/13 to 2015/16)

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More school leavers go into education, training and employment

Positive Destinations

	2010/11	2011/12	2012/13	2013/14
Craigroyston CHS %	61.5	77.4	79.5	92.8
Edinburgh %	87.4	89.8	91.0	93.1

Source: School Leaver Destination Returns, Skills Development Scotland

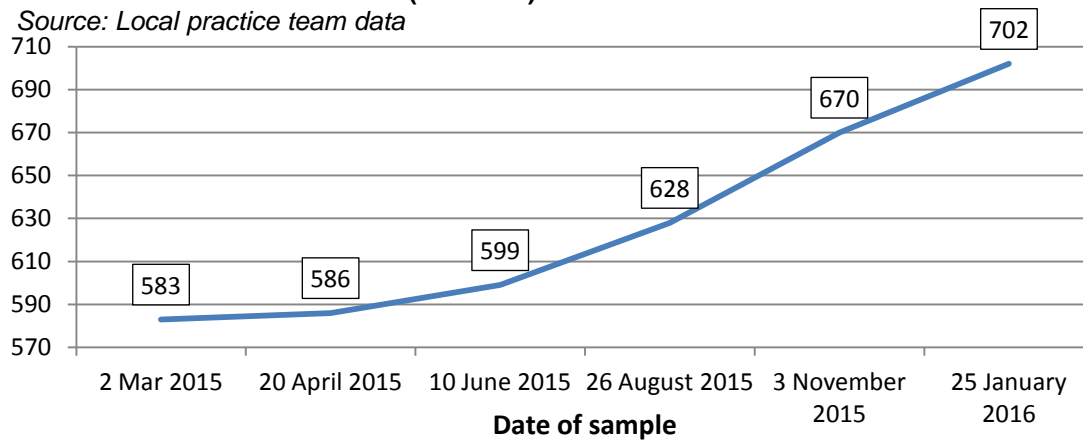
Improve family support so that fewer children need to be taken into care

Earlier support to families

Cluster Support-in-Time meetings have continued to prove useful in identifying early opportunities to support families. Over the last year referrals from Early Years services are now being included providing earlier support and strong links with the Primary Schools.

North Practice Team Caseload (all cases)

Source: Local practice team data



Improve outcomes for children in care

All Looked after Children, and Looked after and Accommodated Children have an allocated social worker who works to an agreed plan which is regularly reviewed. Their educational outcomes and attendance are now being monitored on a monthly basis.

Housing/Homelessness

Presenting as homeless	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Single Parents	123	95	84	68	95	119
% of Total North	36.72%	27.38%	25.85%	25.56%	30.16%	27.36%

Presenting as homeless	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Couples with Children	22	25	23	24	28	25
% of Total North	6.57%	7.20%	7.08%	9.02%	8.89%	5.75%

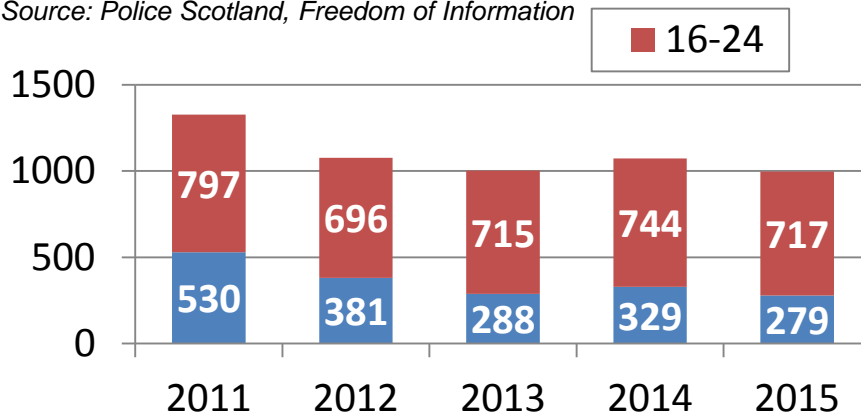
Note: Colour indicates lower/higher (green/red) share or number of presentations

Source: Homelessness Information System, City of Edinburgh Council

Fewer children involved in offending / repeat offending

Number of Youth Crimes in Forth (2011 to 2015)

Source: Police Scotland, Freedom of Information



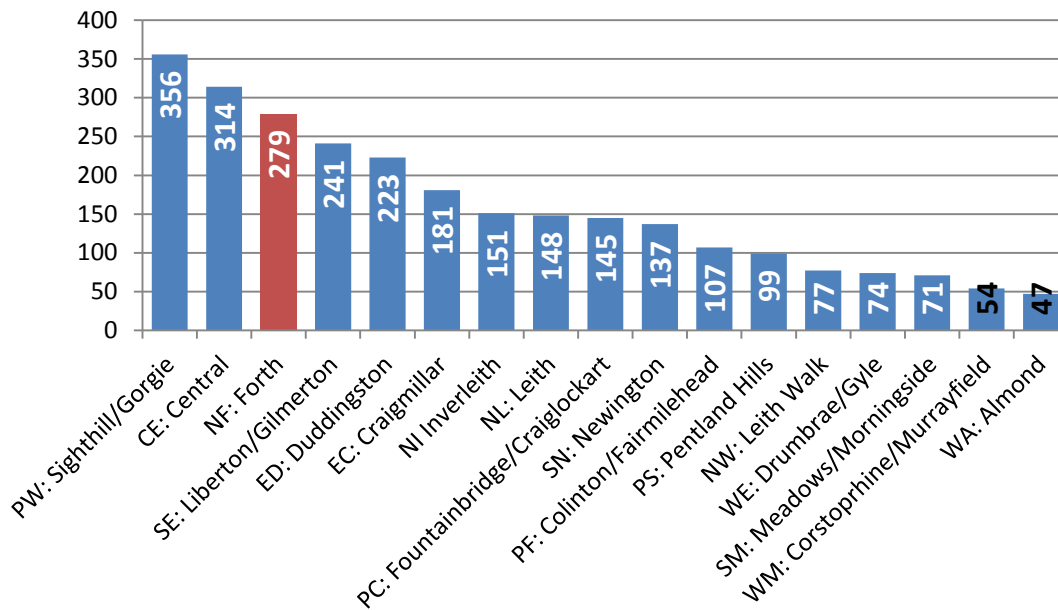
Number of Charges for Young People (Forth, 18/8/2015):

Year/ Age	<12	12	13	14	15	16	17	18	19	20	21	22	23	24	Total	<16	16-24	
2011	76	103	88	165	98	124	113	63	88	82	109	68	74	76	1327	530	797	
2012	46	23	86	116	110	82	93	75	86	84	61	61	79	75	1077	381	696	
2013	18	16	38	106	110	98	76	112	80	96	56	80	66	51	1003	288	715	
2014	30	30	23	50	196	156	92	66	92	86	65	51	60	76	1073	329	744	
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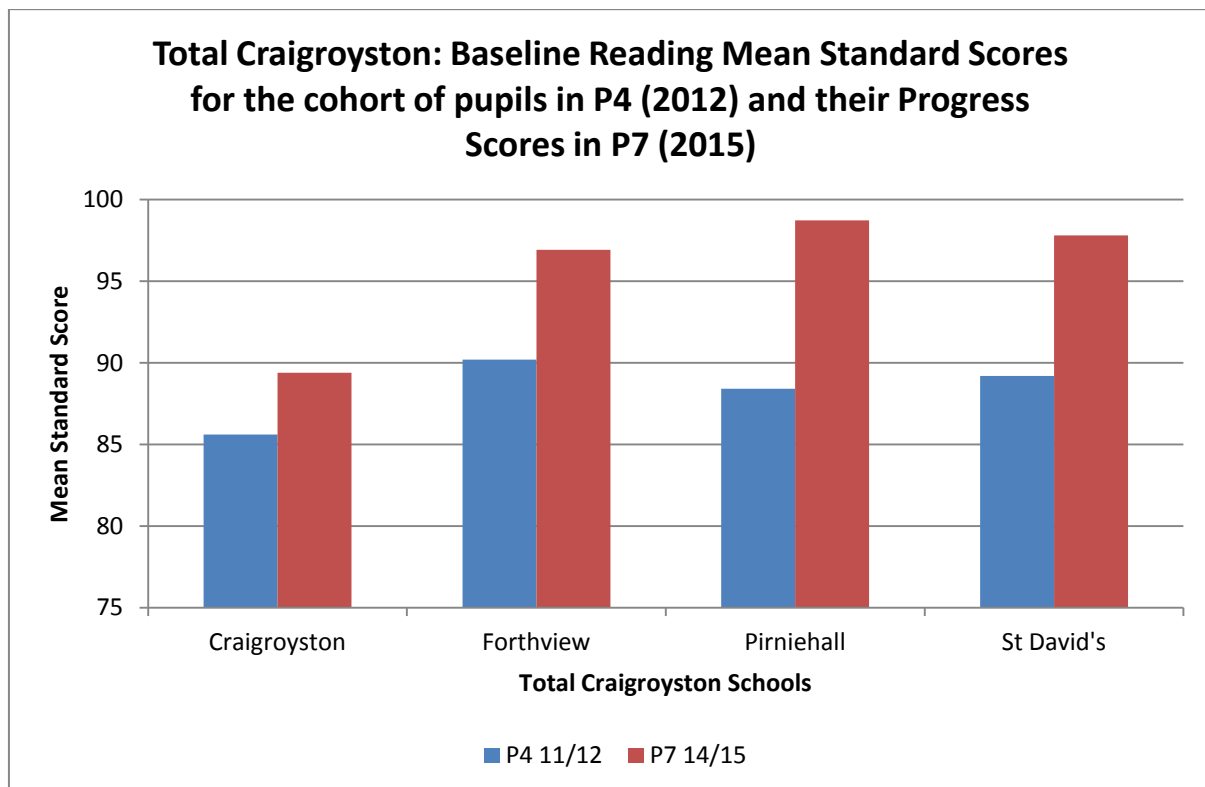
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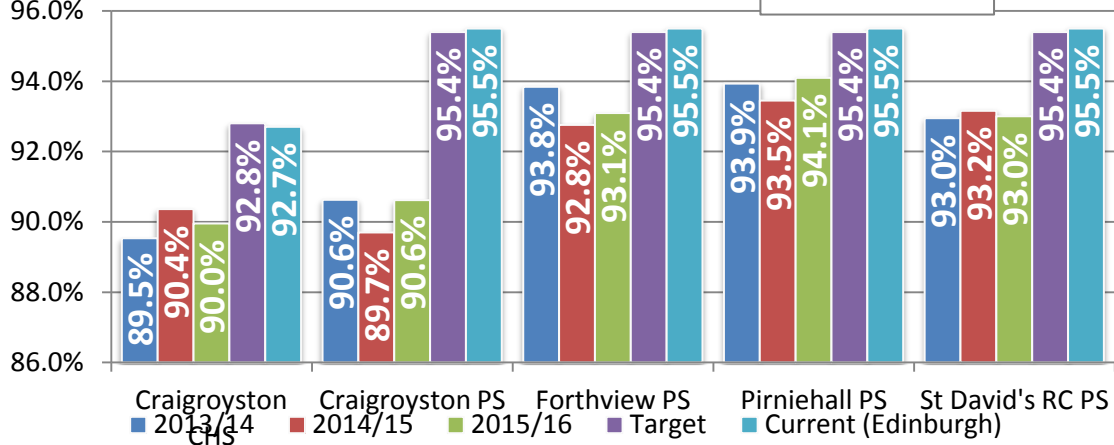
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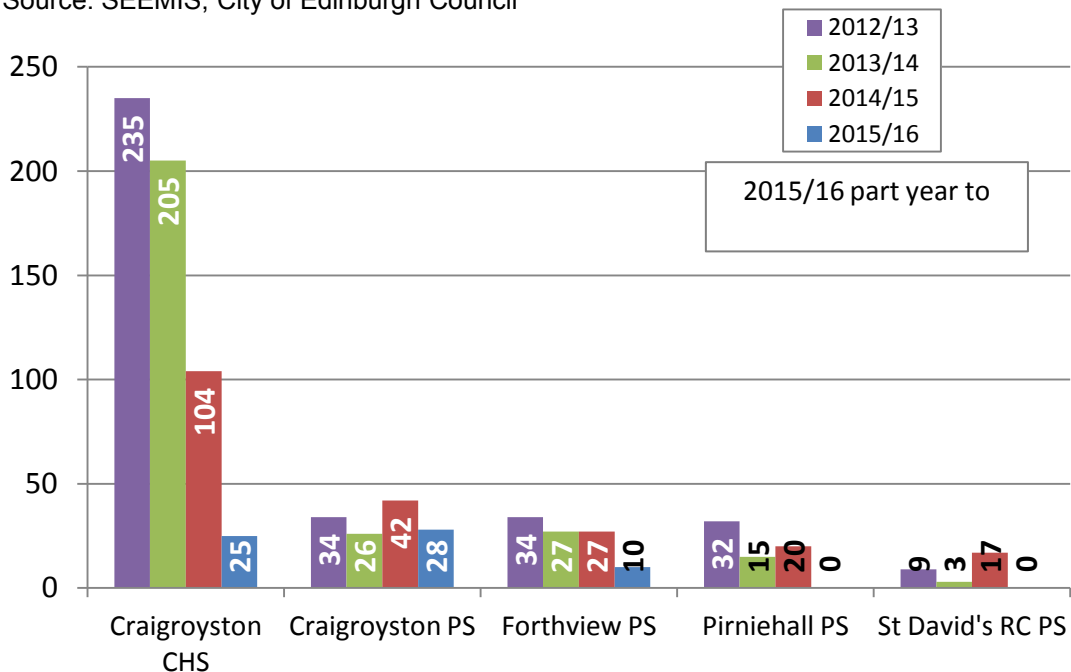
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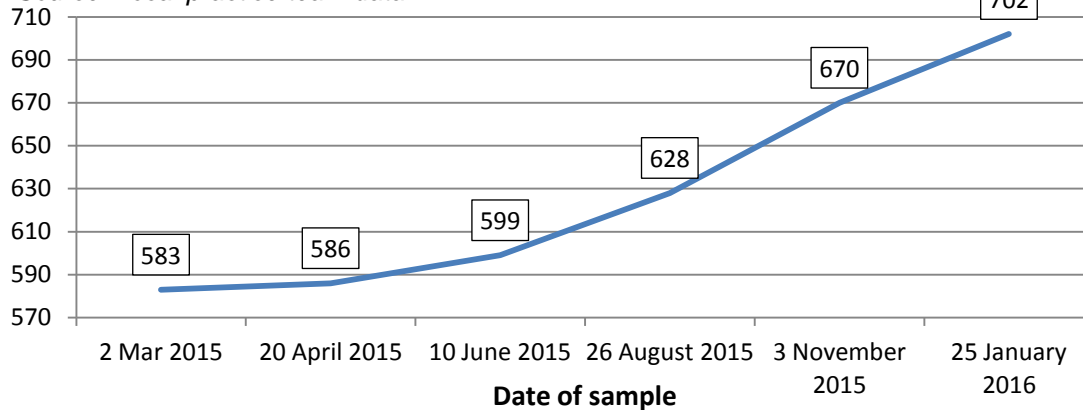
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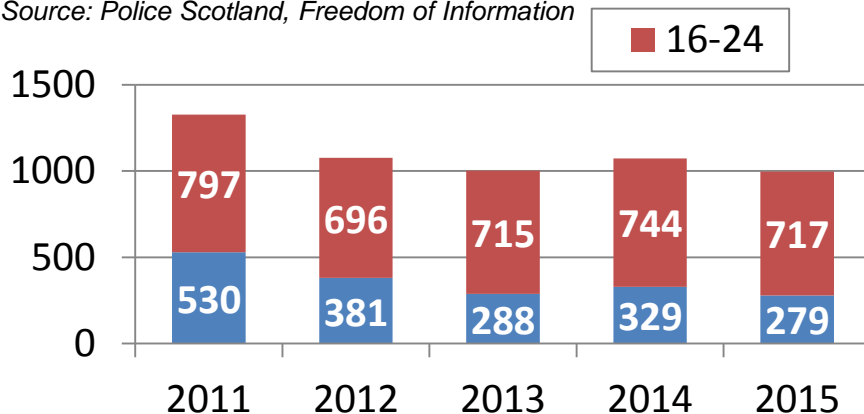
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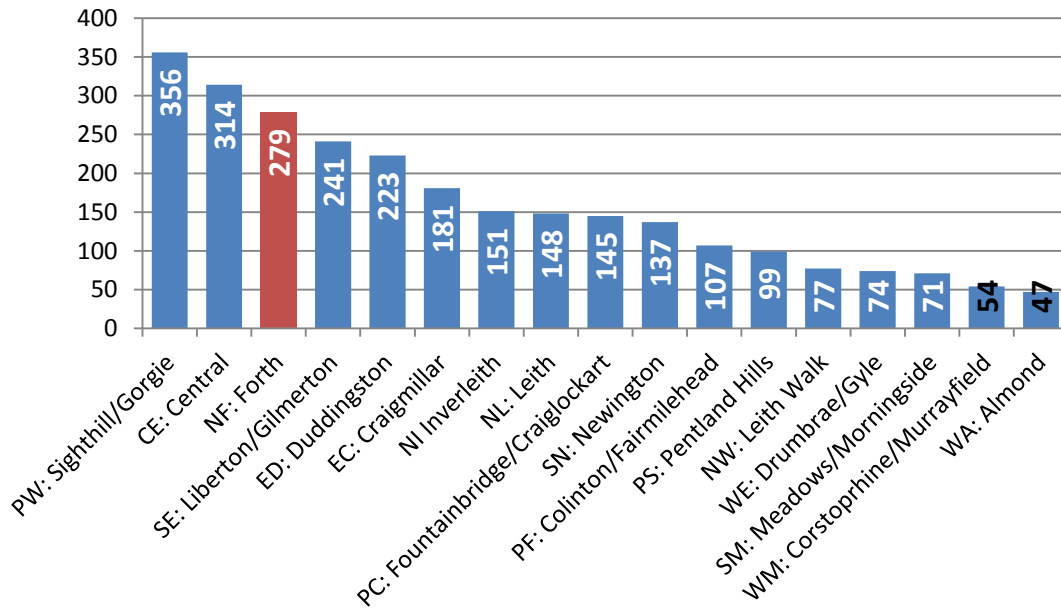
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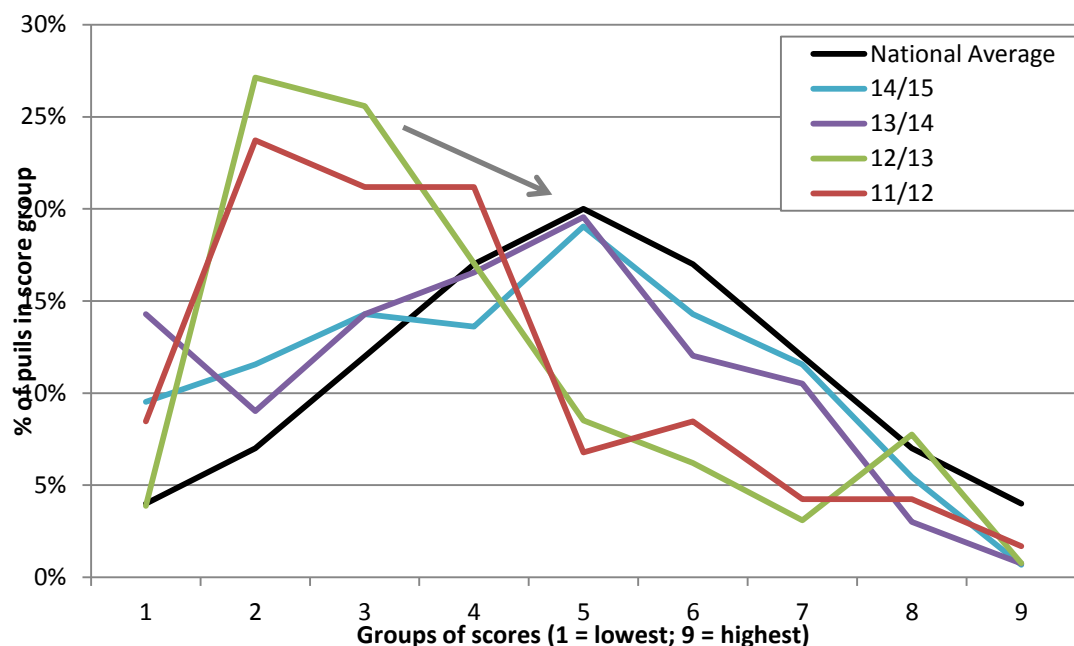
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Improving Literacy and Numeracy

Maths - Cluster Head Teachers have agreed on improving maths across the area in the coming year, taking a similar approach to that which has been used with literacy.

Reading and Spelling - In reading All 4 schools have made good progress from P4 cohort in 2012 to same cohort in P7 in 2015. We do still have a significant number of P4 pupils (ranges from 46% to 69 % across the 4 schools) who are achieving well below the national average. The head teachers are aware of this and are taking action with this cohort of children. In P7 reading, shown by the graph below, there has been a marked improvement in the scores achieved over the last 4 years.

P7 Reading by Groups of Scores (4 Primary Schools and National Average) Source: City of Edinburgh Council, School Reading Tests



Secondary School Attainment

Latest attainment data shows the levels of qualifications attained by the end of S6 for each S4 cohort. This gives a more accurate account of students' achievement as most are now staying on to the end of S6. A number of students are also attaining vocational qualifications through City and Guilds, SVQ and similar, however this data is not recorded here.

Level of Attainment	2011	2012	2013	2014	2015
%age of S4 roll attaining 5 or more awards at SCQF Level 3 or better	67	72	79	89	103
%age of S4 roll attaining 5 or more awards at SCQF Level 4 or better	43	39	51	55	63
%age of S4 roll attaining 5 or more awards at SCQF Level 5 or better	10	10	23	25	23
%age of S4 roll attaining 1 or more awards at SCQF Level 6 or better	8	11	26	26	28
%age of S4 roll attaining 3 or more awards at SCQF Level 6 or better	5	1	7	14	17
%age of S4 roll attaining 5 or more awards at SCQF Level 6 or better	1	1	2	7	8
%age of S4 roll attaining 1 or more awards at SCQF Level 7 or better	0	0	0	4	0

Source: Insight

Staying-on at Craigroyston Community High School

S5 staying on as a % of S4 roll				
2011	2012	2013	2014	2015
38	44	56	86	90

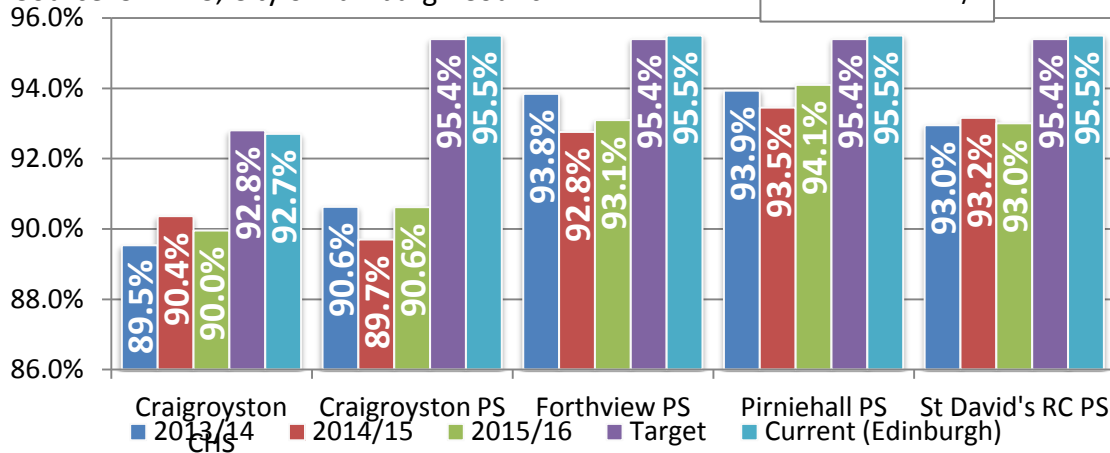
S6 staying on as a % of S4 roll				
2011	2012	2013	2014	2015
14	18	30	57	68

Source: Craigroyston Community High School

Fewer children need to be excluded / fewer children truant

School Attendance (2013/14 to 2015/16)

Source: SEEMIS, City of Edinburgh Council



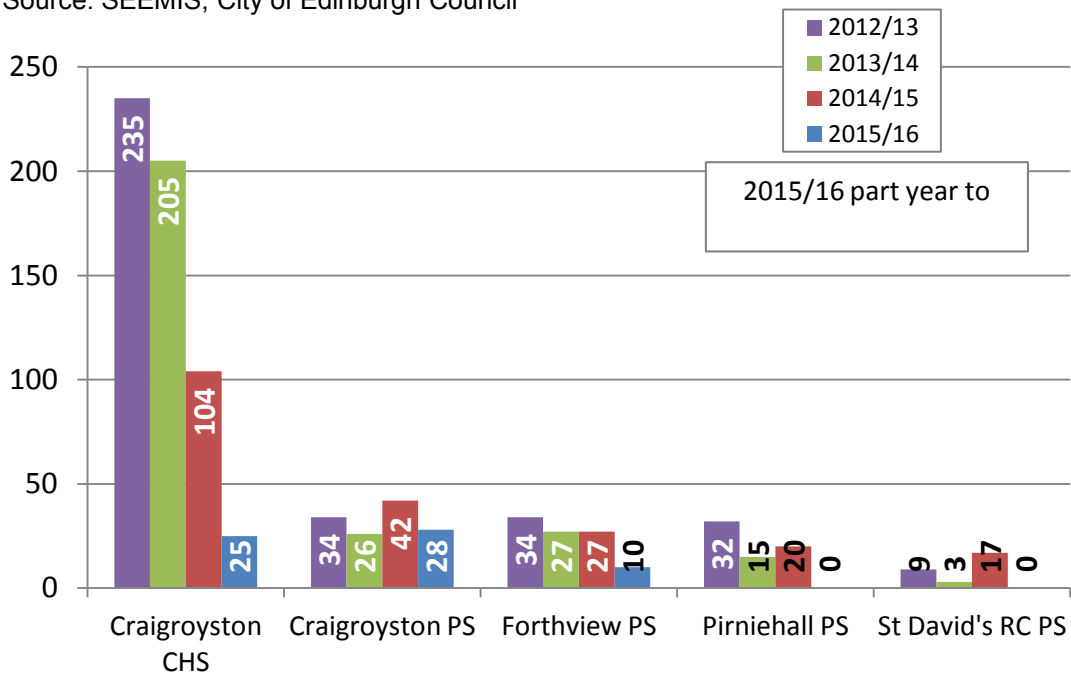
Number of children with less than 85% attendance (At June 2015, for 2014/15)

Primary School	Secondary School
138	65

Source: SEEMIS, City of Edinburgh Council

Half Days Lost Through Temporary Exclusion (2012/13 to 2015/16)

Source: SEEMIS, City of Edinburgh Council



More school leavers go into education, training and employment

Positive Destinations

	2010/11	2011/12	2012/13	2013/14
Craigroyston CHS %	61.5	77.4	79.5	92.8
Edinburgh %	87.4	89.8	91.0	93.1

Source: School Leaver Destination Returns, Skills Development Scotland

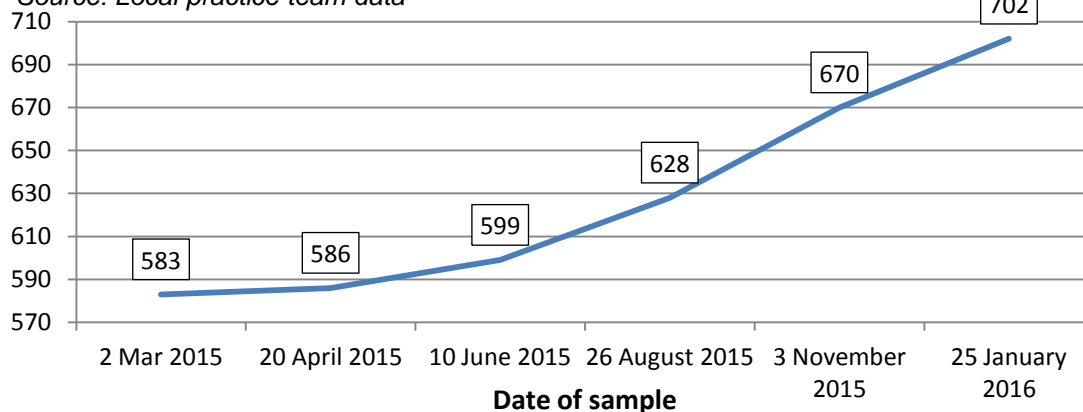
Improve family support so that fewer children need to be taken into care

Earlier support to families

Cluster Support-in-Time meetings have continued to prove useful in identifying early opportunities to support families. Over the last year referrals from Early Years services are now being included providing earlier support and strong links with the Primary Schools.

North Practice Team Caseload (all cases)

Source: Local practice team data



Improve outcomes for children in care

All Looked after Children, and Looked after and Accommodated Children have an allocated social worker who works to an agreed plan which is regularly reviewed. Their educational outcomes and attendance are now being monitored on a monthly basis.

Housing/Homelessness

Presenting as homeless	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Single Parents	123	95	84	68	95	119
% of Total North	36.72%	27.38%	25.85%	25.56%	30.16%	27.36%

Presenting as homeless	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Couples with Children	22	25	23	24	28	25
% of Total North	6.57%	7.20%	7.08%	9.02%	8.89%	5.75%

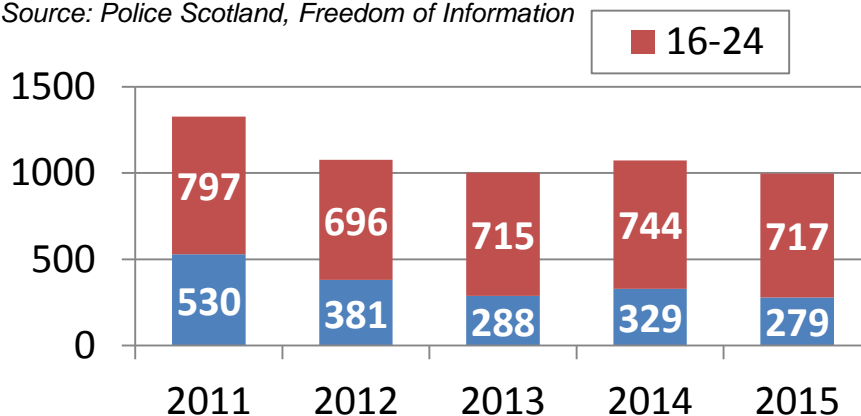
Note: Colour indicates lower/higher (green/red) share or number of presentations

Source: Homelessness Information System, City of Edinburgh Council

Fewer children involved in offending / repeat offending

Number of Youth Crimes in Forth (2011 to 2015)

Source: Police Scotland, Freedom of Information



Number of Charges for Young People (Forth, 18/8/2015):

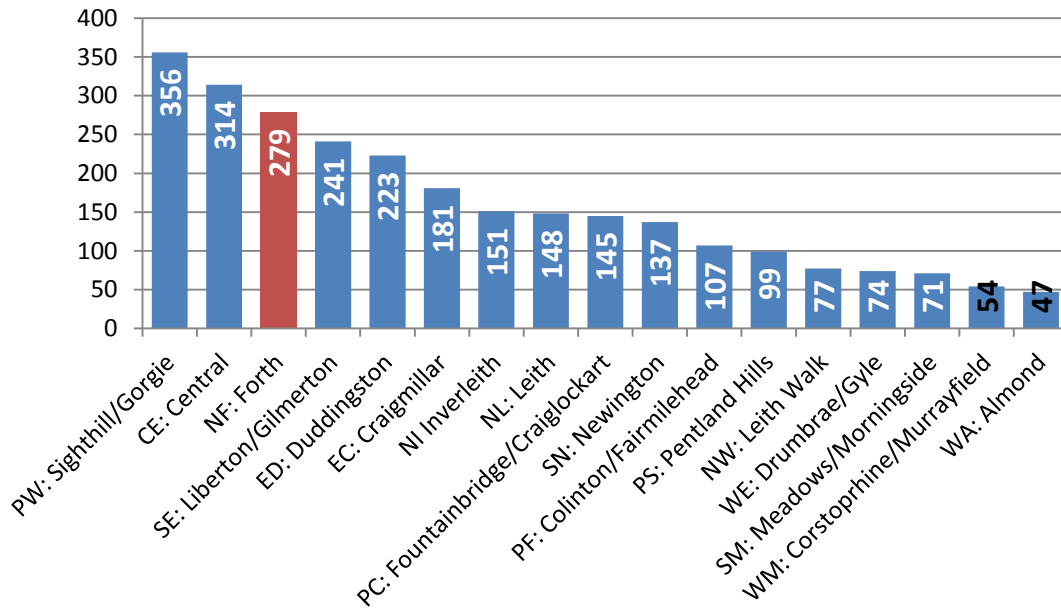
Year/ Age	<12	12	13	14	15	16	17	18	19	20	21	22	23	24	Total	<16	16-24
2011	76	103	88	165	98	124	113	63	88	82	109	68	74	76	1327	530	797
2012	46	23	86	116	110	82	93	75	86	84	61	61	79	75	1077	381	696
2013	18	16	38	106	110	98	76	112	80	96	56	80	66	51	1003	288	715
2014	30	30	23	50	196	156	92	66	92	86	65	51	60	76	1073	329	744
2015	6	30	30	99	114	136	110	99	54	78	73	61	53	53	996	279	717

Red = Highest in year Green = Lowest in year

Source: Police Scotland, Freedom of Information

Crimes Committed by Under 16s (2015)

Source: Police Scotland, Freedom of Information



Wider Crime Statistics

- #StrongerNorth reported in January 2015 that for the Forth Ward, between April and December 2015, and compared to the same period for the previous year:
- Serious violent crime in North Edinburgh reduced by 30.5%
- Minor assault, down by 12%
- Domestic house-breaking, reduced by 26%
- Non-dwelling and business break-ins, down by 55%
- Motor vehicle crime, reduced by 52%
- Vandalism, down 36%

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Castlebrae Community High School Progress Report

Item number	7.8
Report number	
Executive/routine	
Wards	

Executive Summary

This report updates elected members of the City of Edinburgh Council's Education, Children and Families Committee on progress towards improving outcomes for pupils attending Castlebrae Community High School.

The Education, Children and Families Committee on 8 December 2014 considered a progress report on improvements within the school and the Castlebrae Learning Community.

This report provides a further update on progress within the school and the Learning Community.

Links

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

Castlebrae Community High School Progress Report

1. Recommendations

The Education, Children and Families Committee is requested to:

- 1.1 Note the contents of this report.
- 1.2 Note the progress of strategies within the school which aim to deliver a high quality educational experience for learners.
- 1.3 Note the progress in management arrangements within the Castlebrae Learning Community which have been implemented since December 2015.
- 1.4 Note the outcome of the review led by authority officers and the Area Lead Officer (ALO), November 2015, published as a follow through report.
- 1.5 Agree to receive a further follow through report at the Sub-Committee on Standards for Children and Families after November 2016.

2. Background

- 2.1 This report provides an update on the improvements for learners attending Castlebrae Community High School.
- 2.2 The school roll at Castlebrae Community High School on 7 January 2016 was 114. The S1 intake for the last three years is as follows:

Year	Castlevie	Newcraighall	Niddriemill	Other	Total
2015	10	0	8	3	21
2014	11	1	8	3	23
2013	2	0	6	6	14

In 2015, in addition to the associated primary schools, S1 pupils came from St Francis (1), St John Vianney (1) and Liberton PS (1).

- 2.3 The report taken to the Education, Children and Families Committee in December 2014 referred back to the report taken to the Education, Children and Families Committee in December 2013 when a timeline had been agreed in respect of the leadership arrangements for Castlebrae Community High School. This timeline has now been overtaken and a permanent leadership structure is now in place.
- 2.4 In March 2011, HM Inspectors published a report on Castlebrae Community High School. They subsequently returned to the school to look at how it had continued to improve its work and published a letter to parents in April 2012. They visited the

school again in May 2013 and published a letter to parents in August 2013. Education Scotland's Area Lead Officer (ALO) visited the school in October 2014 to observe learning and teaching and review progress with school staff and an officer of the City of Edinburgh Council. A further ALO visit took place in November 2015 with a team from City of Edinburgh Council. The ALO will maintain contact with the school to monitor its progress and will visit the school again by November 2016 in a further review visit led by local authority officers.

- 2.5 The school continues to work closely with the quality improvement team and other officers of the authority to ensure that improvements for learners continue to be made.

3. Main report

Staffing

- 3.1 In August 2014, a Head Teacher and Depute Head Teacher were seconded to replace the previously seconded post holders. A new post was created to support the work of the cluster and the Broad General Education. This role was filled for two days per week by the current Head Teacher of Castleview Primary School.
- 3.2 In October 2014, one of the substantive Depute Head Teachers retired and the seconded Depute Head Teacher became the permanent postholder. A further Depute Head Teacher was seconded to cover the post of the Depute undertaking a professional development opportunity at another school. From August 2015, the seconded Depute Head Teacher took on the remit of supporting cluster working. He continues to work closely with the Head Teacher of Castleview Primary School now that her secondment has concluded.
- 3.3 In September 2015, the seconded Head Teacher was appointed permanently to the post of Principal of the Castlebrae Learning Community.
- 3.4 In December 2015, the second Depute Head Teacher post was advertised. Interviews took place in January 2016 and a permanent appointment was made.
- 3.5 The Senior Management Team at Castlebrae Community High School currently comprises the Principal of the Learning Community, two permanent Depute Head Teachers, the Community Programme Manager, and the Business Manager.
- 3.6 There are 5 Curriculum Leaders, one of whom is returning from a professional development opportunity at another school. There are 3 Pupil Support Leaders including one with a remit for Additional Support for Learning.

