

Notice of meeting and agenda

Education, Children and Families Committee

10am, Tuesday 15 August 2017

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

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

Contacts

Email: lesley.birrell@edinburgh.gov.uk / rachel.gentleman@edinburgh.gov.uk

Tel: 0131 529 4240 / 0131 529 4107



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 7 March 2017 (circulated) - submitted for approval as a correct record

5. Forward planning

- 5.1 Key Decisions Forward Plan – August 2017 to December 2017 (circulated)
- 5.2 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 The Edinburgh Children's Partnership – Children's Services Plan 2017 - 2020 - report by the Executive Director for Communities and Families (circulated)
- 7.2 Schools and Lifelong Learning Estate – Strategic Review - report by the Executive Director for Communities and Families (circulated)
- 7.3 Educational Attainment in Primary and Secondary Schools, 2016 – report by the Executive Director for Communities and Families (circulated)
- 7.4 Positive Action Funding in Primary Schools – report by the Executive Director for Communities and Families (circulated)
- 7.5 Appointments to Sub-Committees and Working Groups 2017-18 – report by the Chief Executive (circulated)

8. Routine decisions

- 8.1 Transfer of the Management of Secondary Schools Sports Facilities to Edinburgh Leisure - report by the Executive Director for Communities and Families (circulated)
- 8.2 Governance Arrangements and Council Support to Community Centre Management Committees - Update - report by the Executive Director for Communities and Families (circulated)
- 8.3 Early Learning and Childcare Strategy - report by the Executive Director for Communities and Families (circulated)
- 8.4 Early Years Disability Services Grant Programme 2017-2019 – Update - report by the Executive Director for Communities and Families (circulated)
- 8.5 Looked After Children: Transformation Programme Progress Report – report by the Executive Director for Communities and Families (circulated)
- 8.6 Choose Youth Work: Youth Work Participatory Budgeting – Phase 1 – report by the Executive Director for Communities and Families (circulated)

9. Motions

- 9.1 If any

Laurence Rockey

Head of Strategy and Insight

Committee Members

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Mary Campbell, Child, Corbett, Laidlaw, Ritchie, Rust, Smith and Young.

Added Members for Education Items - Marie Allan, Rabbi David Rose, Dr Rita Welsh, (Parent Representative – Non Voting - Vacancy).

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 1 parent representative (non-voting) 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 Dean of Guild Court Room 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 Lesley Birrell or Rachel Gentleman, Committee Services, City of Edinburgh Council, Business Centre 2:1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4240 / 0131 529 4107 email lesley.birrell@edinburgh.gov.uk / rachel.gentleman@edinburgh.gov.uk .

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

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

Webcasting of Council meetings

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

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

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

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

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

Education, Children and Families Committee

10.00am, Tuesday, 7 March 2017

Present

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

Added members for Education matters

Marie Allan, Allan Crosbie and Alexander Ramage.

1. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 13 December 2016 as a correct record subject to item 10 decision (3) being amended to read as follows: "To report to Committee within two cycles on how additional support needs would be met to ensure that children with complex needs being referred from breakfast clubs to universal provision and those accessing the service for the first time in the future would have their needs met."

2. Education, Children and Families Committee Key Decisions Forward Plan

The Education, Children and Families Committee Key Decisions Forward Plan for the period to June 2017 was presented.

Decision

To note the Key Decisions Forward Plan for the period to June 2017.

(Reference – Key Decisions Forward Plan, submitted.)

3. Education, Children and Families Committee Rolling Actions Log – March 2017

The Education, Children and Families Committee Rolling Actions Log for March 2017 was presented.

Decision

- 1) To approve the closure of actions 3, 4, 5, 7, 8, 9, 18, 19, 21 and 30.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log – 7 March 2017, submitted.)

4. Education, Children and Families Committee Business Bulletin March 2017

The Education, Children and Families Committee Business Bulletin for March 2017 was presented.

Willy Barr (Citadel Youth Centre) and Dot Horne (6VT) provided an overview of the Youth Work Strategy.

Decision

- 1) To note the Business Bulletin.
- 2) To thank Willy Barr (Citadel Youth Centre) and Dot Horne (6VT – Youth Cafe) for their contribution.

(Reference – Business Bulletin – 7 March 2017, submitted.)

