

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 11 October 2016

Council Chamber, City Chambers, High Street, Edinburgh

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

Contact

E-mail: ross.murray@edinburgh.gov.uk or lesley.birrell@edinburgh.gov.uk

Tel: 0131 469 3870/ 0131 529 4240

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 24 May 2016 (circulated)
Submitted for approval as a correct record

5. Forward planning

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – October to December 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 Getting it Right for Special Schools – Planning for the Future - Report by the Acting Executive Director of Communities and Families (circulated)
- 7.2 Improving Support for Children and Young People in Need in Edinburgh – Consultation on a Proposal to Close Panmure St Ann’s Special School - Report by the Acting Executive Director of Communities and Families (circulated)
- 7.3 Member Officer Working Group – Lessons Learnt from Review of Revenue Grants Programme- Report by the Acting Executive Director of Communities and Families (circulated)
- 7.4 Further Developing Child Poverty Work in Edinburgh – Report by the Acting Executive Director of Communities and Families (circulated)

- 7.5 Arts and Creative Learning Update – Report by the Acting Executive Director of Communities and Families (circulated)
- 7.6 Governance Arrangements and Council Support to Community Centre Management Committees – Update – Report by the Acting Executive Director of Communities and Families (circulated)
- 7.7 Princes Trust – Potential Accommodation Options – Report by the Acting Executive Director of Communities and Families (circulated)
- 7.8 Duncan Place/ Leith Primary School – Report by the Acting Executive Director of Resources (circulated)

8. Routine decisions

- 8.1 Communities and Families Revenue Budget Monitoring 2016/17 – Month Three Position – Report by the Acting Executive Director of Communities and Families (circulated)
- 8.2 Systemic Support Services: Extension of Additional Support for Learning Contracts – Report by the Acting Executive Director of Communities and Families (circulated)
- 8.3 Renaming Fox Covert RC Primary School – Report by the Acting Executive Director of Communities and Families (circulated)
- 8.4 Appointments to Sub-Committees and Working Groups – 2016-17 – Report by the Chief Executive (circulated)
- 8.5 Committee Decisions July 2015- July 2016 – Report by the Chief Executive (circulated)
- 8.6 Recommendations of the Social Work Complaints Review Committee – 11 August 2016 – report by the Chair of the Social Work Complaints Review Committee (circulated)

9. Motions

- 9.1 None.

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 Ross (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 Ross Murray, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 469 3870, e-mail ross.murray@edinburgh.gov.uk

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Item 4.1 - Minutes

Education, Children and Families Committee

10.00 am, Tuesday, 24 May 2016

Present

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

Added members for Education matters

Marie Allan, Rev. Thomas Cooper, Allan Crosbie and Alexander Ramage.

Lesbian Gay Bisexual Transgender (LGBT) Charter Mark Award

Prior to the start of the meeting, Councillor Godzik, on behalf of the Communities and Families Directorate, was presented with the LGBT Charter Mark Award by John Nicholls (Youth Work Director, LGBT Youth Scotland.). The award was presented for successful completion of the LGBT Charter of Rights at Foundation level which demonstrated a commitment from the Council to be LGBT inclusive.

1. Order of business

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

2. Tynecastle Nursery

2.1 Deputation – Parents of Tynecastle Nursery

The Committee agreed to hear a deputation from Peter Henderson and Beth Smith, on behalf of the parents of Tynecastle Nursery, in relation to the joint report by the Acting Executive Directors of Resources and Communities and Families on a revised proposal for the delivery of a replacement Tynecastle Nursery. The deputation highlighted the following:

- The Care Inspectorate had awarded the current nursery a good assessment report and had described the facility as a centre of excellence.
- In May 2015, this Committee had approved a new expanded nursery on the existing site. This now appeared to have been scaled back and the revised proposals represented an inferior nursery.

- The current building had a veranda area which allowed children to play and learn outdoors all year round. However, the proposed nursery new build was facing an easterly direction and would be in the shadow of a large football stand. This would limit available sunlight in the outdoor play area.
- The space in the outdoor play area was to be reduced from 800sqm to 500sqm; this would diminish the character of the nursery and result in a poorer learning environment.
- The revised proposal represented a cost saving to the Council, however, this was not significant and only equated to around £91,000.
- When the original nursery had been built in 1929 it was intended to provide a safe place to exercise and play. Children within the area still lived in high density housing, and with a recent reduction in green spaces, the nursery provided one of the few options for outdoor play and exercise in the area.
- The revised proposal sought to replace the current nursery with one that was colder, darker and had a significantly smaller garden. It would be difficult to deliver the same high quality service as previously in such a facility.

The deputation requested that the Committee reconsider the revised proposal with a view to improving the orientation and size of the available outdoor space.

2.2 Report by the Acting Executive Director of Communities and Families

The Education, Children and Families Committee had previously approved the replacement of the existing Tynecastle nursery school with a new expanded facility within the existing site.

The Council had since been approached by Heart of Midlothian Football Club (HMFC) who required the nursery site as part of the proposed redevelopment of the main stand at Tynecastle Stadium. HMFC were proposing to provide a new permanent nursery facility (to the same specification as the previously approved proposal) as part of their stadium redevelopment which, in turn, would be leased to the Council at a peppercorn rent. HMFC would lease land to the Council to accommodate a new temporary nursery until the permanent nursery had been completed.

Authority was sought to enter into revised development proposals for the delivery of a new nursery for the Tynecastle area.

Motion

- 1) To note the proposals by Heart of Midlothian Football Club to redevelop their main stand and the impact on the Council's current proposal to replace Tynecastle Nursery.
- 2) To approve the revised strategy for the delivery of a new Tynecastle Nursery as detailed in the joint report by the Acting Executive Director of Resources and the Acting Executive Director of Communities and Families.

- 3) To refer the joint report to the Finance and Resources Committee for final approval of the terms and conditions, as detailed in paragraph 3.5 of the joint report by the Acting Executive Director of Resources and the Acting Executive Director of Communities and Families.
- 4) To note that discussions with staff and parents would continue before the plans were finally agreed.
- 5) To agree that a Working Group be established, including staff, parents and the project architect to bring forward these plans and to specifically look at concerns over the outdoor play/garden area.

- Moved by Councillor Godzik, seconded by Councillor Fullerton.

Amendment

- 1) To note the proposals by Heart of Midlothian Football Club to redevelop their main stand and the impact on the Council's current proposal to replace Tynecastle Nursery.
- 2) To approve the revised strategy for the delivery of a new Tynecastle Nursery as detailed in the joint report by the Acting Executive Director of Resources and the Acting Executive Director of Communities and Families.
- 3) To refer the joint report to the Finance and Resources Committee for final approval of the terms and conditions, as detailed in paragraph 3.5 of the joint report by the Acting Executive Director of Resources and the Acting Executive Director of Communities and Families.
- 4) To recognise the very high value attached by the nursery community to the scale and quality of the outdoor place space and therefore to seek to ensure that there is at least the equivalent size of outdoor play space in the new nursery.

- Moved by Councillor Corbett, seconded by Councillor Main.

Voting

For the motion 18

For the amendment 6

Decision

To approve the motion by Councillor Godzik.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 2.2); joint report by the Acting Executive Director of Resources and the Acting Executive Director of Communities and Families, submitted.)

3. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 1 March 2016 as a correct record.

4. Education, Children and Families Committee Key Decisions Forward Plan –October to December 2016

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

Decision

To note the Key Decisions Forward Plan for October to December 2016.

(Reference – Key Decisions Forward Plan – October to December 2016, submitted.)

5. Education, Children and Families Committee Rolling Actions Log – May 2016

The Education, Children and Families Committee Rolling Actions Log for May 2016 was presented.

Decision

1) To approve the closure of actions 1, 4, 5, 8, 13 (decision 2), 15, 16 and 20.

2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 24 May 2016, submitted.)

6. Education, Children and Families Committee Business Bulletin – May 2016

The Education, Children and Families Committee Business Bulletin for May 2016 was presented.

The Acting Executive Director of Communities and Families provided a verbal update on the status of the 17 PP1 schools, closed for safety measures on 8 April 2016, and the ongoing contingency arrangements.

Decision

1) To note the Business Bulletin.

- 2) To note the verbal update provided at the meeting on the PP1 School closures and to express the Committee's gratitude to the teachers, staff and pupils involved in the alternative arrangements.

(Reference – Business Bulletin – 24 May 2016, submitted.)

Declaration of Interests

Allan Crosbie declared a non-financial interest in the foregoing item as his wife was a teacher in one of the 17 affected schools.

7. Educational Attainment 2015

A summary of key outcomes in relation to attainment/improvements in performance in City of Edinburgh Council Schools for the year 2014-15 was provided.

Decision

- 1) To note the continued improvements in educational attainment in Edinburgh schools.
- 2) To note the improvements in the performance of Looked After Children.
- 3) To note the wide range of strategies being deployed to raise attainment.
- 4) To agree to receive further annual reports on attainment/improvements in performance.
- 5) To note the continued hard work of pupils, staff and parents to support the successful implementation of the new national qualifications, in particular the implementation of the new Scottish Qualification Authority Highers in almost all subjects.
- 6) To request a follow-up report on measures to:
 - a) close the attainment gap for Looked After Children;
 - b) improve numeracy attainment; and
 - c) close the gap between leavers from the most and least deprived areas.

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

8. Communities and Families Capital Asset Management Programme 2014-19 – Year 2 Progress Report on Highest Priority Poorest Condition Establishments.

As previously requested by the Committee, an update was provided on progress with the delivery of the Communities and Families five year asset management improvement plan for highest priority – poorest condition establishments. The update was a forecast position up to the end of March 2016.

Decision

- 1) To note the significant progress made in delivering the schedule of works designed to upgrade the C condition (poor) rated schools to B condition (satisfactory).
- 2) To note the progress made with B condition schools to prevent risk of deterioration to C condition.
- 3) To note that further asset management works would be progressed for properties based on the future expected lifespan of the building.
- 4) To note that should unforeseen issues or emergencies arise over the course of the (five year) programme, it may require reprioritisation of the later years spend.
- 5) To request that the conditioned reassessment of the Education, Children and Families estate be moved forward as a priority.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 21); report by the Acting Executive Director of Resources, submitted.)

9. Children and Families Asset Management Plan 2014 - Update

An update was provided on the delivery of the Children and Families Asset Management Action Plan.

Decision

- 1) To note the update on the action plan detailed in the report by the Acting Executive Director of Communities and Families.
- 2) That the Acting Executive Director investigate the best way to publicise the support available from the Council to Parent Councils wishing to undertake playground improvement projects and include an update in the Committee's next Business Bulletin.

(References – minute of the Education, Children and Families Committee 8 December 2015 (item 11); report by the Acting Executive Director of Communities and Families, submitted.)

10. Local Development Plan Education Infrastructure Update

An update was provided on the anticipated education infrastructure implications of future housing developments across Edinburgh as a result of the Local Development Plan (LDP). Approval was sought to progress any informal consultations that may be required.

Decision

- 1) To note the content of the report by the Acting Executive Director of Communities and Families and the significant level of new education infrastructure which it was anticipated would be required as a result of the pupils expected to be generated from new housing development throughout the city in the coming years.
- 2) To note that the new education infrastructure assessment was based on the most up to date indication of future housing numbers provided by the Council's Planning Service and that a further assessment and update of the required actions would be carried out once the recommendations of the Scottish Government's planning reporter were received.
- 3) To approve that informal consultation be undertaken regarding those actions which required to be progressed imminently to ensure that any required infrastructure and/or catchment reviews could be delivered on a timely basis.
- 4) To note that any changes proposed to the education infrastructure would be taken to Committee for approval prior to either being implemented, or in advance of any statutory consultation which may be required to be undertaken in advance of implementation.
- 5) That East Craigs Primary School be included in the informal consultation for the West Edinburgh Contribution Zone.

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

11. Strategic Management of School Places: P1 and S1 Intakes for August 2016

Details were presented of the accommodation and placement issues for the anticipated P1 and S1 intakes for the 2016/17 school year.

Primary 1 intake in August 2015 remained at a high level and continued to cause the overall P1-P7 school rolls to increase. Due to the delivery of additional accommodation through the rising rolls programme there were few accommodation pressures for the August 2016 P1 intake, however, priority would be given to baptised Roman Catholic pupils in 13 Roman Catholic Primary Schools. In the secondary sector, the number of registrations for S1 in August 2016 was comparable with the equivalent time in August 2015.

Decision

- 1) To note the content of the report by the Acting Executive Director of Communities and Families.
- 2) To note that baptised Roman Catholic pupils were being prioritised into 13 primary schools and into St Thomas of Aquin's RC High School.

(References – minutes of the Education, Children and Families Committee 1 March 2016 (item 8) and 3 March 2015 (item 11); report by the Acting Executive Director of Communities and Families, submitted)

12. Primary School Estate Rising Rolls

An update was provided on potential accommodation pressures which may arise in August 2017 and beyond at seven primary schools (Bruntsfield, Liberton, Newcraighall, St Margaret's, Stockbridge, Trinity and Victoria). Since the previous report to Committee on 1 March 2016 a further school (Corstorphine Primary School) had also been identified as facing accommodation pressures and had been added to the Rising Rolls programme for August 2017. Since the previous report to Committee on 1 March 2016. Engagement undertaken with working groups established at each of the affected schools and actions proposed following these discussions was outlined.

Decision

- 1) To note content of the report by the Acting Executive Director of Communities and Families.
- 2) Based on the assessment of options set out in appendix one to the report by the Acting Director of Communities and Families, to approve the delivery of four new classrooms at Liberton Primary School for August 2017, subject to the final decision regarding the necessity for such provision being delegated to the Executive Director of Communities and Families to be taken in January 2017 (or earlier if appropriate) upon assessment of pupil registration figures.
- 3) To approve that internal reconfiguration works be undertaken at Bruntsfield and St Margaret's Roman Catholic Primary Schools to provide increased classroom provision for August 2017.

- 4) To approve the detailed development of new accommodation at Trinity Primary School, subject to the final decision regarding the necessity for such provision being delegated to the Executive Director of Communities and Families to be taken in January 2018 (or earlier if necessary) upon assessment of pupil registration figures and the long-term accommodation solutions identified through any formal or informal consultation processes.
- 5) To delegate authority to the Executive Director of Communities and Families to:
 - a) Agree what the most appropriate final solution for each school would be taking into consideration factors such as cost, deliverability and the impact on the school.
 - b) To approve the final costs of the most appropriate final solution (whilst always ensuring that value for money is achieved).
- 6) To approve that feasibility studies be commissioned regarding Victoria Primary School and the former Fort Primary School building to identify potential additional capacity which may be achieved in the Trinity/Victoria area.
- 7) To note the intention to use the completed feasibility studies to inform a single Trinity and Victoria Primary Schools working group to develop a long-term strategy for the Trinity/Victoria area and report the proposed approach to Committee in October 2016.
- 8) To approve that a feasibility study be commissioned regarding Corstorphine Primary School to assess the viability of sub-dividing the existing dining hall.
- 9) To note the intention to report the findings of the feasibility study and conclusions of the Corstorphine Primary Working Group to Committee in October 2016.
- 10) To approve that a feasibility study be commissioned regarding Newcraighall Primary School to assess options to relocate the nursery class and refurbish the existing nursery class for primary classroom use.
- 11) To note the intention to report the findings of the feasibility study and conclusions of the Newcraighall Primary Working Group to Committee in October 2016.
- 12) To note that the latest cost projection to 2020/21, excluding any further costs to deliver the additional capacity which may be required at Stockbridge, Corstorphine and Victoria Primary Schools (the latter including any works required at the former Fort Primary School) represented a funding deficit of £2.213m (including the delivery of four new classrooms at Liberton Primary

School) for which additional resources would need to be identified in future capital budgets.

(References – minute of the Education, Children and Families Committee 1 March 2016 (item 3); report by the Acting Executive Director of Communities and Families, submitted.)

13. Gaelic Medium Education and Capacity at James Gillespie's and Boroughmuir High Schools

A potential capacity issue at James Gillespie's High School (JGHS) had been identified in the 'Strategic Management of School Places: P1 and S1 Intakes for August 2016' report which was submitted to the Education, Children and Families Committee on 1 March 2016, but subsequently withdrawn.

Whilst a solution was subsequently identified to address the capacity issue at JGHS for August 2016, given the continuing pressure on the school due to rising school rolls and other factors the position was not deemed sustainable without there being a change required to the current arrangements. A Short Term Working Group was created to allow the Council to engage with key stakeholders to consider options to address the projected capacity issue at JGHS and allow a sustainable position to be reached. An update on the matters considered by the Working Group, the conclusions reached and a proposed way forward was outlined.

Motion

- 1) To note the decision taken by the Acting Executive Director of Communities and Families, under urgency provisions, to create a 'Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School', the remit and membership of which were detailed in the report by the Acting Executive Director of Communities and Families.
- 2) To note the content of the report by the Acting Executive Director of Communities and Families and the proposed way forward.
- 3) To note that a further report would be taken to a future meeting of the Education, Children and Families Committee seeking approval for a statutory consultation to change the existing arrangements at James Gillespie's High School to address the capacity issue at the school; this being most likely a proposal to establish Darroch as a permanent annexe of both James Gillespie's High School and Boroughmuir High School.
- 4) To note that it was likely that a further report would be taken to a future meeting of the Education, Children and Families Committee seeking approval for a statutory consultation to change and restrict the catchment for Bun-sgoil Taobh

na Pàirce to be only the City of Edinburgh Council area, and exclude Lothian authorities.

- 5) To approve that, having achieved the purpose for which it was established, the 'Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School' should now cease and to thank members of the Working Group for their participation and input.
- 6) To note that the future strategy for the provision of Gaelic Medium Education at early years, nursery, primary and secondary levels would be considered and would form part of the wider revised Council Gaelic Language Plan. This strategy would be co-produced between Council officers from Communities and Families and representatives of the Gaelic community through the Gaelic Implementation Steering Group and would be reported to a future meeting of the Education, Children and Families Committee for consideration.
- 7) To note that, based on the latest roll projections, even with the use of Darroch as a permanent annexe of both James Gillespie's High School and Boroughmuir High School, a capacity issue was very likely to arise beyond 2021. The use of Darroch would therefore represent a short to medium term solution and a long term solution for secondary GME would still require to be identified which would be informed by the work which was planned to be undertaken on a strategy for 3-18 Gaelic Medium Education.
- 8) To agree that the Convener thank the staff at James Gillespie's High School on behalf of the Committee for their work at Darroch.
- 9) To note that the cluster primaries for both James Gillespie's and Boroughmuir High Schools would be included in the education review outlined at paragraph 3.53 (i) of the Acting Executive Director's report at an appropriate stage.

- Moved by Councillor Godzik, seconded by Councillor Fullerton.

Amendment

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

- 1) To note:
 - a.) That two new secondary schools, James Gillespie's and Boroughmuir, will breach their original planned capacity from 2016 onwards.
 - b.) The need for urgent measures to be taken this year to provide additional accommodation in the short term in an annex
 - c.) That the long-term projected needs were currently unplanned for.

- 2) Therefore to call on the Acting Executive Director to review decisions made and underlying data used for forecasting of pupils numbers and school rolls, so that the Council can better plan its school estate in the long-term, and to report with options going forward to the Committee in one cycle.

- Moved by Councillor Main, seconded by Councillor Corbett

Voting

For the motion 17

For the amendment 4

Decision

To approve the motion by Councillor Godzik.

(References – minute of the Education, Children and Families Committee 1 March 2016 (item 8); report by the Acting Executive Director of Communities and Families, submitted.)

Declaration of Interests

Allan Crosbie declared a non-financial interest in the foregoing item as a teacher at James Gillespie's High School and a parent of a pupil due to attend Boroughmuir High School in 2021.

Councillor Main declared a non-financial interest in the foregoing item as the parent of a child at James Gillespie's High School.

Councillor Key declared a non-financial interest in the foregoing item as the parent of a child due to attend Boroughmuir High School in 2023.

14. Recent Developments in Gaelic Education Provision in Edinburgh

As previously requested by the Governance, Risk and Best Value (GRBV) Committee on 3 March 2016, details were provided of recent developments in Gaelic education provision in Edinburgh.

The GRBV Committee request related to capacity issues identified at James Gillespie's High School in the 'Strategic Management of School, Places: P1 and S1 Intake for August 2016' report which was submitted to, and subsequently withdrawn from, the meeting of the Education, Children and Families Committee on 1 March 2016. The Governance, Risk and Best Value Committee asked that the report contain detail on whether due process was followed and identify any lessons learned.

Decision

- 1) To note the content of the joint report by the Acting Executive Director of Communities and Families and the Acting Executive Director of Resources.
- 2) To note that due process was followed in the 'Strategic Management of School Places: P1 and S1 Intakes for August 2016' report which was submitted for consideration to the Education, Children and Families Committee meeting on 1 March 2016 but was subsequently withdrawn.
- 3) To note the lessons which had been learned as set out in the joint report by the Acting Executive Directors of Communities and Families and Resources, and the possible actions identified which would be subject to consultation with the Head Teachers Executive and the Consultative Committee with Parents prior to decisions being taken regarding the implementation, or otherwise, of any changes for the 2016/17 School Placements process.
- 4) To note that, since 1 March 2016, the Acting Director of Communities and Families and the Head of Operational Support have had very constructive discussions and engagement with Bòrd na Gàidhlig and representatives of the Gaelic community. A Working Group was established to consider options to address the projected capacity issues at James Gillespie's High School and allow a sustainable position to be reached regarding which excellent progress had been made and a clear way forward established.
- 5) To refer the joint report the Acting Executive Directors of Communities and Families and Resources to the Governance, Risk and Best Value Committee.

(References – minutes of the Education, Children and Families Committee 1 March 2016 (item 8), Governance, Risk and Best Value Committee 3 March 2016 (item 3); joint report by the Acting Executive Director of Communities and Families and the Acting Executive Director of Resources, submitted.)

15. 1 in 5: Raising Awareness of Child Poverty in Edinburgh

Details of the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project, set up in order to improve the understanding of the causes and impact of child poverty, and to begin to look at what changes schools could make to better support children from low-income families, especially in terms of reducing school-related costs, were provided.

Decision

- 1) To endorse and support the recommendations outlined at appendix 1 to the report by the Acting Executive Director of Communities and Families, to be taken forward by the Children's Partnership.
- 2) To approve the wider 'roll out' of the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project.

- 3) That a further report be submitted to the Committee on the resources required to take the project forward.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 13); report by the Acting Executive Director of Communities and Families, submitted.)

16. Looked After Children: Transformation Programme Progress Report

The Looked After Children Service had developed a transformation programme containing a range of initiatives to shift the balance of care towards more preventative and less costly services. This would avoid a continued increase in costs and deliver cashable savings from 2015/16.

The Committee was provided with an update on progress to the end of December 2015 which had also been considered at the Governance, Risk and Best Value Committee on 21 April 2016.

Decision

- 1) To note the progress made to date against the targets as set out in appendix 1 to the report by the Acting Executive Director of Communities and Families.
- 2) To note the actions in progress to achieve the targets to March 2018.
- 3) To note that the next update would be provided in September 2016.

(References – minute of the Governance, Risk and Best Value Committee 21 April 2016 (item 13); report by the Acting Executive Director of Communities and Families, submitted.)

17. Early Years Strategy Report

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

Decision

To note the content of the report by the Acting Executive Director of Communities and Families and the priorities for the next stage of development within early years.

(Reference – minute of the Education, Children and Families Committee 19 May 2015 (item 11); report by the Acting Executive Director of Communities and Families, submitted.)

18. Standards and Quality Report 2016

Details were provided of the Standards and Quality Report 2016 and the Children and Families Service Plan 2015-18.

Decision

- 1) To note the content of the Standards and Quality Report 2016.
- 2) That an update on recent Finance and Resources Committee decisions in regard to business support to schools be included in the Committee's next business bulletin.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 8); report by the Acting Executive Director of Communities and Families, submitted.)

19. Community Learning and Development Annual Report

A year end summary of Community Learning and Development (CLD) activities was submitted. Details were also provided of developments and achievements over the previous year in relation to the Adult Education Programme, community-based Adult Learning provision, Community Centres, community development and a range of youth work.

Decision

To note the developments and achievements detailed in the report by the Acting Executive Director of Communities and Families.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 23); report by the Acting Executive Director of Communities and Families, submitted.)

20. Parental Engagement

An update was provided on progress with the implementation of the final year of the Parental Engagement Strategy and Action Plan.

An overview was also provided on the work of the Neighbourhood and City Wide Special Schools parent groups, the Consultative Committee with Parents and the new Partnership Schools project with the Scottish Parent Teacher Council.

Decision

- 1) To note the content of the report by the Acting Executive Director of Communities and Families.

- 2) To request a report on the Partnership Schools Project in October 2017.

(References – minutes of the Education, Children and Families Committee 11 September 2014 (item 13) and 19 May 2015 (item 4.2); report by the Acting Executive Director of Communities and Families, submitted.)

21. Policies - Assurance Statement

Details were provided of the Communities and Families Policies which had been reviewed and assessed as current, relevant and fit for purpose.

Decision

To note that the policies detailed in the report by the Acting Executive Director of Communities and Families had been reviewed and were considered as being current, relevant and fit for purpose.

(References – minute of the Education, Children and Families Committee 19 May 2015 (item 26); report by the Acting Executive Director of Communities and Families, submitted.)

22. Review of Community Access to Schools (CATS) – Progress Report

An update on achievements and issues in relation to the Review of Community Access to Schools (CATS) was provided.

Decision

- 1) To note the key achievements of Community Access to Schools (CATS) detailed in the report by the Acting Executive Director of Communities and Families.
- 2) To note that the Corporate Policy and Strategy Committee on 29 September 2015 had approved a proposal for Edinburgh Leisure to develop a joint business plan with Council Officers to manage school sports facilities. Council Officers were working closely with Edinburgh Leisure to take forward these developments.
- 3) To note that the former Improving Access to Schools member officer group had ceased to operate in April 2016. However, there was still a need for officers to identify and develop appropriate mechanisms to address issues that impacted upon the Council's ongoing commitment to CATS which included investing in the school estate to ensure ongoing community use and subsequent income generation.

- 4) To note that a further report would be made available to committee when progress had been made in these areas.
- 5) To request a progress report to Committee in one years time.
- 6) To note that a report on a Joint Implementation Plan was scheduled to be submitted to the Corporate Policy and Strategy Committee on 14 June 2016.

(References – minutes of the Education, Children and Families Committee 20 May 2014 (item 11), the Finance and Resources Committee 3 February 2015 (item 21) and the Corporate Policy and Strategy Committee 29 September 2015 (item 2); report by the Acting Executive Director of Communities and Families, submitted.)

Declaration of Interests

Councillor Lewis declared a non-financial interest in the foregoing item as the Vice-Chairman of Edinburgh Leisure.

23. Social Work Complaints Review Committee – 11 March 2016

The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 11 March 2016 on a complaint against the Communities and Families Directorate were detailed, together with the actions taken by the Chief Social Worker in response to the decision taken by the Review Committee.

Decision

- 1) To approve the recommendations of the Social Work Complaints Review Committee of 11 March 2016 and to note the actions taken by the Chief Social Worker in response to the Review Committee's decision.
- 2) To note that recommendations two and three of the SWCRC related to the Council's Housing and Regeneration Team, located within the 'Place' directorate and as such were outwith the scope of the Education, Children and Families Committee, and had therefore been passed to the Housing and Regeneration Team for consideration and action as appropriate.

(References – reports by the Chair of the Social Work Complaints Review Committee and the Chief Social Worker, submitted)

24. Social Work Complaints Review Committee – 21 April 2016

The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 21 April 2016 on a complaint against the Communities and Families Directorate were detailed, together with the actions taken by the Chief Social Worker in response to the decision taken by the Review Committee.

Decision

To approve the recommendations of the Social Work Complaints Review Committee of 21 April 2016 and to note the actions taken by the Chief Social Worker in response to the Review Committee's decision.

(References – reports by the Chair of the Social Work Complaints Review Committee and Chief Social Worker, submitted.)

25. Motion by Councillor Main – Commercial Sponsorship Aimed at School Children

The following revised motion, moved by Councillor Main, seconded by Councillor Corbett, was tabled at the meeting.

“Committee notes:

- 1) That Edinburgh school children were recruited for INEOS sponsored GO RUN FOR FUN event held in Edinburgh on the Meadows.
- 2) That parents were not made aware of the INEOS sponsorship when permission forms to attend were issued, that permission for photography and filming did not stipulate third party use of photographs and that once aware of INEOS' involvement some parents complained about the process and others withdrew their children.
- 3) That partnership working within the local and wider community has an important and valuable contribution to make to the life and development of our schools.