Improvements in Performance

- 3.7 The school improvement plan for 2015-16 identified the following priorities:
- 3.7.1 Improve attainment and achievement;
 - 3.7.2 Improve learning and teaching;
 - 3.7.3 Improve curriculum;

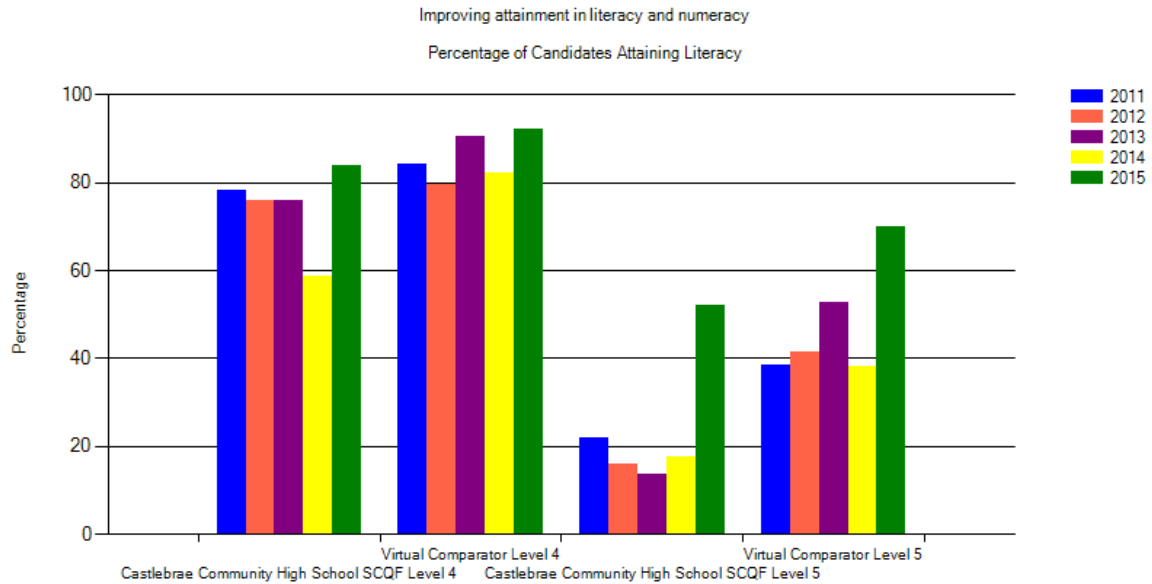
- 3.7.4 Improve attendance and reduce exclusions;
 - 3.7.5 Introduce Key Adult Time;
 - 3.7.6 Continue to increase the number of young people going on to a positive destination;
 - 3.7.7 Continue to develop strategies to meet pupils' needs;
 - 3.7.8 Further develop transition and cluster working.
- 3.8 The cluster improvement plan for 2015-16 identified the following priorities:
- 3.8.1 Establish a comprehensive programme of cluster curricular activities;
 - 3.8.2 Ensure a progressive and coherent programme in Modern Languages to support the delivery of the CEC 1+2 languages policy;
 - 3.8.3 Develop a consistent approach to assessment and moderation in Numeracy.

Improving Attainment and Achievement

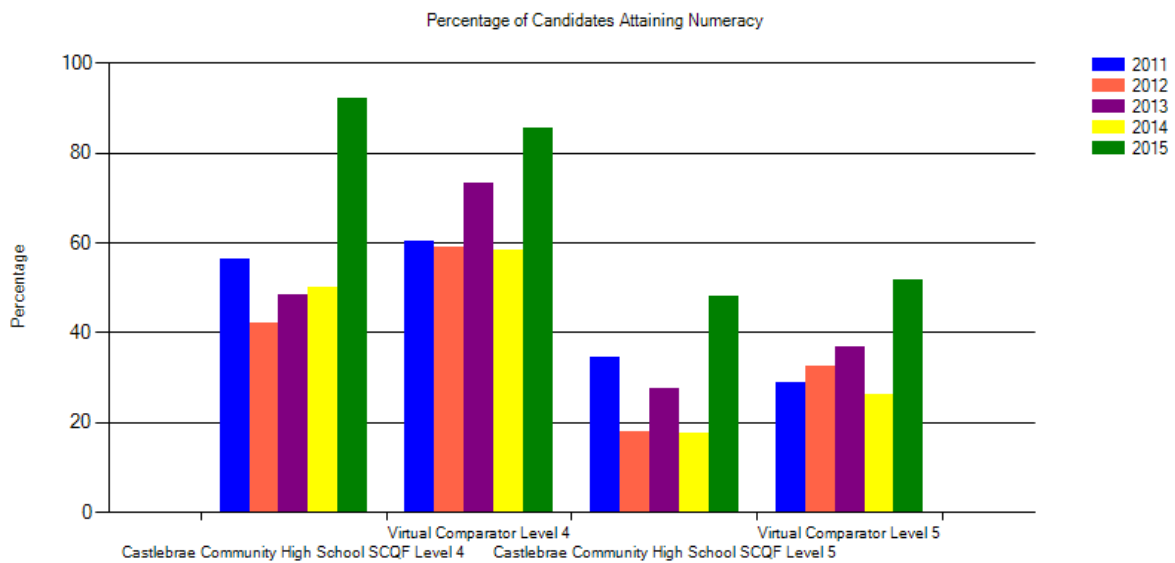
- 3.9 Standardised Test Scores show that progress in Numeracy has been positive for the last three years but, following a significant rise in 2013-14, there has been a dip in added value in Literacy levels for learners in S2 in 2014-15.

Year	P7 into S1 Learners Mean Standardised Age Score			S2 Learners Mean Standardised Age Score			Change (+ or -)		
	11-12	12-13	13-14	12-13	13-14	14-15	12-13	13-14	14-15
Literacy / English - Reading	83.0	88.1	83.2	82.1	94.6	81.8	-	+	-
Mathematics / Numeracy	77.6	85.8	77.9	83.1	86.4	80.9	+	+	+

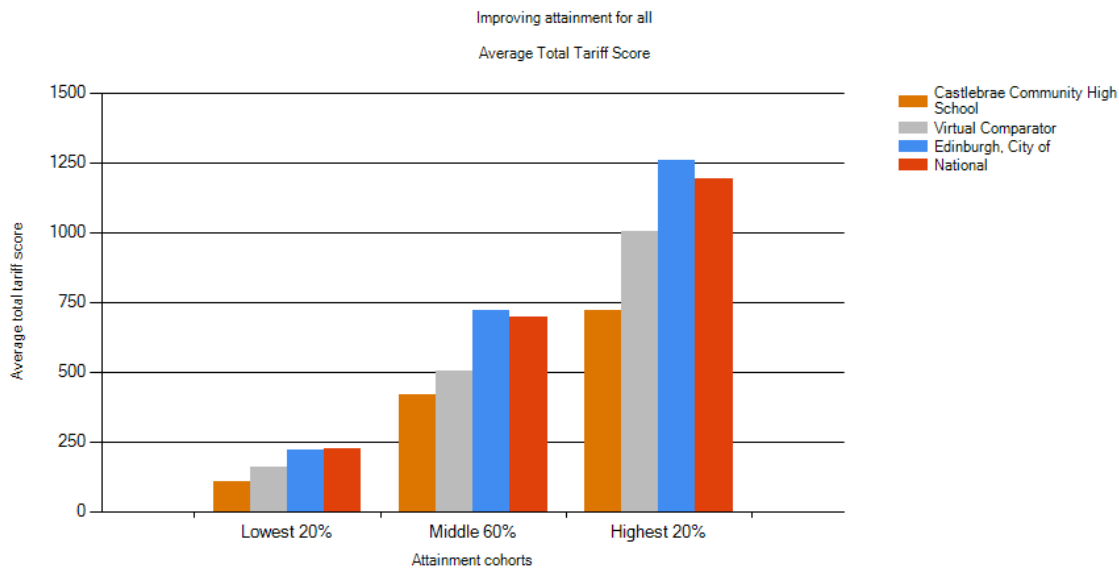
- 3.10 In S3, based on internal tracking and monitoring data, 80.7% of learners are achieving level 3 or above across all of their subjects.
- 3.11 In S5, the percentage of candidates attaining literacy at level 4 has improved and the percentage gaining level 5 has improved significantly. According to Insight, there is no statistical difference between Castlebrae and the virtual comparator. See figure below.



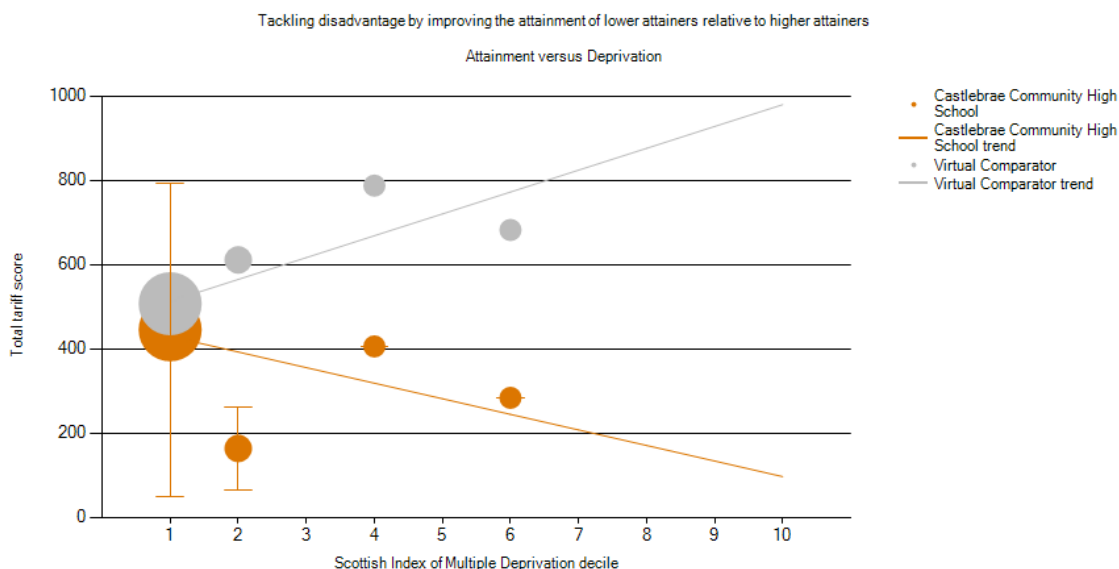
3.12 In S5, the percentage of candidates attaining numeracy has improved and is above the comparator for level 4 whilst remaining below the virtual comparator for level 5. See figure below.



3.13 The average total tariff score of pupils in S5 continues to be below the virtual comparator, the City of Edinburgh and the National levels. See figure below.



3.14 In S5, Castlebrae is below the virtual comparator for attainment versus deprivation. It is important to note the large numbers of young people in SIMD 1. See figure below.



3.15 In S5, there was a significant increase in the number of young people achieving one or more Highers. The percentage for 2014-15 was 56% of S5 roll. In all measures in S5 (5+@ level 4, 5+@ level 5, 1+@ level 6) performance is the highest of the last 5 years.

3.16 Partnership working is becoming embedded in the curriculum and enhances the provision of engaging courses to meet a wide range of needs, particularly in the senior phase. Edinburgh International Festival and Edinburgh College support National Qualifications in creative arts, photography, dance, and engineering. Film Studies is supported by Screen Education Edinburgh. The school continue to work well with business partners to help young people to develop their employability skills through work placements and careers advice.

Positive destinations

- 3.17 There has been a significant improvement in initial positive destinations over the past five years. Figures rose from 60% in 2010-11 to 96% in 2012-13. The figure for initial positive destinations for 2014-15 was published in December 2015 and is 90%. The 90% can be broken down as follows:

Further education	12 pupils
Training	12 pupils
Employment	8 pupils
Activity agreements	4 pupils

- 3.18 A dedicated CLD worker and the work of a range of partners including Skills Development Scotland have contributed to this improving trend. The City's figure is 92.3% and the national average for positive destinations is 92.9%. Figures for sustained positive destinations will be published in February 2016.

Wider achievement

- 3.19 Many opportunities are provided for young people to achieve beyond the classroom. Within the BGE, 26 pupils are engaged in Junior Award Scheme Scotland, 25 S2 pupils went to Columba 1400 to enhance their leadership skills, 13 are involved in a construction challenge, and 11 young people are working directly with Stirling University to prepare for following a course in Higher Education. In the Senior Phase, 14 young people are involved in the Red cafe as part of their Hospitality qualifications, 10 are working with Green Power to develop skills in engineering, and the majority are involved in sport, dance or voluntary activities. All pupils in the school are supported by a partnership with the Edinburgh International Festival. Wider achievement is recognised through accreditation wherever possible. A start has been made to tracking wider achievement to ensure equity of opportunity.

Improving attendance and reducing exclusions

Attendance

- 3.20 Attendance has improved. Overall attendance for the period August to December 2015 was 90.6%. This is marginally short of the city's end of session target of 93% but the figure is the highest in Castlebrae for the past four years at this stage in the session (2012-13 87.8%, 2013-14 88.6%, 2014-15 88.4%).

Exclusions

- 3.21 The number of exclusions has reduced significantly over the past three years from 50 in 2013, 33 in 2014, to 7 August – December 2015.

Increasing the school roll

School roll

3.22 The current school roll is 114, which is broken down as follows:

S1	S2	S3	S4	S5	S6	Total
22	23	16	25	14	14	114

3.23 The projected roll for August 2016 is:

S1	S2	S3	S4	S5	S6	Total
47	22	25	14	16	12	136

Improving the curriculum (across the cluster from P5 – S3)

Transition P5 – S1

- 3.24 During her tenure as seconded Head Teacher, the Head Teacher of Castleview Primary School established a comprehensive programme of curricular transition activities involving the secondary school and the three associated primary schools. This programme involved staff working together across sectors in a range of subject areas. All P5, P6 and P7 pupils were involved in activities in the secondary and their own primary supported by secondary subject specialists including Mathematics, Social Subjects, Art, Music and Home Economics. A strong PE Forum was established with joint activities involving pupils from P3-P7 which included Over the Net, Ceilidh and Cross Country events. A Maths Mystery and Health and Well-Being event are now established delivering additional, innovative learning activities for the cluster.
- 3.25 All primary pupils now have a Cluster Transition Jotter where evidence of progress in learning is stored. This ensures that standards of presentation are delivered at the highest level and helps with transition to secondary school.
- 3.26 Staff across the four establishments attended a series of professional development activities, led by practitioners from within the cluster itself as well as by keynote speakers, from Education Scotland and external education specialists. Pedagogy and learning and teaching strategies were shared across sectors and there is now a commonality to planning for teaching and learning across the cluster.
- 3.27 The seconded Head Teacher has chaired the monthly Head Teacher Cluster meetings for two academic sessions. This has ensured continuity of planning and implementation of cluster priorities. Very good progress has been made in raising expectations in the delivery of teaching and learning within the cluster.

- 3.28 The three day P7-S1 transition visit in June 2015 was meticulously planned and involved the creation of a new menu item for “Pizza Express”. Evaluations were very positive.
- 3.29 Pupils, teachers and parents were surveyed after each cluster event and there is a marked increase in the satisfaction of the organisation of the cluster. There is now a cohesion between secondary and primary staff across the cluster which has supported the transition of primary pupils to secondary school.

Curriculum S1 – S3

- 3.30 Changes have been made to the curriculum to meet the needs of the immediate cohort. The first Nurture Group was established in June 2015 with the aim of improving confidence and self-esteem, tackling difficulties with literacy and numeracy, and working on social and learning skills. A personalised timetable is provided for the small cohort in S3 who represent the group of young people enrolling at Castlebrae at the time of proposed closure of the school. It is acknowledged that a longer term strategy now needs to be put in place to ensure that the curriculum is coherent from S1 - S6. There is a need to plan for a smooth transition from the BGE to the senior phase in order to provide a progressive and meaningful curriculum.

Curriculum S4 – S6

- 3.31 Staff continue to revise and improve aspects of courses offered to ensure they provide learning which will lead to successful outcomes for learners. There is lack of progression in some areas of the curriculum due to the relevant National Qualifications not being offered but this is being addressed through partnership working particularly with Edinburgh College and neighbouring secondary schools. Further work is required to develop a clearer vision for the curriculum, especially at S3/S4. All stakeholders are regularly consulted on the curriculum to ensure that it meets needs.

Improving learning and teaching

Learning and teaching

- 3.32 The Learning and Teaching policy was revised for implementation as of August 2015. It provides guidance and support for staff on the most effective methodologies and the theories which inform them. It outlines the minimum standards expected from all staff in terms of delivering a positive and effective classroom experience for all learners.
- 3.33 Evidence of good practice is collected during regular classroom visits by senior managers and curriculum leaders. The evidence was validated in the follow through visit by authority and Education Scotland officers in November 2015.
- 3.34 Observations have provided evidence of improvements in the structure of lessons, pace, positive relationships, engagement of young people, and use of ipads. Next steps have been identified. These include the need to revisit learning intentions,

and the need to further develop the use of digital technologies as a tool to enhance learning.

- 3.35 The responses to pupil questionnaires (September 2015) demonstrate the positive impact of the above on the learners themselves:

79% feel they are becoming more confident as learners;

71% say they enjoy learning at school; and

80% say they are getting on well with their school work.

Increasing community activity within the school

- 3.36 Extra-curricular cluster clubs have been established in dance, basketball and girls football. A cluster choir performed two-part harmony pieces at the Castlebrae Christmas Concert in 2014 and 2015. Members of the community lead activities such as football run by KITS (Kids in the Streets). There has been a significant increase in the numbers of Family Centre users: 37 Families and 46 children have registered from August 2015 to the present date. This compares with the 30 families and 34 children registered in the session 2013/2014. The Family Centre has achieved registration with the Care Inspectorate and welcomes new families regularly to the drop in sessions. Castlebrae has registered 81 new fitness room users this session, compared with 49 session 2014 /2015 and 9 2013 /2014 which shows a steady growth in the last two years. The upgraded fitness equipment has been well used by the local community. There are 55 adults registered in the adult classes.
- 3.37 The positive promotion of the school in its community has resulted in increased parental and community engagement.

Community engagement

- 3.38 The new Principal of the Learning Community has put a strong focus on developing partnerships in the local community. The partnership with Edinburgh International Festival is a three-year project which will involve a range of innovative and creative practice in the school and community. This partnership has attracted significant positive attention for the school. Constructive meetings have taken place between colleagues from the BioQuarter and representatives from the local community and neighbourhood partnership. Initial proposals include hosting a mini Science conference, offering apprenticeships and work placements, and supporting the delivery of national qualifications in the school. As part of a further local initiative, young people in S2 and S3 have contributed to the community mural project led by renowned local artist, Andrew Crummy, and Art Space.

Parental engagement

- 3.39 Attendance at parents' evenings has steadily improved with an average of 35% parents attending. The senior leadership team is implementing a range of strategies to further increase attendance. There were 13 responses to the most recent parental questionnaire (11%). All responses indicate complete satisfaction with the school and are particularly positive about leadership and support with

learning. There have been two meetings to date of the Parent Council in session 2015-16. Parent and community representatives have assisted with the recruitment process of the Principal of the Learning Community and both deputy Head Teacher appointments.

Improving the physical environment

- 3.40 Cosmetic improvements have been made to the entrance to the school and to public areas within the school. A recent report on risk assessment and health and safety raised a number of issues which are now being addressed.

Future plans and the new school

- 3.41 A detailed update on the project to deliver a new secondary school in Craigmillar was provided in the report on '[Future Investment in the School Estate – Wave 4](#)' which was considered by Council on 25 September 2014. A site of approximately 4.2 hectares for the new school has been identified in the revised master plan for Craigmillar Town Centre for which the Development Management sub-Committee approved planning permission in principle on 17 December 2014 under reference [14/03416/PPP](#). Whilst this proposal excluded the secondary school which will be considered in a separate planning application at a later date; the space for and position of it was taken into account and it will sit adjacent to the East Neighbourhood Centre. The school may ultimately need to have a capacity of 1,200 based on the level of future housing development which is expected in the area and the site size of 4.2 hectares was considered necessary to accommodate this potential requirement. The initial capacity to which the school should be built and the associated expansion strategy thereafter will have to be considered in greater detail nearer to the time when the project to deliver the new school will start.
- 3.42 There continues to be a working assumption of August 2020 as being the date when a new school would open this being by when, had the existing school been closed and demolished, there would have been insufficient spare capacity within the other secondary schools in the area to accommodate the pupils from the Castlebrae Community High School catchment area thus necessitating the delivery of the new school. However as the existing school remain opens, the secondary school capacity remains in the area and there will no longer be a potential future pressure on the secondary school estate within this timeframe to accommodate pupils from the Castlebrae Community High School catchment area. The timing of when a new school would require to open is therefore no longer determined by necessity from a school estate capacity perspective and is, in effect, entirely dictated by the availability of capital funding to deliver the new school.
- 3.43 As highlighted in the report to Council on 21 January 2016 regarding [Capital Investment Programme/Plan 2016/17 to 2023/24](#) the commitment made by Council to deliver a new secondary school in Craigmillar (replacing the existing Castlebrae Community High School) as part of the regeneration of Craigmillar remains the second of two existing unfunded priorities in the Wave 4 school investment programme; the first being the requirement to respond to the challenges of rising

school rolls in the city. Whilst a site for the proposed new school has now been identified in the Craigmillar Town Centre, the required statutory consultation has not yet been undertaken due to the uncertainty regarding when the new school could be delivered which is entirely dependent on the significant current gap in funding for the project being bridged.

- 3.44 Using the latest forecast of future construction inflation the projected total cost for the new school is now estimated to be £29.184m. This is based on an assumed opening date of August 2020; a capacity of 700 (including 100 vocational) and with additional space incorporated to develop the ambition of Castlebrae to become a city wide centre of excellence in Science. However, to achieve this timescale for delivery the project would require to be initiated (with all required funding identified) by early 2017; any delay would result in a further increase in the estimated costs due to additional construction cost inflation. This cost estimate remains a broad approximation and should be considered very much as an indicative figure only at this time. Whilst a proposed site has been identified for the new school, site specific factors and conditions could result in a higher cost.
- 3.45 The capacity of the school and what community facilities are located therein will require to be reviewed nearer to the time of the project starting. The estimated cost of £29.184m excludes the further cost of any expansion of capacity which is anticipated would be required either from the outset or in subsequent years, some of which is anticipated would be met from developer contributions. Compared against the current provision within the Capital Investment Programme of £618,000 there is a funding deficit of £28.566m. A number of potential sources of funding have been identified which would cover some of the costs of the new school (e.g. sale of the existing school site, net of demolition costs, and any contribution from PARC); these require further clarification regarding both the amount and timing of receipt however it is expected that the majority of this funding would not be realised until after 2020.

Conclusions

- 3.46 The revised management arrangements for the Castlebrae Learning Community, as agreed at the Education, Children and Families Committee of December 2013, have been implemented. There is now a permanent senior leadership team in post. Parents, pupils and staff welcome the stability and continuity which this provides.
- 3.47 The learning environment has improved for pupils through maintenance and decoration of public and teaching areas. The impact of learning and teaching approaches including digital learning is demonstrated through increased motivation and willingness to learn as evidenced in classroom observations and pupil evaluations.
- 3.48 Castlebrae Community High School continues to demonstrate improvements in performance. There is now capacity for future sustainable improvement so that the longer term impact results in improved outcomes for learners.

4. Measures of success

- 4.1 The measures of success outlined in the report of March 2014 are as follows:
 - 4.1.1 Improved attainment and achievement;
 - 4.1.2 Attendance is improved and exclusions are reduced;
 - 4.1.3 The S1 school roll intake increase in session 2014-15;
 - 4.1.4 There is a clear strategic management of the curriculum across the cluster from P5-S3;
 - 4.1.5 There is improved learning and teaching evaluated through direct observation, evaluation of key quality indicators and the views of pupils and parents;
 - 4.1.6 There is an increase in community activity within the school;
 - 4.1.7 The positive promotion of the school in its community results in parental and community engagement;
 - 4.1.8 Improved physical environment.

5. Financial impact

- 5.1 The school continues to receive an enhanced staffing allocation compared to that provided through the standard secondary staffing formula. For session 2015/16 this equated to approximately £200K.
- 5.2 There was additional funding of £60K for improvements to the school grounds. There was additional funding of £5K through Access to Education and £2.8K through Developing Scotland Young Workforce
- 5.3 The school carried forward an overspend of approximately £20K into financial year 2015/16, Officers are working with the Head Teacher and the Business Manager to bring this into a balanced position by the end of the financial year.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 There are measures in place to monitor any equalities issues with regard to any impact on learners.

8. Sustainability impact

8.1 There are no adverse impacts arising from this report.

9. Consultation and engagement

9.1 Drafts of this report have been shared with the Senior Leadership Team at Castlebrae Community High School and with the Quality Improvement Officer and Quality Improvement Manager (acting) prior to this committee meeting.

10. Background reading/external references

[Castlebrae Progress Report March 2014](#)

[HMIE report on Castlebrae Community High School August 2013.](#)

[Full Council report March 2013](#)

[Education, Children and Families Committee Report May 2013](#)

[Education, Children and Families Committee Report December 2013](#)

[Education, Children and Families Committee Report December 2014](#)

[Castlebrae Community High School Follow Through Report January 2016](#)

Alistair Gaw

Acting Executive Director Communities and Families

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11. Links

Coalition pledges P05 - 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 in need, 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 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

10am, Tuesday, 1 March 2016

Outdoor Centres and Outdoor Learning

Item number	7.9
Report number	
Executive/routine	
Wards	All

Executive Summary

The purpose of this report is to inform Elected Members about both recent and newly proposed developments at the Outdoor Centres (in particular an enhanced commercial approach) and to set this in the context of an updated Outdoor Learning Strategy.

Links

Coalition pledges	P42
Council priorities	CO2, CO4
Single Outcome Agreement	SO2, SO3

Outdoor Centres and Outdoor Learning

1. Recommendations

- 1.1 Note the progress regarding recent and proposed developments at our Outdoor Centres (in particular an enhanced commercial approach to facilitate future investment in the Centres).
- 1.2 Support the expectation that Primary Schools in Edinburgh choose Benmore or Lagganlia as their first choice of a fully serviced Residential Outdoor Learning week providing there is available space during the peak period of mid February through to mid November.
- 1.3 Approve the updated Outdoor Learning Strategy for the period 2016-2020.
- 1.4 Agree to receive a further report in September 2017 following the completion of an organisational review and the performance of the Outdoor Centres in the next full financial and academic year.

2. Background

- 2.1 The Sports and Outdoor Learning Unit operates two residential Outdoor Learning Centres. Benmore Outdoor Learning Centre in Benmore Botanic Gardens, Nr Dunoon and Lagganlia Outdoor Learning Centre in Glen Feshie, Nr Aviemore. These unique locations provide outstanding opportunities for pupils to experience outdoor learning within Scotland's two National Parks. Bangholm Outdoor Learning Centre is a non-residential centres based on Craighall Avenue in North Edinburgh (adjacent to Trinity High School). Bangholm focuses on technical advice, achievement awards (Duke of Edinburgh's Award, John Muir Award, JASS), training, specialised courses and provision of adventurous activity equipment.
- 2.2 The Residential Outdoor Learning Centres have been self funding since 2007. In the last financial year they generated between the two Centres a turnover in excess of 1.5 million that covered all salary, premises and supplies and services costs. A small self catering business providing lodge accommodation at weekends and holidays has been developed at Lagganlia Outdoor Learning Centre to support core educational delivery.
- 2.3 In the academic year 2013-14, 49 Edinburgh Primary Schools went to either Lagganlia or Benmore. However, a further 26 Edinburgh Primary Schools chose

to go elsewhere to an external provider. This resulted in a total estimated 'leakage' of funds in excess of £326K.

- 2.4 In 2014 a new management structure was introduced with a single Head Teacher and Principal Teacher managing the Residential Centres, the city based team and the Outdoor Learning Strategy as Edinburgh Outdoor Learning. This brought together a previously separate management, staffing, business support and financial structure.
- 2.5 Recent high level structural surveys have noted long term capital investments are required to both Residential Outdoor Centres buildings to ensure their long term sustainability.
- 2.6 On 21st June 2011 the Education, Children and Families Committee approved the Outdoor Learning Strategy for the period 2012 - 2015.
- 2.7 Outdoor learning is a dynamic and engaging context for the delivery of A Curriculum for Excellence. Education Scotland (Curriculum for Excellent Through Outdoor Learning 2010) , The Scottish Government (Learning for Sustainability Report 2013) and the General Teaching Council of Scotland (Standards for Registration and Standards for Career Long Professional Learning 2014) have all affirmed that regular and progressive outdoor learning is an entitlement for every pupil and should be used by teaching staff as an educational approach.

3. Main report

- 3.1 In line with the transformational change process an organisational review is currently taking place within the Residential Outdoor Learning Centres to further enhance and develop the delivery of Outdoor Learning. Key aspects include the alignment of management, instructions and business support functions to support the growth of both core educational and commercial business.
- 3.2 In partnership with Ernst and Young (EY) and their corporate social responsibility programme, the Outdoor Learning staff worked together to outline a commercial strategy to maximise the potential of the self catering business at both Lagganlia and Benmore. The pending organisational review aims to ensure staff are put in place to develop this and provide key income streams to support educational development and a capital investment plan for the buildings and infrastructure (see Appendix 1 for summary of the EY findings). A provision to carry forward any budget surplus generated in a financial year is required to ensure future investment in the centres can be facilitated.
- 3.3 The financial year is not yet complete but it is expected that over 7,000 pupils will have attended either Benmore or Lagganlia during 2015-2016. The Outdoor Centres are well supported by schools in Edinburgh. In the academic year 2014-15, 46 Primary Schools, 8 Secondary Schools and 2 Special Schools

participated in fully serviced residential weeks. However, some Primary Schools choose to go elsewhere. In academic year 2013-14 twenty six primary Schools used other providers creating a total 'leakage' of business of approximately £326K. In 2014-15 this 'leakage' figure was £388K. The annual estimated profit/surplus on this business is around £40K. It is therefore recommended that every Primary School is expected to choose Benmore or Lagganlia as their first choice of a fully serviced Residential Outdoor Learning week providing there is available space during the peak period of mid February through to mid November.

- 3.4 There is an additional 'leakage' (in excess of £36K in 2013-14 and £40K in 2014-15) in relation to our Special Schools using other Residential providers. Both of our Outdoor Centres are very capable of providing inspiring experiences for pupils with additional support needs (see case study example in Appendix 2). In order to make this happen we require specialised adaptive equipment that assist full participation in climbing, paddle sports and other adventure activities. It is hoped that an enhanced commercial approach can raise sufficient funds to purchase specialist equipment and support the additional costs of staff support and carers.
- 3.5 The annual leakage on Secondary Schools is £366K. Some Secondary Schools can simply not be accommodated (for example a full first year intake at a school like Royal High is over two hundred pupils and that exceeds the current capacity of the Centres). There also tends to be an additional focus on international trips. In the short term we are concentrating on reviving the fieldwork studies use of the Centres which was a significant focus back in the nineteen seventies and eighties. With this in mind new funding was secured to develop this in Secondary Schools (see point 3.9).
- 3.6 New residential courses in secondary school fieldwork, Duke of Edinburgh Award and Snow sports have been developed and implemented. Lagganlia was initially located to take advantage of the three ski slopes in the area and the opportunities for snow sports this provide the children and young people of Edinburgh. The use of Lagganlia for snow sports had declined due to overseas excursions, reduction in Scottish snow seasons and a reduction in qualified staff. Following investment in staff training, equipment and a new artificial slope, Lagganlia is now primed to benefit from the renewal of skiing in the Cairngorm area. Lagganlia Snow sports School has been developed and launched to provide both educational and commercial courses, with the guarantee of the artificial slope and or other adventurous activity provision if the weather makes snow sports unsuitable.
- 3.7 To meet the challenge of regular progressive Outdoor Learning for all pupils and through consultation and collaborative working with key partners an Outdoor Learning Strategy has been created for the period 2016 – 2020. Supporting the vision of regular, planned and quality Outdoor Learning experiences for all pupils the strategy is designed with four key development areas - In school, wider

participation, accessible to all and recognising wider achievement and attainment (see Appendix 3 for a copy of the proposed Outdoor Learning Strategy 2016 - 2020).

- 3.8 In 2015 the Outdoor Learning team worked to develop several key areas. Forty teaching colleagues completed a year-long professional development course in outdoor learning and received professional recognition from the General Teaching Council of Scotland. Numerous other CPD courses were delivered to support excursions, curricular development of outdoor learning and accredited achievement awards. This included organising in partnership with the International Unit and Parks and Greenspaces, a conference for 150 Edinburgh teaching colleagues at Napier University.
- 3.9 Grant funding (£38K) was gained from The Forestry Commission to employ an Outdoor Learning Development Officer, developing outdoor learning in secondary schools, with a focus on SQA qualifications and fieldwork. Two city based higher courses have been developed and piloted. Two residential pilot courses for pupils and two teacher development weekends are planned at Benmore and Lagganlia.
- 3.10 Growth continued in completion rates for both the Duke of Edinburgh and John Muir Award, including pioneering work with minority faith communities. A digital platform for Junior Award Scheme for Schools has also been developed in partnership with Friends of the Award Edinburgh. The Duke of Edinburgh celebrates its 60th Anniversary in 2016. To mark the significant presence and impact of the award in Edinburgh over the past 60 years, a celebration event is being held for volunteer award leaders at the City Chamber.
- 3.11 Staff members represented the council on key development groups working in partnership with other local authorities, including the representation of all local authorities on the Scottish Government/Education Scotland Learning for Sustainability working group and the development of a new mountain biking accreditation programme.
- 3.12 The development of skills for work through the student instructor scheme at the Residential Outdoor Learning Centres and the Modern Apprenticeship for Outdoor Learning in the city. The Modern Apprentice for Outdoor Learning, Cameron Wood received, 'The Modern Apprentice of the Year' Award through Pride in our People.
- 3.13 The continued development of key partnerships for the delivery of Outdoor Learning. This includes an All Ability Cycle Club was established in partnership with Cycling Scotland, at Bangholm, providing opportunities for people with additional needs to use a variety of adapted bikes. We have strengthened our relationship with Friends of the Award Edinburgh and The Green Team through new strategic partnership agreements. Friends of Lagganlia continue to support young people in financial difficulty to attend residential experiences at Lagganlia with their peers. We are now working to establish Friends of Benmore charity in

time for the 50th Anniversary of the opening of Benmore Outdoor Learning Centres in the autumn of 2016.

- 3.14 Support, advice and approval of over 700 excursions undertaken by schools and community groups including 71 international experiences. Support to the Polar Academy project in taking 10 pupils from 5 Edinburgh high schools on a polar expedition in Easter 2015, including a training week at Lagganlia Outdoor Learning Centre. The delivery of the first annual Convenors Challenge, an adventure race for secondary school pupils, highlighting the opportunities for Outdoor Learning in Edinburgh.

4. Measures of success

- 4.1 We can demonstrate quantitative data and we can also demonstrate qualitative impact through other indices - leadership, personal achievement, teamwork and confidence. We can also provide personal testimonials that demonstrate the positive and powerful benefits of a residential experience (see Appendix 2).

5. Financial impact

- 5.1 The Outdoor Centres are already an impressive example of transformational change and this was recognised by EY. The Centres are currently self funding and it is now envisaged that an enhanced commercial strategy can further assist in bringing in new income to support building investment and the acquisition of new equipment to enhance the quality of the experiences particularly for children and young people with additional support needs. A provision to carry forward any budget surplus generated in a financial year is required, this will ensure future investment in the centres can be facilitated.

6. Risk, policy, compliance and governance impact

- 6.1 The approach and recommendations in this report assist and are complementary to the current Outdoor Learning Strategy within Children and Families. There is no health and safety, compliance or regulatory implications arising from the report.

7. Equalities impact

- 7.1 A significant number of developments at the Outdoor Centres are specifically targeted at addressing inequality particularly new developments relating to disability sport (see case study example in Appendix 2).

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 The approach to consultation and engagement in ongoing with schools, self catering customers and our key partners.

10. Background reading/external references

- 10.1 Learning Away (Brilliant residentials and their impact on children, young people and schools): Paul Hamlyn Foundation (see appendix 4)

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11. Links

Coalition pledges	P42 - Continue to support and invest in our sporting infrastructure
Council priorities	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO4 - Our children and young people are physically and emotionally healthy
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 - Strategy Findings Ernst & Young (EY) 2 - Additional Support Needs 3 - Outdoor Learning Strategy 2016 -2020 4 - Learning Away (Brilliant residentials and their impact on children, young people and schools): Paul Hamlyn Foundation

Strategy Day Findings

Outdoor Learning

- ▶ High quality experience
- ▶ Nationally recognised as leading provider
- ▶ Good occupancy rates during term weeks
- ▶ Strong customer satisfaction and repeat bookings

Training Educators

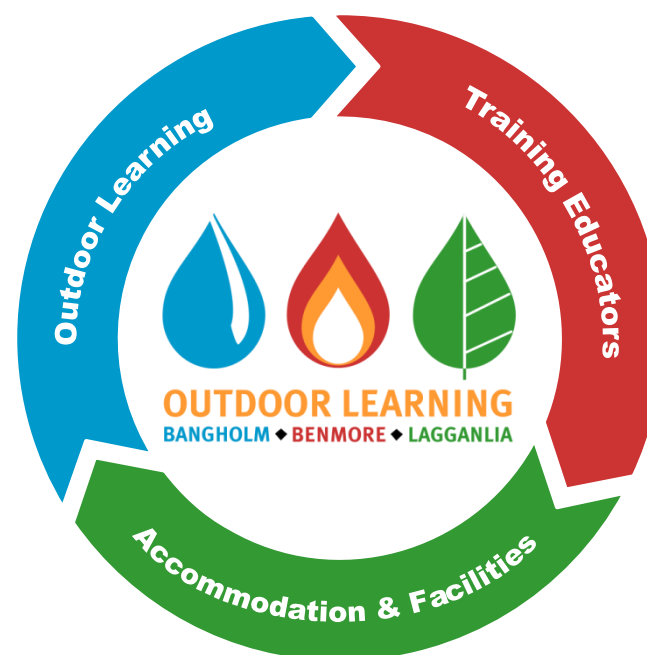
- ▶ Informing approach to Curriculum for Excellence
- ▶ Opportunity to support further integration of outdoor learning into curriculum across Scotland
- ▶ Significant support provided to CEC, at no cost

Accommodation and Facilities

- ▶ Lower utilisation outwith term weeks and at weekends
- ▶ Need for rolling capital plan, including facilities and equipment
- ▶ Opportunities for new revenue streams from existing infrastructure.

Emerging Vision

Delivering world class outdoor learning and supporting educators to embed outdoor learning in the curriculum



Our Priorities

- ▶ *Deliver high quality learning outcomes and experiences*
- ▶ *Develop confidence, resilience, team work and life skills*
- ▶ *Enable access for all, irrespective of ability to pay*
- ▶ *Sustain the legacy of Edinburgh Outdoor Learning*

Looking Forward

Key Challenges

- ▶ Expectation of contribution from EOL to support Council's financial pressures
- ▶ Need for prioritised investment to sustain quality of outdoor learning
- ▶ Need to support and develop current team to address future challenges

Potential Opportunities

- ▶ Maximise occupancy during core outdoor learning weeks
- ▶ Identify new revenue streams from existing assets e.g. ski slope
- ▶ Treat weekend and out-of term income as a separate commercial entity
- ▶ Enhance income from educator training and support

Key Activities

Project	Description
Financial Model	Develop a more comprehensive financial model and pricing strategy to manage and prioritise occupancy, operations and capital activities.
Non-core options appraisal	Consider different delivery models and market offers for weekends and out-of-term income generation.
Asset review	Establish comprehensive asset register and consider revenue opportunities and potential disposals
Capital Plan	Identify and prioritise investment requirements, with a focus on future revenue and quality of outdoor learning
Education Consultancy	Appraise options to enhance the revenue from current and enhanced training and materials to support educators.
Operating Model	Design the necessary staffing structure to support the delivery of future services.
External Support	Identify grants, benefactors and community benefit clauses to support core activities.