Declaration of Interests

Councillor Rust declared a non-financial interest in the above item as Chair of the Jazz and Blues Festival.

Councillor Fullerton declared a non-financial interest in the above item as a Board Member of the Jazz and Blues Festival.

Councillor Milligan declared a non-financial interest in the above item as a Board Member of the Jazz and Blues Festival.

5. Schools and Lifelong Learning Estate Update

Details were provided as to how Communities and Families input into the asset sections of the emerging Locality Improvement Plans would be developed before being reported back to the Committee for consideration.

Approval was also sought for the Acting Executive Director of Communities and Families to progress a statutory consultation for the replacement of St Crispin's Special School.

Decision

- 1) To note the update on the schools and lifelong learning estate and the intention to carry out a strategic review to inform the Communities and Families input into the asset sections of emerging Locality Improvement Plans.
- 2) To delegate authority to the Acting Executive Director of Communities and Families to progress a statutory consultation for the final Wave 3 schools infrastructure project to replace St Crispin's Special School.

- 3) To offer the opportunity to Boroughmuir and James Gillespie's High Schools to take part in working groups to contribute towards the June 2017 report to the Education, Children and Families Committee.

(References – minute of the Education, Children and Families Committee 13 December 2016 (item 6); report by the Acting Executive Director of Communities and Families, submitted.)

Declaration of Interests

Allan Crosbie declared a non-financial interest in the above item as a teacher at James Gillespie's High School.

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

6. Strategic Management of School Places

Details were provided on the expected Primary 1 (P1) and Secondary 1 (S1) admissions for August 2017. An update on recommendations from the Short Life Member Officer Group: School Admissions/Appeals; including data relating to out of catchment requests, appeals lodged, cases granted and cases won on appeal; was also submitted.

Decision

- 1) To approve the Reserved Places Policy (detailed in the appendix to the report by the Acting Executive Director of Communities and Families) subject to the policy being reviewed in March 2018.
- 2) To note the intention to prioritise baptised Roman Catholic pupils into 14 primary schools and into Holy Rood RC High School.
- 3) To note the intention to reserve one place per 60 pupils for the S1 intake.
- 4) To request an update report on the 2017/18 Admissions and Appeal Process in December 2017.

(References – minute of the Education, Children and Families Committee 24 May 2016 (item 11); report by the Acting Executive Director of Communities and Families, submitted.)

7. Update on Attainment in City of Edinburgh Schools 2015-16

An overview of attainment in City of Edinburgh schools for the year 2015-16 was provided. Measures used for ages 3 to 15 included standardised assessments in reading and mathematics and Curriculum for Excellence (CfE) levels for early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), new national benchmarking measures from the Scottish Government's Insight tool had been used to analyse performance. There continued to be improvements in educational attainment in Edinburgh.

Decision

- 1) To note the continued improvements in education attainment in City of Edinburgh schools.
- 2) To note the continued hard work of pupils, staff and parents underpinning the successful implementation of the new national qualifications, improved Curriculum for Excellence (CfE) attainment and Scottish Qualification Authority (SQA) results within a context of national change and challenging local circumstances.

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

8. Scottish Attainment Challenge

An update on progress and impact in the eight primary schools (Canal View, Castleview, Clovenstone, Craigroyston, Niddrie Mill, Sighthill, St Catherine's RC and St Francis' RC) and four secondary schools (Castlebrae, Craigroyston, Wester Hailes Education Centre and Holy Rood RC) in Edinburgh that had been funded by the Scottish Government through the Scottish Attainment Challenge was provided.

Decision

- 1) To note progress and the impact on the five key priorities identified by the Scottish Government in the City of Edinburgh Primary schools identified.
- 2) To note the interventions in place in City of Edinburgh secondary schools to address the five priorities.
- 3) To note the commitment of officers from Communities and Families supporting the implementation and delivery of the Attainment Challenge in 12 schools (eight primary schools and four secondary schools).
- 4) To ask the Acting Executive Director of Communities and Families to report back to a future meeting of the Committee on the measurement, impact and sustainability of projects.

(References – minute of the Education, Children and Families Committee 1 March 2016 (item 10); report by the Acting Executive Director of Communities and Families, submitted.)

9. Update on Positive Action Funding in Primary Schools

An update regarding the allocation of positive action funding across City of Edinburgh primary schools to ensure the most effective targeting of funding to those children most in need was provided.