Therefore Committee agrees:

- 4) That parents will always be made aware in writing of any sponsors when permission is requested to attend Council run or supported events.
- 5) To request officers draft policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working, in consultation with parent councils and schools, and provide a report for consideration of Committee within 2 cycles.”

Decision

- 1) To note the revised wording of the motion.
- 2) To request that officers review policy and procedures on sponsorship targeted at primary and secondary schools pupils through events, visits and partnership working, in consultation with parent councils and schools and provide a report for consideration of Committee within 2 cycles.

26. Morris Smith

The Convener advised that this would be Morris Smith's final meeting of the Education, Children and Families Committee as he was leaving the Council.

The Convener thanked Morris on behalf of the Committee for the valued contribution he had made in his role as Clerk to the Committee.

Key decisions forward plan

Education, Children and Families Committee

[October 2016 - December 2016]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Implementation of the Children and Young People (Scotland) Act 2014	December 2016	All	Acting Executive Director: Alistair Gaw Lead Officer: C Chalmers 0131 469 3348 carol.chalmers@edinburgh.gov.uk	P1 CO1-CO6 SO3
2	Energy in Schools	December 2016	All	Acting Executive Director of Resources Lead Officer: P Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	P50 CO18, CO25 SO3, SO4
3	Free School Meals	December 2016	All	Acting Executive Director of Resources Lead Officer : P Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	CO1, CO4, CO6 SO3
4	New Broomhills Primary School	December 2016	16	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3
5	Addressing capacity issues at Victoria Primary School and Trinity Primary School	December 2016	4 and 13	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3
6	Addressing capacity issues at James Gillespie's High School and Boroughmuir High School	December 2016	All	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3

Item 5.2 - Rolling Actions Log

Education, Children and Families Committee

11 October 2016

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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	December 2016		Progress presented at EC&F Committee in October 2015. Deferred until December 2016. Currie Community High School and Buckstone Primary School have both achieved the Silver Catering Mark Award. Silver Standard within these Pilot Schools will continue to be monitored. The

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							information gathered to benchmark the potential costs, and any other implication of delivering the Silver Catering Mark Award, across the Council school estate has been delayed due to the school closures. Now all schools are back (August 2016) uptake data can be collected and we can look again at carrying out a survey of provision/ facilities. If sufficient time has passed to gather

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							this information a report to Committee can be expected in December 2016.
2	11.09.14	Free School Meals	<p>To request an annual progress report on the School Meals service including:</p> <ul style="list-style-type: none"> • details of accommodation for pupils; • A quality assessment of the provision of school meals, including those from remote kitchens; • Uptake levels by year group; • Customer feedback (school, parent and pupil) on the school meals service and 	Executive Director of Resources	December 2016		<p>This has been deferred to December 2016. In light of the recent school closures and decant of pupils the directorate have been unable to collect monthly returns from schools. Comparisons which would be drawn from figures provided in the May 2015 report would be skewed. Surveys which were due to</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			lunchtime environment;				be carried out to provide feedback on the service have also been delayed. Now all schools are back (August 2016) uptake data can be collected and we can look again at carrying out a survey of provision/ facilities. If sufficient time has passed to gather this information a report to Committee can be expected in December 2016.
3	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	Executive Director of Communities and Families	May 2017		Deferred to May 2017. The Integrated Children's Services Board

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2016.				will have been operating for a year in June 2016. The Board will then conduct a review of its first year of operation. A significant aspect of the integrated children's services agenda relates to locality working and future arrangements for the work of children's service management groups, including improvement planning and improving outcomes. This report is deferred to allow for

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							continuing locality working proposals to emerge.
4	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	December 2016		Deferred to December 2016 to allow more time for engagement with officers.
5	19.05.15	Children and Families Asset Management Plan	To note the proposals for engagement with secondary school management teams related to the issue of rising rolls in the secondary sector, the outcomes of which would be reported to Committee at a future date.	Executive Director of Communities and Families	Ongoing		An update was submitted to the Committee on 8 December 2015.
6	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	Executive Director of Resources	December 2016		Deferred to December 2016 in line with revised timeline provided by new

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			in the annual progress report on the school meals service scheduled for October 2015.				ICT provider.
7	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 community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.	Executive Director of Resources	October 2016		Update report October 2016
8	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	October 2016	Recommended for closure
9	06.10.15	Child Poverty	To note the progress made with work to mitigate the impact of child poverty and to request a further update in October 2016.	Executive Director of Communities and Families	October 2016	October 2016	Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
10	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	October 2016	Recommended for closure
11	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	December 2016		
12	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	December 2016		
13	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.	Ongoing	Update to Committee in October 2016.
14	01.03.16	Primary School Estate Rising Rolls	That the implications of classroom reconfiguration on the delivery of the recommended two hours of physical education	Executive Director of Communities and Families	December 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			activity per week be included in a future update report.				
15	01.03.16	Review of Positive Action Funding in Primary Schools	That a yearly update report be submitted to Committee on the impacts of the review of Positive Action Funding in primary schools.	Executive Director of Communities and Families	March 2017		
16	01.03.16	Scottish Attainment Challenge	To note that an update report would be submitted to Committee once the projects being carried out by the eight schools had been evaluated.	Executive Director of Communities and Families	March 2017		
17	01.03.16	Outdoor Centres and Outdoor Learning	To agree to receive a further report in September 2017 following the completion of an organisational review of the performance of the Outdoor Centres in the next full financial and academic year.	Executive Director of Communities and Families	September 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	01.03.16	Support to Children and Young People with Disabilities - Annual Report	To request a further report on progress in March 2017.	Executive Director of Communities and Families	March 2017		
19	01.03.16	Short-Life Working Group - Admissions and Appeals	To request that the next annual report on school admissions and appeals include an update regarding progress made on the recommendations within the report to the Committee in December 2015, including statistics and data relating to school placements and the number of out of catchment requests; the number of appeals lodged; the number of common and individual cases won on appeal; in order to build up long term data trends and identify areas of priority.	Executive Director of Communities and Families	December 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	01.03.16	Short-Life Working Group - Admissions and Appeals	That the next annual report on school admissions and appeals also include an update on the delivery of the action plan.	Executive Director of Communities and Families	December 2016		
21	24.05.16	Educational Attainment 2015	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director of Communities and Families	May 2017		
22	24.05.16	Educational Attainment 2015	To request a follow-up report on measures to: <ul style="list-style-type: none"> a) close the attainment gap for Looked After Children; b) improve numeracy attainment; and c) close the gap between leavers from the most and least deprived areas. 	Executive Director of Communities and Families	December 2016		
23	24.05.16	Children and Families Asset Management Plan 2014 - Update	That the Acting Executive Director investigate the best way to publicise the support available from the Council to Parent Councils	Executive Director of Communities and Families	October 2016		Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			wishing to undertake playground improvement projects and include an update in the Committee's next Business Bulletin.				
24	24.05.16	Primary School Estate Rising Rolls	To note the intention to use the completed feasibility studies to inform a single Trinity and Victoria Primary Schools working group to develop a long-term strategy for the Trinity/Victoria area and report the proposed approach to Committee in October 2016.	Executive Director of Communities and Families	December 2016		
25	24.05.16	Primary School Estate Rising Rolls	To note the intention to report the findings of the feasibility study and conclusions of the Corstorphine Primary School Working Group to Committee in October 2016.	Executive Director of Communities and Families	December 2016		
26	24.05.16	Primary School Estate Rising Rolls	To note the intention to report the findings of the	Executive Director of	December 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			feasibility study and conclusions of the Newcraighall Primary School Working Group to Committee in October 2016.	Communities and Families			
27	24.05.16	GME and Capacity at JGHS and BHS	To note that a further report would be taken to a future meeting of the Education, Children and Families Committee seeking approval for a statutory consultation to change the existing arrangements at James Gillespie's High School to address the capacity issue at the school; this being most likely a proposal to establish Darroch as a permanent annexe of both James Gillespie's High School and Boroughmuir High School.	Executive Director of Communities and Families	December 2016		
28	24.05.16	GME and Capacity at JGHS and BHS	To note that it was likely that a further report would	Executive Director of	December 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			be taken to a future meeting of the Education, Children and Families Committee seeking approval for a statutory consultation to change and restrict the catchment for Bun-sgoil Taobh na Pàirce to be only the City of Edinburgh Council area, and exclude Lothian authorities.	Communities and Families			
29	24.05.16	GME and Capacity at JGHS and BHS	To note that the future strategy for the provision of Gaelic Medium Education at early years, nursery, primary and secondary levels would be considered and would form part of the wider revised Council Gaelic Language Plan. This strategy would be co-produced between Council officers from Communities and Families and representatives of the	Executive Director of Communities and Families	December 2016		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Gaelic community through the Gaelic Implementation Steering Group and would be reported to a future meeting of the Education, Children and Families Committee for consideration.				
30	24.05.16	Raising Awareness of Child Poverty in Edinburgh	That a further report be submitted to the Committee on the resources required to take the project forward.	Executive Director of Communities and Families	October 2016	October 2016	Recommended for closure
31	24.05.16	Looked After Children Transformation Programme	To note that the next update would be provided in September 2016.	Executive Director of Communities and Families	December 2016		
32	24.05.16	Standards and Quality Report 2016	That an update on recent Finance and Resources Committee decisions in regard to business support to schools be included in the Committee's next business bulletin.	Executive Director of Communities and Families	October 2016	October 2016	Recommended for closure
33	24.05.16	Parental Engagement	To request a report on the	Executive	October 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Partnership Schools Project in October 2017.	Director of Communities and Families			
34	24.05.16	Review of Community Access to Schools (CATS)	To request a progress report to Committee in one year's time.	Executive Director of Communities and Families	May 2017		
35	24.05.16	Motion By Councillor Main – Commercial Sponsorship aimed at School Children (click on this link to view the motion in full in the minute)	To request that officers review policy and procedures on sponsorship targeted at primary and secondary schools pupils through events, visits and partnership working, in consultation with parent councils and schools and provide a report for consideration of Committee within 2 cycles.	Executive Director of Communities and Families	December 2016		



Item 6.1 - Business bulletin

Education, Children and Families Committee

10am, Tuesday, 11 October 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 Frank Ross (ex officio)</p>	<p>Ross Murray Committee Officer Tel: 529 4227 Alasdair Oliphant 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>	

Edinburgh schools reopen

All 17 closed PPP1 schools reopened ahead of schedule and in time for the start of the new term. 7,600 pupils were affected by the closures as a huge logistical plan was put in place to provide alternative arrangements. More than 5,000 children were educated at over 70 different schools and education facilities during the three months up to the start of the summer holidays.

This was undoubtedly a very difficult few months for everyone affected by the closures and parents, staff and pupils showed enormous patience, dedication and resilience during this period of considerable disruption. It was pleasing that many staff and children commented on the warm welcome they received from their host school and this can hopefully be a basis for new and lasting partnerships and friendships.

The respected construction and procurement industry expert, John Cole CBE is leading the independent inquiry into Edinburgh's school closures and this is now underway. It is anticipated this will be completed by the end of the year, with a full report coming back for councillors to consider. The clear and thorough terms of reference set out exactly what the Council is aiming to achieve through this inquiry – to find out what went wrong when these schools were built and determine what lessons can be learned, not just here in Edinburgh but across Scotland and the rest of the UK.

Exam results success

The SQA exam results show that 2016 has been another really positive year for Edinburgh students, with the city achieving record results. It is testament to the dedication of teaching staff and the hard work of pupils that performance has risen yet again.

A total of 39,884 results were awarded for 8,007 candidates in more than 80 subjects ranging from Accounting to Urdu. Of particular strength is the success of pupils by the end of S5 and S6, where strong levels of attainment have been maintained or improved at all stages. It is a real achievement to have not only sustained, but built on the successes from previous years, with year on year improvement since 2011.

Another key aim has been to ensure that all school leavers enter a positive destination of employment, training or further education. Initiatives such as the

For more information on the reopening of the closed schools, [click here](#)

For more information about Edinburgh pupils exam success, [click here](#)

Edinburgh Guarantee are helping to make this a reality. With 92% of our young people achieving and sustaining a positive destination, this is a real success story which we aim to improve further.

Carers Champion Progress Update

The Health, Social Care and Housing Committee on [21 June 2016](#) considered an update on the progress made by the Carer's Champion, Councillor Work over the last year. The development of a Carers' champion was one of the 53 Capital Coalition pledges made by the Council in August 2012.

The committee agreed to note the progress taken by the Carers' Champion in this role and to note the progress with the implementation of the adult carers' action plan and the young carers' action plan.

The report was referred to the Education, Children and Families Committee for information.

School Catchment Fraud

Over the summer, there was positive media coverage of the work undertaken which led to 24 families losing their school places for the 2016/17 session about being caught giving false statements to get their children into certain city schools. The Council's Fraud Team carried out 1,500 investigations, which included every potential S1 pupil at three of the most popular high schools – St James Gillespie's, Boroughmuir and St Thomas of Aquin's. The findings uncovered 13 catchment frauds at high schools and 11 at primaries. The school with the highest number of fraudulent cases was St James Gillespie's High School with seven. The overall number of cases quadrupled from last year, when only six families were caught.

This is an issue that concerns many parents and it is hoped this publicity can help to offer reassurance that the Council is taking the matter very seriously and working hard to manage the problem. Parents are warned every year that the Council is actively looking into catchment fraud and that school places will be withdrawn if this is found to be the case.

Playground Improvement Projects

Over the last two years, a number of schools have actively developed their playgrounds for natural play. Whilst the benefits of these projects for the children have been enormous, some issues have also arisen. Although most parents are very supportive of playground developments, some questions have been raised about health and safety and accessibility for children with additional needs. As a

For more information:

Gordon Dodds, Strategic Planning and Commissioning Officer

0131 553 8347

gordon.dodds@edinburgh.gov.uk

For more information on Catchment Fraud, [click here](#)

For more information:

Janice MacInnes, Acting Senior Manager, Early Years 0131 529 6268

janice.macinnes@edinburgh.gov.uk

result, any schools currently looking to start planning improvement work, or who have not yet commissioned this are being asked to postpone their plans until after Christmas. This will allow time for a full review of protocols and guidance.

Having taken internal and external expertise, new Council guidance will detail the process and protocols which ensure the development of safe, challenging and appropriate school playgrounds. A playground steering group of head teachers and other Council representatives will also seek to consolidate the learning from current projects and improve the process for future developments.

Training will be delivered to all head teachers before December. As part of the new guidance, head teachers will be expected to fully share the new protocols with their parent councils and details of the council support available.

Young Consumers of the Year Competition

In the previous Business Bulletin, Boroughmuir High School was highlighted for clinching the title of Scotland's Young Consumers of the Year 2016. Since then, the national final has taken place in London where Boroughmuir completed against three other schools from across the UK. After the tough two-day final, Boroughmuir prevailed against their rivals to be crowned UK champions.

Organised by the Chartered Trading Standards Institute and Consumer Empowerment Alliance, the annual event is for schools and youth groups across the UK to test their consumer and financial knowledge.

In addition to claiming the coveted trophy, the Boroughmuir students also won £1,000 for their school and a £50 voucher each. Winning the competition is a prestigious achievement and the end result of a lot of hard work from pupils and staff.



Portobello High School

The new Portobello High School will open its doors to pupils on 26 October after the mid-term break, three months earlier than expected. The school was originally due to have opened in the summer, but water drainage issues meant a delay until January next year. However, close liaison between the Council's project team, contractors Balfour Beatty and Scottish Water got the problems resolved quicker than expected.

The new school becomes the Council's largest, with space for 1,400 pupils. It provides state of the art teaching facilities, with both indoor and outdoor sports facilities including a swimming pool and two all weather pitches. This enables all curricular PE to be provided on site rather than having to transport pupils to other locations as happened previously.



Leith Academy Pupils

Four Leith Academy pupils have won a nationwide competition to intern as part of US Democratic Party presidential nominee Hillary Clinton's campaign in the US in November. The Inspire US 2016 competition, organised by education charity, The Transformation Trust, received entries from schools all across the UK. Five winning schools were selected, with Leith Academy being the only one from Scotland.

The pupils will travel to America with their Modern Studies teacher on 29 October and will be based in Tampa, Florida where they will spend time working on Hillary Clinton's presidential campaign and the campaigns for several House of Representatives and Senate candidates. The trip will conclude with a short trip to Washington DC where the pupils will get a chance to see the White House

For more information about the new Portobello High School, [click here](#)

and Capitol Hill. Crucially, the pupils will be in America for Election Day on 8 November.



Edinburgh Early Learning and Childcare Academy

The academy's second cohort started in August and 28 new trainee Early Years practitioners are now in placement and working towards a SVQ3 qualification. The training programme is proving a real success for Edinburgh, with the first cohort having graduated in June, resulting in 21 newly qualified practitioners joining the workforce. The two-year training programme involves the trainees working in a learning and childcare setting where they receive mentoring and support from colleagues and a training team of assessors and internal verifiers.

Business Support to Schools

It was agreed at the last Education, Children and Families Committee to provide an update on the Transformation Programme and specifically the review of Business Support in Schools. Communities and Families and the Transformation Team are still consulting with Head Teachers on how best to proceed and an update on progress is being reported to the Finance and Resources Committee as part of their regular Transformation Update reports. There will be a further update to the Finance and Resources Committee on 3 November 2016 and more details will follow in the December Business Bulletin.

Internal Audit Quarterly Update Report : 1 January 2016 – 31 March 2016

The Governance, Risk and Best Value Committee on [23 June 2016](#) considered a report which detailed the Internal Audit progress for the period 1 January 2016 to 31 March 2016.

The Committee agreed to note the progress of Internal Audit in issuing 18 internal audit reports during the quarter and to note the areas of higher priority findings for reviews issued in the quarter.

[The report](#) was referred to the Education, Children and Families Committee for information and to specifically highlight high risk findings concerning School IT Systems.

For more information:

Magnus Aitken, Chief Internal Auditor

0131 469 3147

Magnus.Aitken@edinburgh.gov.uk

Education, Children and Families Committee

10am, Tuesday, 11 October 2016

Getting it Right for Special Schools - Planning for the Future

Item number 7.1

Report number

Executive/routine

Wards

Executive Summary

The Council is committed to providing high quality support for children with additional support needs in Edinburgh. This includes high quality special schools for children who require them.

Successive reports to Education, Children and Families Committee, most recently in December 2015, have highlighted the growth in the population of children who require additional support in school in recent years. The Council has adopted a strategy for Additional Support Needs that takes into account these demographic pressures and policy priorities.

The Education, Children and Families Committee has approved a number of measures to support the delivery of strategic priorities including steps to ensure that our special schools keep pace with changing needs, so that all children and young people to have their additional support needs met within Edinburgh.

Significant growth in the needs of children with autism has already been reported to Committee as too has the progress in making more effective inclusive local provision for children with social, emotional and behavioral support needs.

Links

Coalition Pledges [P1, P4, P5, P7, P29](#)

Council Priorities [CP1, CP2, CP3](#)

Single Outcome Agreement [SO3](#)

In order to respond to changing patterns of need, we are undertaking a strategic review of the special school places with the intention that we can maintain high quality provision for existing pupils, we have the right provision for the growing number of children with autism and that we can take account of changes in the need for placements for children with other additional support needs.

The review will take into account the opportunities arising from the replacement of St Crispin's School and consideration of areas where there is a reducing need for special school places in our population. This includes a feasibility study to investigate future options for Braidburn and Oaklands and high quality provision for children with complex additional support needs into the future.

Taking account of the redesign of progress in developing inclusive local provision for children with social, emotional and behavioural support needs, the review has informed proposals for the consultation on the closure of Panmure St Ann's special school.

We anticipate that there will not be a reduction in special school placements as a result of the review. The aim is to ensure that provision for the future is well balanced to meet the needs of current and future pupils. No children currently in special school will lose a place as a consequence of the review. No strategic changes will take place without consultations with all interested parties and Committee approval.

This approach aims to take account of children's changing needs and secure best value through a programmed approach and reinvestment of savings as required.

Getting it Right for Special Schools - Planning for the Future

1. Recommendations

It is recommended that the committee:

- 1.1 Notes that changing patterns of need have implications for the future provision of special school places;
- 1.2 Notes that the strategic review of the special school estate reflects a best value approach to enable reinvestment and improvement within existing resources;
- 1.3 Notes that a feasibility study to investigate future options for Braidburn and Oaklands and high quality provision for children with complex additional support needs into the future;
- 1.4 Agrees that the outcome of the feasibility study be reported to Committee by March 2017;
- 1.5 Notes that any proposals requiring significant changes to a special school including any possible school merger or restructuring will be subject to Committee approval to initiate a formal consultation process;
- 1.6 Notes the proposals for the closure of Panmure St Ann's is the subject of a separate report;
- 1.7 Notes the measures reflect the Council's priority to ensure that we have an appropriate level of specialist provision for the growing number children with complex needs arising from autism.

2. Background

- 2.1 The Council has responsibility for responding to the changing needs of children and young people with additional support needs who require a special school environment. The 1980 Education (Scotland) Act as amended places a statutory duty on authorities to make adequate and efficient provision of school education for their area. The authority is responsible for taking into account the needs of the whole area and the likely pattern of need in the future, beyond the current school population and pattern of demand.
- 2.2 The strategy for additional support needs links closely with the Council's priority to provide high quality care and learning for children and young people wherever

possible in their own communities and within the City of Edinburgh, reducing costly out of authority placements.

- 2.3 The review of special school places is essential in order to secure the Council's duties under the Additional Support for Learning Act and the duty to secure best value as required by the Local Government in Scotland Act 2003.
- 2.4 The last major review took place towards the end of the 1990's, since that time there have been significant changes in our population and the pattern of our children's needs.
- 2.5 Reports to Education, Children and Families Committee have highlighted the growth in the population of children who require additional support in school in recent years. The Council has adopted a strategy for Additional Support Needs reflecting demographic pressures and policy priorities founded upon a twin strategy of investment and measures to secure improvements in quality and performance. In December 2015, the Education, Children and Families Committee agreed its priorities for 2016-19.
- 2.6 The Committee approved a number of detailed steps including:
 - Establishing Additional Support for Learning teams and networks in, around and between schools and clusters Deploying robust frameworks for inclusion to support effective high quality practice and improving outcomes; Networking key resources and expertise;
 - 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.

3. Main report

- 3.1 This report proposes a programme of action to carry forward next steps approved by the Education, Children and Families Committee, to deliver 'specialist provision to enable all children and young people to have their additional support needs met within Edinburgh'.
- 3.2 The Council currently operates 12 special schools catering for a wide range of additional support needs (Appendix 1). Our initial analysis has identified the need to increase special school places in some areas and opportunities to reduce provision in others where the level of need for special schools has reduced. There are two areas where there is a reduced need and two where there are pressures.

In both cases these trends appear to be likely to continue for the foreseeable future.
- 3.3 The areas where there is reduced demand now and for the anticipated future are:
 - Secondary Schools for children and young people with social emotional and behavioural needs at Panmure St Ann's and Gorgie Mills;
 - Provision for children with complex needs at Braidburn and Oaklands Schools.

- 3.4 The increased need for special school places is arising for:
- Children at P7- S1 where autism gives rise to complex social, communication and sensory needs that require the structured and secure environment of a special school in order to access the curriculum;
 - Primary aged children who have autism and an associated learning disability which means that the presumption of mainstream cannot be sustained from early primary school.
- 3.5 As an immediate response to these pressures, from August 2016 we have established an additional S1 class for children with autism at Kaimes Special School. In addition, we have created two additional primary classes in special schools for children with an ASD with an associated learning disability. These classes will be at Redhall school and at Oaklands Special School (in association with St Crispin's) making use of spare accommodation.
- 3.6 These steps create 20 new places to address the immediate pressures but alone they do not provide a sustainable basis for meeting the needs of our children into the future. The pressure for specialist provision is particularly acute in relation to autism and challenging behaviours.
- 3.7 We are already committed to building a new school for St Crispin's and we are currently considering in detail how that will best contribute to improving the balance and quality of provision for children with complex additional support needs and autism into the future.
- 3.8 The review of special school provision for learners with social, emotional and behaviour support needs has identified over capacity of special school places and the scope for a future rationalisation of provision at Panmure St Ann's and Gorgie Mills Special Schools.
- 3.9 Table 1: Placements at Edinburgh's special schools for SEBN provision

Special School	2013/14	2014/15	April 2016	August 2016
Gorgie Mills	55	53	53	47
Panmure St Ann's	54	43	28	14
Total	109	96	81	61

- 3.10 Meanwhile, our initial analysis of the position identifies spare capacity at both Oaklands and Braidburn special Schools. In addition, the age profile of pupils in these schools suggests the prospect of more spaces becoming available in the future. Meanwhile, the need in both Braidburn and Oaklands schools for high levels of therapy and specialist health care, technological support, high levels of accessibility and specialist teaching, offers a number of options moving forward including the possible scope for merging or rationalising provision at a future date. The combined capacity of the schools (P1 – S6) is 190 with a current total population of 119 pupils.

3.11 Table 2: **Primary and Secondary Placements in Oaklands and Braidburn Schools**

	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	Total
Braidburn	5	4	5	7	5	4	6	4	2	6	3	6	16	73
Oaklands	5	3	5	7	2	4	1	1	6	6	3	1	2	46
Total	10	7	10	14	7	8	7	5	8	12	6	7	18	119

- 3.12 A key objective in this process is to maintain high quality provision for children with severe and complex additional support needs in purpose built facilities on a sustainable basis.
- 3.13 Should a future merger/rationalisation prove feasible it would offer an opportunity to increase provision for children with complex additional support needs and autism. This would provide more suitable accommodation for these children and more places for other children where the pressure is the greatest.
- 3.14 In light of the above we are undertaking a detailed assessment of the feasibility study at Oakland and Braidburn. The feasibility study includes consultations with parents, the NHS and other stakeholders. Work has begun with the school Councils to facilitate this and a briefing for parents has been provided (Appendix 2).
- 3.15 This approach aims to secure best value through a programmed approach. Currently we anticipate that there will not be a reduction in special school placements as a result of the review. The aim is to ensure that provision for the future is well balanced to meet current and future needs.
- 3.16 No children currently in special school will lose a special school place as a consequence of the review.
- 3.17 Any proposed merger or closure of a special school will be subject to a formal consultation process under the under the terms of [The Schools \(Consultation\) \(Scotland\) Act 2010](#) has been amended by Part 15 of the Children and Young People (Scotland) Act 2014.

4. Measures of success

- 4.1 Education outcomes for all children and young people with additional support needs are improved and the provision of high quality special schools for children who require them is maintained.
- 4.2 Special schools keep pace with changing patterns of need and secure best value, so that all children and young people have their needs met within Edinburgh where the presumption of mainstream cannot be met.

5. Financial impact

- 5.1 The review of special school places will be undertaken within existing resources. Full consideration of financial impact will be taken into account in reporting the outcome of the review.

6. Risk, policy, compliance and governance impact

- 6.1 All statutory legislative and procedural requirements will be followed to minimise the risk of any proposals arising from the review. Any change requiring the closure, merger or relocation of a school will be subject to full consultation as appropriate.

7. Equalities impact

- 7.1 The implementation of the recommendations from this report will enhance the provision of more tailored support for the education of children and young people with a range of additional support needs within their local communities in Edinburgh.

8. Sustainability impact

- 8.1 The review will include consideration of environmental impact in the determination of any proposals.

9. Consultation and engagement

- 9.1 The feasibility study is being carried forward in close collaboration with the Schools' Councils and active engagement with parents, the NHS and other stakeholders. Any proposal for a merger or closure that arises from the review will be presented to Committee for approval prior to a formal consultation process under the terms of the Schools (Consultation) (Scotland) Act 2010, as amended.