Appendix 2: Additional Support Needs

This is a thank you letter to Nick March, our Senior Instructor at Lagganlia from a parent of a pupil at Craigentenny Primary School who has spina bifida. It illustrates our ability to transform the lives of children with additional support needs. Undoubtedly, the staff at both Outdoor Centres have the skills, experience, patience and commitment to deliver these opportunities.

However, on this occasion we had to borrow the adaptive equipment from an external agency. By chance and by personal persuasion of the Senior Instructor it was available. Our view is that we need to invest in this equipment.



Beau Rendall starting his ascent.

Hi Nick,

I just wanted to say a huge thank you from Beau and myself for making a little boy very happy. That is probably the biggest understatement imaginable as you didn't just make him happy, you have changed his life forever.

No longer does Beau feel that he "cannot". He now knows that he very much "can".

We never thought Beau would ever come to "camp" with the rest of his classmates. Even after it had all been arranged and we knew he was actually coming, we still thought he would be very much coming along in an attempt to be inclusive, but with the very real risk of making him feel even more ostracised. I was prepared to keep him entertained while the others went off to activities which he could not accompany them on, never mind actually participate in. I was ready for the crushing disappointment when he was told he could not take part or when we found there was no way to get him to an activity. The very real possibility that he would not be able to actually join in with any of the activities, but at least he would have come to camp with his classmates .

What I was not prepared for were the enormous possibilities which have just opened up for Beau. I still cannot quite believe that he has now climbed a tree. Not just a tree, but a bl**** big tree! Not only that, but he has canoed....on his own! Not with someone else paddling or holding him up, but entirely on his own. He has not just competed, but actually come fourth in an archery competition with his peers. Not other disabled children, but able bodied children.

I could never have imagined that coming to camp could be like this for a child like Beau. I have never heard of such remarkable inclusion. I know many parents of disabled children and I feared Beau would be added to their tales of exclusion, rejection, humiliation, dejection, isolation, disappointment and dismay.

I could not have been more wrong or more delighted. I am not exaggerating when I say this will change Beau's life. Until now Beau has very much felt that he cannot do just about everything that his peers, his siblings and everyone

else can. A gateway has now opened for Beau through which he can see endless possibilities. For if he can climb a tree and paddle a canoe, then what else can he do?

I know this has only been made possible by your determination, imagination and passion for inclusion - that and the incredible generosity of your friend whose equipment you borrowed (and who I hope I get the chance to meet in order to thank him too.) I also know the kind of difference you can make to many other children like Beau's lives if you had this kind of equipment permanently.

If there is anything I can do to help you achieve that goal, then please let me know. I would love to help. Thank you for all you have done for Beau. We are forever in your debt.

I wanted to add a huge thank you to all your fantastic staff. They have been amazing - especially Jude and TJ. And also a huge thank you to Andy for the use of his incredible boat. Thank you everyone.

Kind regards

Tracy Rendall

Footnote: Since returning to Edinburgh Beau Rendall has won a para climbing competition at EICA Ratho

Outdoor Learning Strategy

2016 – 2020

DRAFT – 27/01/2016



1. Vision

‘The journey through education for any child in Edinburgh must include a series of regular, planned, quality Outdoor Learning experiences’

2. Rational

Education Scotland¹, The Scottish Government² and the General Teaching Council of Scotland³ have identified Outdoor Learning as an essential element of a young person’s development and as an entitlement of Curriculum for Excellence and Learning for Sustainability. Outdoor Learning is a dynamic and engaging context for the delivery of the Curriculum for Excellence and for learning about the natural world and provides a wealth of transferable skills directly related to the development of the four capacities.

By 2020 all City of Edinburgh Council educational establishments will have Outdoor Learning embedded throughout the curriculum. Educational establishments will see the outdoors as key environment for learning and be able to use their grounds and local green spaces effectively. Educators will be supported and trained to apply appropriate pedagogies to the outdoor environment, providing a safe and engaging context for learning. Pupils will see the outdoors as part of their classroom and be more informed about sustainable living, the natural world and being physically active in their playgrounds and beyond. City based and residential outdoor learning courses are a key element of a pupils experience and enhance school based outdoor learning.

Outdoor Learning will be accessible to all pupils and provision will be available to meet the needs of all learners and developing the potential of those pupils who excel. Pupils will also have the opportunity to engage in the outdoors in their communities, through extra-curricular provision, outdoor sports and the voluntary youth sector. Wider achievement and attainment will be supported and recognised through accredited awards delivered both in and out with school.

1 Curriculum for Excellence through Outdoor Learning – Education Scotland 2010

3. Partnership Working

The Outdoor Learning strategy is delivered through partnership working between the Sports and Outdoor Learning Unit, other council departments and key partnership with local and national organisations. These include:

Adventure Edinburgh	The Green Team
Bridge 8	The John Muir Trust
The Duke of Edinburgh Award	My Adventure
Forestry Commission	National Governing Bodies
Friends of the Award	National Park Authorities
Friends of Lagganlia	Royal Botanic Gardens Edinburgh

In addition the Outdoor Learning strategy is developed and delivered alongside:

- CEC Early Years Strategy
- CEC Play in partnership – A play strategy for the City of Edinburgh
- CEC Parks and Greenspaces Strategy
- CEC Sport and Physical Activity Strategy

4. Key Development Areas

To deliver the vision for Outdoor Learning, four key areas of development have been identified. These areas are:

- In School
- Wider Participation
- Accessible to all
- Recognising wider attainment and achievement

Development Area 1 - In School

Outcome: Early Years Establishments, Primary, Secondary and Special Schools are places where pupils learn outdoors on a regular basis. The educational experiences are well planned and have clear links to Curriculum for Excellence, supporting the outcomes of Learning for Sustainability. This is delivered by a well trained workforce which is confident in working outdoors in a safe and supportive environment following the CEC excursions policy. Bangholm, Benmore and Lagganlia Outdoor learning Centres are a fully integrated part of a pupils 3 – 18 progressive journey providing both city based and residential outdoor learning courses.

What?	Who?	When?
1.1 City based and residential Outdoor Learning courses are reviewed, and developed with links to CfE meeting the needs of all learners.		
1.2 Progressive pathways (3-18) are developed for Outdoor Learning including SQA Qualifications.		
1.3 The excursions policy, processes and training supports Children and Families staff in delivering safe Outdoor Learning experiences		
1.4 Buildings, equipment and resources are well managed, renewed and shared across the Sports and Outdoor Learning Unit to support the development of Outdoor Learning.		
1.5 Outdoor Learning is delivered in school grounds, in the local area and on residential and international excursions.		
1.6 Lead Teachers in Outdoor Learning are trained and supported to develop Outdoor Learning in their own schools and in partnership with cluster and neighbourhoods colleagues		
1.7 Forest Education is developed and expanded.		
1.8 A comprehensive programme of CPD and CLPL supports staff from across the city in confidently and safely delivering Outdoor Learning.		
1.9 The Sports and Outdoor Learning Unit workforce is well trained and has a clear succession plan. An integrated student programme support the development of the next generation of outdoor instructor. A volunteer programme is developed working alongside key partners.		

Development Area 2 - Wider Participation

Outcome: There are clear pathways for participation and progression both in school and the within the wider community. City based and residential extracurricular programmes provide opportunities to try new outdoor activities and sports, alongside a series of outdoor clubs delivered with active schools, community sports hubs, CLD and key partners. Through this wider engagement key outdoor sports are developed and events delivered.

What?	Who?	When?
2.1 Extracurricular programmes are delivered in the city through Bangholm and key partners.		
2.2 Residential extracurricular programmes are delivered at Benmore and Lagganlia		
2.3 Pathways for progressive and competitive engagement in the outdoors are identified, supported by Active Schools; Community Sports Hubs, CLD and the wider community. New clubs are developed to meet demand.		
2.4 An annual calendar of Primary, Secondary and special school events offer opportunities for both participation and competition		
2.5 In partnership with Active Schools, cycling is developed as a key skill for life and all pupils have the opportunity to learn and progress		
2.6 Orienteering and climbing are developed through training and support as a core part of school PE provision and has clear progression to existing and new club links.		
2.7 Snow sports, sailing and canoeing are developed at the residential outdoor centres to provide tailored term time and holiday programmes		
2.8 Key partners and the wider voluntary youth sector are engaged and supported in the delivery of community based outdoor learning		

Development Area 3 - Accessible to All

Outcome: Outdoor Learning is accessible to all children and young people both within school and in their communities. No child is excluded from core educational outdoor experiences due to lack of financial resources or additional needs. Programmes are delivered to support those from minority backgrounds and looked after and accommodated pupils. Children and young people who have a high level of ability in outdoor sport are identified, supported and have a clear progressive competitive pathways available

What?	Who?	When?
3.1 Financial support is available to support participation in outdoor learning courses through CEC and partner charities. New opportunities for charitable support are explored and developed.		
3.2 Courses, buildings and equipment is developed to provide opportunities for pupils with additional needs to fully participate in outdoor learning course alongside their peers. Staff are fully trained and confident in working with the full range of children and young people who access our service.		
3.3 Minority groups are engaged and barriers to participation in residential outdoor courses are explored. Residential and city based solutions are developed. Materials for outdoor learning course are available in variety of languages.		
3.4 Children and young people who are looked after and accommodated have equality of opportunity for outdoor engagement through excursions, city based and residential Outdoor Learning courses.		
3.5 The developing potential programme identifies children and young people who have an interest and ability in outdoor sport and provides progressive competitive pathways in climbing, cycling and orienteering.		

Development Area 4 - Recognising wider achievement and attainment

Outcome: Children and young people's commitment, effort and successes in the outdoors are celebrated and recognised through wider achievement and attainment awards. These awards are available across a range of schools, outdoor centres and community centres. The awards have clear links to Curriculum for Excellence and enable the development leadership skills.

What?	Who?	When?
<p>4.1 The opportunity to start a Duke of Edinburgh Award is available to all young people through either a school or community based group. Along with a growth in completion levels all young people are able to progress to the next stage of the award. The outdoor centres provide support through expedition training and residential activities.</p>		
<p>4.2 The John Muir Award is widely available in both schools and community groups. Opportunities for quality conservation tasks are supported through the council, key partners and community groups. Leadership qualifications in award delivery are piloted and developed. The Award is available at our outdoor learning centres.</p>		
<p>4.3 The Junior Award Scheme for School continues to be a key partnership between FOTA and the Sports and Outdoor Learning Unit. eJASS is well established and school clusters support progression from bronze to gold level. The award programme has been reviewed to ensure relevance and accessibility.</p>		
<p>4.4 Progressive outdoor skills awards are provided as part of both Outdoor Learning courses, community and club provision.</p>		

5. Action Plans

Annual action plans will be produced, implemented, scrutinised and reviewed to show the work being progressed in each development area and the next steps required. These action plans will be delivered by the Sports and Outdoor Learning Unit in partnership with a number of other council departments, local partners and national organisations. The strategy and action plans are managed by the Outdoor Learning Strategy Group.

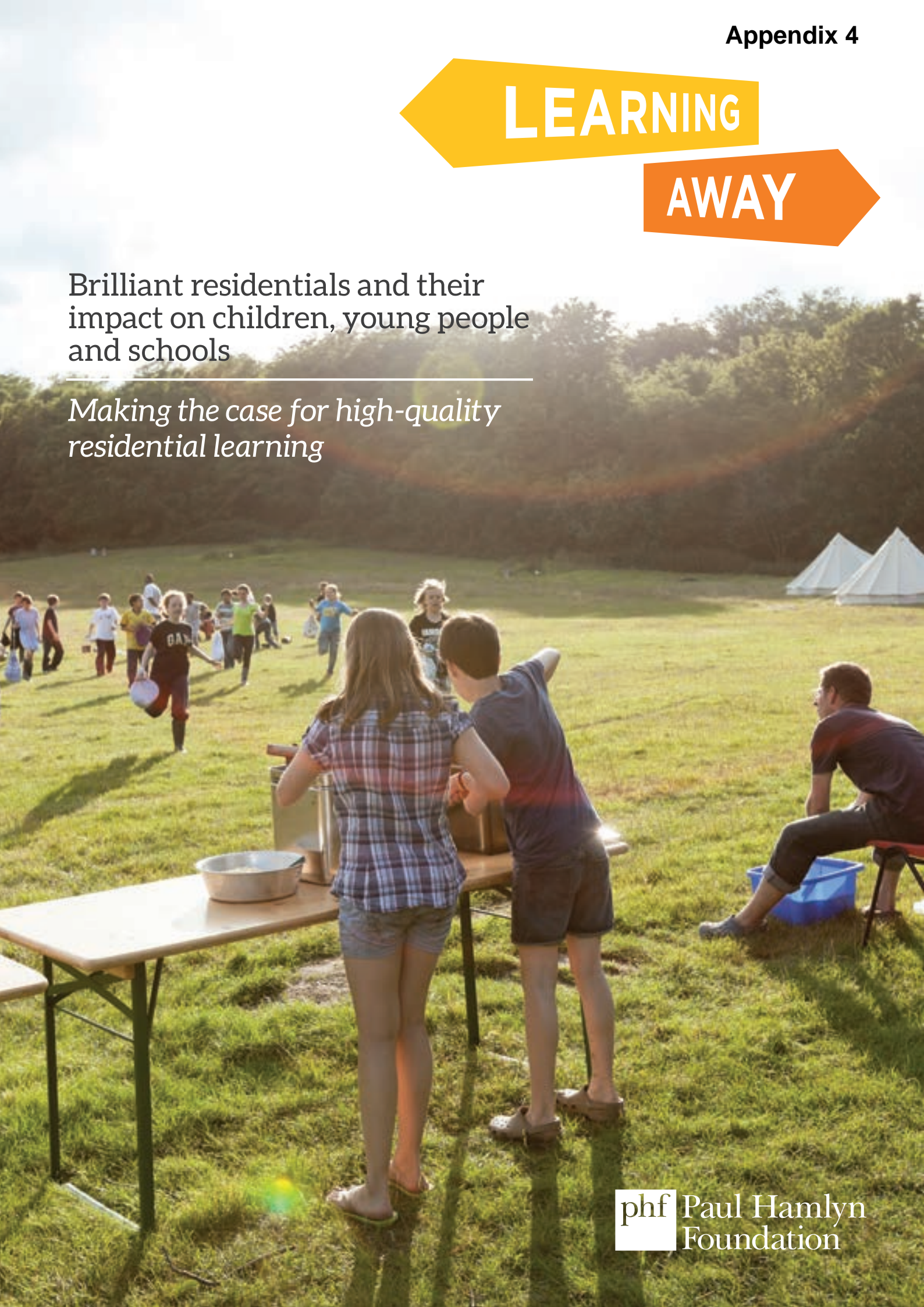


LEARNING

AWAY

Brilliant residentials and their impact on children, young people and schools

Making the case for high-quality residential learning



Contents

“Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residential are fully integrated with a school’s curriculum and ethos.”

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Foreword

I have always argued passionately for the benefits of residential trips for all young people who attend state schools.



of learning. I call it - quite wrongly, but to make the point - ‘traumatic’ learning. Residential are examples of such high-impact events.

These two prejudices - for that is what they are - have always been confirmed for me by talking with teachers and experts who have vast experience of residential trips. I have visited more than one school when, on a Friday following a residential, teachers accompanying that week’s trip have collapsed in the staff room, agreeing that despite their exhaustion they ‘wouldn’t have missed it for the world’. Time and again they then regale the rest with stories about children whom they have seen in a new and better light. Part of the currency and ethos of such schools lies in these shared residential experiences.

The unanswered questions, however, crowd in. How do we optimise follow-up? Is there a good time of the year to go? Is it possible to combine one overt primary purpose with others; for example a field trip for history with subtexts for creative writing and practical maths skills? How do we organise the school timetable so that residential aren’t seen as disruptive? How do we get the hard evidence to persuade more headteachers to provide these experiences for all students? How do we get young teachers to make residential part of their professional DNA?

These are some of the questions that Learning Away has sought to explore. I could go on (there are many more), and I do not pretend that you will find ‘beyond doubt’ answers in what follows. But you will not finish your reading without having cause to think.

The staff who have led this programme have shone a bright light on a much neglected area of schools’ work; one which is vital in improving the chances of young people growing up to be fulfilled, and best able to contribute to the fulfilment of others.

Sir Tim Brighouse

Former London Schools Commissioner and Visiting Professor at the Institute of Education
June 2015

In the past I have even resorted to all sorts of tactics and strategies (which wouldn’t have borne close scrutiny) as from time to time I have sought to defend the very existence of residential centres in the face of public spending reviews, first in Oxfordshire and then in Birmingham when I was Education Officer in those places in the late ‘70s and early 2000s. So you can imagine my delight when the Paul Hamlyn Foundation decided to set up and give considerable funds over five years to Learning Away.

My arguments for the value of residential education have always rested more on intuition and personal observations than on data-backed research. Over their first 16 years children are in school for about 15-20% of their waking time, with the enormous balance in their homes or the community. That’s why home background and good parenting are so important - but it’s also why time spent in school matters, and why we need to make the most of it. Having a residential at once raises the time available for influencing the child to 100%, at least for the duration of the trip. Secondly I have always thought that there are events so keenly anticipated by students and so out of the ordinary that they heighten the chance

Introduction to Learning Away

Since 2009 Learning Away has been working closely with sixty primary, secondary and special schools to demonstrate the positive impact that high-quality residential learning can have on learner engagement and achievement, on peer and teacher-student relationships, and on the powerful professional development opportunities it can provide for staff.



During the initiative, our partner schools have developed and tested a huge range of new and exciting residential programmes, for example working to boost GCSE attainment, support transition, or inspire KS2 writers, with experiences ranging from camping in school grounds to a four-night stay at Hampton Court Palace. It has been a privilege to work with them, draw together their learning and support them to share it with others.

The Learning Away website now hosts over seventy good practice case studies, alongside material to help 'make the case' for residential experiences to school leaders, governors, parents and Ofsted. Writers from our partner schools have helped us to produce a series of practical resources for teachers and visit leaders, including planning information, activity ideas, downloadable templates, presentations and films. These materials are being shared and recommended by peers - via the website, locally and via social media - and their influence on schools and residential providers can already be seen.

The current phase of Learning Away ends in September 2015. The Council for Learning Outside the Classroom and a growing group of like-minded partners are working with us to build on the learning and help us ensure that the policy and practice recommendations emerging from this initiative are taken up by schools and providers nationwide.

Peter Carne OBE
Project Leader, Learning Away
June 2015

The impact of Learning Away has been evaluated throughout the initiative, using survey and focus group data and testing hypotheses that emerged from the first two years of action research carried out with the schools. In June 2015 York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that brings about such powerful positive outcomes for young people long after their return to school.

This publication summarises York Consulting's key findings and our recommendations - for schools, residential providers and policymakers - developed with our partner schools as a result of our shared experience.

Learning Away and brilliant residentials

As a result of working over five years with our partner schools we have begun to understand what we mean by high-quality residential learning, and have coined the phrase 'brilliant residentials' to describe these experiences.

Brilliant residentials are school trips with at least one overnight stay, which are:

- led by teachers (and, where appropriate, students)
- co-designed with students
- fully integrated with the school curriculum and ethos
- inclusive and affordable for all students
- deliberately planned to meet students' specific learning needs
- part of a progressive programme of experiences
- designed to include a wide range of new and memorable experiences

- designed to allow space for students to develop collaborative relationships with both peers and staff
- evaluated rigorously
- planned so that learning is embedded and reinforced back in school
- supported by senior leadership.

In their final evaluation report, our independent evaluators have provided evidence confirming that, by working in this way, schools can achieve significant breakthroughs in learner engagement and progress, while achieving positive outcomes for teachers and the school as a whole.



Why brilliant residential?

Residential provide the opportunity and experience of living with others.

This transforms relationships and develops a strong sense of community and belonging between staff and students involved. Our evaluators found that this sense of community supports a wide range of positive social and learning outcomes long after the return to school.

So what is it about the residential that uniquely builds this lasting and impactful sense of community? And how does this experience translate into short, medium and long-term outcomes for students?

This diagram sets out our theory about the changes that happen to learning through brilliant residential experiences.

Residential bring:

The overnight stay and an intensity of experience

- Extended time away from home
- A new environment and routines
- Fewer distractions
- Opportunities to work intensively and be immersed in learning
- A collaborative community environment
- Unstructured time

A new context for relationships

- Opportunities to break down existing barriers, hierarchies and power relationships
- Students and teachers work more collaboratively in unfamiliar surroundings on unfamiliar tasks
- The teacher is not automatically the expert
- Residential are a leveller for students and staff
- Opportunities to develop and practise key social skills

Different and varied opportunities to experience success

- A wide range of practical and physical challenges
- Opportunities for everyone to be successful at something
- Opportunities to overcome fears
- Immediate opportunities to revisit and build on learning experiences

New ways of learning

- A safe space to explore new ways of teaching and learning
- Focus on real-life activities and experiences
- Increased levels of student responsibility

Which in the short and medium term lead to:

Enhanced relationships

- Students and staff trust each other
- Students feel more able to ask staff for help
- Students feel more comfortable with each other
- Students are more able to empathise
- The sense of community is sustained

Improved engagement and confidence in learning

- Increased motivation and engagement
- Improved behaviour and attendance
- Increased participation in lessons
- More enjoyment of learning
- Enhanced confidence, resilience and wellbeing
- Increased ability to overcome challenges and try new activities

New and developing skills and understanding

- New learning continues to develop, including skills in: independent learning; study and research; self management; communication; team working and problem solving
- Deeper and better understanding of specific subjects/topics
- Developing vocabulary
- Improving creativity
- Meaningful opportunities to develop and practise leadership skills
- Increased ability to apply learning and skills in new contexts

Which in the longer term lead to:

- Improved achievement, progress and attainment
- Improved knowledge, skills and understanding
- Improved relationships
- Improved engagement
- Improved behaviour and attendance
- More successful transition experiences (at all key stages)
- Raised aspirations
- Greater cohesion and a sense of belonging
- Enhanced trajectories to work, sixth form, further and higher studies



Impacts and benefits

Five years of independent evaluation have produced strong evidence about the numerous positive impacts of Learning Away for participating students, staff and the wider school community. This evidence shows that Learning Away residentials:

Improve students' engagement with learning

The different learning environment and deeper relationships on residentials contributed to improved engagement with learning, including positive changes in behaviour and attendance.

"Before going on the trip I hated school, but now I just love it. I love to learn about maths, literacy and science."

(Primary Student Focus Group)

"They're not only engaging in the actual learning, but they're engaging in assessing themselves, working out their weaknesses and then progressing. They're taking ownership of their own learning."

(Staff Focus Group)

79% of secondary students indicated that the residential had made them realise that what they learn at school is important to them.

Improve students' knowledge, skills and understanding

Staff and students felt that residentials supported their knowledge, skills and understanding in a variety of ways.

"It showed me how to study, what's effective. Now I know what's best for me."

(Secondary Student Focus Group)

"It was a lot easier to understand stuff there, so I think my understanding back in school is going to be better. You can reflect back to stuff you've seen, so I think I can use it again and again."

(Secondary Student Focus Group)

In long-term follow-up surveys, 82% of KS2 pupils said their teachers and lessons on the residential helped them learn; 60% of secondary students felt they had a better understanding of what they were trying to learn.



Support students' achievement

Teachers saw the impact of residentials on achievement in school through:

- increased progress in learning
- improved confidence and motivation
- students having a better awareness of their strengths and weaknesses and knowing what to do to improve
- a more collaborative approach to learning.

61% of students who attended Calderglen's Drama residential achieved higher than their predicted grade, compared to 21% who did not attend.

"The sense of being 'in it together' and mutual encouragement went a long way towards supporting weaker performances and producing a higher attainment for some of the less confident or able candidates. This was something which could almost certainly not have been generated in a school setting."

(Staff Focus Group)



Foster deeper relationships

Students developed social skills and skills to form new relationships on residentials and these skills and the relationships they supported were sustained back in school.

In long-term follow-up surveys, 79% of KS2 pupils said, because of the trip, they knew teachers better; 65% of secondary students said their teachers had a better understanding of how they liked to learn.

"I think it probably helped the quiet ones. You can see them building relationships with other students and feeling more comfortable with them. They wouldn't have done this in school."

(Staff Focus Group)

Relationships between staff and students became more trusting and respectful. Students got to know teachers as individuals; staff gained a better understanding of their students and how best to respond to them.

In long-term follow-up surveys, 84% of secondary students and 71% of KS2 pupils said that because of the residential, they get on better with the other pupils in the class.

"The student-teacher relationship built in a week on residential is similar to that of a relationship built over an entire year in a normal class situation."

(Staff Survey)

"In school you see teachers as scary and strict but on the residential trip they're so much nicer. You see them as normal human beings."

(Secondary Student Focus Group)

Improve students' resilience, self-confidence and well-being

Increased confidence was the most common outcome of residentials identified by students and staff. Students were more willing to ask for help, try something new including 'scary things', push themselves and participate in class; they also had more self-belief.

78% of KS2 pupils and 87% of secondary students felt more confident to try new things they would not have done before the residential.

"Their confidence has increased. They hold themselves in higher esteem. We're very good in schools at judging on levels and recording achievement based on targets. Camp showed them that we're able to value them in different ways."

(Staff Focus Group)



Boost cohesion and a sense of belonging

The sense of community and the memorability of experiences on residentials helped boost cohesion and a sense of belonging amongst participants both on and after them. Staff and students put this down to teamwork, stronger relationships and getting to know people with whom they did not normally work.

"You feel more part of the school now you know more people."

(Secondary Student Focus Group)

82% of secondary and 75% of KS2 students said that their residential experience helped them realise they could get on with people from other classes or schools.

Provide opportunities for student leadership, co-design and facilitation

Residential experiences were enhanced through student involvement in their design, planning and delivery. Impacts were particularly notable for student leaders, who said leadership experiences improved their organisational, presentation, communication and listening skills, and their independence and maturity.

"I think it's made me more organised. When I'm doing a session now I know what I need to do, how I need to do it, how long I've got. Whereas, when I started I just did it until I was told to stop. I think I've become my own type of boss. I work independently without any advice."

(Student Leader Focus Group)

Their peers also valued student-led aspects of residential in terms of developing their understanding, confidence to ask questions and clarify understanding, as well as their levels of enjoyment.

"We were getting taught by students so it was kind of fun. It was better because you didn't have as much pressure as you would with the teacher. You understand each other."

(Secondary Student Focus Group)

Prior to the residential only 40% of secondary students felt that they could be role models to others; after the residential this figure rose to 67%.

Smooth students' transition experiences

In partnerships focussing on primary-secondary transition, staff from both phases stated that a residential was "worth half a term" in terms of gains students made in acquiring skills and relationships helpful for the secondary school environment. Secondary teachers benefited from getting to know new students in a relaxed environment and developed a better understanding of their needs prior to transition.

"The fact he's come to high school knowing staff he can really trust has had a big effect on him."

(Secondary Staff Focus Group)

Post residential, 67% of KS2 pupils said they found it easier to make new friends because of the residential.



Widen and develop teachers' pedagogical skills

Teachers said residential gave them time to reflect on their practice and their teaching became more experimental and flexible; they were more willing and confident to take risks and try new methods. They were also more trusting of their students and linked this to the improved relationships developed on residential.

"My teaching is much more kinaesthetic, more practical, more moving around, it's trusting the kids a little bit more. Before the residential, I was probably a little bit afraid about doing that sort of thing, whereas now I know I can handle it, it's fine and I'm getting much more positive results from it."

(Staff Focus Group)

Residential impacted on curriculum delivery, particularly the development of integrated and thematic approaches, and provided opportunities for staff to share practice and increase their awareness of cross-curricular learning opportunities.

Residential also offered important professional development opportunities, and supported staff to gain a better understanding of their students' skills and needs.

78% of staff involved felt that Learning Away had a 'significant' or 'transformative' impact on their understanding of their students' strengths and limitations.

Visit www.learningaway.org.uk for more detailed information about the impacts of Learning Away and to download the full evaluation report.

Developing brilliant residential

Everything schools and providers need to make the case for, plan, deliver and evaluate the impact of brilliant residential is available on the Learning Away website.

Do you need persuading, or need to persuade others? Explore our 'Brilliant residential' and 'Impacts' sections to find evidence about the differences residential make, and our thinking about what makes them brilliant.

Are you looking for inspiration? Browse our 70 case studies written by staff from the school partnerships covering primary, secondary and special school residential.

Do you need some detailed help with planning and delivering brilliant residential? Take a look at our 'Getting Started' and 'Resources' sections. Written by teachers and school leaders, the resources provide guidance, practical tips, and downloadable templates to support residential with a wide range of aims, experiences, and age groups.

Find out how to:

- integrate your residential programme with the curriculum
- plan your residential to meet specific learning outcomes
- plan and deliver lower-cost residential that also offer more opportunities for more students to participate
- work with students to co-construct residential learning
- foster student leadership on residential and build on these benefits back in school
- provide residential specifically for Early Years and Key Stage 1 children
- provide residential for young people with special educational needs
- use residential with families to support young people struggling in school.



Visit www.learningaway.org.uk to discover more about how to develop your brilliant residential.

Recommendations

The independent evaluation of Learning Away in our partnership schools shows powerful, cumulative, positive impacts from high-quality residential learning, particularly when this learning is fully integrated with the school's curriculum and ethos. The strength of the evaluation evidence suggests that high-quality residential learning provides opportunities, impacts and benefits that are very hard to achieve in any other educational context.

Given its potential, it is clear that we need to make a cultural shift away from viewing high-quality residential learning as an enrichment activity to a position where it is firmly embedded as part of each young person's entitlement. Therefore, Learning Away makes the following recommendations, which we are convinced will not only support the development of high-quality residential learning, but also encourage the shift from enrichment to entitlement.

In order to provide brilliant residential learning, schools should:

1. Provide a range of inclusive residential experiences that progress throughout each phase of education and are integrated with class-based and learning outside the classroom (LOtC) activities. The learning on residential should be planned:
 - with clear learning objectives based on students' needs
 - collaboratively by school staff, venue staff and students
 - so that the experiences are embedded and reinforced once back in school.
2. Work closely with residential providers during the planning process to ensure the right mix of activities and delivery – both logistically and in terms of different approaches – and feel confident to ask them for flexibility.
3. Recognise and plan for the value of informal social time during residential learning – the transformed relationships that happen during this time are crucial to residential learning's sustained impact.
4. Plan for rigorous evaluation as an essential part of the residential programme using both quantitative and qualitative methods that enable staff to understand, develop and confirm the value of their practice.
5. Develop a climate that supports healthy risk-taking around learning and teaching that will encourage helpful changes to pedagogy both on residential and back in school.
6. Develop staffing and support structures, and CPD, to assist teachers running residential learning. The commitment of headteachers and senior management teams is key to effective and sustainable residential programmes, and a critical factor in successfully embedding the learning.
7. Look across the wider school community for residential expertise and, when appropriate, for volunteer adults and/or student leaders.
8. Work in partnerships with other schools to plan and deliver residential programmes, provide support and training, develop creative solutions, share equipment and resources, combine purchasing power and share findings and practice.
9. Develop inclusive residential programmes by investigating lower-cost residential learning and using Pupil Premium to support students who would not otherwise be able to attend.
10. Seek opportunities to use residential learning to support students through key transition points.

In order to promote and support brilliant residential learning, providers should:

1. Draw on the findings from Learning Away to inform their residential offer and approach to working with schools.
2. Publicise the benefits of residential learning experiences for young people of all ages, and the range of opportunities they offer, to a wide audience using local and national networks.
3. Direct schools and policymakers to the Learning Away research evidence and website.
4. Publicise the unique nature of the overnight stay and the opportunities this offers for learning, teaching and relationship-building.
5. Promote and support the development of curriculum-integrated, inclusive and progressive residential programmes, encouraging schools to recognise that residential learning should be an entitlement rather than an enrichment activity.
6. Work collaboratively with teachers and students to both plan and deliver high-quality residential learning programmes, ensuring they are tailored to the needs of students and schools.
7. Support schools to include and make good use of informal social time as part of their programme by being clear about its benefits to relationship building.
8. Evaluate the impact of their residential programmes rigorously, working in partnership with schools to do so and sharing evidence with them.
9. Support lower-cost residential models by, for example, offering:
 - camping opportunities (sites, equipment, support)
 - shorter residential learning
 - more opportunities for teacher-led activities.
10. Draw schools' attention to the use of Pupil Premium and other funding opportunities for residential learning, and help schools evaluate the impact of this funding.

In order to facilitate and support the development of brilliant residential learning, we encourage policymakers to:

1. Recognise and promote the ways in which residential learning can impact on curriculum reviews, and their design and delivery in schools, across the UK.
2. Promote the clear links between the impact of residential learning on resilience, confidence, and 'grit', and the current focus on character education in schools.
3. Recognise the opportunities that residential learning experiences provide to support the current focus on promoting children and young people's emotional health and wellbeing.
4. Promote the impact of residential learning on families as demonstrated by Learning Away, linking these to the family support agenda.
5. Publicise the findings of the Learning Away programme to the informal education sector; the findings of Learning Away have implications for children and young people beyond their lives in school.

In order to further understand brilliant residential learning and their impact, we have identified the following areas that would benefit from further research:

1. The impact of residential learning experiences on attainment.
2. The longer-term impacts of residential learning experiences.
3. The impact of residential learning experiences on students' emotional health and wellbeing.
4. Effective strategies for reinforcing and embedding residential learning.
5. The benefits of residential learning experiences in the non-formal youth sector.

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The Paul Hamlyn Foundation is one of the UK's largest independent grant-giving organisations. We aim to help people overcome disadvantage and lack of opportunity, so that they can realise their potential and enjoy fulfilling and creative lives. We have a particular interest in supporting young people and a strong belief in the importance of the arts. In June 2015 we launched six new strategic priorities for change in the UK, building on our existing commitments and experience. Between 2007-15 PHF operated a broad Education and Learning programme, using a blend of open grants and larger Foundation-led initiatives to support the development and dissemination of new ideas with potential to make a significant contribution to young people's learning and achievement. Learning Away was one of these Foundation initiatives, delivered in partnership with expert consultants and sixty schools in England and Scotland.

Find out more at **www.phf.org.uk**

Participating school partnerships

"Before going on the trip I had hated school but now I just love it. I love to learn about maths, literacy and science. I think it's just changed me basically, changed my abilities."

Year 4 pupil, The Pilot Partnership (East EAZ)



“Learning Away confirms, adds to and deepens the existing research base by its specific focus on the residential experience. Most important is its articulation of a ‘theory of change’ that explains how learning is enhanced through the residential experience. This proposition makes it abundantly clear that in education residentials are, almost without exception, the gift that keeps on giving.”

Professor David Hopkins, Professor Emeritus at the Institute of Education, Executive Director of Adventure Learning Schools



“When I was at Hampton Court there was just loads of stuff to inspire me. I probably did more hours of work in that one week than I did in the whole term, I just had so much inspiration from it.”

Year 10 student, Canterbury Academy

Since 2009 Learning Away has worked with 60 schools across the UK to develop, test and evaluate what we now describe as ‘brilliant residentials’. Residential learning is ‘brilliant’ when it is led by teachers, co-designed with students, and fully integrated into the curriculum. Our independent evaluators have found that, by working in this way, schools can achieve significant breakthroughs in learner engagement and progress, while achieving positive outcomes for teachers and the school as a whole.

Supported by the Paul Hamlyn Foundation, this publication shares key recommendations for teachers and school leaders, residential providers and education policymakers.

The Learning Away website hosts more than 70 inspiring good practice case studies, plus material to help make the case for residential learning to school leaders, governors and Ofsted. Our free resource packs, written by teachers and school leaders, share guidance, practical tips and downloadable templates, and are designed to help schools plan and deliver their own brilliant residentials.

Download the resources at www.learningaway.org.uk

Join the conversation at www.twitter.com/learningaway

Education, Children and Families

10am, Tuesday, 1 March 2016

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

Item number	7.10
Report number	
Executive/routine	
Wards	All

Executive Summary

In September 2014, the [annual report on Support to Children and Young People with Disabilities](#) provided an overview on performance and planning in relation to support to families who have a child with a disability. This report is to update the Committee on the progress over the last eighteen months.

Links

Coalition pledges	P1
Council outcomes	CO1, CO3
Single Outcome Agreement	SO3

Support to Children and Young People with Disabilities - Annual Progress

1. Recommendations

- 1.1 Note the progress made within social work services for children and young people with disabilities.
- 1.2 Requests a further report on progress in March 2017.

2. Background

- 2.1 The legislative base for the current provision of services for children and families affected by disability is underpinned by the [Children \(Scotland\) Act 1995](#) to:
 - 2.1.1 Minimise the effect on a disabled child within the authority's area;
 - 2.1.2 Give these children the opportunity to lead lives as normal as possible;
 - 2.1.3 Carry out an assessment of the child/young person and family.
- 2.2 The [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) came into effect on 1 April 2014, and enshrines the Scottish Government's strategy for self-directed support (SDS) in legislation and places a number of duties on local authorities.
- 2.3 Self-directed support gives those children and their families who are eligible, control over a personal budget and allows them to choose how it is spent on support which meets their identified needs and agreed outcomes.
- 2.4 Self-directed support offers four options for getting support. The person's individual budget can be:
 - 2.4.1 Option1: taken as a direct payment (a cash payment);
 - 2.4.2 Option2: allocated to a provider the individual chooses. The council or funder holds the budget but the person is in charge of how it is spent (this is sometimes called an individual service fund);
 - 2.4.3 Option 3: the individual can choose a council arranged service;
 - 2.4.4 Option4: the individual can choose a mix of these options for different types of support.

- 2.5 The [Children and Young People \(Scotland\) Act 2014](#) will provide further legislative support to this work by focussing on improving outcomes through earlier support and joined up services.
- 2.6 Edinburgh's population is rapidly increasing compared to the rest of Scotland. By 2020 the number of children under 16, is set to rise by 16%, compared to 5% nationally.* Therefore depending on whether the definition used to define disability is within the Equality Act 2010, or relates to their additional support or social and emotional needs, then presently between 4,000-15,500 children or 5%-19%, (0-17) will have some type of disability.

*Care Inspectorate-Services for Children and Young People in the City of Edinburgh, 29 April 2014.