Decision

- 1) To request a further report detailing the impact of the funding for the 20 positive actions schools.

- 2) To agree that further work be undertaken to ensure that positive action funding was allocated to those pupils most in need.
- 3) To note the contents of the report by the Acting Executive Director of Communities and Families.

(References – minute of the Education, Children and Families Committee 1 March 2016 (item 9); report by the Acting Executive Director of Communities and Families, submitted.)

10. Physical Education, Physical Activity and Sport

An update on the work of the Sports and Outdoor Learning Unit (S&OLU) to ensure that Physical Education, Physical Activity and Sport (PEPAS) were well connected and embedded within all City of Edinburgh schools and provided pathways to external clubs and communities was provided.

Decision

- 1) To note that each school cluster would plan Physical Education as outlined in the Physical Education, Physical Activity and Sport (PEPAS) cluster guidance, in partnership with Active Schools.
- 2) To note that an integrated PEPAS plan would be managed, resourced and delivered.

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

11. Additional Support Needs and Special Schools Update 2016-17

As previously requested by the Committee, an update was provided on progress on performance and planning over the previous 12 months in relation to the provision of services for children and young people with disabilities.

Decision

- 1) To note and welcome the continued progress in inclusive practice in schools and its contribution to meeting the needs of all learners, raising attainment and closing the gap.
- 2) To note the progress in planning for the future of special schools including:
 - 2.1) the consultation on the proposed closure of Panmure St Ann's;
 - 2.2) the successful outcome of the feasibility study on the future of Oaklands and Braidburn Schools;
 - 2.3) the valuable contributions made by parents, school staff and partner agencies to the successful outcome of the feasibility study;
 - 2.4) progress in planning for the new St Crispin's and its key role in the sustainability of authority's provision for children with autism.

- 3) To approve the key areas identified as next steps for improvement as follows:
 - 3.1) improve the experiences and outcomes for children with autism, including completion of the review of special school provision and consultation and planning for the new St Crispin's;
 - 3.2) drive forward inclusive practice to enable the needs of all learners to be met, raising attainment and closing the gap;
 - 3.3) test and evaluate new sustainable improvement models for English as an Additional Language support;
 - 3.4) create dynamic networks of support at school, cluster, locality and citywide levels to deliver improved outcomes for children and young people with additional support needs;
 - 3.5) redesign provision for social, emotional and behaviour support needs including a new procurement framework;
 - 3.6) develop the inclusive learning culture with schools, services, clusters, localities and other authorities to improve outcomes and promote best value.
- 4) That future update reports on Additional Support Needs and Special Schools include additional data relating to ongoing initiatives.
- 5) To welcome the work of the Inclusive Practice Working Group in developing a shared vision for inclusion, and to request that the shared vision and recommendations were reported back to Committee once the Group had considered the results of the consultation.

(References – minutes of the Education, Children and Families Committee 1 March 2016 (item 16) and 11 October 2016 (items 5 and 6); report by the Acting Executive Director of Communities and Families, submitted.)

12. Communities and Families Policy and Guidance on Sponsorship

As previously requested by the Committee, a revised policy and procedures on sponsorship targeted at primary and secondary school pupils through events, visits and partnership working was submitted for approval.

Decision

- 1) To approve the revised policy and guidance for Communities and Families establishments on sponsorship as detailed in Appendix 1 of the report by the Acting Executive Director of Communities and Families subject to the following amendments:

- 1.1) Add the following wording to the checklist on page 6 – “Is the sponsorship in writing?”
- 1.2) Amend the wording at paragraph 3.3 to read “Examples of sponsorship that would be likely to be of concern would be sponsorships that promote a brand of alcohol, a political party or a company involved in animal testing.”

2) To review the policy in March 2018.

(References – minutes of the Education, Children and Families Committee 13 December 2016 (item 17); report by the Acting Executive Director of Communities and Families, submitted.)

13. Communities and Families Small Grants to Third Parties 2017/18 Proposals for Expenditure

Details were provided of the recommended awards to organisations who had submitted small grant applications to Communities and Families for 2017/18. The awards were made for one year and were for a minimum of £1,000 and a maximum of £10,000.

Decision

To approve the awards to organisations as outlined in Appendix 1 to the report by the Acting Executive Director of Communities and Families.