10. Background reading/external references

[Report - Additional Support 10am, Tuesday, Needs Planning and Performance Update 2015 - 8 December 2015](#)

[The Schools \(Consultation\) \(Scotland\) Act 2010](#)

Alistair Gaw

Acting Executive Director Communities and Families

Contact: Martin Vallely, Senior Manager, ASL Services and Special Schools

E-mail: martin.vallely@edinburgh.gov.uk | Tel: 0131 469 3019

11. Links

Coalition Pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</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>P7 Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p> <p>P29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p>
Council Priorities	<p>CP1 Children and young people fulfil their potential</p> <p>CP2 Improved health and wellbeing: reduced inequalities</p> <p>CP3 Right care, right place, right time</p>
Single Outcome Agreement	<p>SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<ol style="list-style-type: none">1. Special School Provision 2016/172. Briefing for parents

City of Edinburgh Council Special School Provision 2016/17

SCHOOL	SCHOOL TYPE	PROFILE
Pilrig Park	Day special Secondary.	Pilrig Park meets the complex additional support needs of young people where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Woodlands	Day special Secondary	Woodlands meets the complex additional support needs of young people where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Prospect Bank	Day special Primary	Prospect Bank meets the needs of primary aged learners with long term additional support needs where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Redhall	Day special Primary	Redhall meets the needs of primary aged learners with long term additional support needs where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with learning disability and Autism Spectrum Disorder.
Rowanfield	Day special Primary	Rowanfield meets the additional support needs of primary aged children with severe and complex social, emotional and behavioural needs.
Kaimes	Day special Primary and Secondary.	Kaimes meets the complex long term additional support needs of children and young people where the presumption of mainstream cannot be met. The needs of the learners are primarily associated with Autism Spectrum Disorder and learning disability.
St Crispin's	Day special Primary- Secondary	St Crispin's meets the additional support needs of learners with severe and complex learning disabilities and Autism Spectrum Disorder where the presumption of mainstream cannot be met.
Braidburn	Day special Nursery- Primary- Secondary	Braidburn meets the needs of learners who have severe and complex additional support needs including those with Multiple disabilities and visual impairment. (MDVI).
Oaklands	Day special Nursery- Primary- secondary-	Oaklands meets the needs of learners who have severe and complex additional support needs including those with Multiple disabilities and visual impairment. (MDVI)
Gorgie Mills	Day special Secondary	Gorgie Mills meets the additional support needs of secondary aged learners with severe and complex social, emotional and behavioural needs.

Panmure St Ann's	Day special Secondary	Panmure St Ann's meets the needs of secondary aged learners who are experiencing such significant social, emotional and behavioural difficulties that they cannot maintain a full time place in a mainstream school.
Edinburgh Secure Services	Residential special	Howdenhall and St Katharine's provide an education for young people who have been received into secure accommodation or young people who are resident in one of the close support units and who do not have an alternative school placement.

Meeting the Needs of Children with Additional Support Needs in Edinburgh - Special Schools Planning for the Future.

A briefing for Parents and Carers of Children attending Braidburn and Oaklands Schools

Introduction

The Council is committed to providing high quality support for all children with additional support needs in Edinburgh. This includes providing high quality special schools for children who require them. We have a responsibility for meeting the needs of all of the existing pupils and for planning ahead to take account of the changing needs of children and young people with additional support needs who require a special school environment.

The needs of the existing pupils at Oaklands and Braidburn are our first priority and we are committed to maintaining and improving their learning opportunities and experiences and to work closely with our partners in the NHS to deliver the care and support all the children require at school.

The quality of the provision we currently make at Oaklands and Braidburn reflects our planning and investment over the last 15 years. We need to keep planning ahead to maintain quality for existing children and the new generations of children who may require special school places whatever their additional support needs.

We know from experience how valuable parents and your School Councils are in ensuring that we get planning right. We wanted you to know our proposals at the earliest opportunity and we value the questions and suggestions that have already been made. We will continue to work together and give you opportunities to be involved and influence the way forward throughout.

There is evidence that the pattern of needs is changing and we want to ensure that we have a strong and sustainable for current and future pupils. We will consider a range of options in the feasibility study. If we do conclude there is a viable an option to merge the schools as a result of the feasibility study these will be made public and there will be a formal consultation process. If there are other ways to move forward that allow us to meet the needs we are open to considering all suggestions.

We will work closely with the School Council to ensure that all vies and issues are taken into account and key information is shared openly.

Background

The Council has 12 special schools catering for a range of needs. These include 2 schools offering services specially designed for children with complex needs at Oaklands and Braidburn.

Both schools provide for a range of complex needs. Almost all of the children require some form of active healthcare/monitoring. Pupils in both schools benefit from high levels of accessibility including specialist services such as specialist teaching and classroom support staff, alternative and augmentative communication, therapies, movement programmes, hydrotherapy pool and sensory facilities. Many children in both schools have additional sensory and/or perceptual needs that require to be taken in to account to support their learning and overall wellbeing.

Braidburn School was built to accommodate a merger of Graysmill and Willowpark Special Schools in 2004/5. Oaklands School was relocated to its new building in 2006/7. Over a ten-year period there have been some important changes affecting the number and needs of pupils attending both schools.

Since Braidburn opened the number of pupils has fallen and balance of need has shifted towards learners with more complex needs. This pattern is largely the result of continuing improvements in support for children with additional support needs in mainstream and in some cases children moving on from Braidburn to mainstream school, which has led to a decrease in the demand for places.

When it opened, Oaklands School provided for a broader range of need, which included a number of children with complex learning needs who were physically independent and active, those children would also have language and communication difficulties.

Over recent years, the population at Oaklands has shifted so that it now includes a much smaller proportion of ambulant children with complex learning needs than was the case in the past. This means that demand for school places at Oaklands has fallen as children with that profile of need were being placed in other schools where demand has increased.

Primary and Secondary Placements in Oaklands and Braidburn Schools

	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	Total
Braidburn	5	4	5	7	5	4	6	4	2	6	3	6	16	73
Oaklands	5	3	5	7	2	4	1	1	6	6	3	1	2	46
Total	10	7	10	14	7	8	7	5	8	12	6	7	18	119

Our initial analysis of the position suggests that given the age profile of pupils in the schools there is a prospect of a greater number of spaces becoming available in the near future. Excluding the Nurseries, the combined capacity of the schools (P1 – S6) is 190 (60 at Oaklands and 130 P1- S6 at Braidburn). The current combined population of the two schools is 119 pupils.

Both schools have Nursery facilities; currently both schools have 7 Nursery children. The Nursery provision caters for 3 and 4 year olds and typically children will attend for up to 2 years, not all children progress to a school place at Braidburn or Oaklands. The average combined referral rate is 9 new children per year.

As well as monitoring need for the current populations of Oaklands and Braidburn we are looking carefully at all of the special schools. Whilst there is a fall in the referral rate

for schools at Braidburn and Oaklands, we have an increase in the population of children whose additional support needs are associated with learning disability and Autism Spectrum Disorder.

Successive reports to Education Children and Families Committee, most recently in December 2015, have highlighted the growth in the population of children who require additional support in school in recent years. The Council has adopted a strategy for Additional Support needs which takes into account these demographic pressures and policy priorities.

Taking a Closer Look

Taking into account all of the above, we have decided that we need to take a closer look at all of the circumstances to identify the best options for the future through a feasibility study. All options will be considered on merit, taking into account the range of pupil need, the facilities available, the potential for enhancing the range of opportunities for the current pupils and the scope to take forward new curricular developments. We will also consider the pros and cons with structured or evolutionary change.

The primary aim is to improve the overall quality and effectiveness of our special school provision in meeting children's needs. The proposal is not targeting cost saving but it is aimed to get the best possible outcome for all future children requiring a special school environment.

We need to maintain high quality provision for children with severe and complex additional support needs in purpose built facilities as we move forward. Looking to the future our aim is to strengthen provision, developing expertise and provide a sustainable basis for the delivery of a broad and balanced curriculum and the highest standards of care.

In light of the above we propose to undertake a detailed assessment of the options which may include merging the pupils at Oakland into Braidburn onto one site. As an interim measure we have made a seconded appointment for the Headteacher at Oakland's whilst we consider the feasibility of a possible merger. The feasibility study will include consultations with parents, the NHS and other stakeholders.

We anticipate that there will not be a reduction in special school places as a result of the review. The aim is to ensure that provision for the future is well balanced to meet current and future needs.

No children currently in Braidburn or Oaklands will lose a special school place as a consequence of the review. No merger will take place without open consultations with all interested parties and Committee approval.

Timescales Consultation and engagement

The feasibility study commenced in August 2016 and will consider all areas of pupil need and the curriculum. There will be a programme of engagement with parents which will be taken forward in collaboration with the School Councils. There will be detailed consultations with partners, in particular the NHS. We will keep parents up to date with findings to date and next steps.

As part of the study we will arrange meetings with School Councils and we will be issuing a questionnaire to gather parents' views. We aim to complete the study by the end of December 2016 and we will keep you informed of the progress.

We would welcome your contribution to this process and encourage you to raise any questions or concerns with your Headteacher and/or your School Council or contacting Leah Hart, Senior Project Manager, Leah.Hart@edinburgh.gov.uk or telephone 0131-469-3019 and ask for Leah Hart or Martin Vallely.

Martin Vallely
Senior Manager Special Schools

3 October 2016

Meeting the needs of Children with Additional Support Needs in Edinburgh - Special Schools Planning for the Future

What are Frequently Asked Questions?

The purpose of the FAQs is:

- To provide answers to questions and concerns from parents and carers of children with complex needs about Council planning for their education and care
- To provide a conduit of information to reach all parents and carers about activities and developments as the Council moves forward with planning for the future of children attending Oaklands and Braidburn Special schools
- The FAQs will be developed and added to over the school session 2016/17.

1. Changes in demand for current provision

Why is the Council now considering changes in the education provision of children attending Braidburn and Oaklands Schools?

The City of Edinburgh Council has a responsibility under the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) to meet the needs of existing children and young people with additional support needs attend our special schools and the new generations of children, whatever their additional support needs, who may require a special school environment in the future.

The provision the Council currently makes at Oaklands and Braidburn reflects our planning and investment over the last 15 years.

Our duty is to keep planning ahead to take account of changing patterns of needs to ensure that overall provision for the future for all children with additional support needs, who may require a special school place, is well balanced to meet current and future requirements.

Why is the Council now focusing on Oaklands and Braidburn Schools?

Out of the Council's 12 special schools, Oaklands and Braidburn offer services specially designed for children with a range of complex needs.

Since Braidburn opened in 2004/5 the number of pupils has fallen and the balance of need has shifted towards mainstream schools which are increasingly developing the facilities to accommodate learners with more complex needs.

When it opened, Oaklands School provided for a broader range of need, including more ambulant children with complex learning needs however the population has shifted so that demand for school places at Oaklands has fallen as children with that profile of need were being placed in other schools where demand has increased.

Additionally the average referral rate of new pupils for a place at Oaklands and Braidburn Schools is 9 pupils per year group. There are fewer children joining these schools at the start of the formal education than the schools originally built to accommodate. Excluding the nurseries the combined capacity of both schools (P1 – S6) when designed was 190, including 60 children at Oaklands and 130 at Braidburn.

The total current total population is 119 pupils between both schools with the numbers of new children

coming on stream suggesting a shortfall taking up future places at both schools.

Whilst there is a fall in the referral rate for schools at Braidburn and Oaklands, we have an increase in the population of children whose additional support needs are associated with learning disability and Autism Spectrum Disorder.

Is this enough of a reason to merge both schools?

Where the changing pattern of need within the child population leads to significantly falling school rolls in particular schools the Council needs to look at merging schools as one of a range of options.

The needs of the existing pupils at Oaklands and Braidburn are our first priority and we are committed to maintaining and improving their learning opportunities and experiences and to work closely with our partners in the NHS to deliver the care and support all the children require at school.

We fully recognise we need to examine more closely the full range of options, in terms of Oaklands and Braidburn, to continue provide high quality educational provision children with complex needs, given the indication of reducing numbers overall.

If the schools merge has a decision been made which site would be used?

No decisions have been made at this stage and we want to consider all the options. However, based on the current numbers of pupils if the schools were to merge the Oakland's building would not be large enough to accommodate all of the children.

If the schools do merge could this be done gradually?

Yes, in considering all of the options one possibility is that existing pupils would have the choice to continue to complete their education at their current school.

Will my child still have a place at a special school which meets his/her needs?

Yes. A reduction in special school places as a result of this review is not anticipated and no children currently in Braidburn or Oaklands will lose a special school place as a consequence of this review.

Will these changes impact on the availability of holiday provision?

Children's entitlement to holiday provision will not be affected by the outcome of the feasibility process.

Will be harder for parents of younger children with physical disabilities to get a place in a special school?

The Council Management Referral Group is responsible for making decision on referrals for places in all of our special schools. Placements are always made on the basis of pupil needs.

Our aim to ensure that all schools are accessible to pupils with physical disabilities. This increases choice and also ensures that we get the best possible match, taking into account the individual child's needs when children require a special school placement.

The Council has an ongoing duty to provide special school places where these are required and where the presumption of mainstream cannot be met. Overall we are increasing the number of special school places available for children with a significant disability.

Have any pupils been refused a place at Braidburn or Oaklands due to capacity and what will happen to those pupils when there is less capacity. Does it mean that overall places for children with complex needs will be cut?

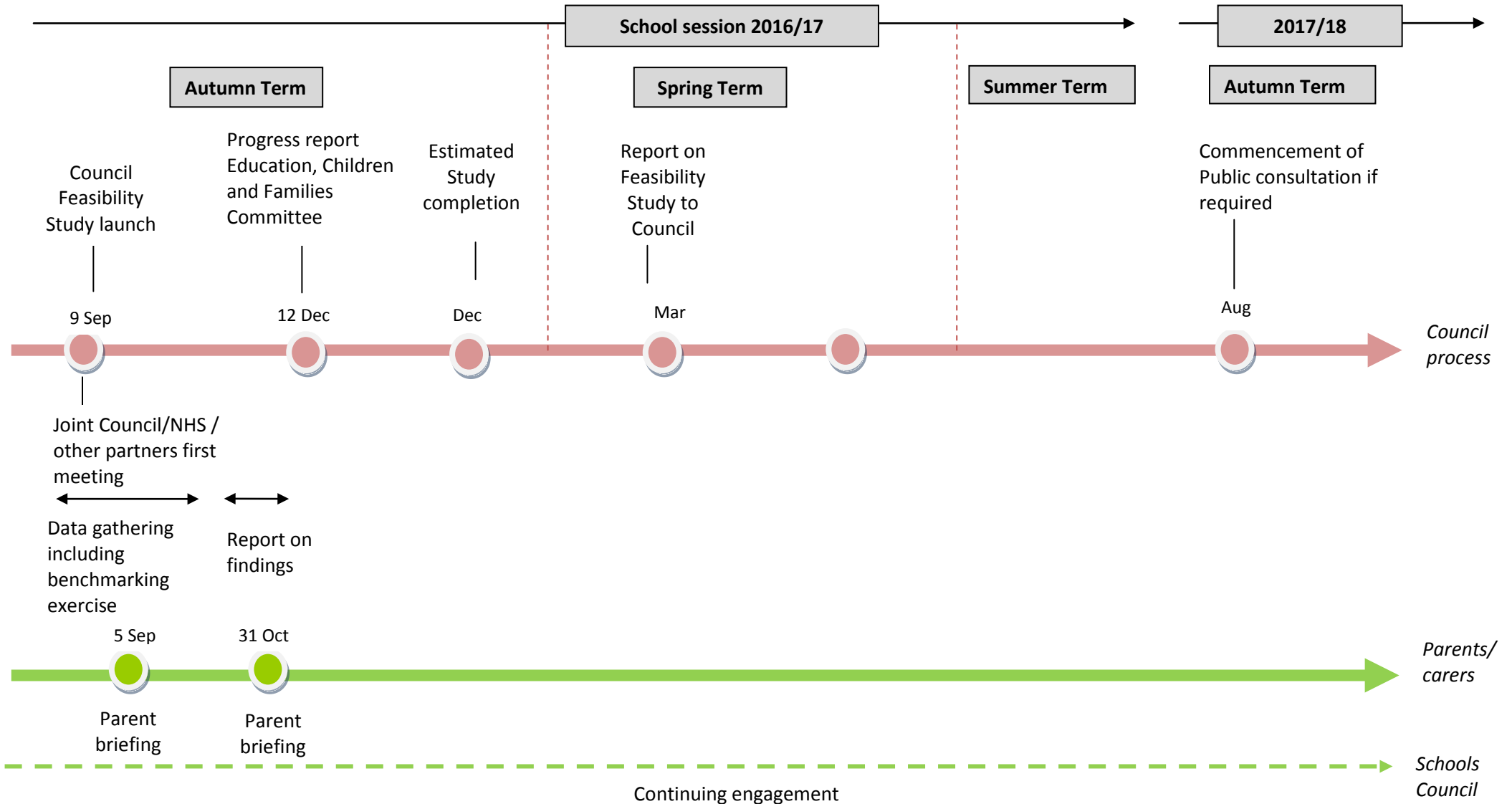
No we have not declined any requests for places at Oaklands or Braidburn Schools. One of the purposes of the study is to look at all of the factors that impact on the demand for places. In particular we will be consulting closely with NHS colleagues to take account of relevant trends in health care and diagnoses.

Will all existing pupils at Braidburn and Oaklands be guaranteed a place if their needs are unchanged.

No children currently in Braidburn or Oaklands will lose a special school place as a consequence of this review.

Meeting the needs of Children with Additional Support Needs in Edinburgh - Special Schools Planning for the Future Children with Complex Needs at Oaklands and Braidburn Schools

Timeline



Education, Children and Families Committee

10:00 am, Tuesday, 11 October 2016

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

Item number	7.2
Report number	
Executive/routine	Executive
Wards	City wide

Executive Summary

The Council is committed to providing high quality support for children with additional support needs.

The Education, Children and Families Committee has approved a number of measures to support the delivery of strategic priorities, including steps to:

1. Promote the presumption of mainstream through accessible local supports; and
2. Ensure that our special schools keep pace with changing needs, so that all children and young people have their additional support needs met within Edinburgh.

The Council's Vision for Schools reflects a commitment to schools that are effective in meeting the diverse needs of their communities. The vision recognises that where additional support is required it is most effective when it is built on a foundation strong universal provision. As previously reported to Committee in 2013 and 2015, the redesign of provision for social, emotional and behaviour support needs has been a key focus in the Council's strategy for Additional Support Needs.

Links

Coalition Pledges	P1 P4 P5 P7 P29
Council Priorities	CP1 CP2 CP3 CP7
Single Outcome Agreement	SO3

This strategy, with its emphasis on strengthening support in localities, has resulted in a reduced demand for placements in special schools for learners with social, emotional and behaviour support needs in both primary and secondary school populations. At the same time there has been a sustained reduction in mainstream school exclusions.

In light of the above, the benefits of our inclusive approach have been well demonstrated. This enables a proposal now to close Panmure St Ann's Special School and to continue to strengthen inclusive practice and collaboration in localities and mainstream schools.

This report recommends that the Council commences a consultation process on a proposal to close Panmure St Ann's Special School and continues to enhance additional support for learners with social, emotional and behaviour support needs locally, including an additional investment of £200,000 per annum.

Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

1. Recommendations

It is recommended that the committee:

- 1.1 Approve that the statutory consultation is carried on the proposed closure of Panmure St Ann's Special School by 30 June 2017 as set out in this report;
- 1.2 Delegate authority to the Acting Executive Director of Communities and Families to develop a detailed consultation paper on the basis of the proposals outlined in this report;
- 1.3 Approve that the statutory consultation should commence in November 2016; note that it is the intention to return to a future meeting of the Full Council for a decision on the proposal;
- 1.4 Note that the proposal will be subject to the scrutiny of Scottish Ministers prior to implementation should the Council decide to proceed;
- 1.5 Approve the re-investment of £200k in the continued development of enhanced provision in school clusters for children and young people with SEBN attending mainstream schools in the City of Edinburgh.

2. Background

- 2.1 It is a priority for the Council to provide high quality care and learning for children and young people and wherever possible to make effective provision in their own communities and within the City of Edinburgh. This priority is supported by the legal obligation in favour of the 'presumption of mainstream'. Generally, where learners are supported in mainstream settings they achieve better outcomes.
- 2.2 The duty in favour of the presumption of mainstream (Standards in Scotland's Schools Etc. Act 2000) established the right of all children and young people to be educated alongside their peers in mainstream schools, unless there are exceptional reasons in law for not doing so. It is based on the premise that inclusion helps schools to develop an ethos to the benefit of all children, and of society generally. It

helps meet the wishes of many parents that their children should be educated alongside their friends in a school as close to home as possible.

- 2.3 The Council's Vision for Schools was approved by the Education, Children and Families Committee on 8 October 2013 and updated in March 2015. The vision reflects a commitment to schools that are effective in meeting the diverse needs of their communities. This recognises that where additional support is required it is most effective when it is built on a foundation of strong universal provision. The report set out a three phase process of improvement:

- Phase 1 commenced in 2010/11 with a focus upon strengthening universal provision in our schools, this continues as a key element of our improvement strategy as we move forward;
- Phase 2 was directed to integrating our approach to Additional Support Needs within a wider approach to supporting children in need, as part of our approach to Getting It Right for Every Child. This included the introduction of a single child's plan. In parallel with this, we have streamlined access to support. Very good progress in these objectives has been achieved as reported to committee in December 2015;
- Phase 3 is continuing with the strengthening of collaborative networks of support within and around schools and school clusters. From August 2015, Additional Support for Learning (ASL) cluster teams were established. These changes will enable a new collaborative approach to respond to need in a local context, closely linked to school improvement processes. This will be complemented by a review of our procurement of additional support services from the third sector, to enable a strategic procurement framework to be introduced from March 2018. This framework will be co-produced with stakeholders including head teachers. Further information and examples of intervention measures to support young people with social, behavioural and emotional needs in mainstream secondary schools are provided in **Appendix 1**.

- 2.4 As approved by Committee in December 2015, and in light of an established trend in the growth in the number of learners who require additional support for learning, the authority has adopted a twin strategy of investment and measures to secure improvements in quality and performance.

- 2.5 The Council's strategy has been successful in:
- strengthening inclusive practice, resulting in an increase in the number of children having their additional support needs met in mainstream establishments;
 - Enabling sustained reduction in the number of learners attending special schools.
- 2.6 The Committee approved priorities for Additional Support Needs for 2016-19, which included:
- Strengthening inclusive provision, in particular for children and young people with social, emotional and behavioural support needs, literacy and dyslexia and autism spectrum disorders;
 - Targeting effective intervention in priority areas;
 - Enabling the most effective use of resources using evidence-based approaches.
- 2.7 As previously reported to Committee in 2013 and 2015, the redesign of support for social emotional and behaviour support has been a key focus in each phase of the strategy. The delivery of early, integrated support has been tested and demonstrated to be effective.
- 2.8 The next steps in Phase 3 of the Strategy is to further improve collaborative approaches to support with schools, the ASL cluster teams and Educational Psychologists and a procurement framework which provides a range of supports and extended opportunities for learners delivered through a range of third sector partners, as approved by the Finance and Resource Committee in March 2016.
- 2.9 Panmure St Ann's previously provided an educational and social work service, for young people of secondary school age experiencing significant social, emotional and behavioural difficulties, on a part-time basis whilst they remained on the register of their host mainstream school. This was an anomaly which meant that almost all learners could not access their entitlement to full-time school education and the Panmure service was not part of the national school inspection framework. To address these concerns, following a review Panmure was formally recognised as a special school in August 2013.
- 2.10 As part of a wider transformation process the long-term future of the Council's services for young people with significant social, emotional and behavioural needs, Panmure St Ann's Special School has been kept under review. At the end of 2015, in light of the progress achieved in the implementation of the Council's strategy for Additional Support Needs, the conclusion was reached that in future it was more appropriate to make provision for this population of young people within local provision. The principal reasons for this conclusion include:
- Current Panmure provision is not consistent with the Council's commitment to providing care and education for Edinburgh's young people with SEBN wherever possible in Edinburgh's mainstream secondary schools;

- Fundamental shortcomings in the nature and quality of the education provided in the Panmure St Ann’s Special School became fully apparent once the service was required to fulfil all of the obligations of a school;
- The [HMIE inspection report](#) published in April 2016 highlighted multiple areas for improvement in both attainment and learning experience for young people attending Panmure St Ann’s Special School;
- The school continues to operate significantly below capacity, which compromises its educational viability and results in exceptionally high per capita costs compared to alternate provision;
- Panmure St Ann’s Special School is located within the original Cowgate building and has proved poorly suited to hosting modern learning and educational school services for some of our most vulnerable young people;
- Local provision is likely to achieve better outcomes for learners;
- Local provision is consistent with the duty to secure best value.

2.11 In conjunction with progressing improvements in mainstream schools, we maintain a strategic overview of the special school estate: A related report to this committee, “Meeting the Needs of Children with Additional Support Needs in Edinburgh – Special Schools Planning for the Future, 11 October 2016” states that: ‘*...changing patterns of need have implications for the future provision of special school places.... areas with reduced demand now and for the anticipated future include secondary schools for children and young people with social emotional and behavioural needs....*’

2.12 The Council’s strategy for Additional Support Needs, with its emphasis on the presumption of mainstream and strengthening support in localities, has resulted in a reduced demand for placements in special schools for learners with social, emotional and behaviour support needs in both primary and secondary school populations. At the same time there has been a sustained reduction in mainstream school exclusions.

2.13 In light of the above, the benefits of inclusive approach has now been well demonstrated. This enables a proposal now to close Panmure St Ann’s Special School and to continue to strengthen inclusive practice and collaboration in localities and mainstream schools.

3. Main report

3.1 The referral process for placement at any of Edinburgh’s special schools is through the Council’s Case Management process. This allows all avenues of support to be explored for the child or young person and ensures appropriate school placement. This approach to case management was adopted in 2011/12, following the

principles of Getting It Right for Every Child. It provided schools with increased opportunity to provide earlier support in collaboration with partner services. This approach takes account of in-school and family/community factors that impact on a child's learning and overall wellbeing.

- 3.2 The introduction of a case management approach in the early years and primary, providing a single access point for specialist additional support from 2010/11, has been highly successful. It allowed both in-school and family/community support to be tailored to need and delivered in a single package, removing the need for multiple referrals to different support services.
- 3.3 Since the new approach was introduced there has been a very significant shift in favour of meeting the needs for children who require additional Social Emotional and Behavioural support needs in mainstream schools. In 2010/11, the pupil population in Rowanfield, the city's Primary SEBN special school, was 59. Two years following the introduction of the case management approach, in 2013/14 the school population has been progressively reduced to 33. Over the same period, a programme of improvements in Rowanfield School has significantly enhanced the quality of provision. This too is reflected in a major shift in number of learners who successfully progress from Rowanfield back into a mainstream school as a result of the support provided.
- 3.4 The strategy that led to sustained drop in the demand for special school placements in primary is now impacting on secondary provision, with a reduction in referrals and an associated reduction in Panmure St Ann's school roll. As more young people leave Panmure, new starts have remained very low. The lack of new referrals coming through for Panmure is reflected in a sustained reduction in school roll numbers, as a result by the end of the 2016/17 school session Panmure St Ann's will be no longer viable as a school. Table 1 shows school roll numbers for primary provision at Rowanfield and secondary provision at Gorgie Mills and Panmure in recent years.

Table 1: Special School Placements for SEBN 2013-17

Special School	2013/14	2014/15	2015/16	2016/17
<i>Primary - Rowanfield</i>	33	31	28	23
<i>Secondary</i>				
Gorgie Mills	55	53	53	46
Panmure St Ann's	57	43	26	14
Secondary Total	112	96	79	60
All SEBN Special School places	145	127	107	83

- 3.5 Whilst Gorgie Mills occupies a purpose built school building with enclosed outside space/grounds, Panmure at 6 South Gray's Close, in the Cowgate area of the city, is a 19th century category C(s) listed building with no supervised outside space within the perimeter of the school. The school is restricted in its ability to provide the necessary learning environment to deliver the full curriculum. The location and lack

of outside space places the vulnerable young people who attend at greater risk of social and environmental influences impacting on their school experience. It is also located in one of the City's hotspots for Nitrogen Dioxide pollution.

- 3.6 Many young people travel across Edinburgh to attend Panmure at some distance from their home or care arrangements, this creates an additional barrier to good attendance which impacts on curriculum time and creates an obstacle to participation in extra-curricular activities.
- 3.7 Table 2 below provides attendance rates at Panmure Special School compared to mainstream secondary schools.

Table 2: Attendance % (Panmure St Ann's Special School / Mainstream Primary and Secondary)

	2013/14	2014/15	2015/16
	%	%	%
Primary	95.51	95.14	95.17
Secondary	92.98	92.54	92.51
Panmure	77.11	71.76	72.44

- 3.8 Panmure St Ann's Special School has fundamental shortcomings in the nature and quality of the education which have become acute following the decline of the school roll, so that the breadth and choice of curriculum subjects and the learning community now available to young people has been compromised. These limitations have become more apparent once it became required to fulfil all of the obligations of a school. The [HMIE inspection report](#) published in April 2016 highlighted multiple areas for improvement in both attainment and learning experience for young people attending Panmure. For example the evaluations of the five quality indicators are shown in Table 3.