3. Main report

Self-directed Support

- 3.1 The [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) came into effect on 1 April 2013. A report on the [Progress on the Implementation of Self-directed Support in Children and Families](#) was presented to the Education, Children and Families Committee on 19 May 2015, in which it was asked to:
- 3.1.1 Note the progress being made in implementing the requirements of the National Strategy for Self-directed Support and the Social Care (Self-directed Support) (Scotland) Act 2013, in respect of children and; families;
- 3.1.2 Identify the issues that they would like to see covered in future reports concerning the implementation of self-directed support.
- 3.2 The City of Edinburgh Council Children with Disabilities Team was in a position to meet the requirements of the legislation for all new referrals from 1 April 2014 with the implementation of a new Funding Allocation System. However, given the scale of the change involved and the transformational nature of that change, the arrangements put in place need to be reviewed and revised in the light of experience, monitoring and evaluation. 1 April 2014 should therefore be seen as the start of implementation, rather than the point at which implementation is completed.
- 3.3 Disabled children, young people and their families who are eligible for self-directed support now have an outcome focused assessment, are offered an indicative budget according to their level of need, and have as much involvement as they wish in the planning, arranging and managing of supports to meet their needs and agreed outcomes.
- 3.4 As of 1 December 2015:
- 3.4.1 169 children have been assessed under the new self-directed support processes;

- 3.4.2 133 out of the 169 have had a personal budget approved;
- 3.4.3 Six cases have not been eligible for a personal budget;
- 3.4.4 60 out of 133 have selected Option 1 only (Direct payment);
- 3.4.5 22 out of 133 have selected Option 2 only (Family to choose the support and council to arrange it);
- 3.4.6 22 out of 133 have selected Option 3 only (Council to choose and arrange the support);
- 3.4.7 29 out of 133 have selected Option 4: (12 have selected Options 1 and 3; six have selected Options 1 and 2; eight have selected Options 1, 2 and 3; and three have selected Options 2 and 3);
- 3.4.8 The number of children and families receiving a direct payment as of 31 March 14 (the eve of the implementation of the legislation) was 32. The number of children and families taking Option1 (a direct payment) to deliver all or part of their support plan as of 1 December 2015 was 86. This is a 168% increase;
- 3.4.9 Six children have been reviewed and are into their second year of having a personal budget.

- 3.5 An initial evaluation of our implementation of self-directed support took place in August 2015. 18 families with 21 children were interviewed who had had a personal budget for more than six months. Personal budgets ranged from £649 to £8840.
- 3.6 Specific set questions about the process and the outcomes for their child(ren) were asked to each parent, and scored from 5 to 1 (5 being very true- 1 being false).
- 3.7 One overarching question generated a very positive response:

Outcomes for your child				
Overall is the Personal Budget making a positive difference to your child's life? (5 being very true – 1 being false)				
5 - 62%	4 - 28%	3 - 5%	2 - 0%	1 - 5%

- 3.8 Parents were also asked open questions on 'What worked well?' and 'What hasn't worked well?' A sample of the responses can be read in appendix 1.
- 3.9 The Children with Disability Team has a Key Performance Indicator in place which stipulates that all 236 existing service users will have been transferred to one of the four options of self-directed support within a period of three years from the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013.
- 3.10 As of November 2015 the figure was at 33%. The target is 100% of all children, who have been assessed, to have an SDS Support Plan in place by April 2017.
- 3.11 The implementation of self-directed support will continue to have a significant impact on the shape of the social care market over time. Whilst it is difficult to predict the pace of change, the fact that the National Self-directed Support Strategy

covers a 10 year period is an indicator that change is expected to be incremental, rather than immediate. However, it is important to ensure that mechanisms are in place to respond to the change required in a planned way.

- 3.12 The introduction of the four options of self-directed support and the concept of personal budgets marks a move away from a service-led approach based on allocations of hours and nights to a more flexible notion of support where the currency is the amount of an individual's personal budget. As no new money is available to support this change, the Council needs to ensure that it is in a position to free resources tied up in existing services in order to be in a position to respond positively to those individuals who wish to use the resources available for their support in different ways.
- 3.13 The Council is currently addressing this by moving from a number of block contracts to spot purchase arrangements and by reviewing its own services.
- 3.14 The Scottish Government has provided limited funds to assist with the implementation of the legislation.
- 3.15 Some of these monies have been used to develop pilot services called the 'Drop In' and 'Fabb Flex'.
- 3.16 The Drop In offers city-wide fun-filled activity bases for families with a disabled child aged 0-18 years old and their siblings who live in Edinburgh. It takes place in four local community centres across Edinburgh every Saturday and is run in partnership by the City of Edinburgh Council Community Education staff and FABB.
- 3.17 This started as a pilot in October 2014 with the desired outcome being for children and their families to meet other people in their local community, become more integrated and build relationships and friendships. Around 60 families have used the Drop In facilities on a regular basis.
- 3.18 Some of the feedback from the children who use the Drop In is as follows:
 - 3.18.1 "Will this be on when I am forty? I want to bring my wife and children to it when I am older";
 - 3.18.2 "I can come here with my sister. It's the only group that allows that";
 - 3.18.3 "Because it's on a Saturday and it gives me somewhere to go and play and my mummy can be with me. I get to play with people";
 - 3.18.4 "It is my chance to be myself and enjoy myself with my friends".
- 3.19 Some of the feedback from the parents who use the Drop-In is as follows:
 - 3.19.1 "My child is frightened of the gym hall at school as it is noisy and chaotic but the Drop In has giving him the opportunity to play in the gym hall without any pressure or fear. Since attending the Drop In the school have reported an improvement and advised us that he will now sit in the gym hall and watch the other children. This is actually a huge improvement as he wouldn't even enter the hall before";

- 3.19.2 “Kids have lots of fun and the adults can have a chat. Kids have made good friends at the group and outwith the group. The workers are great”;
- 3.19.3 “My child has really grown in confidence”;
- 3.19.4 “Good to have a safe place for my children to play and meet other parents.”
- 3.20 FABB Flex is a third sector flexible mentoring service for young people with additional support needs. Initially young people meet in a small group setting to get to know each other, explore their interests and possible mainstream groups and clubs. They are then mentored into the club of their choice. The mentor is on hand for up to 20 weeks and will slowly withdraw support and will also provide any training or guidance to the mainstream provider.
- 3.21 FABB Flex started in January 2015 as a one year pilot. 47 children had been supported in the first 10 months ranging from 8-17 years old. 11 of these children are now independently engaged in their chosen activity. 22 are still engaged with support. Examples of activities have included going to the Gym, Scouts, a cycling club, a pipe band, a film club, animation workshops, and playing golf.
- 3.22 Some of the parents’ feedback on FABB Flex has been as follows:
 - 3.22.1 “My son is enjoying the bike club, a little reticent to make friends, but being part of the group is good and he is gaining confidence and skills. Many thanks again for introducing us to the group and we will keep in touch”;
 - 3.22.2 “They both had a great time. My son was telling me he had had a good workout and was knackered so that’s good. He is looking forward to next week. He loves his independence”;
 - 3.22.3 “The gym is going really well and he loves it. He has even started to be more conscious about his eating and has started to lose a little weight – we are all delighted.”
- 3.23 One of the young people who used FABB Flex stated: “I liked having a mentor as she made us laugh and kept us right. The group sessions were okay. I wanted to go to the gym by myself. I like working out with my friend.”

Disability Practice Team

- 3.24 The current staffing establishment - Full-Time Equivalent - (FTE) within the Disability Practice Team consists of 1 Manager; 2 full-time Team Leaders; 4 senior practitioners, 2 social work assistants and 5.5 FTE social workers. There is also a FTE temporary Local Area Co-ordinator post which ends in 2016. Over the last year there has been 2 additional staff in the team on secondment basis, but these have now ended.
- 3.25 The Disability Practice Team undertakes assessments, child’s plans and other statutory duties relating to disabled children. The Practice Team based at Royal Hospital for Sick Children (RHSC) also provides a similar service to children affected by disability alongside other aspects of hospital based social work. The current caseload* for both teams consists of:

	Disability Practice Team	RHSC Practice Team
Caseload	411	137
Allocated cases	249 (60%)	137 (100%)
Unallocated cases awaiting assessment with no current service	13 (3%)	0
Unallocated Cases who have had an assessment and are receiving a package of support	149 (36%)	0
On Child Protection Register	6 (1%)	11(8%)
Looked After and Accommodated Children	29 (7%)	25(18%)
Looked After Children at Home	10 (2%)	0

*Figures as of January 2016

- 3.26 There continues to be an increasing number of requests for Section 23 assessments from both families and professionals. There was a request for 78 Section 23 assessments in the year 2015.
- 3.27 The number of children awaiting a Section 23 assessment in January 2016 is 20.
- 3.28 Once a review or an assessment has been completed and there are no further tasks required at that time, the Disability Practice Team will usually de-allocate the case from the individual social worker but keep it open to the team in order to annually review whatever package of support has been put in place. The majority of the unallocated cases will have supports arranged for the child and family and if these are working well, they only need to be reviewed on an annual basis. All children and families open to the Disability Team have access to the duty system.
- 3.29 The statutory guidance to accompany the self-directed support legislation states that the authority should aim to conduct reviews within a maximum period of 12 months in order to review each child's plan, and associated spend and outcomes.

The system described in 3.28 allows this to occur in all cases, whether or not they have an allocated social worker.

- 3.30 In order to complete the annual reviews, a Section 23 Review form has been designed and provides a shorter, outcome focussed assessment.
- 3.31 In order to assess the changing eligible needs and outcomes as children grow, the practice team are completing comprehensive Section 23 assessments at key stages of the child's life; at ages seven, 12 and 16.
- 3.32 In light of the new legislative duties of The Children and Young People (Scotland) Act 2014 and the Social Care (Self-directed Support) (Scotland) Act 2013, the disabled child's pathway for assessment and planning is currently being reviewed. The focus will be assisting children with a disability to enjoy their childhood, and achieve their potential, using the same Getting it Right for Every Child wellbeing (SHANARRI) outcome-focussed assessment processes as for all children in need. This will produce a greater emphasis on collaborative and multi-agency planning from the start through child's planning meetings, and focussing on early intervention and prevention thus leading to a proportional approach to assessment and planning.

Transition Procedure

- 3.33 The Disability and Hospital Teams work closely with the Health and Social Care Transition Team to move young people on from children to adult supports. Further work is being progressed in looking at how we can earlier identify young people who will require a substantial package of care into adulthood. In light of the implementation of self-directed support, the current jointly owned transition policy and procedures are also in the final stages of being reviewed and will be separately reported to committee.

Challenges

- 3.34 There is rising demand relating to the needs of young people with autism and those with a learning disability. The increase in playscheme support has been very helpful for most families but we still have a small but significant number of young people who require a high level of residential and day specialised support in the school holidays.
- 3.35 Many children with complex physical needs are now looked after at home. This population has increased due to advances in medical care. The children may need careful monitoring with interventions such as tracheotomy care, suction, catheterisation or tube feeding. The children benefit from being at home rather than hospital but the pressure on their parents/carers alongside family life can be considerable. Families will often ask for services to support them with the individual personal care needs their child may have in the morning or evening. The growth in demand in this area has added financial pressure to the Council services. This has led to an increased demand on the Council services and there is a lack of external organisations willing and able to provide this kind of support. East, Mid and West

Lothian Councils report a similar position and this has led to discussions with NHS Lothian to consider a joint approach to this demand.

Organisational and Service Reviews

- 3.36 The review of the Children and Families Occupational Therapy Team has now been completed. As a result, the Early Years Centre Occupational Therapy Service was transferred to NHS on 1 October 2015 under a 3 year service level agreement. The Community Occupational Therapy Service moved to the Disability Section of Health and Social Care on 1 April 2014.
- 3.37 An organisational review of Family Focus & Kidz Own began in June 2014 and has now been completed. The aim of this review was to address what changes need to be made to deliver greater choice and value for money, to children and their families as well as protecting a proportion of the service for children subject to child welfare and child protection concerns or families in crisis. Consideration has also been given on how these services will be delivered in the future, in line with the implementation of the Social Care (Self-directed Support)(Scotland) Act 2013.
- 3.38 The views of staff, stakeholders and families, children and young people have been sought on how we can deliver the best possible services to our families, efficiently and cost effectively. An Equalities Right and Impact Assessment has also been carried out.
- 3.39 The result of this organisational review has seen a merger of the management and staff of the two services to produce a new integrated service sitting within Disability Family Support Services.
- 3.40 A review of the Central Disability Team based at Waverley Court is currently in progress due to the wider Council Transformational Change Programme and the impact of both self-directed support and procurement legislation on the workload of the team. This review should be completed by April 2016.

Disability Family Support Services

- 3.41 Disability Family Support Services are continuing to be developed to offer a range of flexible supports to children and their families, as well as crisis and time limited intensive interventions where the need is required.
- 3.42 The Service started on the 25 May 2014, consisting of three Social Care Workers who provided a city wide, seven day support service from 7am to 9pm. It offered families crisis support in the home or in the community for between 6-12 weeks in order to avoid more intrusive interventions such as accommodation of children due to child welfare concerns, parent/carer sudden illness, exhaustion or rehabilitation to home from care settings.
- 3.43 The social care service supported 75 families in 2015.
- 3.44 Kidzown and Family Focus (now also known as Disability Family Support Services following the review) offer a monthly weekend club for children up to 10 years old alongwith more intensive support in the home and community to families. 44 children attended the weekend club on a monthly basis during 2015, and the

current number of children attending is 33. The outreach service worked with 29 families last year. It is currently working with 16 families and is in the process of recruiting additional workers to fill the current vacancies.

Disability Behaviour Support Service

- 3.45 The Disability Behaviour Support Service was established in February 2014 with two years' funding from the Early Years Change Fund. It comprises of one 0.5FTE Manager and two FTE Project Workers. It offers up to 12 weeks' support with families who have a disabled child aged between 4-16 years old.
- 3.46 The service has worked alongside Barnardo's Intensive Behaviour Support Service and CAMHS for the past two years. The service provides practical strategies for parents/carers in managing their child's behaviour. Behaviours may include; being aggressive to parents/carers and their siblings, destruction of property, being a danger to themselves, challenging behaviour due to a lack of ability to communicate/understand and difficulties engaging/playing with siblings. The purpose is to skill build, enhance familial relationships and reframe issues identified by the family to increase family functioning.
- 3.47 The project often works with families who are in or are approaching crisis, and where their ability to continue to parent and look after their child safely is being seriously compromised by the child's presenting behaviours due to their additional needs. The project currently builds capacity and understanding within families and thus reduces the need for ongoing intervention, facilitating and enabling disabled children to remain at home with their families and avoiding more intensive and high cost interventions.
- 3.48 The work is predominantly home-based, short-term and intensive and involves working with the family at times that are convenient and meaningful to them, in order to gain a more accurate understanding of family life and interaction which is found within the family's natural environment.
- 3.49 29 families were receiving support between 1 April 2014 to 31 March 2015. All of the parents/carers were asked to complete a short self-evaluation both at the start and at the end of the short-term intervention, and the results were as follows:
- 3.49.1 Parents/carers have improved confidence/resilience (15 families noted an improved score, three had no change and zero had a reduced score);
- 3.49.2 Parents/carers have reduced stress (12 families noted an improved score, six had no change and zero had a reduced score);
- 3.49.3 Children and young people and their families have improved relationships (16 families noted an improved score, one had no change and one had a reduced score);
- 3.49.4 Parents/carers have an understanding of their child's disability (13 families noted an improved score, two had no change and three noted a reduced score).

Barnardo's Intensive Behavioural Support Service (BIBSS)

- 3.50 As well as directly providing the above service, the City of Edinburgh Council continues to fund Barnardo's Intensive Behavioural Support Service (BIBSS). This started as a pilot between Barnardo's, The Council and the NHS CAMHS Team back in 2011 and is currently purchased under a grant arrangement.
- 3.51 The BIBSS offers intensive early intervention support and practical strategies to families whose disabled child displays challenging behaviour at home. It has been effective in building capacity within families and reducing the need for more resource intensive supports.
- 3.52 The service area is currently undertaking a review to consider the best options for future service delivery, to ensure that families whose child requires intensive behavioural support, are supported in a meaningful and sustainable way. The review will be completed by the summer of 2016.
- 3.53 During the period April 2014 to 2015, Barnardo's Intensive Behaviour Support Service worked with 23 children and their families. 18 of these children had learning disabilities and five had autism but no learning disability.

Play schemes

- 3.54 The Council, through the Early Years Change Fund, increased the funds available for play scheme provision for children with a disability from £456,000 in 2012/13 to £812,000 in 2013/14. This was in response to views expressed by families in Edinburgh who found the school holidays problematic. The response to the increase in funding has resulted in positive feedback from families in Edinburgh.
- 3.55 The contract for this new service was awarded to the INC Consortium which is made up of The Action Group, FABB Scotland, Lothian Autistic Society, Kidzcare Ltd and The Yard. The new provision enables us to offer up to six weeks of play scheme service per year to 400 eligible children. The six week allocation may include; venue based play scheme, a residential camp or activity days.
- 3.56 In year one of the new contract, 460 children and young people accessed the service. So far in year two (summer, October and December) 458 children and young people have accessed the service. Year three starts summer 2016.
- 3.57 INC Consortium undertook a satisfaction survey with all parents and carers whose child currently attends the play scheme service. The headline figures were:

	Rating Choice of :	%
	Very happy, Happy, OK, Not happy, Very unhappy	(no. of responses)
Overall how would you rate the service you and your child received from the INC Consortium play scheme?	Very happy or Happy	93% (100 out of 108)

Did the play scheme make positive differences to you and your child?	Very happy or Happy	93% (103 out of 110)
Did your child enjoy the activities that were offered?	Very happy or Happy	94% (101 out of 107)
Were the transport arrangements suitable for your needs?	Ok, Unhappy or Very unhappy	25% (26 out of 104)
Did our staff team communicate well with you?	Ok, Unhappy or Very unhappy	20% (22 out of 108)
How did you find our booking service?	Ok, Unhappy or Very unhappy	17% out of 111)

- 3.58 Clearly there are still areas for development and improvement. INC has established a Parents Reference Group and will raise any areas of concern and develop an action plan with them.
- 3.59 We continue to fund a small play scheme service for children with severe and significant behaviour issues at Action for Children. This provides a high staffing ratio for children who cannot function in a larger group setting.
- 3.60 We plan to recruit a Play scheme Co-ordinator to overview the day to day running and to link into the schools involved, so that good communication is shared about individual children's needs with the sector providers.
- 3.61 We plan to incorporate elements of the outcomes monitoring framework which are appropriate to the play scheme service.
- 3.62 A detailed lessons learned session involving the views of children and families will be held to monitor the delivery of the new contract and to consider possible improvements for any potential extension or retender of the contract.
- 3.63 The new national living wage increase planned for April 2016 for staff aged over 25 years will potentially have an impact on the play scheme service. The service area is awaiting legal guidance to confirm our role and responsibilities to non-statutory contracted services.
- 3.64 Edinburgh Leisure has delivered two family drop-in swimming sessions during Easter 2015 which three families accessed. Four sessions were planned for summer 2015 but were cancelled due to low uptake from families. Discussions are ongoing with Edinburgh Leisure to ensure appropriate marketing of the service.

Barnardo's Caern Short Breaks

- 3.65 The City of Edinburgh Council has commissioned services with Barnardo's Caern Project since 2003. A Service Level Agreement was in place with Barnardo's between 2003 and 2005 for the value of £620,000 per annum to deliver a short breaks service to up to 25 young people and their families by providing outreach support and by means of Caern's respite unit.
- 3.66 For the financial year 2005-2006 the block contract value of the service was changed to £700,000 per annum. For the subsequent years from 2006 until 31st March 2015 the block contract value was £731,180 per annum. Barnardo's were commissioned to provide 30 to 35 placements per annum to disabled children who were assessed as eligible for short breaks away from their home.
- 3.67 Following the implementation of the self-directed support legislation, the Council entered into a more flexible one year contract with Barnardo's Caern Project for the year 2015-2016, to allow for potential reduction in provision due to families choosing to exercise self directed support options. The contract value reduced from £731,180 to £509,040 and Caern were commissioned to provide support to 34 children who were currently using Caern under this contract.
- 3.68 This contract has recently been reviewed and, to promote the continuity of care and support for the remaining 25 children who still use the service and are yet to be reassessed, this service is still considered to be required. A report has been submitted to the Finance and Resources Committee on 2 February 2016 to approve the extension of the "Short Residential Breaks at Caern" Contract for a total value not exceeding £650,000 to Barnardo's for ongoing provision of short breaks for the two year period from 1 April 2016 to 31 March 2018. This extension will allow continuity of service to the remaining 25 young people whilst plans are set up to review their current supports.

Hillview and Seaview

- 3.69 The Council's five bedded residential resource, Hillview, which was used for families who require overnight crisis provision in Edinburgh closed in December 2015 due to property rationalisation and has since merged with Seaview. The majority of children who attended Hillview were there due to family breakdown/crisis because there was no other placement available to them in Edinburgh. Some children stayed for a short time and others for many complex reasons remained for between six months to two years until a permanent placement could be found.
- 3.70 Seaview continues to operate as a residential respite unit for forty children and currently has four children who have moved from Hillview and are staying on a full-time basis whilst longer-term plans are made for them. Seaview will combine short break residential breaks alongside crisis support placements in the future.

Strategic planning

- 3.71 A strategic multi agency planning group for children with disabilities reports to the Children's Partnership. The vision is for our children and young people with a

disability to have improved life chances and the support required to fulfil their potential. We will do this by:

- 3.71.1 Leading the development of services and support which meet the needs of these children and young people in pre-school, education, care, health, leisure and family settings;
 - 3.71.2 Improving consistency in the quality and availability of provision;
 - 3.71.3 Establishing robust baseline information about the number of children and young people with disability, the range of disability and the services provided;
 - 3.71.4 Monitoring performance against our agreed objects and reporting back to the Children's Partnership.
- 3.72 The group is aiming to design a tool for seeking the views of families about their experience of services, in order to take these into account in our forward plans.

4. Measures of success

- 4.1 Meeting the requirements of the Social Care (Self-directed Support) (Scotland) Act 2013 which will be evidenced by:
 - 4.1.1 Compliance with the principles underpinning the legislation;
 - 4.1.2 The ability to offer people who are eligible for social care support, the four options as to how that support is organised and manage;
 - 4.1.3 The ability to notify people eligible for the four options of self-directed support of an estimate of the cost of meeting their care needs and support needs;
 - 4.1.4 The emergence of new types of services to meet care and support needs;
 - 4.1.5 All eligible children having a self-directed support plan by April 2017 from which to measure outcomes rather than outputs.
- 4.2 The Council achieving a reduction in the waiting times required for a Section 23 assessment.
- 4.3 Reducing the number of children with a disability having to become looked after and accommodated.

5. Financial impact

- 5.1 The implementation of self-directed support involves a shift in the way in which budgets for service delivery are allocated with the introduction of indicative budgets (estimates of the cost of meeting a person's eligible needs and agreed outcomes) and the right of individual services users to determine how those budgets are utilised

- 5.2 The implementation of self-directed support across Edinburgh is regarded by the Scottish Government as cost neutral. It will be necessary to monitor and calibrate the Funding Allocation System to meet the eligible needs of individuals within budget.

6. Risk, policy, compliance and governance impact

- 6.1 The implementation of the requirements of the Social Care (Self-directed Support) (Scotland) Act 2013 requires a change in the way in which support is currently provided to children, young people and families eligible for assistance. Rather than providing or arranging services to meet the assessed need, the Council is required to provide to families an estimate of the cost of meeting their social care needs and to then support them to exercise as much choice and control as they wish in meeting these needs, within the resources available. Over time this will lead to significant change in the range and types of services available.
- 6.2 The operation of the Funding Allocation System will be closely monitored to evaluate the following factors:
- 6.2.1 The Funding Allocation System is sufficiently flexible to be adjusted in response to issues identified through experience in operating the system;
 - 6.2.2 The Funding Allocation System is calibrated in order both to meet the needs of individuals and remain affordable to the Council.
- 6.3 The number of families choosing to take a Direct Payment has increased by over 150% since self-directed support has been implemented. The current Direct Payment Policy and Procedure is currently being reviewed. It is the plan to roll out training sessions to practitioners in order to satisfy the Council that Direct Payment Regulations and the policy and procedure are known to, and adhered by practitioners.

7. Equalities impact

- 7.1 The fundamental principles of self-directed support are choice and control, enabling people to choose how to live their life and have control over the way in which their care needs are met. The Social Care (Self-directed Support) (Scotland) Act 2013 seeks to ensure that the principles of human rights and equality are central to the delivery of social care by placing a duty on local authorities to have regard to inclusion, collaboration and dignity when carrying out their duties. This report gives some detail to the manner in which it is proposed that these principles are embedded in Edinburgh.
- 7.2 There is an overall Equality Rights Impact Assessment (ERIA) which has been completed in respect of the Personalisation Programme. An overall Equality Rights Impact Assessment has also been completed for the completed review of the Children and Families Occupational Therapy Team; the organisational review of

Kidz Own and Family Focus; the merger of Seaview and Hillview and will also be completed for the updated transition policy once this is finalised.

- 7.3 An ERIA summary report for the Committee has been completed, summarising the above (see Appendix 2).

8. Sustainability impact

- 8.1 The impacts of this report have been considered in relation to the three elements of the [Climate Change \(Scotland\) Act 2009](#) Public Bodies Duties. There are no sustainable impacts in relation to the contents of this progress report.

9. Consultation and engagement

- 9.1 In 2012/13 we undertook a consultation exercise as part of our Commissioning Approach with disabled children, their parents and siblings. We agreed that we would repeat this survey to review progress made and planning is underway for this to be conducted in 2016.
- 9.2 Additionally it will include questions about self-directed support; sleep and parenting programmes and of parent/carers' potential interest in a Parental Participation Project (PPP).
- 9.3 The PPP is being explored as part of the Scottish Government's engagement strategy with families of disabled children, through [For Scotland Disabled Children's Parental Participation Project](#).
- 9.4 We are also implementing the use of a standard question, about a family's experiences as a whole, as to how well we are meeting the needs of the families of children with a disability in Edinburgh. Partners are being invited to use and report back on this question when undertaking a review of their services.
- 9.5 A newsletter has continued to be developed and issued on a four monthly basis through a school-bag drop to all children who receive special or additional education services. The purpose of this newsletter is to keep children and their families up to date with self-directed support and service developments.
- 9.6 There have also been regular engagement and consultation sessions, over the past year, with providers who support children with a disability in Edinburgh to aid the implementation of self-directed support and facilitate forward thinking in promoting a diverse and flexible market place for children and families in Edinburgh.
- 9.7 A Market Place Event took place in March 2015 at The Yard for providers and families to come together, to provide information sessions and to develop market shaping alongside providers and families.
- 9.8 There have also been presentations to established carers/parents groups across the city.

- 9.9 An initial evaluation of our implementation of self-directed support took place in August 2015. 18 families with 21 children were interviewed who had had a personal budget for more than six months.
- 9.10 An evaluation of both of our pilots FABB Flex and The Drop in have also taken place over the last year.

10. Background reading/external references

- 10.1 A Whole Systems Approach to Self-directed Support in Edinburgh
- 10.2 [National Self-directed Support Strategy 2010-2020](#)
- 10.3 [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#)
- 10.4 [The Children and Young People \(Scotland\) Act 2014](#)
- 10.5 [Progress on the Implementation of Self-Directed Support in Children and Families](#), Education, Children and Families Committee (May 2014)
- 10.6 [Support to Children and Young People with Disabilities: Annual Progress Report](#), Education, Children and Families Committee (September 2014)
- 10.7 [Progress on the Implementation of Self-Directed Support in Children and Families](#), Education, Children and Families Committee (May 2015)
- 10.8 Extension of Short Residential Breaks at Barnardo's Caern Contract, Finance and Resources Committee (February 2016)

Alistair Gaw

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11. 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 in life, are ready to make and sustain relationships and are ready to succeed CO3 – Our children and young people in need, or with a disability, have improved life chances
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	1 - Extract from the evaluation of self-directed support report August 2015 2 - ERIA Summary Report for Council Decision Makers

APPENDIX 1

Extract from the evaluation of self-directed support report August 2015

A sample of responses from 18 parents as to what is working well and what is not working well:

WHAT WORKED WELL?

- "Knowing the service will continue through my kids' childhood. The process was easy and it was great to have the choice. The whole family get something out of it. It's good to know exactly how much money there is, and what it has to be spent on".
- It was good the scores went up as well as down at panel. It was nice to be involved in the processes, which seemed very transparent. The playscheme has been a great support. We always use the full allowance.
- The process was 'easy and fast'. I was very impressed with our social worker, who was very good at what he does. Our son loves the weighted blanket and sensory lights and is sleeping better.
- Contingency Funds for Emergencies. 'I don't know how I would have managed without it'.
- It gives me time to manage my mother's care properly, instead of trying to balance this with the care of my son. My husband and I had our first holiday together in 23 years.
- The flexibility and outcomes were positive. This was a much less 'painful' process than the old system.
- It's good to have spending set out clearly, and to know exactly what the money can be spent on.
- I felt involved and the scores were fair.
- It was useful to be involved in the scoring, and I liked that the support could be chosen flexibly.
- The support gives my daughter independence and she is much happier. She is able to take part in activities she enjoys, and has made some friends.
- I like to have control over who works with my family.
- The budget has allowed our family to do things we wouldn't have otherwise done. It is teaching my son responsibility.

WHAT DIDN'T WORK WELL?

- Budget was too low. Services were too far away. We could only afford a limited number of sessions.
- Waiting lists are too long and I didn't like the scoring system.
- The questions were too repetitive and the feedback from the panel wasn't clear.
- There were tough questions to answer and it was a slow process.
- It took a long time and was daunting.

- The whole process took ages and I didn't feel the panel feedback was accurate. There was a lot of information to take in. I didn't think the feedback from the panel was accurate, and the disputes process wasn't clear.
- I have to top up hours as the Council don't fund enough to meet my son's needs.
- The letter from the panel wasn't clear, and the RBS card is very limiting.

APPENDIX 2

ERIA SUMMARY REPORT

ERIA Summary Report for Council Decision Makers

What CMT report / Committee report (including meeting date) does this ERIA information relate to?

Annual Report to Education, Children and Families Committee on support to children and young people with disabilities – 1 March 2016.

ERIA assessments have been carried out in relation to:

- Progress on the Implementation of Self-directed Support to Education, Children and Families on Self-directed support – 20 May 2014
- Review of Children & Families Occupational Therapy Team – 5 June 2014
- The Organisational Review of Family Focus and KidzOwn – 9 July 2014
- Personalisation Programme City of Edinburgh Council August 2014
- Re-provisioning of Hillview (crisis care) and Seaview (respite) for Disabled Children- 23 October 2015

What are the main impacts on rights?

Health – a variety of support services will be available to enhance the wellbeing of children and their families through services ranging from behavioural support, to day activities and overnight short breaks.

Participation, Influence and voice – our services offer children a voice by actively seeking their views in relation to their participation and/or any plans made in relation to their wellbeing, whenever appropriate and possible for them to do so.

To deliver more appropriate and personalised supports to children and their families as a result of co-production and through consultation and evaluations.

Productive and Valued Activities – Access to a range of supports that help children to feel valued, included and to enjoy their childhood i.e. play schemes, that enhances their quality of life and allows them increased opportunities for play and social inclusion.

Individual, family and social life – to enhance access to social opportunities, and promoting the right to family life when it is safe to do so

Self Directed Support has enhanced equality by ensuring in legislation that children and their families are treated fairly and equally, and this is done specifically to their needs and from this, care packages are developed and arranged on an individual and person centred basis, thus allowing families to choose the support that makes sense to them.

Identity, expression and self respect – our services support children and young people to live with their parents and to improve their sense of worth, dignity and respect. The implementation of Self-Directed Support has also assisted with this, as it promotes the personalisation of supports to meet their agreed outcomes.

What are the main impacts on equality?

Given the requirements of the self-directed support legislation, the Council is changing the way in which children and families are assessed/reviewed and the way in which decisions about the support they receive are made. This is being done to ensure better outcomes for individuals and ensure greater consistency and transparency in how decisions are reached.

The approach to assessment/review is:

- person-centred – focussed on strengths, abilities and needs
- outcome focused – goals that are important to the individual
- conversational in nature
- collaborative (involving the person, carer, professional, others)

What are the main ERIA recommendations?

1. Continue with the key performance indicator identified in relation to self-directed support planning to ensure that all eligible children and their families have a personalised co-produced support plan.
2. Continue with clear communication plans with children and their families and stakeholders affected by the recent changes to services such as the re-provisioning of Hillview and Seaview.
3. Support practitioners within Council to achieve a balance between people's rights to take risks and harm minimisation, a Risk Enablement Framework be developed that incorporates the FAIR approach to human rights into the assessment and support planning process.
4. To improve the Council's ability to publish equality outcomes and report progress, given the existing gaps in data and need to monitor experience of self-directed support implementation, integrate equalities monitoring into a Personalisation Programme Performance Management Framework.
5. To ensure changes as a result of self-directed support are not having a negative impact, the Council will continue to monitor, in an ongoing way, the experience of children and families using self-directed support.

Further Information

Carol Chalmers, Service Manager 0131 469 3348

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Education Complaints Improvement Update

Item number	8.1
Report number	
Executive/routine	
Wards	

Executive summary

The Advice and Complaints (Education) Annual Report 2015, presented to Education, Children and Families Committee in October 2015 outlined performance in relation to the handling of complaints in the Education sector for the years 2013/14 and 2014/15 and made recommendations for improvement.

In addition, a review report with improvement actions, was presented to Corporate Policy and Strategy Committee in September 2015 as a B agenda item and described how the new handling complaints process is being implemented in education services.

The purpose of this report is to advise the Education, Children and Families Committee of progress made to the improvements included in both of the above reports

Links

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

Education Complaints Improvement Update

Recommendations

- 1.1 It is recommended the Education, Children and Families Committee notes the improvement actions underway and progress made to date.

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 Advice and Complaints (Education) Annual Report 2015, presented to Education, Children and Families Committee in October 2015, gave details of performance in relation to the handling of complaints in the Education sector for the years 2013/14 and 2014/15 and made recommendations for improvement.
- 2.4 In addition, a review of the way the new process was being implemented in the education service was carried out and a report of the outcome reported to Corporate Policy and Strategy Committee on the B agenda in September 2015. The minutes of the meeting recorded an action to report progress to the Education, Children and Families Committee. This report fulfils that requirement.

Main report

- 3.1 The purpose of this report is to advise the Education, Children and Families Committee of the progress made towards implementing the recommendations referred to in 2.3 and 2.4.
- 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 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.
- 3.4 Recommendations for improvement made by The Advice and Complaints (Education) Annual Report 2015 and those made following the review of handling of education complaints have been grouped into four areas:
- Recording System
 - Guidance for Staff
 - Customer Satisfaction
 - Reporting and Learning from Complaints
- 3.5 Progress has been made towards identifying specific improvement actions in consultation with officers in the specific service area. In addition, improvement to complaints handling, as part of their remit, has been the subject of regular discussion at the Council Complaints Management Group (CCMG).
- 3.6 A number of improvement actions have been carried out and are planned:
- The CCMG is engaging with the project team developing the new CRM system. This new system will enable the consistent recording of complaints across all services within the Council. The CCMG, including input from the Education service, will provide detail of the specification required to provide current functionality as well as required enhancements.
 - The Council's guidance on carrying out Stage 2 investigations has been reviewed, amended and will be published on the Orb, along with relevant awareness raising communications, by the end of February 2016. The new guidance includes a template for recording activities carried out during the investigation.
 - Renewed effort has been made to encourage all relevant staff to complete the e-learning associated with the complaints handling procedure. This has led to completion rates increasing from 172 Communities and Families staff as at the end of July to 833 staff as at the end of December. Further communication is due to be circulated to all staff by the end of February 2016 to promote additional uptake.

- Plans are being developed to deliver further training with relevant groups of staff. Training will include emphasis on how to identify a stage 1 complaint and how to record and document complaints effectively.
 - The database used to record education complaints will be developed to improve tracking of complaints and to record whether an extension has been sought. This will be an interim solution until the roll out of the new CRM.
 - Reporting and learning from complaints regarding education, as well as all other Council services, are discussed at CCMG and presented in the Quarterly and Annual Complaints Analysis which goes to the Council Leadership Team and Corporate Policy & Strategy Committee as part of performance framework.
 - The CCMG is exploring options on how to best to measure customer satisfaction in Education and Social Work services. These services deal with potentially sensitive customers/cases and can lead to dissatisfaction being expressed regardless of how the complaint was handled.
- 3.7 This improvement activity is likely to result in a significant increase in the number of education 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.

Measures of success

- 4.1 Performance relating to complaints management is monitored through seven 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 The improvement activity led by the Council Complaints Management Group, and described in this paper, mitigates the risks associated with complaints handling such as reputational and non-compliance.

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

9.1 Engagement with service managers on improvement activity is ongoing.

Background reading/external references

10.1 [Advice and Complaints \(Education\) Annual Report 2015](#), Education, Children and Families Committee, 6 October 2015.

Alistair Gaw

Acting 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	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p>
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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

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Short-Life Working Group - School Admissions/Appeals

Item number	8.2
Report number	
Executive/routine	
Wards	All

Executive Summary

This is a further progress report on the work of the short life member/officer working group following the report and decision at the [Education, Children and Families committee on 8 December 2015](#) where a request for the short life working group to meet again was agreed.

This report outlines further work by the short life working group on the progress specifically of the action plan since December 2015.

Links

Coalition pledges	P5
Council priorities	CO1 , CO3 , CO6
Single Outcome Agreement	SO1

Short-Life Working Group - School Admissions/Appeals

1. Recommendations

- 1.1 Note there has been further progress made to date on improving the quality of information on the admissions and appeals process available on the Council website and that further work has been undertaken to improve the quality of public information to ensure that all relevant information can be easily accessed.
- 1.2 Note that a formalised open recruitment and selection process has now taken place.
- 1.3 Note the findings of the survey monkey of young people (see appendix 1).
- 1.4 Note the development of a comprehensive communications strategy which will be implemented over the course of 2016 (see appendix 2).
- 1.5 Note the ongoing development of an annual mandatory training programme for panel chairs/members and all officers, including head teachers, who are involved in the Appeals process is well underway.
- 1.6 Request that the next annual report on school admissions and appeals will include an update regarding the progress made on the recommendations within the December [report](#) and include statistics and data relating to school placements and the number of out of catchment requests; the number of appeals lodged; the number heard of common and individual cases won on appeals. To build up long term data trends and identify areas of priority.
- 1.7 Note the Short Life Working Group has now considered and produced a more user friendly policy and associated procedures, which is a separate item on the agenda for this Committee.
- 1.8 Note the action plan has been updated in line with progress made (see appendix 3).

