

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Council Chamber, City Chambers, High Street, Edinburgh

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

Contact

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any.

4. Minutes

- 4.1 Education, Children and Families Committee 11 October 2016 (circulated)
Submitted for approval as a correct record

5. Forward planning

- 5.1 Education, Children and Families Committee Key Decisions Forward Plan – March 2017 to June 2017 (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 Developing a Vision for the Schools and Lifelong Learning Estate - Report by the Acting Executive Director of Communities and Families (circulated)
- 7.2 Local Development Plan Education Infrastructure Update - Report by the Acting Executive Director of Communities and Families (circulated)
- 7.3 Rising School Rolls - Report by the Acting Executive Director of Communities and Families (circulated)
- 7.4 Cessation of placements in the Guthrie Unit - St Katharine's – Report by the Acting Executive Director of Communities and Families (circulated)
- 7.5 Youth Work Funding 2017 - 2019 - Report by the Acting Executive Director of Communities and Families (circulated)

- 7.6 Breakfast Club Development Fund – Report by the Acting Executive Director of Communities and Families (circulated)
- 7.7 Early Years Disability Services Grant Programme 2017-19 – Report by the Acting Executive Director of Communities and Families (circulated)

8. Routine decisions

- 8.1 Implementation of the Children and Young People (Scotland) Act 2014 update – Report by the Acting Director of Communities and Families (circulated)
- 8.2 Looked After Children: Transformation Programme Progress Report – Report by the Acting Executive Director of Communities and Families (circulated)
- 8.3 Energy in Schools Annual Report – Report by the Executive Director of Resources (circulated)
- 8.4 School Meals Update– Report by the Acting Executive Director of Resources (circulated)
- 8.5 Communities and Families Senior Management Team Risk Update – Report by the Acting Executive Director of Resources (circulated)
- 8.6 Policy and procedures on sponsorship of events targeted at school pupils - Report by the Acting Executive Director of Communities and Families (circulated)
- 8.7 Corporate Performance Framework: Performance to October 2016– Report by the Acting Executive Director of Communities and Families (circulated)
- 8.8 Communities and Families Revenue Budget Monitoring 2016/17 – Month Five Position – Report by the Chief Executive (circulated)
- 8.9 Recommendations of the Social Work Complaints Review Committee - 23 November 2016 (circulated)

9. Motions

- 9.1 None.

Kirsty-Louise Campbell

Interim Head of Strategy and Insight

Committee Members

Councillors Day (Convener), Fullerton (Vice-Convener), Aitken, Aldridge, Austin Hart, Bridgman, Child, Nick Cook, Corbett, Jackson, Key, Lewis, Lunn, Main, Milligan, Munro, 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

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

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

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Item 4.1 - Minutes

Education, Children and Families Committee

10.00am, Tuesday, 11 October 2016

Present

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

Added members for Education matters

Marie Allan, Allan Crosbie, Craig Duncan and Alexander Ramage.

1. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 24 May 2016 as a correct record.

2. 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.)

3. Education, Children and Families Committee Rolling Actions Log – October 2016

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

Decision

- 1) To approve the closure of actions 8, 9, 10, 23, 30 and 32.

- 2) To note that a full report on the Communities and Families Asset Management Plan (Action 5) would be presented to the Committee in December 2016.
- 3) To note the intention to report on the work of Parent Councils and Parental Engagement (Action 33) to the Committee in March 2017.
- 4) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 11 October 2016, submitted.)

4. Education, Children and Families Committee Business Bulletin October 2016

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

Decision

To note the Business Bulletin.

(Reference – Business Bulletin – 11 October 2016, submitted.)

5. Getting it Right for Special Schools – Planning for the Future

A summary of actions being undertaken in regard to pupils with additional support needs and special schools was submitted. A strategic review of special schools was ongoing and would take into account the opportunities arising from the replacement of St Crispin's School and consideration of areas where there was a reducing need for special school places.

The review also included 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.

Decision

- 1) To note that changing patterns of need had implications for the future provision of special school places.
- 2) To note that the strategic review of the special school estate reflected a best value approach to enable reinvestment and improvement within existing resources.
- 3) To note that a feasibility study to investigate future options for Braidburn School and Oaklands School and high quality provision for children with complex additional support needs into the future was ongoing.
- 4) To agree that the outcome of the feasibility study be reported to Committee by March 2017.

- 5) To note that any proposals requiring significant changes to a special school including any possible school merger or restructuring would be subject to Committee approval to initiate a formal consultation process.
- 6) To note the proposals for the closure of Panmure St Ann's was the subject of a separate report at this meeting (see item 6 below).
- 7) To note the presented measures reflected the Council's priority to ensure that they had an appropriate level of specialist provision for the growing number children with complex needs arising from autism.

(References – minute of the Education, Children and Families Committee 8 December 2015 (item 12); report by the Acting Executive Director of Communities and Families, submitted)

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

Approval was sought to commence a statutory consultation on the proposed closure of Panmure St Ann's Special School and to provide alternative services for young people with social, emotional and behavioural support needs in Edinburgh through enhanced support within local mainstream schools and to retain Gorgie Mills School facility for young people who may continue to require a special school placement.

Decision

- 1) To approve that the statutory consultation on the proposed closure of Panmure St Ann's Special School was carried out by 30 June 2017, as set out in the report by the Acting Executive Director of Communities and Families.
- 2) To 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 the report.
- 3) To approve that the statutory consultation should commence in November 2016 and to note that the intention to return to a future meeting of the Full Council for a decision on the proposal.
- 4) To note that the proposal would be subject to the scrutiny of Scottish Ministers prior to implementation should the Council decide to proceed.
- 5) To approve the re-investment of £200,000 in the continued development of enhanced provision in school clusters for children and young people with social, emotional and behavioural needs attending mainstream schools in the City of Edinburgh.
- 6) To thank the Quality Improvement Manager – Special Schools for her work in engaging with, and reassuring, parents regarding the impact of the proposed closure of Panmure St Ann's on pupil's education.

(References – minute of the Education, Children and Families Committee 8 December 2015 (item 12); report by the Acting Executive Director of Communities and Families, submitted)

Declaration of Interests

Councillor Godzik declared a non-financial interest in the foregoing item as a Director of The Spartans Community Football Academy.

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

As previously requested by the Committee, a lessons learnt exercise had been undertaken by a member officer working group and recommendations for processing and assessing future Communities and Families Revenue Grants Programmes were submitted for approval.

Ian Brooke (Edinburgh Voluntary Organisations Council - EVOC) spoke in favour of the recommendations as a member of the working group and on behalf of the third sector. He advised that the third sector welcomed the proposed changes to the grants process.

Decision

- 1) To approve the recommendations for future Communities and Families Revenue Grants programmes as detailed in section 3 of the report by the Acting Executive Director of Communities and Families (see appendix 1).
- 2) To thank the Working Group members and officers for their work under such a challenging timescale.

(References – minute of the Education, Children and Families Committee 11 February 2016 (item 1); report by the Acting Executive Director of Communities and Families, submitted.)

8. Further Developing Child Poverty Work in Edinburgh

Details were submitted of recent progress with, and resources required for, the 1 in 5: Raising Awareness of Child Poverty in Edinburgh Project. The project had been established 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.

Decision

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

(References – minute of the Education, Children and Families Committee 24 May 2016 (item 15); report by the Acting Executive Director of Communities and Families, submitted.)

9. Arts and Creative Learning Update

An update was provided on the work of the Arts and Creative Learning Team including Creative Learning, the Paolozzi Prize for Art, employability work with young people, the Instrumental Music Service, the Youth Music Initiative, Dance Development, Screen Education Edinburgh and partnership projects with the arts and cultural sector.

Decision

- 1) To note the update.
- 2) To note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
- 3) To note the progress of work with young people related to employability.
- 4) To note the progress of the Instrumental Music Service.
- 5) To note the progress of developments of the Youth Music Initiative.
- 6) To note the progress of Dance Development.
- 7) To note the progress of work carried out by Screen Education Edinburgh.
- 8) To note the level of external funding and partnership working.
- 9) To agree to receive a further report in October 2017.
- 10) That statistical information be provided in future reports on how music provision was allocated across the school estate; the report to include specific examples from pupils receiving music tuition.

(References – minutes of the Education, Children and Families Committee 6 October 2016 (item 16); report by the Acting Executive Director of Communities and Families, submitted)

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

An update was provided on future governance arrangements and Council support for community centres. The organisational review for Lifelong Learning which included Community Learning and Development was scheduled to begin in Autumn 2016 and conclude in Spring 2017. This would 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 partnership working with local people, would be critical to the success of the new service area.

Decision

- 1) To note that the organisational review for Lifelong Learning which included Community Learning and Development concluded in spring 2017.
- 2) That a briefing session be arranged for elected members to outline progress of the review.
- 3) To request that an update report be submitted to Committee in six months time.
- 4) That a briefing session be arranged for Community Centre Management Committees to outline progress of the review.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 33); report by the Acting Executive Director of Communities and Families, submitted.)

11. Prince's Trust – Potential Accommodation Options

The Prince's Trust was looking for premises to establish an employment and enterprise hub for young people in the East of Scotland. Approval was sought to investigate accommodation options in partnership with Property and Facilities Management officers.

Decision

To request that Property and Facilities Management evaluate estate-wide options for the Prince's Trust.

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

12. Duncan Place/Leith Primary School

An update on progress regarding the work of the Duncan Place Member/Officer Working Group and the possible transfer of the remaining Duncan Place building to the local community as a Community Asset Transfer was submitted.

Decision

- 1) To note the work completed to date by the Working Group.
- 2) To note that the Working Group would continue to operate and a further progress report would be submitted to Committee in 2017.
- 3) To congratulate officers and local ward members for their work in progressing the project.

(References – minutes of the Education, Children and Families Committee 6 October 2015 (item 4); report by the Acting Executive Director of Resources, submitted.)

13. Communities and Families Revenue Monitoring 2016/17 – Month Three Position

The projected month three revenue budget monitoring position for the Communities and Families directorate was outlined. The directorate was continuing to manage significant levels of budget pressure in many areas of the service. Following mitigating management action, a net residual unfunded budget pressure of £0.9m remained for which further mitigating action still required to be developed.

Decision

- 1) To note the net residual budget pressure of £0.9m remaining at Month Three.
- 2) To note that approved savings in 2016/17 totalled £12.9m and that the savings programme was being closely monitored with action taken to address any highlighted risks of non delivery.

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

14. Systemic Support Services: Extension of Additional Support for Learning Contracts

The Finance and Resources Committee on 18 August 2016 had agreed that detailed contract planning reports should be considered by the relevant Executive Committee before being referred to the Finance and Resources Committee for approval.

Proposals to waive Contract Standing Orders (CSO) to re-align a number of smaller existing Additional Support for Learning contracts within a single strategic procurement framework were detailed.

Progress was also outlined against the strategic priorities for Additional Support for Learning (ASL) and the actions necessary to progress the ASL procurement plan.

Decision

- 1) To note the report by the Acting Executive Director of Communities and Families.
- 2) To refer the report by the Acting Executive Director of Communities and Families to the Finance and Resources Committee for:
 - 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.
 - 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.
 - 2.3) approval of the extension of the My Adventure Contract to the value of £128,089 for the period of 1 January 2017 to 31 March 2018. To support the delivery of curricular activities to vulnerable learners at secondary schools in East Edinburgh.

(References – minute of the Finance and Resources Committee 18 August 2016 (item 20); report by the Acting Executive Director of Communities and Families, submitted.)

15. Renaming Fox Covert Roman Catholic (RC) Primary School

Approval was sought to rename Fox Covert RC Primary School as St Andrew's Fox Covert RC Primary School in order to build and sustain its unique identity. This was the preferred identified option following consultation with parents, pupils, staff, associated parishes and the wider community.

Decision

That Fox Covert Roman Catholic (RC) primary school be renamed as St Andrew's Fox Covert RC Primary School.

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

16. Appointments to Sub-Committees and Working Groups 2016-17

The Committee was invited to appoint the membership of its Sub-Committees and Working Groups for 2016-17.

Decision

- 1) To appoint the membership of the Sub-Committees and Working Groups for 2016/17 as detailed in the appendix to the report by the Acting Executive Director of Communities and Families (see appendix 2 to this minute).
- 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.
- 3) To note that the Edinburgh Youth Issues Forum had been replaced by Young Edinburgh Action and no longer required to be appointed.
- 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.
- 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.
- 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.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 34); report by the Chief Executive, submitted.)

17. Committee Decisions – July 2015 to July 2016

An update was provided on decisions taken by the Education, Children and Families Committee not included on the Rolling Actions Log for the period covering July 2015 to July 2016.

Decision

- 1) To note the position on the implementation of Education, Children and Families Committee decisions as detailed in the appendix to the report by the Acting Executive Director of Communities and Families.

- 2) To note that the next summary report would be presented to the Committee in March 2017.

(References – minute of the Education, Children and Families Committee 6 October 2015 (item 10); report by the Chief Executive, submitted.)

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

Recommendations of the Social Work Complaints Committee (SWCRC) held on 11 August 2016 on a complaint against the Communities and Families Directorate were detailed.

Decision

To approve the recommendations of the Social Work Complaints Review Committee of 11 August 2016.

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

19. Councillor Godzik and Craig Duncan

The Committee noted both the resignation of Councillor Paul Godzik from his position as Convener, who would stand down on 26 October 2016, and Craig Duncan as Religious Representative on behalf of the Church of Scotland with immediate effect.

Members acknowledged their commitment to the work of the Committee and their contribution to the improvements to education in the City.

Appendix 1

Recommendations for Future Communities and Families Revenue Grants Programmes

The Application Process

Provide clear guidance and guidance notes for applicants, and set up application process support sessions.

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.

Apply a maximum word count per question.

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.

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.

Include a question in the application form about the applicant organisation's previous achievements.

Add a question to the application form that asks applicants to demonstrate their links to the local community.

The Council should direct applicants towards independent support with writing applications.

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

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.

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.

Training for assessors should include providing a good understanding of what constitutes core costs. Further guidance about this will be issued.

The Assessment Process

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

The Grading/Marking Scheme

Document the consensus discussions to provide transparency. This could also improve the quality of feedback to unsuccessful applicants.

Record all scores on a spreadsheet to eliminate any possibility of arithmetical errors.

General

Continue to explore the relationship between third party revenue grants and emerging Locality models for service delivery.

Introduce a cap on the amount organisations can apply for in the Main Grants Programme.

Offer guidance to clarify what is meant by core funding and to set out Communities and Families expectations' regarding diversity of funding.

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.

Lessons from other Council departments should be taken into account when implementing recommendations.

There should be a named lead officer for the grants programme.

Benchmark the Grants Programme against wider best practice for continual improvement.

Offer unsuccessful applicants an information pack detailing other funding sources and advice.

Investigate outsourcing, and/or partnership working, for future revenue grants programmes.

Once agreed, the process, including parameters put to the sector, will be adhered to throughout the entire process.

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.

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

Invite applications to the Small Grants Fund from the beginning of November.

Include a question in the application form about the applicant organisation's previous achievements.

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

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.

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.

Appendix 2

Appointments to Sub-Committees and Working Groups

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)

Item 5.1 - Key Decisions Forward Plan

Education, Children and Families Committee

[March 2017 - June 2017]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Statutory Consultation to address capacity issues at James Gillespie's High School and Boroughmuir High School	March 2017	All	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3
2	Further update on Local Development Plan Education Infrastructure	March 2017	All	Acting Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	P3 SO3
3	Outcome of Panmure St Ann's consultation	March 2017	All	Acting Executive Director: Alistair Gaw Lead Officer: M Vallely 0131 469 3019 Martin.Vallely@edinburgh.gov.uk	P3 SO3
4	Special Schools Consultation	March 2017	All	Acting Executive Director: Alistair Gaw Lead Officer: M Vallely 0131 469 3019 Martin.Vallely@edinburgh.gov.uk	P3 SO3
5	Outcomes Report on a new South East Edinburgh LDP Primary School	June 2017	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

December 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	December 2016	Recommended for closure - See item 8.4 on this agenda
2	11.09.14	Free School Meals	1) To note that the detailed assessment of costs, and sources of funding, relating to the more substantive works identified as being necessary at Cramond, East Craigs, Sciennes	Executive Director of Resources	December 2014	9 December 2014	Closed. A report was submitted to the Committee on 9 December 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>and Towerbank Primary Schools (for which the total further capital expenditure required is estimated to be £3,257,243) would be clarified and taken to the Education, Children and Families Committee for consideration on 9 December 2014.</p> <p>2) To note that the further report to the committee on 9 December 2014 would fully outline the interim measures for the four schools requiring substantive works.</p>		December 2014	9 December 2014	Closed. A report was submitted to the Committee on 9 December 2014.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3) To request an annual progress report on the School Meals service including: <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 lunchtime environment; and 		December 2016	December 2016	Recommended for closure - See item 8.4 on this agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> An update on the food for life project. 			6 October 2015	Closed. This formed part of the Food For Life Accreditation report considered by Committee on 6 October 2015
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 2016.	Executive Director of Communities and Families	May 2017		Deferred to May 2017. The Integrated Children's Services Board 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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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 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	December 2016	Recommended for closure - See item 8.5 on this agenda.
5	19.05.15	Children and Families Asset Management	To note the proposals for engagement with secondary school	Executive Director of Communities	December 2016	December 2016	Recommended for closure - See item 7.3 on this

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Plan	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.	and Families			agenda.
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 in the annual progress report on the school meals service scheduled for October 2015.	Executive Director of Resources	December 2016	December 2016	Recommended for closure - See item 8.4 on this agenda.
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	Executive Director of Resources	March 2017		Deferred to March 2017. Update report submitted October 2016.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			remain.				
8	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	December 2016	Recommended for closure - See item 8.1 on this agenda.
9	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	December 2016	Recommended for closure - See item 8.3 on this agenda.
10	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 activity per week be included in a future update report.	Executive Director of Communities and Families	March 2017		Update on physical education targets will be provided in March 2017
11	01.03.16	Review of Positive Action Funding in	That a yearly update report be submitted to Committee on the impacts of the review of Positive Action	Executive Director of Communities and Families	March 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Primary Schools	Funding in primary schools.				
12	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		
13	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		
14	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		
15	01.03.16	Short-Life Working Group - Admissions and	To request that the next annual report on school admissions and appeals	Executive Director of Communities	March 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		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.	and Families			
16	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	March 2017		
17	24.05.16	Educational	To agree to receive further annual reports on	Executive Director of	May 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Attainment 2015	attainment/improvements in performance.	Communities and Families			
18	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	May 2017		
19	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	December 2016	Recommended for closure - See item 7.3 on this agenda
20	24.05.16	Primary School	To note the intention to	Executive	December	December	Recommended

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Estate Rising Rolls	report the findings of the feasibility study and conclusions of the Corstorphine Primary School Working Group to Committee in October 2016.	Director of Communities and Families	2016	2016	for closure - See item 7.3 on this agenda
21	24.05.16	Primary School Estate Rising Rolls	To note the intention to report the findings of the feasibility study and conclusions of the Newcraighall Primary School Working Group to Committee in October 2016.	Executive Director of Communities and Families	December 2016		Recommended for closure - See item 7.3 on this agenda.
22	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	Executive Director of Communities and Families	March 2017		Recommended for closure - Update provided at 7.3 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
23	24.05.16	GME and Capacity at JGHS and BHS	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.	Executive Director of Communities and Families	March 2017		Recommended for closure - Update provided at 7.3 on this agenda.
24	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	Executive Director of Communities and Families	March 2017		Recommended for closure - Update provided at 7.3 on this agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
25	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	December 2016	Recommended for closure - See item 8.2 on this agenda.
26	24.05.16	Parental Engagement	To request a report on the Partnership Schools Project in October 2017.	Executive Director of Communities and Families	October 2017		A report on parent councils and parental engagement will be presented to

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Committee in March 2017.
27	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		
28	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	December 2016	Recommended for closure - See item 8.6 on this agenda.
29	11-10-16	Getting it Right for Special Schools – Planning for the Future	To agree that the outcome of the feasibility study be reported to Committee by March 2017.	Executive Director of Communities and Families	March 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
30	11-10-16	Arts and Creative learning update	To agree to receive a further report in October 2017 including statistical information on how music provision was allocated across the school estate; the report to include specific examples from pupils receiving music tuition.	Executive Director of Communities and Families	October 2017		
31	11-10-16	Governance Arrangements and Council Support to Community Centre Management Committees - Update	To request that an update report be submitted to Committee in six months time	Executive Director of Communities and Families	May 2017		
32	11-10-16	Duncan Place/ Leith Primary School	To note that a further progress report be submitted to Committee in 2017.	Executive Director of Communities and Families	March 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
33	11-10-16	Committee Decisions – July 2015 – July 2016	To note that the next summary report would be presented to the Committee in March 2017	Executive Director of Communities and Families	March 2017		



Item 6.1 - Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday 13 December 2016

Main Council Chamber, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Cammy Day</p>  <p>Vice-Convener Councillor Cathy Fullerton</p> 	<p>Cllr Cammy Day (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 Gordon Munro 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>For education items: Marie Allan (religious representative) Rev Thomas Coupar (religious representative) Allan Crosbie (teacher representative) One vacancy (religious representative) Alexander Ramage (parent representative) John Swinburne (teacher representative)</p>	<p>Ross Murray Committee Officer Tel: 529 4227</p> <p>Alasdair Oliphant Departmental Adviser to the Convener and the Vice-Convener Tel: 529 3294</p>

Governance Review – Early Years and Schools

On 13 September 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, launched an Education Delivery Plan and far reaching Governance Review of Early Years and Schools with the aim of continuing to improve attainment across Scotland, so that all children can achieve, irrespective of their background and circumstances.

Narrowing the gap requires a full range of services to work effectively together, and the City of Edinburgh Council recognises the crucial role schools play in this.

As part of the formal consultation exercise, views are currently being sought from parents, pupils, teachers, practitioners, school representative bodies and the wider community.

The consultation on the Governance Review concludes on 6 January 2017, so there is still time to submit views on the proposals being put forward on this important matter.

New Education Convener

Councillor Cammy Day was formally appointed as the new Education Convener at the City of Edinburgh Council meeting on 27 October and now chairs the Education, Children and Families Committee. This follows Councillor Paul Godzik's announcement at the last committee that he would be standing down as Convener.

Councillor Day was a serving member of the Education, Children and Families Committee and knows well the wide range of education and children's services provided across the city.

Independent Inquiry Report (PPP1 Schools)

The respected construction and procurement industry expert, John Cole CBE is leading the independent inquiry into Edinburgh's school closures and this work has been ongoing for several months. A report is expected early in 2017.

For more information on the Governance Review consultation and to submit your views [click here](#)

Business Support in Schools

It was previously stated that an update on the review of Business Support in Schools would be provided as soon as this information was available. This work remains ongoing and there will be an update by Communities and Families to the Finance and Resources Committee. An updated position will be reported in the next Business Bulletin in March 2017.

New Online Payments System

The City of Edinburgh Council is introducing an online payments system in schools that allows parents to pay online for things like school meals and trips. The system also allows primary parents to order their child's school meals online. This will be rolled out on a phased basis and all schools will be online by the end of the school session. Information will be sent out to parents directly, approximately five weeks before the system is introduced in their school to allow them to set up their accounts and those in the first phase will already have received information.

Details about online payments are also available in the School Meals Update report being presented to this committee.

Heathervale Young People's Centre

Councillor Cathy Fullerton officially opened the new Heathervale Young People's Centre in Wester Hailes on 2 November. This is the first residential care facility to be built by the City of Edinburgh Council for young people since 2003 and is a state of the art residence with six spacious bedrooms, each with en-suite facilities, and living, dining and creative spaces for young people and staff. There is also a self-contained flat for those making the important transition to independent living.

The unit has been very well received into the local community and it was great to have some members of the Community Council present at the opening.

More information is available at:

www.parentpay.com



James Gillespie's High School

The new James Gillespie's High School was officially opened on 26 October by John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills and Councillor Paul Godzik. Also in attendance were Councillor Fullerton, Head Teacher Donald J Macdonald and Paul McGirk, Chief Executive of Hub South East Scotland, the Council's development partner.

Guest of honour was Sue Caton, niece of Olympic athlete Eric Liddell, and the new sports building is named after the famous Scottish sporting hero. The new performance block has also been named the Spark building after novelist and former pupil, Dame Muriel Spark.

The school rebuild began in 2012 across all aspects of the campus, which serves pupils from 3 to 18 years in nursery, primary and high schools all on the same site. The final phase of works was completed in August this year with the opening of the new sports and performance buildings. The Grade A listed Bruntsfield House at the centre of the campus also underwent a major refurbishment.

The project received significant Scottish Government funding through the 'Scotland's Schools for the Future' programme which is managed by the Scottish Futures Trust. The completion of the project gives the school community a campus they can be rightly proud of.

Consultation on School Session Dates for 2018/19 and Beyond

An earlier consultation on the criteria for setting school session dates took place in February 2015 and went to the Education, Children and Families Committee on [19 May 2015](#). There were 9,438 responses. The results informed dates for the 2016/2017 and 2017/2018 sessions which were subsequently approved by Committee.

Committee also agreed that dates for 2018/2019 and beyond should be the subject of a wide-ranging consultation after discussion with the Consultative Committee with Parents and the Local Negotiating

For more information on the school opening [click here](#)

For more information:

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Engagement and Involvement

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Committee (Teachers). It was agreed that this consultation should include consideration of potentially more radical changes to the school session.

Consultation questions will be agreed with the Senior Management Team and trade unions before being circulated. In addition, the proposed questions will be agreed with the Consultative Committee with Parents and the locality parent engagement groups.

An online survey will be drafted, incorporating some questions which are similar to the previous survey. As before, the link to the survey will be sent to all teaching staff, all chairs of Parent Councils and the professional associations. In line with the children and young people's rights agenda, pupils will be included in the consultation.

New questions on potential future moves to a four term year and on delaying the summer holiday to coincide with the Edinburgh Festival will also be included. Background research on the educational rationale for alternative models will be shared.

The initial consultation around the questions will begin early in 2017 with the intention of disseminating the agreed survey in February. To allow time to maximise participation, the survey will be open for a minimum of six weeks. The survey will close at the end of term on Friday 31 March 2017. Results will be analysed and, along with proposed dates for 2018/2019, 2019/2020 and 2021/2022, brought to Committee on 20 June 2017 for discussion and approval.

Kaimes School

Kaimes School has become the only special school in Edinburgh to be awarded a prestigious national sports award.

The City of Edinburgh Council school, which has 100 autistic pupils, has been recognised with the **sportscotland** Gold School Sport Award.

The accolade is part of a national initiative designed to encourage schools to continuously improve physical education and sport and encourages

For more information about the school's award [click here](#)

sporting links between schools and the communities around them.

There are currently 158 Gold Schools, 281 Silver and 92 Bronze across Scotland. To achieve a Bronze or Silver **sportscotland** School Sport Award, schools self-assess their current practice. However, to gain Gold status, an extensive external assessment is also carried out by an independent panel of experts.

Health and wellbeing is central to the ethos of Kaimes school. In addition to timetabled PE sessions, participation in sport is also encouraged through lunch and after school clubs as well as regular residential camps linked to outdoor physical activities such as climbing, canoeing, sailing and skiing.

Girls Inspired to Get Active

An innovative project has been launched by the City of Edinburgh Council to encourage girls at schools to become more active. The first 'Girls Day Out' conference was held at Wester Hailes Education Centre on 26 October and attended by around 150 girls from S1 to S5 year groups across the city.

Organised by the Council's Active Schools Team in partnership with Youth Scotland and **sportscotland**, the project aims to inspire, encourage and support girls to become more active, raise the profile of successful girls and their achievements, and educate girls on the power of sport.

This initiative supports the Council's work with its partners to increase participation in PE, sport and physical activity amongst girls and young women. It is also a great way for schools, clubs and hubs to showcase the opportunities available both locally and nationally.

For more information on the event [click here](#)

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Developing a Vision for the Schools and Lifelong Learning Estate

Item number	7.1
Report number	
Executive/routine	Executive
Wards	All

Executive summary

This report provides a final update on the action plan which was included in the 2014 Children and Families Asset Management Plan approved by Committee in December 2014. It also provides the latest roll projections for primary and secondary schools across the city and highlights their strategic importance to future school estate planning. It is recommended the roll projections and methodologies are published on the Council's website and then updated and published annually each December.

As the Council moves towards the provision of services based on a locality approach it is essential that the provision of future Communities and Families assets are integrated and aligned with the wider needs of the communities which they serve, other Council services and key partner organisations. Within this context this report summarises ongoing and future initiatives which will contribute to the creation of a vision for the schools and lifelong learning estate and it is recommended that the future asset requirements of Communities and Families are integrated into the appropriate sections of the emerging Locality Improvement Plans.

Links

Coalition pledges	P4
Council priorities	CP1, CP12
Single Outcome Agreement	SO3

Developing a Vision for the Schools and Lifelong Learning Estate

Recommendations

- 1.1 Approve that the school roll projections and methodologies included in appendices 2, 3 and 4 of this report are published on the Council website and are then updated and published annually each December.
- 1.2 Agree that the future asset requirements of Children and Families should be developed in partnership with all relevant stakeholders and integrated into the asset sections of the Locality Improvement Plans.

Background

- 2.1 The Children and Families Asset Management Plan 2014 was approved by the Education, Children and Families Committee on [9 December 2014](#). Updates on the action plan have been provided to Committee every 6 months since its publication and the final update on the action plan is provided in Appendix 1. The report to Committee in December 2014 also agreed that a refreshed Asset Management Plan would be submitted to Committee for approval in December 2016.
- 2.2 However, since the publication of the 2014 Asset Management Plan the transformation of the Council, and in particular the creation of a locality approach to service delivery and the ongoing asset rationalisation programme (leading to the creation of a corporate landlord approach to future property related capital investment) have changed the context for the creation of a revised plan. The establishment of Communities and Families has also added libraries and sports facilities into the range of assets for which the Directorate has client responsibility.
- 2.3 As part of these changes Locality Improvement Plans are being developed which will include a section on the future asset requirements for each of the four localities. The Strategic Asset Management Team within Property and Facilities Management has established an Asset Investment Group with each client Directorate in order to develop an asset demand strategy which will shape the asset requirements in the Locality Improvement Plans. Within this context it is not necessary to create a dedicated Communities and Families Asset Management Plan as was perceived to be required in December 2014.

- 2.4 As an alternative this report provides an overview of the current and future strategic issues which will be taken into consideration during the creation of the asset demand strategy for Communities and Families and outlines a programme of engagement to ensure the views of all relevant stakeholders are taken into consideration during the development of the strategy. As such this report sets out a process for developing a new vision for the schools and lifelong learning estate in the city which will be aligned to the developing 2050 City Vision and will help to shape the future asset requirements within each locality.

Main report

- 3.1 The Communities and Families Directorate relies on a range of assets such as early years centres, schools, young people's centres, secure units, community centres, libraries and sports facilities in order to ensure services can be provided to a wide range of customers. How these facilities interact with their immediate environments and surrounding communities is becoming increasingly important in relation to the quality and efficiency of services which can be provided. Furthermore, as the city continues to grow over the next few decades it is essential that the new facilities delivered to support growing and new communities are as flexible as possible to accommodate the future service requirements of citizens, the Council and our partners.
- 3.2 Within this context it is proposed that a new vision for the schools and lifelong learning estate is developed over the next year which aligns to the new locality approach to service delivery and the wider opportunities for the future emerging from City Vision 2050. The sections below highlight the latest strategic information, ongoing initiatives and proposed engagement strategy which will assist with the development of the vision.

Mainstream School Projections

- 3.3 By far the largest section of the Communities and Families asset base are mainstream primary (often including early years facilities) and secondary schools which are usually situated within the heart of established communities or form part of the development mix when large new housing led developments are planned. There is undoubtedly significant opportunity for existing and future schools to be utilised further than they currently are for the benefit of the wider community and this will be one of the key issues addressed during the development of the vision for the schools and lifelong learning estate.
- 3.4 School roll projections are at the centre of the strategic planning process to ensure existing and future schools provide sufficient accommodation for catchment pupils and it is considered essential that going forward the methodology used by the City of Edinburgh Council to produce primary and secondary school roll forecasts is widely available. It is therefore proposed that the school estate planning team will update and publish new projections each year in December. This year's projections for both primary and secondary until 2026 are included in Appendix 2.

- 3.5 These forecasts are used by the authority as a means of identifying where demand for places may exceed the capacity available at individual schools. They are a key element in determining where future capital investment should be focused within the school estate.

Primary School Projections

- 3.6 The methodology used in the preparation of primary school roll projections is set out in diagrammatic form in Appendix 3. In summary the primary school roll projections are produced by the School Estate Planning Team using the following data:

- Catchment Birth Data (source: NHS Scotland);
- Catchment Population Analysis (source: CEC September school census);
- Housing Data (source: Housing Land Audit and known development information);
- National Records of Scotland (NRS) 2014 based Population Projections for Scottish Areas.

Secondary School Projections

- 3.7 The methodology used in the preparation of secondary school projections is set out in diagrammatic form in Appendix 4.
- 3.8 The foundation of the secondary school projections is the P1 catchment projections produced in the Primary School Projection process. This is rolled forward with existing secondary stages.

Roll Projection Process

- 3.9 It is important to note that the final projection figures within Appendix 2 are based on the consistent application of a single methodology which uses as its foundation current and historic trends and patterns. While this provides equity in the application of the methodology across all schools and a logical base from which to project forward, it does mean that projections are subject to variation and do not take account of future changes that may occur as a result of, for example, changes in patterns of attendance, changes in the housing and construction industries or changes in education policy initiatives at a local or national level. Accordingly, the school roll projections are considered a strategic guide to the future which become more uncertain the further they are carried forward in time.
- 3.10 For the reasons set out above, where a school is identified through the projection process as facing potential accommodation issues the next step is for officers to consider the school and its catchment area within a local context, applying a qualitative analysis that cannot fully be reflected through the roll projection methodology.
- 3.11 The School Estate Planning Team remain committed to the continual improvement of the projection process and, as well as undertaking an ongoing

monitoring process to assess the accuracy of the projections produced, are working with school estate planning colleagues in other local authorities to share experience and best practise.

3.12 The roll projections in Appendix 2 estimate when certain schools will breach their capacity and the extent the roll is likely to extend beyond the stated capacity. While it is possible for schools to operate effectively beyond their capacity because the capacity set for each school is theoretical, a breach is an indication that the school may face a problem and rolls which continue to rise year on year beyond the initial capacity breach warrant further analysis and the identification of accommodation solutions. Based on this working practice the schools which breach their capacity at some point in the future are categorised in Appendix 2 as follows:

- **green** if a solution to deal with the capacity issue is already identified;
- **amber** if the projection requires further monitoring and;
- **red** if the issue is a new one and a solution now requires to be developed.

Rising School Rolls

3.13 Some of the solutions already identified are the projects which are being developed or progressed to address rising school rolls in the primary and secondary sector. Regular updates on rising rolls are provided to Committee and the latest update report is a separate item on the agenda of this Committee.

Local Development Plan Education Infrastructure

3.14 Many of the other solutions already identified relate to the education infrastructure which has been assessed as being required to cater for the pupil generation expected from future housing sites identified in the Local Development Plan (LDP) which was recently approved for adoption by Council on 24 November 2016. The LDP is supported by an Action Programme which identifies when the infrastructure is required and regular update reports are submitted to the Finance and Resources committee outlining the financial implications of delivering the required infrastructure. The next update to the Finance and Resources Committee is expected to be provided in January 2017.

3.15 A separate report on the agenda for this Committee provides an update on the LDP education infrastructure projects and proposes that a statutory consultation is undertaken for the first new primary school required to support the LDP housing sites in south east Edinburgh. The new schools which are identified as being required in the LDP Action Programme will be delivered throughout the next decade and they provide an excellent opportunity to design buildings which are flexible enough to cope with future changes to learning and teaching but also provide a wider community resource where ever possible.

Early Years

- 3.16 The Scottish Government is currently conducting a consultation on the future of Early Years provision around the clearly stated intention of doubling the hours of free nursery provision available by 2020 to eligible two year olds and all three to five year olds. To achieve this new working practices combined with the construction of new facilities will be required. Officers from the Early Years and School Estate Planning Teams are currently working together in partnership with other local authorities, the Scottish Government and the Scottish Futures Trust to assess the extent of new facilities which will be required. Further reports on the output of this work will be provided to Committee as and when required.

Special Schools, Young Peoples Centres and Secure Units

- 3.17 This part of the Communities and Families estate which is managed and operated by Children's Services continues to develop innovative asset solutions in order to update the range of facilities available to support the most vulnerable children in the city. The recent provision of new facilities such as Seaview and Heathevale demonstrate how modern buildings can help create a supportive environment and allow continual improvement in service delivery.
- 3.18 Moving forward projects to deliver a new Oxfords centre and St Crispin's school are about to move into the detailed planning and construction phases. As the locality approach is developed across the city it is vital to continue the improvement of the Children's services asset base as this has been demonstrated to make significant contributions to improving equality for the city's most vulnerable citizens.

Gaelic Medium Education (GME)

- 3.19 The interest and demand for pupils attending the city's GME primary school Taobh na Pàirce and its nursery continues to rise. While there is some additional capacity available at the primary school and there are options to expand nursery provision in the city, it is recognised that expanding nursery and primary provision is not sustainable without ensuring expansion of GME learning opportunities at secondary level to cater for rising numbers coming from the primary sector.
- 3.20 In response to these challenges the Gaelic Implementation Group (GIG) is currently developing a 0-18 GME Strategy as part of its ongoing review of the Gaelic Language Plan (GLP). The new GLP requires to be completed and published by September 2017 and in early 2017 consultation on the draft proposals for the plan will commence.
- 3.21 A key part of the 0-18 GME strategy will be an assessment of the assets required to accommodate the growth of GME throughout the city in the short term and longer term future. Communities and Families will therefore continue to work with the GIG to ensure these requirements are included in the asset demand strategy.

Schools of the Future and Inspiring Learning Spaces Projects

- 3.22 Over the last six months officers from the School Estate Planning Team and Schools and Lifelong Learning have been working in partnership with the Scottish Government, Architecture and Design Scotland and Midlothian Council on the Schools for the Future and Inspiring Learning Spaces projects. The focus of these projects relates to teaching methods of the future – teaching styles; use of technology; balance of indoor/outdoor teaching etc – with a view to ensuring that the schools built over the next decade, and the wider environments and communities in which they are located, are flexible enough to act as successful learning environments for the wider community in the longer term (e.g. 60 years). The projects should also provide examples of opportunities to transform existing buildings so that they are better equipped to accommodate future learning requirements.
- 3.23 Throughout 2017 this project will be expanded to include input from across the Council including some primary and secondary Head Teachers and colleagues from ICT, Accommodation Planning, Facilities Management and Strategic Asset Management. This will include the creation of pilot schemes in various schools where spaces are redesigned to encourage the adoption of alternative learning and teaching methods with the goal of improving attainment. The intention is to build up a group of champions within the organisation who will then be able to roll out the concepts to other colleagues and projects.

Wider Community Infrastructure Opportunities (Community Centres, Libraries and Sports Facilities)

- 3.24 The recent inclusion of libraries and sports facilities within the Schools and Lifelong Learning Service aligned to the Community Learning and Development team creates significant opportunities for improvement of services in the future. When this correlation of service provision is added to the opportunity created through the LDP to create new schools at the heart of new communities which provide learning, personal development and activity opportunities to the whole community and not just school children, the extent of the opportunity to provide service improvement becomes apparent.
- 3.25 This opportunity lies at the centre of the locality based approach and while work to align asset and service provision in this way is just beginning, officers throughout Communities and Families are already working closely with the Strategic Asset Management team through the development of an asset demand strategy to ensure these opportunities are progressed wherever possible. This includes the opportunity to review the function of the assets which are currently managed on behalf of the Council by Edinburgh Leisure and to work with other key partners such as the NHS and the Police to ensure in the future integrated facilities are provided wherever possible within existing and new communities.

Engagement

- 3.26 It is the intention that every opportunity is taken in the coming months to engage with customers, colleagues and other key stakeholders on the development of a vision for the schools and lifelong learning estate. Some of this work has already commenced through the Asset Investment Group, Schools of the Future and Inspiring Learning Spaces projects, 2050 vision and the ongoing delivery of rising rolls, early years and LDP infrastructure.
- 3.27 Beyond this ongoing engagement work will be undertaken with colleagues and partner agencies through the Locality Leadership Teams and this will be fully coordinated with the ongoing work being carried out by the Strategic Asset Management team. Specific workshops with pupils, teachers, parents and the wider communities will also be arranged over the period in order to ensure the views of as many stakeholders as possible are considered before the asset sections of the Locality Improvement Plans are finalised.

Measures of success

- 4.1 Measures of success are a vision for the future of the schools and lifelong learning estate which is fully integrated with the requirements of the whole Council and other key partners.

Financial impact

- 5.1 This report provides a strategic overview and has no direct financial implications. The financial implications of any specific Communities and Families projects are outlined in the appropriate operational report to the appropriate Committee.

Risk, policy, compliance and governance impact

- 6.1 The intention of developing a new vision for the schools and lifelong learning estate is to ensure Communities and Families are fully engaged in a “One Council” approach to the provision of future assets which will assist with the improvement of service delivery. As such any future project led by Communities and Families will be aligned to all the necessary Council risk, policy, compliance and governance requirements.

Equalities impact

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

Sustainability impact

- 8.1 An approach to the provision of Communities and Families assets which is fully integrated with the wider asset priority of the Council and its partners will ensure a sustainable approach to future asset provision.

Consultation and engagement

- 9.1 The engagement plan associated with developing a vision for the schools and lifelong learning estate which will be incorporated in the asset sections of the Locality Improvement Plans is outlined in section 3 of this report.

Background reading/external references

The last update report to Committee on the Children and Families Asset Management Plan was on [24 May 2016](#).

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition pledges	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council priorities	CP1 – Children and young people fulfil their potential CP12 – A built environment to match our ambition
Single Outcome Agreement	S03 - Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	Appendix 1 - Update on Action Plan from 2014 Asset Management Plan Appendix 2 – Primary and Secondary School Roll Projections Appendix 3 – Primary School Roll Projection Methodology Appendix 4 – Secondary School Roll Projection Methodology

Appendix 1 - Update on Action Plan from 2014 Asset Management Plan

	Action	Lead	Progress to Date
1	Complete the delivery of the replacement nursery at Duddingston Primary School and the new nurseries at Wardie Primary School and Fox Covert Primary Schools by August 2015	Operational Support (School Estate Planning) and Early Years	All projects were completed on time and on budget.
2	<p>Progress the new nurseries and early years facilities at Granton Early Years Centre, Davidson Mains, Longstone and Corstorphine Primary Schools during 2015 targeting delivery no later than August 2016 and ensure the new St John's RC Primary School nursery includes provision for under 3's.</p> <p>Since the publication of the Asset Management Plan further Scottish Government Capital Funding was received which Committee approved on 19 May 2015 could be utilised to deliver further new nurseries at Tynecastle, Ferryhill Primary School and Leith Primary School.</p>	Operational Support (School Estate Planning) and Early Years	<p>Contractors have been appointed to deliver the new nurseries and early years facilities at Granton Early Years Centre, Davidson Mains, Longstone, Corstorphine and Ferryhill Primary Schools. The new facilities are expected to be constructed between January and summer 2017.</p> <p>An update regarding progress on the project to deliver the new St John's RC Primary School is provided below.</p> <p>The new Tynecastle Nursery will now be delivered in partnership with Heart of Midlothian FC who require the current nursery site as part of their predevelopment of Tynecastle Stadium.</p>
3	Complete further city wide analysis of Early Years facilities early in 2015 and report the findings, including a prioritised investment programme, to Committee in March 2015.	Operational Support (School Estate Planning) and Early Years	Action complete. Report submitted to, and approved by, Committee on 19 May 2015 .
4	Deliver the required rising rolls infrastructure within the primary school estate for August 2015.	Operational Support (School Estate Planning)	All projects were completed on time for August 2015. Seven new stand-alone extensions were opened at Clermiston, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie Primary Schools. In addition, the new temporary annexe for South Morningside Primary School was opened at the refurbished former Deanbank Resource Centre and additional accommodation was provided through internal reconfigurations at several other schools.

	Action	Lead	Progress to Date
5	Continue to update Committee regularly about rising rolls requirements in the primary sector and ensure on an annual basis there is sufficient capacity for catchment pupils at every school.	Operational Support (School Estate Planning)	New accommodation has recently been delivered at East Craigs, Fox Covert and St Mary's (Leith) RC Primary Schools. A full rising rolls update report is a separate item on the agenda for this Committee.
6	Carry out a capacity review of the primary school estate to assess the implications of the Scottish Government's new guidance on capacity.	Operational Support (School Estate Planning)	Second stage of the review in progress.
7	Review the primary rising rolls projections early in 2015 and provide an updated financial forecast to Committee in March 2015. Repeat this process in 2016.	Operational Support (School Estate Planning)	The latest updated position is included within the Rising School Rolls report which is a separate item on the agenda for this Committee.
8	Subject to Committee approval carry out a statutory consultation on the long term education solutions for south Edinburgh and submit the consultation report to Council for consideration during 2015.	Operational Support (School Estate Planning)	The statutory consultation period ended on 6 October 2015 with the Outcomes of Consultation Report having then been considered by full Council on 4 February 2016 . Council agreed that Option 1(c) be progressed, requiring the establishment of a new double stream primary school including nursery classes on the combined site of the existing South Morningside Primary School, Deanbank temporary annexe and the Oaklands Care Home and necessitating closure of the existing nursery classes of South Morningside Primary School based at Fairmilehead Church Hall. Council noted that the new school was currently estimated to be required by August 2019 which would require the project to be initiated by summer 2016 to allow that delivery timescale to be met and therefore instructed the Acting Executive Director of Resources, Acting Executive Director of Communities and Families and Chief Officer, Edinburgh Health and Social Care Partnership to regularly review any changes to the current approved Capital Investment Programme which might allow

	Action	Lead	Progress to Date
			<p>consideration to be given by Council to identifying the capital (and, in turn, revenue) funding required to deliver this project and the interdependent project to build a care home at Dumbryden.</p> <p>The capital funding was not available in August 2016 and funding for the project will be a consideration for the budget setting meeting in February 2017.</p>
9	Carry out a full assessment of the impact of rising rolls in the secondary sector and report the findings to Committee in December 2015.	Operational Support (School Estate Planning)	The latest updated position is included within the Rising School Rolls report which is a separate item on the agenda for this Committee.
10	Deliver the extension to Kirkliston Primary School Phase 1 by August 2015 and Phase 2 by August 2016. Phase 3 only to be delivered if required.	Head of Operational Support	<p>Phase 1 of the project was completed during 2015 which delivered a new dining hall, a new gym hall and ancillary facilities, a 3G pitch, car parking and two new GP spaces by adapting the existing building.</p> <p>The vast majority of the funding for the project comes from developer contributions which have now all been received therefore the project will be delivered in its entirety.</p> <p>The construction of phase 2 - the first five classrooms of an eight class extension - is complete and Phase 3 is being constructed.</p>
11	During 2015 undertake the necessary feasibility work to ensure the full implications of the education infrastructure projects required by new LDP development are known and are ready for delivery subject to the availability of funding.	Operational Support (School Estate Planning)	A full update regarding this matter is the subject of a separate report on the agenda for this Committee.
12	During 2015 carry out a full review of GME provision in Edinburgh and make recommendations for the future delivery of both primary and secondary GME.	Schools and Lifelong Learning and Operational Support (School Estate Planning)	An update on GME is included in the main report.
13	Subject to Council approval,	Head of	The tender process for the new school is

	Action	Lead	Progress to Date
	progress the project to deliver a replacement St John's RC Primary School on the adjacent Portobello High School site once it becomes available.	Operational Support	underway and construction of the new school is due to start during the first quarter of 2017. It is expected the new school will be completed by summer 2018.
14	Deliver the three Wave 3 High School projects by August 2016	Head of Operational Support	James Gillespie's High School and Portobello High School are now completed and occupied. Boroughmuir High School has been delayed and the revised contractor completion date is 21 April 2016.
15	Deliver the new St Crispin's Special School by March 2018	Head of Operational Support	A preferred site has been identified.
16	Progress the Wave 4 project throughout 2015 to identify which schools are a priority for refurbishment or replacement should future investment funding become available.	Head of Operational Support	Feasibility studies for the four shortlisted schools will commence in early 2017.
17	Subject to confirmation of Scottish Government funding being available, progress the project to replace Queensferry High School to ensure the project is completed as soon as possible.	Head of Operational Support	Update report was submitted and approved by Council on 24 November 2016.
18	Work with Services for Communities to ensure implementation of the Capital Asset Management Works programme	Services for Communities	A Liaison Group between Children and Families and Corporate Property meets regularly to provide update on progress with the programme.
19	Deliver the new Blackhall Gym by October 2015. Subject to Committee approval deliver the required infrastructure to accommodate the extended entitlement to free school meals.	Operational Support (School Estate Planning & Corporate property)	The project to deliver a new gym at Blackhall Primary School was completed in December 2015. On 9 December 2014 Committee approved the delivery of additional infrastructure to accommodate the extended entitlement to free school meals at Cramond, East Craigs, Sciennes and Towerbank Primary Schools. The new infrastructure was delivered for October 2016.

	Action	Lead	Progress to Date
20	Provide regular updates to Council on any developments associated with the provision of a new secondary school in Craigmillar and develop the project as appropriate subject to the availability of funding.	Head of Operational Support	<p>There has been no change in circumstances since the last update report.</p> <p>Whilst a site for the proposed new school has been identified in the Craigmillar Town Centre, no statutory consultation has yet been undertaken due to the uncertainty regarding when the new school could be delivered which is entirely dependent on the significant current gap in funding for the project being bridged. For the new school to be opened in August 2020 the project would need to be initiated (with all required funding identified) by early 2017. Any delay would result in a further increase in the estimated costs due to additional construction cost inflation.</p>
21	Deliver the replacement Greendykes Young People's Centre (Heathervale) by October 2015.	Head of Operational Support	The project is complete.
22	Continue to highlight the need for replacement of residential care facilities and lead the delivery of appropriate projects if funding becomes available.	Children's Services	On 29 October 2015 the Finance and Resources Committee approved the delivery of a replacement Oxfords Young People's Centre on the current site with the proceeds from the sale of Pentland View Close Support Unit being ring-fenced and used as part of the funding package to deliver the project.
23	Continue to provide support to parent councils who wish to undertake playground improvement projects and ensure that all new nursery and school projects include appropriate playground areas in accordance with current best practice in play development.	Schools and Lifelong Learning	Any new projects on hold subject to preparation of new Health and Safety guidance.
24	Continue to be involved in the Council wide short life working group on Sports Facilities.	Schools and Lifelong Learning	Transfer of out of school hours management of High School facilities to Edinburgh Leisure is progressing.

	Action	Lead	Progress to Date
25	Ensure the review of Community Services includes consideration of the Community Centres to ensure where possible future delivery is focused on the assets which provide the best community learning environments.	Schools and Lifelong Learning	This is being considered by the Strategic Asset Management Team.

Appendix 2 – Primary and Secondary School Roll Projections

CITY OF EDINBURGH COUNCIL PRIMARY SCHOOL ROLL PROJECTIONS, 2016-2026					Key:	OK: Solution Identified / Being Progressed	Monitor: Projection / Capacity Valid?	Action: Progress solution development				
School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Abbeyhill Primary School	231	173	168	173	181	182	183	178	179	177	176	176
Balgreen Primary School	420	357	363	355	369	359	356	353	360	358	359	369
Blackhall Primary School	476	447	453	473	475	452	463	470	463	462	454	460
Bonaly Primary School	434	424	434	439	437	435	439	442	439	444	445	451
Broomhouse Primary School	259	224	224	223	221	216	206	195	192	188	184	181
Broughton Primary School	462	369	396	397	411	422	439	456	461	458	459	468
Brunstane Primary School	420	198	205	206	193	193	191	195	187	191	195	204
Bruntsfield Primary School	560	589	627	615	616	617	617	626	625	618	629	630
Buckstone Primary School	462	440	443	445	441	488	514	524	545	561	588	605
Bun-sgoil Taobh na Paire	434	311	56	64	58	57	60	60	60	60	60	60
Canal View Primary School	420	347	360	363	375	350	341	344	343	351	351	350
Carrick Knowe Primary School	504	361	352	347	336	322	298	291	299	299	299	299
Castleview Primary School	434	289	336	367	384	409	423	430	421	427	434	446
Clermiston Primary School	462	429	450	458	462	472	482	482	484	486	488	498
Clovenstone Primary School	329	222	222	218	212	208	200	186	179	174	174	174
Colinton Primary School	294	149	150	144	146	145	141	133	131	131	131	131
Corstorphine Primary School	546	554	564	582	567	578	611	621	651	693	726	777
Craightinny Primary School	315	252	260	278	279	276	283	281	278	279	278	280
Craiglockhart Primary School	476	404	410	399	390	379	373	373	348	338	338	338
Craigour Park Primary School	630	471	490	487	505	511	544	562	587	578	585	582
Craigroyston Primary School	434	250	274	286	296	305	314	326	325	332	338	342
Cramond Primary School	434	402	405	414	415	421	443	468	490	515	537	555
Currie Primary School	456	426	445	465	500	535	570	591	606	630	651	653
Dalmeny Primary School	112	95	99	100	107	116	121	126	134	135	136	139

CITY OF EDINBURGH COUNCIL PRIMARY SCHOOL ROLL PROJECTIONS, 2016-2026

					Key:	OK: Solution Identified / Being Progressed	Monitor: Projection / Capacity Valid?	Action: Progress solution development				
School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Dalry Primary School	420	261	260	240	239	235	241	232	233	235	239	247
Davidson's Mains Primary School	546	559	558	570	557	533	511	489	488	488	494	500
Dean Park Primary School	476	473	462	446	444	436	442	439	418	432	440	432
Duddingston Primary School	434	385	376	379	347	341	344	347	343	343	343	363
East Craigs Primary School	476	434	455	459	479	484	490	497	501	510	514	513
Echline Primary School	315	294	298	298	303	316	327	354	383	405	434	447
Ferryhill Primary School	329	330	346	370	373	381	391	401	413	413	412	424
Flora Stevenson Primary School	630	559	570	574	576	587	582	589	590	607	599	602
Forthview Primary School	420	358	358	366	370	375	380	386	391	400	409	409
Fox Covert ND Primary School	294	246	264	282	293	305	317	338	338	347	347	355
Fox Covert RC Primary School	217	171	179	177	181	190	194	209	221	233	248	259
Gilmerton Primary School	546	437	457	508	562	625	678	751	818	842	858	865
Gracemount Primary School	560	472	496	507	527	529	555	582	603	630	658	687
Granton Primary School	504	420	443	443	462	473	500	530	523	527	537	561
Gylemuir Primary School	504	482	500	500	501	501	493	488	499	496	510	518
Hermitage Park Primary School	420	351	349	341	344	341	334	327	329	328	328	328
Hillwood Primary School	84	61	68	72	82	120	138	164	185	194	210	227
Holy Cross RC Primary School	315	297	303	304	307	301	304	303	303	304	312	320
James Gillespie's Primary School	560	524	545	576	607	609	615	616	635	655	669	680
Juniper Green Primary School	434	420	422	420	426	426	429	424	430	437	441	433
Kirkliston Primary School	476	491	528	592	635	689	710	753	769	792	797	792
Leith Primary School	476	376	418	436	428	421	410	405	417	410	420	431
Leith Walk Primary School	420	246	271	284	295	288	281	291	295	297	297	297
Liberton Primary School	434	439	447	463	466	473	484	474	474	474	474	479
Longstone Primary School	315	266	280	280	270	264	267	272	267	266	267	270

CITY OF EDINBURGH COUNCIL PRIMARY SCHOOL ROLL PROJECTIONS, 2016-2026

					Key:	OK: Solution Identified / Being Progressed	Monitor: Projection / Capacity Valid?	Action: Progress solution development				
School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Lorne Primary School	259	217	218	201	199	189	190	185	180	182	183	182
Murrayburn Primary School	420	384	374	363	361	357	346	352	345	345	345	345
Nether Currie Primary School	210	163	157	155	162	165	163	168	169	169	169	169
Newcraighall Primary School	140	137	148	161	171	196	225	249	265	283	307	332
Niddrie Mill Primary School	434	287	307	312	316	319	315	314	307	312	313	322
Oxgangs Primary School	434	413	418	397	379	364	352	339	331	322	322	324
Parsons Green Primary School	420	340	356	374	360	337	332	325	323	324	317	317
Pentland Primary School	504	452	459	439	418	419	413	405	403	399	406	411
Pirniehall Primary School	329	293	297	302	287	287	295	300	291	305	315	327
Preston Street Primary School	315	266	262	262	259	248	244	245	253	259	259	259
Prestonfield Primary School	294	202	213	209	201	194	196	199	204	209	214	215
Queensferry Primary School	420	401	413	430	443	454	472	477	481	496	507	520
Ratho Primary School	294	220	253	292	320	353	363	379	385	388	391	395
Roseburn Primary School	259	271	273	277	264	264	251	239	246	245	252	260
Royal Mile Primary School	210	138	143	137	135	137	133	131	132	131	131	132
Sciennes Primary School	630	647	623	619	615	581	567	553	544	563	562	561
Sighthill Primary School	294	218	227	243	244	251	247	247	254	253	255	261
South Morningside Primary School	630	642	645	640	642	645	641	638	639	636	634	633
St Catherine's RC Primary School	210	210	210	218	219	225	232	239	251	259	266	273
St Cuthbert's RC Primary School	210	214	227	237	244	249	259	260	261	264	263	265
St David's RC Primary School	315	280	291	295	305	314	338	342	347	354	357	366
St Francis' RC Primary School	294	195	205	208	211	203	205	217	221	225	226	231
St John Vianney RC Primary School	259	270	263	261	248	244	253	265	278	280	285	289
St John's RC Primary School	434	367	359	364	356	364	371	368	373	381	388	398
St Joseph's RC Primary School	315	299	301	316	315	307	314	311	310	308	308	312

CITY OF EDINBURGH COUNCIL PRIMARY SCHOOL ROLL PROJECTIONS, 2016-2026

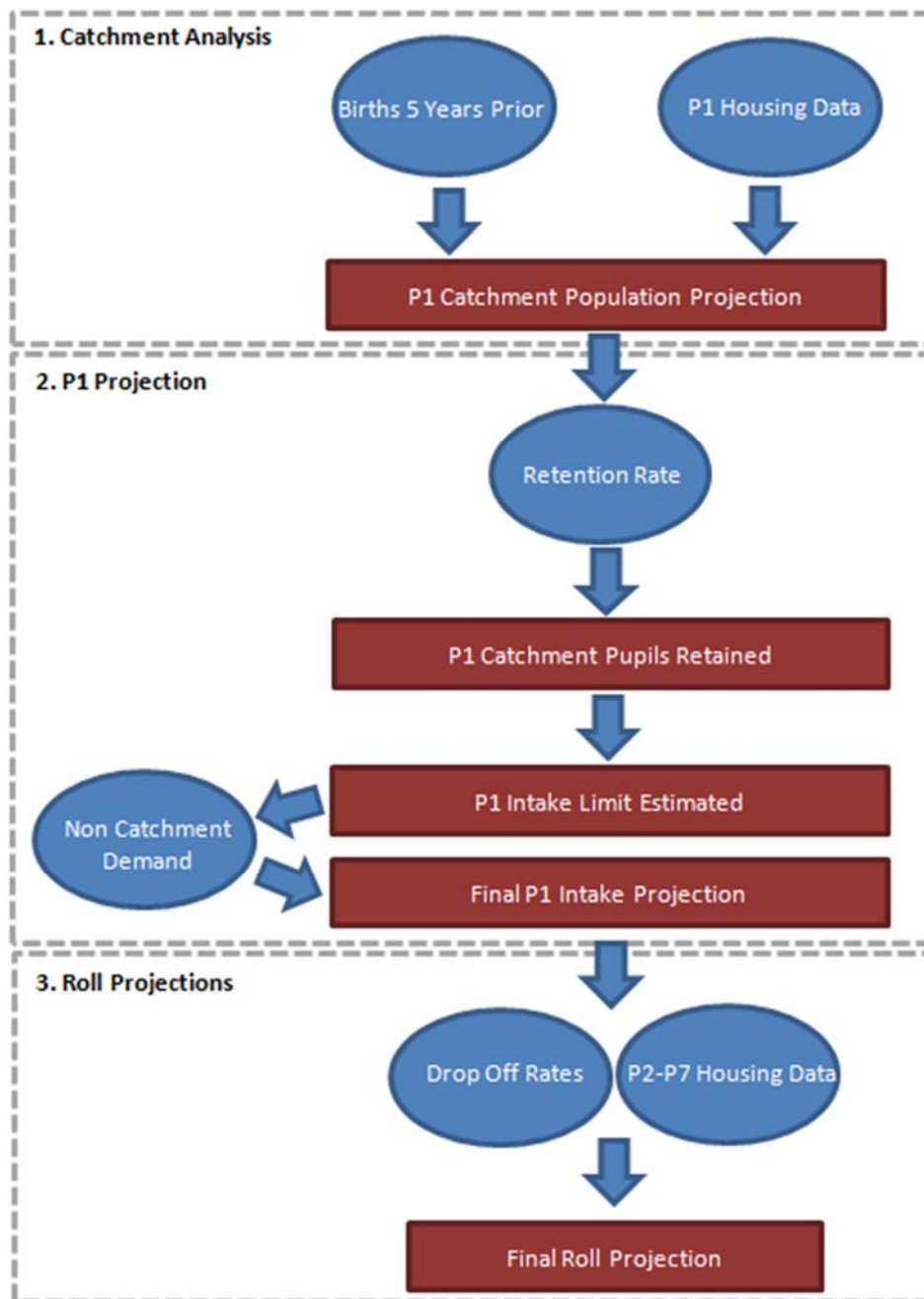
CITY OF EDINBURGH COUNCIL PRIMARY SCHOOL ROLL PROJECTIONS, 2016-2026					Key:	OK: Solution Identified / Being Progressed	Monitor: Projection / Capacity Valid?	Action: Progress solution development				
School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
St Margaret's RC Primary School	112	111	117	120	118	108	117	123	127	136	144	153
St Mark's RC Primary School	210	159	162	157	146	144	144	141	143	144	144	144
St Mary's RC Primary School (Edin.)	434	374	371	367	360	350	358	353	359	361	360	368
St Mary's RC Primary School (Leith)	420	335	356	371	377	375	382	386	393	392	395	400
St Ninian's RC Primary School	315	286	304	316	332	350	357	353	354	355	358	358
St Peter's RC Primary School	434	400	404	406	403	403	403	401	407	413	418	425
Stenhouse Primary School	420	313	322	315	302	292	281	280	279	271	271	271
Stockbridge Primary School	231	244	252	265	275	262	273	277	284	289	288	290
The Royal High Primary School	420	329	321	331	349	353	361	366	387	387	387	382
Tollcross Primary School	315	210	214	227	232	247	224	218	211	208	211	212
Towerbank Primary School	630	643	632	643	627	601	572	551	542	551	536	546
Trinity Primary School	546	527	535	547	537	534	519	519	509	514	531	561
Victoria Primary School	259	254	297	330	338	349	344	354	362	363	374	388
Wardie Primary School	560	499	498	495	488	471	464	450	433	438	443	437
Totals	34,448	29,745	30,267	30,787	31,008	31,197	31,544	31,892	32,235	32,662	33,104	33,640

CITY OF EDINBURGH COUNCIL SECONDARY SCHOOL ROLL PROJECTIONS, 2016-2026

School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Balerno Community High School	850	695	732	772	804	857	892	913	917	917	917	917
Boroughmuir High School	1200*	1160	1184	1241	1302	1361	1429	1503	1555	1575	1574	1590
Broughton High School	1200	1111	1145	1172	1193	1204	1206	1208	1208	1208	1208	1208
Castlebrae Community High School	600	127	134	150	180	209	239	271	289	292	291	285
Craigmount High School	1400	1135	1145	1179	1258	1330	1370	1461	1514	1549	1609	1645
Craigroyston Community High School	600	473	472	480	492	523	549	580	615	635	646	648
Currie Community High School	900	691	707	740	762	778	812	853	866	873	882	911
Drummond Community High School	600	341	329	338	353	384	435	475	486	498	506	503
Firrhill High School	1150	1130	1134	1152	1171	1195	1213	1224	1235	1235	1229	1231
Forrester High School	900	673	692	703	725	761	805	840	825	824	805	790
Gracemount High School	650	604	603	612	616	644	672	705	728	746	778	798
Holy Rood RC High School	1200	1025	1061	1098	1145	1193	1240	1270	1267	1292	1304	1305
James Gillespie's High School	1300	1198	1235	1243	1286	1371	1471	1532	1530	1569	1607	1627
Leith Academy	950	898	891	892	901	926	952	1004	1021	1043	1043	1061
Liberton High School	850	520	521	536	558	637	699	793	845	922	981	1042
Portobello High School	1400	1323	1362	1402	1440	1460	1475	1496	1494	1490	1496	1494
Queensferry Community High School	1000	763	821	879	960	1037	1147	1221	1296	1356	1419	1486
St Augustine's RC High School	900	661	682	708	749	818	837	911	950	982	997	1000
St Thomas of Aquin's RC High School	750	773	775	804	831	878	900	941	956	974	991	994
The Royal High School	1200	1253	1256	1271	1275	1316	1338	1378	1418	1457	1512	1514
Trinity Academy	950	811	812	813	845	875	921	950	978	995	996	998
Tynecastle High School	900	507	525	556	557	584	601	607	622	649	661	666
Wester Hailes Education Centre	750	273	270	285	301	323	347	363	367	375	384	380
Totals	22,165	18,145	18,488	19,026	19,704	20,664	21,550	22,499	22,982	23,456	23,836	24,093

*expected minimum theoretical capacity when new school opens

PRIMARY SCHOOL ROLL PROJECTION METHODOLOGY



1. Catchment Analysis

- The total P1 catchment population for each of the past 5 years is compared with the actual number of catchment **births from 5 years prior** to each of these years. The figures are used to calculate a 5 year median percentage between actual catchment births and actual P1 catchment pupils recorded.
- The 5 year median is then applied to known birth data for the past 5 years. This allows the P1 catchment population from births to be projected for the next 5 years.
- The number of P1 pupils forecast to be generated by housing developments in the catchment area is calculated by dividing the annual pupils generation expected from

developments in the area by 7. This **P1 Housing Data** is added to the birth based projection to form an overall **P1 Catchment Population Projection**.

- Where birth data is not available (i.e. to project years for which births have not yet taken place), annual growth rates from the [National Records of Scotland citywide projections for the number of births](#) are used to produce the **P1 Catchment Population Projection**.