Table 3: HMIE Inspection quality indicators – Panmure School

QI Description	Panmure St Ann's Special School		
	2013-2014	2014-2015	HMIE Inspection April 2016
Improvements in performance	3 - Satisfactory	3 - Satisfactory	3 - Satisfactory
Learners' experiences	4 - Good	4 - Good	3 - Satisfactory
Meeting learning needs	4 - Good	4 - Good	3 - Satisfactory
The curriculum	3 - Satisfactory	4 - Good	2 - Weak
Improvement through self evaluation	2 - Weak	3 - Satisfactory	2 - Weak

- 3.9 The HMIE recommendations for improvement following the inspection included:
- As a matter of priority, take steps to improve young people’s attendance and timekeeping;
 - Increase expectations of young people’s attainment and achievement;
 - Develop the curriculum in line with national guidance to ensure young people receive their full entitlements to a broad general education and senior phase;
 - Take a more rigorous approach to self-evaluation and tracking young people’s progress.
- 3.10 It is proposed that a decision is taken to consult on closing the services at Panmure St Ann’s School and provide alternative services for young people with SEBN in Edinburgh through enhanced support within local mainstream schools and the retention of the Gorgie Mills School facility, for the placement of young people who may continue to require a special school placement.
- 3.11 The consultation will propose closure date of Panmure St Ann’s as the end of June 2017, subject to the Scottish Government’s statutory school closure process, and would take effect on a planned and phased basis taking account of current leaving dates for young people.
- School roll 2016/17: 14
- School leavers Dec 2016: 6
- School leavers Dec 2017: 8
- 3.12 As things stand, by the end of the current school session there will be just 8 young people on the Panmure School roll. Two of these pupils are receiving education elsewhere. This leaves six young people, all of whom are due to leave school in December 2017. All of these learners are actively engaged in school/college partnership and/or intensive support from the JET (Job, Education and Training) Academy, as part of the [Edinburgh Guarantee](https://www.edinburghguarantee.org) <https://www.edinburghguarantee.org>. These young people will join the roll of a suitable mainstream secondary school to progress their individual packages, tailored to their needs, prior to June 2017.
- 3.13 With the proposed closure date for Panmure Special School of June 2017, extensive measures are now in place to support the existing S4/S5 young people currently attending Panmure with packages of measures to meet their individual needs whilst addressing the HMIE inspection recommendations.
- 3.14 By the end of the proposed closure process all young people who are eligible to stay on in school or who are Christmas leavers will have been provided with individual packages of support to meet their needs including work experience, college input and re-integration with support to a relevant mainstream school that will be able to offer continuity in progression of their learning and help with moving onto a positive destination. Panmure staff and other partners are currently working intensively on planning for this outcome at the earliest opportunities given the low young people numbers currently attending the school.

Re-investment in SEBN Provision

- 3.15 As previously indicated as part of Phase 3 of the Council's strategy for Additional Support Need we have invested in a process of strengthening of collaborative networks of support within and around schools and school clusters. These changes will enable us to respond to need in a local context closely linked to school improvement processes and the Council's transformation programme. Further information and examples of intervention measures to support young people with social, behavioural and emotional needs in mainstream secondary schools with a good evidence basis are provided in **Appendix 1**.
- 3.16 Within phase 3, further improvements in collaboration are underway to inform the strategic procurement framework to be implemented from March 2018. This will offer a range of options to schools to support local inclusive approaches which will support young people as a more effective alternative to special school places.

4. Measures of success

- 4.1 The education and care needs of more children and young people are met within the City of Edinburgh. Educational outcomes for children with social, emotional and behavioural needs are improved.

5. Financial impact

- 5.1 The annual cost of services at Panmure St Ann's is £1.1m to support 54 pupils. Through the 2016/17 budget process savings of £900K were approved, £225K in 2016/17 with a further £675K in 2017/18. The table below sets out the forecast financial position for 2016/17, 2017/18 and 2018/19 on the assumption Panmure closes in June 2017.
- 5.2 Should the consultation not be successful approved savings of £900K will not be achievable and alternative savings will have to be identified.

	2016/17 £m	2017/18 £m	2018/19 £m
Budget at full capacity of 54 pupils	1.100	1.100	1.100
Approved savings (cumulative)	0.225	0.900	0.900
Residual budget	0.875	0.200	0.200
Cost to deliver services of reduced roll	0.705	0.145	0.000
Balance available for re-investment	0.170	0.055	0.200

- 5.3 In addition to the above figures £38K of property costs and £34K of business support costs would also be saved which would go towards approved savings in these other Council service areas.

- 5.4 At full capacity (54 young people) this equates to education costs per school place of £20,370 a year; the average cost per mainstream secondary school place is £4,221 a year. The current cost per pupil is £35,310 due to the reduced roll and the requirement to meet educational requirements.

Roll	Teaching Staff	Non Teaching Staff	Transport	Supplies and Services	3rd Party Costs	Total Budget	Cost per place
54	533,456	508,059	12,500	36,986	9,665	1,100,666	20,370
14	277,828	191,205	6,300	16,828	2178	494,339	35,310

- 5.5 It is proposed the Council continues to target resources towards strengthening support for young people with social emotional and behavioural difficulties in Edinburgh through:

- continued placement at Gorgie Mills Special School of young people from S1 to S5 with exceptional levels of social, emotional and behavioural needs;
- continuing to enhance universal provision within local secondary schools with targeted support to meet the social, emotional and behavioural needs of young people;
- re-investment of £200,000 within the context of a service redesign working with schools and a range of partner services;
- a best value procurement framework.

- 5.5 These proposals are considered to offer the best use of resources through targeted reinvestment to improve services for young people with social, emotional and behavioural needs whilst also achieving direct economies of approximately £972k.

6. Risk, policy, compliance and governance impact

- 6.1 All statutory legislative and procedural requirements will be followed to minimise the risk of any proposals arising from the proposed closure of Panmure St Ann's School.

7. Equalities impact

- 7.1 The implementation of the recommendations from this report will enhance the provision of more tailored support for the education of children and young people with social, emotional and behavioural needs within their local communities in Edinburgh.

8. Sustainability impact

- 8.1 The proposed closure will include consideration of environmental impact in the determination of any proposals.
- 8.2 There is a positive impact for learners which arise from the relocation of school provision away from a very busy street with attendant risks of harm from road traffic incidents and poor air quality.

9. Consultation and engagement

- 9.1 A consultation process which must be followed regarding the proposed closure of a special school, like other schools, is prescribed in the Schools (Consultation) (Scotland) Act 2010, as amended.
- 9.2 A full consultation paper will be developed in advance of the consultation process based on the proposals set out in this report. The Committee is asked to delegate authority to the Interim Executive Director of Communities and Families to develop this paper. An overview of the consultation programme is set out in Appendix 2: Panmure St Ann's Proposed Closure: Statutory Consultation Timeline.

10. Background reading/external references

Meeting the Needs of Children with Additional Support Needs in Edinburgh – Special Schools Planning for the Future – Report to Education, Children and Families Committee 11 October 2016

[HMIE inspection report April 2016](#)

<https://www.edinburghguarantee.org/>

Alistair Gaw

Acting Executive Director Communities and Families

Contact: Martin Vallely, Senior Manager, ASL Services and Special Schools

E-mail: martin.vallely@edinburgh.gov.uk | Tel: 0131 469 3019

11. Links

Coalition Pledges	P1. Increase support for vulnerable children, including help for families so that fewer go into care 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 P7 Further develop the Edinburgh Guarantee to improve work
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	prospects for school leavers
Council Priorities	<p>P29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>CP1 Children and young people fulfil their potential</p> <p>CP2 Improved health and wellbeing: reduced inequalities</p> <p>CP3 Right care, right place, right time</p> <p>CP7 Access to work and learning</p>
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Further information and examples of intervention measures to support young people with social, behavioural and emotional needs in mainstream secondary schools

ECF Committee: Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

What is meant by 'continued development of enhanced provision' in school clusters for children and young people with SEBN attending Edinburgh's mainstream schools?

In liaising with our mainstream schools and our specialist provision in terms of their professional experience, Children's Services have considered resiliency research in terms of what individuals identify as supporting them to overcome adversity. In particular, a sample of young people who previously progressed to SEBN specialist provision has been looked at in terms of their risk factors and needs.

These data sources have led to the conclusion that supporting young people locally, maintaining community links and minimising school moves reduces risk factors in terms of decreased resiliency. Our most vulnerable young people need individualised educational plans and supports to successfully manage this. It is crucial that there are meaningful and high quality packages of support put in place for each young person who might have previously progressed to specialist educational provision.

It is recognised that for young people who have high social, emotional and behavioural needs, including very low attendance and specific social drivers for their difficulties, moving to a non-mainstream group setting is not likely to fully and effectively meet their needs. Whilst continuing to receive overall education and support from their registered mainstream school, these young people would be better supported through a community based individualised package of support. These packages are likely to involve:

- individualised or very small group teaching at an increased level to that currently available and in most circumstances on a longer term basis than is currently expected. We have begun to develop virtual learning resources but this is will involve further resourcing to complete
- very regular links with a key adult
- access to meaningful high motivation educational activities on an ongoing basis that improve long term positive destination outcomes. These activities may not ordinarily be provided by mainstream schools but would be an alternative source of tailored educational support in the community such as has been provided by the Castlebrae construction challenge.
- travel expenses either short term or long term to maximise engagement.

Would the £200K savings reinvestment from the Panmure proposed closure be in addition to the existing Wellington Inclusion funding?

Yes. The money saved through the closure of Wellington School has been used at a school level to increase capacity and reduce the number of pupils progressing to specialist provision or individualised packages. Total funding available is £500K a year across secondary schools which is allocated annually via the Additional Support for Learning (ASL) area within Children's Services. The funding is for support over and above that currently provided/commissioned through school budgets and does not substitute existing provision directly or indirectly. Children's Services are continuing to build an evidenced based practice to identify the most effective interventions by collating data on evaluation across schools.

The additional reinvestment of the £200K from the proposed Panmure school closure savings would not replace the Wellington Inclusion money but would be used to support individualised packages for pupils whose needs cannot be met in the mainstream setting but can be supported on their school roll with a very individualised and educationally meaningful package of support.

What approaches are working well in terms of supporting young people with social, behavioural and emotional needs in mainstream secondary schools?

Schools have been piloting a range of approaches including short term intensive programmes to build life skills and life experiences, access to youth workers in school and pupil and family supports. These are in the process of being evaluated at an individual school level.

ECF Committee: Improving Support for Children and Young People in Need in Edinburgh - Consultation on a Proposal to Close Panmure St Ann's Special School

Citywide Case Management and Review Group data shows an overall decrease in applications to specialist educational provision across all schools. On a school by school basis the data shows 74% of schools had reduced the number of their referrals to CMRG compared to the previous year. Though this is reducing those progressing to specialist educational provision, we can predict that we will have a number of young people across the city who will continue to need packages as described above.

In the process of evaluating the use of the Wellington money early feedback from schools, EPs and CMRG appears to recommend the need for a centralised budget that can be used to creatively and responsively meet the needs of our most vulnerable young people through the development of targeted packages.

An example of an increased focus on collaborative working around school clusters, involving Barnardo's, ASL Service, Psychological Services and school staff, concerns the provision of intensive support for a pupil with an ASD. The skills of the school's Senior Leadership Team and subject teachers / support staff have been enhanced so that they are better equipped to understand and meet the needs of other pupils with an ASD, ensuring sustainable provision for these learners. This model has been successfully replicated in both primary and secondary schools across the city.

Collaborative working across school clusters has been the basis of provision for learners presenting with Emotionally-Based School Refusal in recognition of the increasing incidence of this complex issue as well as anxiety, particularly among adolescents. The ASL service has developed small groups in three different localities of the city, which support across two or three school clusters. Specialist teachers work closely with school staff to ensure that links with school are retained, and that learners are supported to return to mainstream education when they are able to do so. Resources have been created to support schools and parents in meeting the needs of these learners in partnership with Barnardo's, the NHS and the University of Edinburgh; these materials have been disseminated to schools and bespoke training offered to establishments as required.

To further support this, the ASL Service has begun the process of developing a Virtual Learning Environment, to support learners unable to attend school for health reasons, or due to family circumstances. This was a collaborative endeavour, involving subject specialists from schools across the city. This has resulted in the creation of a bank of resources across a range of subjects and a number of electronic devices have been made available to pupils, in order to ensure equity of provision. The next stage of this project involves linking with Comhairle nan Eilean Siar, to share their practice in the use of virtual learning and to inform next steps, with the ultimate goal of offering a platform through which live interactive teaching sessions can be delivered by teachers from within the ASL Service as well as within schools.

What additional support could the reinvestment of £200K from the overall savings related to the proposed closure of Panmure St Ann's School provide to support young people with social, behavioural and emotional needs in mainstream secondary schools?

In addition to the GIRFEC Pathway 3 supports (including those available from third sector providers such as Barnardos/Children First) alternative bespoke providers in the community that appear to have a good evidence basis include:

- [Spartans \(Football/Sport\)](#)
- [RUTS \(Mechanics\)](#)
- [Paws for Progress \(pet therapy\)](#).

Education, Children and Families Committee

10:00, Tuesday, 11 October 2016

Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme

Item number 7.3
Report number
Executive/routine
Wards

Executive Summary

The Third Party Payments Working Group, comprising elected members and officers, met during 2015 to design and set the criteria for the Communities and Families Revenue Grants programme. Although implemented in line with these criteria, the subsequent assessment and grant allocation process gave rise to a number of issues. The Education, Children and Families Committee, at its meeting in February 2016, instructed that this group be reconvened and carry out a 'lessons learnt' exercise with a view to making recommendations for future grants programmes. This report lists the recommendations resulting from this exercise.

Links

Coalition Pledges [P6, P12, P36](#)
Council Priorities [CP13](#)
Single Outcome Agreement [SO2, SO3](#)

Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme

1. Recommendations

- 1.1 Committee is asked to approve the recommendations in section 3.

2. Background

- 2.1 Communities and Families' Grant Funding exists to contribute to meeting the needs of the City as defined in the Integrated Plan for Children and Young People 2015-18 and from April 2017 in the Children's Service Plan. The Grants Programme was redesigned throughout 2014/15 and changed to a three-year open grants programme. The process run in 2015 was the first time the new Grants Programme had been open for applications.
- 2.2 Following the assessment of applications to the Main Grants Programme in December 2015, Communities and Families invited Inspiring Scotland to provide an independent and objective analysis and evaluation of the Communities and Families' application and assessment process. Its subsequent report contained a number of valuable recommendations for how the process could be improved in future, and these are included in this paper.
- 2.3 Edinburgh Voluntary Organisation Council (EVOC), as a body representing third sector interests, also carried out its own analysis of the Main Grants Programme. An unintended outcome of the programme was wide variations in grant funding across the four localities and between different sub-categories and Strategic Outcomes. EVOC makes five recommendations, and these are incorporated into the recommendations below.
- 2.4 Additionally, the applicant organisations were asked to feedback their comments via an on-line survey form. Sixteen questions requested comments on their experience of the revenue grants programme and how it could be improved. Forty nine organisations responded, of which twelve were either unsuccessful or received a one-year interim award. The feedback resulted in a number of helpful suggestions and insights, and these also form part of the recommendations below.
- 2.5 In order to further analyse the revenue grants programme, the Education, Children and Families Committee, at its meeting in February 2016, instructed that a Member Officer Short Life Working Group be set up. Chaired by the Vice Convener of Education, Children and Families, the group was made up of: 2 Labour; 2 SNP; 1

Conservative; 1 Liberal Democrat; 1 Green Member; and 1 Religious Representative. Three officers from Communities and Families were also members of the group, and two representatives from EVOC. The group met six times between April and September 2016.

- 2.6 The first meeting (19 April) set out the Terms of Reference for the group, reflected on the first phase of the Working Group and agreed the schedule of meetings and topics for discussion. The second meeting (10 May) considered the mitigating actions and support provided to organisations receiving interim funding. The third meeting (7 June) heard feedback from three other sections of the Council and their revenue grant programmes: Culture Service; Health and Social Care; and City Strategy and Economy. The group noted their recommendations and insights. The fourth meeting (21 June) identified areas for inclusion/improvement and change in future Main Revenue and Small Grants Programmes. It considered the Inspiring Scotland report, EVOC's analysis and the survey findings. Based on all of this input, the fifth meeting (23 August) considered a report with draft recommendations and points for further discussion, and guided the content and structure of the final report for agreement at the last scheduled meeting on 7 September.
- 2.7 The recommendations contained in this report, and listed below, have been jointly agreed by all members of the Working Group.

3. Main report

The following recommendations are made for future revenue grants programmes:

The Application Process

- 3.1 Provide clear guidance and guidance notes for applicants, and set up application process support sessions.
- 3.2 Allocate funding within themes and/or geography which relate to the priorities of the new Edinburgh Children's Services Plan to ensure that provision is not based solely on application score but also reflects the strategic assessment across the city. This would help to regulate spending across all of the priorities identified by the Edinburgh Children's Partnership, help to encourage services in areas where need is greatest, and create a more level playing field for smaller, community-based organisations. Funding should be prioritised for areas of deprivation as based on SIMD data. A matrix model of assessment could be considered.
- 3.3 Apply a maximum word count per question.
- 3.4 Establish a small group of people to read all applications to provide a wider view of what is on offer. This will provide an early indication of which are strong, middling and weak applications.

- 3.5 Include a set of accounts for financial assessment alongside project information. This would be to allow Finance to assess the sustainability of the applicant organisation.
- 3.6 Include a question in the application form about the applicant organisation's previous achievements.
- 3.7 Add a question to the application form that asks applicants to demonstrate their links to the local community.
- 3.8 The Council should direct applicants towards independent support with writing applications.
- 3.9 In order to encourage funding diversity and assist assessment, the application form should include a question asking what steps each applicant organisation is taking to secure funding elsewhere. Further guidance about this will be issued in due course.

Training for Assessors

- 3.10 Provide assessors with mock applications to practise on or have some 'challenge' sessions where scores are challenged between individuals and groups to reinforce scoring consistency.
- 3.11 Use fewer assessors, in line with good practice, and provide them with longer and more in-depth training. This should include training and information on charity finance and governance.
- 3.12 Training for assessors should include providing a good understanding of what constitutes core costs. Further guidance about this will be issued.

The Assessment Process

- 3.13 Set up a senior or peer review group to check a representative sample of applications.

The Grading/Marking Scheme

- 3.14 Document the consensus discussions to provide transparency. This could also improve the quality of feedback to unsuccessful applicants.
- 3.15 Record all scores on a spreadsheet to eliminate any possibility of arithmetical errors.

General

- 3.16 Continue to explore the relationship between third party revenue grants and emerging Locality models for service delivery.
- 3.17 Introduce a cap on the amount organisations can apply for in the Main Grants Programme.
- 3.18 Offer guidance to clarify what is meant by core funding and to set out Communities and Families expectations' regarding diversity of funding.

- 3.19 Provide a brief description (50 words) of each project/award when recommendations are made to Committee. Organisations should be asked to provide this when they apply to the fund.
- 3.20 Lessons from other Council departments should be taken into account when implementing recommendations.
- 3.21 There should be a named lead officer for the grants programme.
- 3.22 Benchmark the Grants Programme against wider best practice for continual improvement.
- 3.23 Offer unsuccessful applicants an information pack detailing other funding sources and advice.
- 3.24 Investigate outsourcing, and/or partnership working, for future revenue grants programmes.
- 3.25 Once agreed, the process, including parameters put to the sector, will be adhered to throughout the entire process.
- 3.26 An Equalities and Rights Impact Assessment should be completed prior to the report going to Committee so that Members are able to make decisions that take account of that information and recommendations for action.
- 3.27 Organisations should not be expected to submit a Business Plan as the application form provides sufficient detail on project planning and sustainability.

Small Grants Fund

- 3.28 Invite applications to the Small Grants Fund from the beginning of November.
- 3.29 Include a question in the application form about the applicant organisation's previous achievements.
- 3.30 Set aside a large majority percentage of the Small Grants Fund for small local organisations, where small is defined based on Charity Finance Regulations. .

Future Governance

- 3.31 The Finance and Resources Committee as at March 2016 agreed the recommendations in the report "Future Governance of Council Payments to Third Parties" in particular that the Transformation Programme Payments to Third Parties Workstream would in due course (i) be incorporated into the Commercial Excellence Programme and (ii) be managed by Commercial and Procurement Services (CPS) as from 2016/17.
- 3.32 As of 1 April 2016, the lead function for overseeing grant management arrangements has transferred from the Strategy and Insight Division to CPS to sit alongside contract procurement. Aligning the procurement of grants and contracts for the provision of community outcomes and related services will allow for enhanced co-ordination of best practice, improved planning and avoiding duplication of effort across directorates. A key aspect of this central function will be to; (i) ensure that anticipated savings are realised and (ii) provide balanced advice to executive committees on the most advantageous investment for service users, (iii) ensure robust performance from those receiving investment and (iv) engage

with service users and directorate commissioning teams to design and deliver community outcomes. The lessons learned identified above will form a central thread of this best practice.

4. Measures of success

- 4.1 Future revenue grants programmes in Communities and Families follow the recommendations set out in this report.

5. Financial impact

- 5.1 Future programmes are planned and delivered to prioritise the Strategic Outcomes in the Children's Services Plan.

6. Risk, policy, compliance and governance impact

- 6.1 This report is compliant with the Capital Coalition motion agreed at Education, Children and Families Committee on 11 February 2016.

7. Equalities impact

- 7.1 The funding of activity by third parties through grant aid contributes to the Council's delivery of its Equality Act 2000 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and advance equality and foster good relations.

8. Sustainability impact

- 8.1 No impact

9. Consultation and engagement

- 9.1 The views of a wide range of organisations contributed to the recommendations contained in this report

10. Background reading/external references

[Children and Families Revenue Grants to Third Parties 2016/19 – Education, Children and Families Committee Report 11 February 2016](#)

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: David Bruce, Senior Education Manager

E-mail: david.bruce2@edinburgh.gov.uk | Tel: 0131 469 3795

11. Links

Coalition Pledges	P6 - Establish city-wide co-operatives for affordable childcare for working parents P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes P36 - Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model
Council Priorities	CP13 Transformation, workforce, citizen and partner engagement, budget
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	

Education, Children and Families Committee

10.00, Tuesday, 11 October 2016

Further Developing Child Poverty Work in Edinburgh

Item number 7.4
Report number
Executive/routine
Wards

Executive Summary

The Education, Children and Families Committee meeting on 24 May 2016 considered a report on the first phase of the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project. This detailed the work of the project to date. Committee decided:

- To approve the wider 'roll out' of the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project;
- That a further report be submitted to the Committee on the resources required to take the project forward.

This report is to update Committee on the recent progress of the project (since May 2016) and to outline the resources required to further develop and take forward child poverty work, including the 1 in 5 project.

Links

Coalition Pledges [P1, P5, P7](#)
Council Priorities [CO1, 2, 3, 4, 5, 6](#)
Single Outcome Agreement [SO3](#)

Further Developing Child Poverty Work in Edinburgh

1. Recommendations

- 1.1 To note the progress of the 1 in 5 Project and the proposed further developments.
- 1.2 To approve that the remit of this work is factored into the organisational review currently underway in Lifelong Learning in order to enable the work to be sustained and developed.

2. Background

- 2.1 Just over 20% of children in Edinburgh live in poverty. This is in line with the national average for Scotland, and a figure which is projected to increase significantly by 2020 (IFS, 2015). The report to Committee in May provided some statistical background about the impact of poverty on outcomes for children. Recently released data reinforces this. For example, the lowest decile households have seen a £1,900 drop in income over the past eight years whilst the top decile households show a £15,000 increase over the same period (CACI Paycheck). Boys born in the poorest areas of Edinburgh have a life expectancy 8.5 years shorter than those born in more affluent areas. This is a larger gap than in any other Scottish city.
- 2.2 The 1 in 5 Project began as a response to growing concern over the impact of poverty on outcomes for children and young people. Its aim is to raise awareness of child poverty; challenge poverty-related stigma; and look at ways of reducing the cost of the school day. Six schools took part in the pilot phase: five primary schools (Hillwood, Royal High, Gracemount, Dalry and Sciennes) and one high school (Broughton). The pilot took place between August 2015 and March 2016.
- 2.3 This work was taken forward by a team of four people who included it within their existing remits. Competing demands make this increasingly difficult to sustain. A small budget (£10k) to support the work was secured from the Social Justice Fund.
- 2.4 All the schools which took part in the pilot report a significant impact on both policy and practice. This includes, for example, policies on charging, school uniform, school trips and events such as school proms. Changes to school practice include making stationery and other resources freely available and

having more effective communication with parents about what resources schools can provide so parents do not feel compelled to buy items (e.g. pencil cases, homework resources). In addition, school staff, parents and pupils who have been involved are now more aware of the causes and impact of poverty, with some schools reporting a greater degree of empathy amongst pupils. Appendix 1, testimonies from three head teachers from pilot schools, gives more detail about the kinds of impact the work has had.

- 2.5 Since May 2016, work to develop 1 in 5 has continued. The team leading the project has developed a pack of training materials and run a 'Train The Trainers' session attended by staff from 17 schools and representatives from the youth work sector. These staff will deliver in their schools the staff awareness-raising training and conduct the focus groups with staff, pupils and parents and carers to develop individual school poverty proofing action plans. Schools in Liberton, Tynecastle and Craigmount are adopting 1 in 5 as a cluster approach and will be taking forward some of the recommendations in the original 1 in 5 report as 'small tests of change'. The 'Top Tips' leaflet, providing suggestions for ways that schools can reduce school-related costs (and which was appended to the previous report to Committee), was distributed to all teachers in all schools, and has been very well received.
- 2.6 In addition, the project team has delivered sessions about 1 in 5 to other sectors (including the Third Sector Network and Early Years). Staff are also working with NHS Scotland to develop and deliver 'Facing up to Child Poverty in schools: what can be done to reduce the cost barriers of schools?', a national learning and dissemination event for all Scottish local authorities in Glasgow in November, a further sign of the national recognition the 1 in 5 work is gaining. Also with NHS Scotland, a member of the project team has contributed significantly to developing a new eLearning module about child poverty aimed principally at education and health professionals and to be available nationally.

3. Main report

- 3.1 To date, the 1 in 5 Project has proved to be a successful and innovative piece of work that is well regarded and welcomed by schools. At a time of increasing focus on addressing the attainment gap, 1 in 5 is in demand as a means of improving understanding and awareness of child poverty and its impact, and for providing a solid foundation from which to initiate this work creatively and compassionately. Making an impact on child poverty should, in turn, improve educational outcomes for those children affected. The link to attainment will be at the core of child poverty work in Edinburgh.
- 3.2 In order to develop the project further and capitalise on the opportunities it presents, dedicated staff time is required. Ideally this would be one full time equivalent post and a small revenue budget. This resource would enable the

project to sustain and support the work outlined above; support new schools to take up the approach; and extend the work with Early Years providers, which is seen as a critical sector to work with.

- 3.3 Effective coordination to take forward the 28 recommendations in the project report, as approved at Committee in May, also requires dedicated staff time. Some of these, such as investigating the feasibility of using existing Council trust funds (and any subsequent implementation) to create a central inclusion fund to support parents with a range of school-related activities, will be substantial pieces of work.
- 3.4 In addition, the project team proposes to develop longitudinal/qualitative research in order to gather local data to provide a clearer picture of the impact of the project, and learning that could be disseminated widely.
- 3.5 Plans are at an early stage to develop further CPD materials and courses (e.g. inequality, welfare rights/benefits entitlements).
- 3.6 A crucial part of this role, in developing effective work to mitigate the impact of child poverty, will be to build strong strategic links with colleagues in the third sector, advice services, housing and NHS. Welfare rights and income maximisation, affordable childcare and housing are three key priority areas relating to child poverty that will require a partnership approach.
- 3.7 There is also an opportunity, and identified need, to begin work focused on the cost of school holidays and, for some children, holiday hunger.
- 3.8 The 1 in 5 project, as approved at Committee in May, has committed to developing an Equity Framework for schools. This will require widespread and detailed consultation with schools, parents and other interested parties.
- 3.9 Work will also be undertaken with Economic Development to look at what contribution Corporate Social Responsibility can make to mitigating child poverty.
- 3.10 A further important factor to take into consideration is that the Scottish Government proposes to introduce a Child Poverty Bill in early 2017. Consultation about this closed on 30 September. Its key purpose will be to enshrine in legislation a Government ambition to eradicate child poverty by 2030, underpinned by statutory income targets. The four proposed targets, which would be set on an After Housing Costs basis, are: Fewer than 10% of children are in relative poverty; Fewer than 5% of children are in absolute poverty; Fewer than 5% of children are in combined low income and material deprivation; and, Fewer than 5% of children are in persistent poverty. Tackling child poverty will be a central, cross-cutting priority and will involve working closely with local authorities to strengthen the relationship between national policy and local action. A measurement framework is being developed, and there will be a duty to report progress towards the targets.