2. Background

- 2.1 Following the December [report](#) and the request that the Short Life Member Officer Working Group on School Admissions/Appeals meet again before the March committee a meeting took place on 28 January 2016. The focus of the meeting was on the progress of the action plan, the communication strategy and the changes to the policy and procedures.

3. Main report

- 3.1 The group met on a further occasion to discuss progress made from the December committee report specifically as regards to the action plan.
- 3.2 The action plan has been further updated from the December report to show progress of actions.
- 3.3 A communications strategy has been developed and will be put in place to support the registration and placing process to ensure key messages are consistently shared with parents across the city, managing their expectations throughout the process. This aims to ensure that messages relating to rising rolls and the impact on catchment numbers and placing requests are clear with parents encouraged to choose their local (catchment) school. The strategy also includes development of a communications toolkit to support schools improve their own communication messages and methods
- 3.4 Following an advertising campaign and open recruitment evening, applications were invited for volunteer positions on the City of Edinburgh Placing in Schools Appeal Committee. Interviews were held on 3 and 8 February 2016, conducted by a panel comprising of the Appeal Committee Officer, the Legal Adviser to the Committee and a Councillor. The Panel have recommended that the Council approve the appointment of four new members. Subject to Council approval, this increases the pool of Committee members to fifteen (five chairs and ten members). This is in addition to Elected Members from the Education Children and Families Committee who are eligible to sit on the Appeals' Committee.
- 3.5 A survey monkey was issued to young people (see appendix 1) via the Young Edinburgh Action (YEA) who are one of the main consultation forums with young people used in Communities and Families. We engage regularly with this group on key development of services for young people in Edinburgh. The aim of the Young Edinburgh Action group is to facilitate young people's meaningful participation in partnership working and decision making.
 - 3.5.1 The survey was distributed to the YEA and is regularly accessed by 100 young people who we normally use for consultation. The number of completed returns was 25 giving a 25% return. Just less than half of those who answered said they and their families had considered a different school from their catchment school. This analysis is in line with our original survey in December where over 600 interested parties were consulted with.
 - 3.5.2 The young people highlighted the following:
 - 3.5.2.1 Reputation is the main reason they believe for parent/carers choosing a school other than their catchment school (69.57%).
 - 3.5.2.2 Views of young people in the process are important (54.17%).
 - 3.5.2.3 The comments made will be considered by officers and some will be addressed through the communication plan and by the lead communities and families officer for the YEA.

4. Measures of success

- 4.1 Parents tell us that the process is better.
- 4.2 More panel members and chairs are available to sit on panels.
- 4.3 Training is delivered to all and positively evaluated. Future evaluations of the process are positive.
- 4.4 A more comprehensive and user friendly web site.

5. Financial impact

- 5.1 An improved website means a reduction in enquiries to the school placement team and complaints phone line.

6. Risk, policy, compliance and governance impact

- 6.1 There is no cost to this progress report, other than those mentioned in the December committee report ([LINK](#))

7. Equalities impact

- 7.1 There are no risks associated with this report.

8. Sustainability impact

- 8.1 There are no negative impacts arising from this work.

9. Consultation and engagement

- 9.1 There are no adverse economic, social or environmental impacts.

10. Background reading/external references

- 10.1 The survey monkey for young people extended the consultation to 100 young people since the last report. The Communication plan in appendix 2 also demonstrates further plans for ongoing engagement with parents in particular.

Alistair Gaw

Acting Executive Director of Communities and Families

Maria Lloyd, DA to Convener of Education, Children and Families

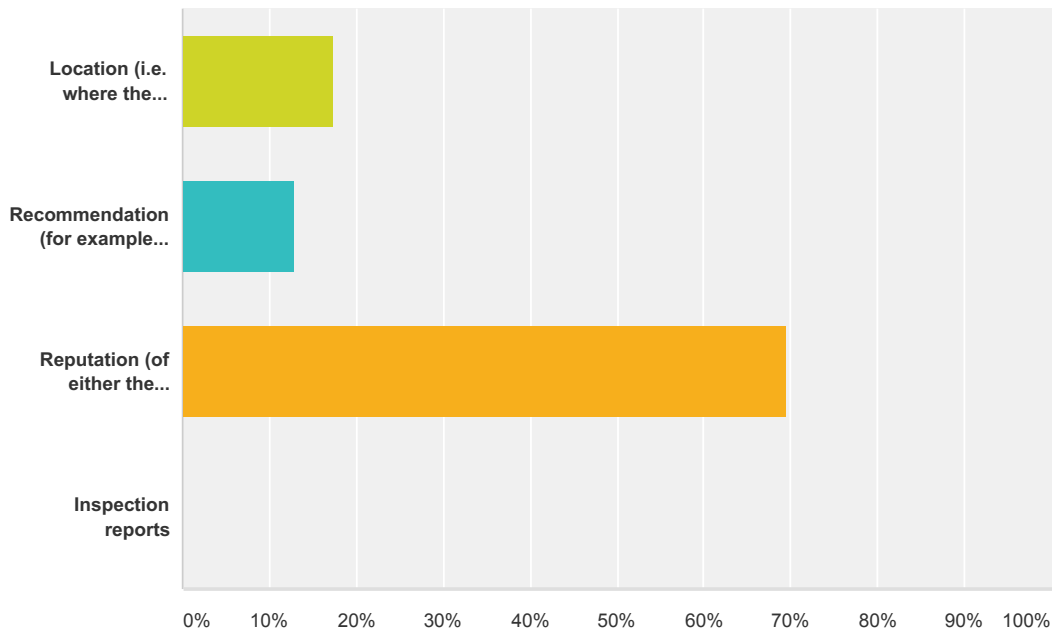
E-mail: maria.lloyd@edinburgh.gov.uk | Tel: 0131 529 3294

11. 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 CO3 - Our children and young people at risk, or with a disability, have improved life chances 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 - Young People Survey 2 - Communication strategy 3 - Short Life Working Group Action plan

Q1 Why do you think parents/carers choose schools other than their catchment school?

Answered: 23 Skipped: 2



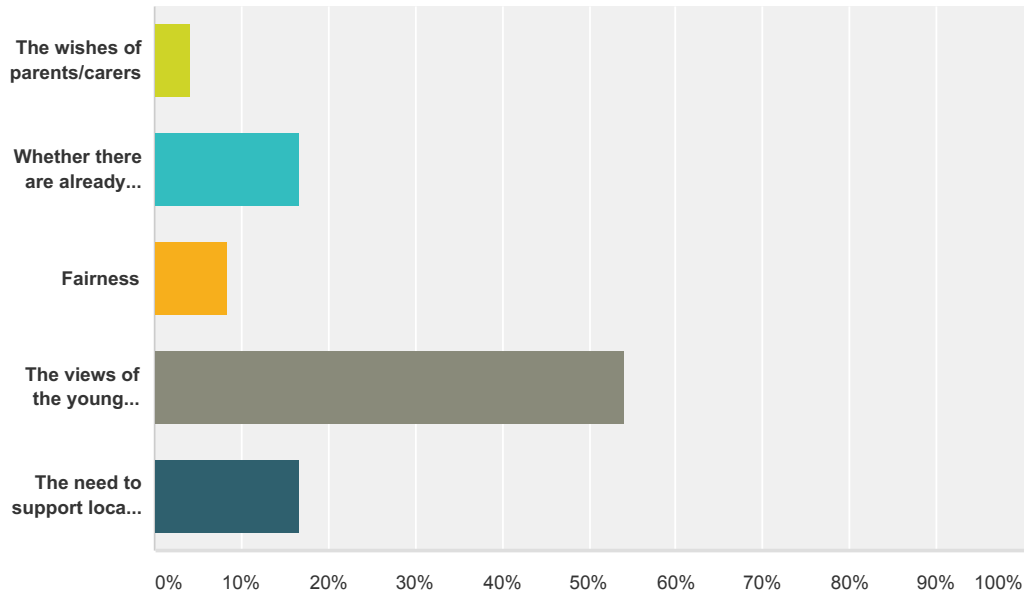
Answer Choices	Responses
Location (i.e. where the school is)	17.39% 4
Recommendation (for example, from other parents or pupils)	13.04% 3
Reputation (of either the local school or the one they choose)	69.57% 16
Inspection reports	0.00% 0
Total	23

#	Other (please say)	Date
1	They think they are upper class, and they are 'snooty'	12/14/2015 8:50 PM
2	Could be because child has family at the other school.	12/8/2015 10:46 PM

Q2 What do you think should be the most important thing to consider when making decisions about placing requests?

Answered: 24 Skipped: 1

Young people's views on school placing



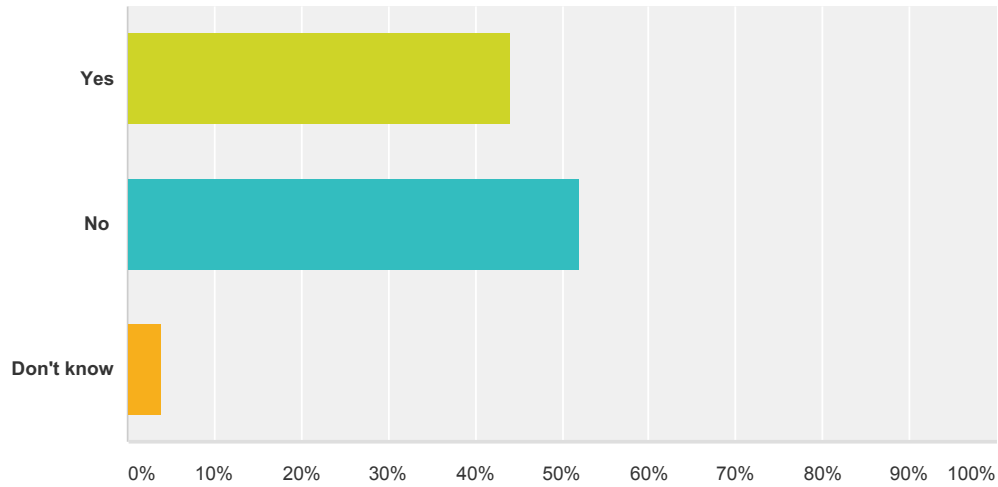
Answer Choices	Responses
The wishes of parents/carers	4.17% 1
Whether there are already brothers or sisters at the chosen school	16.67% 4
Fairness	8.33% 2
The views of the young person	54.17% 13
The need to support local schools	16.67% 4
Total	24

#	Other (please say)	Date
1	Specific needs of the young person and the schools' ability to cater for them	12/18/2015 11:57 AM

**Q3 Do you have any experience of this?
(For example, do you go to a school which
is not your local school? Or did your
parents/carers try to get you a place at a
different school?)**

Answered: 25 Skipped: 0

Young people's views on school placing



Answer Choices	Responses	
Yes	44.00%	11
No	52.00%	13
Don't know	4.00%	1
Total		25

Q4 If yes, can you tell us what happened and what you thought about it?

Answered: 9 Skipped: 16

#	Responses	Date
1	A placement was not granted for the school my parents wanted me to go to as I was outside the catchment area, did not go to the feeder primary schools and the school was full. I then had to go to my catchment high school until a place was made available. this took several months and caused a lot of upheaval.	12/10/2015 5:18 PM
2	I chose not to go to my catchment school because it did not have as a good a reputation as the school I go to now.	12/10/2015 8:02 AM
3	Moved to XXXX from my catchment school as the reputation was great for walking out of school straight into a job which over 70% of 4/5/6th year students do every year	12/10/2015 12:40 AM
4	I attended XXX High School this was through my own personal choice as I didn't want to go to my local catchment school. I applied to attend a different high school and was accepted which meant I had a meeting with one of the guidance teachers. I loved being at a different catchment school as I settled in really well.	12/8/2015 10:46 PM
5	I got into school, then we moved house out of the catchment and my brothers had to appeal. It went well and they got places.	12/8/2015 10:40 PM
6	My catchment school was XX but my friends from primary said they were going to XXXXX so I decided to go there instead.	12/8/2015 8:40 PM
7	I may potentially be moving schools next year and I'll have to make a request	12/8/2015 7:08 PM
8	I didn't want to go the catchment school because it is a bad school so I didn't go	12/8/2015 5:44 PM
9	My parents moved me from my local school to a private school because of the reputation of it and they thought I would get a better education	12/8/2015 5:13 PM

Q5 Please use this space to say more about any of your answers above or to tell us

Young people's views on school placing
more about what you think about placing requests.

Answered: 5 Skipped: 20

#	Responses	Date
1	Many parents prefer to send thier children to out of catchment schools if they believe that that school will provide a better education for thier child so making sure that local schools have the same level of staff ability is probably really crucial. Also in some areas the pupils are less willing to learn which means that the grade average for the school id broight down making it seem like it provides a worse education making parents wary of sending thier child there hence changing pupil mentality towards learning is also important to local schools.	12/18/2015 12:46 PM
2	I think people from the catchment should be given priority spaces but then others should get the spaces left but give a reason for they wish to attend the school both given by the parent and the young person themselves.	12/9/2015 10:33 PM
3	I think its really important to consider the views of the child, too often what they want is overlooked. If they want a better chance at a better education and their local school doesn't reach those standards they should be allowed to pick outside their catchment. Private school students don't have catchments, they get to choose and by denying the same decision to state students only widens the gap between them.	12/8/2015 10:40 PM
4	I feel that the catchment school idea should be dropped.	12/8/2015 8:40 PM
5	Sometimes poeple want to go schools outsid eof their catchment because they went to the catchment primary there and may have since moved away, therefore menaing the majority of their friends will all go a different high school.	12/8/2015 4:57 PM

Communications Strategy: School Admissions

This strategy has been developed to:

- Ensure parents understand the procedures for registering their child/ren for school
- Understand the admissions and placing policy
- Encourage parents to have confidence in and choose their local school
- Encourage parents to have confidence in the appeal process

Background

The admissions process begins each year in November for children starting P1 or S1 the following August. This process is managed centrally by the Communities and Families Service. The registration process for children starting school at other stages or a different time of year is managed by individual schools. A number of themes have been identified and this communication strategy aims to clarify the position and ensure parents clearly understand the policy and decisions that are made as a result of it.

Key messages

- Local Schools for Local Children (Open Day publicity)
- Time to register for primary schools (Registration weeks publicity)
- Rolls are rising which means there are fewer opportunities for placing requests to be granted
- All our schools offer high quality educational provision

There are a number of issues that also need to be clearly explained to parents at different stages in the process

- Admissions policy – allocating places
- Rising rolls mean we may need to prioritise places in RC schools for baptised RC children
- Nursery places – no guarantee of a primary place in the school unless you live in the catchment area

- Placing requests for older child/ren don't guarantee places for younger child/ren –
- Reserved places – how and why we do this
- Fraudulent applications – cracking down on fraud/checking addresses
- Appeals process

Audiences

Our main audiences are parents of children who will be starting P1 and S1, though it has to be recognised that for many parents the choice of school is made much earlier than the year before their child is due to start school.

Other audiences are:

- Parents of children starting at different stages
- School staff
- Elected Members
- Local MPs and MSPs

Communications Channels

There are a wide range of channels that can be used to promote our messages:

- Individual school websites and newsletters
- Council website – dedicated registration pages and news pages
- Local media – Evening News, Edinburgh Reporter, STV etc
- Poster and flyers
- Paid advertising – newspaper and online
- Council social media accounts (Edinburgh_cc and edinhelptwitter accounts, Edinburgh Council facebook)

Communications Action Plan

Event/Message	Tool	When
Primary Schools Open Day – local schools for local kids	Annual promotional campaign using range of tools: <ul style="list-style-type: none"> • Posters and flyers (council and private nursery providers, primary schools, community venues) • Social media • Council website Open Day pages • Media release • School websites/newsletters 	October each year (Open Day normally early November)
Registering your child/placing process	Registration week - annual event <ul style="list-style-type: none"> • Adverts – Evening News & Metro • Social media • School websites • Posters CEC website improved to make information easier to read Admissions booklet Q&A/Factsheets- to assist Parent Councils and Staff respond to parental queries at key stages in the process – for example when draft class organisation information comes out in February	Late October/early November – registration week normally second week in November Oct 2015 Copy annually reviewed. -on an annual basis Late Jan/early Feb (in advance of Parent Council meetings on 2016 class organisations)

	Regular updates to CCWP and Neighbourhood Groups	
Cracking down on fraud	Media campaign/release	Key stages throughout placing process. Release/case studies gained widespread publicity in October 2015 Reminder campaign March/April when placing letters out? This is also in the Admissions bOoklet at the moment
Rising Rolls – less spaces for out of catchment pupils	<ul style="list-style-type: none"> • Evening News articles coinciding with reports/letters • Press releases/social media coinciding with releases • Opinion pieces on rising rolls at key stages in process 	Oct/Nov during Open Day/Registration week Dec – annual rising rolls committee report March – annual report on school capacity issues for forthcoming year All to reinforce key messages re placing process
Changing perceptions of individual schools	<ul style="list-style-type: none"> • Unsuccessful placing requests letter – review existing letter and follow up with new letter from HT at allocated school? • Develop communications toolkit that can be used by individual schools • Review school handbook and identify ways of making individual school handbooks more attractive/useful to individual parents 	March 2015 March 2015 March 2015

Short Life Working Group: School Admissions/Appeals

Schools Admissions/Appeals proposed action plan- working document. Updated January 2016

For all areas below a Lead Officer(s) is mentioned at the top of the table. This lead officer is the person who will co-ordinate all the actions in their table.

Consultation Lead Officer: Departmental Adviser (DA) to the Convener of Education, Children & Families Committee

Action	By whom	By when	Progress/Comments
Invite various interested parties to SLWG to give their views on the process- include Parents/Panel Chairs/Panel Members / HT Representatives and Union Rep	DA to the Convener of Education, Children & Families Committee /Convener of Education, Children & Families Committee / Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)/Parent Rep	17/10/15	Completed.
Issue draft survey monkey to SLWG for approval	Principal Officer, Engagement & Involvement/DA to the Convener of Education, Children & Families Committee /Comms Client Manager	23/10/15	Completed.
Issue survey monkey to distribution lists	Senior Education Manager (Inclusion & Pupil / Parent	2/11/15	Completed.

	Support)/Committee Services		
Analyse and then Report back findings of the survey monkey to the SLWG	Principal Officer, Engagement & Involvement/DA to the Convener of Education, Children & Families Committee /Comms Client Manager	17/11/15 and via email to SLWG members as the full analysis will not be completed by 17 Nov.	Completed.
Collate a range of data including numbers for stage appeals and what schools parents are appealing out of and into?	DA to the Convener of Education, Children & Families Committee /Senior Education Manager (Inclusion & Pupil / Parent Support)/Placing in schools team/Committee Services	17/11/15	Completed.
A survey monkey to be developed for young people to gain their views. Use Edinburgh Youth Forum to do this.	Principal Officer, Engagement & Involvement/ DA to the Convener of Education, Children & Families Committee / Youth Work Strategy Implementation	25/11/15	Completed. Survey distributed on 25/11/15 and concluded on 5/01/16. Analysis being shared at SLWG on 28/01/16

Continually adapt/update action plan based on the feedback from discussions/ consultations and survey monkey results	DA to the Convener of Education, Children & Families Committee	Ongoing	Completed
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Placing in schools Paperwork Lead Officer: Senior Education Manager (Inclusion & Pupil / Parent Support)

Action	By whom	By when	Progress/Comments
Review non-catchment placing request form	Placing in schools Team/Senior Education Manager (Inclusion & Pupil / Parent Support)	30/10/15	Completed.
Consider how the 'exceptional' pupils are deemed exceptional. Should this be a group that does this like is in practice for referrals to Special Schools?	Senior Education Manager (Inclusion & Pupil / Parent Support)/	26/1/16	Completed.

Website: Lead Officers Senior Education Manager (Inclusion & Pupil / Parent Support) (content) and Management Information Systems Officer (analysis/testing) Graeme Smith (web content)

Action	By whom	By when	Progress/Comments
Develop case studies to trial the website	Comms Client Manager	12/10/15	Completed.
Deliver a report on the case studies and accessibility to the SLWG in October	Management Information Systems Officer	20/10/15 to issue on 23 October for discussion at SLWG on the 27 October	Completed.
Amend website from these findings including: 1.1 Make clearer on website that non-catchment schools may not be possible e.g. a note about siblings not automatically entitled to be schooled together. 1.2 To help mobile users ensure that links to each part of the guide are included in the body	Management Information Systems Officer/Senior Education Manager (Inclusion & Pupil / Parent Support) and Placing in schools team	30/10/15	Completed.

<p>of the content rather than just in the guide title section.</p> <p>1.3 To help mobile users whenever the guide is mentioned include a link in the body of the content rather than just in the guide title section.</p> <p>1.4 Modify the circular links in the guide to send back to webpage where oyu can download the guide</p> <p>1.5 Blue hyperlinks made</p>			
<p>Get ASL information to include on web site</p>	<p>Service Manager Professional Services/DA to the Convener of Education, Children & Families Committee</p>	<p>4/4/6</p>	<p>Council web team to do.</p>
<p>Add ASL information to website</p>	<p>Management Information Systems Officer/ Senior Education Manager (Inclusion & Pupil / Parent Support) and Placing in schools team</p>	<p>4/4/6</p>	<p>Council web team to do.</p>

<p>Add more specific information on Broughton re Football/ Music and Dance and specific number of places allocated for these</p>	<p>Placing in Schools team/ Senior Education Manager (Inclusion & Pupil / Parent Support)/Broughton HT</p>	<p>30/10/15</p>	<p>Completed.</p>
<p>Include the nursery classes' information on websites i.e. Reinforce nursery classes in Primary schools are not catchment to the Primary school for non catchment children make it clear that if you attend an out of catchment nursery class in a school the chances are that the child will not be able to progress into that out of catchment primary school.</p>	<p>Senior Education Manager (Early Stages)/Early Years & Childcare Manager/Quality Improvement Officer and Placing in school team</p>	<p>30/10/15</p>	<p>Currently work ongoing on standardising enrolment forms for all nursery children across the City. This includes information that nursery classes in primary schools are non-catchment. This is clear in the Early Year policy.</p>
<p>Review placing booklet and update</p>	<p>Comms Client Manager /Senior Education Manager (Inclusion & Pupil / Parent Support)/ Placing in schools team /Management Information Systems</p>	<p>30/10/15</p>	<p>Completed. However there needs to be another re-draft the schools placement guide with an emphasis on lowering the gunning fog readability score.</p>

	Officer/Senior Solicitor		
Reserved Places policy need to be made clearer for parents in particular and be available on website.	Senior Solicitor/ Senior Education Manager (Inclusion & Pupil / Parent Support)	1/12/15	Completed.
Link to be placed in guide to the school placement appeals webpage.	Comms Client Manager/ Senior Education Manager (Inclusion & Pupil / Parent Support)/ Placing in Schools Team and Management Information Systems Officer	4/3/16	Completed
Other year / stages application form to be made dynamic, currently needs to be printed out and then sent to school	Comms Client Manager/ Senior Education Manager (Inclusion & Pupil / Parent Support)/ Placing in Schools Team and Management Information Systems Officer	4/4/16	Being worked on.
Another test will be done on the website by the web team in Nov 2016	This is a yearly test to test our user experience	November 2016	Council web team to carry this out.

Admissions Policy/ Paperwork: Lead Officer Senior Education Manager (Inclusion & Pupil / Parent Support)

Action	By whom	By when	Progress/Comments
Consider what aspects need to be redrafted to ensure clarity of information. Including reserved places. Clearly outline how places are allocated in other stages.	Senior Education Manager (Inclusion & Pupil / Parent Support)/ Senior Solicitor/ Comms Client Manager/ Executive Director of Communities & Families and SLWG	8/12/15	Completed. This information is included in the Placing in Schools booklet.

Recruitment: Lead Officer Committee Services

Action	By whom	By when	Progress/Comments
Recruitment protocol to be revised/set up for all panel members	Committee Services/Senior Solicitor/Comms Client Manager	8/12/15	Completed
A protocol for chairs and panel members and officers is drawn up in relation to their remit and responsibilities with regard to the appeals process.	Senior Solicitor/Committee Services	4/4/16	This is for both officers and panel chairs/members.
Organise an Open night for	Committee Services/Senior	8/12/15	Completed. Interview

<p>recruitment- including an application form.</p> <p>Promote this event via the various contact channels including Parent Chairs/CCwP/HT/CLD links/ QIO network/Brightfutures information on this also.</p>	Solicitor		carried out on 3/2/16
Designer from Comms to help with flier	Comms Client Manager/Committee Services	Ongoing	Completed
Seek to increase the number of panel members by mentioning to Neighbourhood groups/CCwP	Senior Education Manager (Inclusion & Pupil / Parent Support)	Done on 1.10.15	Completed
Targeted approach to previous employees	Committee Services/ Senior Education Manager (Inclusion & Pupil / Parent Support)/ DA to the Convener of Education, Children & Families Committee	24/11/15	Completed
Email all Parent Chairs to invite them to Open night	Senior Education Manager (Inclusion & Pupil / Parent	24/11/15	Completed

and invite former parent reps from CCwP via email	Support)/ Committee Services		
Review /consider whether additional support (for example officer attendance at appeals) is required for other stage appeals that are led by Head Teachers	SLWG	24/11/15	This was included as a recommendation in the December 2015 Committee report and will be considered.
Consider letters being sent out to parents following appeal to have more details of reasoned for the appeal not be upheld	Committee Services	May- July 2016	This was included as a recommendation in the December report 2015 and will be trialled in the appeals process from May onwards. See recommendation in report
Consideration on holding appeals outside the City Chambers and Lothian Rooms to exemplify that the appeals are independent and in less formal settings	Committee Services	11/4/16	Committee Services looking into this in terms of availability of venues.

Training for officers; Lead Officer Senior Solicitor

Action	By whom	By when	Progress/Comments
Training for all committee members	Committee Services/Senior Solicitor/Recruitment	March/April 2016	In progress.
Agree mandatory training for all new panel members/chairs and officers	SLWG / Committee Services/Senior Solicitor	8/12/15	Recommendation in the December 2015 Committee report
Improve the quality of training.	Senior Solicitor/Committee Services/ Senior Education Manager (Inclusion & Pupil / Parent Support)	4/4/15	Being taken forward.
Agree the possibility of agreeing mandatory yearly updated training for all involved in the process and closer updates/training to when appeal will actually take place	SLWG / Committee Services/Senior Solicitor	8/12/15	Completed. Recommendation in the December 2015 Committee report
Discuss and develop a yearly mandatory update for all panel members/ chairs and officers.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	8/12/15	Completed. Recommendation in the December report 2015

Discuss how best to use officers in the appeals process and who is required and when.	Executive Director of Communities & Families/Head of Schools & Lifelong Learning/Head of Resources	8/12/15	Recommendation in the December report 2015
Consider alternative options to Education officers presenting the appeals and the cost related to this	SLWG/ Executive Director of Communities & Families	31/03/16	This was included as a recommendation in the December 2015 Committee report and will be considered.
Consider officer support for HT at stage appeals/exclusion appeals and/ or provide a crib sheet for this	SLWG/Executive Director of Communities & Families	31/03/16	This was included as a recommendation in the December 2015 Committee report and will be considered.
Consider offering training to school administration staff and /or Business managers on the appeals process as they often assist HTs	SLWG/Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	6/4/16	Final decision to be made on this by HoS &Executive Director
Develop more case studies for all to include in training. These should include examples of the various	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	Ongoing	Issues/ideas from the interested parties and survey monkey results were noted to consider for future

issues raised during the SLWG and in the Survey Monkey.			training.
Explore how technology might be used more during the appeals process including for Chairs	Placing in schools team/ Committee Services/ Senior Education Manager (Inclusion & Pupil / Parent Support)/Management Information Systems Officer/Comms Client Manager	4/3/16	This is being considered.
Develop evaluations to be completed after training.	Senior Solicitor	4/4/16	Being worked on.
Consider using a Survey Monkey to review the process each year.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	4/4/16	Decide on when to use this.

Training for the Independent Appeals Committee; Lead Officer Senior Solicitor

Action	By whom	By when	Progress/Comments
Agree mandatory training for all new panel members/chairs and officers	SLWG / Committee Services/Senior Solicitor	24/11/15	Was a recommendation in the December 2015 report.

Agree the possibility of mandatory yearly updated training for all involved in the process and closer updates/training to when appeal will actually take place	SLWG / Committee Services/Senior Solicitor	24.11.15	Was a recommendation in the December 2015 report.
Explore the costs for External training provider for the Chairs and Panel Members	Committee Services	24.11.15	Was a recommendation in the December 2015 report.
Discuss and develop a yearly mandatory update for all panel members/ chairs and officers.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	6.12.15	Was a recommendation in the December 2015 report.
Develop more case studies for all to include in training. These should include examples of the various issues raised during the SLWG and in the Survey Monkey.	Senior Solicitor/Committee Services/Senior Education Manager (Inclusion & Pupil / Parent Support)	Ongoing	Issues/ideas from the interested parties and survey monkey results were noted to consider for future training.
Explore how technology might be used more during the appeals process including for	Placing in schools team/ Committee Services/ Senior Education Manager (Inclusion & Pupil / Parent	4/4/16	Considering the use of this and access to the web.

Chairs	Support)/Management Information Systems Officer/Comms Client Manager		
Consider how the quality assurance of the process including the Independent Panel	Senior Solicitor	Ongoing	

Communication and improving perceptions for schools in relation to Placing in schools and Appeals: Lead Officer Comms Client Manager

Action	By whom	By when	Progress/Comments
All data held should be in a similar format so that it is easier to share.	Committee Services /Senior Education Manager (Inclusion & Pupil / Parent Support)/Placing in schools team	6/5/16	Meeting with relevant officers to take this forward.
Many appeals are due to other siblings in schools. This needs to continue to be addressed more in communications	Comms Client Manager/Placing in schools team/ Senior Education Manager (Inclusion & Pupil / Parent Support)	Ongoing	Included in comms plan and reinforced in Q&As for Parent Council/Elected members
Share the Comms plan that	Comms Client Manager / Parent	11/2/16	Plan included as part of this

already exists and add to this taking into account the views and issues raised via the SLWG.	Rep/Placing in schools team/Senior Education Manager (Inclusion & Pupil / Parent Support)		report.
Share good practice from the Open Days with schools and give further guidance on this to HT's	Comms Client Manager/Parent Rep/Placing in schools team/Senior Education Manager (Inclusion & Pupil / Parent Support)/Quality Improvement Manager - Primary	6/5/16	Guidance already exists but will be improved. Share good practice at a HT meeting. Good practice/marketing toolkit being produced
Identify where the most out of catchment requests are being made and help publicise the school with the aim of addressing negative perceptions of the school.	Placing in schools team/ Comms Client Manager	1/4/16	Part of the Communication strategy.
Following failed appeals – need to encourage parents to visit their catchment school to put their minds at rest that they don't need to	Comms Client Manager/ Placing in schools team	1/4/16	Draft letter to be used by HT's

be worried? Develop a letter for schools to send following the appeal not being upheld.			
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Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Admissions to Mainstream Schools

Item number	8.3
Report number	
Executive	Routine
Wards	All

Executive summary

On 8 December 2015 the Education Children and Families Committee agreed the Admissions Policy and referred the agreed policy to the Short Life Working Group to consider how to make it more accessible to users. This has now been completed and the purpose of this report is to advise Committee of the outcome of the review of the Short Life Working Group.

The purpose of the policy and procedure is to ensure clarity and consistency in the management of admissions at all stages in all mainstream schools. All admissions must comply with class size legislation and national agreements

Links

Coalition pledges	P5
Council outcomes	C01, C03 and C06
Single Outcome Agreement	S03

Admissions to Mainstream Schools

Recommendations

- 1.1 Approve the changes which have been made to the Policy regarding Admissions to Mainstream Schools to make it more accessible to users following further consultation with the Short Life Working Group.

Background

- 2.1 The Council manages the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#). Admissions for P1 and S1 each August are managed by the Grants, Awards and Placements team. The headteacher is responsible for all admissions at all other stages and for P1 and S1 after August.
- 2.2 Legislation on Class sizes underpins the Admissions Policy.
- 2.3 A member office working group was established in November 2015 to review the admissions and appeals process for session 2015/16; the outcome of the work undertaken by that group was reported to the [Education Children and Families Committee on 8 December 2015](#). At that meeting Committee agreed the Policy regarding Admissions to Mainstream Schools and referred the agreed policy to the Short Life Working Group to consider how to make it more accessible to users. This has now been completed and the purpose of this report is to advise Committee of the outcome of the review of the Short Life Working Group.

Main report

- 3.1 The policies and procedures which underpin the admissions process for mainstream primary and secondary schools have been in place since the inception of the City of Edinburgh Council.
- 3.2 The policy and procedure have now been made more accessible to users and separated into two separate documents as attached at Appendices 1 and 2. A marked-up version of the current policy is attached at Appendix 3 to show what changes have been made. It should be noted that, whilst it may appear that significant parts of the policy have been deleted, this is not actually the case. The sections on reserved places, team teaching and composite classes have been moved to be shown later in the policy and the sections on catchment registrations and placing requests have been transferred into the related procedure.

3.3 The main key messages in the policy remain the same and are as follows:

- The pupil must be resident in the address before a place will be allocated. Proofs of address must be provided;
- Allocation of places in P1 and S1 for August of any year are based on residence before 28 February;
- Late catchment pupils P1 and S1 after 28 February are not guaranteed places in the catchment school;
- Siblings are not guaranteed out of catchment placements if their brother or sister is already in a school;
- Priority will be given to catchment Baptised Roman Catholics (BRC) in certain RC schools in allocating places.
- Reserved places will normally be retained throughout the year, where possible, for incoming catchment children, but where non catchment places are granted by an Appeal Committee or a Sheriff this may result in fewer reserved places being available.

3.4 It should also be noted that at all stages in primary and secondary schools, if a placement is refused a parent has the right to appeal in the first instance to an independent appeal panel and if that is unsuccessful to the Sheriff Court.

Measures of success

4.1 Overall progress will be assessed using the following measures:

- Compliance with all Statutory Deadlines.
- Numbers of appeals not upheld in line with department policies and Class size regulations.

Financial impact

5.1 This policy will be delivered within existing budgets.

Risk, policy, compliance and governance impact

6.1 The risk in this area is that statutory deadlines are not met and that there is non compliance with legislation. The amendments which have been made to the policy which was approved by the [Education, Children and Families Committee on 8 December 2016](#) are not material, do not change the basis of the policy itself and are simply to improve accessibility to users. There are no compliance or governance issues arising from this report.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report. All work within this area seeks to address inequalities both in terms of provision of resources and impact on outcomes for children and young people.

Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from this policy.

Consultation and engagement

- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups and Consultative Committee with Parents. Parents are also part of the Rising Rolls working group and officers meet with individual parent councils where schools are affected by rising rolls. Headteachers meet with their own Parent Council to discuss placements in their own school. The recently formed Member Officer Group have also consulted with a variety of stakeholders.

Background reading/external references

[Education \[Scotland\] Act 1980](#)

[The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)

[The Education \[Lower Primary Class Sizes \[Scotland\] Regulations 1999](#)

[The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)

[Team Teaching CEC](#)

Composite Classes CEC ([Policy](#) and [Procedure](#))

Alistair Gaw

Acting Executive Director Communities and Families

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Links

Coalition pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum
Council outcomes	CO1 - Our children have the best start in life, are 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	<ol style="list-style-type: none">1 Policy: Admissions to Mainstream Schools2 Procedure: Admissions to Mainstream Schools3 Marked-up Changes to Previous Policy

Policy: Admissions to Mainstream Schools

Implementation date: March 2016

Control schedule

Approved by: Education Children and Families Committee

Approval date : 1 March 2016

Senior Responsible Officer: Moyra Wilson; Senior Education Manager

Author: Moyra Wilson

Scheduled for review: December 2017

Version control

Version	Date	Author	Comment
0.1	December 2015	Moyra Wilson	Approved by Education, Children and Families Committee
0.2	February 2015	Moyra Wilson	Incorporating non material wording and presentational changes, including separation of procedures into a separate document, to improve accessibility to users.

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
08.12.15	Education Children and Families		

Policy: Admissions to Mainstream Schools

1 Policy statement

- 1.1 This policy is required to ensure clarity and consistency in the management of admissions to mainstream schools at all stages. Under Section 30 of the Education Act 1980, it is the duty of every parent who has a child of school age, to provide that child with an education which is suitable to their age, aptitude and ability. Every parent must do this either by ensuring their child attends a public school regularly (or by any other means, for example by home education).
- 1.2 There are corresponding duties on the local authority to provide appropriate school education for all school age children.
- 1.3 The Act describes who a person of school age is - that is a child or young person who has reached the age of five years, but has not yet reached the age of sixteen.

2 Scope

- 2.1 This policy covers the admission of pupils to all stages in mainstream schools and, in particular, to those pupils in P1 and S1 in August of any school year.

3 Definitions

- 3.1 Reserved places: Places reserved for children and young people moving into the school catchment through the year.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
- 3.3 R.C. school: Roman Catholic school.
- 3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.
- 3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.
- 3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.
- 3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.

- 3.8 Placing Requests: A request for a placement in a school.
- 3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.
- 3.9 Exceptional: Unusual or complex.

4 Policy content

Legislation

- 4.1 The Council delegates to Communities and Families the function of managing the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#).

Allocation of Placements

- 4.2 Key principles applied by the Council to the provision of school places are set out below:
 - 4.2.1 Children and young people are admitted to schools in the areas where they stay. These are known as the catchment areas for the school. There are separate catchment boundaries for RC and non-denominational schools at both primary and secondary level and pupils have the option of attending either of their catchment schools, subject to availability of places.
 - 4.2.2 In areas of the City, for example the new Waterfront developments, which currently fall outside existing catchment areas, the Council will identify an 'appropriate school' for pupils living in those areas. This is normally based on distance and geography.
 - 4.2.3 Pupils living in the City of Edinburgh Council area have priority for places over pupils living in other local authority areas.
 - 4.2.4 The Council aims to provide places for P1 and S1 pupils at their catchment school if they are living in the catchment area by the end of February of the year that they will start in P1 and S1. It is important to note that a child must be resident in a house before a place is allocated. Evidence of a house purchase is not sufficient for the allocation of a place.
 - 4.2.5 If there are places available after catchment demand is met placing requests for non-catchment pupils at P1, S1 and all other stages will be allocated.
 - 4.2.6 At other stages in primary and secondary schools places will be allocated to catchment pupils if there are available spaces.
 - 4.2.7 Attendance at a school nursery is not considered when allocating places in schools.