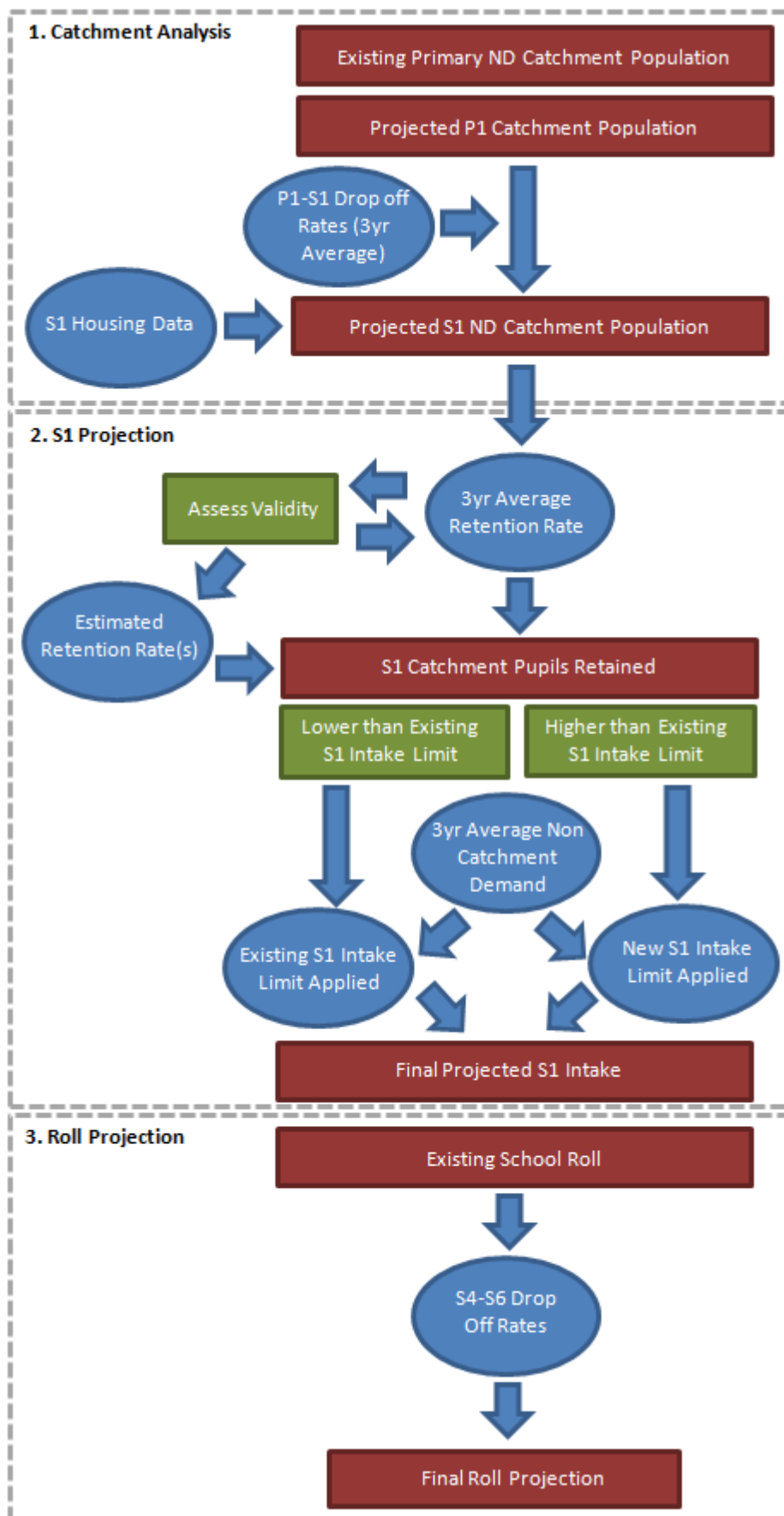
2. P1 Projections

- The average percentage of catchment P1 pupils attending their catchment school is calculated based on the past 3 years data. This 3 year average **Retention Rate** is applied to the P1 Catchment Population Projections to estimate the number of P1 catchment pupils likely to attend their catchment school in each of the next 10 years.
- The P1 intake limit likely to be applied based on the number of **P1 Catchment Pupils Retained** is estimated. If the estimated intake limit is likely to be considerably higher than the number of catchment pupils an adjustment may be made to account for estimated uptake of non-catchment places (based on the previous 3 years demand for non-catchment places). This provides a **Final P1 Intake Projection**.

3. Roll Projections

The Final P1 Intake Projection is applied to next years school roll. Existing stages are rolled forward with a **Drop off Rate** between year stages applied (based on median drop off at individual schools since 2002). Pupils estimated to be generated in that year at stages P2 to P7 from housing developments are added. The total of all stages provides a **Final Roll Projection**.

SECONDARY SCHOOL ROLL PROJECTION METHODOLOGY



1. Catchment Analysis

- The total Non-denominational (ND) S1 catchment population is calculated by rolling forward the **Existing ND Primary Catchment Population**, applying drop off rates between each year. Drop off rates are the average percentage drop off which took place between year stages over each of the past 3 years.
- The 3 year average drop-off rates are also applied to **Projected P1 ND Catchment Population** figures which are derived from the Primary School Roll Projections.
- It is assumed that 20% of the total number of ND secondary pupils forecast to be generated by housing developments in the catchment area will be S1 pupils (due to lower likelihood of pupils joining at S5 and S6. These pupils are added to those rolled forward to form the final **Projected S1 Catchment Population**.

2. S1 Projection

- The average percentage of ND catchment S1 pupils attending their catchment school is calculated based on the past 3 years data. This **3 year Average Retention Rate** is assessed by School Estate Planning Officers and a judgement is made regarding the degree to which this figure may be valid in future years. If it is agreed that the figure may not be representative of a changing trend in future years the **3 year Average Retention Rate** may be replaced in any future year by an **Estimated Retention Rate**. The retention rates are applied to the **Projected S1 ND Catchment Population** to calculate the number of **S1 Catchment Pupils Retained** by the school.
- If the number of **S1 Catchment Pupils Retained** is *lower* than the schools S1 intake limit then non-catchment demand (based on the average number of non-catchment places in S1 in each of the past three years) is added to the **S1 Catchment Pupils Retained**. The resulting **Final Projected S1 Intake** figure will not exceed the school's S1 intake limit.
- If the number of **S1 Catchment Pupils Retained** is *higher* than the schools S1 intake limit then this is rounded up to the nearest multiple of 20 to establish a new S1 intake limit. **3yr Average Non-catchment Demand** is then added to the **S1 Catchment Pupils Retained** with the new S1 intake limit forming the maximum possible **Final Projected S1 Intake**.

3. Roll Projection

The **Final Projected S1 Intake** is added to the **Existing School Roll** which is rolled forward with a **Drop off Rate** applied between S4 and S5 and between S5 and S6 stages. Drop off rates are the average percentage drop off which took place between these year stages over each of the past 3 years. The total of all stages provides a **Final Roll Projection**.

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Local Development Plan Education Infrastructure Update

Item number	7.2
Report number	
Executive/routine	Executive
Wards	All

Executive summary

Over the next decade and beyond there is expected to be significant housing development across Edinburgh, with the main development areas being identified in the adopted Edinburgh Local Development Plan (LDP).

The purpose of this report is to update Committee regarding the anticipated education infrastructure implications of the LDP, including the requirement to deliver seven new primary schools and a new secondary school, together with extensions to many existing schools.

In relation to the first of these projects which requires to be delivered, this report recommends that a statutory consultation process is progressed for the delivery of a new primary school in south east Edinburgh, with associated changes to the catchment areas of existing primary and secondary schools.

Links

Coalition pledges	P4
Council outcomes	CP1, CP12
Single Outcome Agreement	SO3

Local Development Plan Education Infrastructure Update

Recommendations

- 1.1 Note the content of this report which provides an update on the new education infrastructure that is anticipated to be required as a result of the additional pupils that will be generated by new housing development proposed by the Council's Local Development Plan.
- 1.2 Approve that a statutory consultation be undertaken, as detailed in the attached draft statutory consultation paper, regarding the establishment of a new non denominational primary school within south east Edinburgh, as well as catchment boundary changes for existing primary and secondary schools.
- 1.3 Note that a report on the outcomes of the consultation will be presented to Council for consideration in June 2017.
- 1.4 Note that the funding implications of the proposal will be reported to the Finance and Resources Committee as part of the Local Development Plan Action Programme update in January 2017.

Background

- 2.1 In June 2014 an [Education Appraisal](#) was published as a supporting document for the [Second Proposed Local Development Plan](#) (LDP). This appraisal provided details of the new primary and secondary education infrastructure that would be required to accommodate the additional pupils expected to be generated by new housing development proposed by the LDP. These infrastructure requirements were included in the LDP Action Programme, a document which sets out how the Council proposes to implement the LDP by explaining how the infrastructure required to support the growth of the city will be delivered.
- 2.2 The Education Appraisal was updated to reflect new guidance on [Developer Contributions and Affordable Housing](#) which was approved by the Planning Committee on 3 December 2015. The Appraisal was based on assessment areas aligned to the catchment areas of secondary schools. The revised requirements for new education infrastructure to support the LDP were reported to Committee on [24 May 2016](#).

- 2.3 Committee was advised that a further update of the required education infrastructure actions would be carried out once the recommendations of the Scottish Government's planning reporter in relation to the LDP were received. The Reporter's findings were received in June 2016 and the Council formally adopted a modified LDP on [24 November 2016](#).
- 2.4 The Education Appraisal has now been updated to take account of the modified LDP, and revised education infrastructure actions have been included in the latest version of the Council's LDP Action Programme which was reported to Planning Committee on [8 December 2016](#).
- 2.5 A model has been developed to determine the financial contribution required from a developer towards the estimated capital costs of delivering the updated education infrastructure actions. This is set out in the consultation draft of the supplementary planning guidance on 'Developer Contributions and Infrastructure Delivery' which was submitted to the Planning Committee on [8 December 2016](#) for consideration. Twelve 'Education Contribution Zones' have been established.
- 2.6 In order that the delivery of some of the education infrastructure actions could be progressed, on 24 May 2016 Committee gave approval for informal consultations to be undertaken in south east Edinburgh (the area covered by the catchment areas of Gracemount and Liberton High), south west Edinburgh (the area covered by the catchments of Currie High School and Balerno High School), west Edinburgh (the area covered by the catchment areas of The Royal High, Craigmount and Forrester High School), and Craigmillar. These consultations would be carried out prior to bringing forward draft statutory consultation papers to Committee setting out how anticipated capacity issues will be addressed.

Main report

Education Infrastructure Requirements

- 3.1 The updated set of education infrastructure actions which have been assessed as being necessary to support the housing growth proposed by the LDP is detailed in Appendix 1 (grouped according to the Education Appraisal Assessment Area which they relate to). The assessment has taken account of revised assumptions about the delivery of new housing, as well as up-to-date school roll projections.
- 3.2 In summary, there is a potential requirement for seven new primary schools (in addition to the proposed new school in south Edinburgh), a new secondary school in West Edinburgh, and extensions to many existing primary and secondary schools (both denominational and non-denominational).
- 3.3 A requirement for significant additional capacity within secondary schools has been identified to accommodate additional pupils from new housing

development. Future pressures in the secondary sector will be considered through the Rising Rolls process or Local Development Plan Action Programme. Where it is identified that new accommodation will be necessary, feasibility work will be required to determine an appropriate way of delivering the additional capacity.

- 3.4 Plans for the delivery of required new education infrastructure will be reported to Committee at a time that is appropriate to make sure that all the schools can meet the level of demand from their catchment population.
- 3.5 The establishment of any new school catchment area requires a statutory consultation to be undertaken in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. In due course the necessary statutory consultations will require to be progressed in line with the build out of the associated housing developments. Statutory consultations will also be required to change existing catchment areas to align development areas to alternative existing primary, and sometimes secondary, catchments.
- 3.6 Further education infrastructure actions may be required as new housing proposals come forward, or different solutions may emerge. The details of any change to the identified actions will be included in future update reports to Committee.

New Education Infrastructure in South East Edinburgh

- 3.7 As school roll projections show that new housing development will lead to school accommodation pressures in south east Edinburgh by 2020, it is necessary to progress a statutory consultation in early 2017 in order that a new non denominational primary school in the area can be delivered within this timescale, and to enable an efficient use of existing education infrastructure.
- 3.8 A draft statutory consultation paper proposing the delivery of a new primary school in the south east of the city is included in Appendix 2. Three existing primary schools (Gracemount, Gilmerton and Liberton) and two secondary schools (Gracemount High and Liberton High) will be affected by the proposals.
- 3.9 In summary, the draft statutory consultation paper proposes the following:

Primary schools

- Establish a new non denominational primary school and nursery within the 'Broomhills' housing site, incorporating sections of the Gracemount and Gilmerton Primary School catchment areas.
- Realign the catchment boundary so that The Murrays estate and parts of Gilmerton Dykes are within the catchment area of Gracemount Primary rather than that of Gilmerton Primary School.

- Realign the catchment boundary so that the northern part of the Alnwickhill development site is within the catchment area of Gracemount Primary rather than that of Liberton Primary School.
- Monitor pupil growth within the Gilmerton Primary School catchment area and bring forward proposals for a second new primary school at Gilmerton Station Road at an appropriate time, if required, to accommodate pupils generated by new housing development.

Secondary schools

- Align the new primary school within the 'Broomhills' housing site to Gracemount High School.
 - Reduce the catchment area of Liberton High School (which includes the current dual catchment area) so that it no longer covers The Murrays, Burdiehouse or the parts of Gilmerton Dykes which it is proposed will be within the catchment area of Gracemount Primary School.
 - Reduce the catchment area Gracemount High School (which includes the current dual catchment area) so that it no longer covers the area to the west of Lasswade Road which will remain within the Gilmerton Primary School catchment area.
 - Realign the catchment boundary so that northern part of the Alnwickhill development site is within the catchment area of Gracemount High rather than that of Liberton High School.
- 3.10 Roman Catholic School catchment areas are unaffected by the proposal set out in the statutory consultation paper.
- 3.11 Prior to bringing forward the proposals, informal consultation was carried out with School Management Teams, representatives from school parent councils and local elected members. The findings from meetings in June 2016 and November 2016, conducted as part of the informal consultation process, are described in the draft statutory consultation paper included in Appendix 2.
- 3.12 If approved by Committee it is proposed that the statutory consultation would commence in January 2017 with a report on the outcome of the consultation process being submitted to a Council meeting in June 2017 for consideration.

New Education Infrastructure in Leith and Trinity

- 3.13 As school roll projections show that rising rolls and new housing development within Leith and Trinity is leading to primary school accommodation pressures, it is necessary to progress a statutory consultation in early 2017 in order that additional primary school capacity can be delivered in the area.
- 3.14 A draft statutory consultation paper proposing to relocate and expand Victoria Primary School on a site at Western Harbour in Leith is being reported to this Committee in a separate report on Rising School Rolls.

New Education Infrastructure in South Queensferry and Kirkliston

- 3.15 The additional secondary school capacity required to accommodate pupils from new housing development within South Queensferry and Kirkliston will be delivered through the replacement Queensferry High School, which is expected to be delivered in 2020, and potentially the new Secondary School proposed for West Edinburgh.
- 3.16 An update on the Queensferry High School project was reported to Council on [24 November 2016](#).

Update on Other Informal Consultations

- 3.17 In addition to the informal consultations carried out for the projects outlined above, and in advance of bringing forward draft statutory consultation papers to a future Committee, meetings have been held with Head Teachers and school representatives in south west Edinburgh, west Edinburgh and Craigmillar to discuss the new education infrastructure requirements, or catchment changes, that are likely to be required in each area.

South West Edinburgh

- 3.18 A meeting of Head Teachers and school representatives was held in June 2016 to discuss the new education infrastructure required to accommodate additional pupils from new development within the area.
- 3.19 The Council's updated LDP Action Programme identifies a need for three additional classrooms at Currie Primary School and two additional classrooms at Dean Park Primary School to accommodate additional pupils from new housing development. However, there was general agreement at the meeting that primary school catchment changes should be considered before extending the existing schools.
- 3.20 Potential catchment boundary changes between Currie Primary school, Dean Park Primary School and Nether Currie Primary School will be considered in more detail, and if appropriate, it is expected that delegated authority to undertake a statutory consultation paper will be sought from Committee in March 2017 so that any changes could take effect by August 2018.

West Edinburgh

- 3.21 A meeting of Head Teachers and school representatives was held in June 2016 to discuss the new education infrastructure required to accommodate additional pupils from new development within the area. There was general agreement that the amount of new housing currently proposed for west Edinburgh is likely to require a new secondary school and at least one new primary school, and this is reflected in the Council's updated LDP Action Programme.
- 3.22 It is expected that a draft statutory consultation paper regarding the establishment of a new primary school within the 'Maybury' housing development site, as well as an associated catchment area, will be reported to a

future Committee. This would enable the new primary school to be delivered by August 2021.

Craigmillar

- 3.23 A meeting was held at Castlebrae High School in June 2016 to discuss proposals to extend the catchment area of Castlevue Primary School and Castlebrae High School to cover new housing development that is not currently aligned to the catchment of a non-denominational primary or secondary school. A minor catchment realignment between Castlevue Primary School and Niddrie Mains Primary school was also discussed.
- 3.24 Although only representatives of Castlebrae High attended the meeting, no concerns about the proposal were expressed. It is therefore expected that a draft statutory consultation paper setting out the proposed catchment changes will be reported to a future Committee.

Measures of success

- 4.1 The delivery of fit for purpose accommodation solutions, including a new non denominational primary school in south east Edinburgh, to make sure that each school is appropriate to meet the level of demand from its catchment population.

Financial impact

- 5.1 A report to the Finance and Resources Committee on [29 October 2015](#) estimated the capital costs associated with the delivery of LDP education infrastructure actions (which prevailed at that time) to be £243.843m which included provision for future construction cost inflation.
- 5.2 The financial implications on future capital and revenue budgets of the education infrastructure actions now required will be reported to the Finance and Resources Committee in January 2017. This report will also provide an update on the details of the potential funding sources available to the Council to support this infrastructure and the alternative supplementary income streams to be investigated.
- 5.3 Members should note that no allowance for the education infrastructure actions set out in Appendix 1 is provided for within the current Capital Investment Programme 2015-2020 or indicative five year plan 2019/20 – 2023/24. This includes the capital and revenue cost implications for the new primary school at 'Broomhills' which are set out in the draft statutory consultation paper included in Appendix 2. Therefore, there remains a real risk to the Council that required infrastructure cannot be delivered as required within the Local Development Plan proposals without identification of additional resources required to fund this.
- 5.4 Update reports regarding the financial implications of the LDP Action Programme will continue to be submitted to the Finance and Resources

Committee. As any required education infrastructure projects progress to the delivery stage, the necessary approvals for any capital and revenue costs arising will require to be sought through the Council's budget process.

- 5.5 The estimated cost of running a statutory consultation is in the region of £4000 to £5000. These costs are met from existing revenue budgets.

Risk, policy, compliance and governance impact

- 6.1 All Communities and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school is a key objective for the School Estate Planning Team and there would be a significant reputational risk to the Council if this is not achieved.
- 6.2 The delivery of any education infrastructure projects would be overseen by an Investment Steering Group which would operate based on the project management principles of Prince 2 following the same governance structure as all other Council major projects. The consideration and management of risk would be undertaken through this group.
- 6.3 The procurement of the necessary infrastructure would be in line with Council standing orders and the contractors delivering any accommodation solutions will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The school communities will be kept informed of any issues that arise during the construction process which will mitigate against the risk of criticism of the Council in relation to these high profile and visible projects.

Equalities impact

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

Sustainability impact

- 8.1 Any new education infrastructure required to be provided to accommodate pupils generated from new development will ensure that children can access an

appropriate local catchment school. Accordingly it should ensure that any negative impacts arising from travel to school patterns are minimised and that social cohesion within the new developments is given an opportunity to be established.

- 8.2 All new education infrastructure will, as a minimum, meet the latest energy efficiency requirements required through the statutory building warrant process.
- 8.3 The provision of new schools is necessary to support the economic growth of the city by ensuring that the families who come to live and work in our communities have the access to quality learning and teaching environments for their children.

Consultation and engagement

- 9.1 The statutory consultation process will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.
- 9.2 Prior to bringing forward the proposals set out in the draft statutory consultation paper attached to this report, informal consultation was carried out with School Management Teams, representatives from school parent councils and local elected members.

Background reading/external references

The previous update report to the Education, Children and Families Committee was on [24 May 2016](#).

Two reports to the Planning Committee on 8 December 2016 cover the adoption of the [LDP Action Programme](#) and the consultation on the proposed [supplementary planning guidance on 'Developer Contributions and Infrastructure Delivery'](#)

Alistair Gaw

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Links

Coalition pledges	P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council outcomes	CP1 – Children and young people fulfil their potential CP12 – A built environment to match our ambition
Single Outcome Agreement	S03 - Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	1 – Contribution Zones - Education Infrastructure Actions 2 – Draft Statutory Consultation Paper

Appendix 1

Education Infrastructure Requirements within each Education Appraisal Assessment Area

Boroughmuir James Gillespie's Assessment Area

Primary School actions

- Four additional classrooms within Zone (potential to be delivered as part of the new South Edinburgh Primary School).

Secondary School actions

- Boroughmuir High, James Gillespie's High, St Augustine's RC High School – additional secondary school capacity to accommodate 66 extra pupils.

Castlebrae Assessment Area

Primary School actions

- Brunstane LDP Development site - new 11 class primary school and 40/40 nursery;
- Castleview Primary school – three additional classrooms and dining hall extension.

Secondary School actions

- Castlebrae Community High School – additional secondary school capacity to accommodate 261 extra pupils.

Craigroyston Broughton Assessment Area

Primary School actions

- Granton Waterfront - New 14 class primary school and 40/40 nursery;
- St David's RC Primary School – two additional classrooms.

Secondary School actions

- Craigroyston Community High, Broughton High, St Augustine's RC High School – additional secondary school capacity to accommodate 273 extra pupils.

Drummond Assessment Area

Primary School actions

- Two additional classes at a school where the additional capacity will mitigate the impact of development within the zone (with associated catchment review if required).

Firrhill Assessment Area

Secondary School actions

- Firrhill High, St Augustine's RC High School – additional secondary school capacity to accommodate 7 extra pupils.

Leith Trinity Assessment Area

Primary School actions

- Leith Waterfront - New 14 class primary school and 40/40 nursery;
- Holy Cross RC Primary School – two additional classrooms.

Secondary School actions

- Leith Academy, Trinity Academy – additional secondary school capacity to accommodate 251 extra pupils.

Liberton Gracemount Assessment Area

Primary School actions

- Broomhills LDP development site - New 14 class primary school and 40/40 nursery;
- Gilmerton Station Road LDP development site - New seven class primary school and 30/30 nursery;
- Craighour Park Primary School – two additional classrooms;
- St John Vianney and/or St Catherine's RC Primary School - four additional classrooms (with associated catchment review if required).

Secondary School actions

- Gracemount High, Liberton High School – additional secondary school capacity to accommodate 522 extra pupils.

Portobello Assessment Area

Primary School actions

- 2 Primary School classes (to mitigate the impact of development within the catchment of The Royal High Primary School).

Queensferry Assessment Area

Primary School actions

- Builyeon Road LDP development site - New 14 class primary school and 40/40 nursery;
- Kirkliston Primary School – one additional classroom;
- St Margaret's RC Primary School - two additional classrooms.

Secondary School actions

- Queensferry Community High, St Augustine's RC High School – additional secondary school capacity to accommodate 275 extra pupils.

South West Assessment Area (Balerno Community High, Currie High and WHEC)

Primary School actions

- Currie Primary School – three additional classrooms;
- Dean Park Primary School – two additional classrooms;

Tynecastle Assessment Area

Primary School actions

- Balgreen Primary School – two additional classrooms.

Secondary School actions

- St Augustine's RC High School – additional secondary school capacity to accommodate 5 extra pupils.

West Edinburgh Assessment Area (The Royal High, Craigmount High and Forrester High)

Primary School actions

- Maybury LDP development site - New 21 class primary school and 60/60 nursery;
- Hillwood Primary School – three additional classrooms;
- Gylemuir Primary School – three additional classrooms;
- Fox Covert RC, St Joseph's RC Primary School – five additional classrooms.

Secondary School actions

- New Secondary School;
- St Augustine's RC High School – additional secondary school capacity to accommodate 89 extra pupils.

Proposal to Establish a New Non-Denominational Primary School and Implement Catchment Changes to Address School Capacity and Accommodation Pressures in South East Edinburgh

Affecting Gracemount Primary School, Gilmerton Primary School, Liberton Primary School, Gracemount High School, and Liberton High School

1 Introduction

1.1 This consultation paper sets out the rationale for, and implications of, the proposal to establish a new non-denominational primary school and implement catchment changes to address primary school capacity and accommodation pressures in the south east Edinburgh area. The paper also sets out the consultation process and the means and timescales for making representations.

1.2 The consultation paper is divided into the following sections:

1. Introduction
2. Background and Context
3. Roll Projections, Catchment Data and Capacity Analysis
4. Details of Proposal
5. Educational Benefits
6. Financial Considerations
7. Indicative Construction Timescales
8. Consultation Process

Appendices

1. Response Questionnaire
2. 'Broomhills' LDP Site Brief and Proposed Site Layout
3. Indicative Site Layout of New Primary School
4. Current Catchments Areas – Primary and Secondary
5. Proposed Catchment Areas – Primary and Secondary
6. Number of Pupils within Areas Affected
7. Travel Routes and Distances
8. Attainment and Achievement information for Primary Schools

- 1.3 In summary, the proposal is to establish a new primary school and nursery in south east Edinburgh on a site within the ‘Broomhills’ housing development. The new school will be aligned to Gracemount High School. The paper also proposes changes to the catchment areas of Gracemount Primary School, Gilmerton Primary School, Gracemount High School and Liberton High School. The northern part of the former Alnwickhill Water Treatment Works housing site which is currently within the Liberton Primary School and Liberton High School catchment areas will be transferred to the catchment areas of Gracemount Primary and Gracemount High School. The date from when the proposed catchment changes would be effective is anticipated to be November 2019, in time for the P1 registration process and ahead of the expected new school opening in August 2020.
- 1.4 Comments on the proposal should be submitted by no later than close of business on Friday 3 March 2017 by email or post to the addresses set out in Section 8 of this paper. A response questionnaire is provided for this purpose which respondents are encouraged to use, details are included in Appendix 1. The questionnaire can also be completed online via the Council website [www.edinburgh.gov.uk/\[insert correct web address\]](http://www.edinburgh.gov.uk/[insert correct web address]).
- 1.5 Two public meetings will be held as follows, further details of which are provided in section 11:

Venue	Date	Time
Gracemount Primary School		6.30pm - 8.30pm
Gilmerton Primary School		6.30pm – 8.30pm

2 Background and Context

- 2.1 On 24 May 2016 the Education, Children and Families Committee approved that an informal consultation be undertaken regarding options to address future accommodation issues in south east Edinburgh (Liberton / Gilmerton ward) arising as a result of the significant amount of new housing that is proposed for within the area.
- 2.2 For the purposes of this paper the south east Edinburgh area is defined as the area currently covered by the two primary school catchment areas of Gracemount Primary School and Gilmerton Primary School.
- 2.3 The Council's Local Development Plan proposes new housing development that is expected to generate an estimated 598 additional non-denominational primary school pupils within the catchment areas of Gracemount Primary School and Gilmerton Primary School up to 2030. In addition, housing developments currently under construction at Burdiehouse and Alnwickhill Water Treatment Works are expected to generate an estimated 80 non-denominational primary school pupils. The estimated number of pupils that will be generated by each housing site is set out in Table 1.

Table 1: Estimated Number of Additional Pupils from Housing Development

Site	Units	Primary (ND)	Secondary
<i>Gracemount Primary School catchment area (December 2016)</i>			
Broomhills	633	150	114
Alnwickhill Water Treatment Works	297	54	34
Ellen's Glen Road	240	43	32
Liberton Hospital	173	31	23
Rae's Court	24	5	4
<i>Gilmerton Primary School catchment area (December 2016)</i>			
Gilmerton Station Road	625	138	104
East of Lasswade Road	310	68	52
North of Lang Loan	220	48	36
Burdiehouse Phase 2	211	42	31
The Drum	150	33	25
Burdiehouse Phase 1	122	26	19
East of Burdiehouse Road	110	24	19
Gilmerton Dykes Road	61	13	10
Gilmerton Dykes Road	30	2	0
Gilmerton Dykes Street	22	1	0
Overall Total		678	503

- 2.4 Both schools are expected to face increasing accommodation pressures as the proposed housing is built and demand for places rises. The number of catchment pupils is expected to rise beyond what can be accommodated within the current school organisations and additional primary school capacity is therefore required.
- 2.5 The Local Development Plan Revised Education Appraisal (June 2014) proposed that additional primary school capacity should be provided by delivering two new primary schools in the local area: a nine class school and 40/40 nursery within the 'Broomhills' housing development site and a seven class school with 30/30 nursery within the 'Gilmerton Station Road' housing development site.
- 2.6 Since 2014 additional new housing sites in the area have come forward. To accommodate the additional pupils, the Council's latest Education Appraisal and Action Programme (December 2016) identify a need for a 14 class school with 40/40 nursery within the 'Broomhills' housing development site and a seven class school with 30/30 nursery within the 'Gilmerton Station Road' housing development site.
- 2.7 It is expected to take more than 10 years to complete all the new housing that is proposed for the area and therefore it may not be necessary to deliver all new infrastructure at the same time. Phasing the delivery of additional school capacity would minimise the *operational risk* (of providing too much capacity) and *financial risk* (of unnecessary capital and revenue expenditure).
- 2.8 This statutory consultation process also provides an opportunity to bring all new housing that is currently under construction at the Alnwickhill Water Treatment Works housing site within the same catchment area. The majority of the site is within the catchment area of Gracemount Primary School (which feeds into Gracemount High School). However, the northern part of the site is currently within the Liberton Primary School catchment (which feeds into Liberton High School). The catchment boundary does not reflect the proposed street pattern and cuts through individual properties. It is therefore proposed to align the whole development site with Gracemount Primary School.
- 2.9 A dual feeder secondary school catchment area for Gracemount High School and Liberton High School which operates in the area has also been reviewed as part of this process. This has been in place since 2010 when Burdiehouse Primary School closed and its catchment area was split between Gracemount and Gilmerton Primary Schools. The area which became aligned to Gilmerton Primary School became a dual catchment area for Gracemount High and Liberton High. This allowed the catchment area for Gracemount High School to be retained. The Council does not generally support dual catchment areas as the management of transition arrangements can be more complex and it is more difficult to predict intake numbers.

Informal Consultation

2.10 Informal discussions with Head Teachers, school representatives and local elected members were carried out in June 2016 and November 2016. The group supported the proposal to build a new primary school to accommodate pupil growth as a result of new housing development. The group agreed that new catchment areas should contain a mix of housing types and be based around safe routes to school. The proposal which is outlined in this statutory consultation paper reflects the outcome of these discussions.

Site Considerations

2.11 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new double stream primary school with capacity for a further 40 pupils in the nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:

- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
- An area for playing fields of not less than 0.6 hectares.

2.12 Sites for a new primary school at 'Broomhills' and at 'Gilmerton Station Road' have been identified within the Local Development Plan. Both are undeveloped agricultural land, but form part of wider proposals for new residential development. Appendix 2 includes the Local Development Plan Site Brief for the 'Broomhills' housing site, indicating the proposed location for a new primary school.

2.13 The Council is minded to grant planning permission for residential development on the wider 'Broomhills' site. As part of the planning application submission, land for a new primary school has been identified in the north-east corner of the development site, adjacent to existing properties fronting onto Burdiehouse Road. The proposed Site Layout, which forms part of the planning application, is included in Appendix 2. The legal agreement attached to the planning permission will make provisions for the Council to take ownership of the school site once development on the wider site has begun.

2.14 The site is two hectares and can accommodate a primary school with up to 21 classes, nursery and a 60m x 40m all weather pitch. Detailed planning permission will be required for the school building and grounds once a design has been established. An indicative site plan has been included in Appendix 3 to show the type of building that could be delivered on the site.

3 Roll Projections, Catchment Data and Capacity Analysis

- 3.1 This section considers the historic, current and projected roll and catchment population data and the accommodation issues and other factors that have resulted in this consultation being undertaken and that have shaped the options set out in this paper.
- 3.2 The proposal within this paper will directly affect Gracemount, Gilmerton and Liberton Primary schools, and Gracemount and Liberton High School. The existing catchment areas of these schools are included within Appendix 4.
- 3.3 Table 2 shows that the total capacity of the three existing primary schools was 1540 pupils in August 2016. The combined roll of the three schools was 1348 pupils, which means that there was an overall occupancy rate of 88%. However, it should be noted that generic capacity figures do not take account of a school's capacity for team teaching arrangements; a practice which is increasingly commonplace across the Council's primary school estate.

Table 2: School Capacity and Estimated Class and Roll Data for August 2016

School	Capacity (as at Aug 2016)	Roll (as of Sept 2016 census)	Estimated Occupancy Rate
Gracemount Primary School	20 Classes (560 pupils)	472	84%
Gilmerton Primary School	19 Classes (546 pupils)	437	80%
Liberton Primary School	15 Classes (434 pupils)	439	101%
Totals	54 Classes (1540 pupils)	1348	88%

- 3.4 There is insufficient capacity within the existing school buildings to accommodate the significant number of additional pupils which will be generated by new housing development in the area over the next 10 years.

Gracemount Primary School

Capacity and Growth

- 3.5 The roll at Gracemount Primary School has increased from 419 primary pupils to 472 pupils between 2012 and 2016. The P1 intake in 2016 was 73 pupils.
- 3.6 The school is currently operating as a 17 class organisation, although there may be capacity for 20 classes within the existing building. This would give the school a working capacity for 560 pupils. Options for increasing capacity at Gracemount Primary School beyond 20 classes are currently constrained by the small school grounds.

- 3.7 The total primary age population of the Gracemount catchment area (excluding pupils attending independent schools) in 2016 was 729. The percentage of the total catchment pupil population attending Gracemount Primary School was 55% in 2016. In 2012 it was 51%.
- 3.8 Loss to the Roman Catholic (RC) sector is relatively high, accounting for 26% of the pupils in 2016 (188 out of 729 attended a Roman Catholic school). Most of these pupils attended St Catherine's RC Primary school which is on an adjacent site to Gracemount.
- 3.9 There is a broad range of schools attended by those choosing a non-denominational primary school other than Gracemount, with the most popular alternative options being Liberton Primary School, Buckstone Primary School, Gilmerton Primary School, and Pentland Primary School.

Roll Projections

- 3.10 Projections, based on births from five years prior and data for known housing development, indicate that there will be an intake of 72 P1 pupils in 2020. The existing school could accommodate this level of intake.
- 3.11 Longer term projections based on the National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest that regular P1 intakes of at least 90 pupils could become commonplace beyond 2020 and at least 105 beyond 2026, due to the amount of new housing development expected in the area. If this were to be the case, it would suggest that growth to 21 classes would be required by 2022, with further expansion required in the longer term. There is limited opportunity to extend Gracemount Primary School and therefore an alternative solution to delivering the additional primary school capacity is required.

Gilmerton Primary School

Capacity and Growth

- 3.12 The roll at Gilmerton Primary School has increased from 367 primary pupils to 437 pupils between 2012 and 2016. The P1 intake in 2016 was 62 pupils.
- 3.13 The school is on a large site with 19 classes and two gym halls. The growth in pupil numbers necessitated the delivery of four new classes as part of the Rising Rolls programme in August 2015. There are also two classrooms within a temporary unit on the site.
- 3.14 The total primary age population of the Gilmerton catchment area (excluding pupils attending independent schools) in 2016 was 580 pupils. The percentage of the total catchment pupil population attending Gilmerton Primary School was 63% in 2016. In 2012 it was 53%.
- 3.15 Loss to the RC sector accounted for 13% of the pupils in 2016 (76 out of 580 attended a Roman Catholic school).

- 3.16 There is a broad range of schools attended by those choosing a non-denominational primary school other than Gilmerton, with the most popular alternative options being Gracemount Primary School, Craigour Park Primary School and Liberton Primary School.

Roll Projections

- 3.17 Projections, based on births from five years prior and data for known housing development, indicate that the non-denominational P1 catchment population for Gilmerton Primary School will grow significantly. An intake of 105 P1 pupils is projected for 2020.
- 3.18 Longer term roll projections based on National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest that regular P1 intakes of 130 pupils could become commonplace beyond 2025 due to the amount of new housing development expected in the area.
- 3.19 The projected levels of intake could not be accommodated within the existing building and the school is expected to face capacity pressures from 2019.

Liberton Primary School

Capacity and Growth

- 3.20 The roll at Liberton Primary School has increased from 392 primary pupils to 439 pupils between 2012 and 2016. The P1 intake in 2016 was 72.
- 3.21 The school is currently operating as a 15 class organisation, giving the school a working capacity for 434 pupils. There are plans under the Rising Rolls programme to expand the capacity of the school through a two class extension for August 2017 to give a capacity of 476 pupils.
- 3.22 The total primary age population of the Liberton catchment area (excluding pupils attending independent schools) in 2016 was 577. The percentage of the total catchment pupil population attending Liberton Primary School was 64% in 2016. In 2012 it was 57%.
- 3.23 Loss to the RC sector accounted for 23% of the pupils in 2016 (131 out of 577 attended a Roman Catholic school). Most of these pupils attended St John Vianney's RC Primary School.
- 3.24 There is a broad range of schools attended by those choosing a non-denominational primary school other than Liberton, with the most popular alternative option being Sciennes Primary School.

Roll Projections

- 3.25 Projections, based on births from five years prior and data for known housing development, indicate that there will be an intake of 72 P1 pupils in 2020.
- 3.26 The northern section of the Alnwickhill Water Treatment works site is the only significant area of new housing expected to be delivered within the catchment. Development is currently underway on the site, with 23 out of the 298 new homes within the Liberton Primary School catchment area (with the rest within

the Gracemount Primary School catchment area). The homes are expected to generate 6 new primary school pupils within the Liberton catchment.

- 3.27 Longer term projections based on the National Records of Scotland (NRS) population projections for the City of Edinburgh Council area suggest that regular p1 intakes of 75 pupils could become commonplace. This could lead to further accommodation pressures on the expanded school beyond 2025.

Gracemount High School

Capacity and Growth

- 3.28 The roll at Gracemount High School has dropped from 630 pupils in 2012 to 604 in 2016. The S1 intake in 2016 was 100 pupils.
- 3.29 The capacity of the school is currently 650 pupils, with a S1 intake limit of 120 pupils.
- 3.30 The total secondary age population of the Gracemount High School catchment area (excluding pupils attending independent schools) in 2016 was 640 pupils.
- 3.31 Loss to the RC sector accounted for 17% of the pupils in 2016 (111 out of 640 attended a Roman Catholic school). Most of these pupils attended Holyrood RC High School.
- 3.32 In relation to those who attended a non-denominational secondary school, 74% attended Gracemount High School in 2016. The percentage of S1 non-denominational catchment pupils who attended Gracemount High School was 85% in 2016.
- 3.33 In 2016 107 of the total secondary age population were within the dual catchment area with Liberton High. The dual catchment area has been in place since 2010. 70 (65%) pupils chose to attend Gracemount High School, and only 3 pupils (3%) chose to attend Liberton High School.

Roll Projections

- 3.34 Projections indicate that the S1 roll for Gracemount High School will be 140 pupils in 2020 and 160 pupils from 2025, taking account of the pupil growth from new housing development. Intakes of 140 pupils or more would lead to accommodation pressures at the school.

Liberton High School

Capacity and Growth

- 3.35 The roll at Liberton High School has dropped from 636 pupils in 2012 to 520 in 2016. The S1 intake in 2016 was 90 pupils.
- 3.36 The capacity of the school is currently 850 pupils, with an intake limit of 160 pupils.
- 3.37 The total secondary age population of the Liberton catchment area (excluding pupils attending independent schools) in 2016 was 1145 pupils.

- 3.38 Loss to the RC sector accounted for 25% of the pupils in 2016 (281 out of 1145 attended a Roman Catholic school). Most of these pupils attended Holyrood RC High School.
- 3.39 In relation to those who attended a non-denominational secondary school, 51% attended Liberton High in 2016. The percentage of S1 non-denominational catchment pupils who attended Liberton High was 64%.
- 3.40 In 2016 107 of the total secondary age population were within the dual catchment area with Gracemount High. The dual catchment area has been in place since 2010. 70 (65%) pupils chose to attend Gracemount High School, and only 3 pupils (3%) chose to attend Liberton High School.

Roll Projections

- 3.41 Projections indicate that the S1 roll for Liberton High School will be 160 pupils in 2020, rising to 228 pupils in 2026, taking account of the pupil growth from new housing development. Intakes of more than 160 pupils would lead to accommodation pressures at the school.

4 Details of Proposal

Overview

4.1 The proposal is as follows:

Primary schools

- Establish a new non-denominational primary school and nursery within the 'Broomhills' housing site, incorporating areas from Gracemount and Gilmerton Primary School within its catchment boundary.
- Realign the catchment boundary so that The Murrays estate and parts of Gilmerton Dykes are within the catchment area of Gracemount Primary School rather than that of Gilmerton Primary School.
- Realign the catchment boundary so that the northern part of the Alnwickhill development site is within the catchment area of Gracemount Primary School rather than that of Liberton Primary School.
- Monitor pupil growth within the Gilmerton Primary School catchment area and bring forward proposals to further increase primary school capacity in the area through a new school on the 'Gilmerton Station Road' housing site at an appropriate time.

Secondary schools

- Align the new primary school within the 'Broomhills' housing site to Gracemount High School.
 - Reduce the catchment area of Liberton High School (which includes the current dual catchment area) so that it no longer covers Burdiehouse, The Murrays, or parts of Gilmerton Dykes which will be within the catchment area of Gracemount Primary School.
 - Reduce the catchment area Gracemount High School (which includes the current dual catchment area) so that it no longer covers the area to the west of Lasswade Road which will remain within the Gilmerton Primary School catchment area.
 - Realign the catchment boundary so that northern part of the Alnwickhill development site is within the catchment area of Gracemount High rather than that of Liberton High School.
- 4.2 The proposed non-denominational primary and secondary school catchment areas are set out in Appendix 5. The number of non-denomination primary school pupils in September 2016 who were in each of the areas directly affected by the proposed changes is shown in Appendix 6.
- 4.3 The date from when the proposed catchment changes would be effective is anticipated to be November 2019, in time for the P1 registration process and ahead of the expected new school opening in August 2020. However, this is dependant on development progressing as expected. In particular the site of

the proposed new primary school is on land owned by a housing developer. The delivery of a new school will therefore be dependant on development on this site progressing.

- 4.4 This paper does not propose any changes to the Roman Catholic Primary or Roman Catholic Secondary school catchment areas.

Description of Proposal

- 4.5 This section explains the proposal in more detail and considers the implications and practicalities of its implementation.

Establishing a New Non-Denominational Primary School

- 4.6 A new primary school and nursery would be established on land at the north east corner of the 'Broomhills' housing site.
- 4.7 Parts of the catchment areas for Gracemount and Gilmerton Primary school would become the catchment area of the new school. The new catchment would cover the existing housing areas of Howden Hall, Mortanhall, Old Burdiehouse Road and Southhouse, as well as new housing sites at Broomhills and Burdiehouse.
- 4.8 The school would be built with 14 classrooms so that it can accommodate two full streams of P1-P7 pupils. It will have a flexible design that will allow it to be expanded up to three streams (21 classes) if this was necessary.

Implications for Gracemount and Gilmerton Primary School

- 4.9 The proposed catchment for the new school at 'Broomhills' will take the areas of Howden Hall, Mortanhall, Old Burdiehouse Road and Southhouse from the catchment area of Gracemount Primary School. This will free up significant capacity within Gracemount Primary School to allow it to accommodate additional pupils from new development and enable its catchment boundary to be extended to the south and east to take in The Murrays and parts of Gilmerton Dykes, which are currently aligned to Gilmerton Primary (in September 2016 there were 161 non-denominational primary school pupils residing in these areas).
- 4.10 The parts of Gilmerton Dykes that will transfer to the catchment of Gracemount Primary School were previously part of its catchment prior to the closure of Burdiehouse Primary School in 2010. It moved to the catchment of Gilmerton Primary school in 2010 to ensure that the catchment of Gracemount Primary school was not too large.
- 4.11 The catchment proposals will free up space at Gilmerton Primary School to accommodate additional pupils from initial phases of new housing development within its catchment area. However, in the medium to long term additional primary school capacity will still be required in the area, as explained in 4.25 – 4.28.

Implications for Gracemount and Liberton High School

- 4.12 The new primary school will be a feeder school aligned to Gracemount High School, along with Gracemount Primary School.
- 4.13 Consequential changes to the catchment areas of Gracemount High School and Liberton High School are proposed as there will no longer be a requirement to operate a dual secondary school catchment.
- 4.14 Since 2010 pupils from the areas of Burdiehouse, The Murrays and parts of Gilmerton Dykes have been within the catchment area of Gilmerton Primary School but able to choose between Gracemount High and Liberton High. Gracemount High School is the secondary school that is closest to the affected homes and the majority of pupils choose to attend this school. As the proposal is for these areas to now be within the catchment area of a primary school which is aligned to Gracemount High, there is no need to offer the choice of secondary school. The catchment boundary of Liberton High will therefore be reduced so that it does not cover these areas.
- 4.15 Land to the west of Lasswade Road and south of The Murrays will remain within the catchment of Gilmerton Primary School and it is proposed to realign the Gracemount High catchment area so that it no longer covers this area. Liberton High will therefore be the only catchment secondary school for the five residential properties which are currently in the area, as well as the new homes that are expected to be built between The Murrays and Lang Loan. Although Liberton High is further to travel than Gracemount High, the distance will be similar to that from other areas within the Gilmerton Primary school catchment.
- 4.16 Future pressures in the secondary sector will be considered through the Rising Rolls process or Local Development Plan Action Programme. Where it is identified that new accommodation will be necessary, feasibility work will be required to determine an appropriate way of delivering the additional capacity.

Alnwickhill Water Treatment Works

- 4.17 In order that all homes within the new estate at the Alnwickhill Water Treatment Works will be aligned to the same schools, the new homes which are currently within the Liberton Primary School and Liberton High School catchment areas will be transferred to the catchment areas of Gracemount Primary and Gracemount High School. These are closer to the site than the Liberton schools. 23 of the 297 homes that are proposed on the development site will be affected. The homes are currently being built and are expected to be occupied before the catchment change has taken place.

Catchment Change Analysis

- 4.18 The catchment changes proposed are shown in Appendix 5. More detailed maps and lists of the addresses affected may be viewed on the Council website [www.edinburgh.gov.uk/\[insert correct address\]](http://www.edinburgh.gov.uk/[insert correct address]).
- 4.19 The date from when the proposed catchment changes would be effective is anticipated to be November 2019, in time for the P1 registration process and ahead of the expected new school opening in August 2020.

4.20 The location of the school buildings, existing pupil flows, obvious geographical boundaries, public transport links and distances to and from a school are all factors taken into account when establishing new catchment boundaries.

However, the principal driver is to ensure that the catchment populations for each of the schools affected are appropriate to their proposed capacity.

4.21 Tables 3 and 4 show what impact the proposed catchment changes set out above would have had on the total catchment population and P1 catchment population of Gracemount, Gilmerton and Liberton Primary Schools had they been applied in each of the last three years.

Table 3: Total Catchment Population 2014-2016; Actual and Adjusted for New School

		2014			2015			2016		
		ND	RC	Total	ND	RC	Total	ND	RC	Total
Gracemount	Actual	517	199	716	510	206	716	541	188	729
	Proposed	451	117	568	438	115	553	455	116	571
Gilmerton	Actual	515	78	593	504	73	577	504	76	580
	Proposed	360	47	407	345	46	391	336	42	378
Liberton	Actual	401	132	533	431	134	565	446	131	577
	Proposed	401	132	533	431	134	565	446	131	577
New Primary School		221	109	330	231	118	349	254	106	360

Table 4: P1 Catchment Population 2014-2016; Actual and Adjusted for New School

		2014			2015			2016		
		ND	RC	Total	ND	RC	Total	ND	RC	Total
Gracemount	Actual	84	25	109	65	28	93	84	21	105
	Proposed	71	13	84	66	14	80	64	20	84
Gilmerton	Actual	94	10	104	88	8	96	64	12	76
	Proposed	69	7	76	55	4	59	40	3	43
Liberton	Actual	65	16	81	87	10	98	74	14	88
	Proposed	65	16	81	87	10	98	74	14	88
New Primary School		38	15	53	32	18	50	44	10	54

New Primary School

4.22 Table 3 illustrates that in 2016, had the catchment changes under the new school been in place, the non-denominational catchment population for the new school would have been 254. Assuming an overall retention rate of 85% would

have resulted in a roll of 216 at the new school. This would have required the school to have operated eight classes.

- 4.23 However, significant new housing development is expected to come forward within the catchment area that will generate 242 new non-denominational catchment primary school pupils (35 at P1). Projections based on known births within the proposed catchment area and development expectations indicate that the school will ultimately have a P1 intake of 60. This level of intake is appropriate for a double stream school.

Gracemount Primary School

- 4.24 Table 3 illustrates that in 2016, had the catchment changes under the new school been in place, the non-denominational catchment population would have been 455 – reducing the actual population by 86 pupils. With an overall retention rate of 84% in 2016 this would have resulted in a catchment roll of 382 at Gracemount Primary School, significantly lower than the optimum 546 pupil capacity for a 19 class school.
- 4.25 Although the proposal means that Gracemount Primary School's catchment area will be reduced, significant new housing development is expected that could generate 133 new non-denominational catchment primary school pupils (20 at P1). Projections based on known births and development expectations indicate that the school roll would rise to similar levels to that in 2016.

Gilmerton Primary School

- 4.26 Table 3 illustrates that in 2016, had the catchment changes under the new school been in place, the non-denominational catchment population would have been 336 – reducing the actual population by 168 pupils. With an overall retention rate of 87% in 2015 this would have resulted in a roll from catchment pupils of 292 at Gilmerton Primary School, significantly lower than the optimum 546 pupil capacity for a 19 class school.
- 4.27 Although the proposal means that Gilmerton Primary School's catchment area will be reduced, significant new housing development is expected to come forward that will generate 303 new non-denominational catchment primary school pupils (44 at P1). The existing school at Gilmerton would not be able to accommodate this number of additional pupils and additional capacity is expected to be required.
- 4.28 The additional capacity that would be required in the Gilmerton area could be provided by delivering a second new primary school on the safeguarded site at Gilmerton Station Road. However, the requirement for a new school would be dependant on the delivery of new housing or whether further catchment changes or expanding existing schools can provide an alternative solution to alleviate the expected capacity pressures.
- 4.29 The Council will monitor the number of pupils expected in the area before bringing forward proposals. If a second new primary school was required, projections indicate that it would not be needed until 2022 and therefore a statutory consultation would not be required until 2019.

Liberton Primary School

- 4.30 Table 3 shows that had the proposed catchment changes been in place in 2016, the catchment population for Liberton Primary school would have been the same as it was. This is because the catchment change that impacts on Liberton Primary will only affect new housing currently being built at the northern part of the Alnwickhill development site.

Secondary Schools

- 4.31 As the majority of secondary school pupils within the dual catchment area already choose to attend Gracemount High (70 pupils in September 2016) rather than Liberton High (3 pupils in September 2016) the proposed catchment change will not have a significant impact on the roll at either school.

Transport

- 4.32 Access to the new primary school from the wider area will be from Frogston Road East and Burdiehouse Road. The proposed changes are not expected to lead to an increase in the need for pupils to travel by car. Although the new school design is expected to provide for staff and visitor parking on the school site, it is not Council policy to specifically provide drop-off zones for parents and carers.
- 4.33 Pupils from Southhouse and Burdiehouse who are walking to the new school will have to cross Burdiehouse Road (A701). This road has a 40 mph speed limit. There is an existing light controlled junction at the junction with Captain's Road and a crossing further south at the Burdiehouse Burn. In addition, as part of the 'Broomhills' housing development a light controlled crossing will be installed between the two existing crossings, close to the western end of Southhouse Broadway. The proposal does not present significant road safety issues, however Safer Routes will be regularly assessed.
- 4.34 Appendix 7 shows how the route which a pupil may walk to get to their catchment primary school could change as a result of the proposal. The distance to a catchment primary school will be increased for some properties (in particular those pupils from Gilmerton Dykes who will walk to Gracemount Primary School rather than Gilmerton Primary School), however all routes are reasonable and deemed to be 'safer routes to school'. This means routes which are on a good surface, are lit and means of crossing main roads are by traffic controlled crossings.
- 4.35 In identifying the potential walking routes, it is on the basis that the responsibility for ensuring the safety of children on the journey between home and school and, where appropriate, supervising the journey, rests with parents or guardians.

Populating the New School

4.36 Research on practices adopted in other authorities leading up to the opening of an entirely new school has highlighted the value of appointing the Head Teacher at least six months before the new school opens. This would allow the Head Teacher to take time to appoint staff, oversee the completion and occupation of the building and take a leading role in establishing relationships within the new school community including with the potential parent body and promoting the school to its potential users and community. This could play a significant part in increasing the number of parents willing to transfer their child from existing schools to the new school.

Populating P1 in a new school

4.37 On the assumption that the proposal for a new school could be progressed, funded, constructed and opened by 2020 the catchment changes set out above would apply from the start of the P1 registration process in November 2019 prior to the opening of the new school in August 2020. A later date of opening would result in a deferral of this and other key dates from when the change in catchment areas would be effective.

4.38 Pupils eligible to start school in August 2020 and living within the catchment area of the new school when registrations opened in November 2019 would be expected to make a non-catchment placing request if they wished to attend a school other than their new catchment school. Accordingly, it is anticipated that a double stream (two class) intake of P1 pupils would be formed in August 2020 through catchment realignment alone.

Populating P2 to P7 in a new school

4.39 The overarching aim will be to achieve the required transfer of pupils from the new school's catchment area. In Autumn 2019 the Council would write to the parents and guardians of all P1 to P6 pupils living in the catchment area of the new school, including those attending Gracemount and Gilmerton Primary Schools, and all other non-denominational or denominational City of Edinburgh Council primary schools offering them the opportunity to apply for a place at the new school for the start of the school year in August 2020.

4.40 Parents or carers may choose to refuse this offer of a place. There would be no mandatory transfer for pupils already attending another primary school.

4.41 In January 2020 a special meeting of the Communities and Families Working Group that meets in January each year as part of the annual P1 and S1 intake process would meet with the Head Teacher of the new school, and other schools directly affected by the proposal to establish class organisations for August 2020 based on the number of P1 registrations for each school and the number of pupils from upper stages accepting the offer of a place at the new school.

4.42 Standard processes for the placement of non-catchment pupils making a placing request to the new school for August 2020 would apply, however, places for catchment pupils would be reserved at each stage through the school

year. The number of places to be reserved would be determined by the Working Group.

- 4.43 The experience of other local authorities who have opened an entirely new school would suggest that transfer on a voluntary basis is likely to result in an uneven distribution of pupils between year groups with a risk that some stages, especially from P4 to P7, are very small or altogether empty. Accordingly, it should be anticipated that the new school will not operate at its class capacity in the short to medium term and composite classes at upper stages may be necessary.

Staffing for the New School

- 4.44 In addition to additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate primary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.

- 4.45 Details of the recruitment requirement and process for the new school will be subject of a separate report to the Education, Children and Families Committee in Spring 2019.

Early Years Provision

- 4.46 A nursery is proposed to be provided on the same site as the new primary school to make sure that there is additional capacity for early years provision in the area.
- 4.47 The area is currently served by four Council operated early learning centres, two within existing primary schools: Gracemount Primary School and St Catherine's RC Primary School, and two standalone centres: Gilmerton Early Years Centre and The Spinney Lane Nursery School. The schools currently provide 600 hours of early learning and childcare for 3-5 year olds, eligible 2's also attend Gilmerton Early Years Centre. This is the equivalent to 16 hours per week during term time.
- 4.48 The Scottish Government is committed to increasing the early learning and childcare entitlement to 1140 hours per year by 2020 and the Council is now reviewing its Early Years Estate to identify what measures may be required to meet current and projected demand. It is expected that some of this demand can be met by increasing hours of the existing facilities however it is likely that additional provision, such as the nursery proposed as part of the proposed new school, will be required.

5 Educational Benefits

- 5.1 The principal educational advantage of the proposal is that it addresses growing sufficiency issues at Gracemount Primary School and Gilmerton Primary School and will enable the Council to continue to provide catchment school places for catchment children.
- 5.2 Although there may be a need for more primary school accommodation in the area in the future, the proposal will mean that the existing primary schools will have less pupils once the new school is operational than they otherwise would have had, reducing pressure on school facilities and allowing more flexible lesson timetabling.
- 5.3 Despite the catchment areas of the existing primary schools being reduced, the proposal will ensure that all schools in the area have a viable and sustainable school roll with flexibility to support a variety of learning and teaching approaches aligned to the Curriculum of Excellence. The proposed catchments will allow teacher staffing levels and year group classifications to be effective, and children will be able to learn within a variety of peer group opportunities.
- 5.4 The educational benefit to pupils attending the proposed new school will be that they will experience a modern, state-of-the-art learning environment designed to be accessible to all, creating a sense of pride in the learners and staff alike and helping to build a positive ethos in the new school. The new environment will promote creative and engaging teaching approaches and offer facilities that will encourage participation in sport and physical activity. The provision of nursery accommodation on the site allows for a programme of transition to the primary school to be put in place.
- 5.5 The benefit of not operating a dual secondary catchment area is that there will no longer be a requirement for two secondary schools to form transition relationships with the same primary school, allowing transition planning to be more effectively focused.
- 5.6 The principal educational disadvantage of the proposal is that it includes significant catchment changes to schools which have received positive assessments when they have been evaluated against Quality Indicators.

Education Scotland Primary School Inspection Reports

- 5.7 The realignment of The Murrays and parts of Gilmerton Dykes from within the catchment of Gilmerton Primary School to the catchment of Gracemount Primary School will only impact new P1 pupils. Once these pupils have progressed to P7, it is estimated that the changes would have affected approximately 161 pupils (this is based on the number of non-denominational primary school pupils within the area in September 2016).

- 5.8 Gracemount Primary School was last inspected by HM Inspectors of Education (HMIE) in October 2006. Under the criterion being evaluated at that time the school received six good, seven adequate and one weak. An internal follow through report undertaken by a Quality Improvement Officer from the Children and Families Department in April 2008 concluded that *“With support from the education authority, Gracemount Primary School provided a very good standard of education for its pupils. The school had responded well to the recommendations of HMIE and improved other aspects of provision. The current improvement plan had strong support from staff, pupils and parents. The developing teamwork and distributive leadership in the school provided a very good basis for continued improvement”*.
- 5.9 In 2016, under self evaluation, Gracemount Primary School scored eight good assessments against current evaluation criteria. Table 5 shows how this compares with the evaluation of quality indicators by Education Scotland for Gilmerton Primary School (May 2013) and Liberton Primary School (October 2013).

Table 5: Evaluation of Quality Indicators

Evaluation Criteria	Gracemount (Self Evaluation)	Gilmerton	Liberton
Date of Evaluation Report	June 2016	May 2013	Oct 2013
Primary School			
Learners’ experiences	Good	Good	Good
Improvements in performance	Good	Satisfactory	Good
Meeting Learning needs	Good	Satisfactory	Good
Nursery Class			
Children’s Experiences	Good	N/A	Good
Improvements in performance	Good	N/A	Good
Meeting Learning Needs	Good	N/A	Good
Work of the school and the nursery class			
The Curriculum	Good	Satisfactory	Satisfactory
Improvement through self-evaluation	Good	Satisfactory	Satisfactory

Educational Attainment – Primary School Standardised Assessments

- 5.10 Additional attainment data has been produced for the existing primary schools directly affected by the proposal. Appendix 8 shows the mean standard assessment scores for the schools along with the city average for comparative purposes and supporting text on attainment and achievement information for primary schools.
- 5.11 The data is derived from standardised assessments of pupils at each school at P1, P4 and P7 using nationally applied criterion over the last three years (2013/14; 2014/15 and 2015/16). This allows for a comparison to be made between schools over time, using mean standard scores.
- 5.12 The P1 data provides an evaluation of the baseline literacy and numeracy skills of pupils that have started schools aged 4 and 5. Assessment tests in reading

and mathematics at both P4 and P7 help to monitor the change in attainment as pupils progress through primary school.

Monitoring

- 5.13 The Quality Improvement Officer for the primary schools affected by the statutory consultation will continue to monitor and evaluate attainment and achievement and the overall impact of any catchment changes implemented ensuring any necessary actions are included in school Improvement Plans on an ongoing basis.

INFORMATION ABOUT ATTAINMENT AT GRACEMOUNT HIGH AND LIBERTON HIGH REQUIRED

DRAFT

6 Financial Considerations

Capital Works Required

- 6.1 A construction cost estimate, based on the Scottish Future Trust metric for new primary schools, shows an indicative capital cost of £18,844,689 for a 14 class school and 40/40 nursery on the identified site. This includes an estimated cost of site acquisition, servicing and remediation, but does not take account of future cost inflation beyond Q1 2015.

Table 5: Cost Summary

Capital Construction (based on Q1 2015 prices)	£11,328,524
Site Acquisition	£3,000,000
Site Servicing and Remediation	£4,516,165
Estimated Total Capital Costs	£18,844,689

Additional Revenue Costs

- 6.2 A new school would lead to an increase in revenue costs for Communities and Families. This is because, in addition to the additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate primary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.
- 6.3 The creation of a new school building would also result in additional building running, maintenance and repair costs for the school estate.
- 6.4 The additional revenue costs are set out in Table 6 below. These figures include an estimated average annual repairs spend based on previous experience of new school buildings. The maintenance burden for the new building is likely to be low in the short to medium term but would increase over time.

Table 6: Revenue Cost Summary

Estimated Additional Staffing Costs (based on 2016 salary levels)	Management	£246,000
	Teaching	£729,000
	Other (business and support staff)	£233,000
	Staffing Total	£1,208,000
Estimated Additional Premises Costs (based on 2014/15 expenditure)	Rates & Services	
	Utilities	
	Repairs & Maintenance	
	Premises Cost Total	
Estimated Additional Revenue Costs		

Funding

- 6.5 The financial implications on future capital and revenue budgets of the adopted LDP Action Programme, which includes the proposed new school, were reported to the Finance and Resources Committee in January 2017. This report identified the risks associated with securing developer's contributions for LDP education infrastructure and requested that the initial budgets required to progress this new school project are established in the Capital Investment Programme through the Council's budget setting process in 2017.
- 6.6 If, on completion of the consultation, it is agreed by Council that the new school should progress, the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of budget processes in order for the school to be delivered by August 2020.

7 Indicative Construction Timescales

- 7.1 The timescales for the delivery of the new facilities are dependent the necessary funding being approved and provided to deliver the project.
- 7.2 Table 7 sets out the indicative construction timescale which would apply based on an assumed date of initiation of Council approval on June 2017 to the completion of all works required. This timescale is subject to the site being available prior to the start of construction.

Table 7: Indicative Construction Timescales

Conclusion of consultation and approval of solution to be progressed	June 2017
Appoint Design Team	+3 months
Design Development to RIBA Stage 2	+3 months
Design Development to RIBA Stage 3 (submit for Planning)	+3 months
Design Development to RIBA Stage 4 and completion of planning	+4 months
Complete construction contract tender process and award contract	+5 months
Construction Completion of New Build	+15 months
Estimated Opening Date	August 2020

8 Consultation Process

- 8.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:
- The establishment of a new school;
 - The relocation of a stage of education;
 - Changes to existing admission arrangements (such as catchment change); and
 - The closure of a stage of education.
- 8.2 The prescribed consultees vary for each of the above, however, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):
- the Parent Council of any affected school;
 - the parents of the pupils at any affected school;
 - the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
 - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
 - the staff (teaching and other) at any affected school;
 - any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
 - the community councils (if any);
 - the Roman Catholic Church;
 - any other education authority that the education authority considers relevant;
 - any other users of any affected school that the education authority considers relevant.
- 8.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.
- 8.4 The consultation period will run for a 6 week period from Monday 16 January 2017 to Friday 3 March 2017 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, at [Insert name] Library and at the schools affected by the proposals.

8.5 Two public meetings will be held in respect of the proposals at the venues listed below which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meetings to outline the proposals, assist discussions and answer questions. Free childcare and/or translation services can be provided at each public meeting if requests for these services are made to (0131) 469 3161 no later than [Insert Date]. A record of each public meeting will be taken by the Council.

Venue	Date	Time
Gracemount Primary School		
Gilmerton Primary School		

8.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council’s response to those comments. Individual responses will not be provided to submissions made during the consultation. However, if common themes emerge from submissions, the Council will prepare a Frequently Asked Questions paper and publish it on the Council website during the consultation.

8.7 The Council website will contain information on the consultation and this will be updated as necessary [www.edinburgh.gov.uk/\[Insert Correct Address\]](http://www.edinburgh.gov.uk/[Insert Correct Address])

8.8 During the consultation period, any views on this proposal should be sent to in writing to the following address:

Alistair Gaw
 Acting Executive Director of Communities and Families
 City of Edinburgh Council
 Council Headquarters
 Waverley Court
 Level 1:2
 4 East Market Street
 Edinburgh EH8 8BG

8.9 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 1. The response questionnaire can also be completed online at [www.edinburgh.gov.uk/\[Insert Correct Address\]](http://www.edinburgh.gov.uk/[Insert Correct Address])

Responses can also be made by e-mail to the following address cf.propertyreview@edinburgh.gov.uk [check email] All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Friday 3 March 2017.

8.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.

- 8.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 8.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council on [Insert Date]. It is expected that the report will be published no later than [Insert Date] being the required three weeks in advance of it being considered by the Council.

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APPENDIX 1 – Response Questionnaire

Statutory Consultation on new primary school in south east Edinburgh, to be located within the 'Broomhills' housing site.

Introduction

Significant new housing development is proposed within south east Edinburgh. As school roll projections show that pupils from the new housing will lead to school accommodation pressures by 2020, it is necessary to progress a statutory consultation in order that a new primary school in the area can be delivered, and to enable an efficient use of existing education infrastructure. A site within the 'Broomhills' housing site to the west of Burdiehouse Road has been identified.

You can read the background to the consultation in the report to the Council's Education, Children and Families Committee to on 13 December 2017.

The full details of all the proposals are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at [www.edinburgh.gov.uk/\[Insert correct address\]](http://www.edinburgh.gov.uk/[Insert correct address]) and copies are available in the affected schools and local libraries.

Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposals put forward will have implications for families and we want to hear the views of anyone affected by the proposals. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council on **[Insert Date]**.