- 3.11 These are some of the proposed developments identified to date. Others will emerge. All will require to be led. As the focus on child poverty and its profound impact on attainment, health and wellbeing outcomes and future life chances for affected children grows, both locally and nationally, the necessity of a coordinated strategic response, with dedicated staff resource, becomes increasingly important.

4. Measures of success

- 4.1 Outcomes for children in poverty improve against a range of indicators.
- 4.2 There is ongoing 'roll out' of the 1 in 5 project.
- 4.3 The 28 recommendations in the 1 in 5 report are implemented.
- 4.4 Evaluations of the work are positive.

5. Financial impact

- 5.1 Approved savings of £6.4M have been identified for Lifelong Learning over 2016-17 and 2017-18. £3.6M of the saving will be delivered through an organisational review which will reduce the budget available for staff from £12.26M to £8.66M putting the current service under increased pressure. The service is committed to identifying the necessary resources to allow this work to be carried out. The estimated total cost of this work would be no more than £64k.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

- 8.1 Improved outcomes for children living in poverty contributes to a range of sustainability indicators.

9. Consultation and engagement

- 9.1 The 1 in 5 Project is the result of extensive and in-depth consultation and engagement with school staff, pupils and parents.

10. Background reading/external references

- 10.1 [1 in 5: Raising Awareness of Child Poverty in Edinburgh – Education, Children and Families report - 24 May 2016](#)
- 10.2 [EIS Child Poverty Advice Guide 2015](#)

Alastair Gaw

Acting Executive Director of Communities and Families

Contact: John Heywood

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

11. Links

Coalition Pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care P5 Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum P7 Further develop the Edinburgh Guarantee to improve work prospects for school leavers
Council Priorities	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
Appendix	Further Developing Child Poverty Work in Edinburgh

Further Developing Child Poverty Work in Edinburgh

The testimonies below from some of the head teachers of the pilot schools give an indication of the impact of the project:

'The project has had a significant impact on the life of our school and the decisions we make. The children and families in our school community face real challenges. It is our job to equip them with the skills and aspirations to overcome these. More than that though, as a school we have social responsibility to ensure opportunities are for all and they are inclusive. A good example of the impact of this project is when we planned for our whole school community outing at Christmas. We spoke about the way we charged for it in the past and this year we have a price structure that means bigger families pay less. It is these small things that make a difference. Small changes in our approaches make for big changes in our children's lives.' Grant Gillies, Head Teacher, Dalry PS.

Staff have shown a great willingness to contribute to the project. They see the effects of poverty on young people every day and want to do something through their work to help. Schools sometimes inadvertently make things worse for children in poverty, and there are ways that we can easily improve the situation. Supporting young people to reach their potential is why we became teachers and this project is a practical way to help to make that happen. Pupils at Broughton have recognised that the effects of childhood poverty are all around them. This is not something that is happening 'somewhere else'. They want to make their community fairer and have come forward in numbers to play their part in making that happen. It makes me feel even more proud of them.' John Wilson, Head Teacher, Broughton High School

'The impact of the project at Hillwood has been huge. It has highlighted all the things that we already do to keep the cost of the school day to a minimum but has also given us plenty of food for thought. Staff, pupils and parents have changed the way they think about poverty. The work was acknowledged in our recent inspection report (Education Scotland, 2016). The full reference to this is stated below.

"Participation in the 1 in 5 Poverty Project proved extremely powerful for children, staff and parents and has already lead to change in a number of areas in relation to the cost of the school day. Children made a number of recommendations which show great empathy and understanding of the needs of others. They are highly motivated by their involvement in Hungry for Books and visiting a local foodbank and many have committed to continue their involvement as they move into secondary school."

We have made lots of changes this year but this is a work in progress and we are committed to taking any further measures that we can take to reduce the cost of the school day for all our families as we become aware of these. We are delighted to have been part of such an innovative project.' Lucy Henderson, Head Teacher, Hillwood PS

Education, Children and Families Committee

10:00, Tuesday 11 October 2016

Arts and Creative Learning Update

Item number	7.5
Report number	
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Wards	

Executive Summary

This Report updates elected members of the Education Children and Families Committee on the work of the Arts and Creative Learning Team. It provides an update on Creative Learning, the Paolozzi Prize for Art, work with young people related to employability, the Instrumental Music Service, the Youth Music Initiative, Dance Development, Screen Education Edinburgh and partnership projects with the arts and cultural sector.

Links

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

Arts and Creative Learning Update

1. Recommendations

- 1.1 Note the contents of this report
- 1.2 Note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives
- 1.3 Note the progress of work with young people related to employability
- 1.4 Note the progress of the Instrumental Music Service
- 1.5 Note the progress of developments of the Youth Music Initiative
- 1.6 Note the progress of Dance Development
- 1.7 Note the progress of work carried out by Screen Education Edinburgh
- 1.8 Note the level of external funding and partnership working
- 1.9 Agree to receive a further report in October 2017

2. Background

- 2.1 Arts and Creative Learning strategically leads and delivers front line services in and through the arts. The team contributes to improving outcomes linked to key education priorities (raising attainment/achievement, developing the young workforce and tackling child poverty). Arts and Creative Learning has citywide responsibility for creativity across learning, the Creative Learning Network for Edinburgh, Midlothian and East Lothian, instrumental music, the Youth Music Initiative, Dance Development and Screen Education Edinburgh. The key areas of focus are creative learning and teaching and developing learners' creativity skills.
- 2.2 The team contributes to national developments in creative learning and arts education, also representing Edinburgh on a number of national networks and fora.
- 2.3 Every mainstream school and most special schools regularly benefit from some aspect of the team's input. The extent and frequency depends on a variety of factors including need, available resources and school priorities. The Youth Music Initiative and Screen Education Edinburgh teams also deliver some out of school and holiday provision.
- 2.4 This report updates the Committee on progress across the various workstreams, the external funding accessed and collaborations with external organisations.

3. Main report

3.1 The key areas of service delivery are:

Creative Learning

3.2 Scotland's Creative Learning Plan sets out how the strategic partners (Creative Scotland, Education Scotland, Skills Development Scotland (SDS), the General Teaching Council for Scotland (GTCS), Scottish Qualifications Authority (SQA), Association of Directors of Education Scotland (ADES) and College Development Network (CDN)) will deliver against four workstreams. In late 2015, two Working Groups and an Oversight Group were established to replace the previous Implementation Group. The Working Groups each have a thematic approach to implementing the Creative Learning Plan and are: Developing the Young Workforce, led by SDS; and Raising Attainment, Learning, Teaching and Assessment, led by Education Scotland. Members of the Arts and Creative Learning Team are represented on both Working Groups and the Oversight Group. The Creative Learning Plan highlights the role of the local authority Creative Learning Networks (CLN) in progressing creative learning and teaching.

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

3.4 The Arts and Creative Learning Team has received the maximum award of £10,000 (per authority) for Edinburgh each year between 2010/11 to 2013/14. This is a competitive fund and the total amount available nationally is £230,000. Since 2014/15 the team has submitted a consortium bid on behalf of Edinburgh, Midlothian and East Lothian Councils.

In 2015/16 the team was awarded £29,040.

For 2016/17, Education Scotland has just awarded the team £27,840 from a nationally oversubscribed total, saying that:

- our Creativity Skills Progression Framework demonstrates leading thinking in this area;
- our proposal evidences leadership in the implementation of the National Creative Learning Plan.

Increasing activity and impact across Midlothian and East Lothian will be a focus over 2016/17.

3.5 The Creative Learning Network has been developed in Edinburgh by delivering a programme of Creative Conversations which successfully engage practitioners at all levels and from all sectors. Creative Conversations provide access to highly regarded and inspiring individuals of national or international renown. Their contributions are cross sector, feature highly effective practice or research and

provide a catalyst for professional discussion. Around 700 individuals have attended Creative Conversations which have inspired action at school and authority level. A number of teachers and school leaders describe Creative Conversations as among the best professional learning on offer. Edinburgh's Creative Conversations have also influenced how some other local authorities are developing their CLN.

- 3.6 As a result of Creative Conversations and the resources developed by Arts and Creative Learning, more schools are seeking guidance and support around developing creativity. Such requests have increased over the last year, also partly in response to Creativity being one of the indicators in the new How Good Is Our School? 4 (HGIOS4) document.
- 3.7 Since they began in 2011/12, Creative Conversations represent a cost of around £22 per head and have a far greater value that is harder to quantify. The impact on the development of creative learning and teaching is demonstrable, with schools arts organisations and young people giving very positive feedback.
- 3.8 Another dimension of the CLN is Creative Connections. Since 2013/14, the team has facilitated (under the same brand and format as Creative Conversations), events which focus on local creative initiatives in schools. These are mostly but not exclusively delivered in partnership with arts organisations and creative professionals. Creative Connections are planned in response to initiatives in all three authorities that are seen to have a positive impact on learners, staff and the community. Arts organisations whose work has featured in Creative Connections report increased engagement and uptake from schools with whom they have not previously worked.
- 3.9 Education Scotland, as part of its support for Creative Learning, holds an annual event each June. The Arts and Creative Learning Team contributed to the planning of this year's event which was called Re-imagining the Future. The Arts and Creative Learning Manager also delivered a session called 'Future Proofing the Creative Learning Networks' to national colleagues. As a result of the interest in this session, a follow up is planned for early 2017, designed to help build capacity among the CLN managers nationally.

Creative Learning Projects and Partnerships

- 3.10 CLN funding from Education Scotland is used to strategically develop the network and for work with colleagues in Midlothian and East Lothian. In addition, the team also supports the development of learners' creativity skills and creative learning and teaching through:
 - Delivery and brokerage of a range of arts, creative learning and interdisciplinary learning projects in schools;
 - Practical advice and support for schools, colleagues and partners;
 - Delivery of CLPL (Career Long Professional Learning) for teachers and external partners;

- The development of creative learning resources to support practitioners.

Notable partnership developments this year have been:

- School art project exploring the Circular Economy with Creative Carbon Scotland;
- Winter Windows with Underbelly;
- Dazzle Queensferry with Libraries services and Edinburgh Art Festival;
- Theatre in Schools Scotland with National Theatre, Imagine and Festival and Kings Theatres;
- The Enlightenment project.

Partnerships have included work with a wide range of Edinburgh and national organisations including (but not only):

- The National Gallery of Scotland
- Scottish Chamber Orchestra
- The National Museum
- The Lyceum Theatre
- The Fruitmarket Gallery
- Moray House School of Education
- The Botanic Gardens
- Edinburgh International Festival
- The Edinburgh International Science Festival
- The Edinburgh Fringe
- Drake Music Scotland

Paolozzi Prize for Art

- 3.11 In 2016, the fourth Paolozzi Prize for Art was again held in the National Galleries of Scotland. This strong partnership has evolved to include closer working on a range of other projects. For the Paolozzi Prize in 2016, 14 schools nominated 39 pupils in 4 categories for the award.
- 3.12 The judges commented on the increasingly high quality of nominated pupils' artwork. The judges are Richard Demarco (artist), Chris Breward (Principal of Edinburgh College of Art), Duncan Robertson (artist educator with National Galleries and trained at School of Paolozzi in Munich), and Councillor Paul Edie who initiated the prize following Paolozzi's death. Prizes were handed out by Chris Breward; Alistair Gaw, Acting Director of Communities and Families; Sheila Paton, Schools and Lifelong Learning Service Manager, and Ken Edwards, Education Programme Lead with Skills Development Scotland.
- 3.13 Pupils from the schools below won the following categories:
- Talent and Creativity: James Gillespies High School (commended), Holy Rood RC High School (highly commended), Trinity High School (winner)
 - Overcoming Barriers: Pilrig Park School (commended), Liberton High School (highly commended), Braidburn School (winner);

- New Directions: James Gillespie's High School (commended), Holy Rood RC High School (highly commended), Portobello High School (winner);
 - Spirit of Paolozzi: Holy Rood RC High School (commended), Boroughmuir High School (joint highly commended), James Gillespie's High School (winner).
- 3.14 The overall winner was an S6 Pupil from Forrester High School, entered to the New Directions category. The winning artwork was a short animated film – the first time that film has been nominated.
- 3.15 All nominated pupils, 2 guests and the nominating teacher are invited to an award ceremony at the National Gallery of Scotland. The ceremony is a high profile and very inclusive event. Feedback regularly points to the positive impact on pupils' self confidence and that the Prize is genuinely inclusive of all young people and their families.
- 3.16 Each year a previous a winner is invited to the award ceremony to describe what winning meant to them and how they used the prize money. Being nominated and winning a prize at the Paolozzi Prize for Art helps pupils wishing to go on to study art at university and is beginning to be recognised by the Art Schools. Being nominated is very motivational and has a positive impact on the individuals as well as the schools. Paolozzi Prize winners often receive additional recognition at school achievement events.
- 3.17 All nominated pupils receive a certificate and Paolozzi Tour and Workshop at the National Gallery. Category winners receive cash prizes of £50 (Commended), £100 (Highly Commended), £250 (Winner) and the overall prize winner receives £500.

Creativity, young people and employability

- 3.18 Over the past year, the Arts and Creative Learning team has increased its focus on employability. The team has provided supportive placements for JET (Job, Education and Training) and JET Plus students from a number of high schools including St. Augustine's RC High School, Leith Academy, Trinity, Broughton and Liberton High Schools. These students have worked closely with the team, becoming involved in school projects, gaining skills and in some cases qualifications. One JET student from St Augustine's won the overall JET student of the year award, citing the support from Arts and Creative Learning as transformational. A number of JET students began their placements very lacking in confidence or direction. In each of their end of placement presentations, the JET students commented very favourably on the impact on their confidence and skills as well as opportunities, motivation and in some cases, qualifications.
- 3.19 All members of Arts and Creative Learning are Career Ready mentors, supporting young people on the Career Ready programme. The team's Youth Music Initiative Assistant (a former Modern Apprentice with Arts and Creative Learning) is the work place supervisor for Career Ready students during their internships with the team. Pupils on Career Ready programmes with Arts and Creative Learning are from Holy

Rood RC High School, Castlebrae, Trinity, St Augustine's, Gracemount and Wester Hailes Education Centre.

- 3.20 Arts and Creative Learning offers placements, work experience and volunteering opportunities for young people interested in the arts, youth work and education. A number of young volunteers have gained awards such as Saltire and Duke of Edinburgh while working with the team.

Instrumental Music Service

- 3.21 The Instrumental Music Service (IMS) is the largest in Scotland and one of 9 or 10 of non-charging authorities (exact number to be confirmed when the Improvement Service publishes the annual national survey). Lessons are available in every mainstream school from P4/5 through to S6 on a wide range of instruments. A team of 81 (54.82 FTE) instrumental instructors (34 full time and 47 are part time) teach mostly in small groups. On request, pupils in special schools are assessed for lessons and if successful, receive free tuition on a suitable instrument. A few pupils in special schools, with support from IMS staff, are presented for National 3 SQA awards in music.
- 3.22 Pupils are encouraged to participate in school, area and central bands, orchestras and ensembles. Young people regularly play in public at concerts, receptions, conferences, award ceremonies and other community events. These additional events numbered 17 in 2015/16 and a total of 1,240 pupil performances took place.
- 3.23 In 2015/16, 5,100 pupils were taught through the music Service.
- 3.24 By matching every IMS pupil's individual Scottish Candidate number to their SIMD decile, the instrumental music service is able to maintain an overview of the impact on key priorities such as: SQA; Free School Meal Entitlement; Socio-economic background; additional support needs; children looked after. In this way the IMS is able to benchmark against the profile of the city's pupils as a whole, and make improvements or interventions if/where required.
- 3.25 The IMS profile closely matches that of the city, demonstrating that the allocation of instructors to every school is as inclusive and equitable as possible within a finite resource.
- 3.26 The music service is delivered 25/75% between primary/secondary schools to support pupils learning a wide range of instruments at SQA level. The allocation of instructors to all schools is based on the school roll. Non classroom instruments (upper strings, lower strings, brass and wind) are offered across all primary schools with the distribution and instrument(s) in each school depending on the size of the cluster and individual school roll. An allocation of those same instruments plus voice, piano/keyboard, guitar and percussion are offered in all secondary schools.
- 3.27 Instrumental music instructors are engaged on teaching terms and conditions and the salary is nationally negotiated. Their Working Time Agreement (195 hours) is agreed each May and 25 of those hours per FTE are used to rehearse central

bands and orchestras. The remaining hours (170 per FTE) are given over to planning, assessment and reporting to parents, school groups and ensembles and additional pupil contact which is often in support of qualifications.

- 3.28 Instructors are encouraged to present pupils for ABRSM and Trinity Guildhall graded music exams which carry UCAS points. Those qualifications contribute to overall attainment and achievement.
- 3.29 Every November/December, the annual Fanfare concert showcases central bands, orchestras and ensembles, each of which is directed by an IMS instructor. In November 2015, 225 pupils performed in the Central Hall, Tolcross, to an audience of family, friends and invited guests numbering c. 400. The concert featured:
- Edinburgh Secondary Schools Orchestra (ESSO);
 - Edinburgh Schools Wind Ensemble (ESWE);
 - Edinburgh Schools Jazz Orchestra (ESJO);
 - Edinburgh Schools Rock Ensemble (ESRE);
 - Edinburgh Schools Classical Guitar Ensemble (ESCGE);
 - City of Edinburgh Music School (CEMS) based at Broughton High School;
 - Piping Hot! The most recent performance group of pipers and drummers funded by the Youth Music Initiative.
- 3.30 The Childline concert takes place each December raising an average of £2,000 for Childline. In 2015, 228 pupils from, school groups, choirs and central ensembles performed at Central Hall to a large audience of family and friends and raised £3,202 for Childline.
- 3.31 In an ongoing successful partnership with the Queen's Hall, the Resonate Concerts each March feature city and school groups, choirs, ensembles and orchestras. In March 2016, 5 concerts involved 641 children and young people and a total audience of 1,473. School staff and parents continue to feedback on how much these concerts develop self confidence and skills.
- 3.32 Since Resonate began in 2011, pupils attending special schools also perform, showcasing their work with Drake Music and Spotlight: Creating Music (formerly called The Inclusive Classroom) which is funded by YMI. In March 2016, Building on the success of the acclaimed Red Planet Suite in 2015, the concert in 2016 featured Wagner's School of Cool by emerging young composer Lewis Forbes. The performers were pupils from Kaimes, Braidburn and Woodlands Schools and the Edinburgh Schools Jazz Orchestra, made up of pupils from a number of schools. Inspired by BBC's Ten Pieces, this was an exciting new work, fusing themes and melodic ideas from Wagner's Ring Cycle, re-imagined and arranged for an inclusive Jazz Orchestra. The concert brought together a wide variety of traditional jazz instruments with Figurenotes notation and new music technologies.
- 3.33 Benefits for pupils from special schools are in increased confidence and enjoyment, working with others, motor skills, parental engagement and health and wellbeing. This partnership continues develop into an exemplary project with inclusion at the

heart, underpinned by a strong partnership between Drake Music and the Arts and Creative Learning Team.

- 3.34 Every year BA music students at Napier University do a placement with the IMS. Students are paired with instructors, shadowing them in schools. In 2015/16, 16 students had placements. The university reports a continuing positive impact. Instructors act as coaches and mentors to the students and at the same time develop their own learning, particularly around creative music technologies. Pupils benefit from conversations with young people who have chosen to study music at tertiary level. This can be very motivational and help pupils make subject and career choices.
- 3.35 Every year, The Improvement Service carries out a national survey. The most recent survey is not yet published. Previous surveys show that Edinburgh's Instrumental Music Service performs well.

Youth Music Initiative

- 3.36 The Youth Music Initiative is now in its 14th year. Funded by Scottish Government, grants are distributed via Creative Scotland. Local Authorities are required to bid each year for a formula based allocation. Edinburgh receives £403,100 which is used to employ a Co-ordinator and a Projects Assistant who manage the extensive programmes. The bids need to meet the purpose and outcomes of the fund local authorities are required to report to Creative Scotland annually. One of Edinburgh's projects at Panmure St Ann's feature as a case study in an external evaluation report of YMI, commissioned by the Scottish Government.
- 3.37 In 2015/16 Creative Scotland moved to outcome based evaluation of YMI programmes across the country.
- 3.38 In 2015/16, Edinburgh's YMI has continued develop and strengthen. Based on evaluation of previous year's work, Sounds Like Music was introduced in 2014/15. In 2015/16 the numbers of pupils increased significantly and around 13,000 P4, 5 and 6 pupils receive 6 week blocks of whole class music delivered by YMI tutors. Improved access for special schools to similar opportunities has been another key development in 2015/16.
- 3.39 School closures affected YMI after Easter and some projects were delayed. However work is underway to deliver all the planned YMI programmes.
- In 2015/16 the following YMI projects were delivered, many of which are further developing in 2016/17:
- 3.40 **Magic of Music:** The Early Years Resources are now being used effectively in nursery schools, some special schools and partner provider nurseries across Edinburgh. A programme of CLPL has been very well attended and has helped build practitioner confidence leading to increased usage of the resources. Practitioners comment very favourable not only on the quality of the resources and CLPL, but also on the impact on learning and teaching.

Scottish Borders Council has purchased a copy of the Magic of Music resource for all its nursery schools. The programme is being rolled out across the Borders through CLPL delivered by Edinburgh's YMI Coordinator. Using music, rhythm and song to help early years practitioners teach literacy, maths and numeracy, health and wellbeing and creativity. Fully illustrated, each has a CD or DVD to support practitioners. The resources were developed in Edinburgh with a group of Early Years practitioners and young children who worked with a professional music educator.

Work is now underway to develop First Level Resources which will support school teach Global Citizenship, Health and Wellbeing, Digital technologies and Creatiity skills through music, rhythm and song. These new resources are developing in partnership with schools in Edinburgh.

- 3.41 **ABC Creative**, provided a comprehensive programme of CLPL to primary teachers across the city, including nurseries and special schools. This helps practitioners to use ABC Creative online resources, including French, Spanish and Burns Songs, designed to support 1+2 and Scots culture through music.
- 3.42 **NYCoS** (National Youth Choirs of Scotland) are engaged annually via YMI to deliver a programme of Kodaly workshops (pedagogical approach designed to support music learning through song and rhythm) in P3 classes in all primary schools. In 2015/16, NYCoS worked with 4,503 P3 pupils in 87 schools and delivered CLPL to 73 teachers.
- 3.43 **Sounds Like Friday/Sounds Like Saturday** are the key Edinburgh YMI projects that deliver the P6 target. The project is designed recognising that even with a free Instrumental Music Service, there can remain a number of barriers for some pupils. Sounds like Friday (Friday afternoons) takes place in 11 centres across the city. Sounds Like Saturday attracts pupils from across the city and is held in Broughton High School. A I at Broughton run by parents helps create a warm and welcoming atmosphere. In Sounds Like Friday/Saturday pupils learn in groups and choose voice *and* one of the following: guitar, violin, recorder, flute, double bass, percussion, chanter, pipe drum, French horn or trumpet. Attendance in 2015/16 totalled 697 as follows – Friday: Craigroyston (32), Oxfangs (49), Craiglockhart (38), Leith Academy (57), Dalry (29), Wester Hailes (36), Kirkliston (25), Craigmillar Library (30), Forrester (56), Gracemount (43), Merchiston (36) and each Saturday pupils from across the city attend Broughton (266). The emphasis is very much on fun, social skills and engaging music making.
- 581 pupils performed in public at St Paul's and St George's Church York Place and Broughton High School Theatre in June 2016.
- 3.44 **The Inclusive Classroom** is a partnership with Drake Music Scotland. Each year Drake musicians deliver a programme of workshops and staff training in special schools. In 2014/15, a total of 81 pupils from Braidburn (9), Oaklands (6), Kaimes (10), Rowanfield (8), Redhall (15), Pilrig Park (10), Prospect Bank (10), Woodlands (7) and St Crispin's (6) were involved. Drake musicians work with pupils using new

technologies, meeting the learning needs of individual pupils. Each year the Inclusive Classroom culminates with a performance at the Queen's Hall as part of Resonate. In 2016 the collaboration with the Edinburgh Schools Jazz Orchestra was a huge success and the partnership will continue in 2016/17.

- 3.45 **Music Making a Difference** began in 2011 as a song writing and music programme at Panmure St. Ann's. The participants have significant personal and social difficulties which have led to their exclusion from mainstream school. A number are looked after away from home. In 2014/15 the project worked with around 35 mostly female pupils aged between 13 and 16.

Now working with 10 male students, the programme is tailored to engage their interest, and a music video was the outcome of the collaboration between YMI, Screen Education Edinburgh (SEE), freelance music educators and staff from the school. Pupils are taught music production and sound engineering using technology and through time spent in a professional recording studio at North Edinburgh Arts. The technical aspects successfully encourage young men to participate. Along with developing musical skills, the project impacts on personal and social development, life skills, self-esteem and confidence. In some cases, the project has helped to nurture the relationship between the pupils and their families and friends.

- 3.46 In 2015/16 the YMI team supported two JET students, a Career Ready student, 6 work experience students from Edinburgh College, and two volunteers. They employed over 60 tertiary tutors, and generated creative work through CLPL, development of Creativity through Music (Magic of Music), and the development of a guitar teaching book.

- 3.47 **Creative Traditions of Music** is designed to use the common language of music to help integrate pupils in schools with high ethnic diversity and significant numbers of pupils who do not have English as a first language. In 2015/16 a total of 150 pupils from the following schools participated in workshops with ABC Creative Music tutors and the Akrowa Dance and Drum Ensemble from Ghana. Pupils from Oxfangs, Forthview and St. David's RD Primary schools were involved

At the conclusion of the project, pupils performed together at the Ross Bandstand in June to an audience of families, friends and members of the public. This project was affected by PPI school closures as three schools were unable to accommodate workshops. These schools are being prioritised in 2016/17.

- 3.48 **Chanter Piping and Drumming (YMI)** is offered to P5, 6 and 7 pupils in every school in the city and delivered at selected Sounds Like Friday centres. It is also offered at, and funded by Merchiston Castle School. Around 60 pupils began learning chanter/piping and drumming, around half of whom attended at Merchiston. At Craigoyston, YMI resources have supported tuition in the cluster primary schools. There is also a citywide performance pipe band, Piping Hot! Which rehearses each week at St Thomas of Aquin's RC High School and in 2015/16 performed as part of Fanfare and the Resonate concert series.

- 3.49 YMI contributed to the production of the Feis Ros Early Years app, through brokering activity in pilot schools, James Gillespie PS and Moffat Early Years Centre.
- 3.50 **Sounds like Music:** In the academic year 2015/16, it was decided to extend opt-out provision offering ukulele and singing for five weeks in all primary schools for pupils in P4 and 5, 8,212 children in total. This initiative has been so well received, that CLPL was organised with Fife Council's primary ukulele specialist. Instruments have been lent to nine schools and classroom teachers who have used the instruments in class have also gone on to establish extra-curricular uke clubs.

Dance Development

- 3.51 Moray House and the Arts and Creative Learning Team established a partnership during 2014/15 around the development of a new Masters level qualification with a teaching pathway, Graduate will ultimately be GTCS registered as Specialist Teachers of Dance 3-18. The first cohort of students is about to embark on their first six week placement (of three). The 1st placements are in secondary schools, the 2nd in primary schools and the 3rd placement will be in a community, special school of further education setting. Because this is a new qualification, the placements are being co-ordinated by the Arts and Creative Learning team. Interest from secondary schools outnumbered students, reflecting the growing demand for dance specialist teaching up to national exam level.
- 3.52 A dance teacher post is shared between the specialist dance unit at Broughton High School and the Arts and Creative Learning Team. The time with Arts and Creative Learning is devoted to dance development across the city. Over 2015/16 the main projects were:
- 3.52.1 Dance Fest at the Festival Theatre is a progression from the 2014-2015 project and was funded by the Big Lottery. Dance Fest showcased excellence in dance from across Scotland in a diverse programme. Young people from a wide range of backgrounds and organisations performed, including students from the Royal High School, Broughton High School, Dancebase and Edinburgh College.
- 3.52.2 A Cultural Collaboration involving Arts and Creative Learning, the Spanish International Film Festival, The Filmhouse and Dance Base celebrated language, film and dance with a focus on creativity and collaboration. A screening of Five Days to Dance (Spanish film) was attended by 219 pupils. The Introduction to the screening was given by the team's Dance Development Officer who also choreographed and produced the special performance to open the film. This was performed by dancers with Additional Support Needs from the Lighthouse Dance Project. A Creative Dance workshop was attended by 36 pupils.
- 3.52.3 Dance Development organised performances for a variety of events across the city. Highlights were: the Children and Families Achievement Awards

which was and was attended by over 400 people, including children, young people, staff and partners. High school and Primary schools performed, providing high quality entertainment between awards. Pupils also performed at the Long Service Awards, dancing traditional Highland dance with live music.