Class Sizes and Organisation

- 4.2.8 The council meets the legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended). This means a class size maximum of 25 for P1 and 30 for P2 and P3 is implemented. The Scottish Government has agreed that it is interpreted as a ratio of 25 pupils to one teacher for P1 and as a ratio of 30 pupils to one teacher for P2 and P3.
- 4.2.9 A national agreement has agreed a class size maximum of 33 from P4-7. In secondary schools practical class sizes are 20.
- 4.2.10 The most efficient arrangement of class size and provision of teaching staff in P1 and S1 for each new session is sought for each school after taking account of demand for catchment places in non denominational schools and of demand from pupils who are baptised Roman Catholic in RC schools.
- 4.2.11 When considering an 'additional teacher' for the present year, the Council takes into account the global number of teachers required across the estate and not the previous numbers of teachers required at individual schools;
- 4.2.12 First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision.
- 4.2.13 Additional classes are not normally created specifically to cater for non-catchment placing requests in the primary sector. This includes situations where granting requests in one year would result in the need for additional classes at other year stages.

Oversubscribed Roman Catholic Schools

- 4.3 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised Roman Catholic pupils. Additional staff will not normally be employed to support a P1 intake greater than that required to meet the RC baptised catchment demand unless by doing so resolves potential accommodation issues at another school.
- 4.4 Where a Roman Catholic school is oversubscribed the following actions will be taken:
 - 4.4.1 Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places;
 - 4.4.2 In the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools;
 - 4.4.3 Non BRC, or BRC who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not

be prioritised out to other schools. In these cases, children would be given places at their non-denominational catchment school.

Oversubscribed Non Denominational Schools

- 4.5 At times when there are oversubscribed non denominational schools the decision may be made to prioritise placing requests out of the school.

Reserved Places

- 4.6 One place per class will be reserved for pupils moving into a school catchment in each class in primary school and two places reserved for each team teaching class where possible. In secondary schools one reserved place for incoming catchment pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.
- 4.7 Where possible a reserved place shall be maintained until a child moves into the catchment. Where this happens the reserved place is given to the child, and is no longer available. If placing requests appeals are granted either by the Appeal Committee or a Sheriff this may result in fewer reserved places being available due to the increased class size.

Team Teaching

- 4.8 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 to meet the class size 30 at P2 and P3. Team teaching classes may be organised at other stages in primary schools.

Composite Classes

- 4.9 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:
- 4.9.1 Age is the main criterion for selecting pupils for composite classes.
- 4.9.2 Normally composite classes will be formed with a minimum of five pupils from one year stage.
- 4.9.3 Unless there are very low numbers of pupils at particular stages, composite classes will not normally be created over three year groups.
[e.g. P1, P1/2, P2, P2/3, P3 illustrates composite classes over 3 year stages.]
- 4.9.4 Reorganising and recompositing a class structure will sometimes take place to make additional places available for pupils in an individual

school but only where this would not give rise to a potential detriment to the existing pupils at the school.

- 4.9.5 Exceptional circumstances will be looked at on a case by case basis.
- 4.9.6 The final composition of the class will be at the discretion of the headteacher at the school.

Parental Preference

- 4.10 Many schools across the city are experiencing increased demand from their own catchment population for P1 and S1 places. This has had the effect of reducing the number of places available for non-catchment pupils. This means that the number of placing requests being refused has risen. It is anticipated that number of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.
- 4.11 We encourage parents to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days are held during the registration period and parents can also contact schools directly to arrange a visit.

5 Implementation

- 5.1 The implementation of this policy will be 2015 – 2017.

6 Roles and responsibilities

- 6.1 The Senior Education Manager Inclusion, Parent and Pupil Support has overall responsibility for this policy.
- 6.2 The Grants Awards and Placements Team are responsible for the day to day administration of the procedure and advising parents of policy.
- 6.3 Headteachers are responsible for collecting information on catchment children and advising parents of the policy.

7 Related documents

- [Education \[Scotland\] Act 1980](#)
- [The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)
- [The Education \[Lower Primary Class Sizes\] \[Scotland\] Regulations 1999](#)
- [The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)
- [Team Teaching CEC](#)

- [Composite Classes CEC](#)
- Procedure: Admissions to Mainstream Schools

8 Equalities impact

8.1 There are no adverse equalities issues arising from this policy.

9 Sustainability impact

9.1 There are no adverse economic, social or environmental impacts resulting from this area of activity.

10 Risk assessment

10.1 The risk of not having a consistent, clear and published policy means that parents/carers are not kept informed about the placements process.

11 Review

11.1 This policy will be reviewed on a two year cycle with the next review being December 2017.

Procedure: Admissions to Mainstream Schools

1 Purpose

- 1.1 This procedure aims to provide clear guidance for all staff in the management of admissions to schools. It accompanies the Admissions Policy.

2 Scope

- 3.1 This policy covers the admission of pupils to all stages in mainstream schools and in particular to those pupils in P1 and S1 in August of any school year.

3 Definitions

- 3.1 Reserved places: Places reserved for children and young people moving into the school catchment through the year.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
- 3.3 R.C. school: Roman Catholic school.
- 3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.
- 3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.
- 3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.
- 3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.
- 3.8 Placing Requests: A request for a placement in a school.
- 3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.
- 3.9 Exceptional: Unusual or complex.

4 Actions

Catchment Registration and Placing Requests for P1 and S1

- 4.1 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Communities and

Families Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are involved throughout the process and are asked to consult with parents in early February, where necessary, to share with them plans for P1 and S1 intakes and class organisations for August. Schools are made aware that class organisations can change between now and the start of the session.

- 4.2 It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.
- 4.3 The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.
- 4.4 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August. It also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.
- 4.5 Communities and Families publish a timeline outlining the process involved in P1 and S1 placements on an annual basis which is attached at Annex 1.
- 4.6 If a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

Catchment Registration and Placing Requests for Other Stages

- 4.7 Placing requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers. If there are no available places the headteacher will refuse the place and add the names to the waiting list.

- 4.8 At all stages in primary and secondary schools if a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.
- 4.9 None of the above affects a parent's statutory right to make a placing request to any school.

Waiting lists

- 4.10 Those children who are refused a place will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support comprising representatives of the Education Children and Families Committee who meet in February/March of each year. The usual priority order is:
 - a) Siblings;
 - b) Edinburgh children;
 - c) Out of Edinburgh Children.
- 4.11 Within each category distance [to the school from the home] is then used to determine the place on the waiting list; the shorter the distance the higher the place on the waiting list.

Key considerations for Parents

- 4.12 There are six key points for parents to consider when applying for school places:
 - 4.12.1 Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;
 - 4.12.2 All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;
 - 4.12.3 Children attending a nursery class in a primary school are only entitled to a place in the primary school if they live in the catchment area of the primary school;
 - 4.12.4 In a non denominational school catchment places for P1 and S1 will only be guaranteed to children living in the school catchment by the end of February in the year they begin primary or secondary school;
 - 4.12.5 If a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;
 - 4.12.6 If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools;

Fraud Prevention

- 4.13 The Council is obliged to make random spot checks of addresses as part of fraud prevention and parents may be asked to provide proof of residence at any time before the school session begins. The Corporate Fraud team will investigate all claims of false addresses being used to gain a school place and, if proven, the place will be withdrawn.

5 Responsibilities

- 5.1 The Senior Education Manager: Inclusion, Pupil and Parent Support has overall responsibility for the maintenance of this procedure.

6 Policy Base

- 6.1 The procedure has been developed to implement the Policy: Admissions to Mainstream Schools.

7 Associated Documents

Policy: Admissions to Mainstream Schools

8. Record Keeping

- 8.1 When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule

Annex 1: Placements Timeline P1 S1

Inclusion: School Grants, Awards & Placements

	What is happening?
By 30 October	<p>All N5 & P7 pupil address data verified and UPRN allocated on Click+Go. Catchment schools identified and initial information letters sent to parents.</p> <p>P1/S1 Placing In Schools Booklet reviewed and updated.</p> <p>Posters advertising registration week distributed to all nursery & primary schools (including Partner Provider nurseries).</p>
November	Primary schools open day for parents of catchment P1 children.
Early November	Advert in Evening News & Metro publicising P1 & S1 procedures.
Early November	<p>P1 registration week starts. RC baptismal certificates to be collated at time of registration (if applicable). Catchment pupil details to be recorded on SEEMiS.</p> <p>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go.</p> <p>Secondary schools send appropriate supply of school handbooks to primary schools for onward distribution to P7 pupils.</p> <p>Online non-catchment placing request form goes live. From this date requests are recorded by GAP on SEEMiS each day and acknowledgment letter or automated email sent to parents confirming receipt.</p>

<p>Mid November</p>	<p>P1 registration week ends. Subsequent registrations by appointment.</p> <p>School Placements team begin liaising with Corporate Fraud Team to query dubious addresses.</p>
<p>End November</p>	<p>Closing date for return of primary school proposed class organisation to Devolved Finance & Resource Officer.</p> <p>All catchment P1 pupils registered during registration week to be recorded on SEEMiS by this date.</p>
<p>24 December</p>	<p>Closing date for non-catchment placing requests to allow for accurate projection of requests citywide.</p> <p>Secondary Head Teachers to inform Devolved Finance & Resource Officer of projected roll for coming session.</p>
<p>Early January</p>	<p>Nursery & Primary schools to investigate N5 children who are not yet registered on SEEMiS and encourage parents to register.</p> <p>Meeting held involving Senior Education Manager (Inclusion & Pupil/Parent Support), GAP, Devolved Finance & Resource, Council Solicitor, Asset Planning and Communications Service to assess demand for places citywide, propose intake limits and class organisations for coming session.</p> <p>Oversubscribed Roman Catholic schools identified and letters sent to affected parents.</p> <p>Preparation of reports to Committee on Pupil/Student Support.</p> <p>Home to school route measurements requested to prepare for the creation of waiting lists.</p>
<p>January /February</p>	<p>Primary Head Teacher seminars take place.</p>

End January	Proposed intakes and class organisations issued to Head Teachers by Devolved Finance & Resource Officer.
By end February	Parent Council meetings take place, where appropriate. Draft staffing allocations notified to schools by Devolved Finance & Resource Officer.
Late February/early March	Meeting of the Committee on Pupil/Student Support to consider exceptional reasons submitted for placement in all oversubscribed schools. Waiting lists to be created based on committee decisions.
28 February	Catchment guarantee date. All children who are resident in the catchment area by this date are guaranteed a place in their non-denominational catchment school unless they move address before the start of the coming session. New Intake Registration screen and Delete Registration screen locked from this date – schools to email late P1 registrations after this date to School Placements team.
Mid March	Decisions on oversubscribed schools sent to parents. Waiting lists become operational. Preparation of reports to the Placing in Schools Appeal Committee commences.
31 March	Closing date for requests to delay entry to P1.
15 April	Closing date for submission of placing in school appeals and second-preference requests.
From 19 April	Primary & Secondary schools to confirm places with parents and invite to induction visit. Inform GAP if places are declined. Decisions on late and second-preference placing requests sent to parents in writing from this date

	onwards.
May – June	Placing in Schools Appeal Committee hearings take place.
21 – 23 June	P7 transition days.
<i>From</i> mid August	<p>Waiting lists passed to relevant schools. Responsibility for subsequent allocation of places devolved to Head Teacher from this date following waiting list priority.</p> <p>Primary & Secondary schools to contact parents of children who have not attended as expected by telephone. If unable to contact parent letter issued by recorded delivery giving 7 days to respond advising place will be given up if necessary.</p> <p>Where possible, one reserved place per class held at primary schools for incoming catchment children.</p>
29 August	Places held by children who have not attended as expected can be withdrawn.
5 September	Pupil data cleared from SEEMiS in preparation for next session's intake.

Policy: Admissions to Mainstream Schools

Implementation date: ~~December~~ March 2015⁶

Control schedule

Approved by: Education Children and Families Committee

Approval date : 1 March 2016

Senior Responsible Officer: Moyra Wilson; Senior Education Manager

Author: Moyra Wilson

Scheduled for review: December 2017

Version control

Version	Date	Author	Comment
0.1	December 2015	Moyra Wilson	<u>Approved by Education, Children and Families Committee</u>
<u>0.2</u>	<u>February 2015</u>	<u>Moyra Wilson</u>	<u>Incorporating non material wording and presentational changes, including separation of procedures into a separate document, to improve accessibility to users.</u>

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
08.12.15	Education Children and Families		

Policy: Admissions to Mainstream Schools

1 Policy statement

- 1.1 This policy is required to ensure clarity and consistency in the management of admissions to mainstream schools at all stages. ~~All admissions must comply with class size legislation and national agreements [see 4.1].~~ Under Section 30 of the Education Act 1980, it is the duty of every parent who has a child of school age, to provide that child with an education which is suitable to their age, aptitude and ability. Every parent must do this either by ensuring their child attends a public school regularly (or by any other means, for example by home education).
- 1.2 There are corresponding duties on the local authority to provide appropriate school education for all school age children.
- 1.3 The Act describes who a person of school age is - that is a child or young person who has reached the age of five years, but has not yet reached the age of sixteen.

2 Scope

- 2.1 This policy covers the admission of pupils to ~~P1 and S1~~ all stages in mainstream schools and, in particular, to those pupils in P1 and S1 in August of any school year ~~and also admissions to all other stages of primary and secondary schools.~~

3 Definitions

- 3.1 Reserved places: Places ~~retained~~ reserved for ~~incoming catchment~~ children and young people moving into the school catchment through the year.
- 3.2 Proofs of residence: A copy of council tax and a utility bill.
- 3.3 R.C. school: Roman Catholic school.
- 3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.
- 3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.
- 3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.

3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.

3.8 Placing Requests: A request for a placement in a school.

3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.

3.9 Exceptional: Unusual or complex.

4 Policy content

Legislation

4.1 The Council ~~manages~~delegates to Communities and Families the function of managing the provision of school places using principles and practices that are in line with the [Education \(Scotland\) Act 1980](#), as amended and the [Gaelic Language \(Scotland\) Act 2005](#). ~~Further detail of how these principles are applied by the Council to the provision of school places are set out below:~~

Allocation of Placements

~~4.1.1-2~~ Key principles applied by the Council to the provision of school places are set out below:

4.2.1 Children and young people are admitted to schools in the areas where they stay. These are known as the catchment areas for the school. There are separate catchment boundaries for RC and non-denominational schools at both primary and secondary level and pupils have the option of attending either of their catchment schools, subject to availability of places.

4.2.2 In areas of the City, for example the new Waterfront developments, which currently fall outside existing catchment areas, the Council will identify an 'appropriate school' for pupils living in those areas. This is normally based on distance and geography.

4.2.3 Pupils living in the City of Edinburgh Council area have priority ~~over~~ incoming requests from outside the Council area; for places over pupils living in other local authority areas.

~~4.1.2.4~~ The Council will endeavour to accommodate catchment pupils in aims to provide places for P1 and S1 pupils at their catchment school if resident by 28~~th~~ they are living in the catchment area by the end of February of any~~the~~ year; that they will start in P1 and S1. It is important to note that a child must be resident in a house before a place is allocated. Evidence of a house purchase is not sufficient for the allocation of a place.

~~4.1.34.2.5~~ If there are places available after catchment demand is met placing requests for non-catchment pupils at P1, S1 and all other stages will be allocated.

4.2.6 At other stages in primary and secondary schools places will be allocated to catchment pupils if there are available spaces;

~~4.1.4~~ ~~Placing requests for non-catchment pupils at P1, S1 and all other stages will be met, subject to available capacity;~~

~~4.1.5~~ ~~Additional classes are not normally created specifically to cater for non-catchment placing requests in the primary sector. This includes the potential need to create additional classes in subsequent years beyond the P1 stage;~~

~~4.1.6~~4.2.7 Attendance at a school nursery is not considered when allocating places in schools.

Class Sizes and Organisation

4.2.8 The council meets the legislation on class sizes; the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999 (as amended) ~~that introduced~~. This means a class size maximum of 25 for P1 and 30 for P2 ~~and~~ P3 is implemented; The Scottish Government has agreed that it is interpreted as a ratio of 25 pupils to one teacher for P1 and as a ratio of 30 pupils to one teacher for P2 and P3.

~~4.1.7~~4.2.9 A national agreement has agreed a class size maximum of 33 from P4-7. In secondary schools practical class sizes are 20.

4.2.10 The most efficient arrangement of class size and provision of teaching staff in P1 and S1 for each new session is sought for each school after taking account of demand for catchment places in non denominational ~~places;~~schools and of demand from pupils who are baptised Roman Catholic in RC schools.

~~4.1.8~~2.11 When considering an ~~"additional teacher"~~additional teacher for the present year, the Council takes into account the global number of teachers required across the estate and not the ~~historic number~~previous numbers of teachers required at individual schools;

~~4.1.9~~2.12 First year intake limits, classroom size restrictions and limits on the overall pupil numbers will be applied where necessary to assist in managing school provision;

~~4.1.10~~ ~~Separate~~4.2.13 Additional classes are not normally created specifically to cater for non-catchment boundaries are drawn for denominational and non-denominational schools at both placing requests in the primary and secondary school level (pupils have the option of attending either catchment school, subject to availability of places);

~~4.1.11~~ ~~In areas of the City falling outwith established catchment areas (for example, the new Waterfront development), the Council defines which establishment is an 'appropriate school' for pupils — normally judged on distance and geography;~~

~~4.1.12 Attendance at a school nursery does not guarantee a place in the school.~~

~~Reserved Places~~

~~4.2 One place per class will be reserved for incoming catchment pupils in each class in primary school and two reserved places for each team teaching class/sector. This includes situations where possible. In secondary schools one reserved place for incoming catchment pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.~~

~~4.3 Reserved places will normally be retained throughout the year, where possible, for incoming catchment children. Where non catchment places are granted by an Appeal Committee or a Sheriff this may granting requests in one year would result in fewer reserved places being available.~~

~~Team Teaching~~

~~4.4 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 as the maximum number of pupils per teacher rises to 30 in P2 so the the need for additional teacher for the class will only be required for P1. Team teaching classes may be organised classes at other year stages in primary schools.~~

~~Composite Classes~~

~~4.5 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:~~

~~4.5.1 Age is the main criterion for selecting pupils for composite classes;~~

~~4.5.2 A composite class would not normally be formed if there were fewer than five pupils coming from a particular year stage;~~

~~4.5.3 It is not policy to composite over three year stages except where there are very low numbers of pupils at particular stages;~~

~~4.5.4 Reorganising and recompositing a class structure is sometimes allowed to make additional places available for pupils in an individual school; but significant reorganising or recompositing will not be used where to do so would give rise to a potential detriment to the existing pupils at the school;~~

~~4.5.5 Exceptional circumstances will be looked at on a case by case basis.~~

~~4.6 Positive Action schools receive additional funding which can at times be used to create additional classes by individual headteachers. Non catchment pupils~~

~~would not be restricted in these cases as they would not generate the need for the Department to employ an additional teacher~~

~~4.7 There are six key points for parents to consider when applying for school places:~~

~~4.7.1 Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;~~

~~4.7.2 All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;~~

~~4.7.3 A child is only entitled to a place in the primary school where they attend nursery if they live in the catchment area of the primary school;~~

~~4.7.4 Catchment places for P1 and S1 will only be guaranteed in a non denominational school to children living in the school catchment by 28 February of the year they begin primary or secondary school;~~

~~4.7.5 Where a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;~~

~~4.7.6 If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools.~~

Oversubscribed Roman Catholic Schools

4.83 Where catchment applications for denominational schools exceed the available school capacity, or would cause accommodation issues at a future stage, priority will be given to baptised Roman Catholic pupils. ~~Furthermore, an additional member of Additional staff would will not, as standard practice, normally be applied to a Roman Catholic school to provide places beyond that necessary employed to support a P1 intake from its greater than that required to meet the RC baptised RC catchment population. The exception to this may be where the creation of a higher intake at a Roman Catholic school with sufficient capacity may resolve demand unless by doing so resolves potential accommodation issues at another school.~~

~~4.9 Accordingly, where Where a Roman Catholic school is oversubscribed the following actions will be taken:~~

~~4.94.1 Priority will be given to catchment Baptised Roman Catholics (BRC) in allocating places;~~

~~4.94.2 In the event that there are insufficient places for all catchment BRC then BRC may be prioritised into other RC schools;~~

~~4.94.3 Non BRC, or BRC who choose not to be prioritised into another RC school, who do not obtain a place at their catchment RC school will not be prioritised out to other schools. Such In these cases, children would~~

be ~~expected to first revert to~~ given places at their non-denominational catchment school.

~~4.10—None of the above affects a parent's statutory right to make a placing request to any school.~~

Oversubscribed Non Denominational Schools

~~4.11—~~5 At times when there are oversubscribed non denominational schools the decision may be made to prioritise placing requests out of the school.

Reserved Places

~~4.6~~ One place per class will be reserved for pupils moving into a school catchment in each class in primary school and two places reserved for each team teaching class where possible. In secondary schools one reserved place for incoming catchment pupils will be kept at each year stage where possible. In some areas of the city new housing developments mean that there is the potential for higher than normal movement into particular catchment areas. Where it is possible to do so, in these areas more than one place may be reserved in each class in order to try and ensure that pupils moving into the area can obtain a place at their catchment school.

Catchment Registration and Placing Requests for P1 and S1

~~4.12—Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid December. Head Teachers are involved throughout the process and are asked to consult with parents in early February where necessary to share with them plans for P1 intakes and class organisations for August. Schools have been made aware that class organisations can change between now and the start of the session.~~

~~4.13—It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.~~

~~4.14—The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents~~

~~successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.~~

~~4.15 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August it also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross-catchment movement of pupils.~~

~~4.16 Those children who are refused a placement will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support in February each year. The usual priority order is:~~

- ~~a) Siblings;~~
- ~~b) Edinburgh children;~~
- ~~c) Out of Edinburgh Children.~~

~~4.17 In each category distance is then used to determine the place on the waiting list.~~

~~**Catchment Registration and Placing Requests for Other Stages**~~

~~4.18 Placement requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers.4.7 Where possible a reserved place shall be maintained until a child moves into the catchment. Where this happens the reserved place is given to the child, and is no longer available. If placing requests appeals are granted either by the Appeal Committee or a Sheriff this may result in fewer reserved places being available due to the increased class size.~~

~~**Team Teaching**~~

~~4.8 Team teaching arrangements in primary schools may be implemented where catchment numbers are expected to exceed capacity based on P1 class sizes of 25. This normally involves raising the P1 intake to multiples of 30 to meet the class size 30 at P2 and P3. Team teaching classes may be organised at other stages in primary schools.~~

~~**Composite Classes**~~

~~4.9 Composite classes, including at P1/2, are part of the normal organisation in many primary schools, and are generally formed according to the following principles:~~

~~4.9.1 Age is the main criterion for selecting pupils for composite classes.~~

~~4.9.2 Normally composite classes will be formed with a minimum of five pupils from one year stage.~~

~~4.9.3 Unless there are very low numbers of pupils at particular stages, composite classes will not normally be created over three year groups.~~

[e.g. P1, P1/2, P2, P2/3, P3 illustrates composite classes over 3 year stages.]

4.9.4 Reorganising and recompositing a class structure will sometimes take place to make additional places available for pupils in an individual school but only where this would not give rise to a potential detriment to the existing pupils at the school.

4.9.5 Exceptional circumstances will be looked at on a case by case basis.

4.9.6 The final composition of the class will be at the discretion of the headteacher at the school.

~~If there are no available places the headteacher will refuse the place and add the names to the waiting list.~~

~~4.19 At all stages in primary and secondary schools if a placement is refused a parent has the right to appeal in the first instance to an independent appeal panel and if that is unsuccessful to the Sheriff Court.~~

Parental Preference

4.2010 Many schools across the city are experiencing increased demand from their own catchment population for P1 and S1 places. This has had the effect of reducing the number of places available for non-catchment pupils.

Accordingly, This means that the percentage number of non-catchment placing requests being refused has risen. It is anticipated that the percentage number of requests being refused will be maintained at a high level as demand from catchment populations continues to grow.

~~4.21 Parents are encouraged~~4.11 We encourage parents to learn more about their catchment school by arranging a visit and talking to staff and other parents. Open days are held during the registration period given and parents the opportunity can also contact schools directly to arrange a visit ~~their local school~~ without prior arrangement.

5 Implementation

5.1 The implementation of this policy will be 2015 – 2017.

6 Roles and responsibilities

- 6.1 The Senior Education Manager Inclusion, Parent and Pupil Support has overall responsibility for this policy.
- 6.2 The Grants Awards and Placements Team are responsible for the day to day administration of the procedure and advising parents of policy.
- 6.3 Headteachers are responsible for collecting information on catchment children and advising parents of the policy.

7 Related documents

- [Education \[Scotland\] Act 1980](#)
- [The Education \[Appeal Committee Procedures\] \[Scotland\] Amendment Regulations 2006](#)
- [The Education \[Lower Primary Class Sizes\] \[Scotland\] Regulations 1999](#)
- [The Education \(Lower Primary Class Sizes\) \(Scotland\) Amendment Regulations 2010](#)
- [Team Teaching CEC](#)
- [Composite Classes CEC](#)
- [Procedure: Admissions to Mainstream Schools](#)

8 Equalities impact

8.1 There are no adverse equalities issues arising from this policy.

9 Sustainability impact

9.1 There are no adverse economic, social or environmental impacts resulting from this area of activity.

10 Risk assessment

10.1 The risk of not having a consistent, clear and published policy means that parents-/carers are not kept informed about the placements process.

11 Review

11.1 This policy will be reviewed on a two year cycle with the next review being December 2017.

Procedure: Admissions to Mainstream Schools

1 Purpose

1.1 This procedure aims to provide clear guidance for all staff in the management of admissions to schools. It accompanies the Admissions Policy.

2 Scope

1.1 This policy covers the admission of pupils to all stages in mainstream schools and in particular to those pupils in P1 and S1 in August of any school year.

3 Definitions

3.1 Reserved places: Places reserved for children and young people moving into the school catchment through the year.

3.2 Proofs of residence: A copy of council tax and a utility bill.

3.3 R.C. school: Roman Catholic school.

3.4 School Catchment: An area from which children and young people are eligible to attend a local school. This area is based on the child's home address.

3.5 Composite Class: A class in which there are pupils at more than one stage of the primary school.

3.6 Team teaching: Team Teaching is where two teachers teach a class that has more than the maximum number of pupils for that particular stage, for example if there are more than 25 children in a P1 class there will be two teachers.

3.7 Mainstream schools: Schools which meet the needs of the majority of pupils and are non specialist provisions.

3.8 Placing Requests: A request for a placement in a school.

3.9 Non Catchment Placing Request: A request for a placement in a school which is not the catchment school for the address of the individual.

3.9 Exceptional: Unusual or complex.

4 Actions

Catchment Registration and Placing Requests for P1 and S1

4.1 Catchment registration and the handling of placing requests across the city is a major but routine organisational procedure undertaken by the Communities and Families Department on an annual basis. This process commences in November with schools being asked to register their catchment children, and parents being asked to make their placing requests by mid-December. Head Teachers are

involved throughout the process and are asked to consult with parents in early February, where necessary, to share with them plans for P1 and S1 intakes and class organisations for August. Schools are made aware that class organisations can change between now and the start of the session.

4.2 It is important to note that numbers of pupils do change, sometimes on a daily basis, as a result of parents making late registrations often requiring changes to class organisations. The initial figures are analysed during January to establish class organisations and identify any accommodation issues and identify where catchment pupil numbers might exceed school capacity. Proposed intakes are based on these figures. The process continues to be managed by the Department through to the start of session in August when the waiting list is returned to the school to manage. However, consideration will be given to whether in the future this process would also be best managed by the department centrally rather than by schools.

4.3 The process is characterised by complex patterns of pupil flow across the city and a constantly evolving picture as late applications are made and pupils are withdrawn. Nearly all schools experience a drop between the number of catchment P1 pupils registered in January and the number taking up a place in August. In many schools this drop can be significant and is explained by parents successfully making a placing request to another school, deciding to defer entry, choosing the private sector or moving house within the intervening period.

4.4 These changes make it difficult not to over-plan for placements and many schools which initially appear to have more catchment pupils than can be accommodated are likely to have no difficulty in ultimately accommodating their catchment intake in August. It also means that some placing requests refused in April will be successful by August. There can, however, be no guarantees and some schools require careful monitoring of their numbers throughout the process. For some schools the final organisation of the P1 classes may not be known until late in the process because of complex cross catchment movement of pupils.

4.5 Communities and Families publish a timeline outlining the process involved in P1 and S1 placements on an annual basis which is attached at Annex 1.

4.6 If a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

Catchment Registration and Placing Requests for Other Stages

4.7 Placing requests at other stages follow the same procedures as for P1 and S1. These requests are managed by Headteachers. If there are no available places the headteacher will refuse the place and add the names to the waiting list.

4.8 At all stages in primary and secondary schools if a placing request is refused a parent has the right to appeal in the first instance to an independent committee and if that is unsuccessful to the Sheriff Court.

4.9 None of the above affects a parent's statutory right to make a placing request to any school.

Waiting lists

4.10 Those children who are refused a place will be placed on a waiting list. The priority order for the waiting list in P1 and S1 is determined by the Committee on Pupil Student support comprising representatives of the Education Children and Families Committee who meet in February/March of each year. The usual priority order is:

a) Siblings;

b) Edinburgh children;

c) Out of Edinburgh Children.

4.11 Within each category distance [to the school from the home] is then used to determine the place on the waiting list; the shorter the distance the higher the place on the waiting list.

Key considerations for Parents

4.12 There are six key points for parents to consider when applying for school places:

4.12.1 Places are allocated to children based on their residence and all parents must provide proof of residence for a catchment place when they register their child for school;

4.12.2 All schools have two catchment schools, non-denominational and Roman Catholic. Parents must choose which of these is their preferred school;

4.12.3 Children attending a nursery class in a primary school are only entitled to a place in the primary school if they live in the catchment area of the primary school;

4.12.4 In a non denominational school catchment places for P1 and S1 will only be guaranteed to children living in the school catchment by the end of February in the year they begin primary or secondary school;

4.12.5 If a denominational Roman Catholic school is oversubscribed with catchment children, priority will be given to catchment baptised Roman Catholics;

4.12.6 If a placing request is successful for one child, it does not guarantee that requests for younger siblings will be successful. This could mean that siblings would attend different schools;

Fraud Prevention

4.13 The Council is obliged to make random spot checks of addresses as part of fraud prevention and parents may be asked to provide proof of residence at any time before the school session begins. The Corporate Fraud team will investigate all claims of false addresses being used to gain a school place and, if proven, the place will be withdrawn.

5 Responsibilities

5.1 The Senior Education Manager: Inclusion, Pupil and Parent Support has overall responsibility for the maintenance of this procedure.

6 Policy Base

6.1 The procedure has been developed to implement the Policy: Admissions to Mainstream Schools.

7 Associated Documents

Policy: Admissions to Mainstream Schools

8. Record Keeping

8.1 When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

<u>Record Title</u>	<u>Location</u>	<u>Responsible Officer</u>	<u>Minimum Retention Period</u>
<u>Education Records</u>	<u>Education Establishments</u>	<u>Headteachers/Managers</u>	<u>As per records retention schedule</u>

Annex 1: Placements Timeline P1 S1

Inclusion: School Grants, Awards & Placements

<u>Date</u>	<u>What is happening?</u>
<u>By 30 October</u>	<p><u>All N5 & P7 pupil address data verified and UPRN allocated on Click+Go. Catchment schools identified and initial information letters sent to parents.</u></p> <p><u>P1/S1 Placing In Schools Booklet reviewed and updated.</u></p> <p><u>Posters advertising registration week distributed to all nursery & primary schools (including Partner Provider nurseries).</u></p>
<u>November</u>	<p><u>Primary schools open day</u> for parents of catchment P1 children.</p>
<u>Early November</u>	<p><u>Advert in Evening News & Metro publicising P1 & S1 procedures.</u></p>
<u>Early November</u>	<p><u>P1 registration week starts.</u> <u>RC baptismal certificates to be collated at time of registration (if applicable).</u> <u>Catchment pupil details to be recorded on SEEMiS.</u></p> <p><u>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go.</u></p> <p><u>Secondary schools send appropriate supply of school handbooks to primary schools for onward distribution to P7 pupils.</u></p> <p><u>Online non-catchment placing request form goes live.</u> <u>From this date requests are recorded by GAP on SEEMiS each day and acknowledgment letter or automated email sent to parents confirming receipt.</u></p>
<u>Mid November</u>	<p><u>P1 registration week ends.</u> <u>Subsequent registrations by appointment.</u></p>

	<u>School Placements team begin liaising with Corporate Fraud Team to query dubious addresses.</u>
<u>End November</u>	<p><u>Closing date for return of primary school proposed class organisation to Devolved Finance & Resource Officer.</u></p> <p><u>All catchment P1 pupils registered during registration week to be recorded on SEEMiS by this date.</u></p>
<u>24 December</u>	<p><u>Closing date for non-catchment placing requests to allow for accurate projection of requests citywide.</u></p> <p><u>Secondary Head Teachers to inform Devolved Finance & Resource Officer of projected roll for coming session.</u></p>
<u>Early January</u>	<p><u>Nursery & Primary schools to investigate N5 children who are not yet registered on SEEMiS and encourage parents to register.</u></p> <p><u>Meeting held involving Senior Education Manager (Inclusion & Pupil/Parent Support), GAP, Devolved Finance & Resource, Council Solicitor, Asset Planning and Communications Service to assess demand for places citywide, propose intake limits and class organisations for coming session.</u></p> <p><u>Oversubscribed Roman Catholic schools identified and letters sent to affected parents.</u></p> <p><u>Preparation of reports to Committee on Pupil/Student Support.</u></p> <p><u>Home to school route measurements requested to prepare for the creation of waiting lists.</u></p>
<u>January /February</u>	<u>Primary Head Teacher seminars take place.</u>
<u>End January</u>	<u>Proposed intakes and class organisations issued to Head Teachers by Devolved Finance & Resource Officer.</u>

<p><u>By end February</u></p>	<p><u>Parent Council meetings take place, where appropriate.</u></p> <p><u>Draft staffing allocations notified to schools by Devolved Finance & Resource Officer.</u></p>
<p><u>Late February/early March</u></p>	<p><u>Meeting of the Committee on Pupil/Student Support to consider exceptional reasons submitted for placement in all oversubscribed schools. Waiting lists to be created based on committee decisions.</u></p>
<p><u>28 February</u></p>	<p><u>Catchment guarantee date.</u> All children who are resident in the catchment area by this date are guaranteed a place in their non-denominational catchment school unless they move address before the start of the coming session.</p> <p><u>New Intake Registration screen and Delete Registration screen locked from this date – schools to email late P1 registrations after this date to School Placements team.</u></p>
<p><u>Mid March</u></p>	<p><u>Decisions on oversubscribed schools sent to parents.</u> Waiting lists become operational.</p> <p><u>Preparation of reports to the Placing in Schools Appeal Committee commences.</u></p>
<p><u>31 March</u></p>	<p><u>Closing date for requests to delay entry to P1.</u></p>
<p><u>15 April</u></p>	<p><u>Closing date for submission of placing in school appeals and second-preference requests.</u></p>
<p><u>From 19 April</u></p>	<p><u>Primary & Secondary schools to confirm places with parents and invite to induction visit. Inform GAP if places are declined.</u></p> <p><u>Decisions on late and second-preference placing requests sent to parents in writing from this date onwards.</u></p>
<p><u>May – June</u></p>	<p><u>Placing in Schools Appeal Committee hearings take place.</u></p>

<u>21 – 23 June</u>	<u>P7 transition days.</u>
<u>From mid August</u>	<p><u>Waiting lists passed to relevant schools.</u> <u>Responsibility for subsequent allocation of places devolved to Head Teacher from this date following waiting list priority.</u></p> <p><u>Primary & Secondary schools to contact parents of children who have not attended as expected by telephone. If unable to contact parent letter issued by recorded delivery giving 7 days to respond advising place will be given up if necessary.</u></p> <p><u>Where possible, one reserved place per class held at primary schools for incoming catchment children.</u></p>
<u>29 August</u>	<u>Places held by children who have not attended as expected can be withdrawn.</u>
<u>5 September</u>	<u>Pupil data cleared from SEEMiS</u> in preparation for next session's intake.

Education, Children and Families

10am, Tuesday, 1 March 2016

Edinburgh Integrated Literacy Strategy

Item number	8.4
Report number	
Executive/routine	
Wards	All

Executive Summary

This report outlines progress with priorities within the 2015-2016 Edinburgh Integrated Literacy Strategy (EILS) action plan (Appendix 1) which ranges from Early Years to Adult Literacies. The report covers universal support and targeted interventions in Edinburgh, gives a brief overview of developments nationally and highlights aspects for continuing development.

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

Links

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

Edinburgh Integrated Literacy Strategy

Recommendations

- 1.1 Note the progress with priorities within Edinburgh's Integrated Literacy (EILS) Strategy Action Plan 2015-16.
- 1.2 Note the continuing progress in Service improvement in literacy.
- 1.3 Note the progress made in closing the attainment gap/improving outcomes for the most disadvantaged 20 % and 30%.
- 1.4 Note the positive contribution the strategy makes to council outcomes and coalition pledges.

Background

- 2.1 Literacy remains a key national and local priority. At national level, this has been reinforced by the introduction of the Scottish Attainment Challenge in 2015 and from January 2016, the National Improvement Framework (NIF).
- 2.2 Edinburgh's ambitious vision for literacy is to improve standards for all learners at all stages, ensuring that these outcomes are not undermined by poverty and inequality. Our ambition is also to equip all learners with the literacy skills that are essential for success in learning, life and work.
- 2.3 Key priorities are improving outcomes for the most disadvantaged children and young people and supporting families to help their children's literacy. Throughout, there is an emphasis on developing staff capacity to deliver active, engaging and inclusive learning experiences and on meeting the needs of all learners.
- 2.4 The EILS continues to be developed, delivered and monitored through a strong and effective multi-disciplinary partnership of CEC officers from across services and sectors. This includes Additional Support for Learning (ASL) specialists, educational psychologists and lead practitioners in schools. It also includes a range of external partners, for example NHS Lothian and Education Scotland. This successful partnership enables a wide range of lead practitioners to work together with a common purpose. It supports effective access to, and deployment of, resources across services within Schools and Community Services. It also ensures that EILS approaches are inclusive, with the focus firmly on meeting the literacy needs of all.

- 2.5 There continues to be two main strands to the EILS:
- 2.5.1 Universal approaches to support the development of literacy skills and the progress, attainment and achievement of all learners;
 - 2.5.2 Targeted support, primarily in Positive Action (PA) areas, to meet the needs and raise the achievement of learners who require additional support and opportunities to succeed with literacy.