This questionnaire should be completed and returned by no later than 5pm on Friday 3 March 2017. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link [www.edinburgh.gov.uk/\[Insert correct address\]](http://www.edinburgh.gov.uk/[Insert correct address]) or can be completed in the following pages and returned to the following address:

Alastair Gaw
Acting Executive Director of Communities and Families
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:2, 4 East Market Street
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address cf.propertyreview@edinburgh.gov.uk. **[check]**

Questionnaire

Question 1

What is your name?

Name

Question 2

What is your email address? (Optional)

Email

Question 3

What is your postcode?

Postcode

Question 4

What is your main interest in the consultation?

Please select (tick) all items that apply:

- Parent/Carer of school child
- Parent/Carer of school child with younger sibling/s
- Parent/Carer of pre-school child
- School Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

Question 5

Do you have a child or children in a primary school or nursery classes at the moment?

Please select (tick) only one item.

No

Yes

If yes please tell us the name(s) of their school or nursery classes.

Gracemount Primary School

Gracemount Primary School Nursery Classes

Gilmerton Primary School

Gilmerton Primary School Nursery Classes

Liberton Primary School

Liberton Primary School Nursery Classes

Gracemount High School

Other (please specify below)

Liberton High School

Question 6

Having considered the proposal as detailed in the statutory consultation paper, do you have any comments or suggestions?

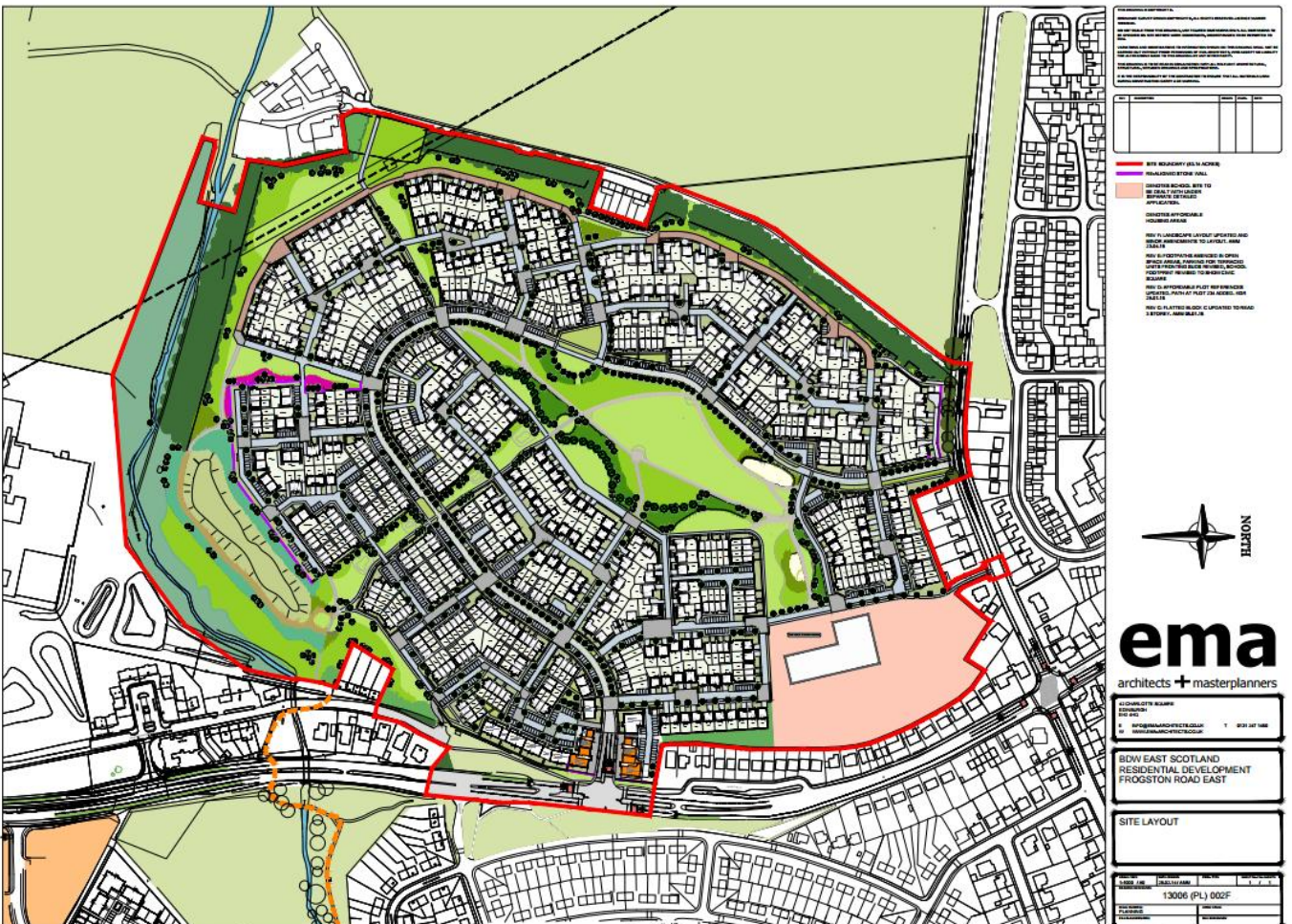
Comments or suggestions can also be emailed to.....
List of affected addresses

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APPENDIX 2 – ‘Broomhills’ LDP Site Brief and Proposed Site Layout



- Broomhills, Burdiehouse and Lang Loan Site Brief**
- site boundary
 - street improvement & frontage
 - housing
 - long term redevelopment opportunity
 - commercial / retail opportunities
 - bus route
 - ★ bus gate
 - junction improvement
 - proposed school (2ha)
 - ➔ vehicular access
- Green network:**
- new woodland
 - new greenspace
 - existing footpath / cyclepath
 - new footpath / cyclepath
 - green corridor



Legend:

- SITE BOUNDARY (61.6 ACRES)
- HOUSING DEVELOPMENT
- HOUSING DEVELOPMENT WITH TO BE DEALT WITH UNDER SEPARATE APPLICATION
- HOUSING DEVELOPMENT WITH SEPARATE APPLICATION

Notes:

- 1. ALL LANDSCAPE LAYOUTS OFFERED AND BEING DEVELOPED TO LAYOUT 4000
- 2. ALL DEVELOPMENT MUST BE IN ACCORDANCE WITH THE DEVELOPMENT PLAN FOR THE AREA AND THE LOCAL DEVELOPMENT PLAN.
- 3. ALL DEVELOPMENT MUST BE IN ACCORDANCE WITH THE DEVELOPMENT PLAN FOR THE AREA AND THE LOCAL DEVELOPMENT PLAN.
- 4. ALL DEVELOPMENT MUST BE IN ACCORDANCE WITH THE DEVELOPMENT PLAN FOR THE AREA AND THE LOCAL DEVELOPMENT PLAN.
- 5. ALL DEVELOPMENT MUST BE IN ACCORDANCE WITH THE DEVELOPMENT PLAN FOR THE AREA AND THE LOCAL DEVELOPMENT PLAN.

ema
architects + masterplanners

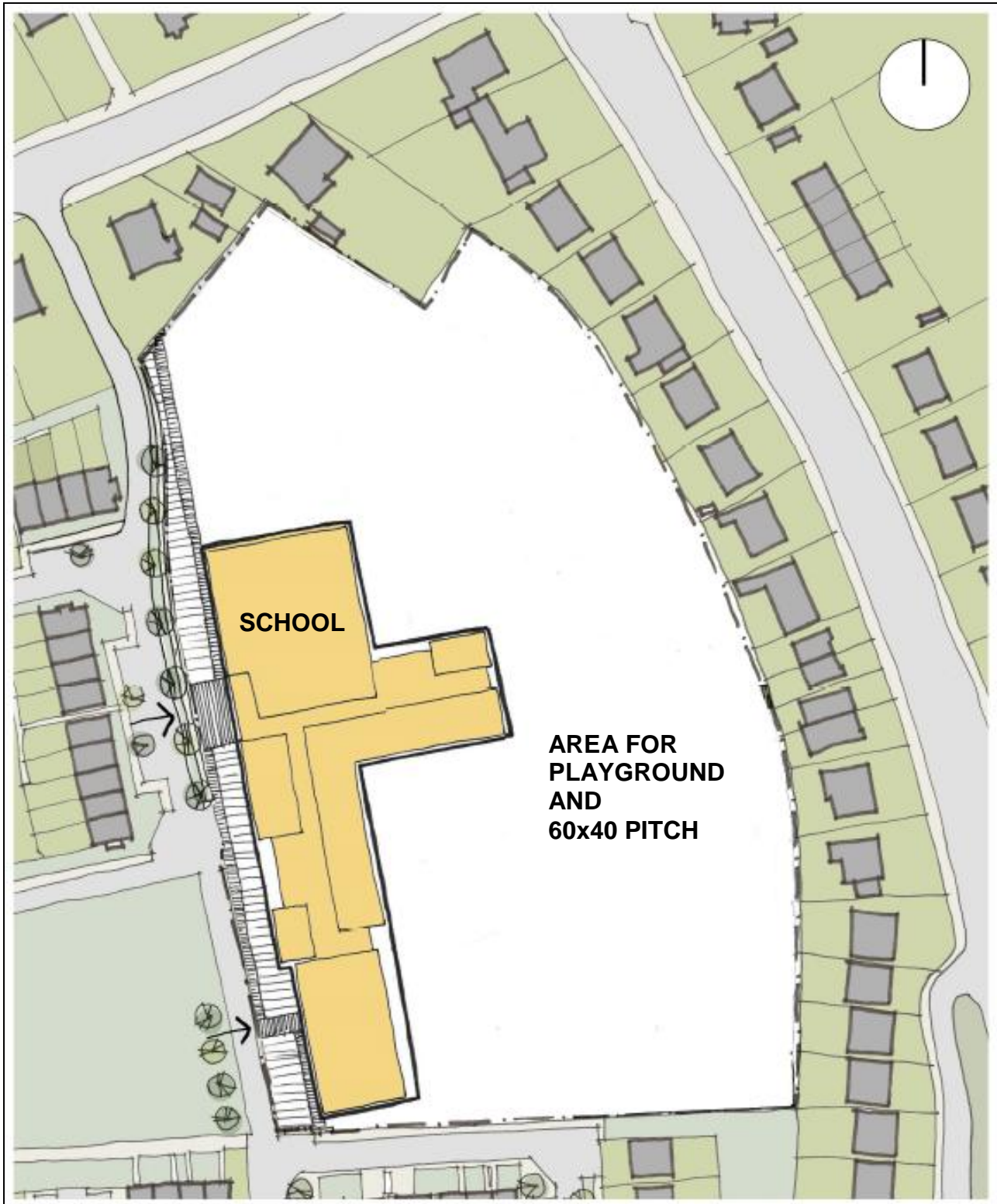
COMPOSITE PLAN
1: 1000
DATE: 10/01/2018

BDW EAST SCOTLAND
RESIDENTIAL DEVELOPMENT
FROGSTON ROAD EAST

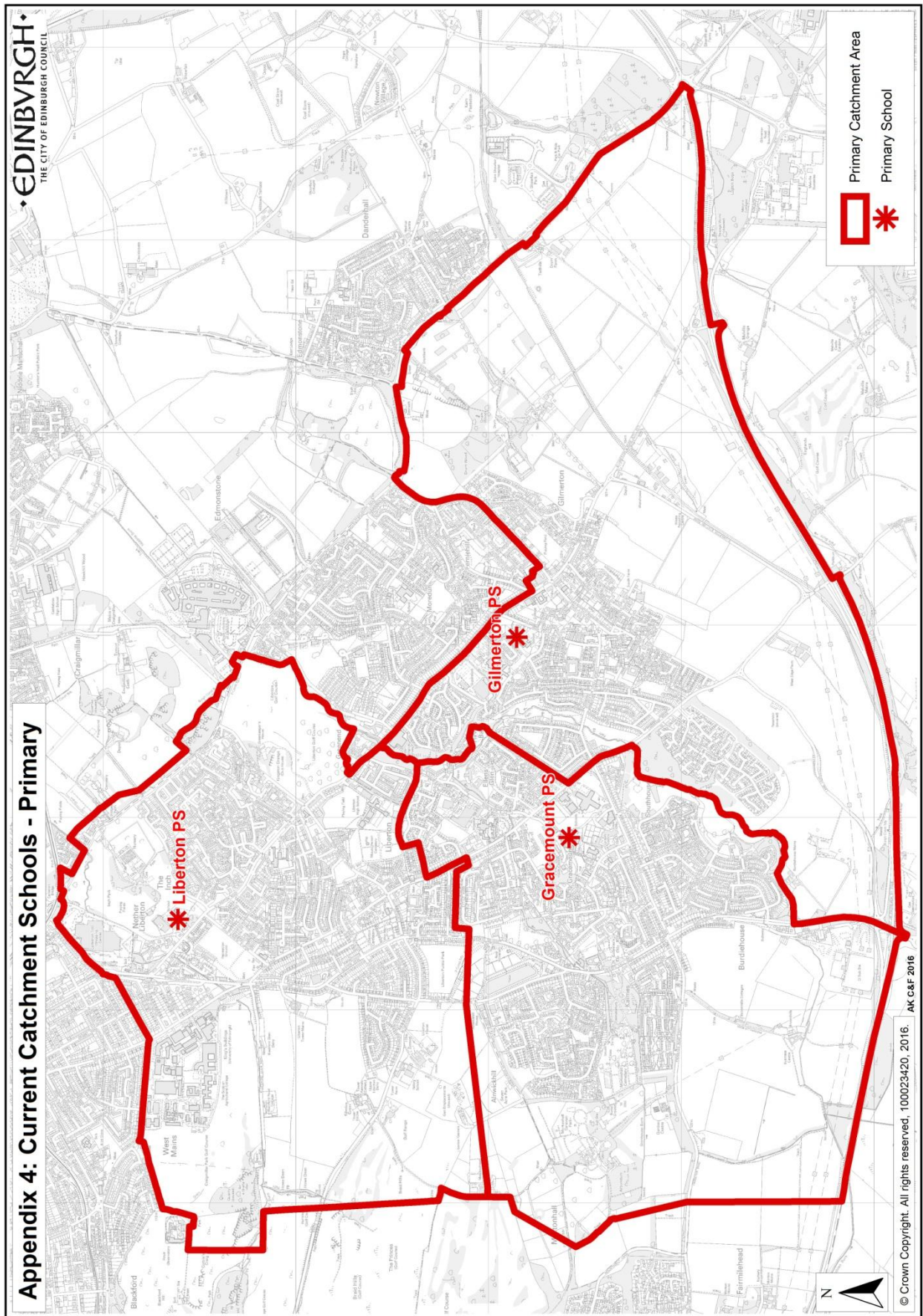
SITE LAYOUT

13006 (PL) 002F

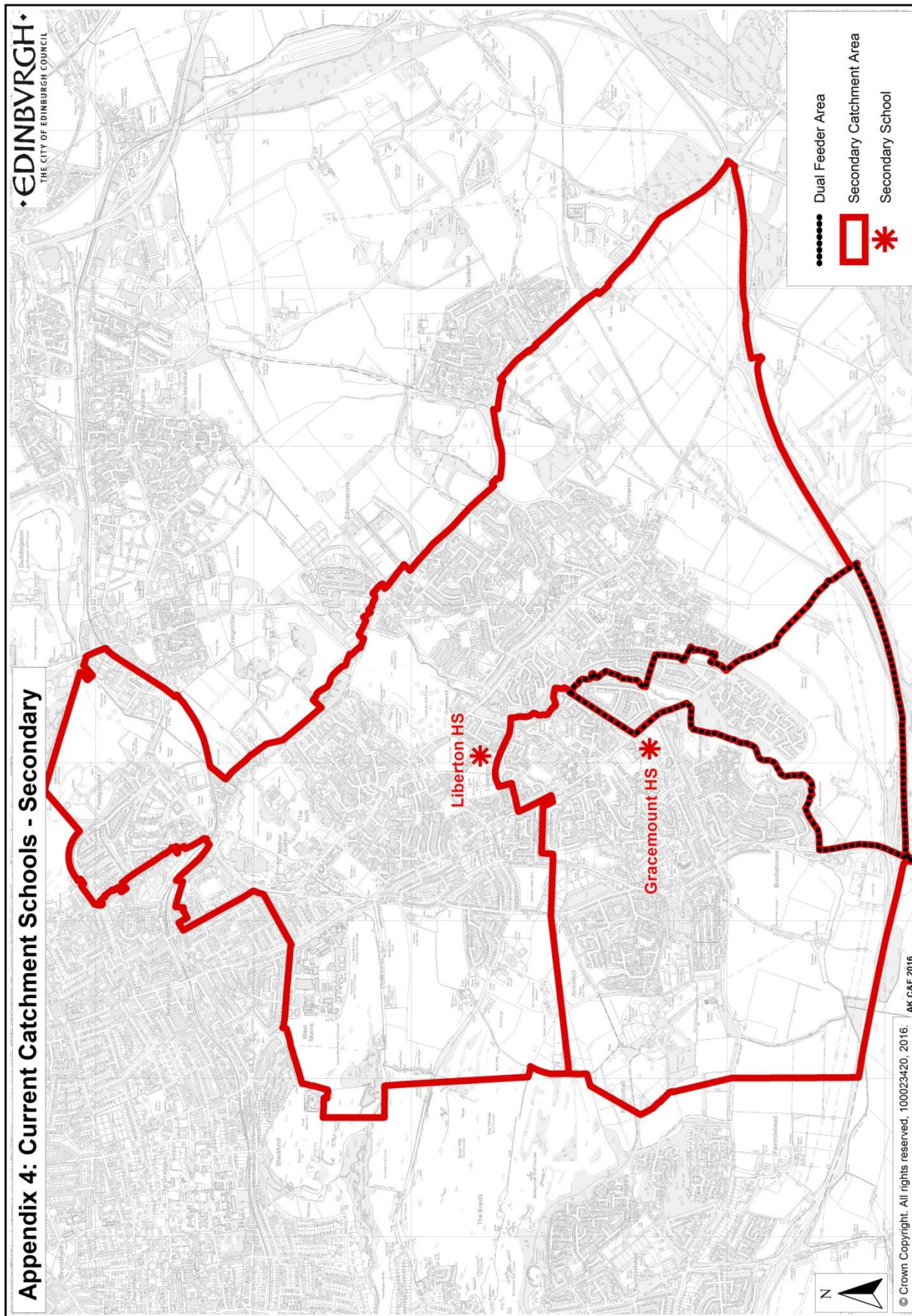
APPENDIX 3 – Indicative Site Layout of New Primary School



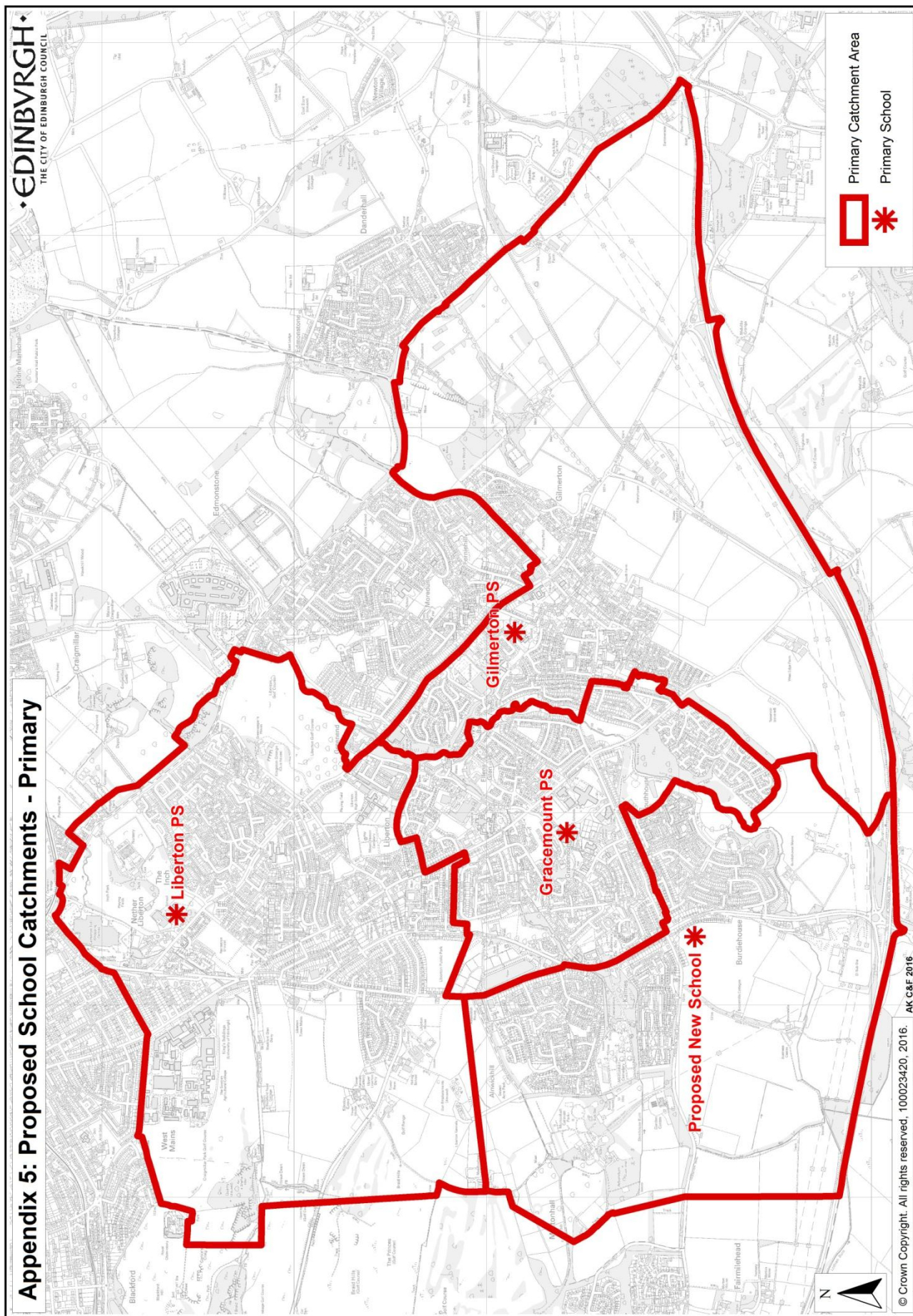
APPENDIX 4 - Current Catchment Areas: Primary Schools



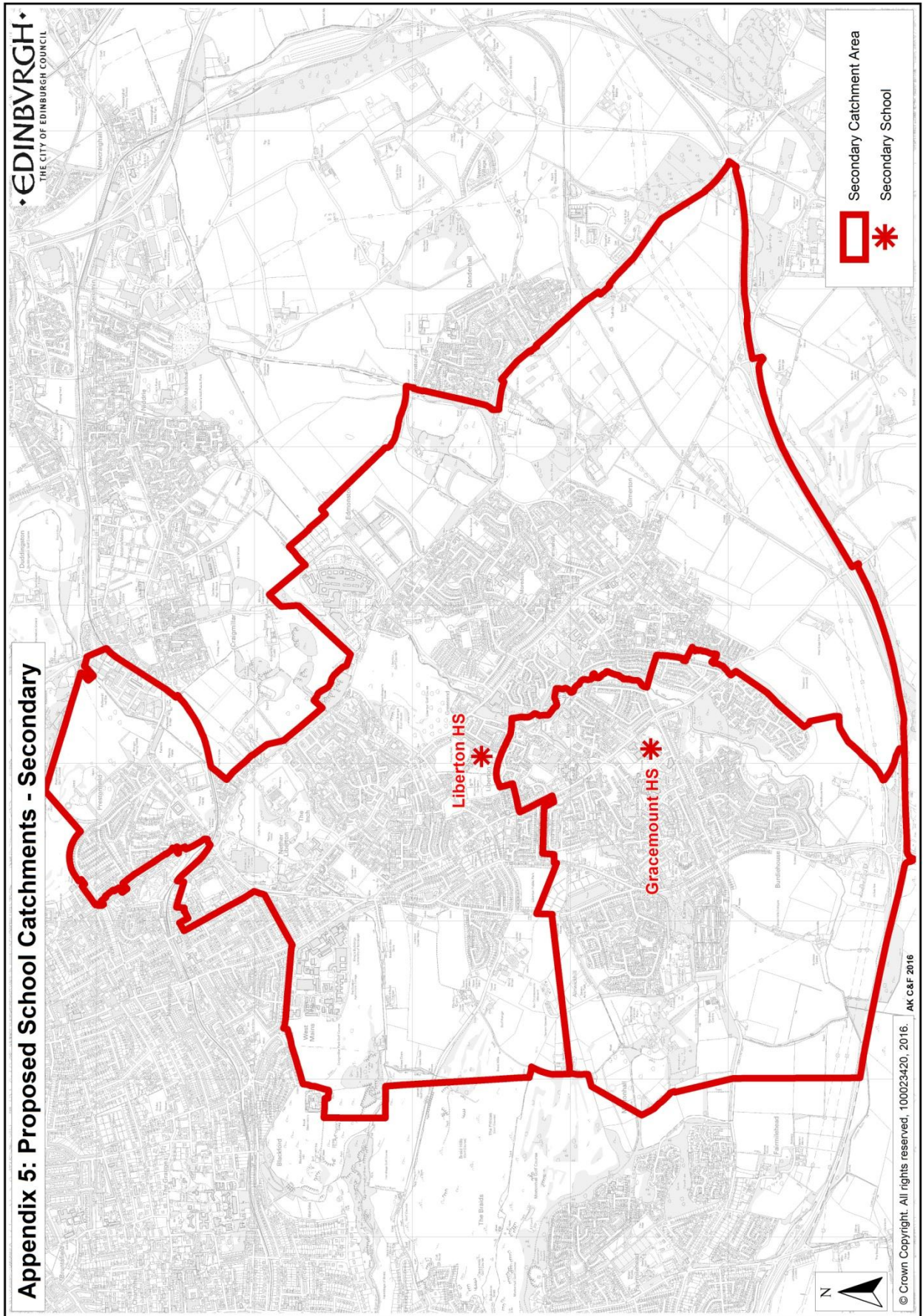
APPENDIX 4 - Current Catchment Areas: Secondary Schools



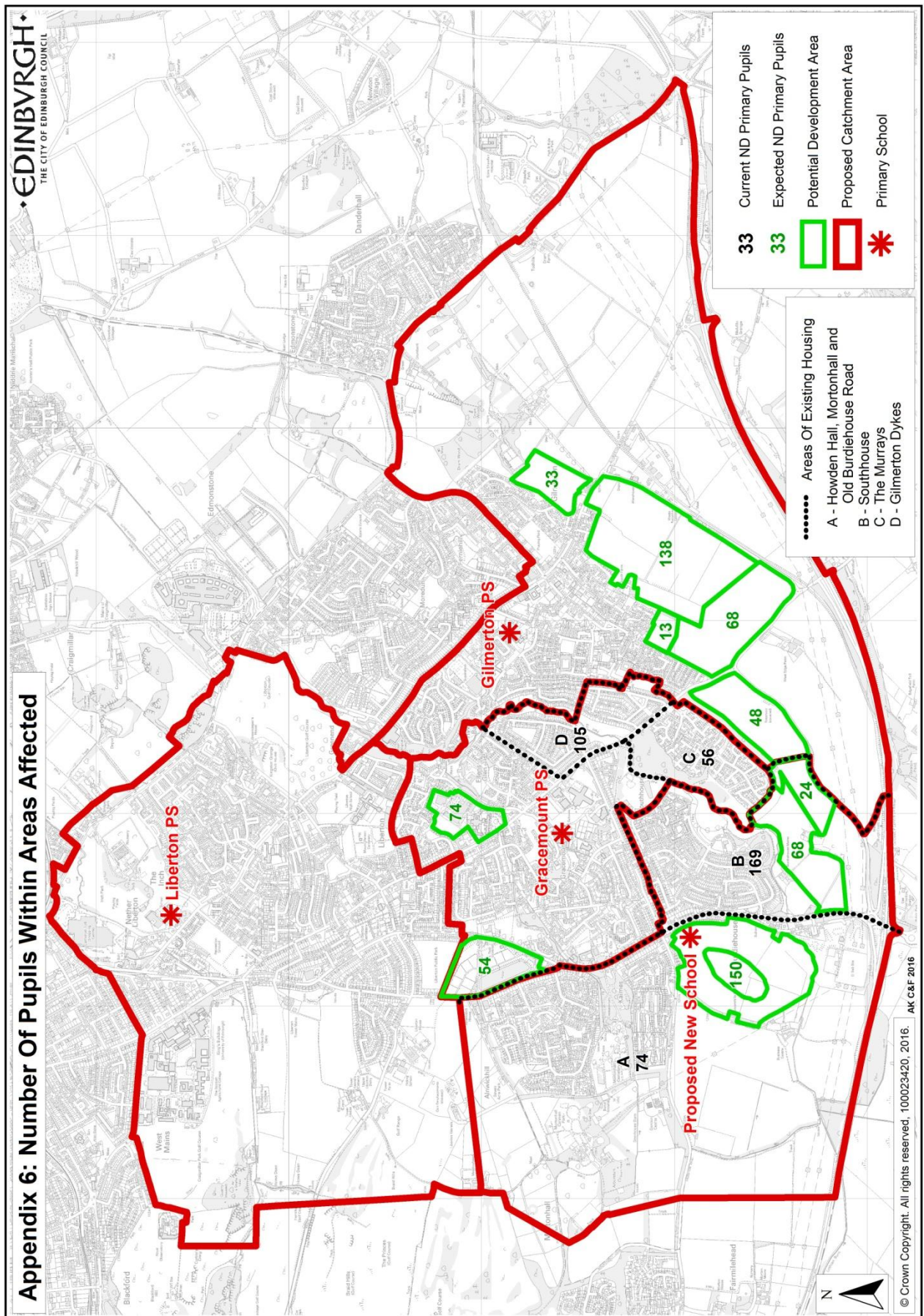
APPENDIX 5 - Proposed Catchment Areas: Primary Schools



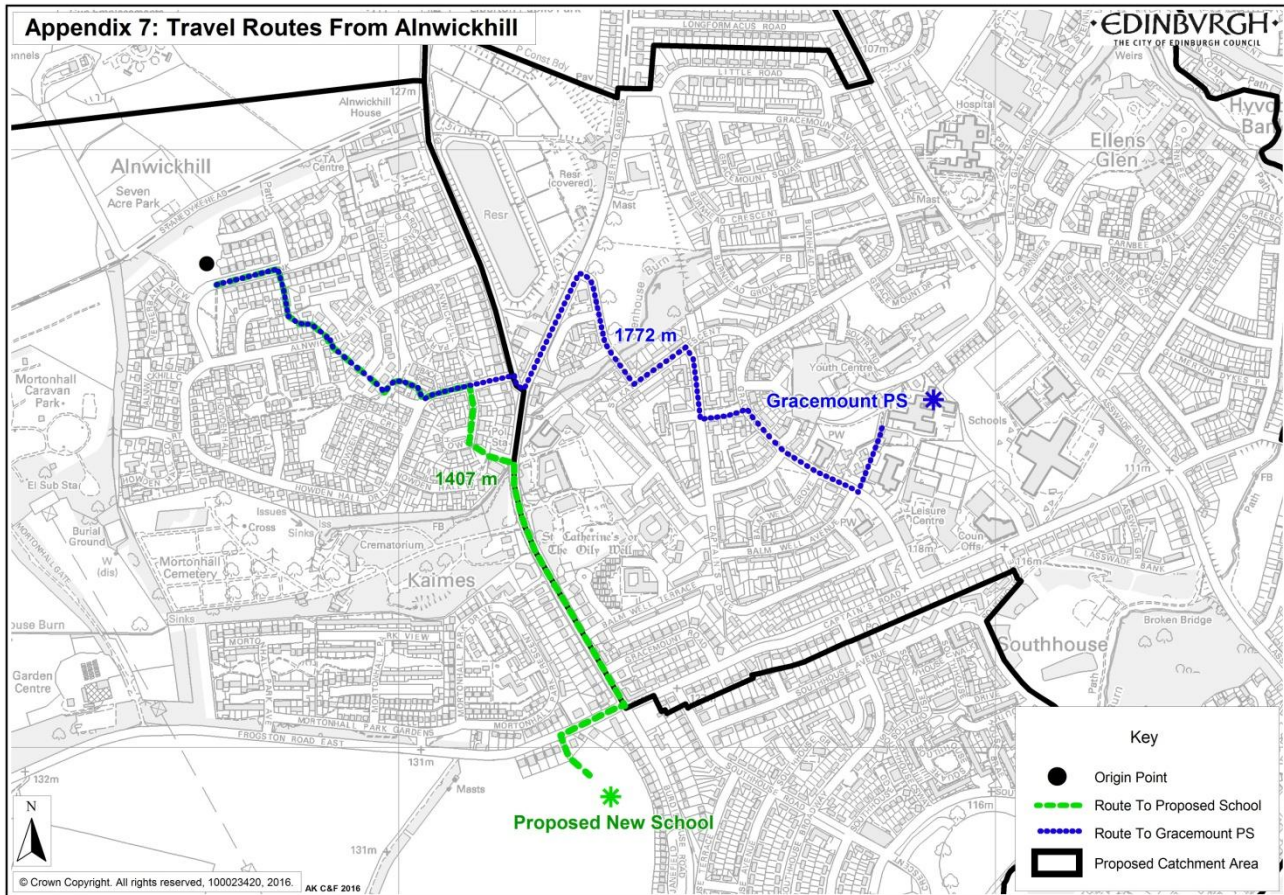
APPENDIX 5 - Proposed Catchment Areas: Secondary Schools

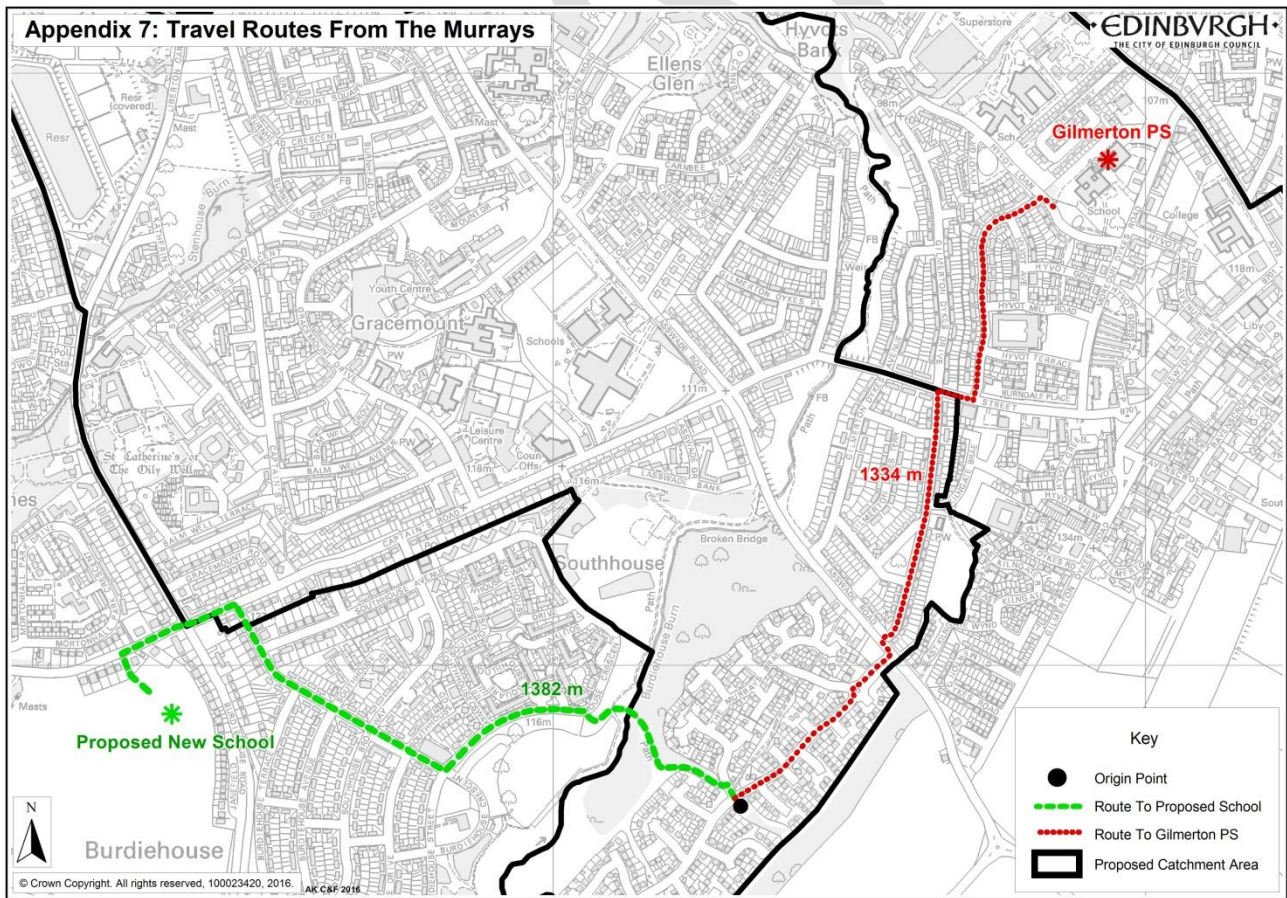
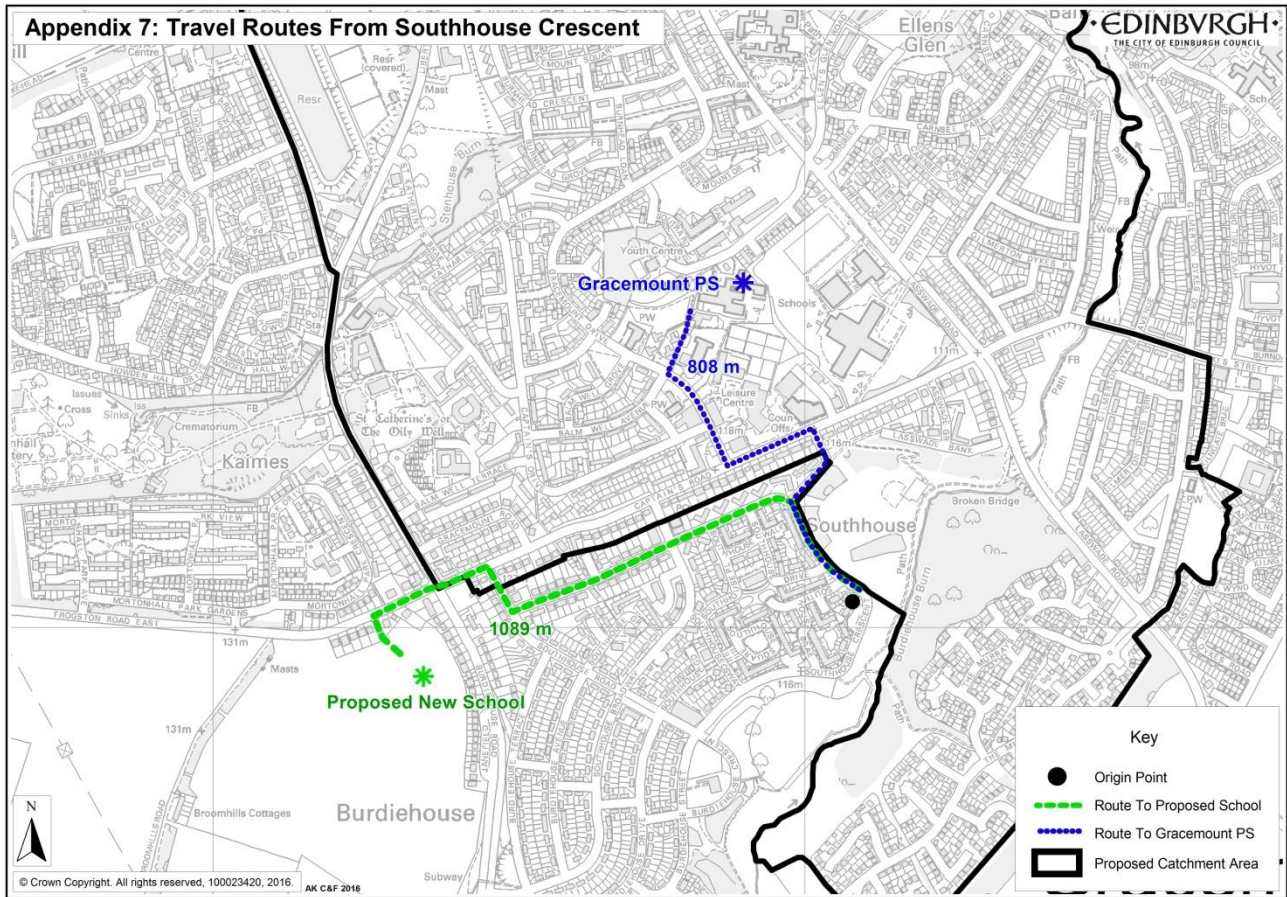


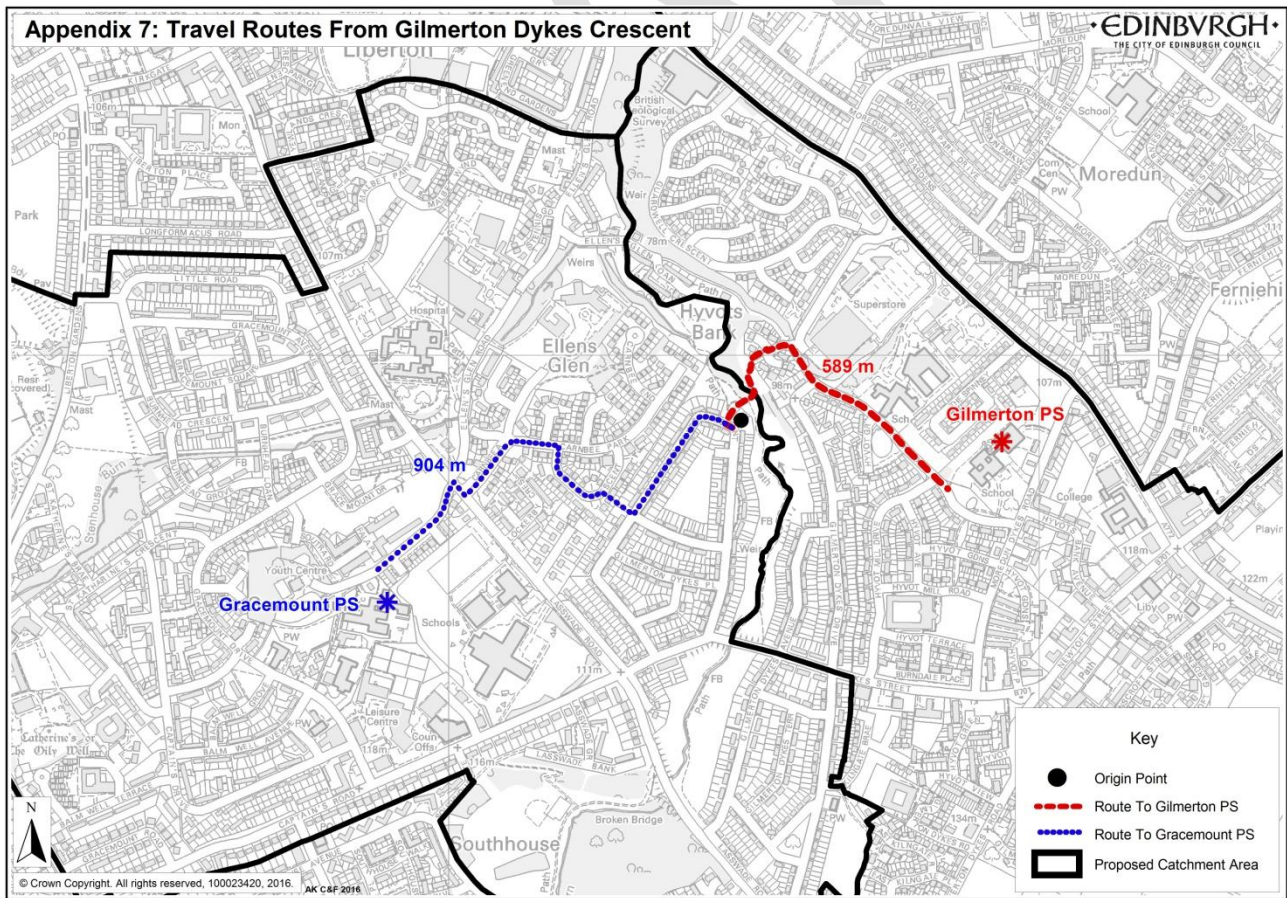
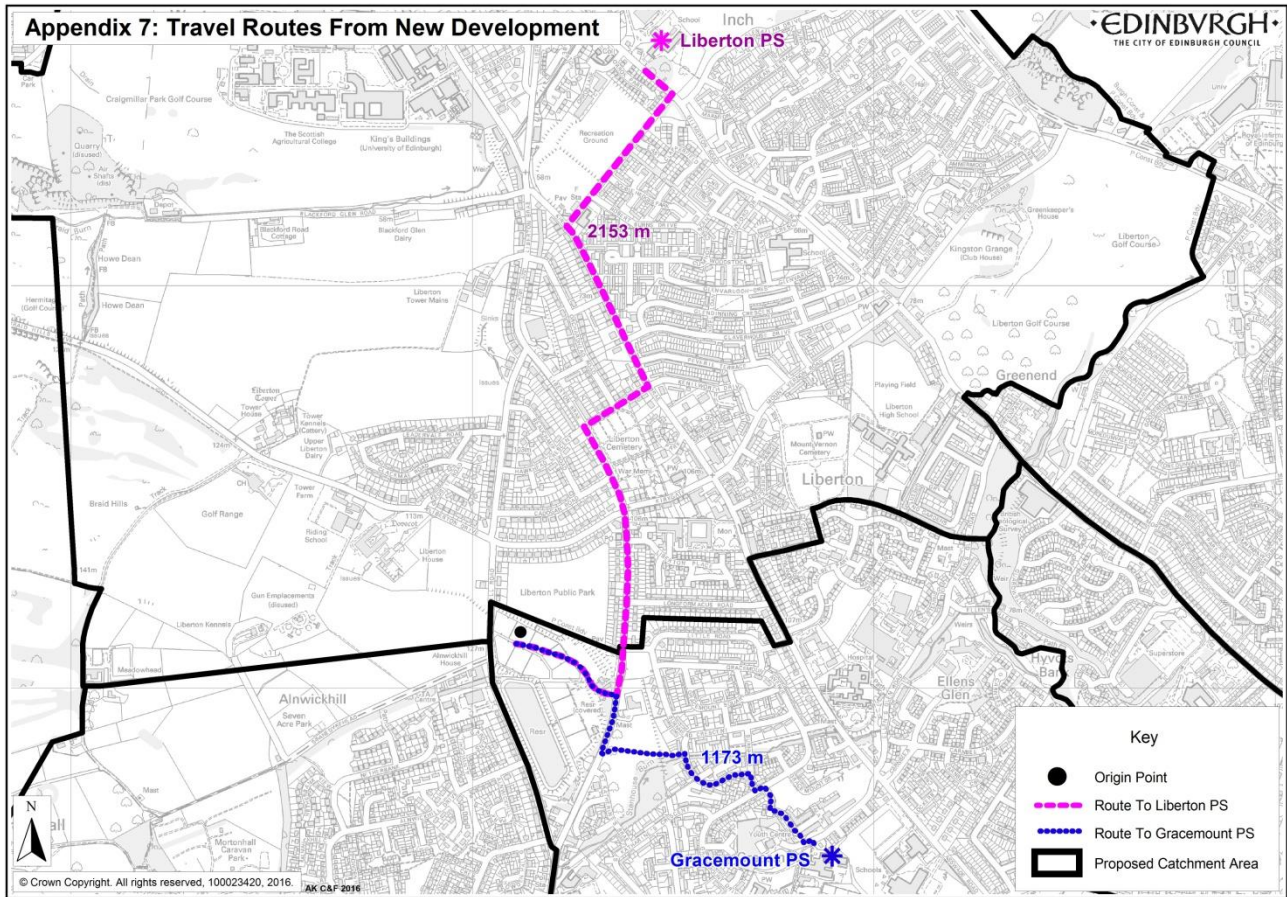
APPENDIX 6 - Number of Pupils within Areas Affected (September 2016)



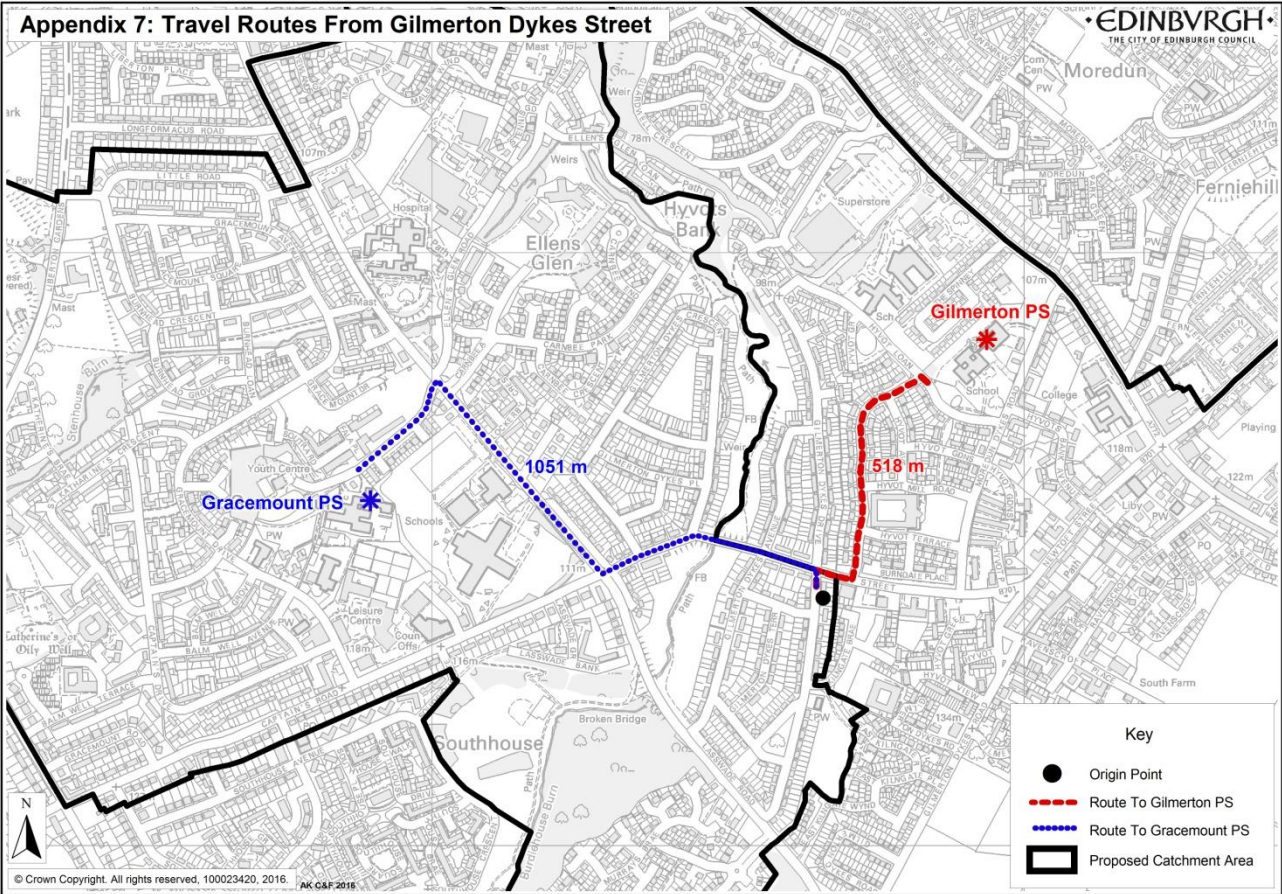
APPENDIX 7 - Travel Routes and Distances







Appendix 7: Travel Routes From Gilmerton Dykes Street



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APPENDIX 8 - Attainment and Achievement Information for Primary Schools

With the introduction of the Curriculum of Excellence (CfE), there is no one national measure of attainment for primary schools. However, The City of Edinburgh Council uses standardised assessments to report on attainment/improvements in performance for its primary schools and pupils.

Standardised assessments are age-based, professional educational tools that have been used for many years as part of the overall assessment picture in schools. They produce a standard score for each pupil and a mean standardised score for each year group.

In Edinburgh, for each school, data has been collected at the end of each level: i.e. Early (end of P1); First (end of P4) and; Second (end of P7) in Languages and Mathematics. The information is used by schools as part of the wider assessment picture to make evaluations about improvements in performance. The latest standardised assessment data (mean standard scores) for the primary schools involved in this statutory consultation is provided in the following tables.

P1 Baseline Literacy

Primary School	2013-14	2014-15	2015-16
Gracemount	98	96	91
Gilmerton	97	97	99
Liberton	107	104	100
<i>CEC Average</i>	<i>103</i>	<i>103</i>	<i>103</i>

P1 Baseline Numeracy

2013-14	2014-15	2015-16
102	102	101
98	99	103
109	105	103
<i>106</i>	<i>105</i>	<i>106</i>

P4 Reading

Primary School	2013-14	2014-15	2015-16
Gracemount	98	87	89
Gilmerton	91	88	92
Liberton	99	99	95
<i>CEC Average</i>	<i>102</i>	<i>99</i>	<i>100</i>

P4 Mathematics

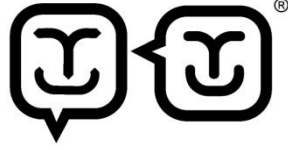
2013-14	2014-15	2015-16
87	81	84
82	82	85
92	89	89
<i>95</i>	<i>94</i>	<i>95</i>

P7 Reading

Primary School	2013-14	2014-15	2015-16
Gracemount	93	95	100
Gilmerton	98	95	93
Liberton	95	100	107
<i>CEC Average</i>	<i>101</i>	<i>104</i>	<i>106</i>

P7 Mathematics

2013-14	2014-15	2015-16
83	84	86
86	85	79
86	90	97
<i>94</i>	<i>95</i>	<i>96</i>



HAPPY TO TRANSLATE

ترجمے کے لئے حاضر آماندےر سے آنوباد کررر

بسعءنا ءوفیر ءرءمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Rising School Rolls

Item number	7.3
Report number	
Executive/routine	Executive
Wards	All

Executive Summary

This report provides an update on proposals to address accommodation pressures at the following schools: Bruntsfield, Corstorphine, Liberton, Stockbridge, St Margaret's RC, Trinity and Victoria Primary Schools.

Working groups involving school staff and parent representatives have been established at each of these schools and have been involved in developing the identified solutions. This includes the detailed development of a new build solution at Liberton; internal reconfiguration of existing spaces at Bruntsfield and Corstorphine; plans for the delivery of a new hall at St Margaret's RC Primary School; and the identification of a potential solution at Stockbridge Primary School.

This report also outlines the findings of the feasibility work undertaken at Victoria and the former Fort Primary School building and seeks Committee approval to undertake a statutory consultation proposing the relocation of Victoria Primary School to a new building on a site in the Western Harbour. Finally an update on rising rolls issues in the secondary sector is provided.

Links

Coalition Pledges	P4
Council Priorities	CP1, CP12
Single Outcome Agreement	S03

Rising School Rolls

1. Recommendations

- 1.1 Approve that the projects at Corstorphine Primary School and St Margaret's RC Primary School as detailed in Appendix 1 will now be delivered through Hub South East Scotland Ltd.
- 1.2 Approve a full statutory consultation, beginning at the end of January 2017, proposing the relocation of Victoria Primary School to the site in the Western Harbour allocated for a primary school in the Local Development Plan can be progressed based on the draft consultation paper attached in Appendix 3.
- 1.3 Note the intention to report to Council in June 2017 the outcomes of the statutory consultation proposing the relocation of Victoria Primary School to the site in Western Harbour.
- 1.4 Note that the funding implications of the proposal for the relocation of Victoria Primary School to the site in the Western Harbour will be reported to the Finance and Resources Committee as part of the Local Development Plan Action Programme update in January 2017.
- 1.5 Note the intention to report to Committee in March 2017 the preferred solution to accommodation issues at Stockbridge Primary School.
- 1.6 Note the intention to return to Committee in March 2017 a report seeking approval for a statutory consultation proposing the establishment of a permanent shared annexe for Boroughmuir and James Gillespie's High Schools.
- 1.7 To refer the anticipated funding deficit of £10.565m to full council for consideration as part of the council's capital budget setting process in February 2017.
- 1.8 Note that the funding deficit excludes any costs associated with providing a new primary school in the south Edinburgh area which remains an unfunded cost of £12.737m in the Capital Investment Programme 2016-2021 and approve to refer this unfunded priority to full council for consideration in the council's capital budget setting process in February 2017.

2. Background

Primary Schools

- 2.1 The Vision for Lifelong Learning paper which is a separate agenda item at this Committee sets out the projected Primary and Secondary school rolls up to 2026 and summarises the methodology by which these projections are produced. The projections provide a strategic indicator which assists in identifying primary schools across the city which may come under future accommodation pressure as a result of rising rolls.
- 2.2 Where it is considered that the pressure on a school may represent a risk to its ability to meet future demand from its catchment population this is reported to Committee each March as part of the Rising Rolls process. This allows a 17 month period in advance of August of the following year for engagement with the relevant school communities, development of a preferred solution for every school and ultimately, if required, implementation of that solution.
- 2.3 In recent years a significant level of high quality, additional capacity has already been provided in the primary school estate all of which has been very positively received by pupils, parents and staff. Since 2013 this has included large extensions to existing primary school buildings at Kirkliston, Towerbank and Corstorphine Primary Schools, internal reconfigurations progressed at several other schools, the establishment of a temporary annexe for South Morningside Primary School at the refurbished former Deanbank Resource Centre and 17 new stand-alone extensions including the ones opened at East Craigs and the Fox Covert Primary Schools in August 2016.
- 2.4 Due to the budget pressures faced by the Council new build is only delivered when absolutely necessary and other options such as catchment review are, and have been, considered where possible. However, opportunities to consider catchment review have been scarce due to pressure on neighbouring schools, the geographic obstacles to realignment of catchment boundaries or simply the likely effectiveness of catchment change within the timescales required.
- 2.5 Increasingly there is an overlap between the Rising Rolls programme and the education infrastructure requirements of the Local Development Plan. Accordingly, while some pressures may be principally due to births within the existing catchment areas or patterns of migration; others are based on assumptions about what may be generated by housing which is yet to be fully planned and developed.
- 2.6 One such area where the development of new housing is presenting accommodation pressures and will continue to do so as additional development comes forward in future years is in the catchment areas of Victoria Primary School and Trinity Primary School. The continuing development of the Western Harbour site and the potential developments in North Leith requires a more holistic approach to addressing the pressures identified which recognises not only the needs of the existing population but also those of new and future communities.

- 2.7 Accordingly, on [24 May 2016](#) Committee noted the intention to undertake feasibility work and, with working groups at both schools, develop a long-term strategy for the Trinity/Victoria area. This report provides details of the outcomes from that work and seeks approval for a statutory consultation beginning at the end of January 2017.
- 2.8 At its meeting in May Committee also approved that designs be developed for new stand-alone extensions to Liberton and Trinity Primary Schools for delivery by 2017/18 to address capacity pressures. This paper provides an update on the development of the new accommodation proposed for Liberton Primary School. The requirement for new accommodation at Trinity Primary School has been incorporated into the broader strategy for the area and is addressed in detail later in this report.
- 2.9 This report also provides an update on the internal reconfiguration works which Committee approved for progression at Bruntsfield and St Margaret's Primary Schools and the feasibility work approved for progression at Corstorphine and Newcraighall Primary Schools. An update is also provided on the accommodation challenges at Stockbridge Primary School and the approaches being adopted to address the issues at this school.

Secondary Schools

- 2.10 The immediate pressure continues to be on the primary sector with the total pupil roll in the secondary sector having experienced only minor growth on previous years. However, the projections set out in the Vision for Lifelong Learning report do suggest that 2016 will be the start of an upward trend and it is anticipated that the future housing developments proposed through the LDP which represent a challenge for the primary sector will also contribute to growth in the secondary sector.
- 2.11 A process of engagement with management teams in several secondary schools to consider a range of potential solutions to any future rising rolls which may arise is ongoing. However, the accommodation pressures at Boroughmuir High School and James Gillespie's High School are already apparent. While the catchment areas of these schools have not been significantly impacted by new housing developments, their popularity, demographic changes within their catchment areas and the expansion of Gaelic Medium Education (GME) at primary level have contributed to the mounting pressure indicated in the projections.
- 2.12 Accordingly, the "Gaelic Medium Education and Capacity at James Gillespie's and Boroughmuir High Schools" report to Education, Children and Families Committee on [24 May 2016](#) requested that Committee note the intention to take a report to a future meeting of the Education, Children and Families Committee seeking approval to undertake a statutory consultation to change the existing arrangements at both High Schools to address the capacity issues. The report advised that the focus of this consultation would most likely be a proposal to establish Darroch as a

permanent annexe of both James Gillespie's and Boroughmuir High Schools. This report provides an update on the work being undertaken to develop this proposal.

3. Main report

Demographic Context

- 3.1 The Vision for Lifelong Learning paper which is a separate agenda item at this Committee sets out in detail the projected Primary and Secondary school rolls up to 2026 and the methodology by which these projections are produced.
- 3.2 In summary the projections suggest that the significant growth experienced in the primary sector since 2010 which was fuelled by growth in demand for P1 places will continue until 2026 but at a gradually decreasing rate as the P1 intakes stabilise at their present level. The higher P1 intakes experienced in 2010 will begin to roll into the secondary system and projections suggest that more significant growth in the secondary sector will begin to materialise from 2018.
- 3.3 However, long term projections should be viewed with caution. The National Records for Scotland's 2012 based projections for the City of Edinburgh Council area projected that births would increase each year to a peak of 6,000 in 2022 and be sustained at around that level thereafter. In fact, births peaked at just over 5,500 in 2012 – the highest in 20 years – and have fallen every year since, albeit marginally.
- 3.4 Furthermore it is also worth noting that a significant element of the population growth forecast by the NRS in future years will be from new communities on the outskirts of the city rather than from existing housing stock. This means that the levels of growth suggested at a citywide level may not be fully applicable to, for example, city centre catchment areas where development may be limited. Where city centre catchment areas have experienced significant growth we also need to consider the extent to which this might be sustained. Many of the more affluent city centre areas have a relatively stable population base – families moving to the area will be inclined to stay in that area for the duration of their child's primary and secondary education. Assuming this remains the case, it does suggest that opportunities for younger families to move into the area will be reduced.
- 3.5 For the reasons set out above it will be necessary to continue to monitor projections closely and consider any new data which becomes available such as actual births, revised NRS population projections and housing audit data. It is through this process of data monitoring and review and assessment of the individual circumstances under which schools operate that the requirement to provide new or expanded schools to meet the needs of a changing school age population will be identified. The Rising Rolls programme remains a key part of that strategy as it seeks to address the accommodation issues identified in the existing school estate and offers a means of bridging the gap between the current school estate and any new infrastructure built to cater for pupils generated by new developments.

The Primary School Rising Rolls Process

- 3.6 The schools identified for inclusion in the Rising Rolls programme in the Primary Schools Rising Rolls Report to Committee on 24 May 2016 included a number of schools likely to face accommodation pressures in August 2017 and some in August 2018 or beyond. The latter were included in the May 2016 report due to the potential requirement for a statutory consultation process prior to P1 registrations in November 2017 or the necessity for a more complex design and build process.
- 3.7 At each school involved in the Rising Rolls programme a working group including Council officers, school staff, Parent Council representatives and, where required, members of a design team is established. These groups will consider all available solutions to the issues identified and continue to meet until the agreed solution has been delivered.

Primary School Accommodation to be Delivered for August 2017

- 3.8 Committee approved that several accommodation solutions proposed in the Primary School Estate Rising Rolls report be progressed for delivery in August 2017 subject to the final decision regarding the necessity for such provision being delegated to the Director of Children and Families (now Executive Director of Communities and Families) to be taken in January 2017 (or earlier if appropriate) upon assessment of pupil registration figures. Committee also approved that feasibility studies be undertaken at a number of schools including some where the accommodation solution is likely to be required for 2018. Since May through the feasibility work undertaken and in consultation with the working groups at each school the proposals have been updated. A summary of the status of the projects being undertaken at each school is provided in Appendix 1.
- 3.9 Based on the updates in Appendix 1 the projects at Bruntsfield, Liberton, Corstorphine and St Margaret's RC Primary Schools have continued to be progressed and where necessary planning applications have been submitted. Approval to progress the project at Bruntsfield and delegated authority to approve the project at Liberton was provided at the Education, Children and Families Committee in May 2016. It is therefore now recommended that the projects at Corstorphine and St Margaret's RC primary schools are approved for delivery.

Long-term Strategy for Victoria and Trinity Primary Schools

- 3.10 The Education, Children and Families Committee on 24 May 2016 approved that the feasibility work undertaken and referred to in Appendix 1 would be used to inform a single Trinity and Victoria Primary Schools working group which would develop a long-term strategy for the Trinity and Victoria area. The joint working group met in early September to consider a range of potential solutions including annexes, new schools, catchment changes and expansion on existing school sites. Through this process it was agreed that three potential solutions should be presented to a wider forum at each school to allow a greater spectrum of views to be considered. Accordingly, workshops were held at Trinity Primary School and Victoria Primary School on Tuesday 25 October 2016 and Wednesday 26 October

2016 respectively. A summary of the solutions considered, the discussions held and the conclusions drawn by officers at these workshops are considered in Appendix 2.

- 3.11 In summary, it was clear that there was overwhelming support among the 90+ parents and carers who attended either workshop for the relocation of Victoria Primary School from its existing site to a new building in the Western Harbour.
- 3.12 School Estate Planning Officers believe that this is the best long-term strategic approach to meeting the infrastructure demands arising from new and proposed communities. Accordingly, it is recommended a full statutory consultation based on this option (beginning at the end of January 2017) is progressed with a view to returning a consultation outcomes and recommendations report to Committee in June 2017.
- 3.13 As this solution involves a site safeguarded for school development in the Local Development Plan, the funding implications of this proposal will be reported to the Finance and Resources Committee as part of the Local Development Plan Action Programme update in January 2017.

Primary Schools - Future Accommodation Pressures

- 3.14 The next annual process to identify any further primary schools potentially facing future accommodation pressure to meet catchment demand will now be progressed. The initial stage of the process involves detailed analysis of the initial P1 registration numbers for August 2017 and the most recent roll projections to identify those schools where accommodation pressures may be experienced in relation to the projected P1 intake for August 2018.
- 3.15 For any school where a rising rolls issue is identified, there will be a range of potential solutions to be considered. The options include catchment review; changing the use of existing space within the building; reconfiguration of internal space; the creation of annexes and the provision of new build extension accommodation on the existing school site.
- 3.16 The identification of schools which are considered to have a risk of possible future accommodation pressure to meet catchment demand will be progressed and the outcome reported to Committee on 7 March 2017. Working groups would then be established with each school to consider options to address the possible future accommodation pressure with the preferred solution for each school being reported to a future Committee.