3.52.4 The Resonate Concert Series traditional Night provided an opportunity to showcase traditional Highland dancers from across the city adding diversity to the night's musical showcase. Career Long Professional Learning (CLPL) was provided for all teachers delivering National 5 and Higher Dance, along with support and guidance throughout the year. The Dance Development Officer assisted school teachers who are delivering National 5 and Higher dance qualifications

3.52.5 The Talented Young Performers Programme continues to offer P6 and P7 pupils from across the city opportunities to participate in weekly technical dance classes in a range of styles. Increasing numbers of pupils are auditioning for the programme and classes are at full capacity.

3.52.6 A unique collaboration with the Learning Disability Awareness Week event in the Meadows, resulted in young adults with additional support needs creating and performing a performance for the event, supported by the Dance Development Officer. Members of Arts and Creative Learning attended and supported the event which celebrated the achievements and contribution that people who have a learning disability make to the wider community.

3.52.7 From Studio to Stage in an annual concert at the Queen's Hall and is part of Resonate. From Studio to Stage showcases the diversity of talent of Edinburgh's pupils. Nine schools and a total of 200 pupils were involved in performances which included dance, music and drama. The event provides an unrivalled opportunity for pupils to perform on a professional stage, the majority for the first time. All young performers also watch the show, enabling appreciation the other performances and inspiration from peers from other schools. The event was fully supported by a backstage staff of high school volunteers giving them a hands on experience of event organisation and management.

3.52.8 Towerbank Primary Pantomime – senior dance students from Broughton High School assisted staff with the pantomime – they choreographed dance routines which they taught to primary students for performing in the Christmas Pantomime. The opportunity provides senior pupils with progression from school dance sessions to hands on experience, and also strengthens links with the primary school.

3.52.9 Rambert Elements enables schools and colleges across the UK to create and perform an original dance piece inspired by a leading choreographer associated with Rambert. Rambert commissioned three world renowned choreographers to create toolkits for schools helping them create

their own piece. The project was UK-wide project with six regional performances and one school from each regional performance was invited to perform at a central London theatre. One high school from Edinburgh was selected. The London special showcase was accompanied by the Rambert Orchestra with a feature performance by dancers from Rambert.

3.52.10 An Edinburgh school was selected as a Hub School by Ballet Boyz to deliver new resources for choreography students from S1 – S6. The resource, Balley Boyz Moov Bank has also produced further resources for primary schools. The Dance Development Officer worked with the schools to deliver workshops and provide critical feedback throughout the process. The resources are now available for all schools and are beneficial for teachers, helping them provide quality dance lessons and giving students the tools to create choreography of a high level.

Screen Education Edinburgh (SEE)

- 3.53 **Cashback for Creativity:** This filmmaking training programme works with young people aged from 10 – 19 who live in areas within the top 15% of the Scottish Index for Multiple Deprivation (SIMD). The programmes provide pathways for further learning and development, with young people progressing from Film Taster (3 hours learning) to Film Intro (24 hours learning) to Next Steps (66 hours learning) and then onto SEE's more advanced programmes. Further progression for participants who are talented, but not ready for work or further education is provided through paid work experience at SEE. Through this they also gain their Certificate of Work Readiness.
- 3.54 Young people develop a range of skills from technical and digital skills as well as literacy and organisational skills. Feedback shows young people have improved levels of confidence and self-esteem and feel more prepared for the next stage in their life (work, further education and citizenship).
- 3.55 Young people are recruited from schools, youth and community centres with the appropriate catchment areas. The programme worked directly with a variety of schools and youth organisations. During the year See worked with a total of 498 young people. Accreditation was also gained through the Arts Awards Explore (57 awards) and Arts Awards Bronze (16 awards).
- 3.56 **Edinburgh Schools Film Competition:** This is a partnership with the Edinburgh International Film Festival (EIFF). It is open to all pupils in nursery, primary and secondary education within Edinburgh and the Lothians, who submit their films to a jury of their peers. The unique aspect of this is the core role of a panel of judges made up of young people studying media studies at Edinburgh schools. The youth panel work with staff from SEE and the EIFF to learn about short film watching, critical analysis, and curation. They select and shortlist the best films and decide on the awards for each category, presenting them in a glitzy awards ceremony that takes place during the EIF. The young jury shares the festival limelight with leading filmmakers from across the world.

- 3.57 **Princes Trust – Get Started in Media:** This is a personal and social development programme funded by the Princes Trust. It is designed to help develop young people who face difficulties in education or (un)employment, giving key workplace skills such as digital skills, teamwork, confidence, self-esteem and motivation, along with career support. It is a 5 day filmmaking programme, delivering 35 hours of learning and introducing participants to all aspects of filmmaking, producing, directing, shooting and editing a film they have written and acted in.
- 3.58 The programme worked with 12 young people (16-30) all of whom obtained an Explore Arts Award. There was a 100% positive outcome on this programme with all participants moving on to positive destinations, including Cashback Next Steps, the BFI Film Academy and SEE Internship programmes.
- 3.59 **Into Film:** During the year SEE delivered three partnership projects with Into Film:
- Two Transitions programme with 13 young people making the transition from primary to secondary school (18 hours of learning)
 - Three Princess Trust Excel programme, developing 20 young people at Woodlands Special School, Balerno HS and Panmure House and providing CPD support (18 hours of learning)
 - Easter Workshop, open to young people throughout the city, developed in conjunction with the Filmhouse and working with 16 young people (35 hours of learning) in two groups of 8.
- 3.60 BFI Film Academy (Network and Residential programmes): This is an excellence programme for 16-19 year-olds, preparing and supporting them for a life in the film industry. The Network programme provides 110 hours of learning with accreditation delivered through the NCFE qualification 'Preparing to work in the film industry', developed jointly by the BFI and Creative Skillset. During the year SEE worked with 20 young people (18 of whom gained the qualification).
- 3.61 Young people on the BFI Film Academies are further supported into the HE/ FE Sector (10 youngsters from the BFI Film Academy Network programme have progressed onto the BA in Film course at Napier University, with the others progressing onto other programmes and FE/ HE opportunities).
- 3.62 The residential programme is a progression from the Network programme, with 24 young people spending 11 days at Fettes college benefitting from 90 hours of learning and gaining the opportunity to participate in masterclasses with top British filmmakers. This provides inspiration and challenge, helping the participants take the next steps in their learning. Young people on the residential programme receive a further 12 months career support, supporting them into the film industry.
- 3.63 The BFI Film Academy programmes are jointly funded by the British Film Institute and Creative Scotland.
- 3.64 **Moving Image Arts (MIA) GCSE & A Level Awards:** SEE was funded by Scottish Film Education to pilot the MIA GCSE and A Level in Scotland. MIA students made

their own film and sat an examination on film theory. Students achieved 8 passes (4 B's and 4 C's) at the GCSE level and a further 5 passes (3A, 1B and 1C) at A Level. There were 100% positive outcomes for youngsters sitting the A Level, with three now enrolled for the Film BA at Napier University, one enrolled at Edinburgh College and the other going on to full-time employment.

- 3.65 The programme delivered 200 hours of learning for each programme. Recruitment for MIA worked across all of Edinburgh's High Schools, with students coming from Firhill, Forrester, Trinity, Drummond, Liberton, Portobello, St Thomas of Aquin's RC', Craigmount and Craigroyston.
- 3.66 **FIND:** This is a national project run jointly between SEE, GMAC Film in Glasgow and SHMU in Aberdeen. It provides young people with their first break into the film industry. 12 young participants from diverse backgrounds took part in a residential 'preparing for work' programme, two weeks of work experience and six-month Internships with film production companies.
- 3.67 **SEE Youth:** this is a creative committee of young people drawn from across all SEE programmes. They advise, support and shape the activities delivered by SEE. They worked on the FANS showcase (a youth driven celebration of the work of film access centres across Scotland) presented during the Edinburgh International Film Festival and are currently working on a presentation during Creative Scotland's Time to Shine October programme. Additional SEE Youth are curating Write Shoot Cut (a quarterly showcase of independent films, presented at the Filmhouse) and creating a film hub at SEE's base in Pilton
- 3.68 **Overview of SEE:** The work seeks to address the attainment gap through film education with young people experiencing challenges and difficulties and who live in areas of multiple deprivations. The work provides pathways to further learning and progression. Programmes provide important digital, technical, teamwork and organisational skills as well as raising levels of aspiration, confidence and self-esteem.
- 3.69 Programmes are structured over four progressive stages, ranging from creative learning and personal development to excellence programmes preparing young people for work in the creative industries. Underpinning all of this is the advisory work of SEE Youth.
- 3.70 The work of SEE is supported by additional funds of £250,000 from Creative Scotland, the British Film Institute, Scottish Film Education and through Screen Productions, its revenue earning arm.
- 3.71 **Feedback from young people:**
- *'Screen Education Edinburgh teaches you everything you need to know about filmmaking. Every course I have been on at SEE I have learned how to use their equipment better as well as developing myself as an all-round filmmaker. I have benefitted so much from being involved with SEE and they always push you to*

go that extra mile. You make friends for life...learning off each other as you go'
– Liam Russell – Broomhouse – now studying BA (Hons) at Napier University.

- *'From the essential skills they teach to the amazing people you'll meet – if you want to be a filmmaker, Screen Education is the place to start'* – Sam Thomson, Oxfangs, now studying BA (Hons) Film at Napier University.
- *'When I was 14 if someone had told me where I would be now with the career path I am following I wouldn't have believed them. I didn't know that film was an option for me. It was just in Hollywood and for certain type of people. Through Screen Ed, I made my own short films and worked my way up to bigger productions and because of Screen Ed I now know that I want to spend my life involved in filmmaking'* – Samantha Cazaly, Granton, now studying BA Digital Film & Television at the Royal Conservatoire of Scotland.

Brief Partnerships and Projects update

3.72 Some of the team's recent partnerships include:

3.72.1 Winder Windows: with Underbelly Edinburgh Christmas; in 2015/16 this project was extended to include secondary schools due to its success in engaging with schools and pupils

3.72.2 Silver of the Stars: the Interdisciplinary Learning (IDL) creative learning resource for teachers (developed in partnership with the Incorporation of Goldsmiths) has increasing numbers of users from Scotland and internationally accessing the online resource. More content continues to be added I feedback from recent CLPL sessions with Edinburgh teachers was very good. www.silverofthestars.org

3.72.3 CLPL: Quarterly Creative Exchange sessions for teachers, delivered in partnership with the National Galleries (early years, primary, secondary and special schools) are regularly oversubscribed. In particular creativity and STEM learning events have been popular. Feedback has been consistently very good.

3.72.4 The John Byrne National Drawing Competition: Out of over 4000 entries nationally, three pupils from Edinburgh schools were in the top 33 selected by John, including the overall winner: a P5 pupils from Hermitage Park, whose prize was an original print by John Byrne. Among the runners up were a P6 pupil at South Morningside Primary and an S3 pupil at Tynecastle High School.

New partnerships in 2015/16 include:

3.72.5 The Arts and Creative Learning Team provided advice and support to a number of organisations, helping them develop teachers' packs, creative learning materials and school engagement activities. All support was designed to help teachers make links between relevant curriculum content

and the venues. New partnerships of this type included: Real Mary King's Close, Holyroodhouse Palace, National Museums of Scotland.

3.72.6 **National Museums of Scotland – Christmas Art Competition:** team member involved on judging panel of this Open competition for all ages from under 5's through to adults. Advised on new approaches to engage more diverse entries for next year.

3.72.7 **CEC 20mph Project: Schools Competition:** Invited to advise, be on judging panel and chair the Award Ceremony in partnership with 20mph Programme, which led this project. The winning design was made into a full size Mascot outfit called 'The Reducer'. 366 Entries were received from 51 Primary Schools. The **Winning Primary Schools were:** Tollcross, Sciennes, Nethercurrie, Flora Stevensons, Stockbridge, Craigentenny, South Morningside, Towerbank.

3.72.8 **Winter Windows** is part of Edinburgh's Christmas. Primary schools were invited to submit their designs for stained glass windows. A selection panel chose 25 designs (9 more than previously) which were made into large windows and displayed along the walkway in Princes Street Gardens during the winter festival. The winning designs were unveiled at a ceremony at the National Gallery of Scotland, attended by pupils, teachers and parents. The windows were returned to the schools in January where many are now proudly displayed.

Feedback: One high school teacher felt that since winning, her student has come out of her shell and the teacher hopes she will go on to even greater things in the future. The winner said: *I was really surprised and amazed that I was one of the winners of the competition! I was so very proud to see my Christmas bird design enlarged and lit up for everyone to see. I felt so important when I went up on stage to receive my certificate. Mum and Dad took loads of photos of me and my design and have been sending them to all our friends. Taking part in the competition has helped me become more confident and has shown me I could go on to specialise in art and design. It's been a great experience and has helped me believe in myself and shown me that, with hard work, anything is possible!*

4. Measures of success

- 4.1 Increasing numbers of young people and staff in all schools benefit from engagement with arts and creative learning
- 4.2 In 2015/16 a total of **5,150** pupils learned through the Instrumental Music Service
- 4.3 The SIMS profile of pupils on IMS timetables broadly matches the SIMD profiles of all pupils in Edinburgh
- 4.4 There were a further c.13,000 pupils engaged in YMI projects.

- 4.5 Participation in artforms other than IMS and YMI in 2015/16, delivered by Arts and Creative Learning totalled around 3,800 pupils and 150 staff. This figure does not count participation in activity that was delivered directly to schools by arts organisations.
- 4.6 Increasing numbers of staff are aware of and promote the value of creativity in learning and teaching
- 4.7 Around **900** staff participated in events, CLPL and Creative Conversations.

5. Financial impact

- 5.1 There are no financial impacts arising from this report.
- 5.2 All the Arts and Creative Learning team's work is delivered within existing funding and/or external funding (Education Scotland, Creative Scotland etc.)
- 5.3 Internal funding: The Instrumental Music Service (IMS) budget is £2,247,833 which includes all staff costs and essential travel between schools.

The Concerts and Events budget is £35,666 with an income target of £8,000 (Fanfare concert tickets) which covers: IMS rehearsal and ensemble coaching and all concerts, events and performances; the Paolozzi Prize for Art; From Studio to Stage concert at Resonate; occasional small contributions to other projects.

Screen Education Edinburgh's core budget is £13,707 which covers essential building and utility costs. SEE raises project and additional staff cost from external sources.

- 5.4 External funding: Total external income in 2015/16 was in the region of **£433,140**

The Youth Music Initiative is fully funded (including staff costs) via Creative Scotland and is **£403,100** per year.

Creative Learning Network (CLN) funding covers activity agreed annually with Education Scotland. In 2015/16, **£29,040** was awarded to the team. (£28,000 has been awarded for 2016/17)

Skills Development Scotland has agreed a grant award of **£4,000** for 2016/17

Although varying from year to year, SEE's income from external sources is usually around **£200,000** (£180,000 - £250,000)

A range of other projects delivered in partnership have varying values. The money does not come directly to the city - the value of activity is typically £50,000 - £100,000 each year.

- 5.5 The team does not charge any pupils for participating in arts and creative learning activity, either in or out of school.
- 5.6 The team develops and maintains effective partnerships which increases the operating capacity.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 The team prioritises resources towards young people living in areas of deprivation and where possible with protected characteristics.

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 All areas of Arts and Creative Learning's work is reliant on effective consultation, engagement and partnership.

10. Background reading/external references

- 10.1 The following links provide background reading/references:

[Creative Learning Plan](#)

[Creative Learning Networks Evaluation Report](#)

[Consilium Report – evaluation of the Creative Learning Plan Strategic Group](#)

[HMIE 3-18 Aspect Review - Creativity across Learning](#)

[Scottish Government Instrumental Music Group Report](#)

[Scottish Government response to Instrumental Music Group recommendations](#)

IMS National Guidelines (not yet available online)

Improvement Service national survey of Instrumental Music Services 2015

[YMI Guidelines](#)

Alistair Gaw

Acting Executive Director, Communities and Families

Contact: Linda Lees, Service Manager, Arts and Creative Learning

E-mail: linda.lees@edinburgh.gov.uk | Tel: 0131 469 3956

11. Links

Coalition Pledges	CP5 Seek to ensure the smooth introduction of the Curriculum for excellence and that management structures within our schools support the new curriculum CP15 Work with public organisations, the private sector and social enterprise to promote Edinburgh to investors CP24 Maintain and embrace support for our world-famous festivals and events CP29 Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work CP30 Continue to maintain a sound financial position including long-term financial planning CP31 Maintain our City's reputation as the cultural capital of the world by continuing to support and invest in our cultural infrastructure
Council Priorities	CP1 Children and young people fulfil their potential CP2 Improved health and wellbeing: reduced inequalities CP3 Right care, right place, right time CP4 Safe and empowered communities CP6 A creative, cultural capital
Single Outcome Agreement	SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	

Education, Children and Families Committee

10.00am, Tuesday, 11 October 2016

Governance Arrangements and Council Support to Community Centre Management Committees - Update

Item number 7.6

Report number

Executive/routine

Wards

Executive Summary

This report provides an update to the previous report to the Education, Children and Families Committee on 6 October 2015. It describes the current situation in relation to planning future governance arrangements for community centres.

Links

Coalition Pledges [P33, P36, P41](#)

Council Priorities [CP4](#)

Single Outcome Agreement [SO2, SO3, SO4](#)

Governance Arrangements and Council Support to Community Centre Management Committees - Update

1. Recommendations

Committee:

- 1.1 Notes that the organisational review for Lifelong Learning which includes Community Learning and Development concludes in Spring 2017;
- 1.2 Agrees that a briefing session is arranged for Elected Members to outline the progress of this review.

2. Background

- 2.1 31 of the 38 Community Centres are leased to Management Committees that are usually made up of user groups and/or local residents. The Management Committees or Trustees are unincorporated associations with charitable status registered with Office of Scottish Charity Regulator (OSCR). This registration saves approximately £1.2m in rates. At least two management committees have recently converted their status to become Scottish Charitable Incorporated Organisations (SCIO).
- 2.2 The Council and Management Committee manage the community centre facilities in partnership. In this way both Council priorities and locally responsive provision takes place. All income generated from centre use, in the form of lets to local groups or agencies are held by the Management Committee.
- 2.3 CLD clerical staff currently provide operational support to the Management Committee to ensure it meets OSCR requirements.
- 2.4 The current model has been in place for approximately 40 years without a full review of the principle structures. A Partnership Portfolio was developed as a result of the Review of CLD and consultation with stakeholders.

3. Main Report

- 3.1 There is a variety of factors that make further changes to community centre governance arrangements premature. These factors are set out below.
- 3.2 The community centre estate is part of the Council's ongoing property review due to report in 2017. This review will involve proposals to consider libraries, community

centres and other properties as alternative locations for service delivery in local areas. This may result in changes to the management arrangements of shared spaces and spaces used differently.

- 3.3 As part of an engagement process with community centre management committees twenty centres were visited by CLD management to discuss options for future management of the centres. Discussion covered options such as asset transfer, managing reductions in staffing, new ways of working required through a reduced staffing complement, and the role of management committees to ensure centres are fit for the future. These were exploratory discussions only at that stage.
- 3.4 The review of FM arrangements which directly affects the support for centres' opening hours has not yet been concluded so leading to uncertainties around sustaining the opening hours for centres in the future.
- 3.5 The changing environment and the adoption of the Community Empowerment Act may lead to changes within governance arrangements for a range of local facilities including community centres.
- 3.6 The organisational review for Lifelong Learning which includes Community Learning and Development will begin in Autumn 2016 to be concluded in Spring 2017. This will result in the implementation of a new locality-based service of Lifelong Learning with new governance arrangements. The involvement of community centres in this service provision including the partnership with local people will be critical to the success of the new service area. The review will result in a reduced staffing complement for CLD which will have implications for the staffing of community centres.
- 3.7 The final factor which has impacted on progress with community centre governance arrangements concerns the existing clerical support to management committees. As part of the Business Support Services organisational review clerical staff will no longer have these support tasks within their job description.
- 3.8 In conclusion CLD's intention was to refresh and update the Community Centre Partnership Portfolio however due to the uncertainties identified above, around the future support and management for community centres CLD has postponed this work until there is more clarity on the way forward.

4. Measures of success

- 4.1 There is an understanding of the need for some certainty on the future governance and support for community centres before governance arrangements can be explored.

5. Financial impact

- 5.1 There is no financial impact.

6. Risk, policy, compliance and governance impact

6.1 There are no adverse impacts arising from this report.

7. Equalities impact

7.1 There is no adverse impact.

8. Sustainability impact

8.1 Establishing good partnership arrangements with local people in the support and management of community centres ensures centre programmes are relevant to local communities.

9. Consultation and engagement

9.1 There will be a consultation process with management committees to shape the future governance arrangements to ensure community centres are fit for the future as effective locations for delivery of leisure and learning opportunities. The Council will also engage local stakeholders in discussion around future governance arrangements.

10. Background reading/external references

[Governance Arrangements and Council support to Community Centre Management Committees – Education, Children and Families Report - 6 October 2015](#)

Alistair Gaw

Acting Executive Director, Communities and Families

Contact: Dinah Pountain, CLD Manager (Acting)

E-mail: Dinah.pountain@edinburgh.gov.uk | Tel: 0131 469 3361

11. Links

Coalition Pledges	P33 Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used P36 Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model P41 Take firm action to resolve issues surrounding the Council’s property services
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Council Priorities	CP4 Safe and empowered communities
Single Outcome Agreement	SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 Edinburgh's communities are safer and have improved physical and social fabric

Education, Children and Families Committee

10.00, Tuesday, 11 October 2016

Prince's Trust – Potential Accommodation Options

Item number 7.7
Report number
Executive/routine
Wards

Executive Summary

Prince's Trust is looking for suitable premises to establish an employment and enterprise hub for young people in the east of Scotland. This report is to seek approval, working with Property and Facilities Management officers, to investigate these options.

Links

Coalition Pledges

Council Priorities

[CP1 and CP7](#)

Single Outcome Agreement

[SO1 and SO3](#)

Prince's Trust – Potential Accommodation Options

1. Recommendations

- 1.1 Request that Property and Facilities Management evaluate estate-wide options for Prince's Trust.

2. Background

- 2.1 In 2015, the Prince's Trust Wolfson Centre opened in Glasgow, creating a one-stop-shop where those young people furthest from the job market can find a fresh start. So far, over 5,000 young people from across the west of Scotland have attended the centre to enquire about support, participate in a programme or meet with a partner organisation. The size of the venue allows Prince's Trust to provide all its services in one place. In addition, the hub is multi-agency, so other organisations working with similar client groups are able to offer their services from the same venue. Given the success of this work, Prince's Trust is looking to create a similar centre in Edinburgh.

3. Main report

- 3.1 Prince's Trust's ambition is to open a 10,000 – 15,000 square foot Centre within a 15-20 minute walk from Waverley Station and the bus station. Ideally, it would like to be able to access new premises by the end of 2017.
- 3.2 In 2015/16, the Prince's Trust supported 1,617 young people across the east of Scotland. This support included: personal development programmes; financial and practical support to find a job; support in school; and access to knowledge, funding and mentoring to start their own business. 80% of the young people who take part in Prince's Trust programmes go on to a positive destination.
- 3.3 Their vision is to create the largest employment and enterprise hub for young people in the east of Scotland, consolidating activity across the public, private and third sectors. The multi-agency dimension is central to the vision because of the potential benefits to young people of offering different services from one venue.
- 3.4 Prince's Trust estimates that the project will cost in the region of £2.5m to which the Scottish Government may provide a contribution. A dedicated committee will be appointed to raise the further funding required.
- 3.5 Communities and Families Service is keen to support this proposal. Such a facility will make a major contribution to supporting young people to find employment and move into positive destinations, a main priority for the Council. It will also allow the

co-location of important services working, or seeking to work, with a similar client group, thus potentially maximising their accessibility for, and impact on, young people.

- 3.6 Additionally, this would potentially involve the sale of a Council property. Appropriate properties would be assessed against Council and partner agency priorities.
- 3.7 This project would be undertaken jointly by officers from Communities and Families and Property and Facilities Management, and the Prince's Trust.

4. Measures of success

- 4.1 Positive destinations, particularly into employment, continue to improve and increase for young people in Edinburgh.

5. Financial impact

- 5.1 Any property sale would generate a capital receipt.

6. Risk, policy, compliance and governance impact

- 6.1 Risks will be assessed and managed appropriately through a risk register.

7. Equalities impact

- 7.1 Improved positive destinations for young people.

8. Sustainability impact

- 8.1 The establishment of this hub would contribute to social justice and economic wellbeing.

9. Consultation and engagement

- 9.1 Consultation and engagement will be undertaken with all identified affected parties.

10. Background reading/external references

- 10.1 [The Prince's Trust](#)

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: David Bruce, Senior Education Manager

E-mail: david.bruce2@edinburgh.gov.uk | Tel: 0131 469 3795

11. Links

Coalition Pledges

Council Priorities

CP1 Children and young people fulfil their potential

CP7 Access to work and learning

Single Outcome Agreement

SO1 Edinburgh's economy delivers increased investment, jobs and opportunities for all

SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential

Appendices

Education, Children and Families Committee

10.00am, Tuesday, 11 October 2016

Duncan Place/Leith Primary School

Item number	7.8
Report number	
Executive/routine	Executive
Wards	Leith

Executive summary

On 6 October 2015, Committee approved the establishment of a working group to consider the possible transfer of the remaining Duncan Place building to the local community as a Community Asset Transfer.

This report provides an update on progress to date.

Links

Coalition pledges	P3 and P4
Council outcomes	CO1 , CO2 , CO19 and CO25
Single Outcome Agreement	SO3 and SO4

Duncan Place/Leith Primary School

Recommendations

- 1.1 That Committee:-
 - 1.1.1 Notes the work completed to date by the working group; and
 - 1.1.2 Notes that the working group will continue to operate and a further progress report will be submitted to Committee in the new year.

Background

- 2.1 On 6 October 2015, the Education, Children and Families Committee considered a report on the options for the replacement of Leith Primary School nursery and gym hall. A new building option was approved that involved the demolition of a significant part of the existing building. With regard to the remaining existing building, Committee:-
 - 2.1.1 Requested that a further report was provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain; and
 - 2.1.2 Agreed that a working group be established involving locally elected members, relevant officers and the Duncan Place Management Committee to take forward the discussion on the principles outlined in the October 2015 report.
- 2.2 This report provides Committee with an update on progress.

Main report

Leith Primary School Nursery and Gymnasium

- 3.1 Demolition consent was granted on 10 March 2016 and the demolition is now currently in progress on site. Planning consent for the new facility was approved, on 14 April 2016, and the main construction contract is currently out to tender. Visuals of the new facility are attached as Appendix 1.

Duncan Place Working Group

- 3.2 The working group was established, following the Committee decision, and comprises Councillors McVey (Chair), Booth and Munro; Duncan Place Management Committee, Leith Primary School Parent Council; and Council

officers from Property, Economic Development, CLD and Committee Services. The Group has met several times in the past 12 months.

3.3 Following the first meeting of the group, a Mission Statement was agreed as follows:-

“The City of Edinburgh Council and Duncan Place Management Committee (DPMC) commit to work in partnership to achieve the joint goal of transfer of Duncan Place to DPMC, in a wind and watertight condition, for the purpose of ongoing use by the local community.”

Effectively, the members of the group are working in partnership to deliver a sustainable future use for the building as a community asset that would ultimately be transferred to the local community under the auspices of Community Asset Transfer.

3.4 In addition, a Memorandum of Understanding was agreed to ensure clarity of purpose moving forward:-

- The Council would provide expertise and reasonable guidance through the Community Asset Transfer process;
- The Council to provide expertise and reasonable guidance on any joint funding streams;
- The Council to share relevant skills as needed;
- Both parties to have clear, effective communication and to share information that will allow DPMC to develop and test the business case for assumption of liability of the building;
- The Council to appoint a project manager as appropriate point of contact;
- Two week response rate for all information;
- A process of data sharing to be established for all previous, current and future work and documents to be shared including survey work and drawings;
- Draft reports to Committee to be shared as far in advance as possible and DPMC comments to be accurately included;
- Remit of any sub groups to be clear: what is the purpose of the group, who is on the group and why, how and when will the sub group feedback to the steering group; and
- Dates, times and location of meetings to be agreed in as far as advance as possible to allow equality of participation.

3.5 To date, progress can be broadly characterised into three main headings; feasibility study and business plan; funding; and legal matters.

Feasibility Study and Business Plan

3.6 The contract for the construction of the new nursery and gymnasium, will also address making the remaining building wind and water tight, and install a lift at the location shown in the plans at Appendix 1.