Main report

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

Assessment Framework for Literacy

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

Progress through the Broad General Education (BGE)

- 3.2 In session 2014-15 there has been an improvement at P4 and P7 in the percentage of pupils achieving (or better than) the expected CfE level in literacy (and numeracy). For P1 this has remained the same level as the previous year.
- 3.3 The percentage of pupils at S3 achieving the expected level in literacy has improved year on year for the past three sessions.
- 3.4 Full analysis of attainment in literacy, including 2015's standardised assessment data, is being prepared for the annual CEC attainment report, scheduled to go to committee later in 2016.
- 3.5 Quality Improvement Officers (QIOs) continue to provide follow up support and challenge to those schools where attainment in literacy is an aspect for improvement.
- 3.6 Attainment data are also used by to identify schools with high numbers of children requiring additional support to make progress with their reading.

The National Improvement Framework (NIF)

- 3.7 The key priorities of the NIF introduced in January 2016, include improvement in attainment, particularly in literacy and numeracy. From 2016 local authorities will be required to provide to provide the Scottish Government with annual data on a range of measures of children's progress, including CfE levels in literacy and numeracy.

- 3.8 Assessment of children's progress through CfE levels is one of the key drivers and the NIF acknowledges that the evidence on which it is based needs to be more robust and consistent. Standardised tests in literacy and numeracy will be introduced nationally in 2016/17 for P1, P4, P7 and S3 pupils. Data from these will contribute to the range of evidence teachers use to judge children's progress through CfE levels.
- 3.9 Primary and secondary assessment coordinators, many of whom are also literacy co-ordinators, continue to work in all schools and clusters to increase teachers' confidence in assessing children's progress through CfE levels. Activities include leading professional learning sessions on assessment and moderation and developing resources to support teachers' judgements.
- 3.10 Such support for planning and assessment continues to be a priority for development in literacy, in particular at primary levels. 7 lead practitioners from Edinburgh primary and secondary schools have been identified as Support Assessors in Group Discussion for the 2016 Scottish Survey of Literacy. The Assessors will receive full training from Education Scotland on standards and then carry out assessments of group discussion in a range of schools nationally. Following this, they will provide advice and guidance on standards to Edinburgh schools and deliver professional learning sessions on assessment of talking and listening. Their work will be eligible, on application, for General Teaching Council Scotland (GTCS) Professional Recognition.
- 3.11 Further work has been undertaken to refresh and review CEC 3-15 literacy (and English) skills progressions and Significant Aspects of Learning needed to achieve each CfE level. Core skills in reading, writing and listening and talking are being further highlighted so that teachers and young people are clear which essential literacy skills require to be developed and applied for learners to progress through the levels and for success in learning, life and work

Early Years Literacy

- 3.12 Extensive 'Up, Up and Away' training continues to be provided to enable CEC staff to identify, and plan to meet, the literacy needs of young children.
- 3.13 There is a particular focus on those children who may be at risk of poor achievement and centrally-organised professional learning sessions have been very well attended. In addition, literacy co-ordinators, support co-ordinators and some educational psychologists have been trained in delivering training to others and given the training resources to use.
- 3.14 A review of 'Up, Up and Away' is currently underway based on feedback from practitioners.
- 3.15 Parent postcards and the Literacy Rich Environment toolkits continue to be widely used. A strategy to consolidate the city wide Peers Early Education Partnership (PEEP) is being developed to further promote parental engagement.

- 3.16 The Pre Five Assessment and Planning Trackers (APTs) have been effective in supporting progression. Education Scotland has commented positively on them and they have been shared with other authorities. A survey was issued to all early years establishments to further evaluate the impact of the trackers. Following the feedback from the survey, a review of the APT is currently underway.
- 3.17 There are Literacy Co-ordinators in every Early Years Centre (EYC) who are part of a working group to share good practice and ensure that high quality literacy experiences are provided for the children most at risk of failing in literacy.
- 3.18 A peripatetic teacher is now allocated to each centre to support literacy development, working closely with the literacy co-ordinator.
- 3.19 The Pre-birth to Three Quality Assurance group has organised quality assurance visits to every EYC to monitor and evaluate literacy provision across all stages. Good practice will be shared and support provided as required.
- 3.20 The Reading Rainbows book gifting (which since 2014 included a book with a numeracy theme) is continuing and has been extended to Gypsy Traveller Children and those children looked after at home. Feedback gathered from parents and carers is very positive, with high numbers (90.5%) reporting feeling more confident about learning and reading with their children.
- 3.21 The Assertive Bookbug Outreach Programme, funded by the Scottish Government, continues to be rolled out to vulnerable families in their own homes with training for staff and partner organisations. One of the main aims of this work is to ensure that most of the EYCs have at least two staff trained. Currently the focus is on ensuring that training is being put into practice in working with vulnerable families.
- 3.22 Bedtime Stories is an Edinburgh initiative that has developed out of the Early Years Collaborative. It has increased parents' book sharing with their children. Many early years settings are now taking forward bedtime stories on the same model. Boxes of new and exciting books to help staff in early years settings choose books have been put together by Information and Learning Resources. All literacy co-ordinators will receive training on Bedtime Stories and will introduce this into their centre. This gifting will continue.
- 3.23 Using the Early Years Collaborative Approach, officers have audited city-wide use of the Early Years Literacy resources (APTs, Environmental Toolkits, Bedtime Stories, Up, Up and Away and 'Building the Ambition') and created a self-evaluation tool for all establishments. This work is ongoing.
- The implementation of consistent approaches to teaching reading - the Literacy Rich Edinburgh P1 phonics reading programme
- 3.24 The Primary 1 Literacy Rich phonics reading programme continues to be the core resource used in primary schools. It is designed to improve the decoding and comprehension skills of all learners. There is a very wide range of support materials now embedded in schools and extensive training for new P1 teachers continues to

take place every August .These support consistent and effective approaches to delivering the programme.

3.25 Feedback from the training sessions on the implementation of the programme continues to be very positive.

3.26 In all aspects of the standardised assessment we use to measure progress annually in May, the P1 city average is well above the national average.

The Literacy Rich Edinburgh P2 phonics reading programme

3.27 The P2 Programme, with the same aims, principles and structure as the P1 programme, is also now well- embedded in primary schools.

3.28 As with the P1 training sessions, feedback continues to be very positive.

3.29 Both programmes in terms of training and implementation continue to be monitored by the Literacy Working Group and QIOs in their visits to schools.

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

3.30 This resource continues to be used effectively at school, cluster and locality level to generate further expertise in teaching literacy. A small -scale review of the guidelines has recently been undertaken so they can be updated. Feedback from schools shows that the literacy and dyslexia checklist and the related actions to improve skills are the areas that they find most valuable.

3.31 Professional learning sessions on making effective use of these guidelines continue to be delivered by support co-ordinators at establishment and city level.

3.32 The Literacy and Dyslexia Support Service has one secondary teacher on secondment this session, and aims to increase the numbers of secondary staff trained in this area.

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

3.33 This approach offers a structured, progressive approach to teaching writing and supports primary teachers to deliver consistent, high-quality learning experiences in writing. Two twilight sessions delivered by a primary lead practitioner with extensive experience of implementing a whole school approach to 'Big Writing' have been offered to date this session. These were attended by 60 teachers in total and evaluations remain very positive. Twilight professional learning sessions will be offered again in 2016/17 in response to demand from Primary Literacy Co-ordinators.

3.34 A full one day training session will take place in March 2016. One place will be offered to every CEC primary school and to neighbouring authorities. The CEC database, showing schools and practitioners who have received training in this approach, continues to be updated.

- 3.35 A quantitative review of the impact of this approach to teaching writing is will be carried out by two Educational Psychologists in 2016, based on a sample of primary schools.

Literacy – the responsibility of all within Curriculum for Excellence

- 3.36 Literacy co-ordinators continue to take a leading role in all primary and secondary schools, in Early Years Centres, in some special schools and within School Support Services. This helps ensure that literacy remains a priority for establishments.
- 3.37 Positively evaluated Primary and Secondary Network Meetings, which are interactive and support professional reflection and leadership, continue to provide opportunities to share practice and resources and to hear about local and national initiatives.
- 3.38 Innovative practice from Portobello High School was shared at the first Secondary Literacy Co-ordinator meeting of session 2015/16. The focus was on a shared approach to Raising Attainment for All and the Scottish Attainment Challenge.
- 3.39 Resources and literacy strategies are shared and collated through the Office 365 sharing platform. The use of this platform continues to be promoted across the network and is being used to help schools coordinate assistance with Literacy projects using this interactive resource.
- 3.40 In 2015/16, the focus of professional learning for secondary co-ordinators is on the development and application of core literacy skills across learning and their importance. Leading work undertaken by literacy co-ordinators in 2015-16 includes:
- 3.40.1 A S1 Literacy across Learning Case Study with video published for the SQA.
- 3.40.2 Further Case Study publication planned to showcase Portobello High School's S3 Literacy Tracking project, using iPads to track Literacy outcomes across the curriculum. Examples from the pilot study to be discussed.
- 3.41 Two network meetings for each sector are planned for session 2016/17, to include a joint primary/secondary meeting. School librarians are now also being invited to attend at least one Secondary Coordinators' meeting.

Developing the Reading School

- 3.42 An exciting new CEC programme which promotes reading for enjoyment as a skill for life has been developed in collaboration with librarians and class teachers. Reading Around Scotland is designed as a reading journey around the country and has incentives built in to encourage pupils to read more, and more widely. It is currently being piloted in 4 primary schools.
- 3.43 The pilot, which finishes in June 2016, is monitored and supported by the Manager of the Information and Learning Resource Service and the EILS Development Officer (DO). They are carrying out a full evaluation of the impact of the programme, in partnership with the schools and children involved. Initial feedback suggests

pupils find Reading Around Scotland very motivating and that it is helping them learn about the country.

- 3.44 After two successful bids for funding from the Education Scotland Access to Education fund and the Foyle Foundation, Forthview Primary has completely refurbished and restocked its library to provide a wider choice of engaging reading materials.
- 3.45 The school's adult reading group continues to meet regularly. It has a dedicated area in the school library and was given funding to buy books.
- 3.46 4 CEC schools now have a Patron of Reading. This is a part of a national scheme where a designated professional children's author works with a specific school to inspire pupils' love of books and reading. The current Patrons of Reading are Linda Strachan (Liberton High School) Janis Mackay (Sciennes Primary) and Joan Lennon (Queensferry Primary). Forthview is the process of identifying a new Patron to work with them.
- 3.47 A professional learning session, open to all practitioners, 'Creating a Reading School' ,was offered by the Headteacher of Forthview Primary and CEC literacy officers in October 2015. This will be offered again in 2016/17. The session was very positively evaluated. A number of primary schools have subsequently asked for support and advice from the Manager of the Library and information Resource Service on reorganising their libraries
- 3.48 A set of resources for schools to use with parents is being produced, in order to give consistent advice about encouraging reading for enjoyment with children at home.
- 3.49 We also continue to work to extend the skills and expertise of primary staff in this area. A whole day Reflective Reading training session for literacy leaders was offered in November 2015.The day was attended by 24 practitioners and a primary QIO and was very well received. Several schools are now using the Reflective Reading approach and have been asked to evaluate its impact.
- 3.50 We also continue to support paired reading in schools, through partnership working with business, individual volunteers and by offering training, as required by schools and partners.

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

Primary Reading Intervention for P5-7 children in PA and other schools – Fresh Start

- 3.51 The programme provides an interactive, fun approach to teaching reading and writing for identified learners in P 5 to P 7. It looks at how to decode text, how to improve comprehension of what has been decoded and also how to produce and improve written work such as stories and reports. Fresh Start is designed to complement work in class and is taught in groups.

- 3.52 In 2014/15 the initiative was rolled out to 41 schools. An updated overview of the schools involved in Fresh Start 2012-15 (and the equivalent programme for younger children, Read, Write, Inc) is attached in Appendix 2. A brief evaluative report on the positive impact of the Fresh Start programme in 2014-15 is available.
- 3.53 Pupil data continue to show that improvements are statistically significant and sustained across P5, P6 and P7. The programme also continues to be enjoyed by almost all participants.
- 3.54 Schools continue to be supported in using the programme by the CEC Support for Learning Service and meet termly to share effective practice. There continues to be an identified Fresh Start lead in each school and leads' meetings are held twice a year.
- 3.55 Boxes of inspirational reading texts continue to be compiled to enhance and enrich the reading experience for the children doing Fresh Start, with two further sets currently being prepared to complement the remaining 20 modules in the programme. These will be piloted and should be ready for introduction to all schools involved next session. Feedback is available on the impact of the reading boxes produced last session.
- 3.56 Training and support continues to be important to the successful implementation of the programme. In addition to current professional learning sessions, Support for Learning (SfL) teachers will be offered phonics training to deliver to their own schools. Newly Qualified Teachers (NQTs) will also be offered training in the use of phonic strategies.
- 3.57 The next step is to demonstrate sustainability in the transition to high school and linkage to the SRA Fast Track programmes at the secondary stage.
- Read Write Inc.
- 3.58 Read Write Inc (RWI) is a phonics- based programme whose approach is very similar to that of Fresh Start but designed for younger children
- 3.59 This programme continues to show progress with children from P3 onwards. Literacy decoding scores are improving, children are happy and teachers like the training and the programme. Phonics, comprehension and written literacy skills are targeted. Specific schools have been funded centrally and other schools have chosen to invest in this resource themselves.
- 3.60 Further data is required to demonstrate sustainability and this is likely to be forthcoming in June 2016.
- 3.61 Examples of qualitative feedback includes:
- 3.61.1 'RWI has been hugely successful, especially for the pupils' confidence';
- 3.61.2 "Very positive impact and fast results with 2 EAL children";
- 3.61.3 'I would like to come more often and stay longer because I like it.'

The SRA Reading Programme (Secondary S1/2)

- 3.62 The SRA Corrective Reading programme, known as Fast Track, is designed to systematically assist identified learners with decoding, spelling, writing and comprehension skills when they are learning to read fluently. It was rolled out to all secondary schools in 2014 and has also been introduced in selected special schools.
- 3.63 A full analysis of the impact of the programme was carried out in 2013/14 and again in 2014/15. Data continue to show that where the programme is implemented effectively, learners who had previously had difficulty made significant progress in their reading.
- 3.64 Data from a total of 343 learners were analysed across the 23 secondaries. This is down 22.5% from the 444 learners in 2013-14. School rolls have not declined. It is felt that the success of the primary interventions referred to earlier may have helped to reduce the numbers of those involved in the secondary initiative.
- 3.64.1 70 per cent of learners showed improvement in their standard scores from August 2014 to June 2015 (i.e. above that which would be expected with age)
- 3.64.2 20 per cent improved their raw scores (in line with improvements expected with age).
- 3.64.3 10 per cent of learners showed intractable difficulties requiring more intensive intervention. This is a priority for future development.
- 3.65 13 schools showed statistically significant improvements in the average scores of their pupils. The remaining schools all showed positive trends but not to a statistically significant degree. Data have been robust for the last two years across all schools.
- 3.66 A group of SfL Leaders has been set up to develop a wider range of resources for teaching SRA at all levels.
- 3.67 A database to track interventions for individual pupils P3-S3 has been created in order to identify and address needs of those with more entrenched difficulties.
- 3.68 Additional phonics training will be provided for all secondary SfL Leaders and teachers to enhance skills. Fast Track-specific training and sharing practice sessions for SfL Leaders and teachers will be provided.
- Additional Literacy Support for Looked After Children (LAC)
- 3.69 Looked After Children (LAC) in all CEC schools continue to receive targeted intervention to improve their reading skills. These are selected from programmes already available within the EILS.
- 3.70 Preschool book giftings continue through various sources (Imagination Library, Reading Rainbows, Scottish Book Trust) to provide books for children in PA schools and for all Looked After Children, wherever they live in the city.

LAC literacy attainment continues to be addressed through targeting of specific groups of children and young people. These include pupils in specific primary schools with more than 7 looked after pupils, pupils living in CEC Young People's Centres and CEC's LAC population being cared for and educated in other local authorities

- 3.71 In 2014/15 the attainment of LAC pupils was addressed through the Corporate Parenting Plan.
- Word Boost (formerly Enhanced Vocabulary Teaching)
- 3.72 The Word Boost approach supports children to extend their vocabulary and apply the new words they have learned in their reading and writing. It was developed and implemented in CEC primary schools by leading Speech and Language Therapists (SLTs) from NHS Lothian. It has now been rolled out to 17 PA primary schools, including some nurseries.
- 3.73 A manual for teachers, video training materials and a range of electronic resources for Nursery – Primary 7 are available to teachers. Implementation of the programme continues to be very effectively supported by a lead SLT from NHS Lothian.
- 3.74 Evaluations of Word Boost continue to show that teachers consider it to be a structured, specific and rigorous approach to vocabulary teaching which is relevant to many classroom literacy experiences. Teachers are confident that children can recognise and use many of the words taught and show more interest in vocabulary as a result.
- 3.75 Further roll out of the approach to remaining CEC PA schools is underway in 2016. Twilight sharing practice sessions will be offered to support sustainability in existing schools.
- 3.76 A lower level approach, Language Boost, focusing on oral language skills of young preschool children has been successfully piloted since last year. Training in Language Boost has been offered with good uptake from CEC primary school nurseries and partnership nurseries. Feedback has been positive. Further training is planned for 2016-17. As with Word Boost, resources and support from SLTs are provided.
- 3.77 The graphs in Appendix 3 highlight the progress being made in closing the attainment gap/improving outcomes for the most deprived children and young people at key stages.

Literacy Roadmap

- 3.78 A short-life working group has been set up to produce a literacy 'roadmap' showing universal approaches and all interventions currently in use in CEC establishments to assist schools in evaluating what they offer and identifying gaps.

Family and Adult Literacies

- 3.79 Community Learning and Development (CLD) continues to provide opportunities for adults to improve their literacy and numeracy as a contribution to supporting parents' role in children's attainment in literacy and numeracy.
- 3.80 Family Learning workers piloted 3 new adult literacy programmes: Read On, Get On; Food for Thought and Family Learning Floor Books .These projects demonstrated the vital role that adult literacy plays in enabling families to engage with their children's learning
- 3.81 Three family learning groups ran in Leith to deliver English for speakers of other languages to parents from minority communities. This provision helped families to develop a greater understanding of school life and engage more effectively with school practices, so strengthening the links between family and school. The success of this practice will be developed further with the Syrian families who arrived in Edinburgh recently.
- 3.82 CLD staff began to deliver the new PEEP (le) curriculum which enables parents to develop support for children's learning around rhyme, song and reading as well as explore their own learning aspirations. Research shows that parents who engage with learning opportunities for their own interest make a stronger contribution to their child's aspirations.
- 3.83 Other innovations this year include embedding adult and family literacy within environmental and cultural programmes with a wide range of other partners.
- 3.84 CLD Staff also provided training and support to staff at Edinburgh Prison and the Prison Visitors' Centre around methods and approaches for the delivery of adult and family literacy.
- 3.85 The core family programmes, including transition for parents of children moving from nursery to P1, Bookbug gifting initiatives and Reading Rainbows, continue to be popular with parents and to contribute to two key indicators for children's best start in life: children's readiness for school and instilling a love of books in young children.
- 3.86 Adult literacy provision continues to be delivered with rationalisation of groups taking place to ensure the most effective use of resources.
- 3.87 In addition to open provision for adult learners, CLD provided special targeted provision to learners including: adults who have dyslexia, adults who wished to gain SQA accreditation in Communications, literacy support for young carers, health literacies work.

National Literacy Campaign - Read, Write, Count

- 3.88 The Scottish Government launched its Read, Write, Count initiative in August 2015. Its aim is to increase the confidence of parents in supporting their P1-P3 children with reading, writing and counting. A large scale advertising campaign is in place to publicise the initiative.

- 3.89 Gifting of packs of reading, writing and counting materials began in November 2015 with a P1 Bookbug gifting to all P1s, enhanced with additional writing and counting materials and activities.
- 3.90 Further gifting to all P2s and P3s will continue in autumn 2016
Closing the Gap in S2 Boys' Attainment
- 3.91 A short life working group of secondary English teachers is being set up to look at strategies for addressing the dip in attainment for S2 boys highlighted in the Scottish Survey of Literacy and Numeracy.
- 3.92 Professional learning sessions will be delivered by members of the group for all relevant practitioners

Celebrating CEC achievements in Literacy 2015 to date – some highlights

- 3.93 Literacy work in CEC schools has received positive attention, as follows. In addition, many of these events have been reported in the Bright Futures blog which goes to all schools. These include:
 - 3.93.1 Primary 5 pupils at Castleview won a competition with a prize of a 'flying visit' from the author and TV personality David Walliams as part of his Whirlwind Tour for World Book Day on 5th March.
 - 3.93.2 In May, 50 teachers, school managers and librarians from CEC schools and partner authorities in the South –East Scotland Literacy Hub spent a day discussing the importance of reading for enjoyment and the vital role schools and teachers can play in helping every child learn to read and to love reading. The event was led by literacy expert James Clements and held in Lothian Chambers.
 - 3.93.3 Pupils at Liberton Nursery were visited by students from Edinburgh College of Art, along with their tutor, Jonathan Gibbs, and children's writer, Vivian French. The visit was the latest collaboration with CEC schools as part of the College's Drawing Book project and was the first time a nursery had been involved.
 - 3.93.4 Pupils at Broughton Primary School created a book of children's writing called 'Scotstastic', inspired by Scotland. The parents translated the stories and poems into some of the languages spoken by the pupils at home, including Japanese, French, Arabic and Tagalog.
 - 3.93.5 The CEC Advanced Higher Creative Writing Conference in September 2015, run in partnership with the University of Edinburgh, the Scottish Book Trust and the Scottish Poetry Library, was attended by 220 senior pupils from 21 CEC secondary schools.
 - 3.93.6 The CEC Green Pencil Award was launched in September by children's writer, Vivian French. 20 finalists and one overall winner were selected from over 1500 entries. An award ceremony took place in the Central Library, hosted by Councillor Lesley Hinds.

3.93.7 Information about the improvement in the literacy skills in pupils from disadvantaged backgrounds in Craigmoynton Community High School was included in a report by Education Scotland about literacy improvements in schools for the Consortium of Institutions for Development and Research in Education in Europe (CIDREE).

Media Coverage

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

3.94.1 In July 2015 a very favourable article and editorial appeared in the Edinburgh Evening News, highlighting the positive results of Fresh Start in CEC primary schools and Fast Track in secondary schools

3.94.2 The Times Educational Supplement also highlighted the success of the Fast Track programme in secondary schools, and the good work being done to promote reading for enjoyment at Liberton High School.

3.94.3 The launch of the Green Pencil Award at Carrick Knowe Primary in September 2015 was featured in the Evening News

3.94.4 The opening of Forthview Primary School's library by its former Patron of Reading, Lari Don, was covered by the North Edinburgh News;

Other

Professional Recognition

3.95 The Acting Quality Improvement Manager and the headteacher of Forthview PS presented on 'Creating a Whole School Reading Culture' at the Children First Conference in October 2015.

3.96 Several schools have been encouraged to apply for a 2016 Scottish Education Award in recognition of their innovative literacy work - Castleview, Dalry, Forthview primary schools, Portobello High School

Measures of success

4.1 These are encompassed in the report.

Financial impact

5.1 This work is funded within existing budgets.

Risk, policy, compliance and governance impact

6.1 There are no adverse impacts arising.

Equalities impact

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

Sustainability impact

- 8.1 This work has been mainstreamed

Consultation and engagement

- 9.1 Consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from lead literacy officers and practitioners in a range of services and schools within Communities and Families and from NHS Lothian.

Background reading/external references

- 10.1 [The Scottish Attainment Challenge](#)
10.2 [The National Improvement Framework](#)
10.3 [The Attainment Scotland Fund](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition pledges	P5 – Seek to ensure the smooth introduction of the CfE and that management structures within our schools support the new curriculum
Council outcomes	CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. 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	1 - The 2015-2016 Edinburgh Integrated Literacy Strategy (EILS) action plan 2 - Overview of the schools involved in Fresh Start 2012-15 3 - Graphs showing progress of the most deprived 30% in literacy at key stages

Integrated Literacy Strategy Improvement Plan 2015-16

Priority – Early Years Implementation of strategies to identify and support the development of early literacy, including interventions, support for transitions and early communication	Overall Responsibility Heather Gorton Marion Rutherford Susan Imrie	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading. The gap between the highest and lowest attaining narrows.

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

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to develop the role of the literacy co-ordinator	Susan Imrie and Heather Gorton	Time to plan and follow up Venue	August 2015-June 2016	
Review and revise Up, Up and Away resource	Working group led by Heather Gorton	Time to plan and amend ICT support in revision of original	Draft available by June 2016 Relaunch August-December 2016	

		Check of copyright permissions		
Further refine literacy assessment and planning tracker in line with Survey Monkey feedback and Education Scotland significant aspects of learning	Susan Imrie and Heather Gorton	Time to plan and amend Finalised Education Scotland document		
Finalise and agree content of 'literacy bundle' for early years settings	Early Years QIOs, Heather Gorton	Evaluation data and evidence base for various resources		
Agree and implement improvement aims for implementing literacy bundle in each locality (cluster?)	Early Years QIOS, Heather Gorton	Local data of what is already happening in centres to set improvement targets from		

Share Visual Support Project (VSP) briefing with all school and invite schools to request training	Julie Baxter and VSP team	Enough printed Bronze Level packs to enable VSP training in all education settings over the next 2-3 years	Oct 2015	Completed
Roll out VSP Bronze Level to a further 20 early years centres and primary schools in 2015/2016	Julie Baxter and VSP team	Time to recruit and deliver VSP model to centre/schools Time for centre/school staff to support the implementation of VSP	August 2016	
Roll out special school plan to all special schools	Julie Baxter and VSP team	VSP to liaise with Ruth Hendery, Key AHP and CEC staff from special schools	December 2016	
Develop Silver Level resource, training and accreditation criteria through the VSP Silver working group.	Julie Baxter and VSP team	Meeting and Planning time	August 2016	

Priority – Early years – Sustainable Book Gifting and co-ordination of national reading initiatives	Overall Responsibility Aileen Mclean Cleo Jones	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading. The gap between the highest and lowest attaining narrows.

Impact: Children's literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners' needs in literacy, in particular for the most disadvantaged. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
To look at increasing the number of children who receive the Reading Rainbow book gifting. To try and include children in poverty but not living in Priority area	Cleo Jones Edinburgh Book Gifting Group Family Learning Workers	Time to investigate numbers of children Time to write a proposal Further funding to increase the book gifting	December 2015	Completed
To take the 2015 Evaluation and report from this to the appropriate Management Team	Cleo Jones Edinburgh Book Gifting Group Family learning Workers	Time for writing report Time for meetings	December 2015	Completed
To continue to use Bookbug Assertive Outreach in our Early Years Centres and to increase use by other trained staff	Cleo Jones Heather Gorton Edinburgh Bookbug Assertive Outreach	Undertake an audit of the use of Bookbug Assertive Outreach in our Early Years Centres To look at ways of getting public library involvement	Feb 2016	

	Group Family Learning Workers			
A CLD Family Learning case study in East Edinburgh and joint, evaluative research with Educational Psychology to capture the most effective ways of including all parents' views in evaluation.	CLDFLW EP	Officer time for research and writing	Ongoing in 2016	
Explore opportunities to disseminate successful Reading Rainbows practice model to CEC and wider audience, as appropriate.	Reading Rainbows Steering Group	Officer time	Ongoing in 2016	

Priority – Early years – Support for parents and carers in the development of their children’s literacy	Overall Responsibility Dinah Pountain	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner and parent confidence in developing literacy, improved transition and progression and learning in literacy/reading.

Impact: Parent/Carers have a better understanding of the importance of, and appreciation of, literacy and feel more confident in the support of their children’s early literacy learning.
Children’s literacy skills and learning experiences in literacy are enhanced across and beyond the curriculum. Improved meeting of learners’ needs in literacy, in particular of the most disadvantaged. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Deliver the new PEEPIe progression pathway to parents in targeted areas. Successful completion of all units leads to the guarantee of an interview for a childcare course at Edinburgh College	5 CLD staff trained in the programme	CLDWs	2015-2016	Evaluation at end of courses
To pilot three, Adult Literacy programmes: <i>‘Read On, Get on’</i> , <i>‘Food for Thought’</i> and <i>‘Family Learning Floor Books’</i> and 3, <i>Family Learning ESOL Groups</i> to Support Adult Literacy and the vital role this plays in enabling families to engage with their children’s literacy learning	CLDWs (family learning)	CLD FLW time CLD Adult Literacy Worker time Partners’ time Time to write report	September 15 to June 16	Review of pilot phase

To pilot family literacy work in prison	CLDW (Family Learning)	FLW preparation time Consultation with families	September 15 to June 16	Review of pilot phase
To engage parents/carers in using outdoor and city environments in the community to further promote learning through Environmental Literacy and Cultural Literacy programmes	CLDWs (family learning)	CLD FLW preparation time Cultural Partner agencies Partners time	September 15 to June 16	Review of pilot phase
<p>Continuation of successful CLD Family learning programmes such as Transition from Nursery to Primary</p> <ul style="list-style-type: none"> • BookBug Gifting initiatives • Reading Rainbows <p>to engage and support parents/carers in the development of their children's early literacy learning</p> <p>Inclusion in SQIPS for targeted schools in Positive Action areas.</p>	CLDWs (family learning)	<p>FLW preparation time</p> <p>Partners' time</p> <p>Planning, monitoring and evaluation time</p> <p>FLWs & Partnership Early Years Centres and primary schools</p> <p>Positive Action School Partners</p>	September 15 to June 16	<p>Transition sessions continue to be delivered by CLD family Learning in partnership with schools both before and after admission to P1 as part of a sustained engagement of parents/carers in their child's early learning. Programmes offered to families with ante –pre-school, pre –school and P1 aged children</p> <p>CLD FL continues to support Sustainable Bookgifting through the co-design, delivery and evaluation of Reading Rainbows and Bookbug projects in PA areas</p> <p>A CLD FL case study in East Edinburgh and joint evaluative research with Educational Psychology to capture the most effective ways of including all parents' views in evaluation</p>

<p>Discussion on linking these programmes to the Assessment and Planning Trackers for Transition</p>				
<p>Phase 2: Continue integrated literacy support to parents/carers through using parent postcards in further delivery of (IAAM) <i>'It's All About Maths / Collaborative Learning with and for Parents/Carers'</i></p> <p>Integrate SEAL methodology in (IAAM) programmes</p> <p>Provide two training opportunities for sharing good practice in (IAAM) through twilight CPD</p>	<p>Co-ordinated through CLD Family Learning</p> <p>CLDFLWs</p>	<p>CLD FLW time</p> <p>CLD Adult Literacy Worker time</p> <p>Partners' time</p> <p>Time to write report</p> <p>CPD training for CLDFWs</p> <p>CLDFWs Education Psychology Early Years</p>	<p>Ongoing throughout session 2105/16</p> <p>Winter and Spring 2015 - 2016</p>	<p>The project will run in an additional, 5 locations:</p> <ul style="list-style-type: none"> • Brunstane PS Nursery • Castleview PS Nursery • Craigroyston PS Nursery • Lorne PS Nursery • Murrayburn Nursery <p>Report to be shared amongst partners</p> <p>Two CPD sessions are planned to run for Early Years staff in 2015/16</p> <p>Review of phase 2</p>
<p>Bump to Buggy groups (2 in North Edinburgh) engage parents/carers and children in singing, nursery rhyme and reading activities. Parents learn about health and well-being and play activities to encourage brain development. Baby Peep is delivered within group.</p>	<p>CLDW (North East)</p> <p>CLDW (North West)</p>	<p>Premises; worker's time; snacks; laptop/projector; WiFi; play resources</p>	<p>ongoing</p>	<p>Parents move onto other groups in Community such as PEEP or Creative Kids, that look at age appropriate child development and literacy learning and engage parents and children in these activities.</p>

<p>Dyslexia Group engages parents who have dyslexia, or are parents of a child with dyslexia and focuses on learning about specific learning difficulties and agencies that can help. Parents work on child's strengths to produce learning materials that will encourage their children to enjoy learning.</p>	<p>CLDW</p>	<p>Premises; worker's time; snacks; laptop/projector; WiFi; crèche workers</p>	<p>Sept – Dec 15</p>	<p>Feedback from participants; feedback from school; learning resources made by parents; group moving onto new learning</p>
<p>Creative Kids – making books chronicling child's play activities</p>	<p>CLDW</p>	<p>Premises; worker's time; snacks; laptop/projector; WiFi; play resources; crèche workers</p>	<p>Sept – Dec 15</p>	<p>Feedback from participants; books; photos; workers evaluation; focus of follow-on group</p>
<p>PEEP group with Early Literacy Activities</p>	<p>CLDW</p>	<p>Premises; worker's time; snacks;</p>	<p>Jan – March 16</p>	<p>Feedback from participants; photos; worker's evaluation</p>

Priority –Primary Age – Consistent Approaches to Reading P1/2	Overall Responsibility Janice MacInnes	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner confidence in developing reading skills and supporting individual progress. The gap between the lowest and highest attaining narrows.

Impact: Children’s reading skills and learning experiences are enhanced. Improved meeting of learners’ needs in reading, in particular those of the most disadvantaged. Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue delivery of LRE P1 and 2 training and issue LRE Resources CD to all schools	LRE working group JM	Practitioner time CPD training LRE resources as required	Aug/Sept 2015	Completed
Evaluate YARC results for P1 and share key messages with all relevant HTs and DHTs	JM	Officer time HT network meeting time	Sept 2015	Completed
Review LRE P1 and 2 teachers’ book for reprint /CD June 2016	LRE working group JM	Practitioner time for development. Funding for development work	Mar-May 2016	

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

Impact: Children’s writing skills and learning experiences are enhanced. Improved meeting of learners’ needs in writing in order to close the attainment gap between the most and the least disadvantaged children. Improved enjoyment and progress and raised attainment in writing.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Organise further training in Big Writing from Andrell Education for teachers new to the approach Update database to show who has attended training Continue to provide writing CPD by CEC staff	EL-G	Payment to Andrell for training(schools will be charged for attendance to cover some of the cost-rest to be funded by Hub funding) Payment to CEC staff for delivery of CPD	Feb.2016 June 2016	
Plan and carry out quantitative evaluation of BW approach as requested by members of the LIT	EL-G, Annemarie Procter, Gill Earl, Pam Reid, Lyndsay Holden, Joanne Burns	Time for meetings and planning	Feb. 2016	

Investigate ways to challenge more able writers from P6-S2	EL-G,SLWG	DO time, Meetings with English CLs	June 2016	
Investigate writing levels in CEC schools and in particular reasons for the dip in attainment in writing by S2 boys.	EL-G,SLWG	DO time	Mar.2016	

Priority – Primary Age – Targeted P3 Reading Intervention Read, Write Inc	Overall Responsibility Sandra Milne	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Practitioner skills and confidence in identifying and meeting the needs of young people in the target group are improved.

Impact: The reading skills of children in the most disadvantaged are enhanced and the gap between the highest and the lowest attaining narrows. Improved meeting of learners' needs in reading Improved enjoyment and achievement in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Audit current provision of the Read Write Inc. intervention programme to allow identification of areas for development in individual schools. Update database of literacy intervention schools and	Fiona McCrory Sandra Milne Hilary Aitken	Officer time Updated school information RWInc assessment data 14-15	End October 15	Completed

School Leads				
Prioritise identified schools and make early support visits.	Fiona McCrory Sandra Milne	Time for analysis and school visits	End November 15	Completed
Organise/ facilitate all events on the CEC Read Write Inc. and Fresh Start Calendar 2015 – 16; Sharing practice Development Days PSA Hotlist training Leads' meetings	Fiona McCrory Sandra Milne School colleagues	Time for planning and delivery Joan Shelley Hilary Aitken	As detailed in 15-16 calendar	
Complete RWInc training film for teachers and support staff delivering the programme. Present at Leads' meeting. Present at SfL Business Seminar	Hilary Aitken Fiona McCrory	Editing time with Alistair McArthur	December 2015 February 2016	
Organise special showing of training film for all staff and children who contributed.	Hilary Aitken Fiona McCrory	Venue	February 2016	
Support full implementation of the Read Write Inc. Assessment Plan and robust data collection	Fiona McCrory Fresh Start Leads Sandra Milne	Officer time	Ongoing to June 2016	

Analyse qualitative data from 2014/15. Report to Leads' Meeting	Fiona McCrory	Officer time for analysis	December 2015	Ongoing
Evaluate and Report on impact of RWInc., session 2015-16	Fiona McCrory Educational Psychologist (to be identified) Sandra Milne	Analysis and writing time	August '16	

Priority – Primary Age - Targeted P5-7 Reading Intervention Fresh Start	Overall Responsibility Sandra Milne	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Practitioner skills and confidence in identifying and meeting the needs of young people in the target group are improved.

Impact: The reading skills of the most disadvantaged children are enhanced and the gap between the highest attaining and lowest attaining narrows. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Audit current provision of the Fresh Start intervention programme to allow identification of areas for development in individual schools.	Fiona McCrory Joan Shelley Sandra Milne	Updated school information FS assessment data for 14-15	End October 2015	Completed
Prioritise new schools and other identified schools for early support visits.	Fiona McCrory Joan Shelley Sandra Milne	Officer time	End October 2015	Completed
Organise/ facilitate all events on the CEC Read Write Inc. and Fresh Start Calendar 2015 – 16; Sharing practice Development Days PSA Hotlist training Leads' meetings	Fiona McCrory Sandra Milne School colleagues	Time for planning and delivery Hilary Aitken Joan Shelley	As detailed on 2015 – 16 Calendar	

Support full implementation of the Fresh Start Assessment Plan and robust data collection	Fiona McCrory Fresh Start Leads Sandra Milne	Officer and practitioner time	Ongoing to June 2016	
Create new assessment plan for 2016/17	Fiona McCrory		By end May 2016	
Evaluate and Report on impact of Fresh Start, session 2015-16	Fiona McCrory Educational Psychologist Sandra Milne	Meeting time	June 2016	

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

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

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Support schools and ASL Service Leaders in effective use of the Literacy and Dyslexia Framework	LDSS staff ASL Service Leaders	CPD sessions, seconded teachers	End of session 15/16	
Begin the process of revising the Literacy and Dyslexia Framework and update to digital format	Sandra Milne Hilary Aitken Fiona McCrory Early Years, Primary and Secondary colleagues, EPs, AHPs	Time for planning, meetings, writing Publishing assistance	Review progress June 2016	
Develop LDSS provision for secondary aged pupils	Hilary Aitken LDSS staff	Officer time	End of session 15/16	
Develop LDSS provision for pupils with EAL	Annabel McWilliam Hilary Aitken LDSS staff	Officer time	End of session 15/16	

Develop an information pack for parents of pupils referred to the LDSS	Hilary Aitken LDSS staff	Officer time	May 2016	
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Priority – Targeted Support for Looked after Children	Overall Responsibility Martin Gemmell	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: CEC school staff aware of all LAC pupils, their needs and how to meet them. YPC staff engaged in education agenda. Schools in other authorities contribute to our LAC pupils' attainments.