Rising Rolls in Secondary Schools

- 3.17 As is demonstrated by the projections in the Vision for Lifelong Learning report it is anticipated that the secondary school estate will start to experience more significant rising rolls from 2018.
- 3.18 Due to the scale of the increase in rolls which has been experienced in the primary sector feeding through to the secondary sector it is inevitable that additional accommodation will ultimately be required at some secondary schools. In addition,

as part of the Local Development Plan review of required infrastructure a requirement for a new secondary school in the west of the city has been identified as well as extensions to several other schools across the city.

- 3.19 The secondary schools which will initially face rising rolls issues and where proposals for a shared annexe are being developed to address accommodation pressures are Boroughmuir High School and James Gillespie's High School. The proposal is considered in greater detail in the section that follows.
- 3.20 The School Estate Planning team will continue to meet with secondary schools where rolls are projected to cause accommodation pressures to discuss means by which this pressure may be met. This process will continue during 2017 and the outcomes will be reported to future Committee meetings as necessary.

Boroughmuir High School and James Gillespie's High School

- 3.21 The "[Gaelic Medium Education and Capacity at James Gillespie's and Boroughmuir High Schools](#)" report to Education, Children and Families Committee on 24 May 2016 requested that Committee note the intention to take a report to a future meeting of the Education, Children and Families Committee seeking approval to undertake a statutory consultation to change the existing arrangements at James Gillespie's High School and Boroughmuir High School to address the capacity issue at the school.
- 3.22 The report highlighted that the Darroch building would not be suitable as a stand-alone secondary school for GME due to the small size of the site which would limit the available capacity; a significant shortfall in the extent of necessary accommodation and the compromises which would have to be made in terms of room sizes. Furthermore, the use of Darroch as a dedicated GME facility would remove the opportunity to address capacity issues at both James Gillespie's High School and Boroughmuir High School through the use of the building as a shared annexe.
- 3.23 The revised secondary projections in the Vision for Lifelong Learning report illustrate that both schools are already under pressure and will both have breached their capacity by 2020. However, the pressure on Boroughmuir will be most acute with significant growth in the S1 intakes required forecast from 2017.
- 3.24 Hub South East Scotland was commissioned to undertake a detailed study of the Darroch building as part of a Strategic Services package. This has identified that the cost of bringing Darroch up to an acceptable standard for use as a permanent teaching facility appropriate to meet the needs of a contemporary learning and teaching environment would be approximately £7.2m. This cost has not previously been included in the Rising Rolls budget and the implications of this are set out in section 5 of this report.
- 3.25 Due to this significant cost implication further investigative work will be carried out to identify any lower cost alternatives to provide the necessary accommodation. However, it has to be noted the opportunities in the city centre area are limited and this cost may represent the best option. Therefore it is prudent to include the

expected cost in the rising rolls financial forecasts at this stage. Due to the necessity to develop and deliver a solution by August 2019 it is essential that a draft statutory consultation paper on establishing a permanent annexe for James Gillespie's High School and Boroughmuir High School is prepared and brought to Committee in March 2017. This paper will focus on the use of Darroch unless a lower cost acceptable option can be identified within that timeframe.

4. Measures of success

- 4.1 The delivery of accommodation solutions at any primary school identified as facing potential future accommodation pressures to ensure the capacity of the school is appropriate to meet the level of demand for places from its catchment population.
- 4.2 The delivery of any accommodation required to a design specification which fully meets all educational related requirements.
- 4.3 Delivery of the agreed projects on time, within budget and to the necessary quality.

5. Financial impact

Capital Expenditure

- 5.1 There is provision of £19.902m in the Capital Investment Programme to 2020/21 for the capital funding necessary to respond to the challenges arising from rising school rolls. Whilst the available funding will be sufficient to accommodate the majority of the anticipated capital funding requirements to August 2018 (excluding any further costs to deliver the additional capacity which may be required at Stockbridge Primary School) if the period is extended to 2020/21 and the costs of the first secondary Rising Rolls project at James Gillespie's High School and Boroughmuir High School are included, the funding requirements increase to an estimated £30.467m.
- 5.2 It should be noted that this forecast does **not** include any costs to create any additional capacity which *may* be required at Stockbridge Primary School or to meet the funding gap between contributions from developers and the cost of providing a new school on the Western Harbour site the funding implications for which will be reported to the Finance and Resources Committee as part of the regular Local Development Plan Action Programme update.
- 5.3 This forecast also excludes any costs associated with providing a new school in the south Edinburgh area which remains an unfunded cost of £12.737m in the Capital Investment Programme 2016-2021 as reported to Council on 21 January 2016 in the "Capital Investment Programme/Plan 2016/17 to 2023/24 - referral report from the Finance and Resources Committee" as part of the budget setting process. It is recommended that this projected now be reconsidered for inclusion through the budget setting process in January 2017.
- 5.4 The forecast costs also do not include provision for any works which may be required at Newcraighall Primary School or St Margaret's RC Primary School as it is assumed they would be funded from developer contributions.

- 5.5 The latest cost projection represents a funding deficit of £10.565m for which additional resources will need to be identified in future capital budgets. This funding would be required over a three year period - £1.5m in 2017-18; £6m in 2018-19 and; £3.065m in 2019-20.
- 5.6 The likelihood of additional capital funding being required to address rising rolls in both the primary and secondary school estates was identified in the report to Council on [21 January 2016](#) regarding the Capital Investment Programme.

Revenue Costs

- 5.7 Providing additional accommodation will, in the majority of cases, result in an increase in the size of the establishment and, in turn, an increase in the associated revenue property costs e.g. rates, utilities and cleaning. All such costs will require to be funded from future revenue budgets as, and when, necessary.
- 5.8 The necessity for additional funding to be identified to meet these costs was incorporated in the review of anticipated demographic pressures in Communities and Families services which was undertaken earlier this year as reported to the Finance and Resources Committee on 24 September 2015. On 4 June 2015, the Finance and Resources Committee approved that additional demography funding of £2.1m be provided to Communities and Families within which £0.091m related to the property costs associated with rising rolls. This additional funding has been transferred to Property and Facilities Management with whom responsibility for all property budgets now lies.
- 5.9 The estimated cost of running a statutory consultation is in the region of £4000 to £5000. These costs are met from existing revenue budgets.

Loans Charges

- 5.10 There is currently provision of £19.902m in the Communities and Families Capital Investment Programme to 2020/21 for the capital funding necessary to respond to the challenges arising from rising school rolls.
- 5.11 If this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £19.902m and interest of £13.239m, resulting in a total cost of £33.141m based on a loans fund interest rate of 5.2%. The annual loan charges would be £1.657m.
- 5.12 This report identifies that the capital funding necessary to respond to the challenges arising from rising school rolls may increase to £30.467m. If this expenditure were to be funded fully by borrowing, the overall loan charges associated with this expenditure over a 20 year period would be a principal amount of £30.467m and interest of £20.266m, resulting in a total cost of £50,733m based on a loans fund interest rate of 5.2%. The annual loan charges would be £2.537m.
- 5.13 It should be noted that the Council's Capital Investment Programme is funded through a combination of General Capital Grant from the Scottish Government, developers and third party contributions, capital receipts and borrowing. The borrowing required is carried out in line with the Council's approved Treasury

Management Strategy and is provided for on an overall programme basis rather than for individual capital projects. Following instruction from Members, notional loan charge estimates have been provided above, which it should be noted are based on the assumption of borrowing in full for this capital project.

6. Risk, policy, compliance and governance impact

- 6.1 All Communities and Families capital projects are delivered in line with the Council's Risk Management Policy and Framework. Ensuring sufficient accommodation for catchment pupils to secure a place at their catchment school is the key objective of the primary school Rising Rolls programme and there is a significant reputational risk to the Council if this is not achieved.
- 6.2 The primary school Rising Rolls programme is overseen by an Investment Steering Group which operates based on the project management principles of Prince 2 following the same governance structure as all other Council major projects including the delivery of new schools. The consideration and management of risk is undertaken through this group.
- 6.3 The contractors delivering the accommodation will operate in accordance with all relevant legislative and health and safety requirements and have community engagement policies. The school community will be kept informed of any issues that arise during the construction process which again mitigates against the risk of criticism of the Council in relation to these high profile and visible projects.
- 6.4 The engagement of Hub South East Scotland Ltd for delivery of the new build accommodation reduces the risk of project delay as procurement timescales are reduced and provides a considerable degree of cost certainty by establishing affordability caps prior to the finalisation of contracts.
- 6.5 The proposal to relocate Victoria Primary School to a new building in the Western Harbour would also address the Council policy to ensure the suitability of the school estate through the provision of fit for purpose facilities. However, until the necessary capital and revenue funding has been identified and approved, there is a substantial risk to the delivery of this project, regardless of the consultation outcome.

7. Equalities impact

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

- 7.3 Accordingly, these proposals have no significant impact on any equalities groups and provide greater opportunities for catchment pupils to attend their catchment school. For these reasons, the overall equalities relevance score is 1 (out of a possible 9) and a full Equalities Impact Assessment is not required.

8. Sustainability impact

- 8.1 This project would see the addition of new classrooms across the City however it would create additional accommodation at local schools so that children can access their catchment school. Accordingly it should ensure that travel to school patterns are minimised.
- 8.2 Whilst the proposal in this paper for a new Victoria Primary School would see the creation of a new building, this would be to meet the objective of providing fit for purpose accommodation which meets present and future demand. Any new building would be designed to minimise the impact on carbon emissions and energy consumption.

9. Consultation and engagement

- 9.1 Where necessary, working groups involving school staff and parent council representatives were established at schools to consider the analysis previously undertaken and agree the proposed accommodation solution or the actions required to identify a solution. Meetings with each working group have already taken place.
- 9.2 The working group at each school will continue to allow the design team and officers from Communities and Families to work with the school and parent representatives to progress the delivery of the proposed solution including identification of the suitable location for any new accommodation which ultimately has to be delivered and its detailed design. Information events will also be arranged for the wider school communities as and when required.
- 9.3 Where a statutory consultation process is required this will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

- 10.1 There have been 11 previous reports to the Education, Children and Families Committee regarding the issue of rising school rolls on [9 October 2012](#); [8 October 2013](#); [10 December 2013](#); [4 March 2014](#); [20 May 2014](#); [9 December 2014](#); [3 March 2015](#); [19 May 2015](#); [8 December 2015](#); [1 March 2016](#) and [24 May 2016](#).

Alastair Gaw

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11. Links

Coalition Pledges	P4 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools
Council Priorities	CP1 – Children and young people fulfil their potential CP12 – A built environment to match our ambition
Single Outcome Agreement	SO3 - Edinburgh’s children and young people enjoy their childhood and fulfil their potential
Appendices	1 Trinity and Victoria Primary School Workshops – Summary of Discussions 2 Trinity and Victoria Primary Schools - Long Term Accommodation Strategy Considerations and Options 3 Draft Consultation Document

Update on Rising Rolls projects for 2017 and 2018***Bruntsfield Primary School****Background*

- 1.1 A feasibility study undertaken in 2014 identified several options to increase the classroom capacity of the school. The Education, Children and Families Committee on 24 May 2016 approved that internal reconfiguration works be undertaken at Bruntsfield Primary School to provide increased classroom provision for August 2017.

Project Update

- 1.2 The internal reconfiguration works will be commissioned prior to the school's Christmas break and will be completed over the summer break in 2017.

Corstorphine Primary School*Background*

- 1.3 The Education, Children and Families Committee on 24 May 2016 approved that a feasibility study be commissioned regarding Corstorphine Primary School to assess the viability of sub-dividing the existing dining hall.

Project Update

- 1.4 The feasibility work undertaken was completed by Hub South East Scotland as part of a Strategic Services package. The work has identified that sub-dividing the existing dining hall may be achieved within the required timescales and, in combination with some minor reorganisation of school accommodation, will offer the school the potential to accommodate up to 21 classes.
- 1.5 The working group considered carefully the timing of the works to the hall as the contractor has advised that the works could not be completed within the summer holidays alone.
- 1.6 As a new nursery and a playground improvements project will be under construction on the school site in the period from November 2016 to April 2017, undertaking the sub-division of the hall, which would commence at the end of March 2017 will mean that the school will be accommodating two separate construction projects for a short period. However, rather than delay the classroom works until after the summer break in 2017 or delay until the following year and lose a General Purpose space during that period, the school management team and parent representatives felt that they would rather all work was completed by August 2017. Accordingly, development of the project has been accelerated to fit with the proposed construction timescales.

Liberton Primary School*Background*

- 1.7 The Education, Children and Families Committee on 24 May 2016 approved the delivery at Liberton Primary School for August 2017 of four new classrooms (addressing suitability issues associated with a lack of hall space)

Project Update:

- 1.8 A working group involving Council officers, school staff, Parent Council representatives and members of the design team have been meeting over the last seven months to establish the location and progress the detailed design of the proposed accommodation.
- 1.9 A planning application for the proposed new building was submitted at the end of October 2016. This timescale ensures that, when a decision is made in January 2017 (based on the registration figures for August 2017 P1 intakes) regarding whether or not the accommodation will require to be delivered, it can be progressed immediately thereafter to ensure it is completed and ready for occupation by August 2017.
- 1.10 In advance of the submission of the planning application an information evening was held at the school on 13 October 2016 for parents and carers. This was arranged to coincide with a parents and carers evening at the school. At this session a display of the final layouts and designs of the proposed building was set up and members of the working group were on hand to answer any questions arising.

St Margaret's RC Primary School

Background

- 1.11 The Education, Children and Families Committee on 24 May 2016 approved that internal reconfiguration works be undertaken at St Margaret's RC Primary School to provide increased classroom provision for August 2017.

Project Update

- 1.12 The report to Committee in May 2016 advised that due to development in the area developer contributions are available for improvements at St Margaret's RC Primary School. As the school's single hall is particularly small and provides both gym and dining functions the report in May proposed that the developer contribution funding received and the additional funding to be made available through the developments proposed as part of the Local Development Plan be applied towards the cost of providing a new hall for the school.
- 1.13 Through the feasibility work undertaken at the school with the working group it was identified that provision of a new hall together with some minor internal reconfiguration would allow the school to accommodate projected demand in August 2017 without progressing the more significant internal reconfiguration it was previously anticipated would be required. Accordingly, the focus of the project undertaken with the working group has shifted from the design of additional classroom space to the design and delivery of a new gym hall.

- 1.14 A planning application for the proposed gym hall was submitted at the end of October 2016. In advance of the submission of the planning application an information evening was held at the school on 12 October 2016 for parents and carers. At this session a display of the final layouts and designs of the proposed building was set up and members of the working group were on hand to answer any questions arising. The designs are still on display at the school.
- 1.15 Analysis continues to suggest that St Margaret's RC Primary School will require a further classroom space – possibly by August 2018 – and the working group will be reconvened in the near future to consider how this may best be achieved. The extended timescales for the delivery of this additional classroom space which will also be funded from developers contributions does allow the working group to consider options in greater detail and presents opportunities to undertake a more holistic view of how new accommodation may enhance the learning and teaching experience at the school.

Primary School Accommodation to be Delivered for August 2018 and beyond

- 1.16 The following schools were identified as having an accommodation issue which required resolution for August 2018. They were reported in the May 2016 paper due to the anticipated complexity of the likely solutions or because the solutions may require that a statutory consultation be undertaken to allow their implementation:

Stockbridge Primary School

Background

- 1.17 At the Education, Children and Families Committee on 24 May 2016 no recommendations regarding Stockbridge Primary School were made, however, the report advised that feasibility work undertaken in 2013 would be refreshed and updated and other options would be explored and developed as necessary ahead of a meeting with working group members in August 2016 to agree the solution(s) to be progressed.

Project Update

- 1.18 A full review of the building options considered viable is currently being undertaken by Hub South East Scotland as part of a Strategic Services package. Engagement with the working group has identified a preference for a compact new build solution on the school site. However, due to the significant site constraints the deliverability of this option remains in question and more design and site investigation work is required before this may be progressed with any degree of certainty and the approval of the working group.
- 1.19 The requirement for catchment change has not been excluded and the development of the former Royal Bank of Scotland building on Dundas Street may make this a necessity. Accordingly, it is possible that an update to Committee in March 2017 may seek both approval for onsite expansion and permission to

undertake a statutory consultation proposing a catchment change ahead of P1 registrations in November 2017.

Trinity Primary School and Victoria Primary School

Background

- 1.20 At its meeting on 24 May 2016 the Education, Children and Families Committee approved:
- i. 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.
 - ii. that feasibility studies be commissioned regarding Victoria Primary School and the former Fort Primary School building to identify the potential additional capacity which may be achieved in the Trinity/Victoria area.
- 1.21 Committee also noted 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.

Project Update

- 1.22 Following the approval of the Education, Children and Families Committee's on 24 May 2016 to develop a detailed design for new accommodation at Trinity Primary School, the working group met to consider the location and design of a new two classroom building on the Trinity Primary School site. However, it was identified that the school would have sufficient capacity to support demand for P1 places in August 2017. Accordingly, the decision was taken to freeze the design of the new building until next year when the requirement for the new classes for August 2018 will be reassessed in light of the actual P1 intake in August 2017 and P1 registrations for August 2018. It was also considered that this approach would mean that the requirement for the delivery of new accommodation at Trinity Primary School could be considered as part of the longer term strategy for the Trinity and Victoria area.
- 1.23 The May Committee also approved that feasibility work at Victoria Primary School and the former Fort Primary School be progressed to identify the potential additional capacity that may be achieved through the use of these buildings and the outcomes from this work may be summarised as follows:

The former Fort Primary School building

- 1.24 It would be possible to provide 8 additional classrooms in the Trinity/Victoria area by August 2018 at the former Fort Primary School. The full refurbishment of the space currently occupied by the Communities and Families and Social Work office staff would be in-depth and would cost approximately £3.8m.

- 1.25 The majority of the work undertaken would be focused on the replacement rather than the repair or adaptation of existing installations to create the right environment for classroom accommodation. For example, new windows would be provided throughout to allow the adoption of a natural ventilation strategy more appropriate for a new primary school. However, in addition to the above a number of architectural and structural changes would be made:
- A new entrance lobby and admin block extension would provide a more visible and welcoming entrance shared between the school and the Community Centre which would remain in its present location;
 - The existing kitchen would be opened up to the dining area and a new kitchen/servery provided;
 - New external doors would be formed in those classrooms currently without direct access to the playground.
- 1.26 The feasibility study also confirmed that it would be possible to construct a new classroom block on the field adjacent to the existing building. This would allow the school accommodation to extend beyond double stream without the requirement to relocate the Early Years Centre. However, the construction of a new block on the existing site would reduce the available outdoor space. Assuming the former Fort site were to accommodate 16 classes it is estimated that this would equate to approximately 7.3m² per pupil of outdoor space – making it more generous than primary schools such as Towerbank, Leith or Bruntsfield but still placing it among the lowest m² per pupil of outdoor space in the city.

Victoria Primary School

- 1.27 The feasibility work undertaken at Victoria Primary School has identified that it would be possible to extend the school by a further two classes. The solution developed by the working group involved the construction of a new dining area at the rear of the school with the existing dining spaces reverting to their former use as classrooms. The cost of this extension is estimated to be £1.2m.
- 1.28 However, the feasibility study also identified a number of significant risks associated with construction in the identified area. Foremost among these risks is the requirement to undertake major works to divert Scottish Water assets located within the school site and neighbouring properties. A provisional sum has been included within the feasibility cost for this work, but this sum could vary considerably dependent on the outcome of the detailed discussions that would be required with Scottish Water and the requirement for legal agreements between the Council and the owners of neighbouring properties. This process of engagement with Scottish Water and other land owners could also have a significant impact on the project programme, putting into doubt delivery by August 2018.
- 1.29 There were, however, more fundamental issues with a proposal to expand Victoria Primary School raised by the working group. The pressure which an expanded pupil roll at Victoria Primary School would place on supporting accommodation such as the playground, which would be further reduced by an extension; the small

gym, the width of the corridors and stairs and the lack of space for an increasing staffing complement caused concern. School Estate Planning Officers share these concerns which principally relate to the impact an increased roll would have on the suitability of the school and as a result would not recommend that Victoria Primary School be permanently extended beyond its existing classroom provision within its existing site.

Trinity and Victoria Primary Schools

Long Term Accommodation Strategy Considerations and Options

*Informal Consultation Workshops: Trinity Primary School: Tuesday 25 October 2016;
Victoria Primary School: Wednesday 26 October 2016*

Background and Context

- 1.1 Victoria Primary School is projected to breach its available classroom capacity in August 2018. The continuing development of the Western Harbour will increase this pressure. The impact of new housing in the area through the Local Development Plan will, if it comes forward as presently proposed, place considerable pressure on Trinity Primary School which is already operating at capacity and may require to be extended in the short-term.
- 1.2 Workshops were held at Trinity Primary School on Tuesday 25 October 2016 and at Victoria Primary School on Wednesday 26 October 2016 to engage the wider parent forum at each school in the process of developing options to address the accommodations issues identified at the two schools as part of a long-term strategy.
- 1.3 The workshops took the form of a presentation (see Appendix 1) of three potential solutions to accommodation issues identified at both schools followed by small group discussions of the solutions and any alternatives that attendees felt should be considered. Three of the four small groups formed at Victoria Primary School were facilitated by officers from the Council's School Estate Planning Team and one was facilitated by the school's Head Teacher. Two of the group discussions at Trinity Primary School were facilitated by officers from the Council's School Estate Planning Team, one was facilitated by the school's Head Teacher and three further groups were facilitated by representatives from the school's Parent Council. The Council's Acting School Estate Planning Manager who delivered the initial presentation joined all groups for short periods of time.
- 1.4 Approximately 60 parents or carers attended the workshop at Trinity Primary School while the workshop at Victoria Primary School was attended by approximately 30 parents or carers. Those attending were invited by the Parent Councils at each school and there was good representation across the school catchment areas.

<p>Solution 1(a) – Relocate Victoria to a New School Building in the Western Harbour (double stream with expansion potential) + catchment change</p>

Solution Overview

- 1.5 A new school building would be constructed on a site made available by developers in the Western Harbour. Victoria Primary School would relocate to this new building. A catchment review would be undertaken to realign the North Leith area of Trinity Primary School's catchment with Victoria Primary School, thus realigning any new development in this area with the new Victoria Primary School which would be built with an expansion strategy, should it ultimately be required.

Summary of Feedback Received

1.6 This solution was identified as the preferred solution of most groups although at Victoria there was strong support for solution 1(b) which would limit the school to double stream.

- Groups identified the following positive points for this solution:
 - It is the least disruptive option with little change for Trinity;;
 - It takes account of the strong sense of community in Newhaven by locating the new school close to the existing;
 - It does not alter the good demographic mix within either school;
 - A new school would be a positive thing for the whole community;
 - In the long-run a new building will offer cost efficiencies;
 - It will allow the existing Childcare arrangements (including After School Club) at Fort Early Years Centre to continue;
 - A new school has been identified for the area for a long time and this solution fulfils that promise;
 - It provides a good distance between the schools;
 - The new school would have good cycle links;
 - A new school would offer good space and new facilities;
 - The new school would be next to a park and so benefit from easy access to green spaces;
 - Community facilities could be considered as part of the new school design.
- Groups identified the following negative points for this solution:
 - What will happen to the existing Victoria Primary School building?
 - Concerns were raised that the new school would not be big enough.
 - While only a small number of people would be affected by the catchment change – would a sibling guarantee be provided?
 - The lack of a temporary solution at Victoria until the new school is delivered.
- Groups made the following suggestions/observations specific to this solution:
 - Could the catchment change be greater to avoid the requirement to extend Trinity in the short-term?
 - Could the Anchor building at the existing Victoria site become a nursery?
 - Trinity Primary School should be expanded into Victoria park as part of the short-term expansion.
 - Fort building could provide a short-term solution for Victoria until the new building is completed.

Solution 1(b) – Relocate Victoria to a New School Building in the Western Harbour (double stream) + Trinity permanent annexe at former Fort building

Solution Overview

- 1.7 A new school building would be constructed on a site made available by developers in the Western Harbour. Victoria Primary School would relocate to this new building. If new development in the North Leith area were to cause accommodation pressures at the school, an annexe of Trinity Primary School would be formed at the former Fort Primary School.

Summary of Feedback Received

- 1.8 ***This solution is similar to the 1(b) but requires that pressure from future housing in the North Leith area be accommodated through the establishment of a permanent annexe of Trinity rather than catchment change and expansion of the new Victoria. This option was preferred by many at Victoria but there were concerns at both workshops that it would be problematic with particular concern and uncertainty about what the formation of an annexe would mean for Trinity Primary School.***

- Groups identified the following positive points for this solution:
 - [Many of the positive points for Solution 1(a) apply]
 - No catchment change – everyone assured current school;
- Groups identified the following negative points for this solution:
 - An annexe at Trinity Primary would be against the school's ethos of togetherness;
 - The formation of an annexe at Trinity may mean no investment in the existing Trinity Primary School building;
 - The logistics of managing an annexe, drop-off and pick-up for parents, etc. would be difficult;
 - Trinity would become a very large school.
- Groups made the following suggestions/observations specific to this solution:
 - Trinity could learn from the experience of South Morningside if an annexe solution were to be progressed;
 - Could the annexe also include a nursery for Trinity Primary?
 - Could the Anchor building at the existing Victoria site become a nursery?
 - The former Fort Primary School building could provide a short-term solution for Victoria until the new building is completed.

Solution 2 – Relocate Victoria to the former Fort Primary School Building

Solution Overview

- 1.9 The former Fort Primary School would be extended and refurbished with the Early Years Centre and Community Centre retained. Victoria Primary School would relocate to the former Fort Primary School building. The catchment areas of Victoria Primary School and Trinity Primary School would be changed so that all areas of Trinity's catchment east of the former Fort Primary School would be realigned with Victoria Primary School. The western section of Victoria's catchment would be realigned with Trinity. If new development in the North Leith area were to cause accommodation pressures at the school, the former Fort Primary School would be extended further or the Early Years Centre may be relocated.

Summary of Feedback Received

- 1.10 **This solution received little support and it was felt was particularly bad for Victoria Primary School. In particular concerns were raised about the imbalance this would create in the social mix at the schools and the available space on the former Fort Primary School site.**

- Groups identified the following positive points for this solution:
 - A smaller Trinity Primary School roll;
- Groups identified the following negative points for this solution:
 - The proposal would be socially damaging – reference should be made to the Scottish Index of Multiple Deprivation map.
 - Trinity would become too large;
 - There were concerns the Fort building was too old with high maintenance costs;
 - There were concerns that the Fort would be a poor educational environment;
 - There were concerns that this solution would result in longer distances to school;
 - Concerns were expressed that the Early Years Centre would be affected by the disruption;
 - The expansion proposed on the Fort site would result in the loss of too much outdoor space;
 - There would be very limited space for expansion;
 - Victoria would experience a loss of local identity;
 - Newhaven would lose the heart of its community;
 - The distribution of the population between the schools would be uneven;
 - The high numbers of pupils accessing the former Fort site would present road safety/transport issues;

- The former Fort building is poorly located with limited green space around.
- There would be considerable catchment change involved – would a sibling guarantee be possible given the numbers affected?
- Groups made the following suggestions/observations specific to this solution:
 - If it were progressed the strategy should be to rebuild the Early Years Centre on the Western Harbour site allowing expansion on the Fort site without losing outdoor space.

Proposal to relocate Victoria Primary School to a new building in the Western Harbour

Affecting Victoria Primary School, Trinity Primary School, Holy Cross RC Primary School, St Thomas of Aquin's RC High School and Trinity Academy

1 Introduction

1.1 This consultation paper sets out the rationale for, and implications of, relocating Victoria Primary School to a new site in the Western Harbour and undertaking a catchment change with Trinity Primary School to address accommodation issues in the Trinity and Victoria areas. This paper also proposes the realignment of the appropriate primary and secondary non-denominational and Roman Catholic school boundaries to incorporate the sections of the Western Harbour area currently not contained within any catchment area. The paper also sets out the consultation process and the means and timescales for making representations.

1.2 The consultation paper is divided into the following sections:

1. Introduction
2. Background and Context
3. Roll Projections, Catchment Data and Capacity Analysis
4. Details of the Proposal - relocating Victoria Primary School to a new site in the Western Harbour
5. Financial Considerations
6. Indicative Construction Timescales
7. Consultation Process

Appendices

1. Response Questionnaire
2. List of Affected Addresses
3. Trinity and Victoria Primary Schools: Existing Catchment Areas, School Locations and Pupil Population Densities Current School Catchments
4. Proposed Catchment Changes Affecting Victoria Primary School and Trinity Primary School
5. Proposed Catchment Changes Affecting Holy Cross RC Primary School, and St Thomas of Aquin's RC High School
6. Proposed Catchment Changes Affecting Trinity Academy

7. Travel Routes from North Leith Area to Trinity Primary and New School Site
 8. Travel Routes from West Victoria Catchment Area to Existing Victoria Primary School Site and New School Site
 9. Inspection, Attainment and Achievement Information for Trinity Primary School and Victoria Primary School
- 1.3 Comments on the proposals should be submitted by no later than close of business on Friday, 17 March 2017 by email or post to the addresses set out in Section 11 of this paper. A response questionnaire is provided for this purpose which respondents are encouraged to use, details are included in Appendix 1 and which can also be completed online via the Council website www.edinburgh.gov.uk/newvictoria
- 1.4 Two public meetings will be held as follows, further details of which are provided in section 11:

Venue	Date	Time
Victoria Primary School	tbc	tbc
Trinity Primary School	tbc	tbc

2 Background and Context

- 2.1 On 13 December 2016 the Education, Children and Families Committee approved that a consultation be undertaken regarding the proposed relocation of Victoria Primary School to a new building in the Western Harbour area. The Committee also approved that the consultation propose the realignment of Victoria Primary School's catchment area to incorporate a section of Trinity Primary School's catchment and sections of the Western Harbour which are currently not within any school catchment area. Committee also approved that consultation include proposals to realign the catchment areas of Holy Cross Primary School, St Thomas of Aquin's RC High School and Trinity Academy to include all areas of the Western Harbour.
- 2.2 Trinity Primary School and Victoria Primary School were identified as schools facing potential accommodation pressures for August 2017 and August 2018 respectively in the "Primary School Estate Rising Rolls" report to Education, Children and Families Committee on 24 May 2016. The report noted that while both schools faced pressures in the short-term from their existing catchment populations, the continuing development of the Western Harbour site would place a significant future pressure on Victoria Primary School while long-term proposals through the Local Development Plan for new residential development in the North Leith area around Forth Ports and the Scottish Executive building may represent a significant future pressure on Trinity Primary School's accommodation.

- 2.3 The Council's over-riding priority is to ensure that it can meet its commitment to ensuring that places are available for all pupils to attend their local catchment school should they wish to do so. The issue of rising primary school rolls in the City has been, and remains, a significant challenge but is one which the Council is committed to addressing and has been doing so successfully for several years through its primary school rising rolls programme.
- 2.4 Through the establishment of stakeholder working groups and a consultative process with parents and school communities this programme has, in the past three years (including delivery of new accommodation for August 2016), delivered extensions to provide additional classrooms at 17 primary schools with additional accommodation also being created at several other primary schools by adapting existing buildings.
- 2.5 Since the closure of Fort Primary School in 2010 Trinity Primary School has experienced growth as double stream year stages have been replaced by up to three stream P1 intakes. This pattern necessitated the construction of four new classrooms at the school through the Council's first Rising Rolls project in August 2013. This first project also identified that a second phase may be necessary in future years and a site at the rear of the school was identified for further expansion should it be required. While P1 intakes at Trinity Primary School have generally been steady the P1 intake experienced in 2016 suggested that the school may struggle to accommodate demand from all catchment P1 pupils in August 2017.
- 2.6 It has since been identified that Trinity Primary School will not require additional accommodation for August 2017, however, short-term projections suggest that the requirement for this additional accommodation remains finely balanced and this will continue to be reviewed on an annual basis. In the long-term, however; the potential accommodation pressures represented by the proposed development of the North Leith area represent a significant future pressure on Trinity Primary School's accommodation beyond that which even the current expansion proposals could accommodate.
- 2.7 Victoria Primary School was also identified through the first Rising Rolls project as a school facing accommodation pressures. A new four classroom building was constructed on the school site in August 2014. However, the degree to which the school could be expanded was limited and it was recognised that the continuing expansion of the Western Harbour area would cause pressure for places at Victoria Primary School to escalate. It is now projected that the school will breach its classroom capacity in August 2018.
- 2.8 Accordingly, the Education, Children and Families Committee on 24 May 2016 approved an approach which would consider the accommodation pressures at both of these schools in a holistic manner. Working groups consisting of school staff, parent representatives and officers from the Council's School Estate Planning Team were established at each school to consider solutions and identify a preferred way forward.

- 2.9 The working groups considered a range of potential solutions which were informed by the feasibility work undertaken to identify the potential additional capacity which may be achieved through the extension of the Victoria Primary School building and through the creation of school accommodation in the former Fort Primary School building. In addition to extension of both existing primary schools and the creation of additional capacity at the former Fort Primary School site, the working groups also considered the potential offered by the site identified for a new school in the Western Harbour. Provision for a proposed new school site was made in the section 75 agreement with Forth Ports in 2002 and was subsequently part of the original masterplan for the Western Harbour development.
- 2.10 The working groups at Trinity Primary School and Victoria Primary School agreed that three potential solutions should be the focus of discussion at workshops arranged at Trinity Primary School on 25 October 2016 and at Victoria Primary School on 26 October 2016. The two workshops were attended by approximately 90 parents/carers in total who represented a cross section of parents/carers (selected by the Parent Councils) at each school. Attendees were invited to discuss the three options presented and identify any possible alternatives.
- 2.11 As a result of the work undertaken by the working groups at each school and following the feedback received through the workshops only one viable option to address the long-term accommodation issues in the Victoria and Trinity areas has been identified: the relocation of Victoria Primary School to a new building in the Western Harbour area, undertaking the necessary catchment change.

Site Considerations

- 2.12 The school site, provision for which was made in the section 75 agreement with Forth Ports in 2002 and which was subsequently part of the original masterplan for the Western Harbour development, is located adjacent to Windrush Drive in the Western Harbour.
- 2.13 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new double stream (or greater) primary school with capacity for a further 40 pupils in the nursery, the total site size should be 1.9 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 1.3 hectares (of which 0.1 hectares relates to the nursery); and
 - An area for playing fields of not less than 0.6 hectares.
- 2.14 The identified school site in the Western Harbour is 1.2 hectares which is equal to the minimum specified requirement for a main new school site without provision of a nursery. In certain circumstances a smaller site area for either element can be provided with the consent of the Scottish Government subject to

it being agreed that it would be impractical or unreasonable to apply the standards within the legislation.

- 2.15 The proposed site is considered sufficient to provide an appropriate environment for a new primary school. Victoria Primary School currently offers no nursery provision; however, with the introduction of legislation placing a requirement on authorities to expand early years provision, it is considered necessary for a new school building to offer nursery places. As the provision of nursery facilities on the proposed school site would mean that the minimum standards could not be applied, should the outcome of this statutory consultation process result in the proposal for a new primary school being progressed (and a larger site cannot be negotiated with the landowner) the consent of the Scottish Government would be required.
- 2.16 The regulations do not actually require that playing fields (or pitches) are adjacent to the actual school building but that they are available to the school i.e. could be elsewhere and off-site. In Edinburgh there are many schools where the maximum areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city. Taking the area of such off-site facilities into consideration this would be the case which would apply regarding the proposed new primary school.
- 2.17 A new primary school would also, according to the existing masterplan of the site, be located adjacent to a significant area of parkland and it is anticipated that a new school would benefit significantly from access to this resource.

3 Roll Projections, Catchment Data and Capacity Analysis

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

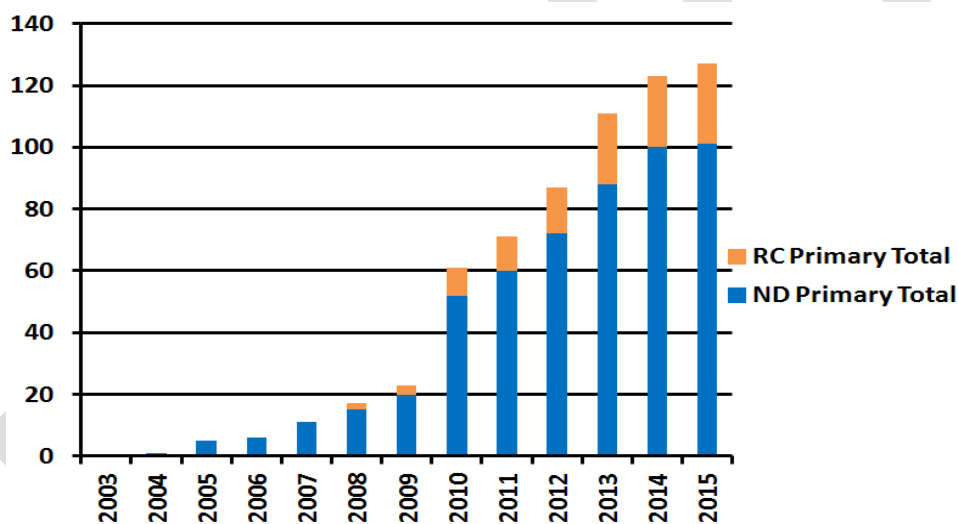
Area Overview

Victoria Primary School

- 3.2 Victoria Primary School is located in Newhaven in the north of the city and its catchment area encompasses Lower Granton Road in the west and the Western Harbour in the east. When the school was built in 1844 it was located only metres from the shore of the Forth at the end of the sea wall along Annfield. The development of the Western Harbour on land reclaimed from the waters of the Forth directly north of the school began to generate pupils in 2004 following the completion of the first residential properties in 2003. Since then demand for school places from this area of Victoria Primary School's catchment has increased steadily as new residential properties have been completed.

- 3.3 Areas in the northern and eastern sections of the Western Harbour development currently fall outside any non-denominational primary, RC primary, non-denominational secondary or RC secondary catchment boundaries. However, there are clear geographic reasons why, when placing pupils from this area, Victoria Primary School, Holy Cross RC Primary School, Trinity Academy and St Thomas of Aquin’s RC High School are considered the appropriate school provision.
- 3.4 While historically Victoria Primary School’s catchment population has been drawn from housing to the immediate south and west of the school the development of Western Harbour means that 55% of the current catchment population (incorporating those areas of Western Harbour currently outside the catchment boundary) now reside north of Lindsay Road in the Western Harbour area. Figure 1 (below) shows how the number of pupils generated from the Western Harbour development has grown since 2004.

Figure 1: Primary Pupil Population in the Western Harbour area, 2002-2016



- 3.5 Accordingly, the Western Harbour development means that in the past decade the community that Victoria Primary School serves has changed considerably both in terms of the number of pupils the school must accommodate and the geographical distribution of its catchment population.

Trinity Primary School

- 3.6 Trinity Primary School is located approximately 450m south of Victoria Primary School adjacent to Trinity Academy at the north end of Victoria Park. Its catchment area stretches from Warriston in the south west to Ocean Drive in the north east and incorporates what was the catchment area of the former Fort Primary School. Trinity’s proximity to Victoria Primary School means that there is a natural flow of pupils between the schools.

- 3.7 The closure of Fort Primary School in July 2010 necessitated the expansion of Trinity Primary School to 19 classes in August 2013. However, at that time it was recognised that a second phase of expansion may be required to allow Trinity Primary to accommodate a full three stream (21 class) intake.
- 3.8 However, there are several residential developments either progressing or proposed in Trinity Primary School's catchment area which represent the potential for significant growth in Trinity's catchment area. These include the site of the former Fort block of flats on North Fort Street/Portland Street, the area to the south of the catchment around West Bowling Green Street and, most notably, around North Leith and Leith Docks.

Capacity and Growth

- 3.9 Table 1 (below) shows the current capacity and roll data for Trinity Primary School and Victoria primary school. However, it should be noted that generic capacity figures do not take account of a school's capacity for team teaching arrangements; a practice which is increasingly commonplace across the Council's primary school estate.

Table 1: School Capacity, Class and Roll Data for August 2016

School	Capacity	Roll (as of Sept 2016 census)	Estimated Occupancy Rate
Trinity Primary School	19 Classes (546 pupils)	18 Classes (527 pupils)	96.5%
Victoria Primary School	10 Classes (259 pupils)	10 Classes (254 pupils)	98.1%
Area Total	29 Classes (805 pupils)	28 Classes (781 pupils)	97.0%

- 3.10 While Table 1 suggests that space in both schools is limited it is the stage by stage breakdown of the 2016 school rolls in Table 2, particularly at Victoria Primary School, which begins to suggest developing capacity issues as smaller classes in upper stages are replaced by consistently larger intakes in the early stages:

Table 2: Year Group Rolls at September 2016

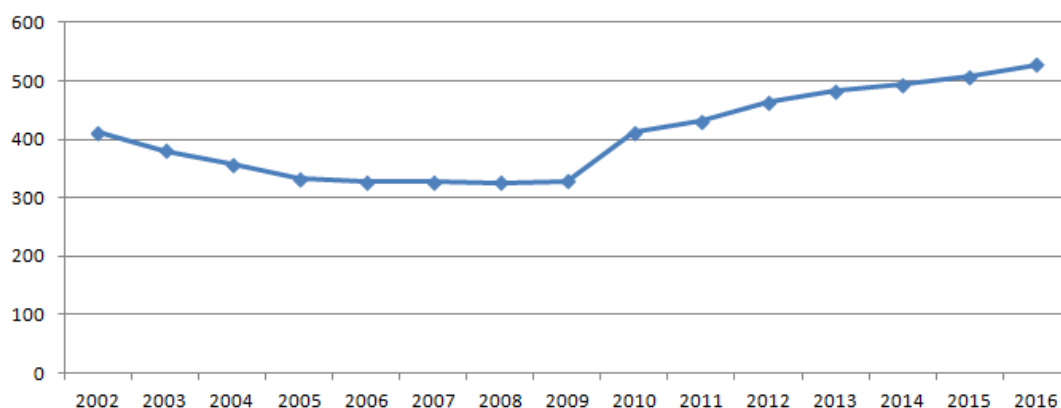
School	P1	P2	P3	P4	P5	P6	P7	Total
Trinity Primary School	84	72	89	76	78	64	64	527
Victoria Primary School	40	38	53	38	44	23	18	254
Area Total	124	110	142	114	122	87	82	781

Trinity Primary School

Capacity and Growth

- 3.11 Figure 2 (below) illustrates that the pupil roll at Trinity Primary School has increased steadily since the closure of Fort Primary School in 2010. The catchment area of Fort Primary School was realigned in full with Trinity Primary School and this has had the effect of replacing two stream year stages at Trinity Primary School with two-and-a-half to three stream stages since 2010.

Figure 2: Trinity Primary School Roll, 2002 to 2016



- 3.12 Classrooms at Trinity Primary School vary in size with the majority exceeding the estate optimum. The classrooms on the ground floor of the main building are particularly large. Fifteen of the classrooms are located within the main building along with two full classroom size general purpose spaces and a number of smaller spaces which cumulatively form an additional GP space. This level of GP provision is consistent with the Scottish Government's recommendations for a school of 19 classes. The remaining four classes are located in a new classroom building constructed during the first phase of the rising rolls process for August 2013. The school has a gym hall which is equivalent in size to a new build hall. The dining hall was recently extended as a final phase of the previous rising rolls project.
- 3.13 While P1 intakes in the past five years have been high at Trinity Primary School, between 2010 and 2015 an average of 14% of the intake has been from non-catchment pupils. Pupils from Victoria Primary School's catchment area form the largest element of this non-catchment cohort. Currently there are 30 pupils at Trinity Primary School who live in Victoria's catchment area. However, there are 34 pupils living in Trinity Primary School's catchment area currently attending Victoria. Accordingly, there is a negligible overall impact in terms of loss and gain between Trinity and Victoria Primary Schools.
- 3.14 In August 2016 there has been a shift in the patterns of attendance observed in the P1 intake at Trinity Primary School over the previous five years. The overall number of catchment pupils has increased from previous years and the percentage of catchment pupils choosing to attend the school increased from 83% in 2015 to 94% in 2016. The school roll projections set out in Table 3

(below) which are based on known birth data, housing estimates and National Records of Scotland population projections suggest that this is a spike. However, if this pattern were to be sustained, in the absence of a viable alternative approach, then it is likely that the delivery of the additional classrooms proposed through the Rising Rolls process would be necessary.

Table 3: Trinity Primary School Roll Projections, 2016-2026

School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Trinity Primary School	546	527	535	547	537	534	519	519	509	514	531	561

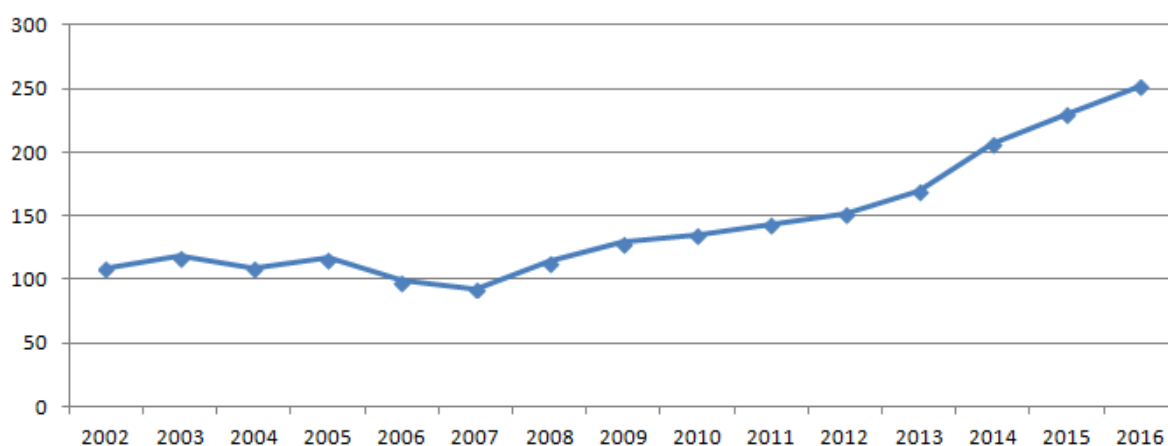
3.15 However, in the longer term the expansion of the school to a full three streams would not be sufficient if the development of more than 2,000 homes around North Leith and Leith Docks comes forward as currently proposed through the Local Development Plan. It is not anticipated that this development will come forward quickly and the projections in Table 3 assume only minor development in this area. Current forecasts assume that more significant pupil generation from this development area will occur beyond 2026 and, if developed as currently proposed, could increase Trinity Primary School's non-denominational catchment population by more than 200 pupils. The impact of this on Trinity Primary School would be the requirement to expand beyond its current 19 class capacity to between a 25 and 28 class capacity with an estimated roll of up to 800 pupils.

Victoria Primary School

Capacity and Growth

3.16 Figure 3 (below) illustrates that the pupil roll at Victoria Primary School has increased steadily since 2007.

Figure 3: Victoria Primary School Roll, 2002 to 2016



3.17 Until 2012 when minor work was undertaken to allow Victoria Primary School to expand to a full single stream (7 class) organisation, the school operated with a 6 class capacity. In 2014 this increased to 10 classes following the completion

of the Rising Rolls classroom extension. The school has two GP spaces which is consistent with the Scottish Government’s recommendations for a school of 10 classes.

3.18 Classrooms at Victoria Primary School vary in size. The seven classrooms and one GP space within the main, Victorian building range from the smallest at 48m² to the largest at 76m². The three classrooms and one GP space within the new building are all 60m². Victoria Primary School’s gym hall is one of the smallest across the school estate. The school benefits from dedicated dining space, however, this is made up of two small former classroom areas, making it also one of the smallest dedicated dining areas across the school estate. Supporting spaces such as office space, the staff room and resources storage is very limited. Among City of Edinburgh primary schools exceeding a 7 class capacity, Victoria Primary School has the second smallest internal floor area.

3.19 The Victoria Primary School building is currently has a ‘B’ condition rating.

3.20 The Local Development Plan suggests that a further 1,850 flats and 11 houses remain to be constructed on the Western Harbour site. This is projected to generate up to 114 additional non-denominational primary school pupils the majority of whom would be resident in the area by 2030. The school roll projections below reflect this growth and suggest that Victoria Primary School will breach its current capacity in August 2017 with additional classroom space required by August 2018. Crucially, the projections suggest that the P1 intakes required by the school will be sustained at double stream in future years.

Table 4: Victoria Primary School Roll Projections, 2016-2026

School	School Capacity	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Victoria Primary School	259	254	287	318	326	335	329	339	347	349	352	356

4 Details of Proposal - relocating Victoria Primary School to a new site in the Western Harbour

Proposal Overview

4.1 The proposal is as follows:

- (i) Relocate Victoria Primary School to a new building in the Western Harbour.
- (ii) Undertake catchment change so that the proposed development area in North Leith which is currently in Trinity Primary School's catchment area is realigned with the new Victoria Primary School.
- (iii) Realign the catchment boundaries of Victoria Primary School, Holy Cross RC Primary School, Trinity Academy and St Thomas of Aquin's RC High School so that they include the sections of the Western Harbour area currently not contained within any catchment area.

4.2 Proposal Summary

- A new double stream (14 class) primary school would be established on the identified site (see Appendix 4) in the Western Harbour.
- The new school would be built with an expansion strategy, allowing up to a further 8 classroom spaces to be built at a future stage, if this should ultimately prove necessary.
- All staff and pupils from Victoria Primary School would relocate to the new school building on its completion.
- The new Victoria Primary School would include a nursery.
- All areas of Trinity Primary School's catchment north of Lindsay Road and Commercial Street would become the catchment area of the new Victoria Primary school.
- The date from when the catchment change above would be effective is the school year at the start of which the new primary school could be completed and opened and is entirely dependent on when that happens; the pupil registration process would be progressed on that basis. The new Victoria Primary School would become the non-denominational catchment school for all P1 pupils living in the revised catchment area at the time of P1 registrations in the preceding November.
- The catchment areas of Victoria Primary School, Holy Cross RC Primary School, Trinity Academy and St Thomas of Aquin's RC High School would be adjusted to include the sections of the Western Harbour area currently not contained within any catchment area. These catchment changes are not predicated on the provision of a new Victoria Primary School and would be effective immediately following Council approval.
- The existing Victoria Primary School site would be subject to the Council's standard disposal process with any proposed alternative use by the Council subject to a separate consultation process.

- The proposal would involve the transfer of parts of the existing Trinity Primary School catchment area to the new Victoria Primary School catchment which introduces the potential issue of younger siblings of pupils currently in one primary school possibly being required to attend a different primary school from elder brother/sister in the future.
- The requirement for additional classroom space at Trinity Primary School would continue to be assessed through the Rising Rolls process.

Implications

- 4.3 This section considers the implications and practicalities of implementing the proposal to relocate Victoria Primary School to a new building in the Western Harbour which would involve three main elements:
- (i) Relocate Victoria Primary School to a new building in the Western Harbour.
 - (ii) Undertake catchment change so that the proposed development area in North Leith which is currently in Trinity Primary School's catchment area is realigned with the new Victoria Primary School.
 - (iii) Realign the catchment boundaries of Victoria Primary School, Holy Cross RC Primary School, Trinity Academy and St Thomas of Aquin's RC High School so that they include the sections of the Western Harbour area currently not contained within any catchment area.

Relocating Victoria Primary School

- 4.4 The site for a new primary school was agreed as part of the section 75 agreement with Forth Ports in 2003 and is shown in Appendix 4. The new school would be double stream (14 classes) with capacity for 420 primary pupils. However, it would be built in such a way that, if it were to be required, up to an additional eight classrooms could be constructed on the school site. The requirement for this additional classroom space would be monitored as part of the annual Rising Rolls Process.
- 4.5 Early discussions with Fort Ports suggest that the school site could be made available almost immediately and, subject to the availability of the capital and revenue funding required to progress the project it would be the intention to have the new primary school constructed and operational as soon as possible. It is estimated that the earliest date when a new primary school could be opened is August 2020 with the new school and nursery built over a single phase starting on site in August 2018.
- 4.6 A working group involving Council officers, an appointed design team, the school management and representatives from the Parent Council will be established and will meet at regular intervals to ensure the school community is fully informed and engaged throughout the process to design and deliver the new school. This process will also include consideration of traffic and transport implications for the area, the travel routes from more distant areas of the catchment and the impact of the design on neighbouring properties. It is anticipated that an informal consultation process will take place involving the

wider community to identify how the new school can most effectively serve both the developing Western Harbour and established Newhaven communities.

- 4.7 Pupil and staff engagement will be a significant element in this consultation and engagement process, both in terms of their role in the design of the new building and in identifying any additional support that will be required to facilitate the move to the new school building.

Temporary Arrangements from August 2018

- 4.8 The projections in section 3.20 suggest that Victoria Primary School will breach its classroom capacity in August 2018. Accordingly, it will be necessary to identify a temporary solution to the accommodation shortfall from August 2018 until such time as the new school is delivered. The working group established at Victoria Primary School to consider the longer term solutions will continue to meet to develop a temporary solution. Options which the group are likely to consider will include:

- more extensive use of team teaching;
- the loss of GP space during this period;
- provision of temporary accommodation on the school site;
- establishing temporary annexe accommodation.

Proposed Catchment Changes – Victoria Primary School and Trinity Primary School

- 4.9 The location of the school building, existing pupil flows, obvious geographical boundaries, public transport links and distances to and from a school are all factors taken into account when establishing new catchment boundaries. However, the principal driver is to ensure that the catchment populations for each of the schools affected are appropriate to their proposed capacity.
- 4.10 Projections currently suggest that Trinity Primary School will be able to meet future demand from its catchment population. Should demand exceed that projected as the August 2016 P1 intake suggests it could, the provision of the planned Rising Rolls building would address this. However, the development of North Leith area, as currently proposed in the Local Development Plan would cause Trinity Primary School's classroom capacity to be significantly exceeded. Accordingly, the catchment changes set out under this proposal would result in the significant development area in North Leith being realigned with a new Victoria Primary School built with a planned expansion strategy to cope with this additional pressure.
- 4.11 The area of Trinity Primary School's catchment which would be realigned with Victoria Primary School is shown in Appendix 4. In summary it encompasses all areas of Trinity Primary School's catchment north of Lindsay Road and Commercial Street. Details of the pupils population in this area at the time of the Primary School September census in 2016 are set out in Table 5 (below):

Table 5: Analysis of Primary Pupil Population in North Leith Area Proposed for realignment with Victoria Primary School

Total Primary Pupil Population (at Sept. 2016)	Total Attending a Non-denominational Primary School	Attending Trinity Primary School	Attending Victoria Primary School	Attending another Non-denominational Primary School
X	X	X	X	X

- 4.12 Appendix 6 shows the travel distances and routes between the North Leith area of Trinity Primary School's catchment, Trinity Primary School and the site or the proposed new Victoria Primary School. It shows that the proposed catchment changes would not result in a significant difference in the travel distances pupils from this area are likely to experience. However, the frequent bus services along Commercial Street and Lindsay Road, including the number 10 bus which stops directly adjacent to the proposed school site in the Western Harbour mean that public transport routes from the North Leith area to the new school will be more convenient than those between North Leith and Trinity Primary School.
- 4.13 The date from when the catchment change would be effective is the school year at the start of which the new Victoria Primary School could be completed and opened and is entirely dependent on when that happens; the pupil registration process would be progressed on that basis. The new Victoria Primary School would become the non-denominational catchment school for all P1 pupils living in Victoria's catchment area at the time of P1 registrations in the preceding November. Pupils living within the catchment area of Victoria Primary School when registrations opened in November would be expected to make a non-catchment placing request if they wished to attend a school other than Victoria Primary School.
- 4.14 The catchment change proposed is shown in Appendix 4. More detailed maps and lists of the addresses affected may be viewed on the Council website: www.edinburgh.gov.uk/westernharbourschool.

Proposed Catchment Changes – Formalising the Western Harbour Catchment Areas

- 4.15 The Council's school estates catchment boundaries do not incorporate some areas which may historically have contained no residential properties. The northern sections of the Western Harbour are one such area. Where an area falls outside catchment boundaries the pupil population is assigned a nearest appropriate school. In order to remove any ambiguity it is proposed that the opportunity be taken through this consultation process to formalise the non-denominational, Roman Catholic, primary and secondary catchment boundaries around the northern sections of the Western Harbour.
- 4.16 The nearest appropriate schools are as follows:

- Non-denominational Primary: Victoria Primary School;
- Roman Catholic Primary: Holy Cross RC Primary School;
- Non-denominational Secondary: Trinity Academy;
- Roman Catholic Secondary: St Thomas of Aquin's RC High School

4.17 It is proposed that the catchment boundaries of the schools above now be extended to include the northern sections of the Western Harbour. This proposal will not change roll projections or place pressure on these schools which they are not already experiencing or are forecast to experience as, in administrative terms, the pupils from this area are already considered to have the same status as catchment pupils. This proposal simply removes any ambiguity by formalising the catchment arrangements already effectively in place.

4.18 The above catchment changes are not predicated on the progression of any other part of the proposal in this paper and are already effectively applied. Accordingly, it is proposed that the changes would be applied ahead of the P1 registration process in November 2017.

4.19 The catchment changes proposed are shown in Appendix 5. More detailed maps and lists of the addresses affected may be viewed on the Council website: www.edinburgh.gov.uk/westernharbourschool.

Early Years Provision

4.20 The Scottish Government is committed to increasing the early learning and childcare entitlement to 1140 hours per year by 2020 and the Council is now reviewing its Early Years Estate to identify what measures may be required to meet current and projected demand. It is expected that some of this demand can be met by increasing hours of the existing facilities however it is likely that additional provision, such as the nursery proposed as part of the proposed new school, will be required.

4.21 Neither Trinity Primary School nor Victoria Primary School has a nursery. Early Years provision in the area is made through the Fort Early Years Centre.

4.22 The inclusion of a new nursery facility with a relocated Victoria Primary School would address demand for additional nursery capacity in the area and provide an opportunity for integrated learning across all Curriculum of Excellence levels. However, it would increase the cost of the new school and make Scottish Government approval of the school site necessary (see 2.16).

Educational Benefits of Option 1

4.23 Under the proposal Victoria Primary School would relocate to a new school building in the Western Harbour. All of Victoria Primary School's existing primary classes and new nursery classes would be collocated on a single site within a purpose built facility. Victoria Primary School is highly regarded for the quality of the service it provides for children and families and the Council

believes that a new school building appropriate for a modern curriculum would enhance the learning and teaching environment for all pupils.

- 4.24 The Council considers that the principal educational advantage of the proposal is that it addresses the sufficiency and suitability issues at Victoria Primary School and provides a long-term strategy that will mitigate the risk of significant sufficiency issues in future years at Trinity Primary School.
- 4.25 The new school building would mean that pupils attending Victoria Primary School would have access to indoor and outdoor learning and play facilities which are flexible so that children could work together in large or smaller groups with access to state of the art ICT. Purpose-built physical education facilities would assist in the delivery of a better quality of two hours of PE as required by Scottish Government's Healthy Living Strategy.
- 4.26 The availability of a new, purpose built facility including a gym hall could also advantage the local community. The availability of parkland adjacent to the site of a new Victoria Primary School, as proposed in the current masterplan for the Western Harbour, would present an opportunity for the school to deliver an enhanced sports curriculum and benefit from access to extended green space.
- 4.27 The provision of purpose built dining facilities would improve the dining experience and allow for greater flexibility in the timetabling of General Purpose spaces.
- 4.28 The principal educational disadvantage of the proposal is that it proposes wholesale changes to a school which is already performing well and is highly regarded within its community.
- 4.29 The educational advantage of realigning the catchment boundaries of Holy Cross RC Primary School, Trinity Academy and St Thomas of Aquin's RC High School is that it will provide parents and siblings with certainty about their catchment status and confirm their treatment through the placement process as catchment pupils.

Community Issues

- 4.30 Victoria Primary School is a focal point within the community it serves. However, there has been a significant demographic shift in the area and the provision of a new school in the Western Harbour provides an opportunity to consider how a new school building may best serve both the established and developing areas of the school community. This will be considered as part of the scoping and design process with the views of the community sought through an informal consultation process.

5 Transport

- 5.1 The proposed new school site is located directly adjacent to Windrush Drive, directly opposite the David Lloyd Leisure Centre. The current masterplan for the area does not indicate from where it is anticipated the site would be

accessed. This will be designed and developed to suit the layout of the school and with consideration to existing and future road layouts.

- 5.2 A review of the transport infrastructure in place and the infrastructure that will be required to service the new school site will be considered as a part of the design process.
- 5.3 The new school design would provide for staff and visitor parking on the school site. However, it is not Council policy to specifically provide drop-off zones for parents and carers.
- 5.4 The proposed catchment area of the new school would incorporate the North Leith sections of Trinity Primary School's catchment area. Appendix 7 illustrates little difference in the travel distances and routes between the North Leith area of Trinity Primary School's catchment, Trinity Primary School and the site of the proposed new Victoria Primary School.
- 5.5 Frequent bus services along Commercial Street and Lindsay Road, including the number 10 bus which stops directly adjacent to the proposed school site in the Western Harbour mean that public transport routes from the North Leith area to the new school will be more convenient than those between North Leith and Trinity Primary School.
- 5.6 The Victoria Primary School catchment area is relatively small and, as more than 55% of the catchment population will be living within the Western Harbour area, the proposal will reduce the distance the majority of pupils are required to travel to their catchment school. For those pupils residing in other areas of Victoria's catchment there will be an increase in the distance they are required to travel to school. This is illustrated by the example of the relative travel distances from Lower Granton Road shown in Appendix 8. The size of the existing school catchment area means that the distances travelled are all within acceptable travel limits. If this proposal is progressed, the Road Safety team will be engaged to ensure that Victoria Primary School's Green Travel Plan and the Safer Routes analysis is updated to reflect the change.
- 5.7 In summary, the proposal will ensure that the majority of pupils from existing areas and in the developments proposed will be able to access their school via public transportation with the majority of the catchment population within walking distance of it. This is likely to make it easier to encourage pupils and parents or carers to walk, cycle or scoot to school.

6 Financial Considerations

Capital Costs

- 6.1 A construction cost estimate, based on the Scottish Future Trust metric for new primary schools, shows an indicative capital cost of £1m for a 14 class school and 40/40 nursery. This includes an estimated cost of site acquisition, servicing

and remediation, but does not take account of future cost inflation beyond Q1 2015.

Table 6: Capital Cost Summary

	£'000
Capital Construction (based on Q1 2015 prices)	11,300
Site Acquisition	£0
Site Servicing and Remediation	3,070
Temporary Provision at Victoria	tbc
Disposal proceeds (existing Victoria PS)*	800
Estimated Total Capital Costs	13,570

* assumes redevelopment for residential use and favourable ground conditions.

Revenue Costs

- 6.2 The additional revenue costs associated with a new school would be met through current demography funding. While it would be a new building, it would replace an existing establishment; therefore, there is no gain in terms of the number of primary school across the school estate. Accordingly, there are no additional revenue costs associated with additional management, teaching and non-teaching staff positions which would be required regardless of the new building.
- 6.3 The maintenance burden for the new building is likely to be low in the short to medium term but would increase over time. These costs would be offset against the savings made through the disposal of the existing Victoria Primary School building. This is illustrated in Table 7 (below) which includes an estimated average annual repairs spend based on the Council's previous experience of new school buildings.

Table 7: Revenue Cost Summary (to be completed)

	Existing Victoria Primary School Building Costs (£'000)	Estimated New Building Costs (£'000)
Rates & Services		
Utilities		
Repairs & Maintenance		
Premises Cost Total		

Funding

- 6.4 The financial implications of the adopted LDP Action Programme, which includes the proposed Western Harbour school, were reported to the Finance

and Resources Committee in January 2017. This report identified the risks associated with securing developer's contributions for LDP education infrastructure and requested that the initial budgets required to progress this new school project are established in the Capital Investment Programme through the Council's budget setting process in 2017.

- 6.5 If, on completion of the consultation, it is agreed by Council that the new school should progress, the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of budget processes in order for the school to be delivered by August 2020.
- 6.6 A market valuation estimate suggests that a capital receipt of £0.8m could be achieved through the sale of the existing Victoria Primary School site which could be set against the capital costs of the project.
- 6.7 Any capital costs associated with the provision of a temporary solution at Victoria Primary School until such time as the new school is delivered will be considered as part of the option developed with the working group at Victoria Primary School. The funding for this temporary arrangement will be met through the Council's Rising Rolls budget.

7 Indicative Construction Timescales

- 7.1 The timescales for the delivery of the new Victoria Primary School are entirely dependent upon the necessary funding being approved and provided to deliver the project.
- 7.2 Table 8 (below) sets out the indicative construction timescales which would apply based on an assumed date of initiation following conclusion of the consultation and Council approval to progress being granted at the full Council Meeting in June 2017. These timescales assume, and are subject to funding for the project also being identified prior to the conclusion of the consultation.

Table 8: Indicative Construction Timescales

Conclusion of consultation and approval of Option to be progressed	June 2017
Appoint Design Team	+3 months

Design Development to RIBA Stage 2	+3 months
Design Development to RIBA Stage 3 (submit for Planning)	+3 months
Design Development to RIBA Stage 4 and completion of planning	+4 months
Complete construction contract tender process and award contract	+5 months
Construction Completion	+15 months
Estimated Opening Date	August 2020

8 Consultation Process

8.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:

- The establishment of a new school;
- The relocation of a stage of education;
- Changes to existing admission arrangements (such as catchment change); and
- The closure of a stage of education.

8.2 The prescribed consultees vary for each of the above, however, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;

- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

8.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school's management team.

8.4 The consultation period will run for a 6 week period from Monday 30 January 2017 to Friday 17 March 2017 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, Central Library, Leith Library and at the schools affected by the proposals.

8.5 Two public meetings will be held in respect of the proposals at the venues listed below which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meetings to outline the proposals, assist discussions and answer questions. Free childcare and/or translation services can be provided at each public meeting if requests for these services are made to (0131) 469 3161 no later than **[Insert Date]**. A record of each public meeting will be taken by the Council.

Venue	Date	Time
Victoria Primary School	tbc	tbc
Trinity Primary School	tbc	tbc

8.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation. However, if common themes emerge from submissions, the Council will prepare a Frequently Asked Questions paper and publish it on the Council website during the consultation.

8.7 The Council website will contain information on the consultation and this will be updated as necessary www.edinburgh.gov.uk/newvictoria

8.8 During the consultation period, any views on this proposal should be sent to in writing to the following address:

Alistair Gaw
 Executive Director of Communities and Families
 City of Edinburgh Council
 Council Headquarters
 Waverley Court
 Level 1:2
 4 East Market Street
 Edinburgh EH8 8BG

- 8.9 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 1. The response questionnaire can also be completed online at www.edinburgh.gov.uk/newvictoria Responses can also be made by e-mail to the following address cf.propertyreview@edinburgh.gov.uk. All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Friday, 17 March 2017.
- 8.10 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 8.11 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 8.12 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council on [Insert Date]. It is expected that the report will be published no later than [Insert Date] being the required three weeks in advance of it being considered by the Council.