- 3.7 Before the end of the calendar year, Property and Facilities Management will be running a number of workshops for the working group. The intention is to conclude on the final design for the building including all technical due diligence. This work will form the detail of the feasibility study and inform the business plan moving forward. Of particular relevance is the need for this work to be carried out prior to submitting an application for the main funding element of the project.

Funding

- 3.8 DPMC are progressing funding with Big Lottery. The initial application to the Big Lottery Community Assets Fund has been submitted and the fund managers are meeting with DPMC on 18 November to continue this work.

In stage one the fund can provide support to develop a strategic plan (including high level financial costs and projections) and a capital checklist providing information on the design and costs of the capital work. In stage two it can provide funds to engage a design team to take forward technical aspects and a capital mentor to provide support and advice for the duration of the capital phase. This includes appointing and managing the design team, carrying out the tender process and completing the construction phase. The fund can provide up to £1m per application. DPMC have also begun research and discussions on further funding such as The Architectural Heritage Fund, Historic Environment Scotland Grants and The Regeneration Capital Grant Fund.

- 3.9 In support of the above, the Council applied for funding to the Scottish Government's Scottish Energy Efficiency Programme (SEEP). This specifically relates to the installation of heat pumps, LED lighting and a centralised building management system control. Funding amounting to £435k has now been awarded, which is a combination of grant and loan.

Legal Matters

- 3.10 The working group are fully aware of the need for DPMC to incorporate themselves into a legal body in order to receive funding and ultimately take possession of the property. Advice has been sought via the Community Ownership Support Scheme and Edinburgh Voluntary Organisations Council (EVOC). Whilst the final structure is to be agreed, and will largely depend on the type of grant aid applied for, it is likely to be a two tier Scottish Charitable Incorporated Organisation (SCIO), which permits both a management board and membership. Work is continuing with EVOC to complete all documentation, which will be submitted once the route to funding is finally secured.

Summary

- 3.11 Notwithstanding the challenges, the project to date has proved excellent example of how the public and voluntary sector can work in partnership to empower local communities to take control of buildings and services in their locality. In the next period, work will continue in finalising the detail of the feasibility study and business plan in preparation for submitting the main grant funding applications early next year.

Measures of success

- 4.1 A long term accommodation solution to deliver local services provided in Duncan Place which is appropriate for the services the Council delivers in this area.

Financial impact

- 5.1 There are no additional 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.

Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

Sustainability impact

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

Consultation and engagement

- 9.1 A web site and data room have been established by DPMC. This will be updated on a regular basis and will include a questionnaire that will be sent to local groups. DPMC also attended Leith Gala Day to solicit views and opinions.
- 9.2 In addition, as part of the feasibility study and business case preparation, further consultation will be completed including working with the three local school communities to ensure the children and families have a say in what the building will provide.

Background reading/external references

Report to the Education, Children and Families Committee on [6 October 2015](#).

Hugh Dunn

Acting Executive Director of Resources

Links

Coalition pledges	<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>
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>C019 - Attractive Places and Well Maintained – Edinburgh remains an attractive city through the development of high quality buildings and places and the delivery of high standards and maintenance infrastructure and public realm.</p> <p>CO25 - The Council has efficient and effective services that deliver on objectives.</p>
Single Outcome Agreement	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p> <p>SO4 - Edinburgh's communities are safer and have improved physical and social fabric.</p>
Appendices	<p>1 Demolition and New-Build Update</p>



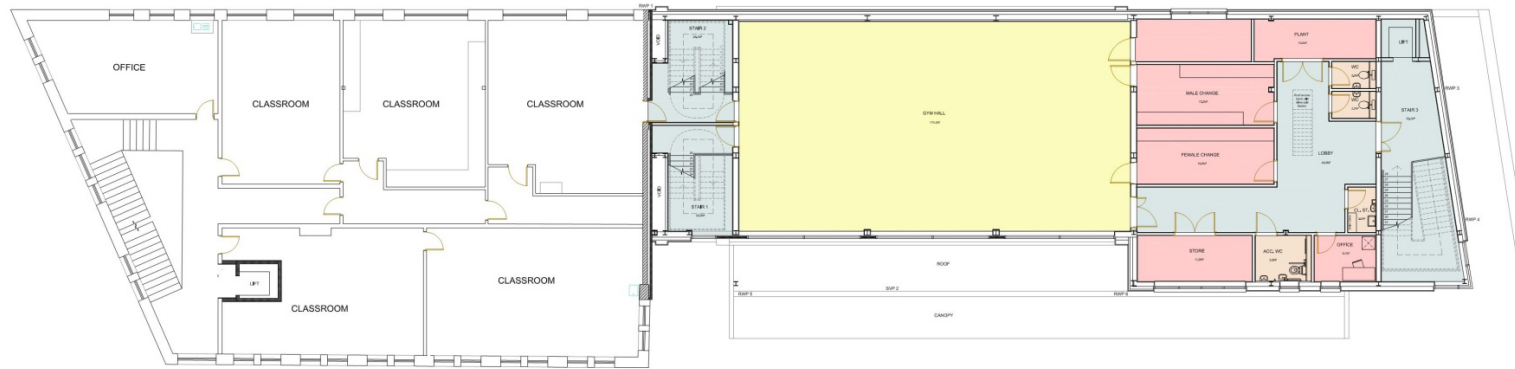
Duncan Place Resource Centre – Feasibility Study

The City of Edinburgh Council

Option 7



July 2015 Rev C



FIRST FLOOR

ROOM SCHEDULE

FIRST FLOOR ACCOMMODATION

SPORTS HALL	180m ²
GYM STORE	10.7m ²
MALE CHANGE	17.1m ²
FEMALE CHANGE	17.1m ²
CHAIR STORE	11.0m ²
DIS WC	5.8m ²
OFFICE	6.1m ²
CLEANERS STORE	2.5m ²
WC	2.5m ²
WC	2.5m ²
PLANT	14.1m ²
LOBBY	39.5m ²
STAIR 1	26.1m ²
STAIR 2	26.1m ²
STAIR 3	32.1m ²
FIRST FLOOR GIFA	403m²



GROUND FLOOR

ROOM SCHEDULE

GROUND FLOOR ACCOMMODATION

2-3 PLAYSPACE	52.6m ²
2-3 WCS	11.7m ²
2-3 STORE	9.7m ²
2-3 KITCHEN	6.1m ²
MULTI-PURPOSE	24.1m ²
MULTI-PURPOSE STORE	2.9m ²
ACCESSIBLE WC	5.9m ²
WC	2.0m ²
WC	2.0m ²
3-5 WCS	21.1m ²
3-5 KITCHEN	9.3m ²
3-5 PLAYSPACE	97.1m ²
3-5 STORE	14.7m ²
CLOAKS	48.3m ²
ENTRANCE LOBBY	7.8m ²
RECEPTION	14.0m ²
CLEANERS STORE	3.0m ²
STAIR 1	26.1m ²
STAIR 2	26.1m ²
STAIR 3	32.1m ²
GROUND FLOOR GIFA	445m²

EXTERNAL SPACE

CIRCULATION/ENTRANCE	38m ²
3-5 EXTERNAL PLAY	158m ²
2-3 EXTERNAL PLAY	154m ²



Education, Children and Families Committee

10am, Tuesday, 11 October 2016

Communities and Families Revenue Monitoring 2016/17 – month three position

Item number	8.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The report sets out the projected month three revenue budget monitoring position for Communities and Families. Significant service pressures continue to be managed. The total unfunded budget pressure is currently £4.9m. Mitigating management action totalling £4.0m has already been taken, resulting in a net residual unfunded budget pressure of £0.9m for which further mitigating action still requires to be developed.

Communities and Families remains fully committed to addressing the remaining budget pressure, in order to deliver a balanced budget position for 2016/17.

Links

Coalition Pledges	P01 , P02 , P03 , P04 , P05 , P06 and P30
Council Priorities	CP1
Single Outcome Agreement	SO3

Communities and Families Revenue Monitoring 2016/17 – month three position

Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee notes :
 - 1.1.1 the net residual budget pressure of £0.9m which remains at month three;
 - 1.1.2 that approved savings in 2016/17 total £12.9m; the savings programme is being closely monitored with action taken to address any highlighted risks of non delivery.

Background

- 2.1 The total 2016/17 revised net budget for Communities and Families is £337.4m.
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2016/17 at month three of the financial year.

Main report

- 3.1 Communities 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.

Unfunded Budget Pressures - £4.9m

- 3.2 To date projected unfunded budget pressures of £4.9m have been assessed. The main service areas affected are out of Council residential placements and secure units. Further pressures have emerged from unachieved savings relating to the Schools and Lifelong Learning review and fostering services. Management action of £4.0m has been identified, inclusive of the use of reserves, staff vacancies, temporary use of Early Years funding, and anticipated Scottish Government residual funding relating to the teachers' induction scheme. This leaves a net unfunded budget pressure of £0.9m. Appendix 1 provides further details of the most significant areas of pressure and mitigating action.

Approved Budget Savings 2016/17 - £12.9m

- 3.3 The approved savings for Children and Families in 2016/17 total £12.9m. Progress in the delivery of the savings programme is reviewed regularly, with

replacement savings identified where difficulties in delivery have been recognised.

- 3.4 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. At month three this indicated that £10.5m (81%) of savings were assessed as green. A further £2.4m of savings(19%) were assessed as red and unachievable in 2016/17. Unachieved savings are included in the forecast budget pressure for month three and substitute arrangements, detailed in Appendix 2, have been identified.

Further Management Action

- 3.5 The total projected budget pressure, including undelivered savings, is currently £4.9m. To date mitigating management action to deliver further savings of £4.0m is in place leaving a residual £0.9m of further savings to be found in order to deliver a balanced budget. This also assumes full delivery of all green approved savings of £10.5m.
- 3.6 Many of the management actions which have already been identified are one-off in nature, meaning that, although they assist in addressing the immediate challenge in 2016/17, a permanent sustainable solution still needs to be identified. Work is ongoing to identify options to achieve a permanent solution.
- 3.7 Communities and Families remains committed to identifying further mitigating management action to address the residual pressure, and enable a balanced budget position to be achieved in 2016/17.

Measures of success

- 4.1 The measure of success will be the achievement of a balanced revenue budget position for Communities and Families for 2016/17.

Financial impact

- 5.1 The report's contents project a balanced budget for the year. This position is subject to active monitoring and management of risks.

Risk, policy, compliance and governance impact

- 6.1 The delivery of a balance budget outturn for the year is the key target. 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 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

Contact: Jane Brown, Principal Accountant

E-mail: jane.brown@edinburgh.gov.uk Tel: 0131 469 3196

Contact: Billy MacIntyre, Head of Communities and Families Operations

E-mail: billy.macintyre@edinburgh.gov.uk | Tel: 0131 469 3366

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>
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Council priorities	CP1 – Children and young people fulfil their potential
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 Forecast areas of budget pressures and management action2 Approved savings delivered through alternative measures

Forecast Areas of Budget Pressure and Management Action

Area of pressure/(action)	£m	Notes
Out of Council Residential Care	1.2	Projection based on average use from April – August continuing
Secure Care	1.1	Budgeted level of secure beds is 8. The service has been operating at an average of 12 since the beginning of April. The forecast assumes this level will continue to the end of the year
Schools and Lifelong Learning Review	1.1	The saving required is £2.8m in 16/17. £1.7m is deliverable this year but a pressure remains for 16/17. This is expected to be fully deliverable in 17/18.
Fostering	0.6	Overall numbers are 40 below target which is delivering £800K in annual savings. However, a pressure remains due to the number of placements being purchased from independent agencies which is higher than the target set. This is being caused by the high number of permanent foster placements resulting in reduced levels of turnover. The saving requires turnover of independent places and new placements being made with Council carers.
Other forecast pressures across a range of service areas	0.9	Reflects projected pressures of £0.5m or less, across a range of service areas
Total Gross Pressure	4.9	
Scottish Government Funding – teacher's induction scheme	(0.5)	Estimated residual Scottish Government funding allocation
Early Years	(0.7)	Staff vacancies/ estimated temporary unused funding for implementation of flexible hours.
Application of Reserves	(0.8)	Application of departmental reserves
Other forecast savings/ management action	(2.0)	Reflects forecast savings across a range of service areas, including Special Schools (£0.5m) and Disabilities (£0.5m)
Net Residual Pressure	0.9	

Approved savings delivered through alternative measures

Service Area	Description	Saving £m	Alternative Measure	Alternative Saving £m
Schools and Lifelong Learning	Integrate Sports Services	0.5	Partially offset through underspend in Early Years flexibility funding (£0.2m), with balance (£0.3m) anticipated to be achieved from staffing savings	0.5
Schools and Lifelong Learning	Organisational Review	2.8	£1.7m assessed as deliverable in 2016/17. Balance (£1.1m) being addressed largely through additional funding from Scottish Government from probationary teachers and underspend in Early Years flexibility funding	1.1
Children's Services	Change the mix of fostering placements	0.7	Acceleration of 2017/18 approved savings for Panmure school, Hillview and management costs	0.6
Children's Services	Independent education placements	0.1	Application of funding for on-going costs new North West Edinburgh office not required until 2017/18	0.1
Children's Services	Adoption Allowances	0.1	Application of funding for on-going costs new North West Edinburgh office not required until 2017/18	0.1
	Total Original Savings	4.2	Total Alternative Savings	2.4

Education, Children and Families Committee

10:00 am, Tuesday, 11 October 2016

Systemic Support Services: Extension of Additional Support for Learning Contracts

Item number 8.2

Report number

Executive/routine

Wards

Executive Summary

The Finance and Resources Committee on 18 August 2016 agreed that detailed contract planning reports are first sent to the relevant Executive Committee before referral to the Finance and Resources Committee seeking approval.

The purpose of this report is to outline progress in the strategic priorities for Additional Support for Learning (ASL) and to update Committee on the actions necessary to progress the ASL procurement plan.

This report includes proposals for a waiver of Contract Standing Orders (CSO) to align a number of smaller existing contracts to enable a single strategic procurement framework to be put into operation. Specifically, it is recommended that extensions be approved by the Finance and Resources Committee, up to 31 March 2018, for the Additional Support for Learning contracts that are currently in place with Children 1st, My Adventure and the Canongate Youth Project.

Links

Coalition Pledges [P1](#)

Council Priorities [CP1, CP2, CP3](#)

Single Outcome Agreement [SO3](#)

Systemic Support Services: Extension of Additional Support for Learning Contracts

1. Recommendations

It is recommended that the Education, Children and Families Committee:

- 1.1 Notes the contents of the report;
- 1.2 Refers this report to the Finance and Resources Committee for:
 - 1.2.1 Approval of the extension of both Children 1st contracts to the value of £67,866 for continuing services to children, families and schools for a six month period from 1 October 2017 to 31 March 2018;
 - 1.2.2 Approval of the extension of Canongate Youth Project Contract to the value of £40,000 per annum for continuing services to children, families and schools for a 12 month period from 1 April 2017 to 31 March 2018;
 - 1.2.3 Approval of the extension of the My Adventure Contract to the value of £128,089 for the period 1 January 2017 to 31 March 2018. To support the delivery of curricular activities to vulnerable learners at secondary schools in East Edinburgh.

2. Background

- 2.1 The Council's Vision for Schools was approved by the Education, Children and Families Committee on 8 October 2013 and updated in March 2015.
- 2.2 The vision for schools reflects a commitment to schools that are effective in meeting the diverse needs of their communities. The vision recognises that where additional support is required it is most effective when it is built on a strong foundation of universal provision. The report set out a three phase process.
- 2.3 Phase 1 commenced in 2010/11 with a focus upon strengthening universal provision in our schools, which remains a key element of our improvement strategy as we move forward.
- 2.4 Phase 2 was directed to integrating our approach to Additional Support Needs within a wider approach to supporting children in need, as part of our approach to Getting It Right for Every Child. This included the introduction of a single child's plan. In parallel with this, we are streamlining access to services to enable timely and progressive support, high quality and equitable approaches and best use of resources. Very good progress has been achieved and as reported to Education, Children and Families Committee in December 2015.

- 2.5 In Phase 3, this is continuing with the strengthening of collaborative networks of support within and around schools and school clusters. From August 2015, ASL cluster teams have been established. These changes will enable a new collaborative approach to respond to need in a local context closely linked to school improvement processes.
- 2.6 As previously reported to the Education, Children and Families Committee in 2013 and 2015, the redesign of support for social, emotional and behaviour support has been a key focus in each phase of the strategy.
- 2.7 As reported to the Finance and Resources Committee on 17 March 2016 partnership working with Barnardo's and Children 1st has been instrumental in the successful redesign of provision which has greatly strengthened support for learners in early years and primary schools. More recently the focus has progressed to secondary schools and the support services provided by the Canongate Youth Project and My Adventure.
- 2.8 Approval has already been granted for a waiver to extend the contract with Barnardo's which was approved on 17 March 2016 by Finance and Resources Committee and will cease 31 March 2018. This brought the review of the Barnardo's contract into line with the timescale for the redesign of provision for social, emotional and behaviour support needs and to enable a co-production process to be completed.
- 2.9 Commercial and Procurement Services (CPS) have advised that since the introduction of the Public Contracts (Scotland) Regulations 2015, procurement of health and social care contracts require to be openly and transparently advertised when the current contracts expire. In order to allow the various contract end dates to align, contract extensions are required. At the Finance and Resources Committee on 18 August 2016, a report was presented by CPS on the Contract and Waiver Management. CPS confirmed that the use of the waiver process should be only used where absolutely necessary to ensure continued service delivery until the new services can be procured.
- 2.10 Accordingly, we propose as we conclude the redesign process to establish a single strategic procurement framework to incorporate all of the support provision required for children and young people with additional support needs aged 0-18 years. This requires all of the relevant contracts to be aligned with the timetable for co-production and procurement to be completed by March 2018, as approved by the Finance and Resources Committee.
- 2.11 Bringing all the contracts in line will enable the Council to move to the next stage of its strategy to complete the final phase in the redesign of additional support needs services for social, emotional and behavioural difficulties. This will inform the design of a best value service specification for additional support for learning services in the medium term to address the Council's key priorities for children and families.

3. Main report

Children 1st Contracts

- 3.1 The current total value for these contracts is £135,733 per annum for ongoing services to families of vulnerable children with additional support needs. The contract consists of 2 elements which have been revised to ensure the Council meets the key priorities for children and families.
- 3.2 The original befriending element of the contract was revised to provide systemic support to families with pre-school children in need.
- 3.3 The other element of the contract originally provided support to vulnerable children in the South of the City has been revised to provide this support Citywide.
- 3.4 Both these services will be realigned and will be delivered via the future Additional Support for Learning Framework.
- 3.5 This contract requires an extension of £67,866 to cover the period 1 October 2017 to 31 March 2018 if waiver approved.

Canongate Youth Project Contract

- 3.6 Canongate Youth Project provides in-school and community based support and learning opportunities for young people at risk of school exclusion and poor attendance in South Edinburgh. This contract is due to end on 31 March 2017 and would require an extension of £40,000 until 31 March 2018.

My Adventure

- 3.7 My Adventure provides a range of educational programmes and qualifications for young people at risk of school exclusion and poor attendance. My Adventure is the trading subsidiary of the Muirhouse Youth Development Group which provides a range of educational programmes and qualifications for young people at risk of school exclusion and poor attendance. It provides a locality based service in collaboration with Leith Academy, Drummond Community High School, Holyrood High School, Portobello High School and Castlebrae Community High School.

The current value of this contract is £82,959 per annum. The current contract is approved to 31 December 2016 for £37,859 in this financial year. To extend the contract to 31 March 2018 requires approval of a further £45,100 in 2016/17 and £82,959 in 2017/18, a total of £128,059.

4.

Redesign of Provision

- 4.1 Through collaborative working with a range of providers we have established a more effective approach to supporting learners in mainstream schools. This has led to a sustainable reduction in the demand for special school placements for learners with social, emotional and behavioural support needs in both primary and secondary schools.

- 4.2 It is proposed that collaborative working to support inclusion, improved attainment and better outcomes for vulnerable young people will be a key element of our strategy. Currently all the contracts have different finishing dates. In order to enable the best value outcome, it is proposed to include all of the above within a single programme, allowing a comprehensive review, consultation with all stakeholders and service specification development to be undertaken.
- 4.3 Bringing all the contracts in line will enable the Council to move to the next stage of its strategy to complete the final phase in the redesign of additional support needs services for social, emotional and behavioural difficulties. This will inform the design of a best value service specification for additional support for learning services in the medium term to address the Council's key priorities for children and families.
- 4.4 The planning process will consider all relevant statutory requirements including recent changes in procurement legislation. The services provided by the four individual contracts will be monitored over the period of contract extension to determine the terms which will inform the new contract requirements within the Additional Support for Learning Framework.

5. Measures of success

- 5.1 Continuity of services to support vulnerable children and their families until the Council has undertaken a review of services and a co-production process to ensure that the service design is fit for purpose within the overall service provision and priorities for vulnerable children and families.
- 5.2 A new service specification is agreed and new contracted arrangements are in place by 1 April 2018.

6. Financial impact

- 6.1 The costs for the extension of these 3 contracts are set out in the table below:

	2016/17	2017/18	Total
Children 1st		£67,866	£67,866
Canongate Youth Project		£40,000	£40,000
My Adventure	£45,100	£82,959	£128,059
	£45,100	£190,825	£235,925

7. Risk, policy, compliance and governance impact

- 7.1 The services provided under these contracts are responding to the needs to particularly vulnerable children in need and their families. The loss of these services

will impact on vulnerable children and young people and would lead to further demand on other services.

- 7.2 Council Standing Orders require competition for values; however, best value would be obtained by providing time for a complete redesign and the coproduction process to be established. Extension of these contracts will allow adequate time for the tender process of the new Additional Support for Learning Framework to be concluded.

8. Equalities impact

- 8.1 The procurement of these services will have a positive impact on Equalities and Human Rights and will support the Council to meet its duty of care and advance equality of opportunity. The final procurement of the Additional Support for Learning Framework will be subject to an ongoing and full equality impact assessment

9. Sustainability impact

- 9.1 There are no adverse environmental outcomes arising from this report.

10. Consultation and engagement

- 10.1 Consultation and engagement with stakeholders as part of the coproduction process commenced in July 2016 and will continue up to the end of this year.
- 10.2 Surveys will be issued to key stakeholders and engagement will take place with existing service providers to inform future service provision.

11. Background reading/external references

- 11.1 [Additional Support Needs Planning and Performance Update 2015, report to Education, Children and Families Committee, 8 December 2016](#)
- 11.2 [Edinburgh Young Carers Contract, report to Finance and Resources Committee, 17 March 2016](#)
- 11.3 [Extension of Children's 1st Contract, report to Finance and Resources Committee, 17 March 2016](#)
- 11.4 [Contract and Waiver Management: Update, report to Finance and Resources Committee, 18 August 2016](#)

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Andrew Jeffries, Acting Head of Children's Services

E-mail: andrew.jeffries@edinburgh.gov.uk | Tel: 0131 469 3388

12. Links

Coalition Pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care
Council Priorities	CP1 Children and young people fulfil their potential CP2 Improved health and wellbeing: reduced inequalities CP3 Right care, right place, right time
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	None

Education, Children and Families Committee

10:00 Tuesday, 11 October 2016

Renaming Fox Covert RC Primary School

Item number	8.3
Report number	
Executive/routine	Executive
Wards	Almond; Drumbrae/Gyle; Inverleith; Corstorphine/Murrayfield

Executive Summary

Following consultation within the community of Fox Covert RC Primary School, a majority of those consulted voted in favour of re-naming the school to more clearly reflect its unique identity. A second round of consultation identified the name *St Andrew's Fox Covert RC Primary School* as the preferred name.

Links

Coalition Pledges	Not applicable
Council Priorities	C01 and C02
Single Outcome Agreement	S03

Renaming Fox Covert RC Primary School

1. Recommendations

- 1.1 That Fox Covert RC Primary School be renamed as Saint Andrew's Fox Covert RC Primary School.

2. Background

- 2.1 Fox Covert RC Primary School is part of a shared campus with Fox Covert Primary School. Both schools with very similar names creates a number of ongoing challenges around maintaining and promoting clear and distinct identities. These are due to the following issues:
- 2.2 *Visibility:* there is often a lack of awareness of two schools on the campus and of the existence of a Catholic school in the area. Many visitors to the campus are unaware that there are two schools on site. This includes new families, partner agencies and external links with businesses. Families new to the associated parishes are often unaware that there is a local Catholic School.
- 2.3 *Pupils' and school's achievements unrecognised, wrongly attributed:* Staff work hard to promote the achievements of pupils, and reinforce the school name and identity. Despite this there are regular and frequent occasions where pupil and school achievements are wrongly attributed. Recent examples include the opening of the school Credit Union bank, children's stories published in an anthology, a visit to the local MPs surgery as part of school work on the Global Campaign for Education – each time despite the school name being emphasised, it was wrongly recorded or reported. Children are frequently disappointed by their achievements being attributed to Fox Covert Primary School.
- 2.4 *Language and terminology:* Good relationships exist between both campus schools. However, despite continued attempts to address the issue of appropriate language, pupils and parents, refer to their neighbours as the 'RCs' and the 'NDs'. Such language is unhelpful in fostering good relationships and causes confusion.
- 2.5 *Administration:* Difficulties regularly arise regarding school administration. Confidential reports from Health, Social Work and Police Scotland are regularly sent to the wrong school.

- 2.6 Should Fox Covert RC Primary have a more individual name it would become easier to build and sustain the unique identity of the school. Children, staff and the school community would receive full recognition for their achievements and be more readily identifiable within their own community.

3. Main report

- 3.1 Fox Covert RC Primary School is the only denominational school in the city without a Saint's name or a name which reflects its Catholic ethos. The Catholic Education Commission: Scotland states that in Catholic Education, 'the idea of community is central, not merely as a concept to be taught, but as a reality to be lived and experienced. Formed by this experience we are better able to build community in the differing areas of our lives, in our families, our places of work, our neighbourhoods, our schools and our parishes.'
- 3.2 Renaming Fox Covert RC Primary School with a Saint's name would assist the school to promote its Catholic ethos and assist families within the parish communities to recognise the existence of their local Catholic Primary School.
- 3.3 It is therefore recommended that the Committee approve that Fox Covert RC Primary School be renamed as Saint Andrew's Fox Covert RC Primary School. Following Committee approval the necessary steps will be taken to officially change the name including submission of the appropriate documentation to the Scottish Government.

4. Measures of success

- 4.1 Renaming of Fox Covert RC Primary to reflect the ethos and values of its nature as a Catholic School will enhance and promote that sense of community, enabling that community to create a clear and strong identity.
- 4.2 There will be a heightened awareness of the existence of a Catholic school in the locality.
- 4.3 Pupils, staff and school community will be recognised for their achievements.
- 4.4 Appropriate language will be used across the campus community.
- 4.5 Partner agencies will correctly identify children with appropriate school and confidential information will not be shared inappropriately.

5. Financial impact

- 5.1 There is a potential financial impact to parents in association with any uniform changes. Following parental consultation, gradual phasing in of any agreed uniform changes would take place to mitigate any financial burden.
- 5.2 Any further rebranding costs will be contained within the school's budget.

6. Risk, policy, compliance and governance impact

- 6.1 There is no perceived risk to the Council arising from this proposal. While a minority of those consulted were not in favour of the name change there is a substantial overall level of support for the proposal. The necessary compliance and governance for the name change to proceed are approved by Committee and submission of the details for the name change to the Scottish Government to ensure a proper record of the process is retained.

7. Equalities impact

- 7.1 There are no negative equality or human rights impacts arising from this report.

8. Sustainability impact

- 8.1 The proposal has no significant financial implications and will not have any negative environmental implications. The name change will improve the identity of the school and enhance the social cohesion within the local community.

9. Consultation and engagement

- 9.1 In May 2016 consultation took place with parents, pupils, staff, associated parishes and the wider community, including Fox Covert Primary staff, breakfast and after school clubs and associated agencies, to determine whether or not support existed for a change of name.
- 9.2 A 66% - 34% majority voted in favour of a name change.
- 9.3 In June 2016 parents were invited to submit their suggestions for a new school name. The two most popular names were then put to a vote by parents, pupils and staff. St Andrew's Fox Covert RC was voted as the most popular name. A majority of those consulted preferred to retain the name Fox Covert in recognition of the school's history and campus links.
- 9.4 This proposal has the support of the Bishop's conference, the Diocese of St Andrew's and Edinburgh and the school's linked parishes of St Kentigern's and St John's.

10. Background reading/external references

None.

