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

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