APPENDIX 1 – Response Questionnaire

Statutory Consultation on Proposal to relocate Victoria Primary School to a new building in the Western Harbour

Introduction

It is proposed that Victoria Primary School be relocated to a new school site in the Western Harbour and that a catchment change be undertaken with Trinity Primary School to address accommodation issues in the Trinity and Victoria areas.

It is also proposed that the catchment boundaries of Victoria Primary School, Holy Cross RC Primary School, Trinity Academy and St Thomas of Aquin's RC High School be realigned so that they include the sections of the Western Harbour area currently not contained within any catchment area.

You can read the background to the consultation in the report to the Council's Education, Children and Families Committee to on 13 December 2016.

The full details of all the proposals are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at www.edinburgh.gov.uk/newvictoria and copies are available in the affected schools and local libraries.

Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposals put forward will have implications for families and we want to hear the views of anyone affected by the proposals. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council on **[Insert Date]**.

This questionnaire should be completed and returned by no later than 5pm on **[Insert Date]**. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link www.edinburgh.gov.uk/newvictoria or can be completed in the following pages and returned to the following address:

Alastair Gaw
Acting Executive Director of Communities and Families
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:2, 4 East Market Street
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address cf.propertyreview@edinburgh.gov.uk.

Questionnaire

Question 1

What is your name?

Name

Question 2

What is your email address? (Optional)

Email

Question 3

What is your postcode?

Postcode

Question 4

What is your main interest in the consultation?

Please select (tick) all items that apply:

- Parent/Carer of school child
- Parent/Carer of school child with younger sibling/s
- Parent/Carer of pre-school child
- School Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

Question 5

Do you have a child or children in a primary school or nursery classes at the moment?

Please select (tick) only one item.

No

Yes

If yes please tell us the name(s) of their school or nursery classes.

Trinity Primary School

Fort Early Years Centre

Victoria Primary School

Other Primary School (please specify below)

Other Nursery Classes (please specify below)

Question 6

Having considered the proposal as detailed in the statutory consultation paper do you have any comments or suggestions?

Comments or suggestions can also be emailed to cf.propertyreview@edinburgh.gov.uk. *[Check]*

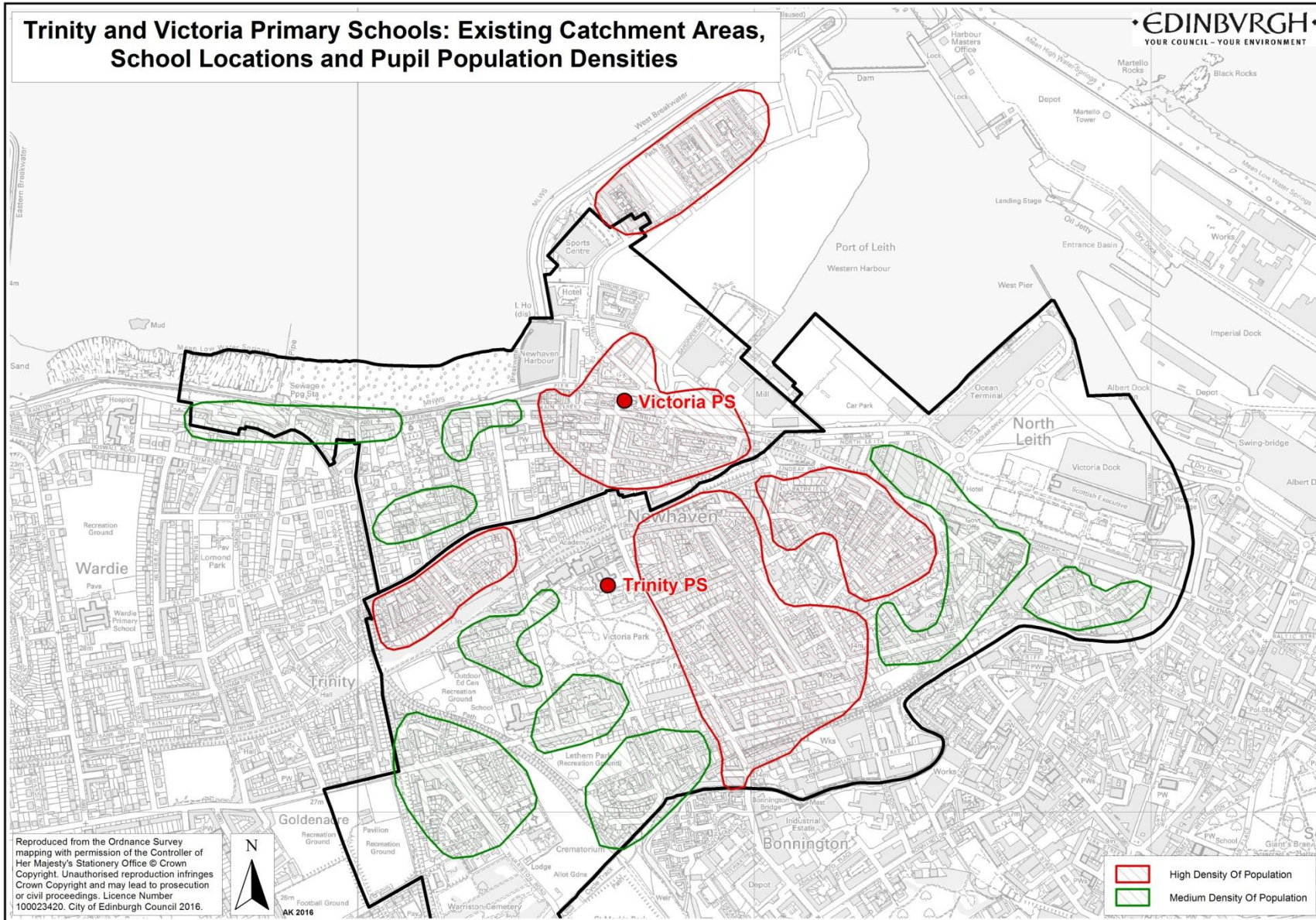
APPENDIX 2 - List of affected addresses

(to be completed)

DRAFT

APPENDIX 3

Trinity and Victoria Primary Schools: Existing Catchment Areas, School Locations and Pupil Population Densities



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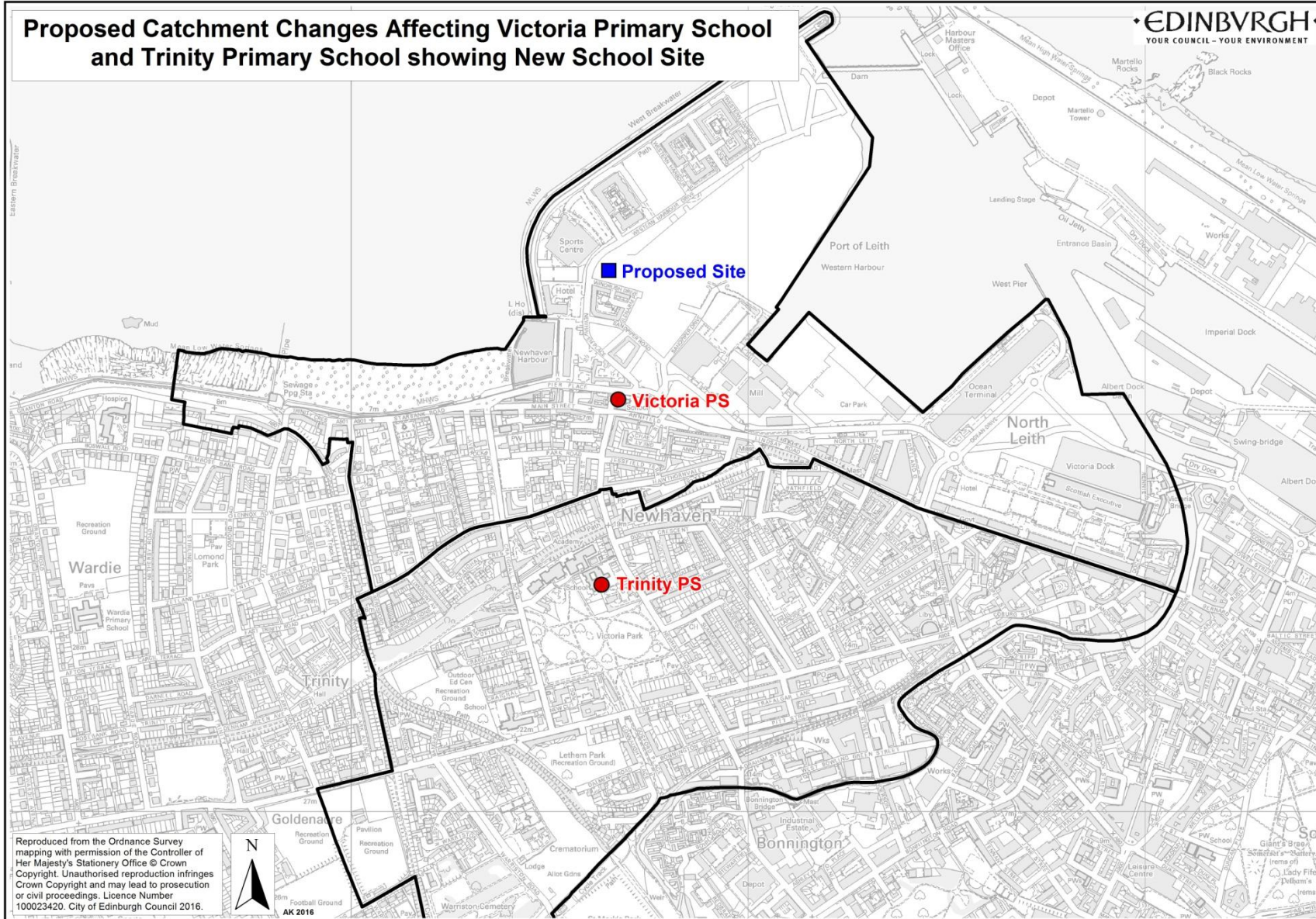


20m
AK 2016

- High Density Of Population
- Medium Density Of Population

APPENDIX 4

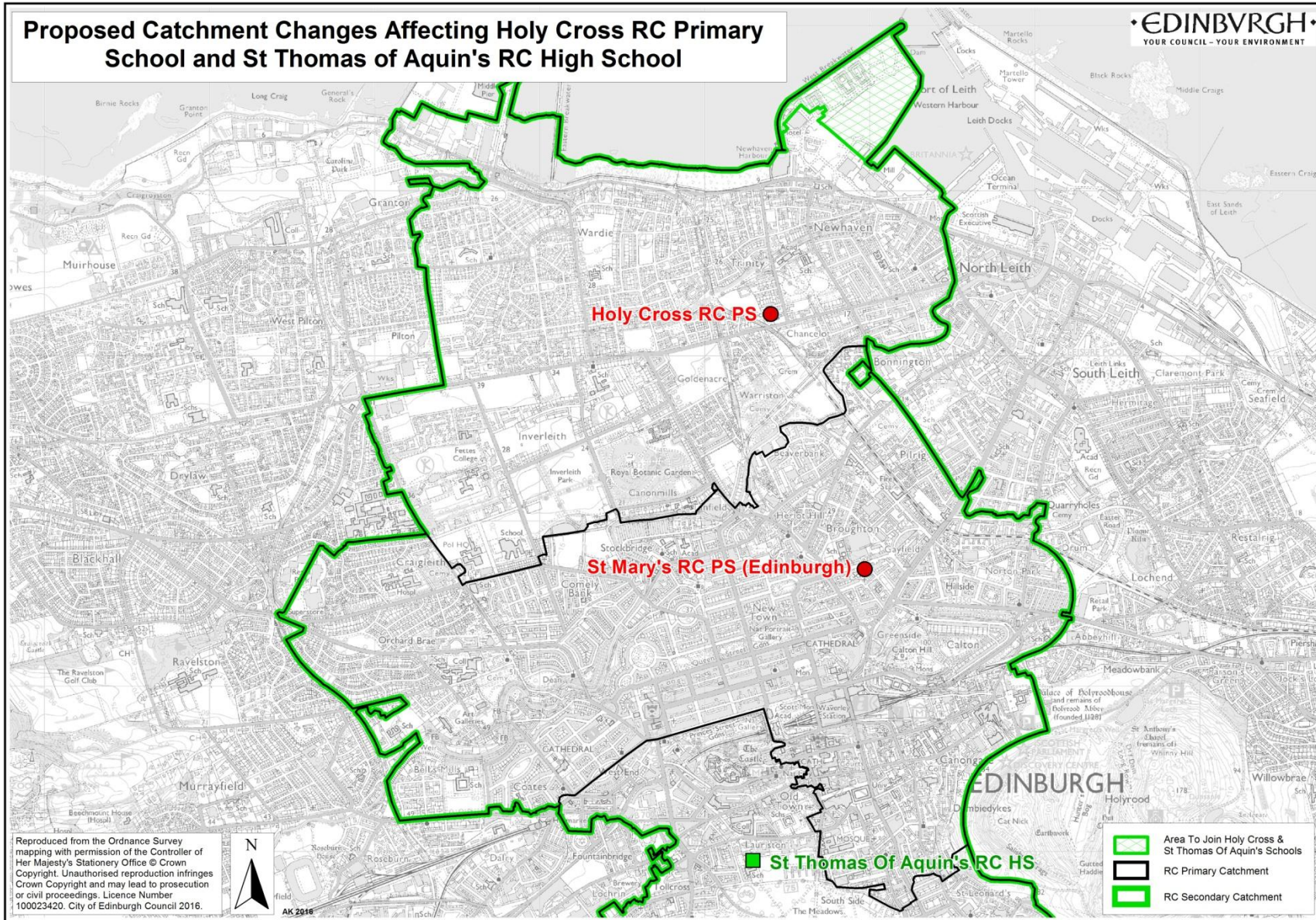
Proposed Catchment Changes Affecting Victoria Primary School and Trinity Primary School showing New School Site



APPENDIX 5

Proposed Catchment Changes Affecting Holy Cross RC Primary School and St Thomas of Aquin's RC High School

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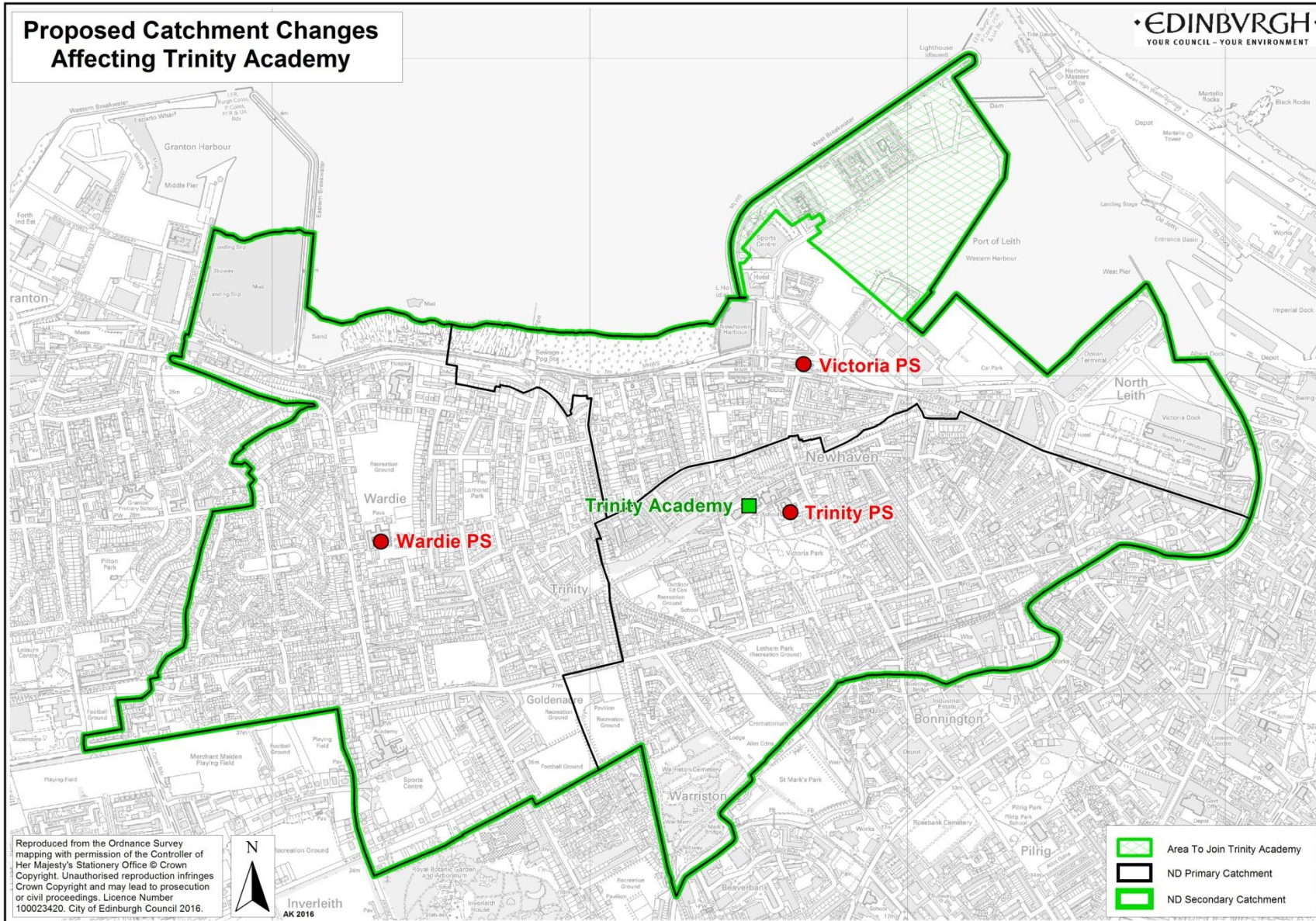


AK 2016

APPENDIX 6

Proposed Catchment Changes Affecting Trinity Academy

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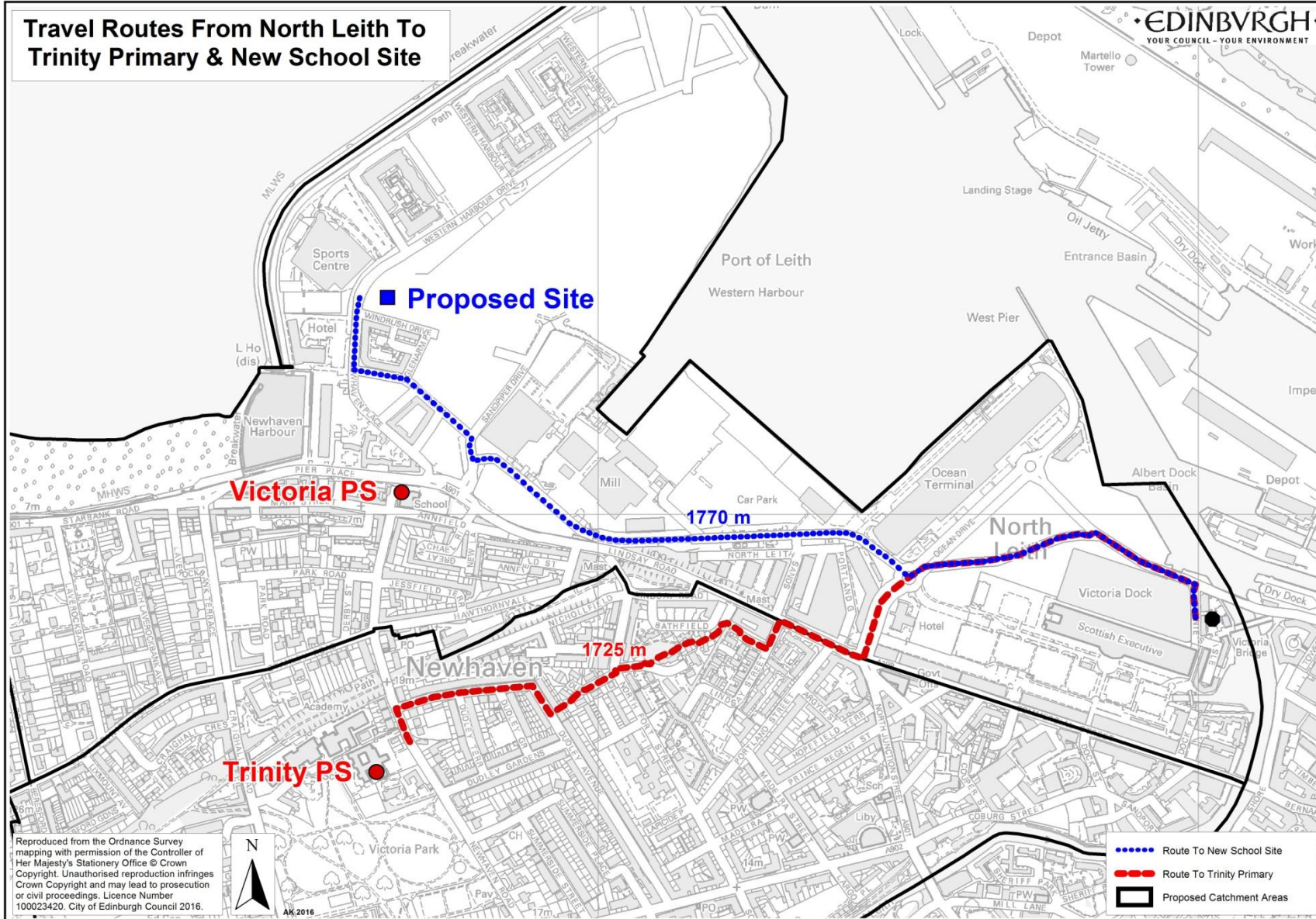


Inverleith
AK 2016

- Area To Join Trinity Academy
- ND Primary Catchment
- ND Secondary Catchment

APPENDIX 7

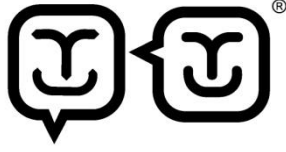
Travel Routes From North Leith To Trinity Primary & New School Site



APPENDIX 9 – Inspection, Attainment and Achievement Information for Trinity Primary School and Victoria Primary School (to be completed)

Table 1: Education Scotland Evaluation of Quality Indicators at

Evaluation Criteria	Trinity Primary School	Victoria Primary School
Date of Evaluations		
Primary School		
Learners' experiences		
Improvements in performance		
Meeting Learning needs		
Nursery Class		
Children's experiences		
Improvements in performance		
Meeting Learning needs		
Work of the school and nursery class		
The curriculum		
Improvement through self-evaluation		



HAPPY TO TRANSLATE

ترجمہ کے لئے حاضر آنا ہندوں سے آنا ہاد کررہ

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DRAFT

Education, Children and Families Committee

10.00 am, Tuesday 13 December 2016

Cessation of Placements in the Guthrie Unit - St Katharine's

Item number 7.4

Report number

Executive/routine

Wards

Executive Summary

This report seeks to update committee on the reduction in the usage of secure accommodation by the City of Edinburgh Council.

Due to this reduction and the impact of an English High Court judgement which has had the effect of ceasing demand from English authorities for places in Scottish secure units, it is proposed that the Council take the decision to implement the cessation of secure placements in the Guthrie Unit within the St Katharine's campus.

Links

Coalition Pledges [P1](#)

Council Priorities [CP3](#)

Single Outcome Agreement [SO3](#)

Cessation of Places in the Guthrie Unit – St Katharine’s

1. Recommendations

The Education, Children’s and Families Committee are asked to:

- 1.1 Agree that new secure placements for the Guthrie Unit will cease.
- 1.2 Agree the savings achieved from the closure are offset against the income target.
- 1.3 To note the risk and associated costs of buying independent secure beds.

2. Background

2.1 Edinburgh Secure Service consists of two campuses, St Katharine’s Centre and Howdenhall Centre which provide residential care and education for young people at risk.

2.2 Services provided at each campus are as follows:

St Katharine’s Centre

- Guthrie – Six bedded secure unit for young people who are likely to abscond and place themselves at risk, injure someone or harm themselves unless they are kept in secure accommodation.
- Chalmers – Five bedded close support unit for young people who need intensive staff support in a residential setting but whose presenting level of risk does not require secure care.
- Alison – Three bedded throughcare and aftercare unit supporting older young people who are in the process of moving on from a secure or close support unit towards some more independent form of accommodation.

Howdenhall Centre

- Braid – Six bedded secure unit, criteria as Guthrie.
- Calton – Five bedded close support unit, criteria as Chalmers.

2.3 In addition to the residential provision, an education service for the young people is provided across both sites.

2.4 Edinburgh is the only local authority in Scotland which provides its own secure accommodation. Communities and Families managers are of the view that this readily available local provision has become a barrier to achieving the shift in the culture and practice needed to achieve and maintain our current target, last

confirmed by the Governance, Risk and Best Value Committee on 12 April 2016, for reduced use of secure accommodation.

3. Main report

- 3.1 The City of Edinburgh Council currently has Six Edinburgh young people in secure units and two young people from other Councils.
- 3.2 Agreed Children's Plans in place at the moment make it is possible that all of the City of Edinburgh Council's young people who require secure accommodation can be placed within one six bedded unit by the end of the year.
- 3.3 A recent High Court judgement in England called into question the legality of placing English young people in Scottish secure units. Up until now, a substantial number of secure beds were sold to English and Welsh authorities.
- 3.4 An outcome of this judgement is that a high number of beds have been vacated – recently this was 16 out of 90 beds in Scotland in addition to vacancies within our City of Edinburgh units - which creates an overprovision of secure accommodation across the country, meaning that some providers will cease to provide or go out of business.
- 3.5 In this financial year, 65% of the income Edinburgh has received from the sale of secure beds has come from English and Welsh authorities. By comparison, all sales in 2015/16 were to Scottish authorities. This disparity from one year to the next reflects the inconsistent and unreliable levels of demand and the associated financial risks this brings to the Council.
- 3.6 The view of Senior Managers within Communities and Families is that our in-house provision of 12 secure beds constitutes a barrier to meeting our target and over recent years the average use of secure care has remained at approximately 12 beds. Senior Managers with delegated responsibility for authorising secure placements report that the relatively easy availability of local beds leads to regular pressure from other agencies and from our own staff to resort to secure placement when there is a risk present.
- 3.7 All staff employed in the service can be re-deployed to other posts in residential care due to existing posts which were held vacant due to the transformation programme within the Council. This will have the additional benefit of boosting levels of permanent staff and decreasing use of agency workers.

4. Measures of success

- 4.1 Secure usage will be reduced to the level already agreed by the Council.

5. Financial impact

- 5.1 The expenditure budget to operate the Edinburgh Secure Services campus containing the five units set out in 2.2 is £4.744m. This includes £73k of business support costs and £97k of property related costs. In addition PPP costs of £1.339m relate to the Howdenhall units.
- 5.2 The costs relating directly to the Guthrie secure unit are estimated to be £1m for Communities and Families and £24k for business support. Property costs are estimated to be approximately £15k.
- 5.3 The service has an income target of £1.016m to be delivered from selling secure beds to other local authorities. The net impact of this is that on average 3.5 of the 12 secure beds at Guthrie and Braid units are budgeted to be sold resulting in available capacity for the Council of 8.5 beds.
- 5.4 As stated in 3.5 above the majority of sales of secure beds this year have been to English and Welsh authorities. The recent ruling by the English High Court has a potentially significant impact on our ability to achieve the income target if these lost sales cannot be made up from sales to Scottish authorities. The resultant available capacity in the Scottish secure estate following the ruling creates significant uncertainty around the Council's ability to sell 3.5 beds a year. The service has already seen the impact of this with limited demand from Scottish authorities since the ruling creating a budget pressure this year which is being managed from savings across Communities and Families. The risk for the Council is that if it achieves its target of using no more than six beds it will not be able to sell the remaining capacity and will have a pressure of £1.016m from unachieved income.
- 5.5 The impact of ceasing admissions to the Guthrie unit is that Edinburgh will be left with six secure beds at the Braid unit. Based on past secure usage it is anticipated that all six beds will be utilised by the Council resulting in no income being generated. Therefore, the cost savings of £1m generated from the Guthrie unit would offset the unachieved income target resulting in a net zero effect. Business Support and property savings of £24k and £15k respectively will be generated and will go towards the approved savings in these areas.
- 5.6 The service does anticipate that there may be the need to purchase secure placements in the future and is currently identifying options to create this purchasing budget. However, as stated in 3.6 above the reduction in provision within Edinburgh from 12 to 6 beds is expected to remove the relatively easy availability of secure provision and help support the change in culture and practice that has resulted in average usage in recent years being 12 beds.
- 5.7 Depending on the future use of the Guthrie unit there may be short-term cost implications of the unit being empty, these being rates and security costs. The associated costs will be identified when plans for the unit are confirmed and will be funded from existing revenue budgets.

6. Risk, policy, compliance and governance impact

- 6.1 Following the recent High Court judgement in England there is a high risk that a number of beds across the Scottish framework (and in Edinburgh) become regularly vacant and the income received is sustainably less than experienced.
- 6.2 Due to the purchase cost of an independent secure placement, there is also the need to reduce the overall usage to be cost effective.

7. Equalities impact

- 7.1 A full Equalities and Rights Impact Assessment will be carried out.

8. Sustainability impact

- 8.1 There will be no impact on Sustainability.

9. Consultation and engagement

- 9.1 Early engagement with Police Scotland has been positive.
- 9.2 Consultation with staff has commenced.

10. Background reading/external references

Alistair Gaw

Acting Executive Director of Communities and Families

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

E-mail: Andrew.Jeffries@edinburgh.gov.uk | Tel: 0131 469 3388

11. Links

Coalition Pledges	P1 Ensuring every child in Edinburgh has the best start in life
Council Priorities	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	

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Youth Work Funding 2017-2019

Item number	7.5
Report number	
Executive/routine	
Wards	All

Executive Summary

This report provides an outline of the participative process that has led up to the proposed approach to revenue grants funding for open-access youth work in 2017/18 and 2018/19. It provides background information on the funding available and how this can be broken down on a citywide and locality basis. It sets out recommendations for future funding moving, over a period of two years, away from a historical allocation to being based on need in each locality. It also recommends an incremental role for Participatory Budgeting in the allocation of the funding.

Links

Coalition pledges	P1, P33, P36
Council priorities	CP1, CP13
Single Outcome Agreement	SO2, SO3, SO4

Youth Work Funding 2017-2019

Recommendations

Committee is asked to approve the following recommendations:

- 1.1 In 2017/18, the eight organisations are awarded grant funding as set out in Appendix 1 and £60,000 is available for distribution citywide through Participatory Budgeting (PB).
- 1.2 In 2018/19, the grant award to each of the eight organisations is reduced by 20% to create a budget for universal youth work to be distributed by PB in each locality. In addition, £60,000 is available citywide for distribution by PB, as in 2017/2018
- 1.3 From 2019/20, the entire budget for youth work is distributed through PB. The allocation to each locality should be based on identified need, as set out in Table 2.

Background

- 2.1 On 29 October, 2015 the Finance and Resources Committee approved six month contract extensions for eight youth work organisations funded by Communities and Families (Schools and Lifelong Learning) to 30 September 2016. All but one of these contracts were further extended to 31 March 2017. At the same time, work has progressed on the development of a revenue grants programme for 2017/18 and 2018/19 for open access youth work funding across the city. In line with the co-operative approach and the principles of co-production, the views of young people and of the sector have been central to this process.
- 2.2 In July 2015, Edinburgh Youth Work Consortium (EYWC), comprising the Council's Community Learning and Development Service, the voluntary youth work sector and others, produced a Youth Work Statement of Intent which highlighted the contribution of universal, open-access youth work to a range of positive outcomes for young people (see Appendix 2). This proposal is consistent with the priorities identified in the Statement of Intent.
- 2.3 £471,000 is available to distribute through a new youth work grants process. £119,000 was made available for transitional funding in 2016-17 as part of the Main Revenue Grant Programme. This amount could be added to the balance

creating a total amount of £590,000 per annum. Therefore the total budget available for 2017/18 and 2018/19 is £1,180,000.

- 2.4 The nature of the services to be provided makes youth work services more suitable to grant funding. Grants are typically financial contributions to third parties which help to meet the Council's service objectives in the wider community. Grant funding is also normally for discretionary objectives and unlike contracts not for specified services for a prescribed price. For the participatory process where young people and the community will help shape the priorities and services it is proposed that grant funding is the more appropriate funding route.

Main report

Participatory Budgeting process

- 3.1 The Council has a track record over the past six years in the delivery of successful participatory budgeting (PB) initiatives such as Leith Decides, Youth Talk Lead the Change, Grant a Grand, and You Decide. For more information on PB see the Communities and Neighbourhoods Committee report 'Participatory Budgeting Progress' on 11 May 2016.
- 3.2 This proposal seeks to build on these initiatives and involve young people from across the city in taking decisions on youth work funding. If approved, the PB element will involve young people voting for projects. Voting will take place at a citywide event, where applicants who have successfully met the criteria will be able to engage with significant number of young people. Young people will also be able to vote online. Online voting would be open for two and a half weeks and publicised through schools, youth groups and on social media.
- 3.3 Young people would be allocated three votes each. Each vote will have to be used otherwise it will not be registered and people will be unable to vote for the same project more than once. This is to address concerns that young people will just vote for their own project or that projects will be able to usurp the voting process by mobilising large numbers of voters or 'stacking' the vote. So even if one project manages to mobilise more young people than others to vote, doing so will still benefit other projects. The advice from PB Partners and from Participare (see below) is that allocating three votes evens out any 'stacking' and can benefit marginalised groups.
- 3.4 The assessment process would produce a ranking of projects which meet the criteria. The young people's vote would also produce a ranking and the two would be combined with the assessment process counting for one third of the overall score and the vote counting for two thirds. Funding would then be allocated in line with the ranking within the available budget.

- 3.5 The e-voting tool that could be used is Participare, which scored highly in terms of security re voter identification and the ability to link offline (i.e. the event) and online engagement in the Democratic Society’s review of online voting tools and PB for the Scottish Government (see: <http://www.demsoc.org/wp-content/uploads/2016/01/DS-Digital-Tools-paper.pdf>) Participare has been used successfully in 30 PB initiatives in Portugal and Spain.
- 3.6 Young people will be playing a central role from start to finish in decision-making about the allocation of funding for youth work across the city. Their priorities would be responded to and their votes would decide which projects were successful, subject to the criteria having been met. It is also envisaged that significant numbers of young people would be able to take part in the process, either through attending the event or through voting online.
- 3.7 Applications will be assessed by staff from Communities and Families and Health and Social Care along with the young people who have been involved in the consultation process under the guidance of the Council’s Commercial and Procurement Services. Training will be provided for all assessors.
- 3.8 Awards will then be made using the PB process outlined above.

Identification of need

- 3.9 The table below shows the percentage of the population living in the most deprived 20% of datazones in each locality according to the Scottish Index of Multiple Deprivation.

	North West	North East	South East	South West
Percentage of population in most deprived datazones	12%	20%	7%	15%

SIMD provides a measure of deprivation in geographic areas. However, it is based on areas (i.e. datazones) and not specific individuals (a deprived person may live in a more affluent area and vice versa). Neither does it take account of the population in focus (in this case, children and young people). Similarly, it does not take account of the size of population. In the table above, the percentage for the South East is very low and most likely influenced by a high student population.

In order to address some of these issues, we therefore propose an approach which takes into account need, population and numbers of children and young people.

3.10 The numbers of children and levels of need in each locality are shown below:

	North West	North East	South East	South West
Population 0-15	25,380	16,040	16,090	17,860
Percentage of children in a low income household	18%	26%	19%	20%
Number of children in a low income household	4,568	4,170	3,057	3,572

3.11 The table shows relative levels of deprivation/need and the relative size of the population. For example, the levels of deprivation in North East are higher than North West but the population in North West is higher therefore there are more young people in low income households in North West.

3.12 These figures have informed two possible approaches to assessing need:

Distribution of children who live in low income households across the city (e.g. of all children in low income households in Edinburgh, 30% live in North West)

North West	North East	South East	South West
30%	27%	20%	23%

Locality as percentage of city, Communities and Families Practice Team Resource Allocation

North West	North East	South East	South West
33%	26%	16%	25%

The second set is based on the Resource Allocation exercise for Communities and Families Practice Teams and was generated as part of the preparation for the move from neighbourhoods.

Both sets give a similar result. We therefore propose an average of the two sets.

Average of two approaches:

North West	North East	South East	South West
31%	27%	18%	24%

Citywide and Locality budgets

- 3.13 The table below shows the current historical allocations. Based on the data in relation to need set out above, in the first two years we propose to go some way towards addressing the current disparity where North East and North West receive less than the analysis of need suggests. To achieve this, £86,686 will be allocated in 2017-18 to the two localities which are currently 'underfunded'. £43,343 will be allocated to each of these two localities as shown below.

Table 1

Locality	Percentage of Locality Budget	Current allocation (based on 2016-17 contracts)	Allocation of £86,686 to NW/NE to 'equalise' locality share
NW	31	£76,830	£120,174
NE	27	£75,446	£118,789
SE	18	£137,776	£137,776
SW	24	£153,261	£153,261
Total	100	£443,313	£530,000
Citywide	N/A		£60,000
Total Budget	N/A		£590,000

- 3.14 Table 2 below shows what an allocation based on need would look like and compares this to current allocations. Our intention is to move towards this allocation from 2019/20 onwards. Any changes in future data figures will be reflected in funding allocations.

Table 2

Locality	Percentage of Locality Budget	Current allocation (based on 2016-17 contracts)	Allocation of £590k (if based on need)
NW	31	£76,830	£164,300
NE	27	£75,446	£143,100
SE	18	£137,776	£95,400
SW	24	£153,261	£127,200
Total	100	£443,313*	£530,000
Citywide (via PB)	N/A		£60,000
Total Budget	N/A		£590,000

*This is the current contract allocation to the eight youth work organisations contracted until the end of March 2017 from a total available budget of £471,000. An additional £119,000 is also available from the grants budget, making a total of £590,000 from April 2017.

- 3.15 We propose to make grant awards to the eight organisations currently receiving a contract, at 2016/17 values (see Appendix 1). This will be for 2017/18. In the North East and North West localities, the grant allocation will be increased by £43,434 each to begin to address the disparity between identified need and current allocation. We will work with the relevant organisations to plan how this increased allocation will be spent and to further promote partnership working.
- 3.16 In year 1, 2017/18, the remaining £60,000 will be used to carry out a Participatory Budgeting pilot involving young people across the city. Eligible organisations across the city will be able to apply. This will allow the concept of PB for youth work to be tested and for any issues to be identified and ironed out.
- 3.17 In year 2, 2018/19, the proposal is that the funding for each organisation is reduced by 20% to create a further allocation for distribution, within that locality, by PB. This will be open for all eligible organisations in each locality to apply for. In addition, the £60,000 would also be available for distribution citywide.
- 3.18 From 2019/20, the proposal is to make the entire budget for open-access youth work available for distribution via PB. Each locality would be allocated funding based on need (see Table 2).

3.19 The current financial climate and the potential vulnerability of some of the organisations were funding to end in March 2017 has led to recommending a phased approach to introducing this change. This will provide a degree of security to the eight organisations affected by this proposal, allow them time to plan for the change and identify alternative potential sources of funding. We will work with them to implement the approach, including how they will use any additional funding and incorporate the feedback from young people about their priorities for youth work.

Young people's priorities for youth work

3.20 Young people across the city were asked for their views on youth work - what they value about it and what they would like to see changed. An online survey was piloted with Edinburgh's Members of the Scottish Youth Parliament and revised as a result. It was then distributed widely through youth participation networks, youth work agencies, schools and Community Learning and Development. Young people were invited to participate whether they currently took part in youth work/youth clubs or not.

3.21 437 young people completed the survey. The responses were subsequently analysed by Communities and Families staff and young people who have been trained in action research by Young Edinburgh Action, which is the new name for young people's engagement in decision-making in Edinburgh (formerly known as Youngedinburgh and the Edinburgh Youth Issues Forum). A number of themes emerged which were considered in more depth in a number of focus group discussions held with, and co-facilitated by, young people.

3.22 The results of the consultation were a list of priorities, reflecting what young people value about youth work and what they would like to see changed. The priorities that the young people identified were:

- A safe and welcoming space to meet friends and new people
- A range of interesting and fun activities and new experiences, including trips
- Learning new skills
- Local availability as well as citywide provision (especially for LGBT and BME communities)
- Being open at different times, including weekends
- Young people involved in service planning
- Better links with schools
- Better advertising and publicity
- Reaching out to young people who think youth work is not for them
- Better access to technology and use of social media

3.23 A group of 17 young people, from Young Edinburgh Action, the groups that hosted focus groups and the currently funded youth work projects met on Saturday 3 September to rank the priorities and devise questions for the

application form for the proposed Participatory Budgeting (PB) element of the programme, based on the priorities. Scoring for each answer will reflect the ranking of the priorities. Young people chose 'a safe and welcoming space to meet friends and new people' as the highest ranked priority.

Eligibility criteria

- 3.24 It is proposed that the following eligibility criteria are in place for applications to the youth work revenue grants fund PB element:
- Voluntary organisations recognised by OSCR that can/will deliver open-access youth work services for young people aged 11 to 25 (with a primary focus on those aged 11 to 18)
 - Services must be delivered in Edinburgh
 - Weighting will be given to applicants delivering services in areas of high deprivation, for young people from low income families or for young people with a protected characteristic
 - Each organisation should be restricted to one application
 - Consortium applications should be welcomed
- 3.25 All PB applicants will need to identify outcome indicators that show progress or achievement against the relevant wellbeing (SHANARRI) outcomes for SO2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities. Providers should also be linked to partnership organisations in their own communities and able to signpost and refer young people to relevant services.
- 3.26 Applications will be assessed by staff from Communities and Families and Health and Social Care along with the young people who have been involved in the consultation process under the guidance of the Council's Commercial and Procurement Services. Training will be provided for all assessors.
- 3.27 Awards will then be made in line with the PB process set out above.

Measures of success

- 4.1 Young people are fully involved in decision-making on funding for youth work across the city, from identifying priorities to co-assessing applications to voting for projects.
- 4.2 Each grant recipient is required to complete a funding agreement that details SMART targets to be achieved by the organisation within the funding period. The achievement of these targets contributes to the outcomes in the Children's Plan.
- 4.3 All PB initiatives aim to increase citizen participation in democratic decision-making, increase community cohesion and improve the quality of life.

Financial impact

- 5.1 The financial position is as outlined in 2.3 above with the proposed citywide and locality allocations set out in 3.13 and 3.14.
- 5.2 Costs in association with the PB process will be minimal and will be met within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 The grants process takes the procedure outwith the Procurement regulations provided that the essential elements of a grant are present. The Council is therefore free, subject to the normal best value requirements and duty to act fairly and reasonably, to determine the grants allocation process. If the current contracts continue to be rolled over without a grant or procurement process then the value would exceed the procurement thresholds and be in breach of the procurement regulations.
- 6.2 This report is in line with the recommendations of the Review of Grants to Third Parties and complemented by the co-production process to redesign the Children and Families approach to grants for 2016/17 onwards as approved at Committee in October. It also takes into account the deliberations of the Member Officer Working Group on Children and Families revenue grants.

Equalities impact

- 7.1 The funding of activity by third parties through grant aid contributes to the Council's delivery of its Equality Act 2010 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and to advance equality and foster good relations. PB initiatives are designed to promote community cohesion and therefore contribute to good relations.

Sustainability impact

- 8.1 There are no adverse impacts in relation to this report.

Consultation and engagement

- 9.1 The process has involved extensive engagement with young people as outlined in 3.1 to 3.5 above.

Background reading/external references

'Digital Tools and Scotland's Participatory Budgeting Programme' – a report by the Democratic Society for the Scottish Government 2016 (<http://www.demsoc.org/wp-content/uploads/2016/01/DS-Digital-Tools-paper.pdf>)

['Participatory Budgeting Progress' Communities and Neighbourhoods Committee 10 May 2016.](#)

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Links

Coalition pledges	P1 Increase support for vulnerable children, including help for families so that fewer go into care 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 Craigmyle' model.
Council priorities	CP1 Children and young people fulfil their potential CP13 Transformation, workforce, citizen and partner engagement, budget
Single Outcome Agreement	SO2 Edinburgh's citizens experience health and wellbeing, with reduced inequalities in health SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 Edinburgh's communities are safer and have improved physical and social fabric
Appendices	Appendix 1 – Proposed Allocations Appendix 2 - Statement of Intent for Youth Work in Edinburgh

Appendix 1 – Proposed Allocations

Locality	Organisation	2016-17 Grant (awarded for 3 years)	2016-17 Contract	2017-18	2018-19	Available for PB in 2018-19	Total award (2017-18 and 2018-19)
North East	Citadel Youth Centre	48,840	75,446	118,789	95,031		213,820
Total North East Allocation				118,789	95,031	23,758	237,578
North West	Pilton Youth and Children Project	78,106	76,830	120,174	96,139		216,313
Total North West Allocation				120,174	96,139	24,035	240,348
South East	Canongate Youth	0	108,388	108,388	86,710		195,098
South East	Edinburgh City Youth Café (6VT)	31,000	29,388	29,388	23,510		52,898
Total South East Allocation				137,776	110,221	27,555	275,552
South West	The BIG Project	25,500	6,416	6,416	5,133		11,549
South West	SCOREscotland	38,000	42,015	42,015	33,612		75,627
South West	WHALE Arts Agency	29,000	42,200	42,200	33,760		75,960
South West	Wester Hailes Youth Agency	34,291	62,630	62,630	50,104		112,734
Total South West Allocation				153,261	122,609	30,652	306,522
Total City Wide Allocation				530,000	424,000	106,000	1,060,000



Statement of Intent for Youth Work in Edinburgh

August 2015

Context

The critical role played by universal youth work in improving outcomes for young people has recently been re-affirmed by the Edinburgh Youth Work Consortium and Edinburgh University literature review 'Universal Youth Work – a critical review'¹. This is also echoed in the current National Youth Work Strategy (2014-19) and 'Believing in Young People', the existing youth work strategy for Edinburgh published in 2008.

Youth work is embedded in the recently approved Community Learning and Development (CLD) Strategy for Edinburgh (2015-18) which reinforces the need for universal youth work, stressing its role as an anchoring and foundation service that enables relationships to be established and other community based services for young people to develop.

The current funding climate provides a challenging environment for youth work and offers both threats and opportunities for the development of youth work provision in the city. Reducing budgets continue to place enormous pressures on youth work services both locally and city wide. It is important to ensure that both funders and providers have a shared view of the key priorities for the youth work sector that can shape and inform respective decisions and actions.

In July 2015 the Edinburgh Youth Work Consortium brought together representatives from the CLD Service, the voluntary youth work sector and other interested parties to identify what these priorities are. This 'Statement of Intent' is the result of these joint discussions and seeks to set out priorities for youth work that give prominence to universal provision.

The scale and nature of youth Work in Edinburgh

Youth Work in Scotland is defined by 'The Statement on the Nature and Purpose of Youth Work'² produced by Youthlink Scotland which affirms its voluntary nature; a learning partnership and builds from where young people are. This has secured universal acceptance, and provides clear and unambiguous principles of practice that differentiate youth work from other forms of work with young people.

Youth work is also defined by those who use its services. In broad terms these are recognised as being children and young people of school age, although work often continues into young

¹ <http://www.morayhouse.me/public/Universal-Youth-Work-Summary-2015.pdf>

² <http://www.youthlinkscotland.org/webs/245/documents/StatementnatureYW.pdf>

adulthood. The strength of universal youth work provision is that it is shaped and informed by the local community it serves. Universal youth work fosters an important sense of belonging, within which it offers a threefold response to young people's needs:

1. Universal provision - accessible to all young people
2. Thematic approaches - with a focus on particular topics, issues, or areas of development and
3. Supported places - where young people within universal provision have been referred or identified as in need of extra support which may involve feedback to other agencies

There is an emphasis on community based approaches which reflects Edinburgh City Council's desire to deliver and manage services at a locality level and fits with Edinburgh Youth Work Consortium's view that all young people are entitled to youth work provision in their local area.

Priorities for youth work in Edinburgh

In the course of these initial discussions facilitated by the Edinburgh Youth Work Consortium and informed by current policy documents, the following critical areas of youth work have been identified to strengthen the place of universal youth work in the city:

1. Young people have an entitlement to local youth work provision. Gaps in service therefore need to be identified, and opportunities for new initiatives explored.
2. A more systematic approach is required to recruit, train and support youth workers, particularly volunteers drawn from local communities and young people who have come through local youth work.
3. A pool of experienced youth work trainers should be developed, drawing from the statutory and voluntary sectors in order to develop and deliver core youth work training.
4. An action plan for youth work in the city should be developed, informed by the CLD Strategic Plan, and based on current voluntary and statutory partnerships. We need to secure young people's engagement in shaping and delivering the action plan.
5. The youth work sector's capacity to evaluate and assess the difference and impact it makes needs to be enhanced - through the use of shared (but not imposed) evaluation frameworks.
6. We should promote and support those who wish to use accredited youth work schemes.

Consulting the sector

Further to the joint discussions to date it is imperative that the youth work sector is consulted to ensure that this 'statement' is shaped by and reflective of the aspirations of the sector. This will create the greatest likelihood of a framework that can helpfully inform future funding and practice.

Edinburgh Youth Work Consortium
August 2015

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Breakfast Club Development Fund

Item number	7.6
Report number	
Executive/routine	
Wards	All

Executive Summary

The Breakfast Club Report to Education, Children and Families in October 2015 recommended that every child attending a local authority primary school should have access to breakfast club provision.

Significant progress is being made in achieving this objective with breakfast clubs now established for 81 out of 88 primary schools. We anticipate that 98% of City of Edinburgh Primary Schools will have access to breakfast club provision by 2017.

The Revenue Grant Report to Education, Children and Families in February 2016 recommended setting up a Breakfast Club Fund. This report sets out proposals for the criteria and for the distribution of these funds.

Links

Coalition Pledges	P1 P6
Council Priorities	CO1,CO2, CO4 and CO6
Single Outcome Agreement	SO3

Breakfast Club Development Fund

1. Recommendations

- 1.1 Note the report and approve the distribution of the 'Breakfast Club Development Fund' model proposed.

2. Background

- 2.1 In the report to Education, Children and Families Committee 'Breakfast Club Review' 6 October 2015 (1.2), the Committee was asked to note the continued success in providing breakfast clubs and note the City of Edinburgh Council's aspiration to have a breakfast club in every primary school. A breakfast club costs approximately £6,500 per year to deliver. Historically, £84,000 of Schools and Community Services funding supported breakfast clubs in 24 schools. These breakfast clubs were established to support vulnerable families where a need was identified. This year, a budget of £124,712 will provide funding for universal breakfast clubs in 45 main stream primary schools and five special schools. Current funding levels are insufficient to cover the delivery costs of breakfast clubs. In August 2016, a charging system was implemented for children attending the Communities and Families funded breakfast clubs. Vulnerable children continue to attend at no cost. A consultation was undertaken with Primary School Management Teams on the implementation of charges to support income generation. A working group comprising representation from Schools, Child Poverty Action and Finance was established to help oversee the changes. The impact of breakfast club charges will continue to be monitored and evaluated throughout the first year of delivery. Schools will be supported by Council Officers in order to achieve effective and efficient delivery of provision.
- 2.2 In the report to the Education, Children and Families Committee 'Children and Families Revenue Grants to Third Parties' February 2016 (3.12), it was recommended that a small fund will be set aside to support the development of breakfast clubs in areas of deprivation in the city. This will be £2,888 in 2016/17, increasing to £57,746 in 2017/18 and 2018/19. At this point a review will be required to determine longer term funding opportunities. The fund will support the actions to develop universal breakfast club provision and ensure access for all children living in poverty as detailed in the Children's Partnership's Integrated Plan for Children and Young People, specifically Outcome 1 (our children have the best start in life, are able to make and sustain relationships and are ready to succeed)

and Strategic Outcome 6 (our children and young people's outcomes are not undermined by poverty and inequality). It also contributes to Coalition Pledge 6 (establish city-wide co-operatives for affordable childcare for working parents).

- 2.3 Over the last few years, breakfast clubs have been in increased demand by parents and carers who are in work or in training. By Autumn 2016, Communities and Families funded breakfast clubs will have increased from 24 – 45 clubs delivered in main stream primary schools and five in special schools. This increase has led to greater demand on funding.

Breakfast club funding

- 2.4 30 breakfast clubs are delivered by Private Providers and nine are Parent/Committee Led. Each school managing its own breakfast club receives funding either from Communities and Families or from a corporate sponsor (See appendix 1).
- 2.5 Communities and Families Breakfast Club Funding 2016/17: The distribution of the Communities and Families funding available has been weighted to reflect the number of children, per school, in the Scottish Index of Multiple Deprivation (SIMD) categories 5-10. The weighting directs the greatest share of the available funding to the schools with the lowest number of children in SIMD 5-10. The methodology applied attempts to link the allocation of departmental funding to a school's potential to generate income via charging. A minimum threshold has been applied to ensure that all breakfast clubs receive funding of at least £1,000 for the school year 2016/17, or £500 if run in collaboration with an external partner. This funding approach encourages the implementation of charges to families using the service.
- 2.6 Sponsored Clubs: Five breakfast clubs are sponsored by businesses who seek to address their corporate social responsibilities through participation in a school breakfast club. Discussions are ongoing with the sponsor organisations regarding the continuity of funding beyond 2017.
- 2.7 Allocation of Free Places: Children living in poverty continue to be a priority in the delivery of Communities and Families funded breakfast club provision. Free breakfast club places are available in each club to ensure that families who require additional support will have their needs met.

3. Main report

- 3.1 To support the outcomes identified and to ensure that all children attending City of Edinburgh main stream primary schools have access to a breakfast club, the recommendation for the distribution of the Breakfast Club Development Fund is proposed as follows:

Proposed Funding Model

- 3.2 £57,746 will be distributed amongst primary schools delivering Communities and Families funded breakfast clubs (See appendix 2). Funds will be distributed using the current funding model.
- 3.3 The current model allocates funding based on a weighting system. This system targets funding towards schools, where lower numbers of pupils are recorded in SIMD deciles 5 -10. It is anticipated that Communities and Families funded breakfast clubs, with a high income generating potential, will ultimately self fund their provision. Once the breakfast club is sustainable within the school environment, funding will be redirected to schools providing for higher numbers of vulnerable children amongst their populations.
- 3.4 An additional £6,500 would be allocated to both Niddrie Mill /St Francis Primary Schools and Ferryhill Primary School. This funding would be used to help support children who previously attended the Venchie Children and Young People's Project and the Drylaw Neighbourhood Centre referred breakfast clubs, make the transition into the universal breakfast clubs currently delivered in Niddrie Mill/ St Francis Primary Schools and to Ferryhill Primary School.
- 3.5 All primary schools delivering a Communities and Families funded breakfast club will receive a minimum of £1,000. This will allow all schools help support their most vulnerable families.
- 3.6 Funding will be allocated on a two year basis.
- 3.7 A process of monitoring and evaluation will be implemented to ensure impact at the end of year one and again at the end of year two.
- 3.8 Ongoing support will be provided to schools to ensure continuity and sustainability of their breakfast club.

4. Measures of success

- 4.1 The numbers of children from low income and vulnerable families, accessing breakfast club provision at no cost, continues to increase.
- 4.2 The number of schools which support children in SIMD categories 1 - 4, continues to increase.

5. Financial impact

- 5.1 There are no direct financial implications.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report do not impact on an existing policy of the Council. There are no health and safety, governance, compliance or regulatory implications that elected members need to take into account when reaching their decision.

7. Equalities impact

- 7.1 The Breakfast Club Development Fund seeks to address inequalities of children living in poverty by increasing opportunities to attend a breakfast club within their school community. This will provide a healthy start, enabling readiness to learn and improving outcomes for vulnerable children.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.
- 8.2 Breakfast clubs contribute to improving outcomes for children living in poverty which in turn will contribute to improved community cohesion and sustainability.

9. Consultation and engagement

- 9.1 Breakfast Club Working Group.
- 9.2 City of Edinburgh Council Out of School Consultation 2016.
- 9.3 Breakfast Club Consultation Sessions – School Management Teams 2016.

10. Background reading/external references

- 10.1 [Report to Education, Children and Families Committee: Children and Families Revenue Grants to Third Parties 2016/19 – 11 February 2016](#)
- 10.2 [Report to Education, Children and Families Committee: Breakfast Club Review: 6 October 2015](#)
- 10.3 [Child Poverty Strategy for Scotland 2014 – 2017](#)
- 10.4 [Getting it Right for Children and Families: A Guide to Getting it Right for Every Child. Scottish Government June 2012.](#)

Alistair Gaw

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Links

Coalition Pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care. P6 - Establish city-wide co-operatives for affordable childcare for working parents
Council 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. CO4 Our children and young people are physically and emotionally healthy CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality.
Single Outcome Agreement	SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential.
Appendices	1. Primary School Breakfast Clubs with relevant funding streams and partnerships 2. Table showing funding before and after uplift of Breakfast Club Development Fund: 2017/18 and 2018/19

Primary School Breakfast Clubs showing relevant funding streams and partnerships 2017/18

School managed breakfast clubs funded by Communities and Families, Schools and Lifelong Learning.		
1 / 2	Broomhouse/St Joseph's Primary School	Currently operating
2	Brunstane Primary School	Currently operating
3	Broughton Primary School	Currently operating
4	Castleview Primary School	Currently operating
5	Craigroyston Primary School	Currently operating
6	Craigtinny Primary School	Currently operating
7	Dalry Primary School	Currently operating
8	Ferryhill Primary School	Currently operating jointly with Drylaw referred breakfast club
9	Forthview Primary School	Currently operating
10	Gracemount Primary School	Currently operating
11	Hillwood Primary School	Currently operating
12	Leith Primary School	Currently operating
13	Leith Walk Primary School	Currently operating
14	Liberton Primary School	Currently operating
15	Lorne Primary School	Currently operating
16	Murrayburn Primary School	Currently operating
17/18	Niddrie Mill/St Francis Primary School	Currently operating
19	Oxgangs Primary School	Currently operating
20	Pentland Primary School	Currently operating
21/22	Pirniehall/St David's Primary School	Currently operating
23	Prestonfield Primary School	Currently operating
24	Queensferry Primary School	Currently operating
25	Ratho Primary School	Currently operating
26	Royal Mile Primary School	Currently operating
27	St Catherine's RC Primary School	Currently operating
28	St Cuthbert's RC Primary School	Currently operating
29	St John Vianney RC Primary School	Currently operating
30	St Mark's Primary School	Currently operating
31	Stenhouse Primary School	Currently operating
32	Stockbridge Primary School	Currently operating
33	The Royal High Primary School	Currently operating
34	Trinity Primary School	Currently operating
35	Victoria Primary School	Currently operating
36	Wardie Primary School	Currently operating
School managed breakfast clubs with Corporate Sponsorship		
37	Clovenstone Primary School	Sponsored through the Aegon Partnership
38	Colinton Primary School	Sponsored through the Aegon Partnership
39	Sighthill	Sponsored through the Aegon Partnership
40	Granton	Sponsored through the Aegon Partnership
41	Canal View	Sponsored by Turner and Townsend
Breakfast clubs jointly school managed (C&F Funding) and Private Providers		
42	East Craigs Primary School	Jointly managed by the Oscars and the school
43	Craigour Park Primary School	Jointly managed by Childcare Connections and the school

Breakfast clubs delivered by Private Providers		
44	Abbeyhill Primary School	Scoosh
45	Preston Street Primary School	Scoosh
46	Sciennes Primary School	Access to Scoosh at Preston Street
*47	Blackhall Primary School	Oscars
*48	Carrick knowe Primary School	Oscars
*49	Echline Primary School	Oscars
*50	St John's Primary School	Oscars
*51	Juniper Green Primary School	Oscars
*52	Nether Currie Primary School	Oscars
*53	Roseburn Primary School	Oscars
*54	Cramond Primary School	Oscars
*55	Buckstone Primary School	Oscars
*56	St Margaret's Primary School	Oscars
*57	Dalmeny Primary School	Oscars
58	Bonaly Primary School	Wonderweans
*59	Bruntsfield Primary School	Kidzcare
*60	Duddingston Primary School	Kidzcare
*61	Fox Covert Primary School	Kidzcare
*62	Fox Covert RC Primary School	Kidzcare
*63	Parsons Green Primary School	Kidzcare
*64	St Peter's RC Primary School	Kidzcare
65	Corstorphine Primary School	Smilechildcare
66	Tollcross Primary School	Gingerbread
67	Bun-sgoil Taobh na Pairce	Oganan
68	Hermitage Park Primary School	Social Ball Kids
69	Davidson's Mains Primary School	North Edinburgh Childcare
2 providers	Trinity Primary School	North Edinburgh Childcare
70	Gylemuir Primary School	Private provider
71	Flora Stevenson's Primary	FSASSC
72	James Gillespie's Primary School	Skool is Out
Breakfast Clubs managed by Parent/Committee Led organisations		
73	Clermiston Primary Primary School	Clermiston ASC
74	Kirkliston Primary School	Kirkliston ASC
75	Longstone Primary School	Longstone ASC
76	South Morningside Primary School	South Morningside ASCC
77	Deanbank Primary School	South Morningside ASCC
78	Towerbank Primary School	Towerbank ASC
79	St Ninian's Primary School	St Ninian's Kids Club
80	St Mary's RC Edinburgh Primary School	St Mary's Playgroup
*81	Holycross Primary School	Holycross ASC
School Managed and C & F Funded breakfast clubs due to commence 2017		
82	Currie Primary School	Jan 17
83	Balgreen Primary School	Jan. 17
84	Craiglockhart Primary School	Jan. 17
85	Gilmerton Primary School	Jan. 17
86	St Mary's Leith Primary School	2017
87	Dean Park Primary School	2017
88	Newcraighall Primary School	2017

***Oscars, Kidzcare and Holy Cross Afterschool Care clubs are offering 25% of their places at no cost to support vulnerable families. Free places are allocated at the discretion of the school management team.**

No	C & F funded Special schools' breakfast activities
1	Gorgiemills
2	Kaimes
3	Panmure/St Ann's
4	Rowanfield
5	Woodlands

Referred breakfast clubs delivered by community organisations 2016/17

1	Venchie Children and Young People's Project: delivered to Niddrie Mill/St Francis children. Delivered out with the schools.
2	Drylaw Neighbourhood Centre: delivered within Ferryhill Primary. Currently run jointly by Drylaw Neighbourhood Centre and Ferryhill Primary School.
3	Royston/Wardieburn Community Centre and Granton Primary School: delivered out with the school.

Table showing funding before and after uplift of Breakfast Club Development Fund: 2017/18 and 2018/19

Column C: SIMD 5 – 10 shows potential capacity for income generation

Rank	Breakfast Club	Number of SIMD 5-10 Children	Estimated Cost to Council	Funding without proposed uplift of £57,746	Funding with proposed uplift of £57,746	Difference in £ with proposed uplift of £57,746	Income Target with proposed uplift of £57,746
A	B	C	D	E	F	G	H
1	Ferryhill Primary	14	£13,000	£6,003	£12,747	£6,744	£253
2/3	Niddrie Mill / St Francis	28	£13,000	£5,507	£12,495	£6,988	£505
4	Craigroyston Primary	5	£6,500	£6,323	£6,410	£87	£90
5	Castleview Primary	6	£6,500	£6,287	£6,392	£105	£108
6	Brunstane Primary	30	£6,500	£5,436	£5,959	£523	£541
7	Royal Mile Primary	33	£6,500	£5,329	£5,905	£576	£595
8	St Catherine's Primary	36	£6,500	£5,223	£5,850	£627	£650
9	Stenhouse Primary	41	£6,500	£5,045	£5,760	£715	£740
10	Forthview Primary	46	£6,500	£4,868	£5,670	£802	£830
11	St John Vianney Primary	48	£6,500	£4,797	£5,634	£837	£866
12	Craigentenny Primary	58	£6,500	£4,442	£5,453	£1,011	£1,047
13	Hillwood Primary	63	£6,500	£4,265	£5,363	£1,098	£1,137
14	St Mark's Primary	63	£6,500	£4,265	£5,363	£1,098	£1,137
15	Newcraighall Primary	64	£6,500	£4,229	£5,345	£1,116	£1,155
16	Prestonfield Primary	66	£6,500	£4,159	£5,309	£1,150	£1,191
17/18	Broomhouse / St Joseph's	88	£6,500	£3,412	£4,912	£1,500	£1,588
19	Gracemount Primary	104	£6,500	£2,851	£4,623	£1,772	£1,877
20	St Cuthbert's Primary	116	£6,500	£2,430	£4,407	£1,977	£2,093
21	Lorne Primary	118	£6,500	£2,359	£4,371	£2,012	£2,129
22	Gilmerton Primary	127	£6,500	£2,044	£4,208	£2,164	£2,292
23/24	Pirniehall / St David's	145	£6,500	£1,412	£3,884	£2,472	£2,616
25	Victoria Primary	156	£6,500	£1,026	£3,685	£2,659	£2,815
26	Leith Walk Primary	160	£6,500	£1,000	£3,613	£2,613	£2,887
27	Balgreen Primary	166	£6,500	£1,000	£3,505	£2,505	£2,995
28	Dalry Primary	176	£6,500	£1,000	£3,324	£2,324	£3,176
29	Liberton Primary	180	£6,500	£1,000	£3,252	£2,252	£3,248
30	Ratho Primary	182	£6,500	£1,000	£3,216	£2,216	£3,284
31	Murrayburn Primary	205	£6,500	£1,000	£2,801	£1,801	£3,699
32	St Mary's (Leith) Primary	227	£6,500	£1,000	£2,404	£1,404	£4,096
33	Stockbridge Primary	243	£6,500	£1,000	£2,115	£1,115	£4,385
34	Leith Primary	246	£6,500	£1,000	£2,061	£1,061	£4,439
35	Craigour Park Primary	85	£3,250	£500	£1,716	£1,216	£1,534
36	Broughton Primary	271	£6,500	£1,000	£1,610	£610	£4,890
37	The Royal High Primary	272	£6,500	£1,000	£1,592	£592	£4,908
38	Wardie Primary	438	£6,500	£1,000	£1,000	£0	£5,500
39	Craiglockhart Primary	356	£6,500	£1,000	£1,000	£0	£5,500
40	Currie Primary	389	£6,500	£1,000	£1,000	£0	£5,500
41	Dean Park Primary	459	£6,500	£1,000	£1,000	£0	£5,500

42	Oxgangs Primary	322	£6,500	£1,000	£1,000	£0	£5,500
43	Pentland Primary	345	£6,500	£1,000	£1,000	£0	£5,500
44	Trinity Primary	334	£6,500	£1,000	£1,000	£0	£5,500
45	East Craigs Primary	329	£3,250	£500	£500	£0	£2,750
	Gorgie Mills		£1,000	£1,000	£1,000	£0	£0
	Kaimes		£1,000	£1,000	£1,000	£0	£0
	Paumure St Anns		£500	£500	£500	£0	£0
	Rowanfield		£500	£500	£500	£0	£0
	Woodlands		£1,000	£1,000	£1,000	£0	£0
	Contingency		£10,000	£10,000	£10,000	£0	£0
		6840	£293,500	£124,712	£182,454	£57,742	£111,046

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Early Years Disability Services Grant Programme 2017-2019

Item number	7.7
Report number	
Executive/routine	
Wards	All

Executive Summary

This report provides a description of a small grant programme set up to replace the service previously delivered by Capability Scotland along with a recommendation for a grant award of £140,057 to The Yard Adventure Centre.