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Stephen Gilhooley, Quality Improvement Officer

E-mail: stephen.gilhooley@edinburgh.gov.uk | Tel: 0131 529 2420

11. Links

Coalition Pledges	Not applicable
Council Priorities	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	

Education, Children and Families Committee

10am, Tuesday, 11 October 2016

Appointments to Sub-Committees and Working Groups – 2016-17

Item number	8.4
Report number	
Executive/routine	Executive
Wards	

Executive summary

The Education, Children and Families Committee is required to annually re-appoint the membership of its Sub-Committees and Working Groups. The current membership is detailed in the appendix to this report.

Links

[Coalition pledges](#)
[Council Priorities](#)
[Single Outcome Agreement](#)

Appointments to Sub-Committees and Working Groups – 2016-17

Recommendations

- 1.1 To appoint the membership of the Sub-Committees and Working Groups for 2016/17 as detailed in the appendix to this report.
- 1.2. To note that the Committee, at its meeting on 11 February 2016, had agreed to reconvene the Third Party Grants Short-Life Working Group to consider lessons learned from the revised grants procedures.
- 1.3 To note that the Edinburgh Youth Issues Forum had been replaced by Young Edinburgh Action and no longer required to be appointed.
- 1.4 To note that the Short-Life Working Group on School Admissions and Appeals was no longer required to be appointed as the work of this group had come to an end.
- 1.5 To note that the Committee on 24 May 2016 had agreed that the Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School was no longer required to be appointed as the work of the group had come to an end.
- 1.6 To note that the Improving Community Access to Schools Working Group was no longer required to be appointed as the work of this group had come to an end.

Main report

Appointments to Sub-Committees and Working Groups, etc

- 2.1 The Education, Children and Families Committee on 6 October 2015 appointed the membership of its Sub-Committees and Working Groups for 2015/16 as detailed in the appendix to this report.

Third Party Grants Short-Life Working Group

- 2.2 The Committee on 11 February 2016, following consideration of a report on the Children and Families Revenue Grants to Third Parties 2016/19, agreed to

reconvene the Short-Life Working Group to consider lessons learned from the revised grants process.

- 2.3 Elsewhere on the agenda is a report on lessons learned from the revised grants process. Following this the work of the group will have concluded and the group no longer requires to be appointed.

Edinburgh Youth Issues Forum

- 2.4 The Committee on 8 December 2015 noted that the Edinburgh Youth Issues Forum had been replaced by Young Edinburgh Action as part of a new approach to the development and engagement of services for young people in Edinburgh. The new approach was designed to be less formal and bureaucratic than the Edinburgh Youth Issues Forum. Accordingly, the Edinburgh Youth Issues Forum no longer requires to be appointed.

Short-Life Working Group – School Admissions and Appeals

- 2.5 The Committee on 6 October 2015 agreed to establish a Short-Life Working Group to review the school admissions and appeals process for 2015/16.
- 2.6 The Working Group reported to the Committee on 8 December 2015 and 1 March 2016 and the work of the group has now come to an end. An update on the delivery of the action plan produced by the Working Group will be included in the annual report on school admissions and appeals scheduled to be considered by the Education, Children and Families Committee in December 2016. Accordingly, the Working Group no longer requires to be appointed.

Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School

- 2.7 The Committee on 24 May 2016 noted the action taken by the Acting Director of Communities and Families, under urgency provisions and in consultation with the Convener of the Education, Children and Families Committee, to set up a Short Term Working Group on Gaelic Medium Education and Capacity at James Gillespie's High School to engage with key stakeholders in advance of a formal statutory consultation process which would be required on arrangements for secondary Gaelic Medium Education.
- 2.8 The Working Group met on four occasions between 31 March and 17 May 2016 and a report was submitted to the Committee on 24 May 2016. The Committee agreed that the work of the group had now come to an end and, accordingly, no longer required to be appointed.

Measures of success

3.1 Not applicable

Financial impact

4.1 Not applicable

Risk, policy, compliance and governance impact

5.1 The Sub-Committee will be unable to take decisions unless a membership is appointed by the Committee in line with the Committee Terms of Reference and Delegated Functions.

Equalities impact

6.1 Not applicable

Sustainability impact

7.1 Not applicable

Consultation and engagement

8.1 Not applicable

Background reading / external references

[Committee Terms of Reference and Delegated Functions](#)

[Minute of the Education Children and Families Committee – 6 October 2015](#)

[Minute of the Education, Children and Families Committee – 8 December 2015](#)

[Minute of the Education, Children and Families Committee – 11 February 2016](#)

[Minute of the Education, Children and Families Committee – 1 March 2016](#)

[Minute of the Education, Children and Families Committee – 24 May 2016](#)

Andrew Kerr

Chief Executive

Contact: Ross Murray, Acting Committee Officer

E-mail: ross.murray@edinburgh.gov.uk | Tel: 0131469 3870

Education, Children and Families Committee – 11 October 2016

Links

Coalition pledges

Council Priorities

**Single Outcome
Agreement**

Appendices

Current Membership of the Education, Children and Families
Committee's Sub-Committees and Working Groups etc

Appointments to Sub-Committees and Working Groups (current membership)

Sub-Committee on Standards for Children and Families - 9 Members – 3 Labour, 2 SNP, 2 Conservative, 1 Green and 1 Religious Representative	
Councillor Godzik (Convener) Councillor Aitken Councillor Child Councillor Fullerton Councillor Lunn	Councillor Main Councillor Paterson Councillor Redpath Craig Duncan (Religious Rep)

Consultative Committee with Parents – 8 members - Convener and Vice-Convener of Education, Children and Families Committee and one member from each political group and 1 Teacher Representative	
Councillor Godzik (Convener) Councillor Aldridge Councillor Corbett Councillor Fullerton	Councillor Lunn Councillor Redpath Councillor Rust John Swinburne (Teacher Rep)

Duncan Place Working Group – 3 members – locally elected members (Leith Ward) and	
Councillor McVey (Convener) Councillor Munro	Councillor Booth

Joint Officer/Member Group on Corporate Parenting of Looked After Children – 14 members - Convener and Vice-Convener of Education, Children and Families Committee and two members from each political group, 1 Religious Representative and 1 Teacher Representative.

Councillor Fullerton (Convener) Councillor Aldridge Councillor Child Councillor Nick Cook Councillor Corbett Councillor Day Councillor Godzik	Councillor Key Councillor Main Councillor Rust Councillor Shields Councillor Tymkewycz Marie Allan (Religious Rep) Allan Crosbie (Teacher Rep)
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Education, Children and Families Committee

10am, Tuesday, 11 October 2016

Committee Decisions – July 2015 - July 2016

Item number	8.5
Report number	
Executive/routine	
Wards	All

Executive summary

Following the decision of the Governance, Risk and Best Value Committee on 19 June 2014, to strengthen existing arrangements and provide greater assurance with regard to the dissemination of committee decisions, a review of actions has been undertaken by directorates to ensure that all decisions taken by the Corporate Policy and Strategy Committee, the executive committees and the Governance, Risk and Best Value Committee are progressing as expected and to highlight any exceptions. This report outlines the assurance work undertaken and details the implementation of Education, Children and Families Committee decisions covering the period from July 2015 to July 2016.

Committee Decisions – July 2015 – July 2016

Recommendations

- 1.1 To note the position on the implementation of Education, Children and Families Committee decisions as detailed in the appendix to this report.
- 1.2 To note that the next summary report would be presented to Committee in March 2017.

Background

- 2.1 The Governance, Risk and Best Value Committee on 19 June 2014 agreed increased monitoring for the dissemination and implementation of committee decisions by directorates.
- 2.2 It was agreed that an annual report outlining all decisions taken in the previous year and an update on the implementation of decisions and recommendations to discharge actions be presented to the Corporate Policy and Strategy Committee, executive committees and the Governance, Risk and Best Value Committee.
- 2.3 A report to this effect was submitted to the Education, Children and Families on 6 October 2015 outlining the status of actions for the initial November 2014 to June 2015 period. At this period there were no concerns reported to Committee and all recorded actions have since been completed.

Main report

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

- 3.3 However, a gap existed for committee decisions that did not request a further report to Committee. The implementation of these decisions was left with individual service areas and any monitoring was not publicly available.
- 3.4 The approach agreed by the Governance, Risk and Best Value Committee on 19 June 2014 aimed to address this gap. Following the meeting a committee decisions spreadsheet was introduced to track decisions that did not require further reporting and thus would not be covered by the Rolling Actions Log. This new process aimed to ensure that the implementation of relevant actions would be recorded effectively, monitored and considered annually at each committee.
- 3.5 This spreadsheet is completed by Committee Services and directorate staff who are responsible for updating the status of actions attributed to each service area.
- 3.6 A similar report on all decisions taken in the previous year and an update on the implementation of decisions and recommendations to discharge actions will be presented to the Corporate Policy and Strategy Committee and to each executive committee annually.
- 3.7 The consideration of these reports will augment committee oversight of the implementation of decisions, resulting in an increase in accountable and transparent decision making.

Education, Children and Families Committee Decisions

- 3.8 A review of actions has been undertaken by directorates to ensure that all decisions not required to be reported back to committee are progressing as expected and to highlight any exceptions. A summary of decisions for the period July 2015 to July 2016, including status, is detailed in the appendix to this report.
- 3.9 At the Education, Children and Families Committee there have been 46 decisions made which were recorded through the committee decisions spreadsheet.
- 3.10 All 15 actions that remain open are being progressed and there are no concerns to highlight to Committee.

Measures of success

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

Financial impact

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

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

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

Background reading/external references

[Minute of the Governance, Risk and Best Value Committee – 19 June 2014](#)

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

Andrew Kerr

Chief Executive

Ross Murray, Acting Committee Clerk

E-mail: Ross.Murray@edinburgh.gov.uk | Tel: 0131 469 3870

Links

Coalition pledges

Council outcomes CO25 - The Council has efficient and effective services that deliver on objectives.

Single Outcome Agreement

Appendices 1 – Education, Children and Families - Committee Decisions

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

Education, Children and Families Committee Decisions Overview			
Date	Number of Decisions	Open	Closed
06/10/15	15	3	12
08/12/15	9	2	7
01/03/16	8	1	7
24/05/16	14	9	5
Total	46	15	31

Breakdown of tasks by directorate			
Directorate	Number of Decisions	Open	Closed
Chief Executive's Office	0	-	-
City Strategy and Economy	0	-	-
Communities and Families	46	15	31
Health & Social Care	0	-	-
Resources	0	-	-
Place	0	-	-

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

Outstanding Tasks in full

Item no.	Date	Directorate	Item	Decision	Status	Comments
1	06.10.15	Communities and Families	Partnership Work Between the City of Edinburgh Council and Edinburgh College	That future Service level Agreements between the City of Edinburgh Council and Edinburgh College and the South East Scotland Academies Partnership programme continue to ensure that they broaden and enrich the senior phase of education for pupils in Edinburgh schools	Ongoing	
2	06.10.15	Communities and Families	Duncan Place/ Leith Primary School	To approve the recommended way forward to provide replacement accommodation as set out in paragraph 3.17 of the report by the Executive Director of Communities and Families	Ongoing	See further update report on agenda
3	06.10.15	Children and Families/Services for Communities	Duncan Place/ Leith Primary School	To agree that a working group be established involving locally elected members, relevant officers and the Duncan Place Management Committee to take forward the discussion outlined in paragraph 3.17 (ii) of the report by the Executive Director.	Ongoing	See further update report on agenda

Item no.	Date	Directorate	Item	Decision	Status	Comments
4	06.10.15	Communities and Families	Physical Contact and Physical Intervention	That the physical contact and physical intervention procedure be implemented within special schools, special classes and the ASL Service.	Closed	Closed
5	06.10.15	Communities and Families	Physical Contact and Physical Intervention	To note that revised guidance and information would be disseminated to the wider school community at an appropriate time.	Closed	Available on the Orb for all staff to access.
6	06.10.15	Communities and Families	Playgroups and Nurseries in the Voluntary Sector	To approve an increase from £50 per head per capita to £65 per head per capita for partner provider voluntary groups.	Closed	Closed
7	06.10.15	Communities and Families	Food for Life Accreditation in Edinburgh's Schools - Update	To confirm the commitment proposed in the "Trust in the Food We Eat" report to Council on 30 May 2013, to roll-out the Soil Association Scotland's Food for Life, to attain the Bronze Catering Mark accreditation across all the other production kitchen operations, by summer 2016.	Closed	Closed
8	06.10.15	Communities	Short-Life Member Officer	To establish a short-life Member Officer	Closed	Closed - Working

Item no.	Date	Directorate	Item	Decision	Status	Comments
		and Families	Group: School Admissions/Appeals	Working Group to review the school admissions and appeals process for session 2015/16		Group established
9	06.10.15	Communities and Families	Review of Positive Action Funding in Primary Schools	That a briefing session be arranged for elected members in advance of the further consideration by the Committee in December 2015.	Closed	Closed
10	06.10.15	Communities and Families	Youth Work Services - Proposed New Contract Arrangements	To note that work was underway to consult with young people and other stakeholders to design a new set of open access youth work services across the city that Children and Families directorate would support through contractual arrangements	Closed	Closed
11	06.10.15	Communities and Families	Youth Work Services - Proposed New Contract Arrangements	To note that a report would be submitted to the Finance and Resources Committee on 29 October 2015 requesting a waiver from Contract Standing orders to enable the award of extensions of contracts to up to ten providers based on the negotiated specifications that reflect a renewed	Closed	Closed

Item no.	Date	Directorate	Item	Decision	Status	Comments
				focus on open youth work provision.		
12	06.10.15	Communities and Families	Youth Work Services - Proposed New Contract Arrangements	That a briefing session be arranged for committee members following the conclusion of the information gathering process outlined in paragraph 3.8 of the report by the Executive Director of Communities and Families	Closed	Closed
13	06.10.15	Communities and Families	Review and Redesign of Affordable Childcare Support to Children and Young people with Disabilities in Mainstream Childcare Settings	To note that a consultation/commissioning process would be carried out with stakeholders to design a new specification for the delivery of this service.	Closed	Closed
14	06.10.15	Communities and Families	Review and Redesign of Affordable Childcare Support to Children and Young people with Disabilities in Mainstream Childcare Settings	To note that a report would be submitted to the Finance and Resources Committee requesting a waiver from Contract Standing Orders to maintain current funding arrangements until 31 March 2017. This would ensure continuity of service and give sufficient time to complete the commissioning process.	Closed	Closed - report submitted to November 2015 F&R Committee

Item no.	Date	Directorate	Item	Decision	Status	Comments
15	06.10.15	Communities and Families	Appointments to Sub-Committees and Working Groups 2015/16	To re-appoint the existing Conveners of the Sub-Committees and Working Groups and the request the head of legal, risk and compliance to seek nominations from the political groups and religious teacher and parent representatives.	Closed	Closed - Nominations sought and appended to the minute.
16	08/12/2015	Communities and Families	Short Life working group : School admissions/appeals	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.	Closed	Closed
17	08/12/2015	Communities and Families	Short Life working group : School admissions/appeals	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.	Closed	Closed

Item no.	Date	Directorate	Item	Decision	Status	Comments
18	08/12/2015	Communities and Families	Short Life working group : School admissions/appeals	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.	Closed	Closed
19	08/12/2015	Communities and Families	Short Life working group : School admissions/appeals	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.	Closed	Closed
20	08/12/2015	Communities and Families	Short Life working group : School admissions/appeals	To recommend that the Independent Appeals Panel consider: a) 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	Closed	Closed

Item no.	Date	Directorate	Item	Decision	Status	Comments
				parent/carer and Committee. b) Developing a formal and enhanced feedback and evaluation process to ensure that Independent Appeal Panel members receive feedback from all stakeholders.		
21	08/12/2015	Communities and Families	Short Life working group : School admissions/appeals	To continue with the short-life Working Group to oversee the delivery of the action plan.	Closed	Closed
22	08/12/2015	Communities and Families	Admissions to Mainstream Schools	To refer the policy to the short-life Working Group for consideration of how to make it more accessible to users	Closed	Closed – This was reported back to Committee on 01/03/16
23	08/12/2015	Communities and Families	Governance Arrangements and Council Support to Community Centre Management Committees	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	Open	Ongoing

Item no.	Date	Directorate	Item	Decision	Status	Comments
				responsible for the different supports required.		
24	08/12/2015	Communities and Families	Governance Arrangements and Council Support to Community Centre Management Committees	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.	Open	Ongoing
25	01/03/2016	Communities and Families	C&F Small Grants to third parties 2016/17 - proposals for expenditure	To approve the awards to the organisations outlined in appendix one of the report by the Acting Executive Director of Communities and Families.	Closed	Closed
26	01/03/2016	Communities and Families	C&F Small Grants to third parties 2016/17 - proposals for expenditure	To note that support would be offered to unsuccessful applicants to discuss what additional internal and external assistance could be provided.	Closed	Closed
27	01/03/2016	Communities and Families	C&F Small Grants to third parties 2016/17 - proposals for expenditure	That the short-life working group on third party grants which Committee agreed to reconvene at their meeting in 11 February 2016 should also look at lessons learned from the small grants	Closed	The working group has met on 5 occasions and a report outlining lessons learnt

Item no.	Date	Directorate	Item	Decision	Status	Comments
				<p>process, including:</p> <ul style="list-style-type: none"> • The form and level of support provided to unsuccessful organisations. • The ability to provide part-awards. • Consideration of the ability of national organisations to bid for awards and the criteria used. • The role “localities” may play in future decision-making. • The quality assurance processes. 		from both grant processes will be presented to E,C& F Committee on 11 October 2016.
28	01/03/2016	Communities and Families	Review of positive action funding in primary schools	To approve that positive action funding in the primary sector was 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.	Closed	Closed
29	01/03/2016	Communities	Castlebrae Community High	To agree to receive a further follow	Ongoing	Scheduled for 06

Item no.	Date	Directorate	Item	Decision	Status	Comments
		and Families	School - Progress Report	through report at the Sub-Committee on Standards for Children and Families after November 2016.		March 2017
30	01/03/2016	Communities and Families	Castlebrae Community High School - Progress Report	That a briefing note be prepared for Committee members on the delivery of a new high school for Craigmillar.	Closed	Closed on 24/05/2016
31	01/03/2016	Communities and Families	Short-life working group - school admissions/appeals	To note the development of a comprehensive communications strategy which would be implemented over the course of 2016, as outlined in appendix 2 to the report by the Acting Executive Director of Communities and Families.	Closed	Closed
32	01/03/2016	Communities and Families	Short-life working group - school admissions/appeals	To note the ongoing development of an annual mandatory training programme for panel chairs/members and all officers, including head teachers, who were involved in the Appeals process was well underway.	Closed	Closed
33	24/05/2016	Communities and Families	Tynecastle Nursery	To refer the joint report to the Finance and Resources Committee for final approval of the terms and conditions, as	Closed	Closed

Item no.	Date	Directorate	Item	Decision	Status	Comments
				detailed in paragraph 3.5 of the joint report by the Acting Executive Director of Resources and the Acting Executive Director of Communities and Families.		
34	24/05/2016	Communities and Families	Tynecastle Nursery	To agree that a Working Group be established, including staff, parents and the project architect to bring forward these plans and to specifically look at concerns over the outdoor play/garden area.	Closed	Working Group established, issues with garden space resolved.
35	24/05/2016	Communities and Families	Local Development Plan Education Infrastructure Update	To approve that informal consultation be undertaken regarding those actions which required to be progressed imminently to ensure that any required infrastructure and/or catchment reviews could be delivered on a timely basis.	Ongoing	Informal consultations progressing and draft statutory consultations papers to be submitted to future Committees for consideration.
36	24/05/2016	Communities and Families	Local Development Plan Education Infrastructure	That East Craigs Primary School be included in the informal consultation for	Closed	East Craigs Primary School representatives

Item no.	Date	Directorate	Item	Decision	Status	Comments
			Update	the West Edinburgh Contribution Zone.		have been involved in the informal consultation.
37	24/05/2016	Communities and Families	Primary School Estate Rising Rolls	Based on the assessment of options set out in appendix one to the report by the Acting Director of Communities and Families, to approve the delivery of four new classrooms at Liberton Primary School for August 2017, subject to the final decision regarding the necessity for such provision being delegated to the Executive Director of Communities and Families to be taken in January 2017 (or earlier if appropriate) upon assessment of pupil registration figures.	Ongoing	Additional classes at Liberton are currently being designed and a decision on delivery will be made in January 2017 in line with the recommendation.
38	24/05/2016	Communities and Families	Primary School Estate Rising Rolls	To approve that internal reconfiguration works be undertaken at Bruntsfield and St Margaret's Roman Catholic Primary Schools to provide increased classroom provision for August 2017.	Ongoing	Plans for the provision of additional accommodation at these schools are being progressed.

Item no.	Date	Directorate	Item	Decision	Status	Comments
39	24/05/2016	Communities and Families	Primary School Estate Rising Rolls	To approve the detailed development of new accommodation at Trinity Primary School, subject to the final decision regarding the necessity for such provision being delegated to the Executive Director of Communities and Families to be taken in January 2018 (or earlier if necessary) upon assessment of pupil registration figures and the long-term accommodation solutions identified through any formal or informal consultation processes.	Ongoing	Additional classes at Trinity are currently being designed and a decision on delivery will be made in Jan 2017 in line with the recommendation.
40	24/05/2016	Communities and Families	Primary School Estate Rising Rolls	To approve that feasibility studies be commissioned regarding Victoria Primary School and the former Fort Primary School building to identify potential additional capacity which may be achieved in the Trinity/Victoria area.	Ongoing	Feasibility studies are in progress.
41	24/05/2016	Communities and Families	Primary School Estate Rising Rolls	To approve that a feasibility study be commissioned regarding Corstorphine Primary School to assess the viability of sub-dividing the existing dining hall.	Ongoing	Feasibility study complete and project is viable. Detailed design is being progressed.

Item no.	Date	Directorate	Item	Decision	Status	Comments
						Update will be provided to Education, Children and Families Committee in December.
42	24/05/2016	Communities and Families	Gaelic Medium Education and Capacity at James Gillespie's and Boroughmuir High Schools	To note that the cluster primaries for both James Gillespie's and Boroughmuir High Schools would be included in the education review outlined at paragraph 3.53 (i) of the Acting Executive Director's report at an appropriate stage.	Ongoing	Cluster primary schools will be engaged during informal consultation phase.
43	24/05/2016	Communities and Families	Recent Developments in Gaelic Education Provision in Edinburgh	To note the lessons which had been learned as set out in the joint report by the Acting Executive Directors of Communities and Families and Resources, and the possible actions identified which would be subject to consultation with the Head Teachers Executive and the Consultative Committee with Parents prior to decisions being taken regarding the	Ongoing	No changes are proposed for the 2016/17 placement process and the necessary consultation will take place for any changes to be progressed for

Item no.	Date	Directorate	Item	Decision	Status	Comments
				implementation, or otherwise, of any changes for the 2016/17 School Placements process.		future years.
44	24/05/2016	Communities and Families	Recent Developments in Gaelic Education Provision in Edinburgh	To refer the joint report the Acting Executive Directors of Communities and Families and Resources to the Governance, Risk and Best Value Committee.	Closed	Closed
45	24/05/2016	Communities and Families	1 in 5: Raising Awareness of Child Poverty in Edinburgh	To approve the wider 'roll out' of the 1 in 5: Raising Awareness of Child Poverty in Edinburgh project.	Ongoing	Ongoing - Update to Committee October 2016
46	24/05/2016	Communities and Families	Social Work Complaints Review Committee - 11 March 2016	To note that recommendations two and three of the SWCRC related to the Council's Housing and Regeneration Team, located within the 'Place' directorate and as such were outwith the scope of the Education, Children and Families Committee, and had therefore been passed to the Housing and Regeneration Team for consideration and action as appropriate.	Closed	Closed

Education, Children and Families Committee

10am, Tuesday 11 October 2016

Recommendations of the Social Work Complaints Review Committee – 11 August 2016

Item number	8.6
Report number	
Wards	All

Links

Coalition pledges
Council outcomes
Single Outcome Agreement SO2

Sandra Mair

Chair, Social Work Complaints Review Committee

Contact: Louise Williamson, Committee Services

E-mail: louise.p.williamson@edinburgh.gov.uk | Tel: 0131 529 4264

Recommendations of the Social Work Complaints Review Committee – 11 August 2016

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 Communities 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 Communities and Families 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 11 August 2016 to consider a complaint against the social work service within Communities and Families. The complainant and the service representatives attended throughout.
- 3 The complaint related to the complainant's dissatisfaction with the Council's response to a complaint which comprised the following main points:
 - i) The arrangements for the complainant's daughter following the complainant's surgery.
 - ii) That the Council did not agree to pay a family member to care for the complainant's daughter for the period that the complainant was recovering from surgery as the criteria was not met.
 - iii) That the Council did not use discretionary powers to provide this payment. The complainant stated that the Council had set a precedent using discretionary powers to provide other families for caring for their disabled family members.
 - iv) The complainant disputed the Council's position that another provider would be able to support her child and stated that the Council failed to provide an alternative carer for her child while she was recovering from surgery.
 - v) The complainant was dissatisfied with the level of funding currently provided by the Council for her child's general care.

- 4 The complainant indicated that her daughter had severe learning difficulties, had splints on her legs and was being considered for a full body brace due to her suffering with Congenital Myotonic Dystrophy. She felt that the Section 23 Assessment of need carried out did not reflect her daughter's needs and that those carrying out the assessment did not understand her child's requirements.
- 5 The complainant felt that the account presented by the Social Worker of her daughter's abilities was fantasy as her daughter did not dance as she had no control of her body and that the horse riding consisted of her being supported and led round to try and strengthen her trunk.
- 6 The complainant indicated that she had advised the Department on 11 January 2016 that she was due to have surgery on 27 January 2016 and would require support post surgery. She indicated that she had been advised that there may be funds available to provide for additional support but that this had not been forthcoming. She stressed that her parents were elderly and that her daughter's father did not live within the Edinburgh area, would have to have been put up in a hotel and paid loss of earnings to care for his daughter at this time.
- 7 The complainant's mother was however able to assist with the care of her grand-daughter and the complainant believed that there were other cases where the Council had funded a Direct Payment to pay a relative to care for a child with a disability. She felt that her mother should be paid for fulfilling a caring/respite role.
- 8 She further indicated that although her daughter was eligible to have a taxi take her to school, she chose to take her there herself but was unable to get assistance for her daughter returning from school as she attended an after school club.
- 9 The complainant had also expressed concern that the level of funding currently provided by the Council for her daughter's general care was less than her daughter's needs required.
- 10 The members of the Committee were given the opportunity to ask questions of the complainant.
- 11 The Investigating Officer advised that short notice had been given to the Council regarding the need for additional support following the complainant's surgery and felt that they could have provided appropriate advice had they been advised as soon as details of the surgery were known. They indicated that the complainant had stated that she had no family support otherwise they would have requested the child's father's details.
- 12 She stressed that payment of a family member to provide care was only considered in exceptional circumstances and that this had not been considered appropriate in this particular situation.
- 13 The Investigating Officer indicated that the complainant's child's funding had been reviewed and was considered to be accurate but that the complainant had been paying the personal assistant a higher rate than that recommended by the Council

which had resulted in less hours being received and no contingency being available. She indicated that a worker would meet with the complainant to ensure that the direct payment was being used correctly.

- 14 The members of the Committee were then given the opportunity to ask questions of the Investigating Officer.
- 15 Following this, the complainant, and the Investigating Officer withdrew from the meeting to allow the Committee to deliberate in private.

Recommendations

After full consideration of the complaints the Committee reached the following decisions/recommendations:

- 1) That the complaint not be upheld for the following reasons:
 - a) The Council had provided a full response which addressed all the issues raised by the complainant.
 - b) Payment to a family member was only permitted under exceptional circumstances which the Committee accepted were not met in this case.
 - c) The Council followed the guidelines when making the decision not to support payment to a family member.
 - d) The Council were informed of the need for an alternative carer very late in the process. It would have been helpful if the complainant had informed the Council of the need for an operation as soon as possible. The Committee accepted that the notice given by NHS Lothian for the operation was very short, however, the Council may have been able to provide a contingency plan had it known about the likelihood of a hospital stay when it was first intimated in September 2015.
 - e) The Council had followed its guidelines and it noted the funding had been reviewed and increased slightly.
- 2) The Committee made the following recommendations:
 - a) That an OT assessment be carried out with a view to providing assistance with lifting and handling and any other current needs.
 - b) That the Family Group Decision Making Service be approached to assist in setting up plans for any future requirements for alternative care arrangements.
 - c) That the complainant meet with a representative from the Council to allow her to review the Direct Payment Regulations and the decision by the Council that they were not met in this case.

Background reading/external references

Agenda, confidential papers and minutes for the Complaints Review Committee of 11 August 2016.

Links

Coalition pledges

Council outcomes

Single Outcome Agreement

SO2 Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

Appendices

None.