Impact: The reading skills of LAC are enhanced. Improved meeting of LAC's needs in reading. Improved enjoyment and achievement in reading for LAC. The gap between the lowest and the highest attaining narrows.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Address attainment of LAC pupils through the Corporate Parenting Plan.	Martin Gemmell	Psychological Services Management time	June 2016	Ongoing
Continue with work in YPCs	Gillian Barclay	Staff time Psychological Services/YPCs	June 2016	Ongoing

Attainment of Out of Authority LAC pupils.	Anne Littlefair/Martin Gemmell	Out of Authority audit budget now monitored by Psychological Services	June 2016	On budget, agenda shifting from expectation of funding to effective use of resources
In schools with high numbers of LAC pupils, continue to ask for attainment data for these pupils	Martin Gemmell/Joanne Burns	Staff time	June 2016	Low numbers (n=11) of LAC pupils in P1 and S1 with standard scores below 85 in reading tests. These low numbers to be sustained over time.

Priority – Enhanced Vocabulary Teaching (WORD BOOST)	Overall Responsibility Gill Earl	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Practitioner confidence in developing children’s vocabulary in schools within positive action areas (and other schools deemed appropriate) is enhanced. The attainment gap is narrowed.

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

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to support existing WORD BOOST schools including extension of the approach within some schools and support to teachers new to the approach. Extend the approach whole or in part to additional primary schools and nurseries in areas of social disadvantage using the SIMD (August 2015) <ol style="list-style-type: none"> 1. Brunstane 2. Granton 3. St Catherine’s RC 4. St Ninian’s RC 5. St Joseph’s 	Gill Earl Carol Baines & Natalie Lodge (from October 2015)	CPD to new schools and those extending the approach to new classes – delivered by GE 2015 Electronic resources updated and stored on OneDrive WORD BOOST manual updated and mini-manuals created Books (schools to purchase or borrow from CEC Library Information Service) Staff support for implementation from SLT team	by Sept for 1 st wave then ongoing end Aug 2015 end Aug 2015 end Sept 2015 ongoing (2 visits per school in their first term of WORD BOOST) end Sept 2015	on schedule updated August 2015 – admin transferred to Carol Baines Completed August 2015 Completed initial visits completed Sept 2015 further visits arranged for Oct and Nov 2015 WORD BOOST video CPD resource to be available to all WORD BOOST schools Oct 2015

(November 2015) 6. Broomhouse other schools to be identified in consultation with ASL service and QIOs		Video CPD for P1 to P3 teachers Investigate links with Fresh Start / Read and Write Inc Sharing Practice sessions	end Oct 2015	GE to attend sharing practice session on 29.10.15 and discuss with Sandra Milne
Share principles of WORD BOOST with other CEC primary school teachers not in areas of significant social disadvantage	Gill Earl Natalie Lodge	Repeat CPD (2 session block) in CEC CPD directory 2015 and annually if required	October and November 2015	Two session CPD session covering the principles of robust vocabulary instruction and emphasising the importance of oral vocabulary for literacy development delivered Sept and Oct 2015. Positive feedback from attendees.

Priority – Enhanced Vocabulary Teaching (LANGUAGE BOOST)	Overall Responsibility Gill Earl	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome:	Practitioner confidence and practice in developing young preschool children’s early spoken language in nurseries within positive action areas (and other schools deemed appropriate) is enhanced
Impact:	Children with restricted oral language skills who are not yet ready to access the WORD BOOST approach show evidence of spoken language development (expression and comprehension) in response to increased opportunities and support to listen and talk in everyday nursery activities. The attainment gap narrows.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
<p>The LANGUAGE BOOST approach for lower level vocabulary/ language in nursery will be offered to CEC nurseries and partnership nurseries as part of a package of support for early communication provided by the SLT service.</p> <p>Evaluate impact of this approach on practice and investigate possibility of evaluating impact on children's oral language skills</p>	<p>G Earl Carol Baines Natalie Lodge</p>	<p>CPD to be delivered through the CEC CPD directory x2 annually</p> <p>Resources (symbols, photobook template, songs, teacher prompt sheet) available on OneDrive</p> <p>LANGUAGE BOOST Manual available on OneDrive</p> <p>Staff support for implementation from SLT team</p>	<p>October 2015 and February 2016</p> <p>August 2015</p> <p>August 2015</p> <p>ongoing (1 visits per nursery in their first term of LANGUAGE BOOST)</p> <p>August 2016</p>	<p>Scheduled</p> <p>Completed August 2015</p> <p>Completed August 2015</p> <p>Visits to be arranged as required</p>

Priority – Secondary Age – S1/2 Reading Intervention – SRA Fast track	Overall Responsibility Anna Gray/Fiona McCrory	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Practitioner skills and confidence in identifying and meeting the needs of young people in the target group are improved.

Impact: The reading skills of the most disadvantaged children are enhanced. Improved meeting of learners' needs in reading.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Audit current provision of SRA in each school to allow identification of development areas for individual schools	Fiona McCrory Anna Gray SfL Leaders	Questionnaire	20 th Oct. 2015	Completed
Distribute SRA Data Collection spreadsheet at start of 2015/16 session	Anna Gray	Time	Sept. 2015	Completed
Create SRA Assessment Plan and Calendar and send out to all secondary schools	Fiona McCrory Anna Gray	Time	20 th Oct. 2015	Completed
Improve quality of pre- and post-intervention assessment information collected by schools, to achieve consistency across the city	Fiona McCrory Anna Gray Psychological Services	Individual support with assessments for identified schools	Over session 2015/16	
Collect final assessment data from schools	Fiona McCrory Anna Gray	Individual support may be required for some schools	May/June 2016	

Organise 'Sharing Good Practice' sessions for secondary SfL Leaders and teachers	Fiona McCrory Anna Gray	Time to plan	Nov. 2015	Completed
Develop 'Sharing Good Practice DVD' for secondary SfL Departments	Fiona McCrory	Time to plan Time to meet with schools Time to record and edit DVD	Over session 2015/16	
Create online Resource Bank to support effective delivery of SRA Corrective Reading programme, to be held on Sharepoint Sites	Fiona McCrory Anna Gray	Time to collate resources	Jan 2016	Scheduled
Develop Parent Information Leaflet to be distributed by schools	Fiona McCrory Identified schools	Time Materials for production of leaflet	Jan 2016	Scheduled
Use SurveyMonkey questionnaire to obtain qualitative data from pupils and staff	Fiona McCrory	Time	June 2016	
Analyse and report on results 2015/16	Martin Gemmell Fiona McCrory	Meeting time	June 2016	

Priority – Secondary Age – Literacy across Learning	Overall Responsibility Liz Gray	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Improved practitioner confidence in extending and developing the literacy skills of all learners.

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

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Share practice of whole-school literacy tracking project, through use of ICT – SQA Project 7	Lead Teachers	Time/Meetings	By July 2016	Practice from Portobello to be shared at first literacy co-ordinator meeting. Examples from the pilot study to be discussed. Case study to be written for the SQA and on website. Sharing practice across the network and evaluating the S3 project - ongoing
Establish a stronger and better attended network of Literacy colleagues throughout the city.	Lead Teachers	Time/ Meetings	Over sessions 15/16	One network meeting has taken place. Practice from schools within network to be shared at first literacy co-ordinators' meeting. RAFA and importance of Scottish Attainment Challenge promoted
Continue to promote SQA case study - S1 Library Literacy Lessons	Lead Teachers	Time Individual support for trial schools	Over sessions 15/16	Ongoing

Continue development work with school librarians	Lead Teachers	Time/ Meetings	Over session 2016	<p>Invite school librarians to attend second coordinators' meeting - completed</p> <p>Sharing of resources and literacy strategies - ongoing</p>
Revaluation of English and Literacy Es and Os	Lead Teachers	Time/ Meetings	Over sessions 15/16	<p>Course evaluation forms - ongoing</p> <p>Sharing of resources - ongoing</p> <p>Potential future initiative - scheduled</p>

Priority – Adult Literacies	Overall Responsibility Dinah Pountain	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Edinburgh’s adults and young adults develop their adult literacy in a range of locally accessible and targeted settings

Impact: Individuals are able to develop their literacy and set their own learning objectives relevant to their own needs.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to support through care and after care with 43 care leavers receiving support for literacy and numeracy	CLD sessional staff	Staff time	April 15 - March 16	Data collected on outcomes
Continue to deliver health literacies work in the health flats in East and North Edinburgh. Target of 150 people engaged with literacy.	CLD project staff	Staff time	April 15- March 16	Data collected on outcomes .Report to HISG

Continue to deliver Communications SQA Levels 2-4 to adults and young people as part of a core skills programme of SQA	CLD staff	Staff time	April 15 – march 16	DATA on LOMIS
Maintain neighbourhood delivery of adult literacy groups	CLD staff	Staff time	April 15 – March 16	Data on LOMIS
Prioritise adult literacy which includes digital and financial literacy	CLD and partners on Edinburgh CLD Partnership		December 15- April 16	Edinburgh's CLD Plan 2015-18 - Monitoring and Evaluation System
95% Adult literacy learners achieve all or part of their learning goals				

Priority - Reading	Overall Responsibility Liz Gray	QIs 1.1,2.1, 5.1,5.3,5.9
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Outcome: Increased teacher confidence in the teaching of reading comprehension and reading for enjoyment.

Impact: The enhancement of learners' experiences, enjoyment and progress in reading. Learners' needs in reading are better met in order to raise attainment and close the attainment gap.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
<ul style="list-style-type: none"> Pilot the reading for enjoyment programme 'Reading Around Scotland' in Forthview, Gylemuir, Canal View and Brunstane Primaries. Evaluate programme throughout pilot through an initial audit, school visits, teacher and pupil interviews and a final audit Carry out assessment at the beginning and end of the pilot using SWRT and SWST Publish guidelines for schools 'Reading for 	<p>Evelyn Love-Gajardo, Cleo Jones, Eileen Littlewood</p> <p>EL-G,CJ</p> <p>School staff</p> <p>EL-G,CJ,EL and</p>	<p>'Reading Around Scotland' materials</p> <p>SWST,SWRT</p> <p>Draft guidelines for comment</p>	<p>Sept. 2015-May 2016</p>	<p>On going to schedule</p>

<p>Enjoyment-Creating a Reading Culture' as both PDF and CD-ROMs after sharing draft for feedback with some schools</p> <ul style="list-style-type: none"> • Deliver CPD on 'Creating a Reading Culture' 	<p>Publications staff</p> <p>CJ,EL-G, Eileen Littlewood</p>		<p>Dec. 2015</p> <p>November 2015</p>	<p>Completed</p> <p>Completed</p>
<ul style="list-style-type: none"> • Promotion and evaluation of resource 'A Teacher's Guide to Reading Comprehension Strategies'. 	<p>Emma Easton</p>	<p>Resource</p>	<p>Dec. 2015</p>	<p>Completed</p>

Appendix 2

Primary Literacy Interventions 2012-16

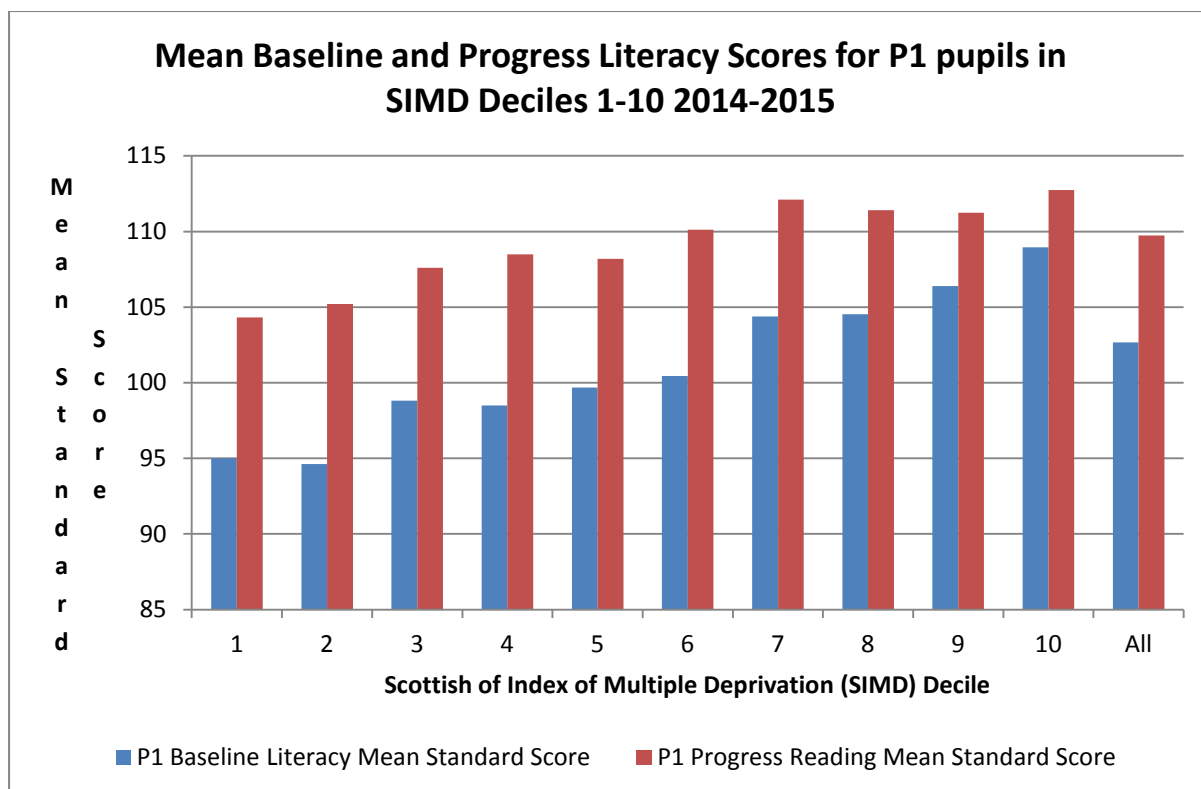
School	Fresh Start Phase 1 12/13	Fresh Start Phase 2 13/14	Fresh Start Phase 3 14/15	Fresh Start Phase 4 15/16	Read Write Inc Phase 1 13/14	Read Write Inc Phase 2 14/15	Read Write Inc Phase 3 2015/16	WORD BOOST
Abbeyhill		√						
Balgreen		√						
Blackhall						√		
Bonaly						√		
Broomhouse	√					√		✓
Broughton		√						
Brunstane	√					√		✓
Canal View	√				√			
Carrick Knowe					√			
Castleview	√				√			✓
Clovenstone	√				√			✓
Corstorphine				√		√		
Craiglockhart				√				
Craigtinny	√				√			Aug 2016
Craigour Park	√							✓
Craigroyston	√				√			✓
Colinton					√			
Currie				√				
Dalry		√				√		
East Craigs					√			
Ferryhill		√				√		✓

Forthview	√				√			✓
Fox Covert						√		
Fox Covert RC						√		
School	Fresh Start Phase 1 12/13	Fresh Start Phase 2 13/14	Fresh Start Phase 3 14/15	Fresh Start Phase 4 15/16	Read Write Inc Phase 1 13/14	Read Write Inc Phase 2 14/15	Read Write Inc Phase 3 2015/16	
Gilmerton		√ ?						
Gracemount		√				√		
Granton	√				√			✓
Gylemuir							√	
Hermitage Park		√						
Hillwood		√						
Holy Cross							trained only	
James Gillespie's						√		
Kirkliston						trained only		
Leith Primary	√					√		✓
Leith Walk		√				√		
Longstone						√		
Lorne		√				√		
Murrayburn		√				√		Aug 2016
Niddrie Mill	√				√			Aug 2016 TBC
Oxgangs					√			
Pentland						√		
Pirniehall	√							✓
Prestonfield		√					√	
Preston Street				√			√	
Prospect Bank						√		
Queensferry				√	√			

Ratho						√		
Rowanfield	√							
Royal High Primary		√						
Royal Mile	√				√			
School	Fresh Start Phase 1 12/13	Fresh Start Phase 2 13/14	Fresh Start Phase 3 14/15	Fresh Start Phase 4 15/16	Read Write Inc Phase 1 13/14	Read Write Inc Phase 2 14/15	Read Write Inc Phase 3 2015/16	
Sighthill	√				√			✓
South Morningside						√		
Stenhouse	√				√			Aug 2016
St Catherine's	√							✓
St Cuthbert's		√				√		Language class
St David's	√						√	✓
St Francis'	√				√			
St John's					√			
St John Vianney		√					√	
St Joseph's		√						✓
St Margaret's							√	
St Mark's		√						Aug 2016
St Mary's London Street				√				
St Mary's RC							√	Aug 2016 TBC
St Ninian's		√						✓
St Peter's				√				
Stockbridge						√		
Towerbank			√			√		
Trinity			√		√			✓
Victoria		√					√	

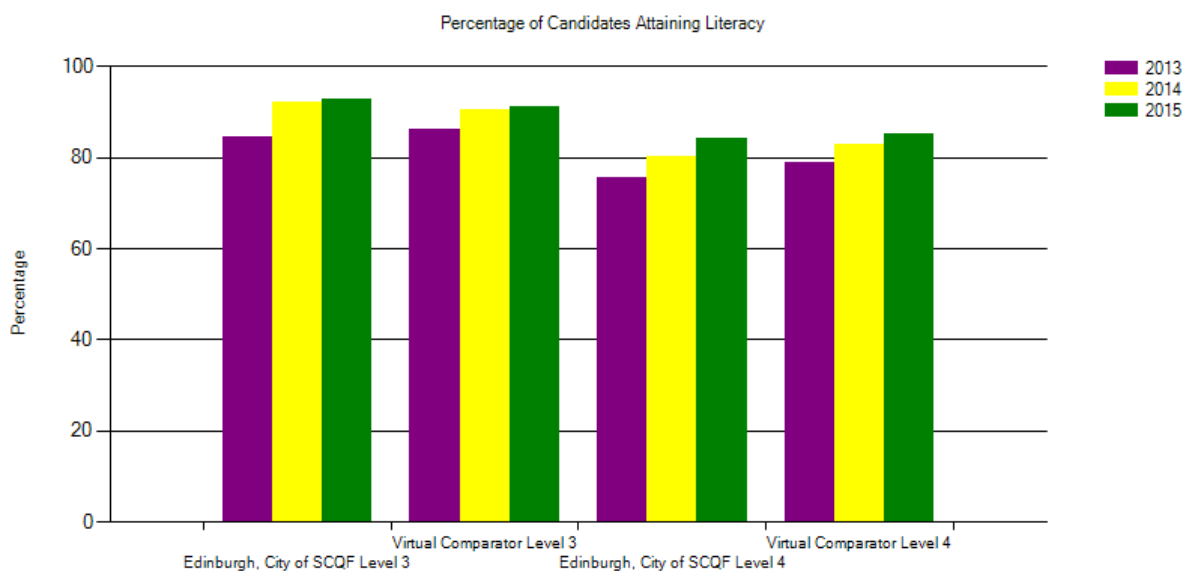
Wardie							√	
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[Literacy Interventions Schools Lists.doc](#)



- Academic session 2014-2015 was the first City of Edinburgh used the Scottish Index of Multiple Deprivation in its standardised assessment programme for any primary stage. Therefore data are only currently available for P1.
- In session 2015-2016 this information will be included in all standardised assessments undertaken by the local authority.
- For session 2014-2015, overall all pupils in each SIMD decile have an improved standard score from baseline to progress.
- Edinburgh has 27 per cent of P1 pupils with both a baseline and a progress standard score for literacy who live in the 30% most deprived areas in Scotland.
- The mean baseline standard score for these pupils was 96 and this improved to 106 in the progress assessment demonstrating very good progress.

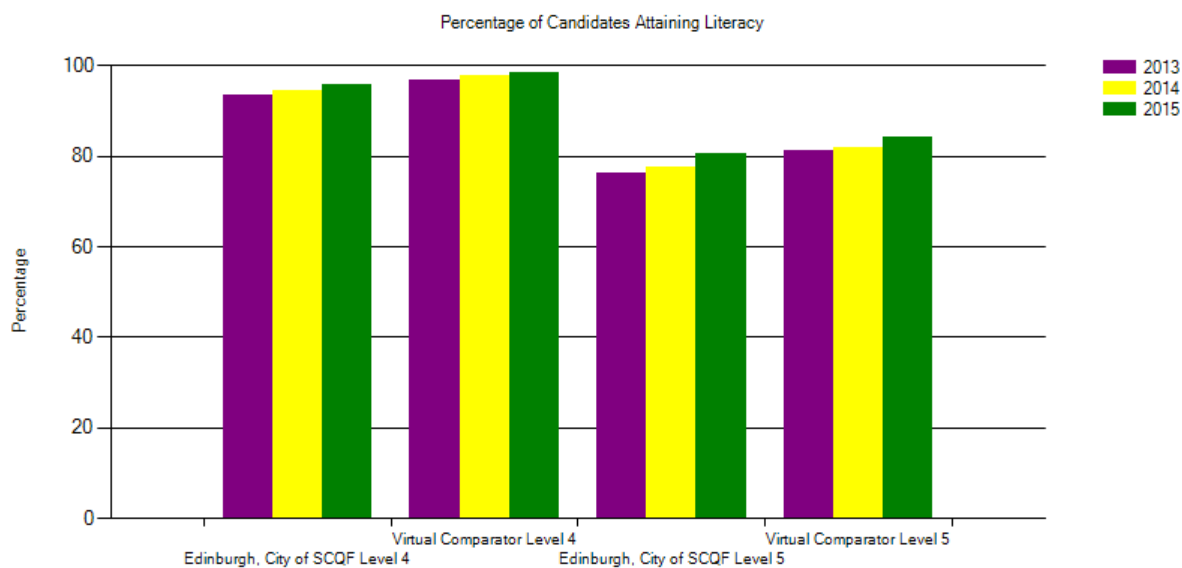
Initial 2015 Literacy Figures for S4 pupils from the national benchmarking toolkit, Insight – most deprived 30%



- Percentage of S4 in SIMD deciles 1-3 achieving literacy at Level 3 in 2015 is 93% (increase of one percentage point on 2014);
- Percentage achieving literacy at Level 4 is 84% (increase of four percentage points on 2014);
- Figures broadly in line with Virtual Comparator for City of Edinburgh (difference is not statistically significant);
- Note rising trend over three years for both Levels.

Initial 2015 Literacy Figures for S6 pupils from Insight - most deprived 30%

Edinburgh Integrated Literacy Strategy Report March 2016
Appendix 3



- Percentage of S6 in SIMD deciles 1-3 leaving in 2015 with literacy at Level 4 is 96% (increase of two percentage points on 2014);
- Percentage leaving in 2015 with literacy at Level 5 is 80% (increase of three percentage points on 2014).
- Figures broadly in line with Virtual Comparator for City of Edinburgh (difference is not statistically significant);
- Note rising trend over three years for both Levels.

Please note that these figures and graphs are taken from the Insight website (accurate as of August 2015) and may be subject to slight changes following the update which will be made to the website (due late February 2016) to reflect successful appeals etc.

Education, Children and Families Committee

10am, Tuesday, 1 March 2016

Children and Families Revenue Monitoring 2015/16 – month eight position

Item number	8.5
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The report sets out the projected current year revenue budget monitoring position for Children and Families, and provides an update on the projected residual pressure incorporated in the month eight revenue monitoring report to the Finance and Resources Committee on 14 January 2016.

Service pressures continue to be managed, inclusive of a contribution of £2.025m towards financial pressures in Health and Social Care. Significant mitigating management action has already been taken and following confirmation and review of additional funding advised as part of finance settlement agreement in December, Children and Families are now forecasting a balanced budget position for 2015/16.

Links

Coalition pledges	P01 , P02 , P03 , P04 , P05 , P06 and P30
Council outcomes	CO1 , CO2 , CO3 , CO4 , CO5 , CO6 and CO25
Single Outcome Agreement	SO3

Children and Families Revenue Monitoring 2015/16 – month eight position

Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee notes :
 - 1.1.1 the forecast balanced budget position for 2015/16;
 - 1.1.2 that approved savings in 2015/16 total £14.075m; the savings programme has been closely monitored during the year with action taken to address any highlighted risks of non delivery;
 - 1.1.3 that the reported position includes a contribution of £2.025m towards pressures within Health & Social Care.

Background

- 2.1 The total 2015/16 revised net budget for Children and Families is £396.1m.
- 2.2 This report sets out the projected overall position for the Children and Families revenue expenditure budget for 2015/16 at month eight.

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 – (£7.5m) and Additional Savings Requirements (£2.5m)
- 3.2 To date unfunded budget pressures of £7.5m have arisen; the most significant being in out of council residential schools and secure units, fostering, adoption and kinship placements and demographic pressures within schools.
- 3.3 Children and Families also received an additional in year savings target of £2.025m to assist with financial pressures in Health & Social Care.
- 3.4 Management action has been identified to address pressures and additional savings requirements in full, resulting in a forecast balanced budget position. The range of measures includes the application of controls on vacancies and discretionary spend, delays in the implementation of increased flexibility for Early Learning & Childcare and the application of additional funding for maintaining teacher numbers.

Approved Budget Savings 2015/16 - £14.075m

- 3.5 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.
- 3.6 A red, amber, green (RAG) analysis is regularly undertaken in consultation with Heads of Service. At month eight this indicated that £13.290 (94%) of savings were assessed as green and £0.185m (1%) being amber with savings emerging as the year progresses. A further £0.6m relating to projected pressures in the independent fostering budget and a partial shortfall in savings relating to outdoor centres income is assessed as red. A number of the green savings are being delivered through substitute arrangements.

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 The delivery of a balanced budget position for the year is now forecast. The risks associated with cost pressures, increased demand and savings delivery targets are regularly monitored and reviewed and management action is taken as appropriate.

Equalities impact

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

Sustainability impact

- 8.1 There are no 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

Alistair Gaw

Acting Executive Director of Communities and Families

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Contact: Billy MacIntyre, Head of Operational Support, Communities and Families

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Links

Coalition pledges	<p>P01 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P02 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P03 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P05 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P06 - Establish city-wide childcare co-operatives for affordable childcare for working parents</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning</p>
Council outcomes	<p>CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and</p>

emotionally healthy

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

CO6 - Our children 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

None

Education, Children and Families Committee

10am Tuesday 8 December 2015

Recommendations of the Social Work Complaints Review Committee – 25 November 2015

Item number	8.6.1
Report number	
Wards	All

Links

Coalition pledges
Council outcomes
Single Outcome Agreement SO2

Fred Downie

Chair, Social Work Complaints Review Committee

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Recommendations of the Social Work Complaints Review Committee – 25 November 2015

Summary

To refer to the Education, Children and Families Committee recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the social work service within Children and Families.

For decision/action

The Social Work Complaints Review Committee has referred its recommendations on an individual complaint against the social work service within Children and Families to the Committee for consideration.

Main report

- 1 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints.
- 2 The CRC met in private on 25 November 2015 to consider a complaint against the social work service within Children and Families. The complainant, her representative and the service representatives attended throughout.
- 3 The complaint comprised the following main points:
 - i) That the social work service had neglected to advise the complainant that she could become a kinship carer for her granddaughter.
 - ii) That had the advice been provided at the appropriate time when the complainant was providing the care, she would not have been left out of pocket.
 - iii) That although a lack of advice to the complainant had been acknowledged by the Council at different stages of the complaints procedure, no retrospective payment had been offered.
 - iv) That the Council had not treated the case with the care it deserves and an explanation and apology is insufficient.
 - v) That it was unclear what guidance prevented the Council from making a retrospective payment if the case had been poorly handled by social work staff.

- 4 The complainant's representative stated that inadequate advice and support had been given to his client throughout the 3 year period over which she cared for her granddaughter. She had been contacted by a social worker from the Sheriff Court and felt that had she not taken her in, her grandchild would be placed in care. She was at no time advised that her status as a kinship carer could be formalised, or of the financial support available in such circumstances.
- 5 His client had moved house and cut her work hours in order to look after her granddaughter. Had she been properly advised of her options the financial strain could have been mitigated. That the complainant had not received the advice she should have had been consistently acknowledged by the Council. Further, it had become apparent that informal kinship carers had been given discretionary payments in some instances.
- 6 He also raised concerns that the situation had not been treated by the Council with the care it deserved. There was no follow-up when the child had moved in with the complainant. Her granddaughter was not apparently considered a 'looked after' child in the technical sense, and yet the social work department had contacted the child's school regarding restricted pick-up arrangements which suggested formal intervention. The complainant was performing a duty of care which would otherwise have been carried out by the Council.
- 7 His client had only later found out about the possibility of receiving kinship payments, and having incurred a degree of financial hardship as a consequence of the period caring for her granddaughter, requested a retrospective payment from the Council. The Council's position was that payments could only be made when someone was still caring for a child; retrospective payments would not be considered. His client had then tried to pursue her claim through the Council's insurers, but this had been turned down due to the lack of a formal arrangement.
- 8 The members of the Committee and the Investigating Officer were given the opportunity to ask questions.
- 9 The Investigating Officer advised Council records indicated that, following the placement of the child with her grandmother, no specific care plan or formalisation of the care arrangement with the complainant had been actioned. He clarified that the criminal justice social worker who had contacted the complainant had done so without the knowledge of the local area practice team. When it was brought to their attention, no formal kinship carer agreement could be found.
- 10 The team social worker who had been allocated the case on a short term basis at the time of the placement had been contacted, and recalled that a voluntary agreement had been arranged within the family for the complainant to look after her granddaughter until such time as her parent could resume care. The social worker felt as an amicable arrangement had been worked out, further measures were not required. Housing assistance received by the complainant had been with the involvement of the social work team.
- 11 The officer indicated that having both formal and informal arrangements could be useful; some families preferred the less intensive intervention an informal

arrangement afforded. He confirmed that the Council did not consider making payments to informal kinship carers retrospectively once the child was no longer with them.

- 12 The members of the Committee and the complainant were given the opportunity to ask questions.
- 13 In response to questions, the Investigating Officer explained that practice with regard to kinship care had been changed since the complainant looked after her grandchild. He confirmed that current practice would, where formal kinship arrangements were established, require a care plan to be set up, and the carer would be notified of the financial help available. The revised procedures, applied in a formal context, would also involve more intensive intervention.
- 14 Following this, the complainant, their representative and the Investigating Officer withdrew from the meeting.

Recommendations

- 15 After full consideration of the complaint the Committee reached the following decisions/recommendations:

To **uphold the appeal**, on the basis that the complainant had not been given any advice about kinship caring, and consequently may have been left financially worse off. The Committee did not have financial information from either side to be able to determine this conclusively. We feel that if it is demonstrated that the complainant has suffered financially, the Council should consider an appropriate ex-gratia payment.

Committee notes that in the time since the complainant was caring for her granddaughter, arrangements for kinship caring have been significantly improved, which should ensure that this does not happen again.

Background reading/external references

Agenda, confidential papers and minutes for the Complaints Review Committee of 25 November 2015.

Links

Coalition pledges

Council outcomes

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, 1 March 2016

Children and Families Response to Complaints Review Committee Outcome

Item number	8.6.2
Report number	
Executive/routine	
Wards	All

Executive Summary

This report should be read in conjunction with the report from the Committee Services relating to a Social Work Complaints Review Committee held on 25 November 2015. The report details the rationale for not implementing the recommendations of the CRC.

Links

Coalition pledges	P1
Council outcomes	CO1, CO3, C10, C11
Single Outcome Agreement	SO2, SO3

Children and Families Response to Complaints Review Committee Outcome

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to note the decisions of the Social Work Complaints Review Committee held on 25 November 2015. Managers have considered an ex-gratia payment to the complainant as asked by the CRC but have decided that such a payment should not be made for the reasons given below.
- 1.2 The Education, Children and Families Committee is further asked to approve the proposal not to award an ex-gratia payment to the complainant for the reasons set out in paragraphs 3.4 to 3.13 of this report.

2. Background

- 2.1 This report should be read in conjunction with the report from the Committee Services relating to a Social Work Complaints Review Committee held on 25 November 2015.
- 2.2 The decisions are set out below.
 - 2.2.1 To uphold the appeal, on the basis that the complainant had not been given any advice about kinship caring, and consequently may have been left financially worse off. The committee did not have financial information from either side to be able to determine this conclusively. The committee felt that if it is demonstrated that the complainant has suffered financially, the Council should consider an appropriate ex-gratia payment;
 - 2.2.2 The Committee notes that in the time since the complainant was caring for her granddaughter, arrangements for kinship caring have been significantly improved, which should ensure that this does not happen again.

3. Main report

- 3.1 Relevant background information is set out in detail in the Council report to the Complaints Review Committee dated 25 November 2015.
- 3.2 In upholding the appeal, the CRC has taken the view that the allocated social worker should have entered into discussion with the complainant, at the time of

placement, regarding the possibility of the Council deeming the child in her care to be Looked After and Accommodated (LAAC).

- 3.3 This position is not accepted by senior managers within Communities and Families for the following reasons.
- 3.4 The primary consideration is whether the child should have had LAAC status at the time of placement. The question of payment to the carer only becomes relevant if that is seen to be the case.
- 3.5 The Council does not seek to confer LAAC status upon children for whom it is not necessary. The Council has an explicit aim to reduce the numbers of children who are LAAC and this has been the case for a number of years.
- 3.6 When family members reach a mutual agreement that a relative will look after a child whose parent is unable, unwilling, or unsafe to do so, and where there are no concerns about the appropriateness of the family arrangement, no other intervention is necessary to protect the child unless that agreement changes.
- 3.7 Such agreement existed in this case and the council officers involved with the child were satisfied that the care of the child by her grandparent was appropriate.
- 3.8 There was therefore no basis in this case for the child to have LAAC status. LAAC status is not something that can be referred in retrospect since it needs either a legal order to have been in place or the parent to have signed their consent at the time.
- 3.9 The purpose of paying a maintenance allowance is to help someone meet the costs of looking after a child. Where we have made “one off” payments to other kinship carers of children who were not looked after, it has been on the basis that the child in placement is in need and that the payment will contribute to their ongoing wellbeing.
- 3.10 That does not currently apply in this case since the child is no longer living with the complainant.
- 3.11 It is likely that there are a number of other situations in which family members who have looked after a child in the past might come forward and argue that the child should have been deemed Looked After since they were known to social workers. Implementing the recommendation of this CRC would set an unhelpful precedent which might have significant financial implications for the Council.
- 3.12 The Council clearly has a responsibility for prudent management of financial resources.
- 3.13 In addition it is noted that the complainant’s daughter paid her the benefits which were due for looking after the child during placement. It is therefore the case that the complainant received some financial support for child care.

Alistair Gaw

Acting Executive Director of Communities and Families

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4. Links

Coalition pledges	P1 - Ensuring every child has the best start in life
Council outcomes	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3 - Our children and young people at risk, or with a disability, have improved life chances. C10 - Improved health and reduced inequalities C11 - Preventative and personalised support in place.
Single Outcome Agreement	SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10am Tuesday 1 March 2016

Recommendations of the Social Work Complaints Review Committee of 15 December 2015

Item number	8.7.1
Report number	
Wards	All

Links

Coalition pledges	
Council outcomes	CO11, CO13
Single Outcome Agreement	SO2

Fred Downie

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Recommendations of the Social Work Complaints Review Committee 15 December 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 15 December 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 comprised the following 3 main points:
 - i) that the social worker allocated to her children had demonstrated cultural insensitivity towards the complainant;
 - ii) that the social worker was patronising towards the complainant in her dealings with her; and
 - iii) that the social worker was guilty of maladministration on several occasions and that she did not follow the Council's procedures.
- 4 The complainant, supported by her representative, stated that she believed the social worker had failed to provide the level of service which her family should have been able to access. She stated that the social worker had failed to arrange meetings in surroundings conducive to any kind of natural interchange between herself and her children and that when meetings had taken place they were cut short without her being informed in advance.

- 5 The complainant also felt that the social worker had not made any attempt to take account of cultural differences in her dealings with the family. The complainant felt that this had contributed to her failing to help bring the family back together.
- 6 The complainant stated that in her opinion the social worker was guilty of maladministration on several occasions and that she did not follow the Council's procedures. Minutes of child protection conferences had not been received by the complainant and changes to times and dates of meetings had not been communicated effectively to her.
- 7 Members of the Committee and the Investigating Officer were given the opportunity to ask questions.
- 8 The Investigating Officer advised that the Children and Families service had become involved with the complainant's children because of child protection concerns.
- 9 The complainant believed that the role of the social work service was to support a successful reconciliation for her and re-integration back into the family. The primary role of the social work service was to work on a plan to ensure that the children were safe. The complainant had her own support through the Willow Project which was jointly funded by the Council and NHS Lothian.
- 10 The Investigating Officer advised that there were clear established interagency processes which had to be followed in child protection and agreed plans. Social workers did not work alone but as part of a multi agency approach. There were also supervised by a Team Leader who would have an overview of planning and would support the allocated worker in their approach.
- 11 The Investigating Officer stated that the Council had acted in the best interests of the complainant's children, that Council staff had acted in accordance with their legal duties, following correct procedures and acted in a respectful way towards the complainant.
- 12 Members of the Committee and the complainant were given the opportunity to ask questions.
- 13 Following this, the complainant, their representatives and the Investigating Officer withdrew from the meeting.

Recommendations

- 14 After full consideration of the complaint the Committee reached the following decisions/recommendations:
 - 1) The complaint detailed at Point 2.1 of the report by the Director of Children and Families was **not upheld**.

The Committee agreed that the Social Worker had acted in the best interests of the children and that there was no evidence presented at the meeting that the Social Worker had demonstrated any cultural insensitivity.

- 2) The complaint detailed at Point 2.2 of the report by the Director of Children and Families was **not upheld**.

The Committee agreed that, from all the evidence presented at the meeting, that the Social Worker had acted appropriately and in accordance with her legal duties.

- 3) The complaint detailed at Point 2.3 of the report by the Director of Children and Families was **not upheld**.

The Committee agreed that the Social Worker had followed the Council's procedures correctly.

The Committee also noted that the Social Worker works as part of a team with a Team Leader and a Practice Team Manager supervising her working practices. The Committee recognised that it was the responsibility of the statutory minute taker at Child Protection meetings to ensure minutes of those meetings were circulated.

The Committee welcomed the offer from the Advice and Complaints Officer present at the meeting to investigate the process in place around this issue with a view to making any improvements as necessary.

Background reading/external references

Agenda, confidential papers and minutes for the Social Work Complaints Review Committee of 15 December 2015

Links

Coalition pledges

Council outcomes CO3 Our children and young people at risk, or with a disability, have improved life chances

Single Outcome Agreement SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

Appendices None