Links

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

Early Years Disability Services Grant Programme 2017-2019

Recommendations

The Education, Children and Families Committee are asked to:

- 1.1 Note the consultation with parents and the resulting grant process;
- 1.2 Approve the award of £140,057 to The Yard Adventure Centre;
- 1.3 Request that a progress report be brought back to the Committee in six months.

Background

- 2.1 Capability Scotland was awarded, through the Children and Families Main Grants Programme, a grant of £62,248 per year for three years to run the Westerlea service. In line with awards made to other providers, this grant represented 95% of their previous award. The service provided support to families with a disabled child less than 5 years of age. The activities included family group work sessions as well as some respite provision.
- 2.2 Around the same time, Capability Scotland had advised of their plans to close the Westerlea building from which the early years service had been delivered. Council officers engaged with Capability Scotland managers to discuss where and how else the service might be provided in future. The organisation contacted the Council in writing on 8 June to state that it felt that the award was not sufficient to run the service from other locations and that the service would close as of 30 September 2016.
- 2.3 Further discussion over the summer resulted in Capability Scotland agreeing to run the service for a further three months to 31 December 2016 from Hillview (a former City of Edinburgh residential unit) to enable officers to look at alternative approaches.
- 2.4 After consultation with Commercial and Procurement Services and elected members it was agreed to run a grant programme to identify a new organisation to run a similar service from January 2016 to March 2019.

Main report

- 3.1 Council officers, together with a representative from the current provider, met with parent representatives to look at the priorities for the future service. Parents were then involved with officers in co-producing the final application pack for potential providers. (Overview and guidance attached as Appendix 1)
- 3.2 Organisations interested in applying were also informed that there was an offer of up to one day per week access to an Early Years Centre in each of the localities to support the service delivery. Potential applicants were also able to speak to the Service Manager at Capability Scotland to get further background information.
- 3.3 To ensure that suitable organisations were aware of the funding opportunity, eleven organisations that specialised in early years or disability services were contacted directly with an application pack. A notice was also posted out on the Edinburgh Compact website to make the wider voluntary sector aware of the grant process. This notice generated one note of interest. The closing date for applications was 23 November 2016.
- 3.4 A total of two applications were received. The applications were assessed by three officers scoring the response to each question on a scale of 0 to 3. There was a different weighting on each question to calculate a total score. Where there was a great difference in initial scoring a moderating discussion took place to agree a final score for the question. The scoring process and weightings were outlined in the guidance sent out to applicants.
- 3.5 The application from The Yard Adventure Centre received the highest score and it is recommended that an award of £140,057 is made to The Yard Adventure Centre.

Financial impact

- 4.1 The return of the grant award by Capability Scotland means that within the grants budget there is a balance of £15,562 for 2016-17 along with £62,248 for years 2017-18 and 2018-19.

Risk, policy, compliance and governance impact

- 5.1 The grant process has been run in line with the previous Main Grants programme (2016-19) and changes as recommended in the [Lessons Learnt report](#) approved by Committee in October 2016.

Equalities impact

- 6.1 The previous service set out to benefit families with a disabled child (Under 5) and the views of the parents have been sought to ensure that the new grants award holder will deliver a service that most closely meets these needs.

Sustainability impact

- 7.1 There is no sustainability impact.

Consultation and engagement

- 8.1 Parent representatives have met with officers on a number of occasions and have had a key input into the priorities of the programme and design of the application form.

Background reading/external references

[Member Officers' Working Group – Lessons Learnt from Review of Revenue Grants Programme Education, Children and Families Committee 11 October 2016](#)

Alistair Gaw

Acting Director of Communities and Families

Contact: David Hoy, Commissioning Officer

E-mail: David.Hoy@edinburgh.gov.uk | Tel: 0131 469 3457

Links

Coalition pledges	P1 - Increase support for vulnerable children, including help for families so that fewer go into care.
Council priorities	CO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed. CO3 - Our children and young people at risk, or with a disability, have improved life chances.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 Grant Application overview and guidance

Early Years/Disability Services Grant Programme, 2017/19

Communities and Families are looking to make a grant award to support the delivery of support services to families with a child with disability under the age of 5. The maximum award value will be £140,058 (£15,562 for 2016-17, £62,248 for 2017-18 and 2018-19).

Background

Capability Scotland was awarded, through the Children and Families Main Grants Programme, a grant of £62,248 per year for three years to run the Westerlea Early Years service. The organisation has given notice that it is no longer in a position to run the service and the service will cease in December 2016.

Discussion with elected members agreed that a grant programme should be organised to identify and fund another organisation to deliver a similar service. Work has been undertaken with parents that are currently using the service to identify their priorities for a new service. It is expected that a new service would start up in January 2017.

There is the possibility of accessing space in Early Years Centres (Up to 1 full day in each of the 4 Edinburgh locality areas) to support the delivery of the service. Please contact Anne Kiely, Early Years & Childcare Manager (anne.kiely@edinburgh.gov.uk or 0131 469 3686) should you wish to include this element in your application.

Should you wish to speak to the previous grant holder for any background information then please contact Sam Loudon, Children's Services Manager, Capability Scotland (Sam.Louden@capability-scotland.org.uk or 0131 347 1052)

Application Process

Organisations are asked to submit an application form that is available on request from CF.Commissioning@edinburgh.gov.uk. The closing date for applications will be 3pm on Wednesday 23rd November 2016. A report with the award recommendation will be published on the council website on 6th December and will be discussed at the Education, Children and Families Committee on 13th December.

Current Delivery

It may be helpful for you to know more about the delivery of the current service. The service operates 52 weeks of the year and delivers the following sessions:

- Music sessions: 40 minute groups led by a music specialist focusing on music as a form of communication and expression
- 0-3 and 3-5 groups: 1.5 hour groups focusing on learning through play. Structured activities using singalong to assist communication range from name recognition and messy play to themed activities, songs and outings.
- Book Group: By using a book as a theme for the group block the group can explore the story, its characters and its themes for art activities, sensory play, outings, songs and learning.
- Sensory group: delivered in a sensory room, this hour long group allows children to explore all 5 senses
- Respite: 3 hour sessions (1:1) in a learning environment for children to focus on individual development. It also helps with attachment and in preparation for transition to child and family centres/nurseries as often parents have no one else they would leave their child with.

Please note that the detail above is for information and guidance and that applicant organisations are not being expected to replicate the services in their application.

Parents' Views

As this is a grant programme we do not wish to over specify the services to be delivered however we do expect applications to take into account the views of the families currently using the service. The information below is a collective note of numerous discussions held with parents;

What is vital about a service to us as families?

The service is a place where we can learn techniques and see activities that we can use with our children at home, without feeling pressurised or observed. It provides us peer support from other parents, it's a place where we feel supported and relaxed. It, increases our self-confidence and provides us vital emotional support, it is a place we feel accepted.

For our children it offers them social experiences where they are accepted and can make friends, learn skills and supports their early development. Children can attend if they have additional support needs, no diagnosis is required.

Structured parent and child groups, led by a child development worker, allow us to learn alongside our child while the staff focus on 4 main developmental areas for each child: physical, social and emotional, behaviour and communication

The sense of community really matters to us and in particular the staff;

- *They have years of skill and experience that makes what they do look effortless*

- *They are able to have structure to classes but also at ease flow with children*
- *They focus on supporting our child's communication through signalong and the use of boardmaker symbols*
- *They create a positive attitude and acceptance that we don't experience elsewhere.*
- *For us they are the crucial part!*

City of Edinburgh Council Grant Aid Application Early Years/Disability Services Grant Programme, 2017/19

Guidance to completing the Application Form

INTRODUCTION

Applicants are required to complete the application form in full for your application to be considered. An incomplete application may be returned to you and could result in your application not being considered. The form has been designed to be used electronically. All applications should be completed and submitted electronically to CF.Commissioning@edinburgh.gov.uk by 3pm on Wednesday 23rd November 2016. Any applications submitted after this time will not be assessed.

These guidance notes are to help you to complete your application – it is important you refer to them when you're filling in the form. If you have any questions about the form or application process, please contact us at CF.Commissioning@edinburgh.gov.uk or telephone 0131 469 3457.

Part A

Organisation Details

(1.1) Please enter the name of your organisation and the project title if this is different from the organisation name.

In regards to the delivery organisation, this should be the organisation that will have financial and managerial responsibility for the grant. Include the name of your organisation as it appears in your constitution or similar set of rules.

Address and Post Code

(1.2) This should be the address/contact details of the organisation where the grant will be managed.

Principal contact name and position

(1.3) This should be the person in your organisation responsible for the application and who can talk about it in detail if required. The other contact details we are looking for are those of the chairperson.

Organisational Governance

(1.4) Please state the type of organisation you are for example a registered charity or a registered company. If your agency is not a registered charity or company, please state if you have a Constitution / Statement of Aims / Memorandum and Articles. (Relevant documents must be supplied on request)

OSCR Registration Number

(1.5) Please enter your registration number if you are registered with the Office of the Scottish Charity Regulator (OSCR)

Companies House Registration Number

(1.6) Please enter your registration number if you are registered with Companies House.

City of Edinburgh Council Grant Aid Application

Early Years/Disability Services Grant Programme, 2017/19

Volunteers

(2) If your organisation benefits from the efforts of volunteers (including those on Board/Management Groups), this question asks you to state what policies you have in place for the participation of volunteers within your organisation. For the purposes of definition a volunteer is; someone giving their time, knowledge and skills without remuneration involved in directly providing the service or forming part of the management arrangements. Please tick the policies/guidelines that you have in place.

Work with children and/or adults at risk

(3) If your organisation undertakes work which involves working with children and/or vulnerable adults please indicate if you have policies and procedures to minimize risk of any abuse. You may be asked to supply copies of these policies.

Support In Kind

(4.1, 4.2, 4.3) A range of organisations receive additional support alongside their grant sum (commonly known as support-in-kind) and it is important that this is appropriately taken into account when asking the Council to consider a grant request. Should your organisation receive any support in-kind directly or will feature this as part of your proposals please identify this for property, posts or other types of support.

Equalities Groups

(5) Please tick the equalities groups which you will be targeting with the grant money. Please note that you should only tick those groups you are deliberately targeting for the proposed service. For example, if you run an older persons' day service which happens to be attended by both men and women you should **not** tick

'men' and 'women'. This is because your service is targeting the general needs of older people. However, if as part of the grant money you will fund a men's only group within the day service, you should tick 'men' as an equality group. This is because you will be using the money to target the particular needs of men.

Accounts and Auditing

(6) The level of accounts and auditing for your organisation which is required to be submitted to the Council is in line with the requirements of the Office of the Scottish Charity Regulator (OSCR). You are expected to supply a copy of your latest annual independently examined / audited accounts with this application.

The Table below provides a brief summary of the statutory requirements for the format and external scrutiny of accounts. Note however that where there is a constitutional requirement for audit within a charity's governing document or any applicable enactment that sets out this requirement, this takes precedence over the income and asset thresholds outline below.

Further details and guidance should be sought at www.oscr.org.uk.

City of Edinburgh Council Grant Aid Application
Early Years/Disability Services Grant Programme, 2017/19
The Statutory Financial Thresholds for the Format and External Scrutiny of
Accounts – Accounting Periods Beginning On or After 1 April 2008.

Gross income	Format of accounts*		External scrutiny of accounts**	
Less than £100,000	***Non-company charities: receipts & payments accounts	Charitable companies: fully accrued accounts	Non-company charities: independent examination by a person with requisite skills	Charitable companies: independent examination by a qualified person
£100,000 to £499,999	Fully accrued accounts		Independent examination by a qualified person	
£500,000 and over			Audit	

*Preparers of accounts also need to consider any relevant requirements of the charity's governing document in understanding the format of accounts to be prepared – there may be a provision requiring accrued accounts to be prepared for example which would overrule the above threshold requirements.

**Note that gross assets of the charity must also be considered when determining the method of external scrutiny that the charity requires – where the assets are at least £2.8million and accrued accounts are prepared, an audit is required under the 2006 Regulations.

Details of the format and external scrutiny of accounts are provided in OSCR's Accounts Guidance which is available from the website, www.oscr.org.uk.

Bank Details

(7) You are asked to give the bank account details for your organisation so that payment arrangements can be set up should your application be successful. The information submitted here should be consistent with the proof of bank account that you are sending in with this application.

City of Edinburgh Council Grant Aid Application

Early Years/Disability Services Grant Programme, 2017/19

Part B

Description of activities or services

(1.1) Please supply a description of the activities and services to be delivered. The answer should include details of provision including, number of contacts and/or service users and as well as where and when service will be provided (days and weeks). The project should demonstrate that it has considered a number of factors including:

- Suitable opening hours
- Premises suited to the needs of the client group
- Safe and accessible location
- Good public transport links
- Specific transport provided
- Information from existing parents regarding the previous service
- Systems that reduce impact when demand outstrips availability

Output/Outcome targets

(1.2) The targets identified should be SMART (specific, measurable, achievable, realistic and time-bound). The outcomes identified clearly link to the activity and targets.

(1.3) How will you ensure that the staff team employed has the appropriate qualifications, skills, experience and attitude to working with disabled children and their families? A key feature of the service for the parents will be the skills, knowledge and experience of the staff team. Please provide evidence in your answer that demonstrates that your staff team will have the appropriate skills, knowledge and experience to work confidently with the families and what training may be required e.g. signalong, boardmaker? Also, do you have capacity within your current staff team to deliver this service or do you have to recruit?

(1.4) How will you ensure that the individual needs of disabled children are met in groupwork sessions? Here you are asked to describe the methods that you will put in place to meet the variety of needs within the group. You may wish to refer to communications methods e.g. signalong and boardmaker, types of play as well as the physical resources that you may use.

(1.5) Please describe how you will capture and record the progress of individual children. Please think about the outcomes and outcome measures you will use and how you might work with parents to capture and celebrate a child's progress.

(1.6) Please state how you will deliver a flexible service that responds to the changing needs of individual families. If you have not already stated it in your answer to question 1.1, please list what you will do to ensure your service is able to support continued attendance when family circumstances change e.g. siblings attending sessions during school holidays or following a change in pre-school hours etc. Some families will have non-disabled siblings so please outline how activities delivered at this time will accommodate these siblings (where appropriate) to allow the family to continue to attend.

(1.7) Please state how you monitor and evaluate your service for quality and effectiveness, including how you measure the impact of your service and how you will support the families to give feedback to support service improvements. The application should give evidence of effective monitoring and

City of Edinburgh Council Grant Aid Application

Early Years/Disability Services Grant Programme, 2017/19

evaluation systems in place to measure the quality and effectiveness of the intervention. These might include:

- Use of monitoring information to improve procedures, policies etc.
- Ongoing engagement with families
- Evidence of independent verification of outcomes
- Accessing a range of information sources for evaluation purposes
- Elements of external scrutiny

Scoring

The assessing officer will be using the following point scale;

0	Unacceptable	Fails to meet the criteria/does not demonstrate an ability to meet criteria
1	Poor	Meets some elements of the criteria but contains insufficient/limited detail or explanation to demonstrate how the criteria will be fulfilled
2	Acceptable	Information provided is relevant, addresses a broad understanding of what's required but may lack details on how the criteria will be fulfilled in certain areas
3	Good	Information provided is relevant, sufficiently detailed to demonstrate a good understanding of what's required. Provides detail on how almost all (approx. 90%) the criteria will be met.

City of Edinburgh Council Grant Aid Application

Early Years/Disability Services Grant Programme, 2017/19

Weighting

The scores given to the questions will not all have the same value and the weighting of these scores is shown in the table below.

Criteria	Weighting	Maximum score
Description of activities or services	4	12
Output/Outcome targets	4	12
Staff team	4	12
Individual needs in a groupwork context	3	9
Individual Progress	2	6
Flexible Service	1	3
Monitoring and Evaluation	3	9
Maximum total Score		63

Part C Financial Information

There are two spreadsheets you are required to fill in, the first gives details about the level of award you are requesting and how it is calculated. The second shows financial projections for your organisation/project for the current year and the three years of award. Please note that any cell that is in grey is locked and so you will not be able to enter any information in it.

Grant Requested

Please give details of the costs of staff posts which are to be funded by the grant. In the columns 'Salary Level, Full time equivalent, Associated Costs, Total', you must give the full costs of the post. Please also tell us what percentage of the post is to be funded by the grant. You do not have to fill in the final column as there is a formula within these cells to make the calculation.

If your application is to fund other spending as well as or instead of staff salaries, i.e.; other costs, please use this table to provide a financial break down of how you will spend the grant applied for. Please provide descriptions for each line of expenditure.

Edinburgh Living Wage

If your request is to fund salary and associated costs, you are asked to indicate whether this will be compatible with the Capital Coalition's objective in strengthening the application of the Edinburgh Living Wage of £7.85 per hour across the city. There is a simple yes/no dropdown list for you to use.

Financial Projections

In order to consider applications for grant aid, the Council requires current and accurate financial information so as to assess the overall financial position of your organisation as a whole. You are asked to complete these projections for the current year (2015-16) and for the three years of the grant request (2016-17, 2017-18, 2018-19).

In the income section, you must indicate under the relevant CEC (City Of Edinburgh

City of Edinburgh Council Grant Aid Application

Early Years/Disability Services Grant Programme, 2017/19

Council) Department the sum provided, the type of funding received and any discrete income from Council sources.

The Council needs to be aware the levels and purpose of any reserves held by your organisation. You will get this from your latest accounts. Please note that the Council does not anticipate any of its grant funds to be allocated towards accrual of reserves. As a guide, the Council defines reserves as follows;

Type	Explanation
Designated Reserve	Transfer of income to a specific account over a period of time for use on a specific project in the future (savings for a building improvement, new equipment, etc).

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Early Years/Disability Services Grant Programme, 2017/19

Restricted Funds	These are accumulated balances in relation to income and expenditure, which have been given for a specific purpose.
General Reserve	This is sometimes referred to as accumulated surplus. This represents the surplus & deficits built up over time from the main activities of the organisation. It is unlikely to be equal to the cash/bank figure but will represent the net assets, cash, debtors/creditors and reserves levels of the organisation.

You are asked to complete these figures as at 31st March 2016. You will not need to put in any further reserves figures as there are calculations in the spreadsheet to complete these for subsequent years.

Part D - Declaration

Two people from your organisation must sign the form. One of these must be an office bearer (board/management committee).

Education, Children and Families Committee

10.00 am, Tuesday, 13 December 2016

Implementation of the Children and Young People (Scotland) Act 2014 - Update

Item number 8.1

Report number

Executive/routine

Wards

Executive Summary

The Children and Young People (Scotland) Act 2014 is one of the most significant pieces of legislation affecting children, young people and their families since the Children (Scotland) Act 1995. The aims of the legislation are to:

- Help the Scottish Government achieve its ambition to make Scotland “the best place in the world to grow up” (Scottish Government, 2012);
- Strengthen children and young peoples rights, as described in the United Nations Convention on the Rights of the Child (UNCRO);
- Improve and expand the services that support and protect children and families, including looked after children.

The legislation should enable positive changes for children and young people in Scotland including improving joint working and sharing of information amongst professionals, as well as some considerable improvements for care leavers. Council officers continue to work with colleagues at local and national level to support the development of regulations and guidance. This report provides an update on the implementation of the legislation.

Links

Coalition Pledges

[P1](#)

Council Priorities

[CP1, CP2, CP3](#)

Single Outcome Agreement

[SO3](#)

Implementation of the Children and Young People (Scotland) Act 2014 - Update

1. Recommendations

- 1.1 The Committee notes progress on implementation of the legislation in Edinburgh.
- 1.2 To agree that a separate report specifically around the transition process from children's to adult services be submitted to the first meeting of the Committee following the Local Government elections in May 2017.

2. Background

- 2.1 The Children and Young People (Scotland) Act 2014 places children and young people at the heart of planning and services and aims to ensure that their rights are respected across the public sector. The Act has major provisions relating to children's rights, the planning and promotion of preventative services, early years and childcare and is the most significant legislation for looked after children since 1995. The provisions of the Act come into effect between 2014 and 2017. Consultation on further statutory guidance and regulation has been ongoing during 2016 for several Parts of the Act. The current status of consultations is referenced at the appropriate section in the report.

3. Main report

- 3.1 The Children and Young People (Scotland) Act 2014 sets out a number of new duties on public authorities in Scotland the majority of the Act has been implemented.
- 3.2 The main provisions:
 - Give recognition of the UN Convention on the Rights of the Child (UNCRC) in domestic legislation;
 - Extend the investigatory powers of the Children's Commissioner;
 - Provide a statutory basis for Getting it Right for Every Child (including provision for a "Named Person" for everyone under 18 and a child's plan for those who need targeted interventions);
 - Aim to improve children's services planning including joint planning between health boards and local authorities.
 - Extend provision for early learning and childcare;

- Extend support for kinship carers and care leavers;
- Create a statutory definition of corporate parenting and provide “relevant” services for families;
- Create a statutory adoption register and amend the process for establishing local support structures for the Children’s Hearings system;
- Make changes to the procedures for school closures.

Implementation

Rights of children and young people

- 3.3 To ensure that children’s rights properly influence the design and delivery of policies and services the Act places a duty on the Scottish Ministers to keep under consideration and take steps to further the rights of children and young people, to promote and raise awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC). There is now a duty on public authorities to report to the Scottish Government every three years which explain what they are doing to encourage and support children’s rights as set out in the UNCRC. The first reporting date will be in 2020.
- 3.4 Child Rights and Wellbeing Impact Assessments (CRWIA) were introduced in June 2015, CRWIAs will ensure that all parts of the Scottish Government consider the impact of proposed policies and legislation on the rights and wellbeing of children and young people.

Children’s Services Planning

- 3.5 There is now a new duty that requires public services to work together to design, plan and deliver services for children and families. The plans should demonstrate what public authorities are doing to ensure that services are integrated for service users, they make the best use of resources and are meeting their aims to safeguard, support and promote wellbeing, early intervention and prevention. The plans will focus on how well children in the Edinburgh are doing, based on the description of wellbeing. Ministers can “call in” plans and request changes if necessary.
- 3.6 All local authorities and health boards are to prepare their three year (2017-20) Children’s Services Plans with 2020 being the first date for reporting to Scottish Government.

Getting it Right for Every Child

- 3.7 The Act puts into law aspects of the Getting it Right for Every Child approach (GIRFEC), specifically the Named Person role and a single child’s plan to improve the way services work to support children, young people and families. Implementation of this part of the Act has been delayed until August 2017 following a Supreme Court ruling in July 2017 that the provisions relating to the sharing of information were non-compliant with the European Convention of Human Rights (ECHR) and with data protection legislation.

- 3.8 The Act ensures that all children and young people from birth to 18 years have access to a named person (usually a health visitor or head/senior teacher). The purpose of the named person is to provide a single point of contact for children, young people and families to turn to for advice, information and support, if and when they need it. The role also coordinates support for the child /young person, working with the family, where wellbeing concerns are identified.
- 3.9 The Act introduces the duty to share information “likely to be relevant” to the wellbeing of a child/young person with the named person, enabling a more effective response. This is the provision which was judged by the Supreme Court to be non compliant with ECHR and data protection legislation. The Data Protection Act 1998 requires that personal information can only be shared without consent if it is necessary to do so in order to protect the “vital interests” of an individual.
- 3.10 Current practice in the City of Edinburgh Council is compliant with the above. All our training and communication with staff has been clear that consent should always be sought before personal information is shared. The exception is where sharing without consent is required in order to protect a child from potential harm i.e. where there is a child protection concern. This meets the DPA “vital interests” test.
- 3.11 Further to the Supreme Court ruling, the Deputy First Minister announced a three month period of engagement during which the Scottish Government is seeking and gathering the views of practitioners and supporters of the named person provisions and of those who have concerns. The outcome of that engagement will be used to inform revisions of the information sharing parts of the legislation.
- 3.12 In the meantime, the Deputy First Minister has made clear that the Scottish Government remains committed to the named person scheme. He has also stated that those local authorities who have already started to implement the Getting It Right approach, as Edinburgh has, should continue to do so, while being clear that information sharing is compliant with data protection requirements as described above. Our practice in Edinburgh is consistent with this advice.

Early learning and childcare

- 3.13 Part 6 of the Act focuses on increasing the number of hours of early learning and childcare to 600 hours that three and four-year-olds, and some two-year-olds, are entitled to. Scottish Government guidance was published in August 2014.
- 3.14 In addition, a Policy Blueprint for the Expansion of Early Learning and Childcare was launched in September 2016 and this requires us to look at all Early Learning and Childcare provision in terms of quality, flexibility, accessibility and affordability.
- 3.15 A working group was set up to develop and extend the flexible delivery of the 600 hours early learning and childcare. By August 2015 all early years’ settings providing early learning and childcare on behalf of the City of Edinburgh Council had increased the placements to 600 hours. Following parental surveys the most popular option was to deliver this entitlement through a model of three hours 10 minute sessions delivered over 38 weeks.

- 3.16 In line with other local authorities, the Council are now undertaking a pilot in 25% of our establishments to look at offering flexible models of delivery. The models being piloted are 4 x 4 hour sessions, 2 x 8 hour sessions, continuing with 5 x 3 hour 10 minute sessions and additional sessions being available to purchase. The Council plans to evaluate this pilot throughout session 2016/17 in terms of quality, flexibility, affordability, and accessibility and then undertake further consultation to extend this pilot further.
- 3.17 We now have 19 establishments offering early learning and childcare to eligible two year olds and have plans to increase this provision in planned new builds. Throughout this session we plan to evaluate the quality of provision and undertake an evaluation of the impact of this provision on children, parents and carers.
- 3.18 In preparation for the planned expansion to 1140 hours we have conducted a survey with parents/carers about possible models of delivery of the 1140 hours. Our survey results indicate 44% of parents/carers would like the hours spread across the year. This would include some hours during term times and some during school holidays. 33% would like the hours delivered in one setting during term time.

Children and Young People who are Looked After

- 3.19 The Act contains significant provisions for looked after children and young people and those leaving care. There are significant new duties in relation to corporate parenting. The Act lists all organisations that are corporate parents and provides direction to make sure they are clear about their duties effective from April 2015.
- 3.20 Statutory Guidance for Part 9 of the Act, Corporate Parenting, was published in August 2015. The Council has an established elected member led Corporate Parenting Member Officer Group which developed a detailed action plan which has delivered a number of positive benefits for children and their families. Due to the staffing changes arising from transformation of the council and changes in partner agencies, there is now a need to renew the membership of the operational lead officer group in order to review the plan. This work will be taken forward by the Council Leadership Team in early 2017.
- 3.21 The provisions of the act relating to aftercare, continuing care and kinship care are all now in force as previously reported. The effect of these is that children, young people and carers have more entitlements. Young people can stay in a care placement until the age of 21 and are entitled to aftercare support up to age 26. Kinship carers of children who are not looked after can apply for an order which confers an entitlement to assessment and support. Clearly this brings challenges in relation to levels of demand on services but Edinburgh is currently compliant with the legislation and has continued to make good progress in relation to shifting the balance of care, as reported in a separate report to this committee (on LAAC transformation).

3.22 The Family Group Decision Making service (FGDM) is being offered to all families whose children may become LAAC. There is guidance and a structure in place for referring social workers who are asking for a child/YP to be accommodated. FGDM is also offered to kinship carers to support those placements. 400 families were referred for FGDM last year. Families were offered FGDM in crisis situations via emergency network meetings and the families of all vulnerable babies are offered FGDM meetings.

Other measures

- 3.23 Parts 14 to 18 of the Act contain a range of important measures. These sections:
- Place the use of a Scotland wide Adoption Register on a statutory footing to help adoption of vulnerable children and give Ministers powers to set out what it should contain. There are safeguards on. For example, disclosure of information which is current practice within the Council;
 - Clarify criteria for school closures, including rural schools, consultation requirements and school closure review panels – amendments to the Schools (Consultation) (Scotland) Act 2010 will be recognised and followed by the Council in any applicable statutory consultation;
 - Provide clarity on technical aspects of the Children’s Hearings System and establish area support teams, including local authority administration and support;
 - Clarify the appeals process for detaining children in secure accommodation;
 - Modify the circumstances under which children’s legal aid can be made available;
 - Provide legal authority for extending free school meals to all P1 and P3 pupils which the Council implemented in January 2015;
 - Provides definitions of how wellbeing should be assessed including what are known as SHANARRI measures: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible and Included.

4. Measures of success

- 4.1 The Council and partner agencies meet new legislative requirements including those set out in forthcoming Regulation and guidance.
- 4.2 Partnership working and information sharing is enhanced and a wider range of provisions are seen to be implemented effectively.
- 4.3 Fewer children and young people need to be looked after and accommodated as a result of effective earlier intervention.

5. Financial impact

- 5.1 The Scottish Government has made a guarantee to fund the implementation of the Early Learning and Childcare section of the Act. This has resulted in revenue funding of £4.070m being provided in 2014/15 rising to £6.892m in 2016/17. In addition capital funding has been provided of £2.51m in 2014/15, £2.471m in 2015-16 and £2.591m in 2016/17. This is to implement the Early Learning and Childcare requirements for 3 to 4 year olds from August 2014.
- 5.2 Further funding was provided for 2 year olds in workless households and from August 2015 for 2 year olds who would be entitled to free school meals. Revenue funding of £1.528m was provided in 2014/15 rising to £4.237m in 2016-17. Capital funding was also provided of £2.517m in 2014/15 and £2.394m in 2015/16.
- 5.3 The level of revenue funding will increase each year to 2018/19 to allow for greater flexibility in service delivery. Exact allocations have yet to be confirmed but Edinburgh's share of the national revenue funding allocation is estimated to be 8.3% based on the allocations to date.
- 5.4 Ongoing funding for the 'Children and Young People who are Looked After' sections of the Act for 2015-16 was confirmed at £0.235m in 2015/16 rising to £0.405m in 2016/17 for Continuing Care, £0.326m in 2015/16 rising to £0.329m in 2016/17 for Throughcare and Aftercare and £0.045m in 2015/16 rising to £0.093m in 2016/17 for Changed Eligibility for Aftercare. Further funding will be provided in future years although exact allocations have yet to be advised.
- 5.5 One off funding of £0.157m for implementation work associated with the Kinship Care Order was provided in 2015-16.
- 5.6 Ongoing funding of £0.031m and one off funding of £0.310m was provided in 2015/16 for the implementation of the GIRGEC elements of the Act along with one-off funding of £0.728m in 2016/17. One off funding of £0.257m was provided in 2014/15 for Workforce Development.
- 5.7 The Scottish Government consulted on the costs associated with the original Bill and there was broad agreement from local authorities that the early learning and childcare funding was sufficient to meet the requirements. There were however, differences of opinion between the Scottish Government, COSLA and local authorities on the cost implications of the other areas of the Bill. Further work is ongoing with the Scottish Government, COSLA and local authorities to fully understand the financial implications of the areas of the Act that were contained within the original consultation and those areas subsequently added prior to the Bill being passed.
- 5.8 The table below identifies the cumulative level of revenue funding provided and the annual allocations of capital funding.

Breakdown of revenue and capital funding provided in 2014/15 – 2016/17				
Revenue funding (cumulative)				
Area of the Act	2014/15	2015/16	2016/17	Total
Early Learning and Childcare – 600 hours	£4.070m	£5.997m	£6.892m	£16.959m
Early Learning and Childcare – 2 year olds in workless households and free school meal entitlement	£1.528m	£3.403m	£4.237m	£9.168m
Continuing Care		£0.235m	£0.405m	£0.640m
Throughcare and Aftercare		£0.326m	£0.329m	£0.655m
Changed eligibility for aftercare		£0.045m	£0.093m	£0.138m
Kinship Care Order		£0.157m		£0.157m
GIRFEC		£0.341m	£0.759m	£1.100m
Workforce Development	£0.257m			£0.257m
Total Revenue	£5.855m	£10.504m	£12.715m	£29.074m

Capital funding	2014/15	2015/16	2016/17	Total
Early Learning and Childcare – 600 hours	£2.510m	£2.471m	£2.591m	£7.572m
Early Learning and Childcare – 2 year olds in workless households and free school meal entitlement	£2.517m	£2.394m	£0.000m	£4.911m
Total Capital	£5.027m	£4.865m	£2.591m	£12.483m

6. Risk, policy, compliance and governance impact

- 6.1 The Council has engaged with the Scottish Government and COSLA in discussions on the financial implications of the Act to work to ensure the costs of implementation are fully funded.

7. Equalities impact

- 7.1 The Act contains a number of specific measures to enhance and promote children and young people's rights.
- 7.2 The measures in the Act should support Council objectives to give all children the best possible start in life and improve outcomes for vulnerable children.

8. Sustainability impact

- 8.1 The Act promotes early intervention and community based care solution which are consistent with enhanced sustainability.

9. Consultation and engagement

- 9.1 The City of Edinburgh Council was been involved at every stage in the journey of the legislation, including providing written and oral evidence to the Committee. City of Edinburgh will continue to respond to current and future consultations in relation to regulations and guidance. There has been significant engagement and consultation with children, young people and families on key aspects of the Act.

10. Background reading/external references

[Children and Young People \(Scotland\) Act 2014 – Report to Education, Children and Families Committee, 6 October 2015](#)

[The Children and Young People \(Scotland\) Act 2014](#)

[Early Years Strategy Report 2016 – Education, Children and Families Committee 24 May 2016](#)

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11. Links

Coalition Pledges	P1 Ensuring every child in Edinburgh has the best start in life
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	

10am, Tuesday 13 December 2016

Looked After Children: Transformation Programme Progress Report

Item number	8.2
Report number	
Executive/routine	
Wards	All

Executive summary

Expenditure on Looked After Children (LAC) increased by an average of £1.8m a year from 2007 to 2013 as a result of increases in the number of LAC and increased use of purchased foster carers.

Through use of the Early Years Change Fund and initiatives agreed through the Priority Based Planning process the service has developed a transformation programme to shift the balance of care towards more preventative services that reduce the need for children to come into care. This aims to secure better outcomes for children, avoid a continued increase in costs and deliver cashable savings by 2015/16.

This report provides an update on progress to the end of September 2016 against the targets as set out in the original report to Corporate Management Team dated 31 July 2013 and subsequently reported to [Governance, Risk and Best Value Committee on 25 September 2013](#).

Links

Coalition pledges	P1
Council outcomes	CO1-CO6
Single Outcome Agreement	SO3

The service is on or ahead of target with the overall number of LAC, the number of LAC in foster care and the number placed with kinship carers. The service is behind target on prospective adoptions but this is mainly due to the increased success in placing children with kinship carers.

The service is behind target on the proportion of foster care placements being provided by the Council's own carers and the number of LAC in residential.

The service has identified one off measures in 2016/17 to mitigate the financial implications of the areas behind target. Work is ongoing to develop sustainable alternative savings in 2017/18 where targets are not expected to be delivered.

Looked After Children: Transformation Programme Progress Report

Recommendations

- 1.1 Note the progress made to date against the targets as set out in appendix 1.
- 1.2 Note the actions in progress to deliver further improvements towards the March 2018 target.
- 1.3 Note that sustainable alternative savings are currently being developed to address the forecast shortfall against targets in 2017/18.
- 1.4 Note that the next update will be provided in June 2017.
- 1.5 Refer this report to Governance, Risk and Best Value Committee.

Background

- 2.1 The number of LAC increased from 1,228 in 2007 to 1,410 in 2013, an increase of 15% or an average of 30 children a year. The cost of this increase is £1.8m each year, a total increase of £10.8m since 2007. The Council had been budgeting for continued annual increases of £1.8m a year from 2013/14 to 2017/18.
- 2.2 The growth in LAC was primarily accommodated within fostering with an increase in placements from 386 in 2007 to 601 in 2013, an increase of 56%.
- 2.3 The majority of this growth was with independent fostering providers with the average cost per placement being £46K pa.
- 2.4 This trend of increasing numbers of LAC and corresponding increase in purchased fostering was reflected at a national level.
- 2.5 The Scottish Government, in seeing this trend across Scotland, set up the Early Years Change Fund encouraging Local Authorities to implement preventative initiatives designed to reduce the continued growth in LAC and shift investment from expensive intervention measures to early support for families that reduce the need for accommodation and improve outcomes for children and young people.
- 2.6 In February 2012 the Council approved funding of £8.642m from 2012/13 to 2014/15 for the Early Years Change Fund. The Council's Long-Term Financial Plan built in the continuation of £4.038m per year from 2015/16. Services developed through the Early Years Change Fund are being reviewed through the Council's Transformation Programme and proposed move to a locality model.
- 2.7 Through the Priority Based Planning process the service developed a transformation programme to change the balance of care for LAC to take effect from April 2013 and targets were set to March 2018. This includes strengthening

universal early years services and providing more support to families to support their children at home.

- 2.8 LAC can be placed in the following placement types. The direct cost of each placement type is also shown which gives a context to the variance in rates. The transformation programme aims to shift the balance of care towards the lower cost placement types:

Placement type / Client populations	Direct unit cost pa
Looked After at Home	Minimal. Mainly supported through staffing and some preventative services
Kinship care	£7K
Prospective adoption	£7K
In-house foster care	£26K
Purchased foster care	£46K
Young people's centres and close support	£100K - £150K
Residential schools	£100K - £310K
Secure care	£290K

Main report

Balance of Care targets

- 3.1 Appendix 1 sets out the client populations, the objective, and the target placement numbers as at 31 March for each year 2014 to 2018. The target, actual and variance as at 30 September 2016 is also shown. An indicator is shown to indicate if the performance to date is on or ahead of target (green), behind target (red) or whether performance is not displaying a trend and is therefore uncertain (amber).
- 3.2 Further information about each target will provide an understanding of the actions to date, any issues that have arisen and actions being taken to ensure future targets are achieved.

Looked After Children (all placements)

- 3.3 The target is to reduce the rate of annual growth by a third from an average of 30 placements to 20 a year. The performance is ahead of target with a positive variance to target of 115 at September 2016. The target allowed for some growth, however, there has been a reduction in the number of placements of 37 compared to March 2013.
- 3.4 Services designed to stop children needing to become LAC and enabling children to cease being LAC, such as universal Early Years services, parenting support programmes, Prepare, Family Group Decision Making and the newly created Integrated Family and Household Support service, will continue to focus on supporting children and families to enable them to not require statutory measures.

Foster Care

Overall placement numbers

- 3.5 Foster placements had increased at an average of 40 a year from March 2007 to March 2013. The target is for there to be no further growth in this population and this is ahead of target with there being a reduction of 34 placements compared to March 2013.
- 3.6 It should be noted that foster care is also provided on a discretionary basis to former LAC i.e. children who were in a foster placement but are no longer legally classed as Looked After when they reach age 18. As part of throughcare planning for some of these young people a continuation of their foster placement, often whilst attending further education, is agreed. Through the new [Continuing Care legislation](#) it will no longer be discretionary to support placements for 18 year olds from April 2017. The Scottish Government will provide additional funding to meet the expected increase in costs as a result of the new legislation.
- 3.7 In the meantime work is currently taking place to review all placements for former LAC to ensure their continuation is justified under the current legislation.

The City of Edinburgh Council (CEC) Foster Care

- 3.8 The target is to increase the proportion of foster placements provided by the Council's own carers to 77% by March 2018. At September 2016 the target is to have reached 71%, however, the service is behind target having achieved 62%.
- 3.9 Actions taken recently that are expected to further improve this position are:
- 3.9.1 19 carers from independent agencies are in the process of transferring to become CEC carers. 19 will have been approved by the end of March 2017.
- 3.9.2 From April – December 2016 there has been a net increase of 45 CEC foster carers. This is a significant increase on the previous year where there was a net decrease of 4 due to an increased number of de-registrations primarily due to carer retirement. On average every carer

provides 1.5 placements and therefore placement capacity has increased by approximately 67 Places, but some of these will offer respite care.

- 3.9.3 A carer capacity exercise was carried out in summer 2013 where approximately 160 existing foster carers were interviewed to discuss their willingness to take additional placements and identify the support required to enable this to happen. This has resulted in 13 carers being prepared to offer up to 19 additional placements if adaptations to their property can be made to increase the number of bedrooms and bathrooms. This is now being progressed using Early Years Change Fund funding and all adaptations are nearing completion. .
- 3.9.4 Improvements in information and processes for new carer enquires have produced efficiencies in the assessment of carers which may contribute to an increase in approval rates.

Independent Foster Care

- 3.10 The target is to reduce the percentage of independent foster placements to 23% by March 2018. At September 2016 the target is to have reached 29%, however, the service is behind target having achieved 38%.
- 3.11 By way of comparison the number of new placements made with independent agencies in 2012/13 was 27% of all new placements. In 2015/16 this had reduced to 18% which has been enabled by the improvements in recruiting and supporting the Council's own carers. Performance to date in 2016/17 indicates a further improvement to 15%.
- 3.12 This position is expected to continue to improve as the impact of the measures detailed in 3.9 above is delivered. The extra capacity should enable the reduction in referrals to independent agencies to be maintained and improve the performance against this target.
- 3.13 The service continues to meet with all independent agencies to review pricing, particularly in relation to permanent placements and placements for young people aged 18 and over. The service will continue to challenge pricing where appropriate in order to ensure all charges are justified for each placement.

Residential Care

- 3.14 The target is to reduce residential placements by four a year and at September 2016 the target would be a reduction of 14 since March 2013. The service is behind target by 18 placements.
- 3.15 The shortfall has been caused by increasing demands for independent residential school placements for children with exceptional needs. Expenditure in 2013/14 was £3.8m but this increased to £4.4m in 2014/15 and £5.6m in 2015/16. The current forecast for 2016/17 is expenditure of £4.9m. The service has estimated it will require a budget of £4.4m for this area in 2017/18 which is £1.4m over the budget available.

- 3.16 The service has been successful in reducing demand for internally provided placements through the closure of Wellington School in 2014, Pentland View in February 2015 and Greendykes Young People's Centre (YPC) in August 2016. The opening of the new Heathervale unit in 2016 and the replacement of Oxfgangs YPC in 2017, to a similar design as Heathervale, will provide more flexible accommodation for young people and enable the service to manage some of the young people with exceptional needs.
- 3.17 The service has carried out an analysis of the use of residential care (including secure care) across Scotland. In 2015/16 the proportion of LAC in residential care was 9.9% nationally compared to 6.3% in Edinburgh. This reflects the impact of measures taken to date as set out above. To achieve the 2017/18 target the proportion would have to reduce to 4% of LAC. Further reductions to the residential estate budgeted in 2017/18 are now assessed as not being deliverable if the Council is to maintain sufficient capacity to meet the needs of the children it has to support. This will, however, result in a shortfall against approved savings for 2017/18.
- 3.18 The service continues to review all internal and purchased residential placements to minimise their use. Independent reviewing officers chair reviews of LAC placements. In the highest spend cases we have put in place a number of practice evaluation sessions which involve senior management scrutiny of ongoing placements and a new exploration of the alternatives. This is leading to some proposed alternative plans for children but in most cases these will need the agreement of a Children's Hearing as the child's place of residence is named in the conditions attached to a statutory supervision order.
- 3.19 In addition, all placements are undergoing a re-assessment involving relevant social work and education staff to identify opportunities for returning the children to Council provision. This will include utilising the principles of the [Social Care \(Self-directed Support\) \(Scotland\) Act 2013](#) where possible, which seeks to engage parents, carers and extended family in developing a support plan that meets their needs and enables the child to be cared for by them, where it is safe and appropriate to do so.

Kinship Care

- 3.20 The target is to increase kinship placements to 24% of all LAC by March 2018. At September 2016 the target is 23% and the actual figure is 24% which shows the service has already achieved its March 2018 target.
- 3.21 Over the past few years kinship support services have been put in place which supports approximately 100 placements a year. The Family Group Decision Making Service has also been expanded to provide a service for vulnerable babies across the city and reviewing existing residential placements, and taken together, the expansion of this support to families is seen to be the main reasons for the increases in kinship placements.

- 3.22 The vulnerable babies project roll out to other areas of the city has had a positive effect on the number of babies needing to become LAC and subsequently being placed for adoption.

Prospective adoptions

- 3.23 The target is to increase the number of prospective adoptions by five in 2013/14 and by 10 from 2014/15.
- 3.24 The number of children placed with prospective adopters in 2014/15 reduced by 42% compared to 2013/14. The position has increased during 2015/16 but is still a reduction of 26% on 2013/14 levels. This is a result of the reduction of children being identified where adoption is in their best interests. The work of Family Group Decision Making and Prepare is felt to be instrumental in this as their work aims to support more babies to remain with their parents or with kinship carers.
- 3.25 It is too early to say if this reduction will be maintained as it depends mainly on the stability of kinship placements being maintained. The service is monitoring the success of kinship placements for babies as this is the population that in the past has been the most likely to require adoption.

Secure Care

- 3.26 The target is to reduce usage of secure placements from 12 to 6 by March 2015. At September 2016 the number was nine and this has since reduced to five in November. This is one ahead of target.
- 3.27 On this basis, a separate report to this Committee is seeking approval to cease referrals to the secure unit on the St Katharine's campus.
- 3.28 The service will seek to sell any remaining capacity when demand arises but the main target is to keep Edinburgh usage at six beds to sustain reduction in capacity from 12 to 6 beds.
- 3.29 Additional measures are being taken to further reduce the need for secure accommodation including enhancing support in residential units, providing intensive family support services and maximising the use of Movement Restriction Conditions (electronic tagging). However, the service anticipates that there will be a requirement to purchase additional secure placements or alternative forms of independent residential placements on occasion. This is based on the knowledge that the average use of secure care over recent years has been approximately 12 placements at any one time. Current planning assumptions are based on the service requiring additional funding of £1m a year to meet these requirements.

Looked After Children at Home

- 3.30 The target is to increase the proportion of Looked After children supported at home with their parents from 27% to 29% by 2017/18. This reflects a gradual increase over time and the benefits of this are that children remain with their parents and do not require higher cost services such as residential, foster and kinship placements.

- 3.31 At September 2016 the proportion had reduced to 25% due to a significant increase in the number ceasing to be Looked After at all.
- 3.32 The service continues to have the long-term aim of increasing the proportion of Looked After at home within the LAC population but at this stage welcomes the reduction in the need for children to be Looked After.

Measures of success

- 4.1 The programme has the following key measures of success (when compared to the position at March 2013). The position at September 2016 relative to targets is also given. Appendix 1 displays the targets to 2017/18 along with targets and performance as at September 2016.

The target is for:

- 4.1.1 Annual growth in total LAC to be reduced by 33% from 2013/14 and at September 2016 this is ahead of target.
- 4.1.2 No net growth in LAC foster placements from 2013/14 to 2017/18 and performance at September 2016 is ahead of target.
- 4.1.3 The proportion of foster placements with the City of Edinburgh Council's own carers to increase to 75% by 2017/18. Performance at September 2016 is behind target.
- 4.1.4 The proportion of foster placements purchased from independent providers to reduce to 25% by 2017/18. Performance at September 2016 is behind target.
- 4.1.5 The number of residential placements to reduce by 27% by 2017/18. Performance at September 2016 is behind target.
- 4.1.6 The number of LAC placed with kinship carers to increase to 24% of all LAC by 2017/18. Performance at September 2016 is ahead of target.
- 4.1.7 The number of LAC placed for adoption to increase by 5 in 2013/14 and by 10 a year from 2014/15. Performance at September 2016 is behind target, however, this is due to a reduction in the number of children requiring an adoption placement.
- 4.1.8 The number of secure placements to reduce by 50% by 2015/16. This is a reduction of six placements and at September 2016 is on target.
- 4.1.9 The proportion of children Looked After at home to increase to 29% of the total LAC population by 2017/18 and at September 2016 is behind target.
- 4.2 Where targets are not being achieved actions are being taken to address this where possible and further details are included in the main report.

- 4.3 It should also be acknowledged that the aim is to achieve the optimum balance between different care types and in certain instances being behind target is mitigated by other areas being ahead of target.

Financial impact

- 5.1 The financial impact of the variances to target are shown in the table below. The net impact of performance against targets is a pressure of £2.2m in 2016/17.

Client population	Target – September 2016	Actual – September 2016	Variance – September 2016	Average Cost per place £K	Variance to target – September 2016 £K
CEC foster care	431	367	-76	26	(1.976)
Independent foster care	178	219	41	46	1.886
Residential care	70	88	18	160	2.880
Kinship Care	341	327	-14	7	(0.098)
Prospective adoptions	49	33	-16	7	(0.112)
Secure care	6	9	3	290	0.870
Sub-total					3.450
Adjustments					
Additional fostering funding provided to cover 2013/14 and 2014/15 shortfall					(0.800)
Approved saving on adoption allowances due to reduced demand					0.100
Secure care financial target (see note below)			-2	275	(0.550)
Total adjustments					(1.250)
TOTAL					2.200
Note: the target for secure care is to operate at no more than six placements; however, in the current operational configuration of 12 beds being provided by the Council financially the budget is set to enable eight placements to be used by the Council and four sold to other authorities.					

- 5.2 The service has identified savings from other areas to cover the pressure in 2016/17.
- 5.3 The service has undertaken an assessment of the potential impact of the pressure in 2017/18, taking into account the mitigating actions detailed in the main report and the further approved savings of £1.9m in 2017/18, and has identified a pressure of £4.5m for which alternative savings are being developed.
- 5.4 It should be noted that the success in maintaining overall foster numbers at the March 2013 level, compared to average increases of 40 a year at an annual cost of £1.8m in the previous six years, has delivered an estimated avoided annual cost of approximately £6.3m a year as at September 2016. This is the additional annual cost the service would have incurred if increases had remained at the 2007 - 2013 level.

Risk, policy, compliance and governance impact

- 6.1 The significant risks associated with the transformation programme are reflected in the report and a resultant £4.5m pressure in 2017/18 has been identified. Due to the nature of the client group being supported and the high cost per placement for residential, secure and foster care there will always be a risk that additional pressures may arise. The service is confident, however, that the services and processes in place can minimise the risks of significant additional pressures arising.

Equalities impact

- 7.1 It is anticipated that the overall programme will have a positive impact on outcomes for vulnerable children due to the focus on preventative, neighbourhood and family focused initiatives. A record of Equality and Rights Impact Assessment will be published in accordance with agreed Council processes.

Sustainability impact

- 8.1 There are no direct sustainability implications arising from this report. A Sustainability and Environmental Impact Assessment will be published in accordance with agreed Council processes.

Consultation and engagement

- 9.1 Where the transformation initiatives require consultation with the trade unions, public or Scottish Government it will be carried out as necessary.

Background reading/external references

[Looked After Children: Transformational Programme Progress Report – Governance, Risk and Best Value Committee 23 September 2015](#)

[Early Years Change Fund Progress Update on Year Three – Education, Children and Families Committee 6 October 2015](#)

[Implementation of Children and Young People \(Scotland\) Act 2014 – Education, Children and Families Committee 6 October 2015](#)

[Annual Review of Services for Looked After and Accommodated Children- Report to Education, Children and Families Committee 8 December 2015](#)

Alistair Gaw

Acting Director of Communities and Families










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Links

Coalition pledges	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
Council outcomes	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 – Our children and young people in need, or with a disability, have improved life chances CO4 – Our children and young people are physically and emotionally healthy CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6 – Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1 LAC Transformation Programme performance reporting as at December 2016

Looked After Children – Balance of Care targets 2013/14 - 2017/18

Client populations	Objective	Lead Officer(s)	Target at March:					Position as at: September 2016			
			2014	2015	2016	2017	2018	Target	Actual	Diff.	Status
Looked After Children (covering all sub-sets below)	To reduce the rate of increase for this population to +20 or less for the full year.	Becky Cropper, Team Manager, Family Solutions	1,433	1,456	1,477	1,498	1,519	1,488	1,373	-115	
Foster Care	No growth in overall foster numbers. The net difference for the full year should be 0.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	608	608	608	608	608	608	574	-34	
CEC foster Care	To increase the number of placements with CEC Carers. The net difference for the full year should be +25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	368	393	418	443	468	431	355	-76	
Independent foster care	To reduce the number of placements with Independent Carers. The net difference for the full year should be -25 or more.	Scott Dunbar, Service Manager, Looked After Accommodated Children Services	240	215	190	165	140	178	219	+41	
Residential care	To reduce the number of placements. The net difference for the full year should be -4 or more.	Andy Jeffries, Service Manager for Practice Teams	80	76	72	68	64	70	88	+18	
Kinship care	To increase the percentage to 24% of the overall LAC population. The net difference for the full year should be +15 or more.	Gillian Christian, Team Manager, Family Group Decision Making	303	318	333	348	363	341	327	-14	
Prospective adoptions	To increase the number of placements. The net difference for the full year should be around +5.	Russell Sutherland, Team Manager, Permanence Team	44	49	49	49	49	49	33	-16	
Secure care	To reduce the number of placements from 12 to 6 by 2018.	Carole Murphy, Multisystemic Therapy and Steve Harte, Young Peoples Service	9	6	6	6	6	6	9	+3	
Looked After Children at Home	To increase the percentage to 29% of the overall LAC population. The net difference for the full year should be +10 or more.	Becky Cropper, Team Manager, Family Solutions	389	399	409	419	429	414	342	-72	

Education, Children and Families Committee

10.00am, Tuesday, 13 December 2016

Energy in Schools Annual Report

Item number	8.3
Report number	
Executive/routine	
Wards	

Executive summary

This report provides an overview of 2015/16 energy use across the Council's School estate and provides an update on energy/carbon reduction projects. The report follows on from the [Energy in Schools Report](#) in October 2015.

Consumption across the school estate is largely stable. There has been a notable drop in energy consumption across the high school estate due to building refurbishments, building closures and a greater distribution of energy efficient plant. The ongoing projects detailed within this report will, once complete, deliver tangible and significant energy and carbon reductions across the school estate.

Links

Coalition pledges	P50
Council outcomes	CO18 CO25
Single Outcome Agreement	SO3 SO4

Energy in Schools Annual Report

1. Recommendations

- 1.1 That Committee:
- 1.1.1 Notes the content of this report and, in particular, the positive progress made on key energy efficiency projects; and
 - 1.1.2 Notes that an annual progress report will be submitted to committee in 2017 on Energy in Schools.

2. Background

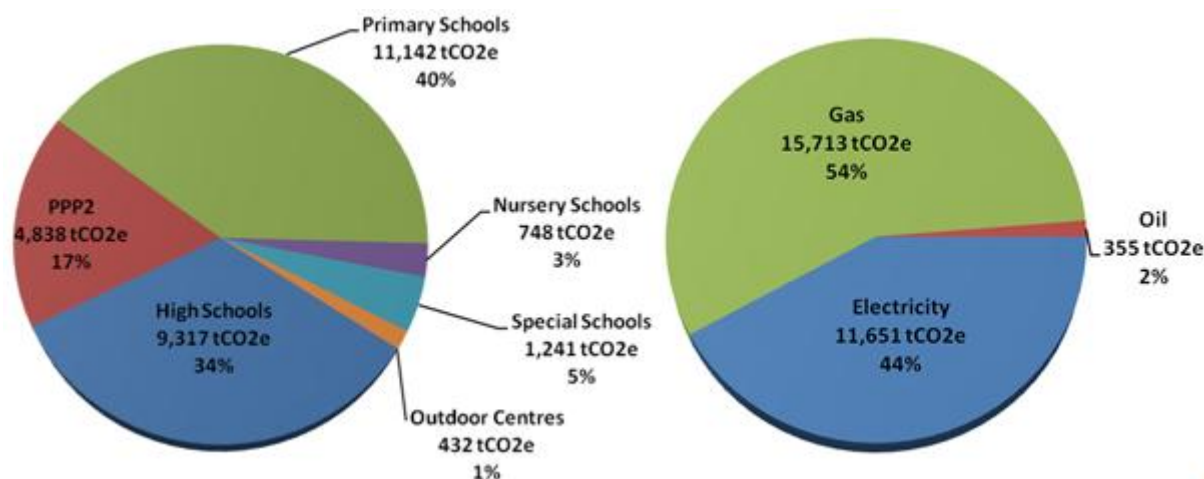
- 2.1 Council expenditure on energy across operational buildings in 2015/16 was over £9m.
- 2.2 Low oil prices during 2015/16 kept the whole-sale cost of electricity and gas low. This has resulted in a reduction in the rate charged for gas compared with 2014/15 rates. The charges associated with transmission and distribution of electricity, and other associated levies, continue to increase, resulting in a marginal year-on-year increase in electricity costs despite the lower wholesale cost. Moving forward, increasing oil prices and the continued low value of Sterling against the Euro and Dollar will impact on electricity and gas costs.
- 2.3 There are a number of legislative drivers for carbon reduction across the Council's estate. These include the [Carbon Reduction Commitment Energy Efficiency Scheme](#) (CRC) and the [Energy Performance in Buildings Directive](#) (EPBD). The Council also has a published [Energy Policy](#) which defines its approach to energy management.
- 2.4 This report details a number of projects that focus on energy and carbon reduction across the school estate. Updates are provided on three major projects: Edinburgh Community Solar Co-operative; RE:FIT; and the Building Energy Management System upgrade. Significant progress has been made since last year's report.
- 2.5 An [Energy in School Report](#) was considered by Committee in October 2015, and this report provides the 2016 review.

3. Main report

Consumption Monitoring

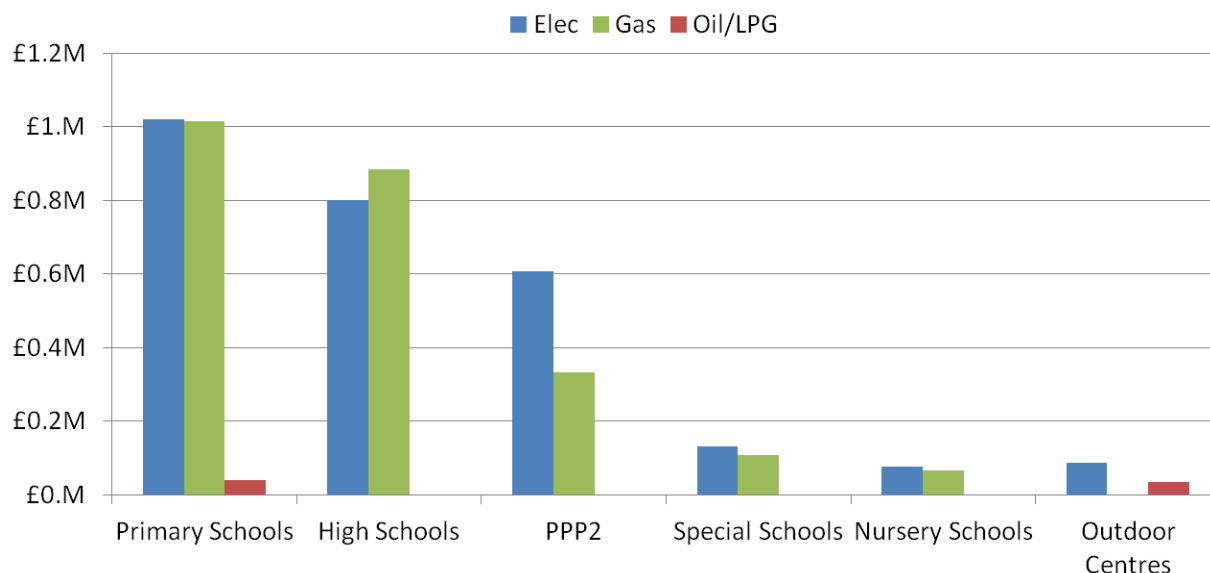
- 3.1 This section of the report gives an overview of energy consumption, and associated carbon emissions across the school estate. The data includes details on the Council's PPP2 estate, where the Council pays directly for energy consumed, but excludes details from Edinburgh Partnership schools.
- 3.2 Case study examples of energy reductions achieved in the school estate are listed in [Appendix 1](#). The reductions are a direct result of interventions carried out following energy audits by Property and Facilities Management.

Graph 1: 2015/16 Carbon Emissions by Property Type and Fuel Type



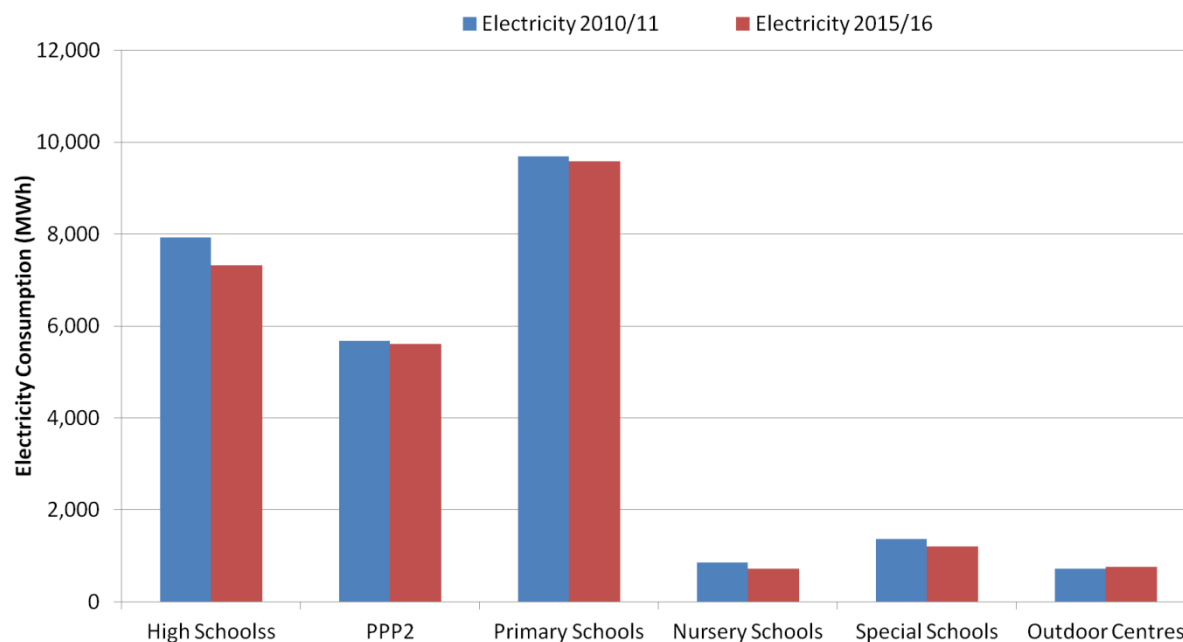
- 3.3 The two charts above provide a breakdown of energy related carbon emissions across the Council's school estate. In total, the school estate accounts for 27,718 tonnes of CO₂e representing 56% of the Council's CO₂e emissions from operational buildings. This is a reduction of 1,130 tonnes on 2014/15 with over half of this reduction due to electricity generation becoming cleaner in terms of carbon emissions produced.
- 3.4 Schools accounted for £5.2m of the total energy spend in 2015/16. An additional £0.45m was spent on the purchase of carbon allowances under the Carbon Reduction Commitment Energy Efficiency Scheme. A breakdown of spend by property group is included below:

Graph 2: Annual Energy Spend (in 2015/16) by Property Group



3.5 Across the majority of the schools estate, gas and electricity spend are similar. PPP2 properties have all been built within the last decade and have a far higher thermal efficiency and, therefore, a lower corresponding gas spend.

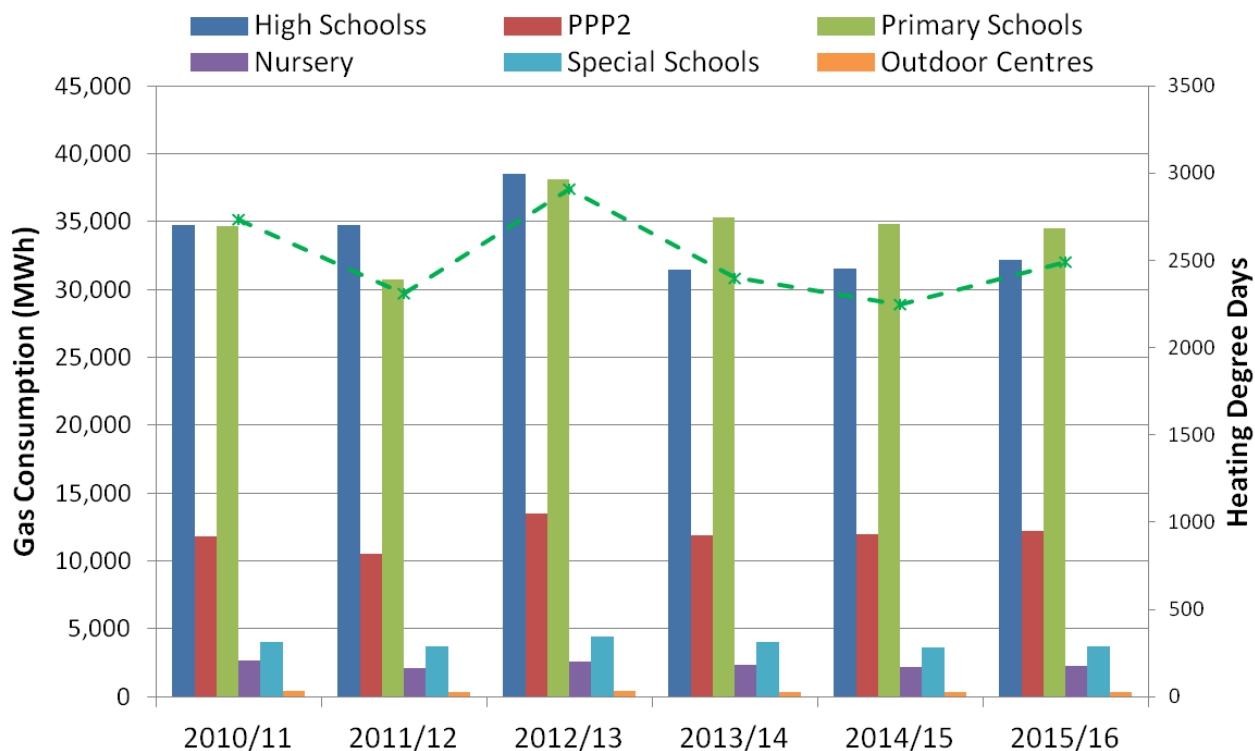
Graph 3: 2015/16 Electricity Consumption against 2010/11 Baseline



3.6 The graph above compares electricity consumption against the 2010/11 baseline. Electricity consumption has remained steady across most of the school estate with the majority of property groups showing a marginal reduction in consumption when compared to 2010/11. There has been an 8% decrease in electricity use across high schools. This reduction is in part due to the refurbishment of James Gillespie’s High School and the closure of Liberton gym hall. Energy efficiency works, including improved control of energy and the replacement of old plant and equipment with more efficient plant, will have had a positive impact.

3.7 The rising school rolls programme and the corresponding increase in floor area across the primary school estate has contributed towards overall electricity consumption. In 2015/16 alone, around 5,500m² of floor area was added to the primary school estate. The use of efficient forms of electrically powered heating, such as air source heat pumps, in many of the new buildings has also increased demand for electricity.

Graph 4: 2010/11 to 2015/16 Gas Consumption correlated against Heating Degree Days



3.8 Gas use across the school estate is predominantly used for space heating. In a well controlled system, the requirement for space heating in a building is directly proportional to the severity of the weather. To allow for 2015/16 gas consumption to be reviewed in context it has been presented alongside historic gas consumption from 2010/11 onwards and correlated against heating degree days (HDD), which is a metric for quantifying the severity of weather conditions in relation to space heating requirements.

3.9 Since 2010, gas consumption across the school estate has largely followed weather conditions. There are some exceptions to this, such as the high school estate in 2011/12, which can be attributed to specific issues that caused higher than expected consumption. From 2013/14 there has been a sustained reduction in gas use in the high school estate. This can largely be attributed to the refurbishment of James Gillespie’s High School, the boiler replacement at Wester Hailes Education Centre and improved control across a number of high schools.

3.10 As with electricity, the increase of floor area across the primary school estate has resulted in increased demand for gas. Further increases in demand can be

attributed to the opening of Bun-Sgoil Taobh Na Pairce in 2013 and the conversion of Gracemount and Abbeyhill Primary Schools from oil to gas heating in 2011 and 2014 respectively.

- 3.11 The existing poor condition of many of the Council's Building Management Systems (which manage the control of heating and ventilation plant) continues to restrict the level of efficient heating control across the school estate. As detailed later in this report, Property and Facilities Management are addressing this through an upgrade programme.
- 3.12 A breakdown of 2015/16 energy consumption data against the 2010/11 baseline is available in [Appendix 2](#).

Edinburgh Community Solar Co-operative

- 3.13 In 2015, the Council signed an agreement with Edinburgh Community Solar Co-operative (ECSC) granting a licence to ECSC to install community-owned solar panels on Council-owned buildings. ECSC launched their public share offer on the 29 September 2015 to raise the £1.4m of capital required for installations. As part of the scheme, ECSC are creating a community benefit fund which will distribute up to £1m in grant funding over the 20 year duration of the agreement.
- 3.14 In September 2016, Edinburgh Community Solar Co-operative (ECSC) completed the installation of 1.4MW of solar PV panels across 24 Council owned buildings. 18 of the 24 buildings are schools. For a full of list of buildings included in the scheme please see [Appendix 3](#).
- 3.15 The panels are expected to generate 1,140MWh of electricity each year. It is estimated that 70% of this electricity will be used directly by the host buildings, displacing grid electricity and creating an associated carbon reduction of 356 tonnes of CO₂ a year. The total carbon reduction associated with the project, including exported electricity, is estimated at 508 tonnes of CO₂ a year.
- 3.16 Edinburgh Community Solar Co-operative were under pressure to complete installations by the end of September to qualify for previously secured [Feed in Tariff](#) rates. Credit is due to the host buildings for the positive role they played in supporting the delivery of the works.
- 3.17 Now that the panels are installed and generating, the Council will start to pay ECSC for solar generated electricity used on site. The price paid by the Council is fixed at 2014/15 electricity prices. The Council will receive an increased financial benefit from the scheme as electricity rates continue to rise.
- 3.18 There are direct benefits for schools involved. A portion of the community benefit fund will be made available to host buildings. Edinburgh Community Solar Co-operative are also surveying sites with a view to installing display boards showing PV output for educational purposes. Going forward, ECSC will be working with host schools and Council officers to develop educational and awareness raising materials relating to the project and wider environmental issues.

Building Energy Management Systems (BEMS)

- 3.19 A Building Energy Management System (BEMS) is a computer-based system that controls the main mechanical and electrical services within a building. The Council has an extensive portfolio of BEMS, including all High Schools and the majority of Primary Schools. The successful implementation and operation of a BEMS allows improved building performance and can lead to substantial energy savings.
- 3.20 As detailed in previous Schools Energy Reports, the Council's BEMS are in urgent need of upgrading/replacement. Many systems are ageing and not functioning correctly with some systems now obsolete, making it difficult to source replacement components. The existing poor level of communication with site BEMS means that there is no central overview or control of systems.
- 3.21 Property and Facilities Management is in the first year of a four year, £3.2m programme to upgrade the Council's BEMS. In the past, there has been no coordinated investment in Building Energy Management Systems across the Council and where there has been investment this has occurred on an ad-hoc/need be basis. A lack of a clear strategy governing the installation and set up of BEMS has resulted in a failure to maximise the benefits of upgrading the control set up.
- 3.22 Under the upgrade programme, Property and Facilities Management have developed a robust strategy for system upgrades and replacements including a detailed specification to ensure that upgraded control systems are delivered to a standardised set up and consistently high quality. The strategy will provide the platform from which to deliver the fundamental benefits of the upgrade programme, including improved control of environmental conditions, energy efficiency savings and improved/targeted maintenance of key plant.
- 3.23 A critical objective of the upgrade programme is to create a reliable communication network between the individual BEMS installations within buildings and the central BEMS control software. This will provide a central overview of system performance allowing for remote support of systems including remote fault identification and diagnostics, remote monitoring of operational performance and the delivery of energy efficiencies in line with [Council's Energy Policy](#).
- 3.24 Local staff will be able to access the BEMS remotely via the internet or onsite through keypads located in the plant room. Visuals and graphics for the BEMS software will be standardised across all systems to ensure that all buildings use the same software platform and are presented in the same way facilitating access to a range of users.
- 3.25 To date under the programme, the Building Energy Management Systems have been fully upgraded in line with the BEMS Strategy in seven primary schools and four nursery schools. A further five primary schools are scheduled to be delivered by the end of this financial year.

- 3.26 Discussions with CGI are ongoing regarding the use of the Council network to communicate to upgraded BEMS sites. In collaboration with CGI, we will shortly run a pilot to trial the use of the Council network for BEMS communication with a view to agreeing an approach with CGI for use on sites across the Council estate. At present, temporary 3G communications have been installed on upgraded sites for site monitoring.
- 3.27 BEMS works will continue next financial year with a number of sites currently under survey. BEMS upgrades to six High Schools and two Primary Schools will be delivered through the RE:FIT programme as detailed below.

RE:FIT

- 3.28 The Council is carrying out a £2.1m energy retrofit in 10 key Council buildings under the London [RE:FIT](#) framework. The RE:FIT scheme has been designed to help public sector organisations achieve substantial financial savings, improve the energy performance of their buildings and reduce their carbon footprint.
- 3.29 Under the framework, the Council have engaged Matrix, a specialist division of the energy company Eon, to identify and implement the energy efficiency measures. The savings from the project are guaranteed by Matrix.
- 3.30 The project will deliver financial savings in excess of £300k and reduce CO₂ emission by over 1,500 tonnes a year. The Council's [SALIX](#) recycling fund will finance the majority of project, with top up from the Council's spend to save fund and strategic asset management. The project is expected to pay back within eight years with savings during this period being recycled back in to SALIX and spend to save.
- 3.31 The buildings included in the project are:
- Balerno High School
 - City Chambers
 - Currie Community High School
 - Leith Academy
 - St Thomas of Aquins R.C. High School
 - Sciennes Primary School
 - Trinity Academy
 - Trinity Primary School
 - Usher Hall
 - Wester Hailes Education Centre
- 3.32 The project is currently at the design stage with works expected to start on site in January. Works should be fully completed and delivering savings by summer 2017. Table 1 below details the main energy retrofit measures for each building. In addition to delivering energy savings, the project will also improve the condition and internal environment of the buildings.

Table 1: Main Energy Retrofit Measures by Property

	BEMS Upgrade	Boiler Replacement	Combined Heat and Power	Internal Lighting (LED) Upgrade	External Lighting (LED) Upgrade
Balerno High School	x	x	x	x	x
City Chambers				x	
Currie Community High School	x		x		x
Leith Academy	x		x		x
St Thomas of Aquins	x				x
Sciennes Primary School	x				x
Trinity Academy	x				
Trinity Primary School	x	x			
Usher Hall				x	
Wester Hailes Education Centre	x		x		x

3.33 The Council is currently looking at the potential to include other buildings for a further phase of the scheme.

Small Steps Energy Awareness Campaign

3.34 The [Small Steps Awareness Campaign](#) is now in its fourth year. A [report](#) detailing the outcomes from the original pilot campaign was submitted to Education, Children and Families Committee in May 2014. This report provides background on the campaign approach and activities carried out.

3.35 Thirteen schools ran active campaigns during 2015/16 and 15 schools have signed up to take part in the 2016/17 campaign. In total 51 Council schools have now taken part in small steps helping the campaign to become well established.

3.36 The current Small Steps campaign retains much of form and structure of the initial campaign. The [resource kit](#), which contains a wide range of learning and teaching materials, events and activities, is available online as a resource for schools to draw on to run energy awareness campaigns in their school. Property and Facilities Management are continuing to promote the campaign to schools but encourage schools to take autonomy over delivery their campaign.

3.37 There are significant opportunities to link the Building Energy Management System Upgrade Programme with increased awareness of building operation and associated energy use. As upgraded controls are rolled out to schools, Property and Facilities Management will be working closely with facilities management staff and other building users to raise awareness on how best to operate systems to meet operational parameters and deliver energy efficiencies.

3.38 In addition Property and Facilities Management will also be working with Edinburgh Community Solar Co-operative to support the development of PV related awareness raising activities and linking these in with existing small steps materials. The Solar Co-op is very keen to engage with schools and help to raise the profile of renewable energy and other environmental issues.

Energy Efficiency Works

3.39 Following the expiry of terms and conditions for the Council's Central Energy Efficiency Fund (CEEF), the Council approved the transfer of the available CEEF balance of £0.8m to create a new SALIX fund which operates under similar terms to CEEF. The Scottish Government match funded the Council's contribution to create a £1.6m ring fenced energy efficiency fund for Council use. The fund operates on a recycling basis and therefore savings are paid back into the fund for future use. Loan repayments must be over a minimum period of four years and can be flexible up to a maximum of 8 years, dependent on the project payback.

3.40 All the available £1.6m SALIX budget has been committed to the Council's RE:FIT project therefore there has been no direct support available for other energy efficiency projects. Once the RE:FIT project is complete, repayments to the SALIX fund will provide some budget to pursue further energy reduction projects.

3.41 Energy efficiency improvements will be delivered through the Strategic Asset Management programme, including projects such as the fabric improvements at Wester Hailes Education Centre and the boiler conversion (oil to gas) at Fox Covert Primary School.

3.42 In addition to the projects listed in this report, Property and Facilities Management are actively investigating opportunities to improve the energy efficiency of our ICT estate, as well as looking a potential for Council owned solar panels.

4. Measures of success

4.1 The Council continues to meet legislative requirements as set out in the Energy Performance of the Buildings Directive.

4.2 The Council continues to meet the reporting requirements as set out in the mandatory Carbon Reduction Commitment Energy Efficiency Scheme.

4.3 The Council continues to maintain an accurate record of energy consumption across the schools estate.

4.4 The Council demonstrates a reduction in energy consumption across the school estate.

5. Financial impact

- 5.1 The cost of energy across the school estate is significant accounting for around half of the Council's total building related energy spend. The effective management of energy across the school estate is critical to the prudent management of Council energy budgets.
- 5.2 The projects and activities detailed within this report have the potential to make a significant contribution to the reduction of energy consumption and corresponding spend across the Council's school estate.

6. Risk, policy, compliance and governance impact

- 6.1 The implementation of a structured energy awareness programme is in line with the ethos of the Council's Energy Policy and Energy Policy Action Plan.
- 6.2 Legislation has been used as a means to drive forward change to reflect EU targets on emission reduction. Increasingly legislators are looking towards public bodies adopting a planned response for to energy efficiency and carbon reduction. It is important that the Council is receptive and reactive to the likelihood of increased legislation, and develops plans and strategies to improve the efficiency of its built environment.
- 6.3 Whilst the Council benefits from a competitive energy contract it is still subject to the energy price trends. There is an opportunity to mitigate exposure to price increases through increased awareness and energy efficiency.

7. Equalities impact

- 7.1 Appropriate energy management of school buildings will have a direct enhancement of rights. For example, appropriate management of indoor temperature will aid education and learning through improved thermal comfort.
- 7.2 Energy management within schools will focus on delivering environments that meet best practice guidelines as set out in the Council's Energy Policy. Thermal comfort is not a defined state. Some people will feel comfortable at certain temperatures whilst others may not.
- 7.3 The Small Steps energy awareness campaign has adopted a bespoke approach that allows schools to shape an appropriate campaign for their individual needs.

8. Sustainability impact

- 8.1 There is significant potential for sustainability benefits through appropriate energy management within the schools estate, including reduced consumption and associated carbon reduction.

- 8.2 The holistic approach to the Small Steps campaign provides a platform and structure that could be used to manage and deliver other sustainability messages.

9. Consultation and engagement

- 9.1 Representatives from Property and Facilities Management provide a regular updates on key energy projects to the Carbon Climate and Sustainability Member/Officer Working Group.
- 9.2 Consultation is regularly undertaken with the Sustainable Development Unit and other colleagues to collaborate on shared objectives.

10. Background reading/external references

- 10.1 [Energy Performance in Buildings Directive \(Scotland\) Amendment Regulations 2012](#) - This directive covers the requirements for Energy Performance Certificates in Scotland.
- 10.2 [Carbon Reduction Commitment Energy Efficiency Scheme \(CRC\)](#) – This website provides guidance on the CRC scheme.
- 10.3 Orb page on [Small Steps Campaign](#)
- 10.4 City of Edinburgh Council's [Energy Policy](#)

Hugh Dunn

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Links

Coalition pledges	P50 - Meet greenhouse gas targets, including the national target of 42% by 2020.
Council outcomes	CO18 - Green – We reduce the local environmental impact of our consumption and production. CO25 - The Council has efficient and effective services that deliver on objectives.
Single Outcome Agreement	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential. SO4 - Edinburgh's communities are safer and have improved physical and social fabric.
Appendices	Appendix 1 – Energy Reduction Case Studies Appendix 2 – Supporting Energy Data Appendix 3 – List of Properties included on ECSC's outline list

Appendix 1 – Energy Reduction Case Studies

From May 2014, Property and Facilities Management has been operating a programme to audit the operation of existing BEMS, with a view to making energy savings.

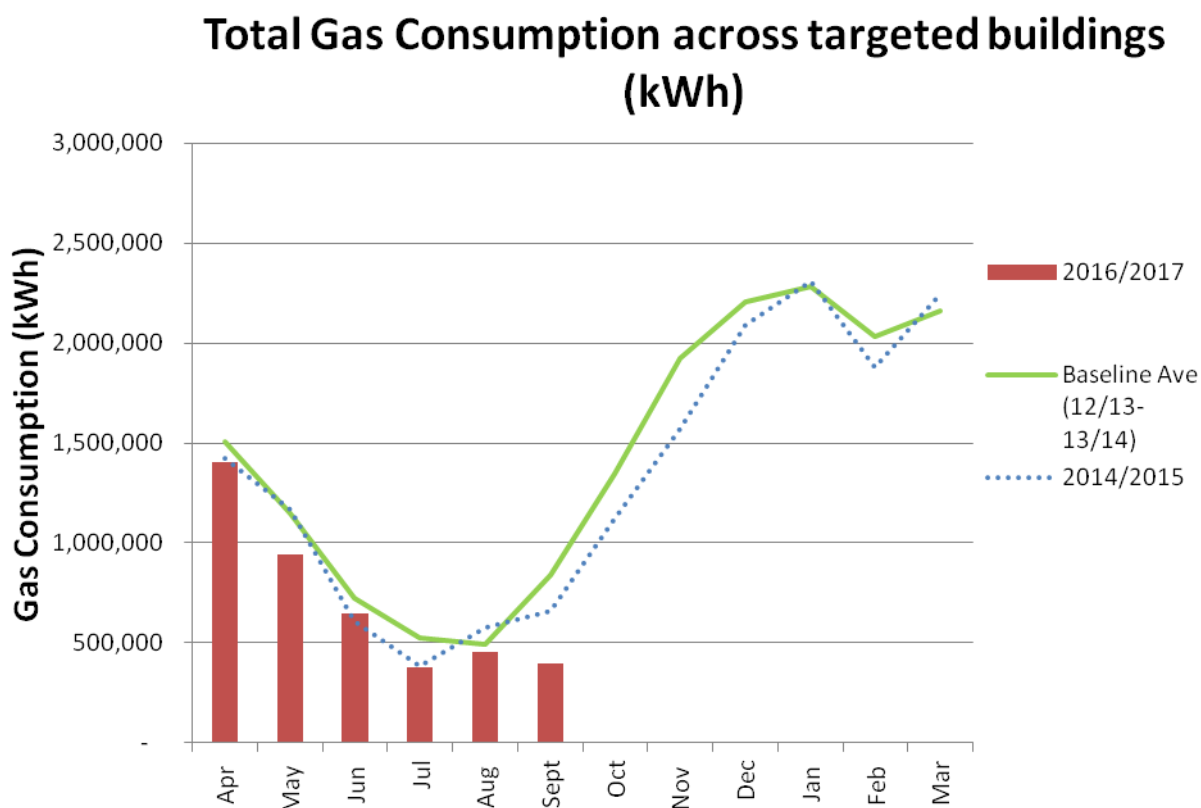
Buildings have been targeted using the following criteria:

- High energy consumption/benchmarks;
- Smart meter consumption data profiles which did not reflect the expected energy demand;
- Reliable smart metering, allowing feedback on the alterations and ongoing monitoring.

Consumption reductions are calculated by comparing energy consumption post intervention against average baseline energy consumption prior to intervention.

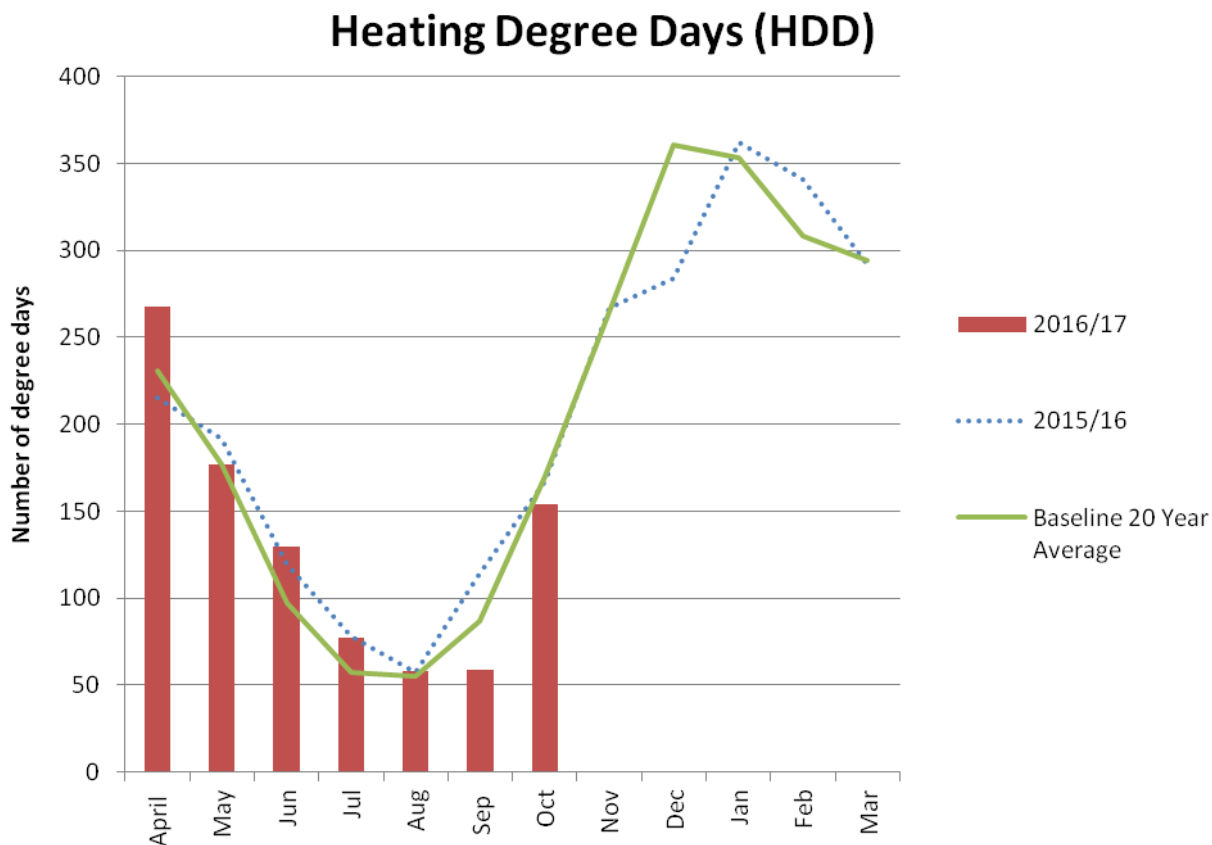
As part of audits, meetings with the building users were arranged to establish building usage (opening hours), any existing issues with the heating system to discuss possible solutions.

The graph below shows the reduction in gas use (when compared against baseline consumption) across all targeted properties since the programme began in May 2014.



Heating Degree Day Analysis

Heating degree days are a measure of the severity and duration of cold weather and are a good metric for assessing the influence of weather on consumption. The colder the weather is in a given month, the larger the degree-day values for that month will be and consequently the larger the requirement for space heating in buildings.

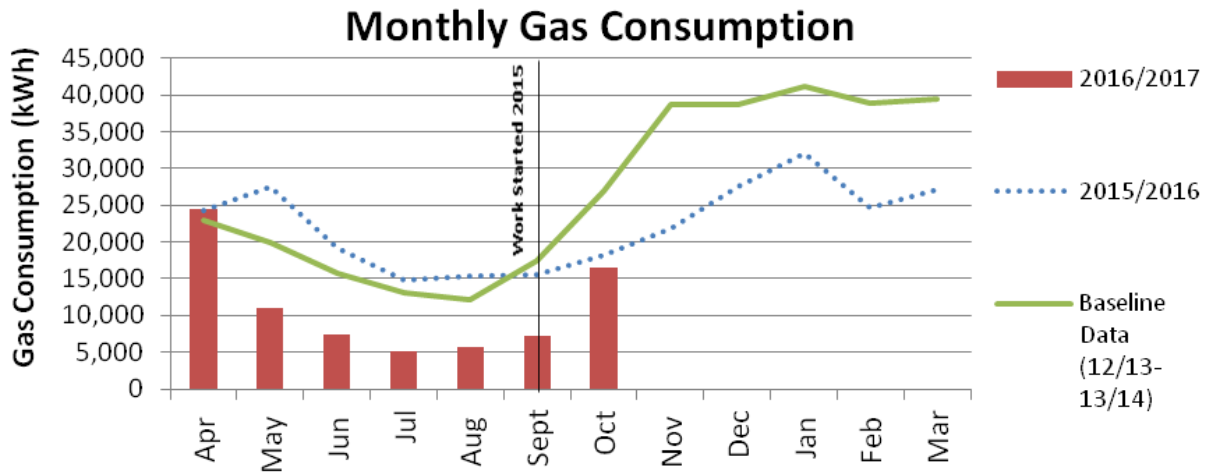


Over the course of 2015/16, the weather largely matched the 20 year average and therefore fell within expectations. The first four months of 2016/17 were colder than average which will have impacted on space heating requirements and consequently, gas use. The weather over the summer and autumn has been in line with expectations.

Case Studies

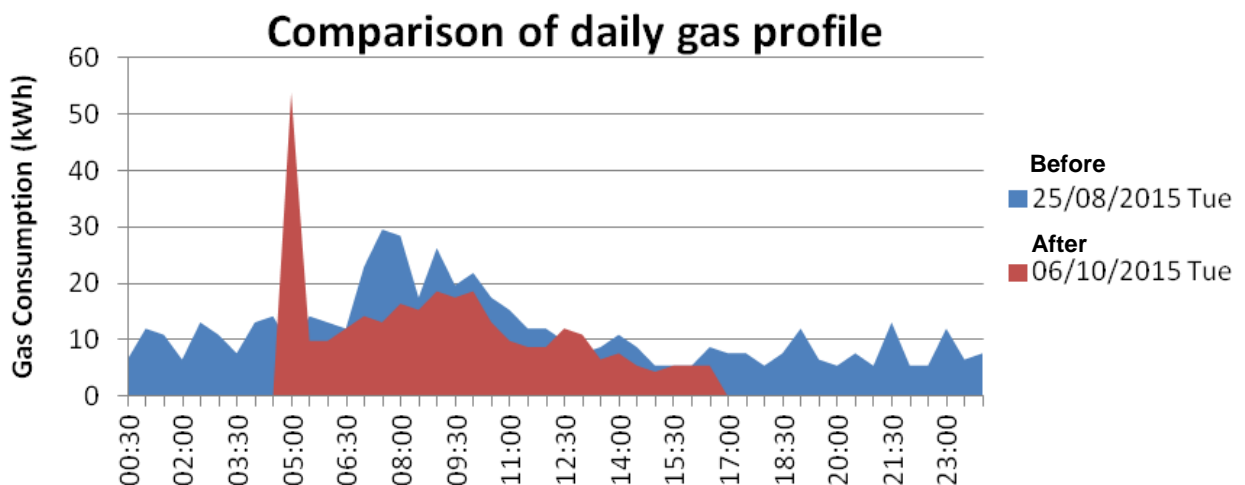
The following case studies have been presented to give an oversight of some of the problems encountered in the current estate, corrective works undertaken and the outcomes for the buildings. These case studies are in addition to the examples presented in Appendix 1 in last year's [Schools Energy Report](#). Energy savings from the BEMS Upgrade Programme will be tracked in a similar way.

Kaimes School (Secondary Building – K2)

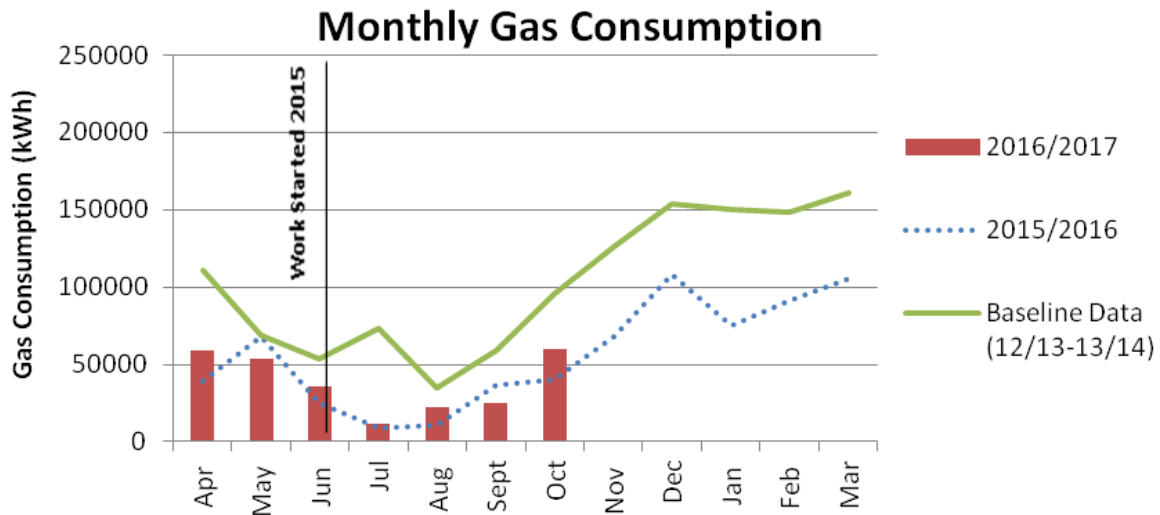


Issue:	24/7 gas consumption in the secondary school building due to a malfunctioning controller resulting in significant overheating
Action Taken:	The controls set up was upgraded with faulty equipment replaced and additional internal sensors installed to offer better control
Result:	Significant reduction in gas consumption reducing overheating and associated complaints
Comments:	Project demonstrates the value of modern maintained controls

Annual Gas spend (£)	£4,436	Annual Gas Consumption (kWh)	325,009
Estimated Annual Savings (£)	£1,435	Estimated Savings (kWh)	114,728
Estimated Savings (Consumption)	35%		



Leith Primary School

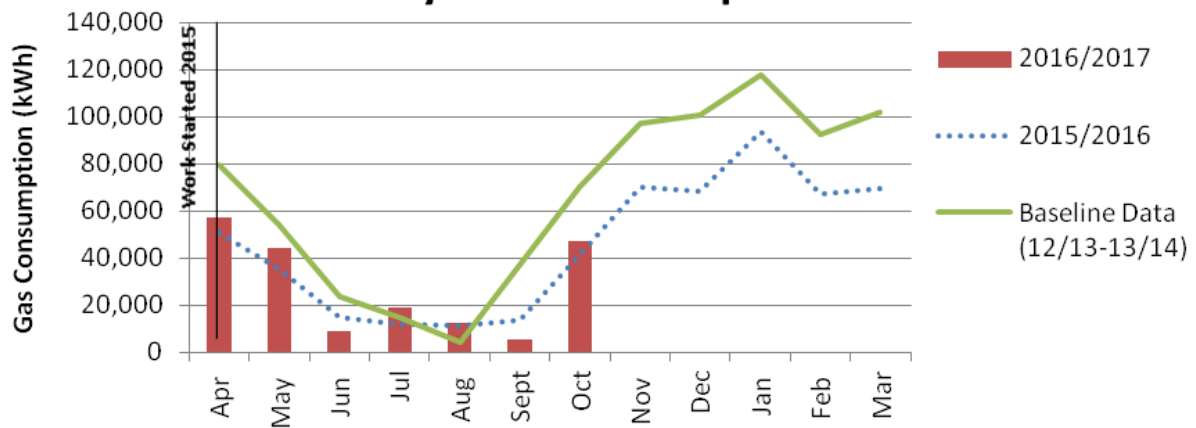


Issue:	Near 24/7 gas consumption in the primary school due to poor controls set up.
Action Taken:	Unnecessary heating schedules were removed and automated control to actuators was restored
Result:	Significant reduction in gas consumption.
Comments:	Total savings are not solely attributable to the above actions, due to the closure of Duncan Place Resource Centre which is no longer being provided with heating. Savings figures presented below have been adjusted to reflect this.

Annual Gas spend (£)	16,888	Annual Gas Consumption (kWh)	1,237,248
Estimated Annual Savings (£)	2,012	Estimated Savings (kWh)	106,752
Estimated Savings (Consumption)	22%		

Fort Early Years Centre (Gas Case Study)

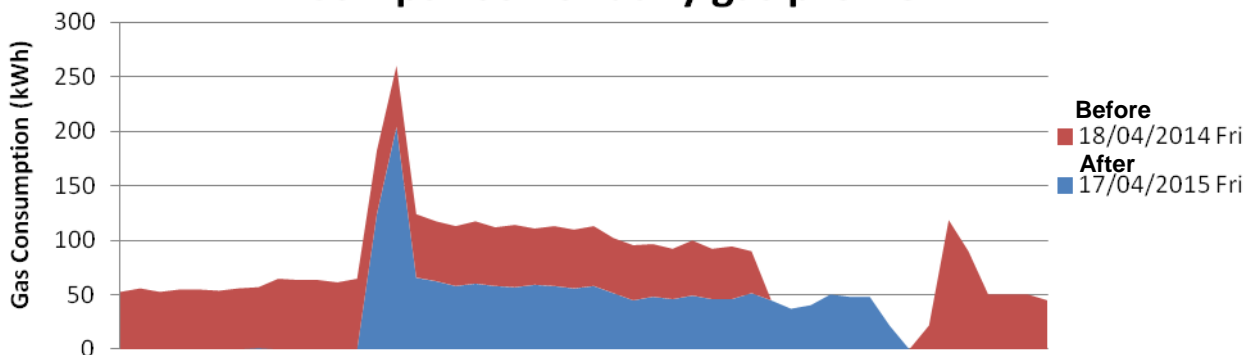
Monthly Gas Consumption



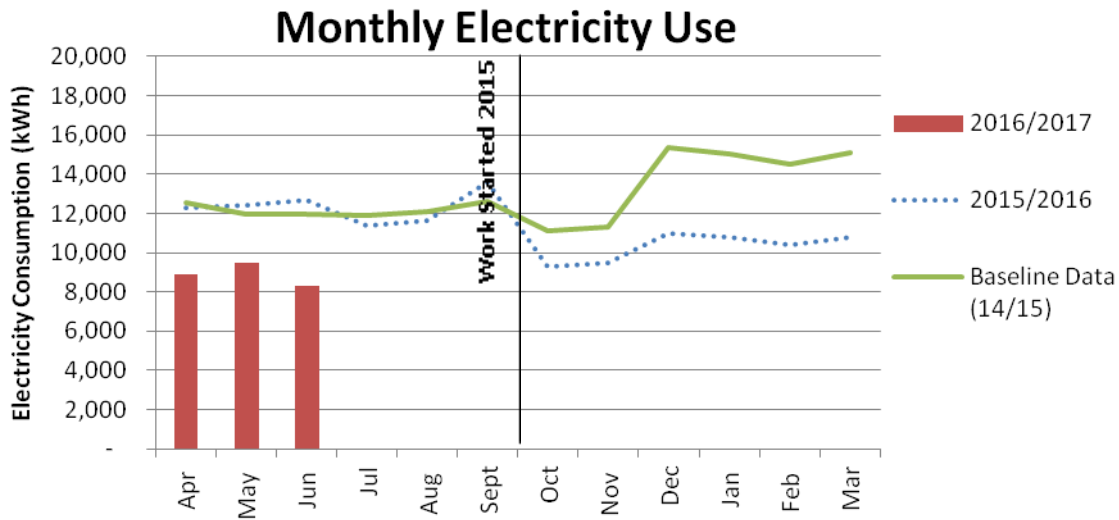
Issue:	24/7 consumption due to poor configuration of hot water setting.
Action Taken:	BEMS was reprogrammed and optimised.
Result:	Reduction in gas consumption
Comments:	There were additional issues with the domestic hot water system which resulted in increased electricity use. This has subsequently been addressed as detailed in the next case study.

Annual Gas spend (£)	10,831	Annual Gas Consumption (kWh)	793,489
Estimated Annual Savings (£)	3,344	Estimated Savings (kWh)	244,987
Estimated Savings (Consumption)	31%		

Comparison of daily gas profile

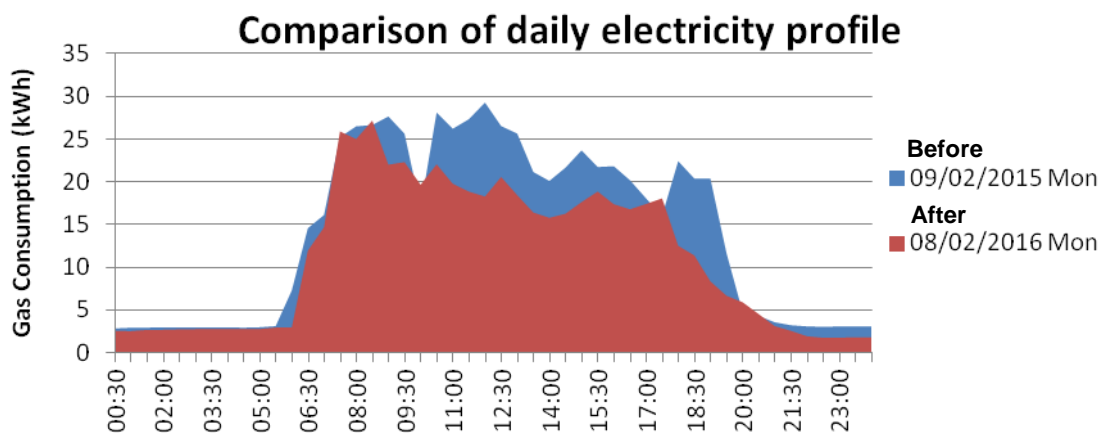


Fort Early Year Centre (Electricity Case Study)



Issue:	Hot water requirements were being supplemented through an electric immersion due to a faulty valve and poorly configured BEMS
Action Taken:	The faulty valve was replaced and the BEMS was reconfigured
Result:	Significant reduction in electricity consumption
Comments:	Electricity is around 5 times more expensive than gas hence the preference to use gas as the primary source for hot water provision

Annual Electricity spend (£)	16,928	Annual Electricity Consumption (kWh)	159,491
Full Year Savings (£)	4,482	Estimated Savings (kWh)	42,122
Estimated Savings (Consumption)	26%		



Appendix 2 – Supporting Energy Data

Property Type	2015/16						Heating Degree Days	
	Electricity		Gas		Oil			
	MWh	% Change (Baseline)	MWh	% Change (Baseline)	MWh	% Change (Baseline)		
High School	7,322	-8%	32,167	-7%	-	-	2010/11	2735
PPP2	5,603	-1%	12,189	3%	-	-	2015/16	2488
Primary Schools	9,584	-1%	34,526	0%	-	-54%		
Nursery Schools	727	-15%	2,232	-17%	-	-		
Special Schools	1,209	-12%	3,702	-8%	-	-100%		
Outdoor Centres	764	5%	370	-9%	37		% Change : -9%	
TOTAL	25,208	-4%	85,187	-4%	1,105	-70.90%		

Appendix 3 - List of Properties with Solar Panels installed by Edinburgh Community Solar Co-operative

Site	Size kWp	Commissioning Date
<i>Ainslie Park Leisure Centre</i>	100	09/09/16
Blackhall Primary School	15	27/07/16
Buckstone Primary School	100	29/08/16
<i>Cameron House Community Centre</i>	20	30/08/16
Canal View Primary School	100	23/07/16
Carricknowe Primary School	50	08/07/16
<i>Carrickvale Community Centre</i>	30	13/07/16
Clermiston Primary School	21	18/08/16
<i>Craighall Day Centre</i>	30	29/07/16
Currie Community High School	133	22/09/16
Currie Primary School	45	19/08/16
Davidsons Mains Primary School	35	30/06/16
Dean Park Primary School	83	31/08/16
<i>Drumbrae Leisure Centre</i>	50	16/06/16
East Craigs Primary School	50	25/07/16
Gylemuir Primary School	30	04/08/16
Liberton Primary School	45	30/08/16
Oaklands Special School	125	24/06/16
Prospect Bank School	35	14/07/16
Ratho Primary School	70	15/09/16
Redhall School	50	05/08/16
<i>Tumbles at Portobello</i>	125	22/09/16
Wardie Primary School	30	19/08/16
Woodlands School	20	29/07/16

Education, Children and Families Committee

10.00am, Tuesday, 13 December 2016

Schools Meals Update

Item number	8.4
Report number	
Executive/routine	
Wards	

Executive Summary

This report provides an annual update on the school meals service and progress updates on Food for Life (FFL) Accreditation and online school payments.

Links

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

School Meals Update

1. Recommendations

- 1.1 That Committee:
- 1.1.1 notes the content of this report and the successful delivery of additional accommodation space in four schools to facilitate implementation of extended entitlement to free school meals to all P1 to P3 pupils;
 - 1.1.2 notes the successful retention of Food for Life (FFL) Bronze catering mark across the school estate; and
 - 1.1.3 notes achieving Silver FFL Catering Mark in two City of Edinburgh FM Catering pilot schools; Currie Community High School and Buckstone Primary.

2. Background

- 2.1 On [19 May 2015](#) Committee requested:
- 2.1.1 An annual progress report on the school meals service; and
 - 2.1.2 That a feasibility and associated timescales of implementing an on-line payments system for school meals be included in the annual progress report.
- 2.2 On [6 October 2016](#) Committee requested a progress update on financial implications arising from moving towards FFL accreditation silver and gold standards once bronze was achieved.
- 2.3 This report provides the annual progress report and addresses the additional request for information. The assessment has to be taken in the context of the unprecedented event of having to accommodate for an additional 7,000 pupils within the existing estate during the PPP decant.

3. Main report

School Meals Uptake

- 3.1 The Scottish Governments annual Healthy Living Survey is undertaken on one day during February or March each calendar year for primary, secondary and special schools with the results showing comparative data across all Scottish Local

Authorities. 2016 data was collected during week commencing 22 February 2016 and results were published on the 27 June 2016.

- 3.2 The table below shows a comparison of uptake levels between 2015 and 2016 for primary 1 to 3, primary 4 to 7 and secondary schools. There has been a small increase in uptake across each stage.

% present, taking (Free & Paid)			Volume meals served daily (Sept 2016)	
	2015	2016		
P1-3	80	84	Primary	15,505
P4-7	42.2	42.4	Secondary	2,095
Secondary	21.3	22.7	Special	455

- 3.3 Due to the extension of eligibility for free school meals to all P1 to P3 pupils in January 2015, and the resulting significant increase in meal uptake within these year groups, drawing comparisons between years prior to 2015 would be misleading.
- 3.4 The Scottish Governments annual Healthy Living Survey can be used in order to illustrate school meal uptake across Edinburgh schools and the following table draws comparisons with other Scottish Local Authorities.

% present, taking (Free & Paid)			
	Scotland av.	Large Urban Av.	Edinburgh
P1-3	81.7	77.5	84
P4-7	53.7	48.9	42.4
Secondary	45.8	34	22.7

- 3.5 Although secondary meal uptake has increased slightly from 2015 to 2016 this table shows our secondary uptakes are low in comparison to the Scottish average, even when comparing with other Large Urban authorities. Specific resource has been targeted in this area to address the imbalance as detailed later in this report.

Increasing Accommodation Space for Free School Meals P1-P3

- 3.6 The need for significant additional accommodation space at four schools was detailed in a report to Committee on [9 December 2014](#).
- 3.7 Funding was secured from Scottish Government for four schools; Cramond, East Craig's, Sciennes and Towerbank Primary schools where the need for significant additional physical space was identified.
- 3.8 Extensions have now been completed at all four schools:
- Sciennes additional dining hall completed August 2016;
 - Cramond gym hall completed October 2016;
 - East Craig's gym hall completed October 2016; and
 - Towerbank dining hall extension completed October 2016.

Secondary School Service

- 3.9 As the census figures illustrate, uptake of meals in Edinburgh Secondary Schools is relatively low. In order to increase uptake pupil consultation has been carried out and a number of initiatives have been introduced.
- 3.10 Focus Groups were carried out at James Gillespie's, Portobello and Boroughmuir High schools prior to the design of the new dining and service areas. These identified issues with service style, food choices and presentation with ideas and recommendations in order to meet their expectations and encourage use of the service. Various ideas from these groups have been incorporated into the design of the new build high schools such as multiple service points, self service counters and cafe areas.
- 3.11 Initial feedback on the new service style at both James Gillespie's and Portobello is very positive with number of pupils using the service increasing.
- 3.12 Pupil surveys and branding workshops were held with pupil groups and a new brand created for the secondary service. This brand was developed using key themes identified by pupils in terms of colour, humour, sustainability, food provenance and animal welfare. Although a consistent brand has been created for in the secondary catering estate, each school will have input to naming the area to ensure each is relevant to the individual school and encourage engagement with pupils.
- 3.13 From pupil feedback and consultation on the food provision in secondary schools, new products are being explored and tasting sessions have been carried out at a number of schools including Portobello, Boroughmuir, Queensferry, Liberton, Castlebrae and Currie High schools. Many of these products and new food concepts have proved popular and are being introduced to the menus. This process will continue to ensure that the interest of pupils is maintained and healthier choices are promoted.

- 3.14 Pupils pay for school meals in secondary schools using IMPACT, a cashless catering system.
- 3.15 The current cashless catering system across the Council and PPP1 estate requires upgrading as much of the hardware is no longer functioning effectively and has now been discontinued. One of the major issues with the current system is the reliance on the One Edinburgh card, which is used to load credit to pupils cashless catering accounts and pay for meals. Pupils tend to lose their cards and are therefore unable to access the school meals service so choose to leave the school grounds at lunch time.
- 3.16 A new cashless catering system has been specified within the three wave three high schools; James Gillespie's, Portobello and Boroughmuir. These have the ability to use pin numbers or biometrics instead of the One card to pay for meals. Biometrics has been introduced at Portobello High school and this is proving popular with pupils as it increases the speed of service and reduces queuing time.
- 3.17 A review of the existing cashless catering system across the rest of the estate is underway with a view to upgrading the hardware and software in line with the new schools. An upgrade is also required to enable integration with Online Payments for schools.

Online Payments

- 3.18 Following a tender process, ParentPay is the new Online Payments system which will enable parents to pay for lunches, trips and other items securely by credit or debit card. The rollout has now commenced on a phased basis.
- 3.19 All schools will be advised of their proposed roll out dates by the end of November and rollout should be complete by the end of the session (June 2017) for over 140 primary, secondary, special and early years establishments.

Food for Life Accreditation

- 3.20 A report to Committee on [6 October 2015](#) provided a progress update on achieving FFL accreditation in the city's schools.
- 3.21 In December 2014, the City of Edinburgh Council became the first local authority in Scotland to achieve the Bronze Catering Mark Award across all its primary, secondary and special schools. This was achieved by all three catering providers; Council FM Catering, AMEY (PPP 1 schools) and Chartwells (PPP 2 schools).
- 3.22 In April 2016, the Bronze Award was retained for a third consecutive year in all schools by all three catering providers.
- 3.23 Also, in April 2016, the Council FM Catering pilot schools, Currie High and Buckstone Primary, achieved the Silver Catering Mark Award. We are monitoring these schools in terms of uptake, costs and customer feedback.

Food for Life Development work

- 3.24 The Council FM Catering team are actively involved in FFL across Scotland attending network meetings, menu development and sharing best practice with other councils and organisations.
- 3.25 FM Catering have delivered presentations sharing best practice and our experiences of FFL in Edinburgh to other Councils including:
- Achieving the Bronze catering mark in secondary schools;
 - Secondary school development; pupil consultation, taster sessions, branding;
 - FFL Education Framework; presentation delivered to schools from other Council's from both a catering and education perspective (Currie High School); and
 - Sharing our experience of FFL with other organisations and contract caterers from Universities, Colleges and Scottish Parliament.
- 3.26 FFL Scotland has developed an Education Framework to help schools deliver a whole school approach to food in schools. FM Catering have hosted four sessions with FFL Scotland for school staff to promote the service and demonstrate how catering can support food education in schools and deliver on the Scottish Governments [Better Eating, Better Learning](#) document.
- 3.27 Inch View Care Home has recently been awarded Most Innovative Partnership by [Alzheimer's Scotland](#) for their partnership with Liberton High School. This work has grown out of the Edinburgh FFL Partnership where both the school catering service and the care home hold the FFL Catering Mark Award. Links were made between the two sites and a number of activities have taken place. This partnership has grown; opening up a number of opportunities for all involved and demonstrates what can be achieved through food. Details of this project can be found on the [Food for Life Scotland](#) website.

Better Eating, Better Learning

- 3.28 Better Eating, Better Learning (BEBL) sets the agenda for improving food education in Scotland and is included within Education Scotland school inspections.
- 3.29 This resource has a self evaluation toolkit which the Council has reviewed from both a catering and education perspective. A workshop was held with all three catering providers to create a picture of where we are now and develop an action plan. A similar exercise was carried out with schools by combining responses from across primary, secondary and special schools.
- 3.30 Next steps identified by carrying out the self evaluation included sessions for catering staff and school staff where peers can share best practice.
- 3.31 Delivering on BEBL requires caterers and schools to work in partnership to develop a whole school approach to food in schools. The document is broken down into seven key areas for action; food and health, food and learning, school food and

drink provision, the dining experience, sustainability through food, training and support and communication and engagement.

3.32 Many of these areas for action are already imbedded within food education work carried out within schools and the procurement and delivery of school meals. Work is ongoing and continues to develop and support the key areas for action, some examples of this are:

- Seasonal menus;
- Promoting food provenance, self serve salad bars, parent cooking sessions;
- Adhering to the Schools (Health Promotion and Nutrition) Act (Scotland) 2007;
- Promoting food waste management and recycling, changes to service style in secondary schools, extensions to dining halls, pupil feedback on experience;
- Procurement of local and sustainable food sources. Working in partnership with others departments to deliver on Learning for Sustainability;
- Sharing best practice within and across peer groups through FFL Learning community twilight sessions; and
- Updates to the Council's website on menus, information to schools for newsletters, attending parents evenings and taster sessions, presentations at school assemblies.

3.33 As the council's main FFL pilot school, Currie High School have worked hard to develop a whole school approach to food with food embedded within school life. For example, catering staff at Currie High School uploaded a video to YouTube in response to the online 'dance off' during the summer. This has been picked up by STV and a clip will be featured on an upcoming dance off programme: Ashley Banjos Steal the Show. The whole school community has been supportive of this generating great excitement and featured on the Currie High School [website](#) . They have now received a special request from the school to produce a special Christmas dance.

Edible Edinburgh

3.34 Edible Edinburgh is a cross sector group which has developed the Edible Edinburgh Sustainable Food City Plan following city wide consultation. The plan is a tool to help Edinburgh develop as a sustainable food city. It recognises a cultural shift to deliver healthier, fresh and sustainable food is produced, that fewer people live in poverty and our natural environment is protected.

3.35 Procurement is one strand in the plan and is considered when awarding contracts with the following aims:

- To develop a thriving local food economy based on public and private sector businesses procuring more sustainable food;
- Improve the amount of sustainable food procured;

- Establish better communication and links between producers, processors, retailers and customers;
 - Support ongoing delivery of the Edinburgh Food for Life Partnership project; and
 - Expanding catering mark in settings beyond schools and care homes.
- 3.36 Next steps in the plan include achieving the Sustainable Food Cities Network Bronze award. Continuing to develop sustainable food procurement within the delivery of school meals provision will play an important role in this.

4. Measures of success

- 4.1 The successful implementation of the revised policy with all children in P1 to P3 who wish to take up the option of a free school meal from January 2015. Additional space delivered to accommodate this.
- 4.2 The successful retention of the Bronze FFL Catering Mark across the school estate.
- 4.3 Achieving Silver FFL Catering Mark in two pilot schools; Currie High School and Buckstone Primary.

5. Financial impact

- 5.1 The cost of free schools meals is fully funded by the Scottish Government.
- 5.2 FFL Bronze award has been in place for four full menu cycles. As the initial implementation of the Bronze Award and Free School Meals P1 to P3 ran concurrently, it is difficult to separate associated costs.
- 5.3 FFL Silver has been in place for one full menu cycle in two pilot sites. Once two full menu cycles have been delivered, which constitutes a full year, seasonal variations in menu items and pricing can be considered. Historical spend data and pricing information from suppliers will then be used to provide a realistic assessment of any financial implication of implementing the Silver Catering Mark.

6. Risk, policy, compliance and governance impact

- 6.1 None identified.

7. Equalities impact

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

8. Sustainability impact

- 8.1 Choosing to purchase more local and seasonal produce has the potential to support environmental and economic sustainability.

9. Consultation and engagement

- 9.1 Consultation with pupils has been carried out to gather feedback and contribute to service development, details of this are outlined in this report.

10. Background reading/external references

- 10.1 Scottish Government Healthy Living Survey full report and statistics can be found at the following links:
- The publication with summary statistics is available at: <http://www.gov.scot/Publications/2016/06/4523>
 - Supplementary tables with summary statistics: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat/attainmentandleavers1415>
 - Supplementary tables at a Local Authority level: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/MealsSD/mealsped>
Supplementary tables at a School level: <http://www.gov.scot/Topics/Statistics/Browse/School-Education/SchoolMealsDatasets>

Hugh Dunn

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11. Links

Coalition Pledges

Council Priorities

**Single Outcome
Agreement**

Appendices

Education Children and Families Committee

10:00, Tuesday, 13 December 2016

Communities and Families Senior Management Team Risk Update

Item number 8.5

Report number

Executive/routine

Wards

Executive Summary

The risk information attached is the Communities and Families Senior Management Team (SMT) prioritised risks as at November 2016. It reflects the current highest priority risks of the service along with the key controls in place to mitigate these risks.

The attached risk summary paper has been challenged and discussed by the Communities and Families SMT and a plan has been developed for further review and scrutiny.

The risk register is a dynamic working document and is updated regularly to reflect the changing risks of the service.

The work to refresh the risk management process further enhances the capture and treatment of risk in the service through the quarterly Communities and Families SMT Risk Committees.

Links

Coalition Pledges [P1, P2, P4, P5, P6, P30](#)

Council Priorities [CP1,2,3,4,5,6 and 25](#)

Single Outcome Agreement [SO3](#)

Communities and Families Senior Management Team Risk Update

1. Recommendations

- 1.1 That the Committee notes the content of the risk register and requests that the risk register is presented to Committee on an annual basis.

2. Background

- 2.1 The purpose of this report is to provide an annual update.

3. Main report

- 3.1 The Communities and Families SMT risk summary attached in Appendix 1 reflects the current priority inherent risks of the service and demonstrates the controls to mitigate the risks. The top 12 of 21 risks are shown.

New risks identified since the previous March 2015 report are as follows; Essential Learning (face to face training), Playground Safety (natural playgrounds), Contest, Community Access to Schools, Impact of Brexit, Delivery Plan for Scotland.

- 3.2 Communities and Families has a Risk Management steering group (RMSG) which includes representation of Business Partners, Operational Managers, Establishment Managers and Headteachers. Risk issues discussed at the group are escalated to the quarterly Communities and Families SMT Risk Committees. The Principal Risk Manager for Communities and Families also provides a quarterly risk update report to the SMT, this includes an overview of Health and Safety dashboards for the quarter by the Council Health and Safety Manager.
- 3.3 The Communities and Families Self Assurance programme is underway for 2016/17. The Self Assurance pack was sent to establishments on 1 November 2016, a return date of the 1 February 2017 is required.
- 3.4 All Communities and Families establishments are included in the 2016/17 process. Internal Audit are auditing 15 establishments across the service to the Self Assurance questionnaire. Specialists (Health and Safety/Information Governance colleagues) are auditing respective areas.

3.5 This year refinements have been made to the process. The questionnaire has new sections, Equalities/ Facilities Management, Health and Safety and Food Hygiene have been added. The questionnaire is designed to include risk areas relevant to the service Risk Universe. A Survey Monkey format is being used to manage the return to enhance reporting mechanisms. Headteachers and Establishment Managers are encouraged to use the questionnaire with an annual planner template to seek assurance on specific areas throughout the year, this builds risk management into management processes.

3.6 The heat map on appendix 1 shows the inherent and residual risk scores.

4. Measures of success

4.1 Fully embedded risk management practices should ensure that key risks of the Council are prioritised and relevant action plans are put in place to mitigate these risks to tolerable levels.

5. Financial impact

5.1 There may be a financial component to the controls which require to be put in place to mitigate identified risks and to support the effective planning and delivery of core business processes as well as key initiatives and work streams.

6. Risk, policy, compliance and governance impact

6.1 Risk registers are a key management tool to help mitigate risks and to implement key strategic projects of the Council.

7. Equalities impact

7.1 None.

8. Sustainability impact

8.1 There is no direct sustainability impact arising from the report's contents.

9. Consultation and engagement

9.1 The attached risk summary has been challenged and discussed by the Communities and Families SMT and a plan has been developed for further review and scrutiny.

10. Background reading/external references

None.

Alistair Gaw

Acting Executive Director of Communities and Families

Contact: Michelle McMillan, Principal Risk Manager

E-mail: michelle.mcmillan@edinburgh.gov.uk Tel: 0131 469 3832

11. Links

Coalition Pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>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 structured within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning Council outcomes CO25 - The Council has</p>
Council Priorities	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p> <p>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>
Appendices	<p>Appendix 1 – Communities and Families SMT Prioritised Inherent risks at May 2016</p>

Appendix 1 – Communities and Families prioritised inherent risks heat map

1. Integrated Property Facilities Management

Risk that lack of properly resourced and effective Integrated Property Facilities Management resulting in shortcomings in service delivery.

2. Local Development Plan – Educational Infrastructure

Risk that insufficient funding will be secured from developer contributions to fully fund the educational infrastructure requirements.

3. Balance of Care (New Risk)

Much of the cost of care of children and young people is demand-led and relies on expensive external providers. If the balance of care does not stay at the right level the Council may not be able to sustain adequate levels of service.

4. Health and Safety Compliance

Risk that proportionate risk based systems which allow us to perform safely as an organisation and within defined statutory responsibilities fail leading to employee/service user injury and/or regulatory fines.

5. Budget Management

Risk that inadequate management of current budgets / future budgets results in inability to maintain and deliver statutory, education and care service obligations with consequent impacts on service users.

6. Organisational change

Risk that significant organisational change has negative impact on staff.

7. Infection Control

Risk that infection is not prevented or in the case of an outbreak not adequately controlled – or that cleaning regimes are reduced or inadequate - across the network of schools and establishments. Risk that an infection control outbreak is not recognised quickly enough to control effectively.

8. Fraud

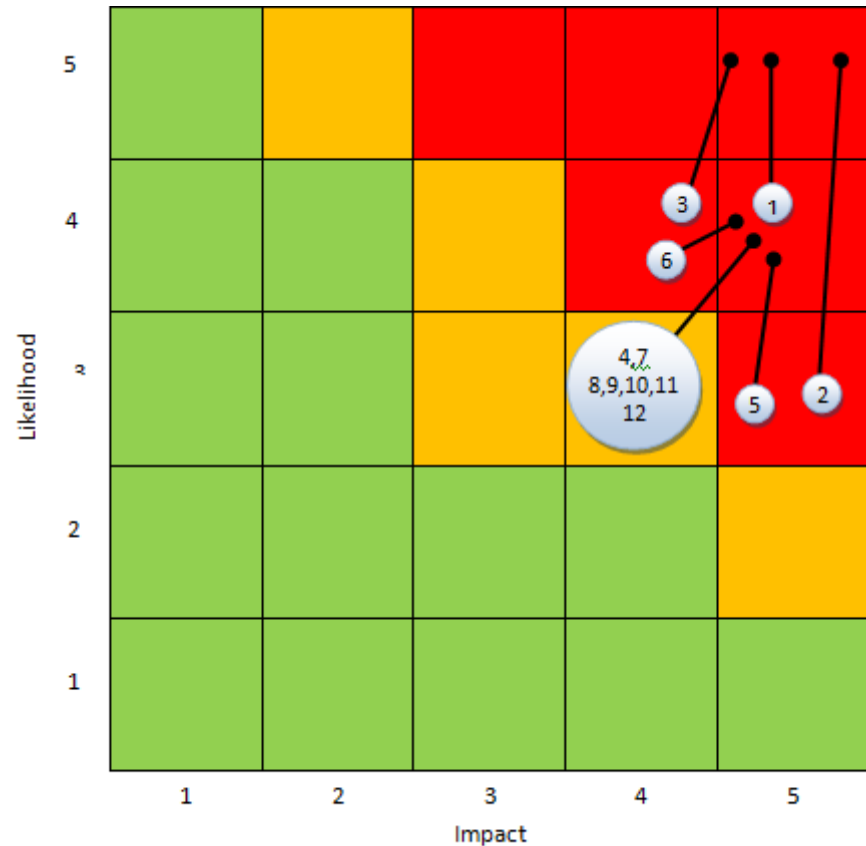
Risk of financial loss and reputational damage as a result of significant fraud/bribery/corruption.

9. Essential Learning (New Risk)

Risk that approaches to essential learning are not proportionate, robust or standardised to levels required resulting in training not being in place to manage risks.

10. Contest Strategy (New Risk)

Risk that there is not a robust enough approach to ensure awareness of Contest and the associated Police Scotland Prevent strategy.



11. Playground Safety (New Risk)

Lack of guidance and definition on roles and responsibilities (inadequate controls) lack of corporate oversight leads to inadequate management of playground and subsequent Health & Safety incident affecting pupil/service user.

12. Community Access to Schools (New Risk)

Lack of clarity around roles and responsibilities relating to Community Access to schools (LETS).

Communities and Families prioritised inherent risks with mitigating actions

Category	Risk Description	Inherent		Current Key Mitigating Controls	Residual		Further Actions
		I	L		I	L	
1 Operational	<p>Integrated Property Facilities Management</p> <p>Risk that lack of properly resourced and effective Integrated Property Facilities Management resulting in shortcomings in service delivery.</p>	5	5	<ul style="list-style-type: none"> Monthly C&F Property Facilities Management Group is chaired by Corporate Facilities Management to focus on managing operational property issues and risks. The group has cross departmental representation to provide operational and strategic expertise. Asset maintenance programme targeted at priority sites Investment requirements routinely reviewed and subject to Council approval Corporate Asset Management Plan regularly reviewed 	5	4	<ul style="list-style-type: none"> Corporate Property Facilities Management Joint Review of Services SLAs to be agreed and finalised, Continued investment across the estate
2 Financial	<p>Local Development Plan - Educational Infrastructure</p> <p>Risk that insufficient funding will be secured from developer contributions to fully fund the educational infrastructure requirements which would be required to support the additional pupils generated from the significant housing development identified in the second Local Development Plan.</p> <p>There is also an additional financial risk relating to the additional revenue costs arising from this new infrastructure for which there is currently no provision in the Council's Long Term Financial Plan.</p>	5	5	<p>Revised governance arrangements are being established led by Planning to oversee the delivery of the second Local Development Plan including:</p> <ul style="list-style-type: none"> (i) Identifying and costing the actions required to deliver the Local Development Plan (ii) Identifying the level of developer contributions that can be achieved while retaining an effective housing land supply (iii) Identifying the level of shortfall that requires alternative funding mechanism. <p>Ensuring that the risks associated with the delivery of infrastructure are understood and properly managed.</p> <ul style="list-style-type: none"> Strong engagement with elected members. 	5	3	<ul style="list-style-type: none"> Revised statutory guidance going to Planning Committee in December 2016 Report to Resources Committee early 2017 on funding gaps
3 Operational	<p>Balance of Care</p> <p>Much of the cost of care of children and young people is demand-led and relies on expensive external providers. If the balance between enabling and commissioning levels of care is not optimal the Council may not be able to sustain adequate levels of service.</p>	5	5	<ul style="list-style-type: none"> Looked After and Accommodated (LAAC) over and under 12s assessment panels to assess individual requirements of children Strategy and Insight produce regular figures on LAAC population, including benchmarking and trend analysis, regular reporting to CLT/Committee (Education Children & Families) to assist decision making Regular review of LAAC statistics at Children's Service SMT informing managerial decision 	4	4	<ul style="list-style-type: none"> LAAC Transformation report to Education Children & Families Committee, Dec 2016.

Category	Risk Description	Inherent		Current Key Mitigating Controls	Residual		Further Actions
		I	L		I	L	
4 Hazard	<p>Health and Safety compliance</p> <p>Risk that proportionate risk based systems which allow us to perform safely as an organisation and within defined statutory responsibilities fail leading to employee/service user injury and/or regulatory fines.</p>	5	4	<ul style="list-style-type: none"> Health and Safety policy is available to all staff through the Orb and is reviewed (and updated if required) annually by the SMT Health and Safety Joint Working Group meet every 8 weeks and maintain a Risk Management Action Log Quarterly risk report featuring Health & Safety on C&F SMT agenda Departmental Joint Consultative Committees (DJCC) and Local Negotiating Committee Teaching (LNCT) H&S action log is maintained and reviewed by DJCC/LNCT H&S internal audits are completed and recommendations arising are addressed and actioned by the H&S Joint Steering Group Mandatory Health & Safety training for C&F staff available on Orb Improved Corporate Health & Safety management information (quarterly service area reports) Ongoing engagement with Trades Union to increase Health & Safety representation SMT review of establishment audits Self assurance programme rolled out across service Communities & Families Risk Management steering group (meets monthly) Expertise of Corporate Health & Safety Advisors 	4	3	<ul style="list-style-type: none"> Development and ongoing embedding of SHE Health & Safety incident reporting database The C&F Self Assurance exercise will further inform Health & Safety risk maturity across the estate. Refinement of Essential Learning in terms of Council wide approach towards assurance, communicating, recording, reporting Review of Corporate H&S policy to define Head of Establishment/Corporate Property H&S roles and responsibilities Recent Health & Safety risk profiling exercise will highlight risk issues
5 Financial	<p>Budget management</p> <p>Risk that inadequate management of current budgets / future budgets results in inability to maintain and deliver statutory, education and care service obligations with consequent impacts on service users</p>	5	4	<ul style="list-style-type: none"> Revenue and Capital budget is approved annually by SMT/CMT and reviewed monthly by the SMT Efficiency plan is approved by SMT/CMT each year and reviewed monthly by the SMT Responsibilities of Budget Managers are written into the job description for each staff member in the role Budget Managers review weekly budget reports and report directly to the Head of Service Workforce planning is reviewed by SMT monthly to ensure vacant posts are managed appropriately and in line with budgets and savings plans Each efficiency saving has a clearly aligned service manager responsible for delivery Each saving has a clear plan for delivery (implementation plan) including, where appropriate, targets and performance data Where the saving involved staff reductions there is a clear strategy/plan for achieving reductions C&F SMT meet fortnightly to monitor budget in addition to ongoing discussions at weekly management meetings The C&F SMT will look at services/financial demand as part of regular budgetary monitoring 	5	3	<ul style="list-style-type: none"> Keep under review

Category	Risk Description	Inherent		Current Key Mitigating Controls	Residual		Further Actions
		I	L		I	L	
6 Operational	<p>Organisational change</p> <p>Risk that significant organisational change has negative impact on staff and:</p> <ul style="list-style-type: none"> • increases sickness absence • decreases output/activity • increases staff turnover and loss of expertise with associated negative impact on service users and potential increased financial costs to the organisation 	5	4	<ul style="list-style-type: none"> • The Absence Management Policy and Procedure sets out the controls in relation to the management of short/long term absence and is approved annually • All managers monitor sickness absence MI each month through MyPeople • HR Representative manages and reviews performance absence monthly and reports to the SMT • Regular communication on Transformation from the top of the organisation with focus on engagement in decision making process • Roll out Future Engagement Deliver programme highlights importance of leading and managing staff effectively • Regular team meetings, change discussion on agenda, team building for new and existing teams 	4	4	<ul style="list-style-type: none"> • Fortnightly meeting HR Partner/ Acting Executive Director of C&F • Fortnightly budget monitoring includes workforce component • Succession planning for key posts
7 Hazard	<p>Infection control</p> <p>Risk that infection is not prevented or in the case of an outbreak not adequately controlled – or that cleaning regimes are reduced or inadequate - across the network of schools and establishments. Risk that an infection control outbreak is not recognised quickly enough to control effectively.</p>	5	4	<ul style="list-style-type: none"> • Infection Control Arrangements are available to all staff through the Orb , C&F Emergency Hub and 365 site for schools • Debriefs undertaken following outbreaks to look at lessons learned and enhance procedures • C&F Infection Control procedure updated and cascaded regularly to head teachers and Managers • Head teachers and Establishment Managers asked prior to winter to work through infection control scenario with teams to consider management of situation, roles/responsibilities (as part of Noro Virus toolkit) • Continued liaison with NHS Public Health to enhance preparedness/work together • Noro Virus toolkit rolled out to C&F establishments Nov 2015 with associated roles and responsibilities checklist/scenarios. Updated and circulated November 2016. 	4	3	<ul style="list-style-type: none"> • Regular debriefs • Awareness raising • Essential that there is no decrease in cleaning regime across the estate
8 Hazard	<p>Fraud</p> <p>Risk of financial loss and reputational damage as a result of significant fraud/bribery/corruption</p>	5	4	<ul style="list-style-type: none"> • Corporate policies and procedures embedded throughout the Council are reviewed and approved annually • Use of Manager toolkits • Escalation of sensitive/high profile risk matters to HoS/Director/CMT as per Council policy • Action plans are maintained to respond to findings from Best Value reviews • Monthly hospitality register reminder cascaded to Head Teachers and Establishment Managers/Managers • Regular agenda item at C&F Risk Management Steering Group • Guidance included within Essential Reading 	4	3	<ul style="list-style-type: none"> • Annual sign off process for Essential Learning handbook

Category	Risk Description	Inherent		Current Key Mitigating Controls	Residual		Further Actions
		I	L		I	L	
9 Legal	<p>Essential Learning</p> <p>Risk that approaches to essential learning are not proportionate, robust or standardised to levels required resulting in training not being in place to manage risks.</p> <p>Management of essential learning and the tools to assist this need to be fit for purpose to manage the risk.</p>	5	4	<ul style="list-style-type: none"> ITrent management of course attendance (through sign in sheets) Signatures from attendees taken at end of course not beginning 	4	3	<ul style="list-style-type: none"> Matrix to be reviewed (C&F) Council wide controls being looked at by HR
10 Reputational	<p>Contest Strategy</p> <p>Risk that there is not a robust enough approach to ensure awareness of Contest and the associated Police Scotland Prevent strategy to ensure staff know how to identify potential or actual radicalisation</p>	5	4	<ul style="list-style-type: none"> The Council Contest Group chaired by Mary-Ellen Lang Council Resilience Manager includes representation from across the Council to embed controls. This group ensures that Council colleagues are kept up to date on Contest at a national level Regular updates are provided to the Council Leadership Group on these matters Council links with Police Scotland/other 	4	3	<ul style="list-style-type: none"> The Resilience Unit have delivered WRAP (Workshop to Raise Awareness of Prevent) training to Headteachers and Business Managers (October 2016). Actions from the Internal Audit report on Contest Strategy (November 2016) to be actioned within required timelines.
11 Legal	<p>Playground Safety</p> <p>Lack of guidance and definition on roles and responsibilities (inadequate controls) lack of corporate oversight leads to inadequate management of playground and subsequent Health & Safety incident affecting pupil/service user</p>	5	4	<ul style="list-style-type: none"> Daily risk assessments undertaken by school staff/Service Support Officer Annual maintenance and inspection programme (organised by Corporate Property) 	4	3	<ul style="list-style-type: none"> Set out mandatory H&S controls for natural playgrounds Develop action plan to implement mandatory controls for all natural playgrounds (with actionees and timescales) Implement oversight arrangements to ensure adequate H&S controls implemented (at Corporate level) Regular reporting on playground management to the Communities & Families Health Safety and Wellbeing Committee Scott Robertson providing project manager Council Strategic Division to consider the level of Risk to be tolerated in view of Scottish Government guidance on Risk based play
12 Legal	<p>Community Access to Schools</p> <p>Lack of clarity around roles and responsibilities relating to Community Access to schools (LETS)</p>	5	4	<ul style="list-style-type: none"> LETS contract which specify expectations/roles and responsibilities Management of LETS by schools 	4	3	<ul style="list-style-type: none"> Guidelines outlining Health & Safety roles during a let in final draft (currently with Legal Services) Legal Services advice sought

Guidance for assessing Impact and Likelihood of risk

Likelihood	1 – Rare	2 – Unlikely	3 – Possible	4 – Likely	5 – Almost Certain
Probability	0-15%	16-35%	36-60%	61-80%	81-100%
Chance of Occurrence	Hard to imagine, only in exceptional circumstances	Not expected to occur, unlikely to happen	May happen, reasonable chance of occurring	More likely to occur than not	Hard to imagine not happening
Timeframe	Greater than 10 years	Between 5-10 years	Likely between 3-5 years	Likely between 1-3 years	Likely within 1 year

Impact	1 – Negligible	2 – Minor	3 – Moderate	4 – Major	5 - Catastrophic
Effect on outcomes	Minimal effect	Minor short term effect	Part failure to achieve outcomes	Significant failure to achieve obligations	Unable to fulfil obligations
Financial effect	Corporate: up to £250k Services: up to £100k	Corporate: £250k - £750k Services: £100k - £300k	Corporate: £750k - £5m Services: £300k - £1m	Corporate: £5m - £20m Services: £1m - £5m	Corporate: £20m + Services: £5m +
Reputational damage	None	Minor	Moderate loss of confidence and embarrassment	Major loss of confidence and adverse publicity	Severe loss of confidence and public outcry

Likelihood	5 – Almost Certain	Low	Medium	High	High	High
	4 – Likely	Low	Low	Medium	High	High
	3 – Possible	Low	Low	Medium	Medium	High
	2 – Unlikely	Low	Low	Low	Low	Medium
	1 – Rare	Low	Low	Low	Low	Low
		1 – Negligible	2 – Minor	3 – Moderate Impact	4 – Major	5 - Catastrophic

Education, Children and Families Committee

10.00am, Thursday, 13 December 2016

Policy and Procedures on Sponsorship of Events Targeted at School Pupils

Item number 8.6

Report number

Executive/routine

Wards

Executive Summary

The Education, Children and Families Committee on 24 May 2016 noted a motion by Councillor Main on commercial sponsorship aimed at school children and requested 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 two cycles.

Links

Coalition Pledges	P1
Council Priorities	CP1 CP28
Single Outcome Agreement	SO3

Policy and Procedures on Sponsorship of Events Targeted at School Pupils

1. Recommendations

That the Education, Children and Families Committee:

- 1.1 Notes the progress made by officers in reviewing policy and procedures on sponsorship targeted at School Pupils;
- 1.2 Requests a further update report upon completion of the policy and procedures in March 2017.

2. Background

- 2.1 The Education, Children and Families Committee on 24 May 2016 noted a motion by Councillor Main on commercial sponsorship aimed at school children and requested 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 two cycles (Appendix 1). This report provides an update of progress made by officers.

3. Main report

- 3.1 The City of Edinburgh Council fully supports well managed sponsorships that accord with our principles and contribute to achieving our objectives as outlined in our Service Plan.
- 3.2 The Council welcomes the involvement of all well regulated businesses in the delivery of our continuously improving services, however the service should not make agreements with any organisation, parent or subsidiary companies whose activities products or business may be in conflict with the Council's policies and procedures and/or detrimental to our aims, principles or interests of those the Council services.
- 3.3 It is recognised that schools need clear policies and procedures in place to support them in implementing the overarching principles of the Council with regards to sponsorship.

- 3.4 A lead officer has been assigned from within Communities and Families to take this forward and good progress has been made in revising and updating our Sponsorship Policy and Guidance for Schools as well as developing clear guidelines as to how to take any sponsorship forward.
- 3.5 Fundamental to the guidelines will be the advice that schools must inform parents of any such sponsorship or partnerships so that parents/carers are able to make informed choices. Parents/carers will have the right to withdraw their child from the event/activity.

4. Measures of success

- 4.1 The Department has made good progress in taking forward this motion; draft policy and guidelines are currently being assed by the Council's Legal and Risk Service. It is anticipated that this work will be completed by the end of December.

5. Financial impact

- 5.1 There are no financial impacts associated with this report.

6. Risk, policy, compliance and governance impact

- 6.1 There are no known risk, policy, compliance and governance impacts associated with this report.

7. Equalities impact

- 7.1 There are no known equalities impacts associated with this report.

8. Sustainability impact

- 8.1 There are no known sustainability impacts associated with this report.

9. Consultation and engagement

- 9.1 Once the draft guidelines have been approved by our Legal Services there will be full consultation with stakeholders through Head Teacher meetings and Parent Council Chairs.

10. Background reading/external references

10.1 [Education, Children and Families Committee 24 May 2016](#)

Alistair Gaw

Acting Executive Director Communities and Families

Contact: Sheila Paton, Senior Education Manager

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

11. Links

Coalition Pledges	P1 Ensuring every child in Edinburgh has the best start in life
Council Priorities	CP1 Children and young people fulfil their potential CP 28 Further strengthen our links with the business community by developing and implementing strategies to promote and protect the economic well being of the city
Single Outcome Agreement	SO3 Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	Motion by Councillor Main – Commercial Sponsorship Aimed at School Children Education, Children and Families Committee 24 May 2016

Education, Children and Families Committee 24 May 2016

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.

Education, Children and Families Committee

10.00am, Tuesday, 13 December 2016

Corporate Performance Framework: Performance to October 2016

Item number	8.7
Report number	
Executive/routine	
Wards	All

Executive summary

This report provides an update on Council performance against Education, Children and Families strategic outcomes. The report is presented in line with an update on the Council's Performance Framework approved by the City of Edinburgh Council Committee in June 2016. It contains an overview of performance covering the period to October 2016.

Links

Coalition pledges	P1 - P6
Council outcomes	C01 - C06
Single Outcome Agreement	SO3

Corporate Performance Framework: Performance to October 2016

1. Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee notes the performance for the period to October 2016.

2. Background

- 2.1 The [‘Review of political management arrangements’](#) report to the City of Edinburgh Council, on 24 October 2013, approved a number of revisions to committee business. It was agreed by Council that performance monitoring, review, and scrutiny will be led by the Executive Committees on a bi-annual basis with oversight by the Corporate Policy and Strategy Committee.
- 2.2 This report provides an update on Council performance against the Education, Children and Families strategic outcomes for the period to October 2016.

3. Main report

- 3.1 The Council’s Business plan for 2016-20 is built around a single vision for the city, shared with all our partners. To deliver this vision, Council services focus their work around three, overlapping strategic themes. These themes define the priorities for Council services and set out our commitment to improve quality of life, ensure economic vitality and build excellent places.
- 3.2 The Council’s Performance Framework is set out in the diagram below and takes account of the Council’s vision for the City, and the three strategic themes which guide the work of all services. Across all these themes, we are committed to providing best value for the people of Edinburgh and to deliver lean and agile Council services.

Vision for our city

Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced

To deliver this vision, Council services focus their work around three overlapping strategic themes

Improve quality of life

Ensure economic vitality

Build excellent places

Across all these themes, we aim to:

Deliver lean and agile Council services

- 3.3 This report provides a performance update on Education, Children and Families outcomes under the Council Strategic themes: improve quality of life and ensure economic vitality.
- 3.4 The Corporate Dashboard in [Appendix 1](#) provides an overview of performance in meeting these outcomes to October 2016.

4. Measures of success

- 4.1 This report provides detail on Council performance against delivery Education, Children and Families outcomes for the period to October 2016.

5. Financial impact

- 5.1 The financial impact is set out within the Council's Performance Framework.

6. Risk, policy, compliance and governance impact

- 6.1 Risk, policy, compliance and governance impact is integrated within the Council's Performance Framework.

7. Equalities impact

- 7.1 Reducing poverty, inequality and deprivation is integrated within the Council's Performance Framework.

8. Sustainability impact

- 8.1 The sustainability impact is set out within the Council's Performance Framework.

9. Consultation and engagement

9.1 Priorities and outcomes have been developed in consultation with stakeholders.

10. Background reading/external references

10.1 The [Council's Performance Framework](#) approved by City of Edinburgh Council on 30 June 2016.

Alistair Gaw

Acting Executive Director Communities and Families

Contact: Kirsty-Louise Campbell, Interim Head of Strategy

E-mail: kirstylouise.campbell@edinburgh.gov.uk | Tel: 0131 529 3654

11. Links

Coalition pledges

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

Council 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 in need, or with a disability, have improved life chances
- CO4 – Our children and young people are physically and emotionally healthy
- CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities
- CO6 – Our children's and young people's outcomes are not undermined by poverty and inequality

Single Outcome Agreement

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

Appendices

[Appendix 1: Corporate Dashboard – Performance to October 2016](#)

Appendix 1: Corporate Dashboard - Performance to October 2016

Vision for our city

Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced

Strategic themes

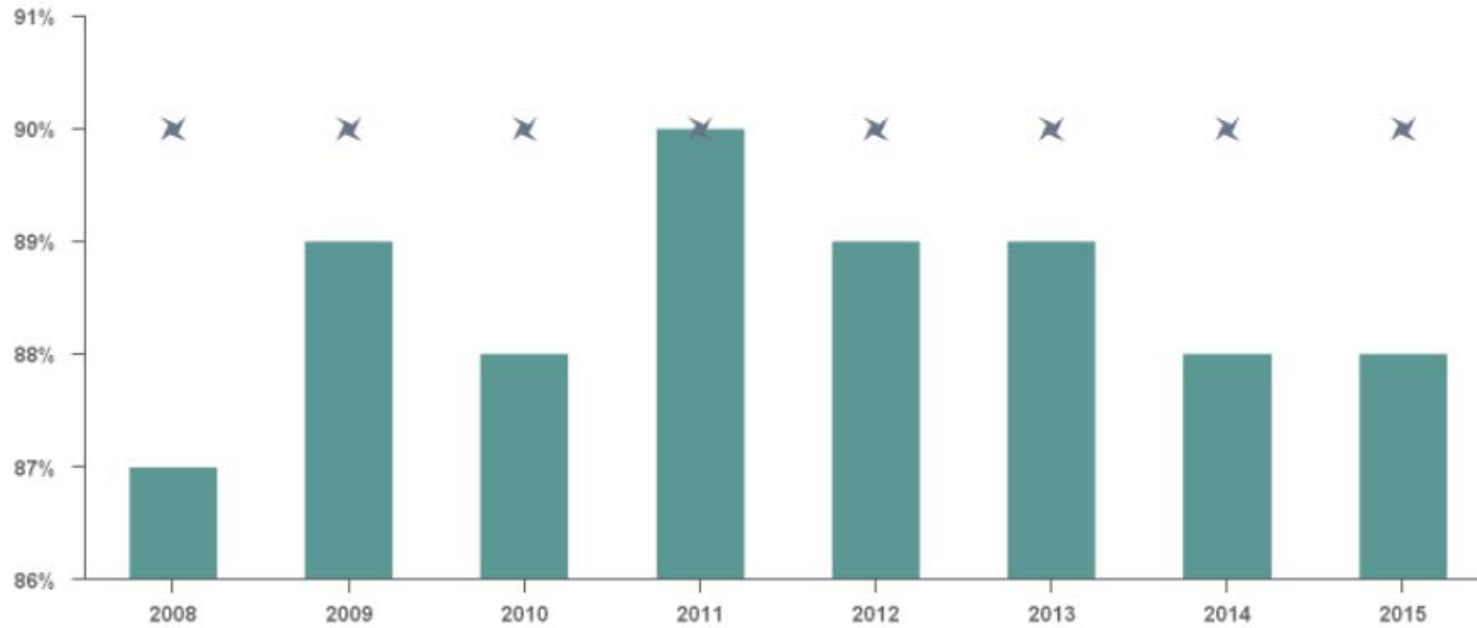
Improve quality of life

Ensure economic vitality

Build excellent places

Deliver lean and agile Council services

P1 baseline literacy

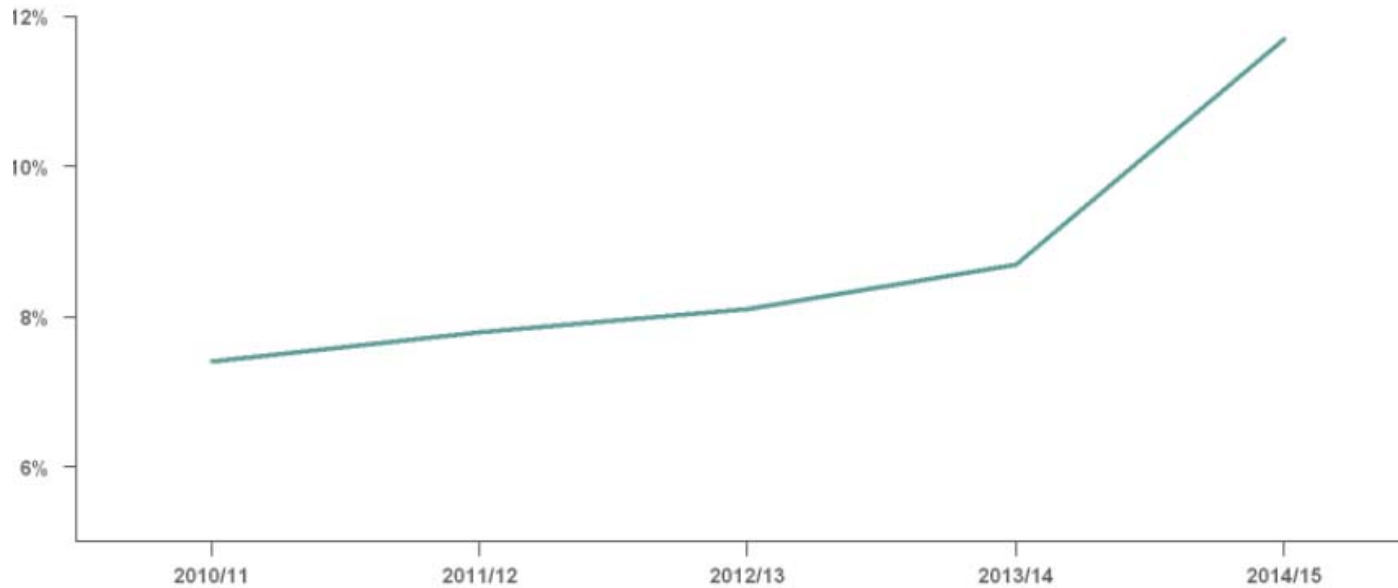


	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Actual (%)	87	89	88	90	89	89	88	88
Target (%)	90	90	90	90	90	90	90	90

Notes:

The data is based on analysis of standardised tests administered to P1 pupils at the start of term. As it is a standardised assessment the aim is to maintain performance. It is acknowledged that this is not an ideal measure but remains in the plan as a proxy. This figure does not include the figures from the Gaelic Medium School.

● % of pupils gaining 5+ at Level 6 in the 20% most deprived areas

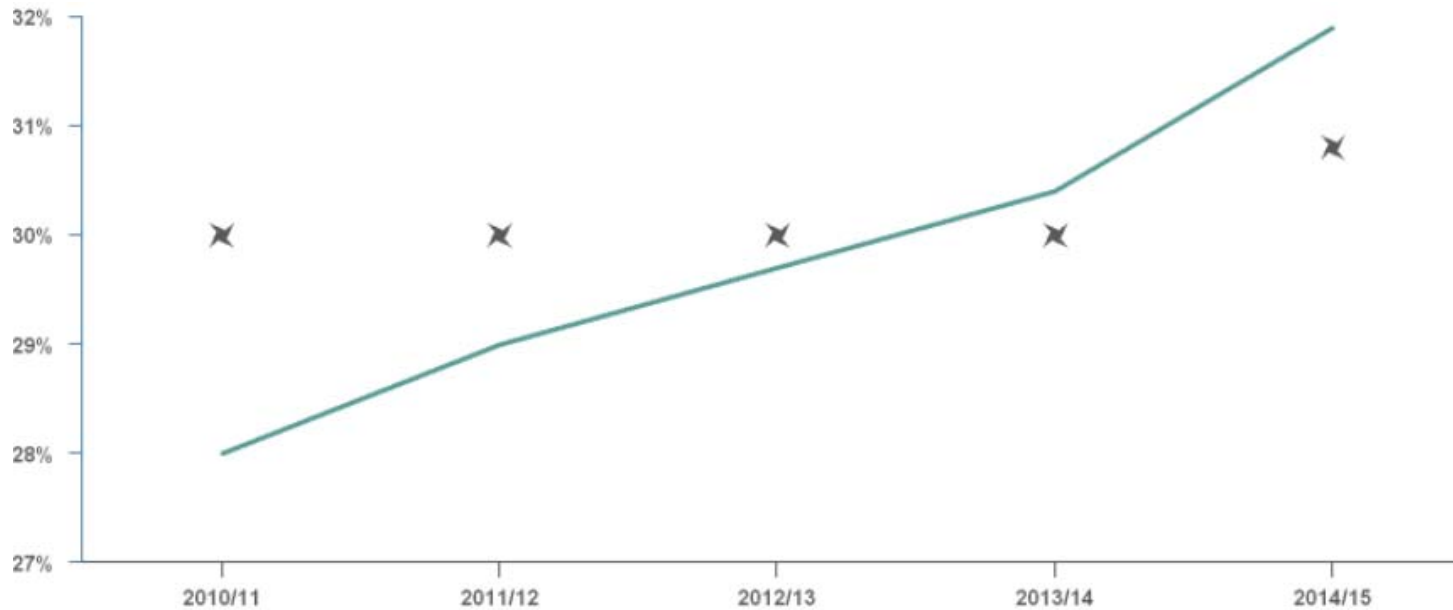


	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	7.4	7.8	8.1	8.7	11.7
Target (%)			10.1	12.6	12.8

Notes:

This indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.8%. The aim is to close the achievement gap experienced by those living in the most deprived areas in the city. The gap has improved from 21.7 percentage points to 20.1.

● Attainment - % of pupils gaining 5+ SCQF awards at Level 6 (single year)

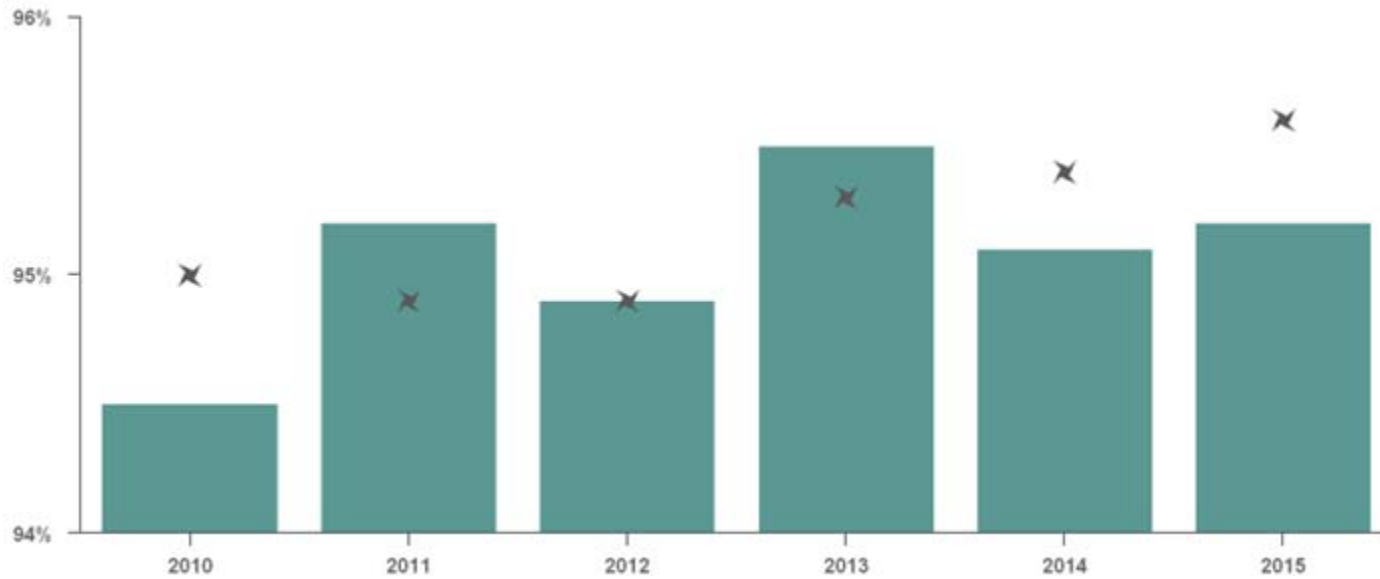


	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	28.0	29.0	29.7	30.4	31.9
Target (%)	30	30	30	30	30.8

Notes:

Data was published by the Improvement Service in January 2016. No targets set beyond 2015/16 due to the change in the exam system. The national average was 29.3%.

● Primary school attendance

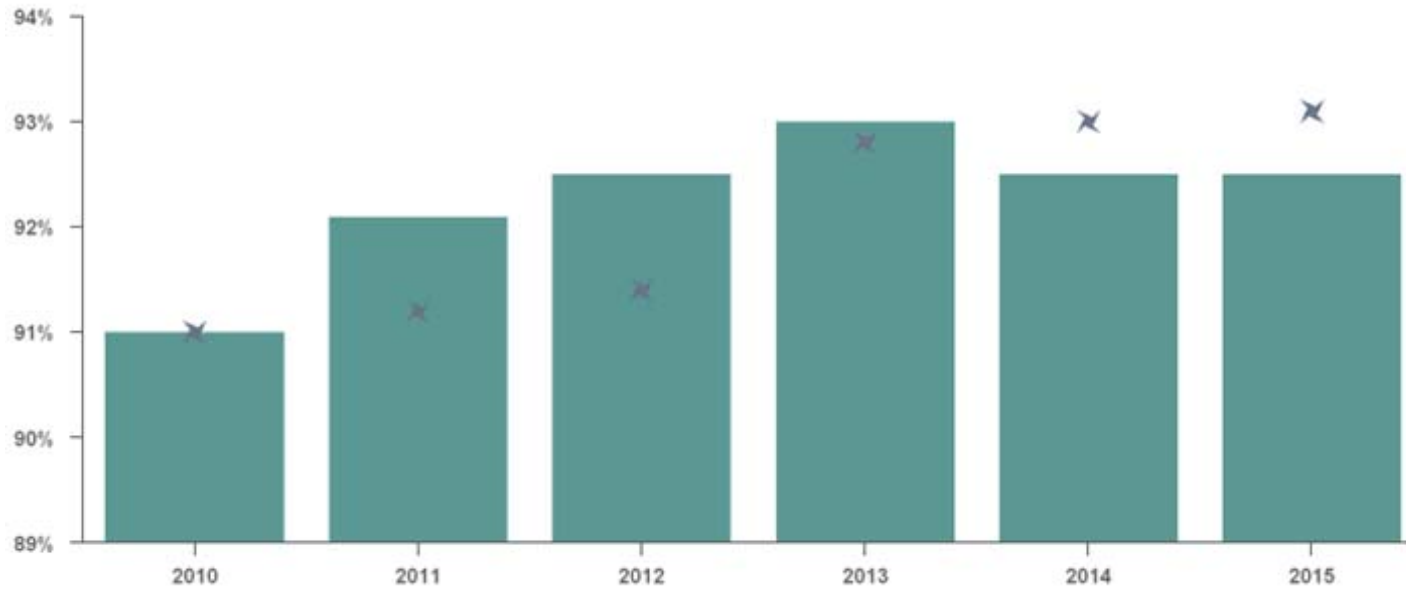


	2010/11	2011/12	2012/13	2013/14	2014/14	2015/16
Actual (%)	94.5	95.2	94.9	95.5	95.1	95.2
Target (%)	95.0	94.9	94.9	95.3	95.4	95.6

Notes:

Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data relates to school year 2013/14 and is taken directly from SEEMIS. No national data is available for 2013/14.

Secondary school attendance

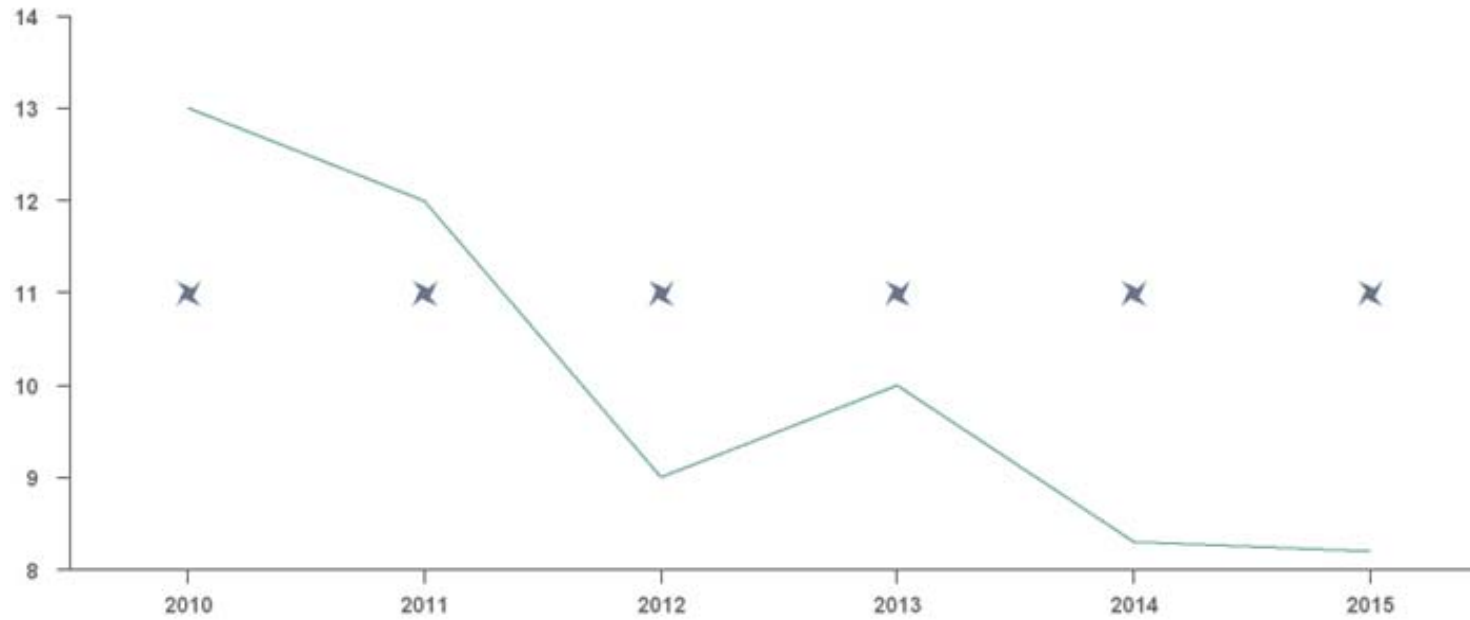


	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Actual (%)	91.0	92.1	92.5	93.0	92.5	92.5
Target (%)	91.0	91.2	91.4	92.8	93	93.1

Notes:

Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data relates to school year 2015/16 and is taken directly from SEEMIS. Data shows performance at the same level as 2014/15. No national data is available for 2015/16.

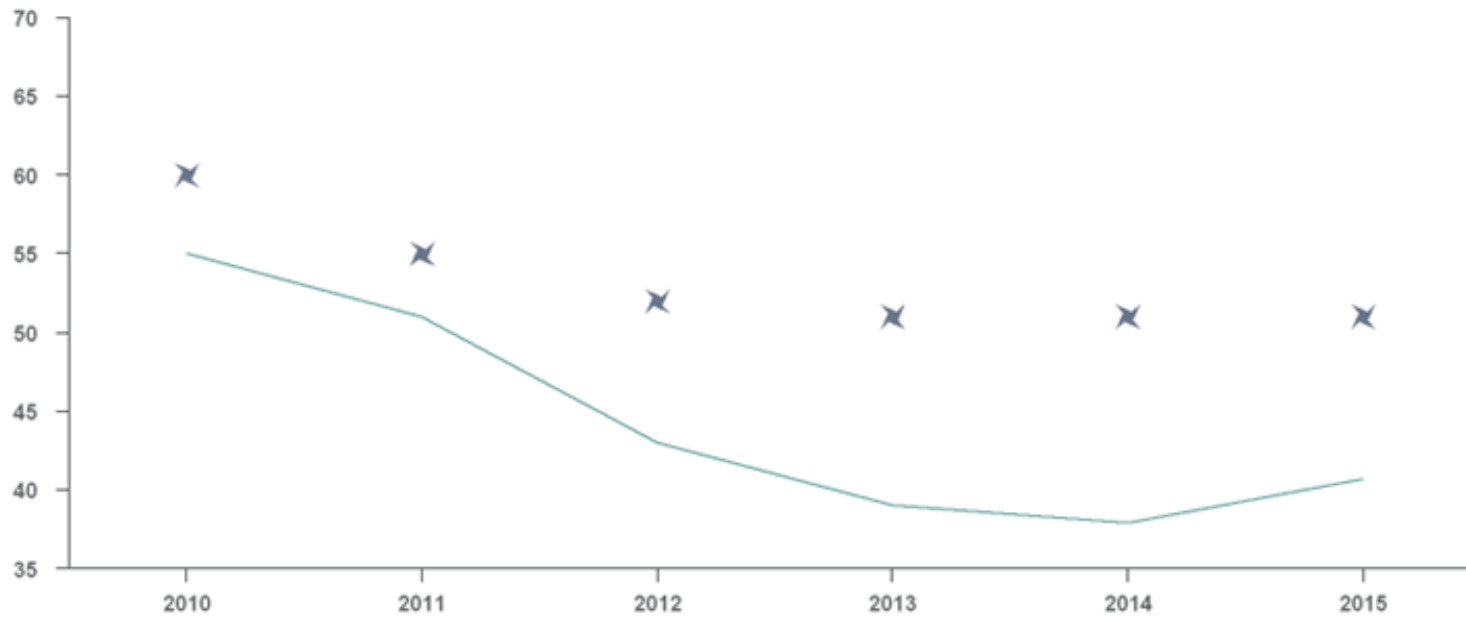
Primary school exclusions



	2010/11	2011/12	2012/13	2013/14	2014/14	2015/16
Actual	13	12	9	10	8.3	8.2
Target	11	11	11	11	11	11

Notes:
 Latest data relates to school year 2015/16 and is taken directly from SEEMIS. Data shows performance at the same level as 2014/15. The national figure of 9 is for 2014/15 as no national data is available for 2015/16.

Secondary school exclusions

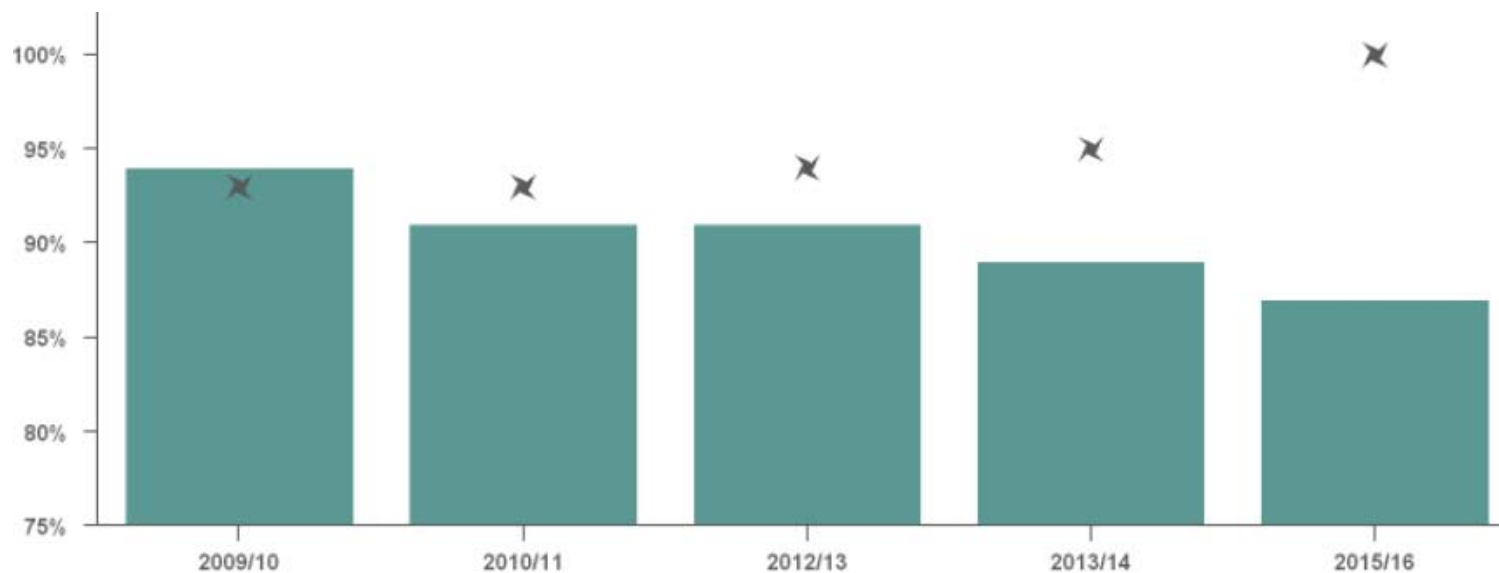


	2010/11	2011/12	2012/13	2013/14	2014/14	2015/16
Actual	55	51	43	39	37.9	40.7
Target	60	55	52	51	51	51

Notes:

Latest data relates to school year 2015/16 and is taken directly from SEEMIS. Data shows a decline in performance from 2014/15. The national figure of 49.6 is for 2014/15 as no national data is available for 2015/16.

Satisfaction with schools

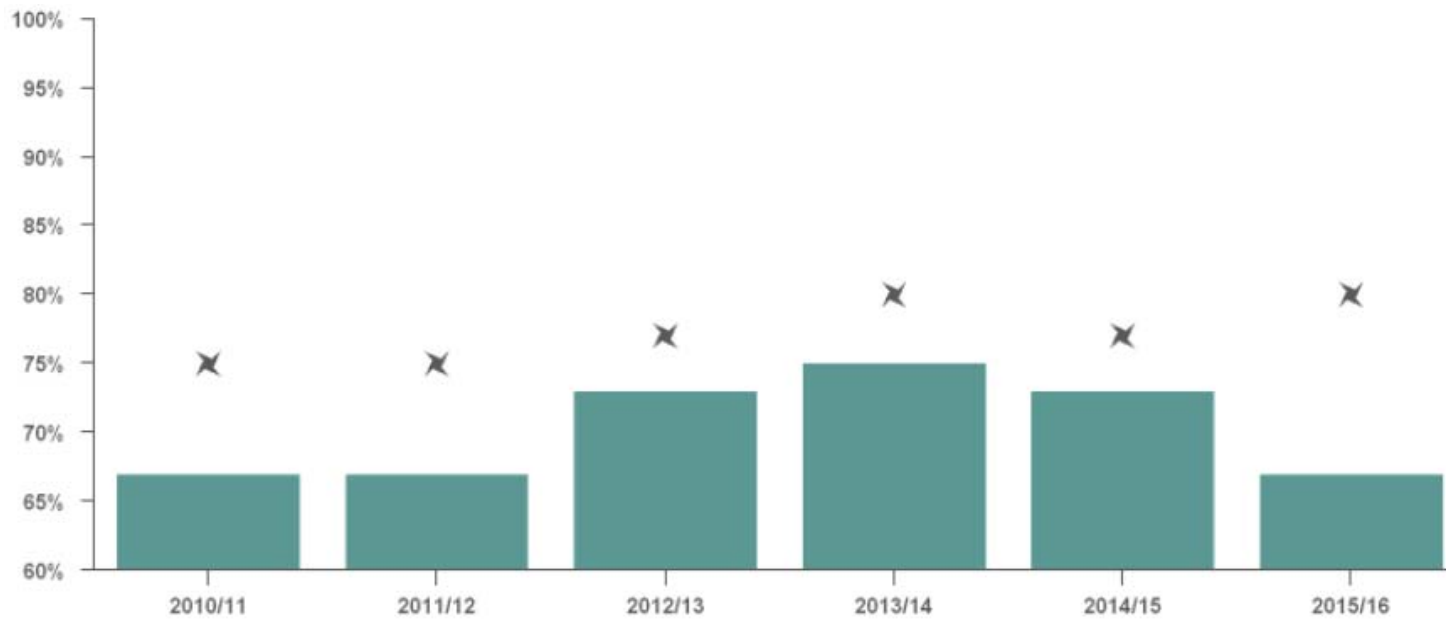


	2009/10	2010/11	2011/12	2012/13	2013/14	2013/14	2015/16
Actual (%)	94	91	n/a	91	89	n/a	87
Target (%)	93	93	n/a	94	95	n/a	100

Notes:

Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.
 The parent/carer survey now takes place in schools once every two years (with the pupil survey taking place in the intervening years).

● Response to bullying

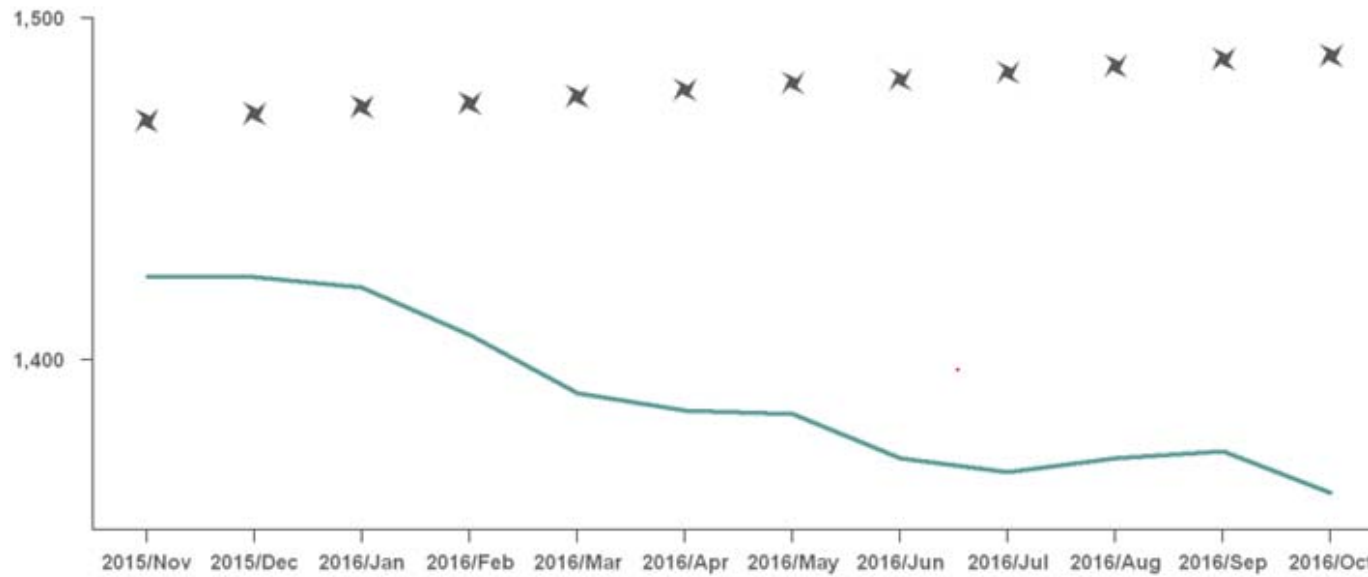


	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Actual (%)	67	67	73	75	73	67
Target (%)	75	75	77	80	77	80

Notes:

In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'.

Number of Looked After Children

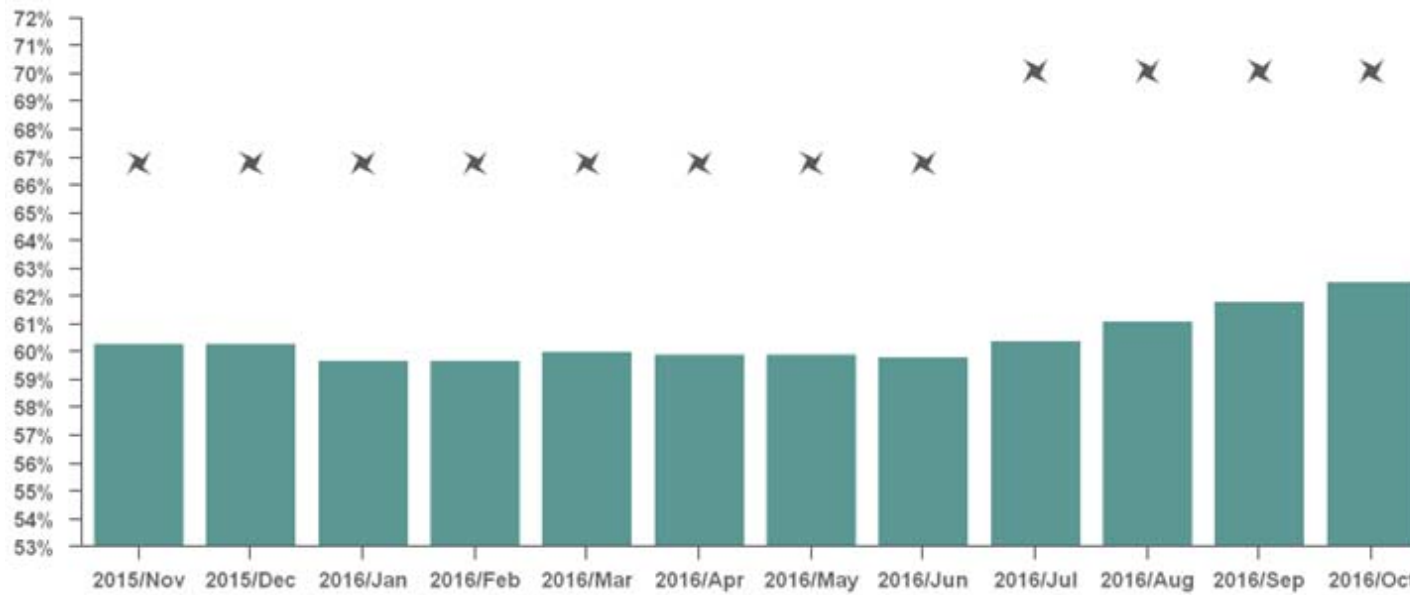


	2015 /Nov	2015 /Dec	2016 /Jan	2016 /Feb	2016 /Mar	2016 /Apr	2016 /May	2016 /Jun	2016 /Jul	2016 /Aug	2016 /Sep	2016 / Oct
Actual	1,424	1,424	1,421	1,407	1,390	1,385	1,384	1,371	1,367	1,371	1,373	1,361
Target	1,470	1,472	1,474	1,475	1,477	1,479	1,481	1,482	1,484	1,486	1,488	1,489

Notes:

The latest figure of 1,361 continues a steady decline from a high of 1,440 in September 2015 of the number of children who need to be Looked After.

Placements with Council foster carers

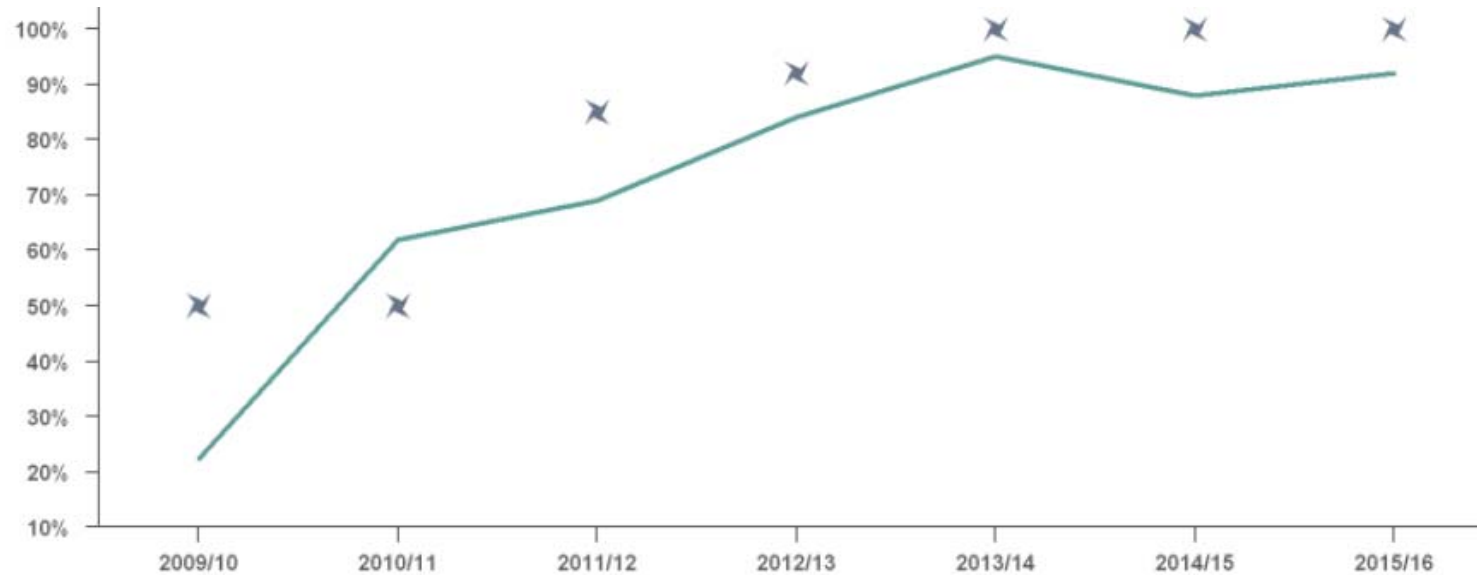


	2015 /Nov	2015 /Dec	2016 /Jan	2016 /Feb	2016 /Mar	2016 /Apr	2016 /May	2016 /Jun	2016 /Jul	2016 /Aug	2016 /Sep	2016 / Oct
Actual (%)	60.3	60.3	59.7	59.7	60	59.9	59.9	59.8	60.4	61.1	61.8	62.5
Target (%)	66.8	66.8	66.8	66.8	66.8	66.8	66.8	66.8	70.1	70.1	70.1	70.1

Notes:

Of 578 placed with foster carers 361 were placed with City of Edinburgh Council foster carers. The number placed with independent carers continues to decline.

PE in primary schools

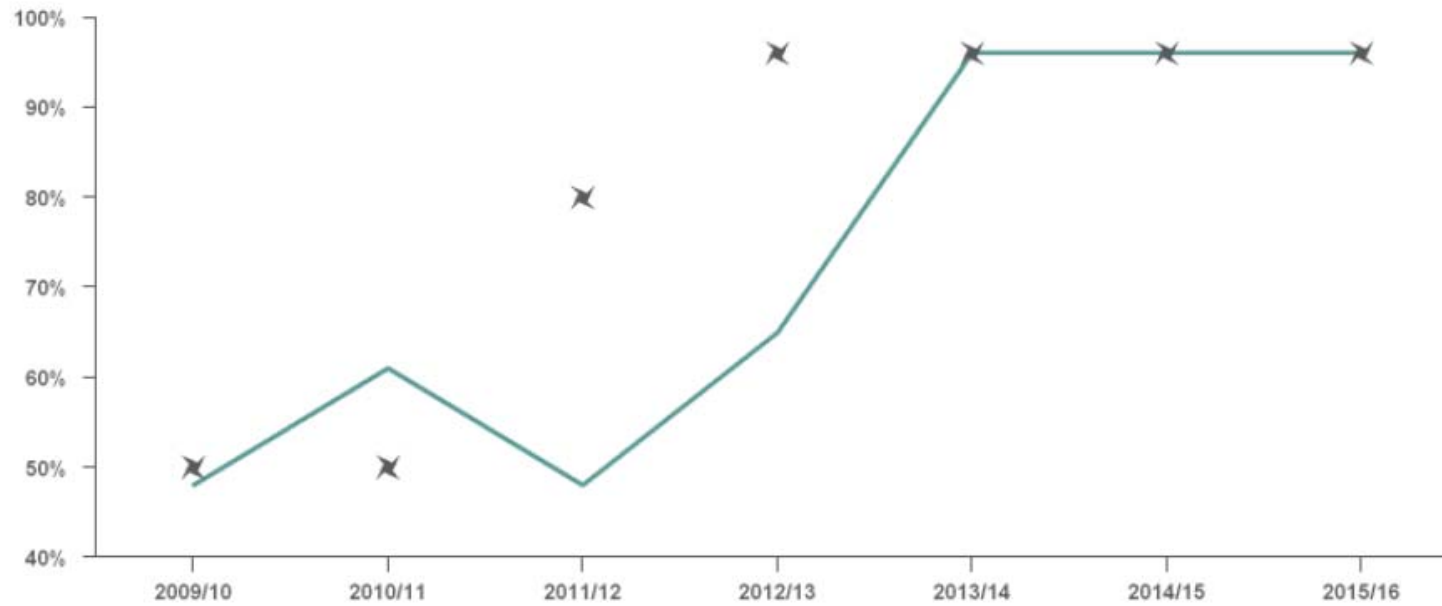


	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Actual (%)	22	62	69	84	95	88	92
Target (%)	50	50	85	92	100	100	100

Notes:

Latest data shows an increase in the number of primary schools able to meet the PE target with 5 additional primary schools meeting the target this year. 2 primary schools who failed to meet the target, met it in 2014/15. Accommodation issues couple with rising rolls were the main reasons cited for not meeting the target. For some schools this issue will be alleviated when new facilities are built. The national figure is 99% with 24 local authorities meeting the 100% target in 2015/16 and Edinburgh 32nd out of the 32 local authorities.

PE in secondary schools

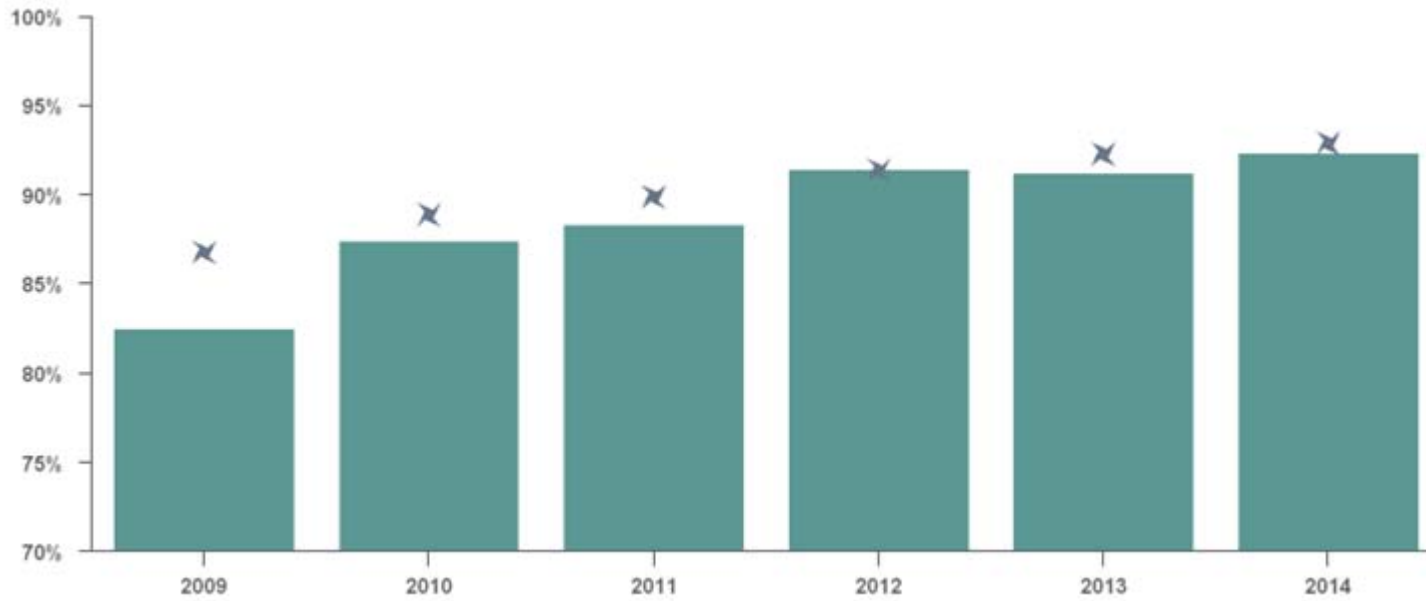


	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Actual (%)	48	61	48	65	96	96	96
Target (%)	50	50	80	96	96	96	96

Notes:

Latest data shows a sustained number of schools meeting the target with only Portobello not meeting the 2 periods per week of PE. This situation will be rectified when the new school is built. The national figure is 95%.

School leavers' destinations

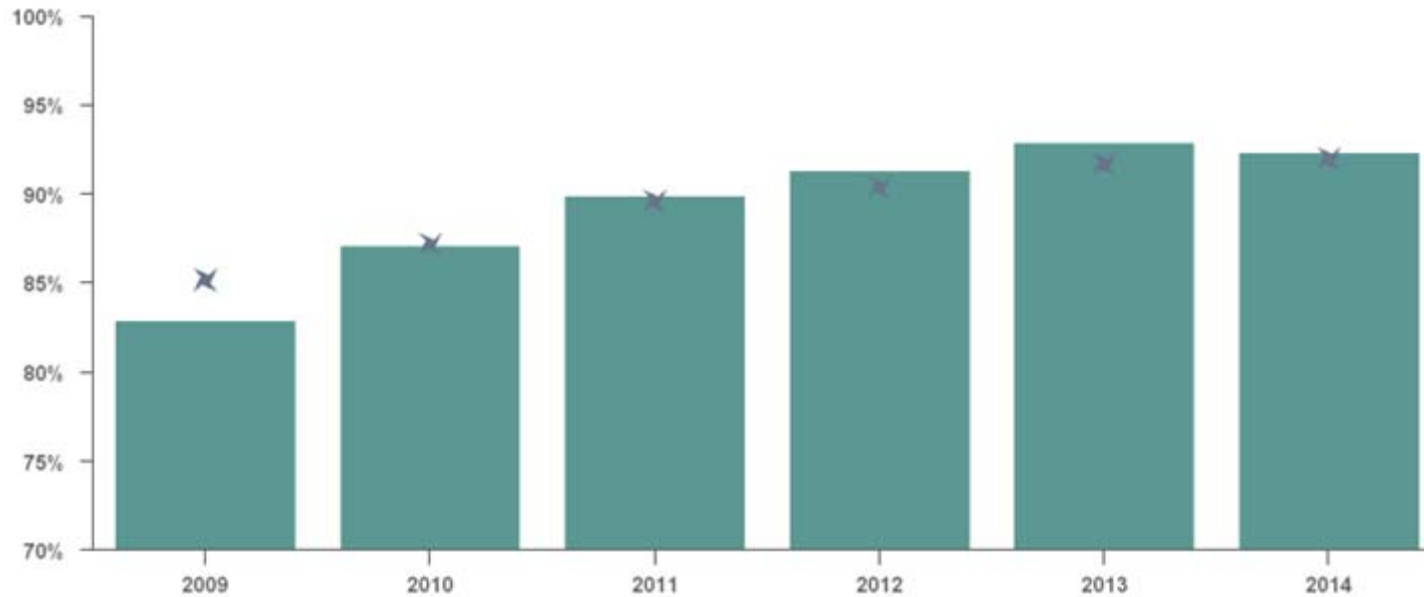


	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	82.5	87.4	88.3	91.4	91.2	92.3
Target (%)	86.8	88.9	89.9	91.4	92.3	92.9

Notes:

Data is for leavers from 2014/15 school session from mainstream schools. The target to meet and exceed the national average was met in 2012/13 but not in 2013/14 or 2014/15. 2014/15 shows further improvement. The national figure is 92.9%.

● Follow-up destinations of school leavers



	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Actual (%)	82.9	87.1	89.9	91.3	92.9	92.3
Target (%)	85.2	87.2	89.6	90.4	91.7	92

Notes:

Latest data shows that 92.3% of pupils were still in a positive destination, six months after leaving the 2014/15 school session from a mainstream school. Performance shows a decline from 92.9% in 2013/14 and exceeded the target level of 92.0% - the national average. The data shows a decline in the percentage of leavers who were in Higher and Further Education and an increase in the percentage who were in employment. Due to methodological changes data from 2009/10 to 2014/15 has been updated.

Education, Children and Families Committee

10am, Tuesday, 13 December 2016

Communities and Families Revenue Monitoring 2016/2017 – month five position

Item number	8.8
Report number	
Executive/routine	Executive
Wards	All

Executive summary

The report sets out the projected month five revenue budget monitoring position for Communities and Families. Significant service pressures continue to be managed. The total unfunded budget pressure is currently £5.7m. Mitigating management action has been identified to fully address the budget pressures, resulting in a net residual balanced budget position for 2016/2017.

Links

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

Communities and Families Revenue Monitoring 2016/2017 – month five position

Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee notes :
 - 1.1.1 the balanced revenue budget position at month five;
 - 1.1.2 that approved savings in 2016/2017 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 £337.8m
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2016/17 at month five 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 - £5.7m

- 3.2 To date projected unfunded budget pressures of £5.7m 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 £5.7m 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 is forecast to result in a net balanced budget position for 2016/17. 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 five this indicated that £10.9m (84%) of savings were assessed as green. A further £2.0m of savings (16%) were assessed as red and unachievable in 2016/17. Unachieved savings are included in the forecast budget pressure for month five.

Further Management Action

- 3.5 The total projected budget pressure, including undelivered savings, is currently £5.7m. To date mitigating management action to deliver further savings of £5.7m has been identified, resulting in a forecast balanced budget. This also assumes full delivery of all green approved savings of £10.9m.
- 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.

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

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Links

Coalition pledges	<p>P01 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P02 - Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P03 - Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P04 - Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P05 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P06 - Establish city-wide childcare co-operatives for affordable childcare for working parents</p> <p>P30 - Continue to maintain a sound financial position including long-term financial planning</p>
Council priorities	<p>CP1 – Children and young people fulfil their potential</p>
Single Outcome Agreement	<p>SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
Appendices	<p>1 Forecast areas of budget pressures and management action</p>

Forecast Areas of Budget Pressure and Management Action

Area of pressure/(action)	£m	Notes
Out of Council Residential Care	1.6	Projection based on known cases and estimated leaving dates. Nothing has been included for potential new cases as alternative care packages are being explored.
Secure Care	1.5	The budgeted level of secure beds is 8 at present. The service has been operating at an average of 12 since the beginning of April although this has reduced to 7 at present. The forecast takes account, however, of the planned cessation of new admissions to the Guthrie secure unit from December which will impact on income. The forecast assumes usage will continue at 7 with no beds being sold to other authorities.
Schools and Lifelong Learning Review	0.9	The saving required is £2.8m in 16/17. £1.9m is deliverable this year but a pressure remains for 16/17. This is expected to be fully deliverable in 17/18 following the conclusion of the service review.
Fostering	0.5	Overall numbers are 30 below target which is delivering £600K 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 CEC carers.
Other forecast pressures across a range of service areas	1.2	Reflects projected pressures of £0.5m or less, across a range of service areas
Total Gross Pressure	5.7	
Early Years	(1.3)	Staff vacancies/ estimated temporary unused funding for implementation of flexible hours.
Scottish Government Funding – teacher’s induction scheme	(0.4)	Estimated residual Scottish Government funding allocation
Special Schools	(0.8)	One off savings from lower than budgeted classes for April - June and additional savings from Panmure due to the reduced school roll.
Application of Reserves	(0.9)	Application of departmental reserves
Other forecast savings/ management action	(2.3)	Reflects forecast savings across a range of service areas
Net Residual Pressure	5.7	

Education, Children and Families Committee

10am, Tuesday 13 December 2016

Recommendations of the Social Work Complaints Review Committee – 23 November 2016

Item number	8.9
Report number	
Wards	All

Links

Coalition pledges
Council outcomes
Single Outcome Agreement SO2

Gerrard Clark

Chair, Social Work Complaints Review Committee

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Recommendations of the Social Work Complaints Review Committee – 23 November 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 23 November 2016 to consider a complaint against the social work service within Communities and Families. The complainant and the service representatives attended throughout.
- 3 The complainant was dissatisfied with the Council's response to the following complaint:
 - i) The Council declined to complete a Carer's Assessment with the complainant on the basis that the complainant was not the carer for an individual/s with a recognised diagnosis.
 - ii) That the complainant had a number of health needs and the complainant believed that the Council should have taken this into consideration.
 - iii) The complainant would like the Council to reconsider the complainant's request to be assessed as a carer for the complainant's children.
- 4 The complainant was contacted by a Professional Adviser from Social Care Direct on 12 May 2016 to gather further information relating to a referral that had been received on behalf of the complainant from Vocal Carers requesting that a Carer's Assessment was carried out with the complainant as she was struggling to manage the behaviour of her daughter in the home and required a break from the children.

- 5 The Professional Adviser from Social Care Direct asked the complainant if her daughter had been diagnosed with a specific condition, and the complainant advised that both her children had been diagnosed with attachment disorder in 2013. The complainant was advised that this was not a mental health diagnosis that would meet the criteria for a Carer's Assessment. The complainant was dissatisfied with this decision and raised a formal complaint.
- 6 The complainant advised that her daughter had attended The Junction, a centre which offered health related services; education and support for young people aged 12-21, between April and July 2016 to receive support to help her with anxiety and panic attacks. The complainant advised that her daughter had had a couple of panic attacks and had been angry when she attended The Junction. The complainant's daughter had also attended her G.P. to address the panic and anxiety attacks her daughter had suffered from, and the Child and Adolescent Mental Health Service (CAHMS) in the past. The complainant's daughter was described by CAHMS as experiencing attachment disorder, but was not diagnosed with mental illness, personality disorder or a learning disability.
- 7 The complainant felt that there was sufficient evidence to support a mental health disorder diagnosis for her daughter due to the number of anxiety and panic attacks her daughter had experienced. The complainant felt that she had been let down by the failure of CAMHS to make a mental health disorder diagnosis for her daughter as without this diagnosis the complainant would not qualify for a Carer's Assessment.
- 8 The complainant further advised that she would like to have a Carer's Assessment carried out to highlight that her health was compromised when her daughter suffered from panic attacks.
- 9 The complainant explained that being a parent and a carer were two different things. Being a parent involved giving love and affection and feeding and clothing your child. Being a carer meant that the complainant had to counsel her daughter to help her through her emotional distress, and she provided high level support to her daughter as her carer.
- 10 The members of the Committee were given the opportunity to ask questions of the complainant.
- 11 The Investigating Officer advised that the department had consulted with CAMHS and they had confirmed that there was currently no specific mental health disorder diagnosis for the complainant's daughter. A disability assessment could not be carried out on the complainant's daughter either as there had been no disability identified.
- 12 The Investigating Officer understood the complainant's frustration but explained that the complainant's health conditions would have no bearing on her eligibility for a Carer's Assessment. The Investigating Officer reiterated that the request for a Carer's Assessment fell under specific legislation and the complainant did not meet the criteria required for a Carer's Assessment to be carried out.

- 13 The investigating Officer advised that a Social Worker had been allocated for the complainant's children and an assessment would be carried out of the children's needs. As part of the assessment, the complainant's health needs would be taken into consideration.
- 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 decision/recommendation:

That the complaint not be upheld as the department fulfilled their duty to decline the complainant's request for a Carer's Assessment due to no diagnosis being made for the complainant's daughter of a mental health disorder or disability. However, the Committee was pleased to note that the complainant's children had recently been allocated a social worker from the Children and Families Team who would carry out an assessment of the needs of the whole family.

Background reading/external references

Agenda, confidential papers and minutes for the Complaints Review Committee of 23 November 2016.

Links

Coalition pledges

Council outcomes

Single Outcome Agreement	SO2	Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health
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Appendices	None.
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