(References – minute of the Education, Children and Families Committee 11 October 2016 (item 7); report by the Acting Executive Director of Resources, submitted.)

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

An update was provided on progress on performance and planning over the previous 12 months in relation to the provision of services for children and young people with disabilities.

Decision

- 1) To note the progress made within the social work services for children and young people with disabilities.
- 2) To note that a further report on progress would be presented to Committee in March 2018.

(References – minute of the Education, Children and Families Committee 1 March 2016 (item 16); report by the Acting Executive Director of Resources, submitted.)

15. Parental Engagement: Partnership Schools

An update was provided on the Partnership Schools Project aimed at developing school, family and community partnerships to support school improvement.

Decision

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

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

16. Communities and Families Revenue Monitoring 2016/17 – Month Eight Position

The projected month eight 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. The total unfunded budget pressure was currently £6.2m. Mitigating management actions had been identified to fully address the budget pressures, resulting in a net residual balanced budget position for 2016/17.

Decision

- 1) To note the balanced budget position at month eight.
- 2) To note that approved savings in 2016/17 totalled £12.9m; 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 13 December 2016 (item 19); report by the Acting Executive Director of Communities and Families, submitted.)

17. Recommendations of the Social Work Complaints Review Committee – 24 February 2017

The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 24 February 2017 on a complaint against the Communities and Families Directorate were submitted.

Decision

To approve the recommendations of the Social Work Complaints Review Committee.

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

18. Social Work Complaints Review Committee – 1 March 2017

The recommendations of the Social Work Complaints Review Committee (SWCRC) held on 1 March 2017 on a complaint against the Communities and Families Directorate were submitted. The SWCRC had partially upheld the complaint for the following reason:

- The Committee believed that a Social Work review would have taken place even if a complaint had not been received. However, communication from the Social Work Services on this had been confusing and misleading.

The Communities and Families response to the decision taken by the SWCRC was outlined.

Decision

To approve the recommendations of the SWCRC and note the response from the Acting Executive Director of Communities and Families.

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

Education, Children and Families Committee

[October 2017 - December 2017]

Item	Key decisions	Expected date of decision	Wards affected	Director and lead officer	Coalition pledges and Council outcomes
1	Statutory Consultation reports	October 2017	All	Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	
2	Further update on Local Development Plan Education Infrastructure	October 2017	All	Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	
3	Statutory Consultation reports	December 2017	All	Executive Director: Alistair Gaw Lead Officer: C McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	

Education, Children and Families Committee

15 August 2017

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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 for Communities and Families	August 2017		Recommended for closure – see agenda item 7.1
2	06.10.15	Duncan Place & Leith Primary School	To request that a further report was provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.	Executive Director of Resources	October 2017		Deferred to October 2017. Update report submitted October 2016.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	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 for Communities and Families	October 2017		
4	24.05.16	Educational Attainment 2015	To agree to receive further annual reports on attainment/improvements in performance.	Executive Director for Communities and Families	August 2017		Recommended for closure – see agenda item 7.3

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	24.05.16	Educational Attainment 2015	To request a follow-up report on measures to: <ol style="list-style-type: none"> 1) close the attainment gap for Looked After Children; 2) improve numeracy attainment; and 3) close the gap between leavers from the most and least deprived areas. 	Executive Director for Communities and Families	August 2017		Recommended for closure – see agenda item 7.3
6	24.05.16	Parental Engagement	To request a report on the Partnership Schools Project in October 2017.	Executive Director for Communities and Families	October 2017		A report on parent councils and parental engagement is scheduled to be submitted to Committee in March 2018.
7	24.05.16	Review of Community	To request a progress report to Committee in one year's time.	Executive Director for	August 2017		Recommended for closure – see agenda item

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Access to Schools (CATS)		Communities and Families			
8	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	March 2017	Recommended for closure – reported to Education, Children & Families Committee on 7 March 2017.
9	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 for Communities and Families	October 2017		
10	11-10-16	Governance Arrangements and Council Support to	To request that an update report be submitted to Committee in six months' time.	Executive Director for Communities and Families	August 2017		Recommended for closure – see agenda item 8.2

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Community Centre Management Committees - Update					
11	11-10-16	Duncan Place/ Leith Primary School	To note that a further progress report be submitted to Committee in 2017.	Executive Director for Communities and Families	October 2017		
12	13-12-16	Rising School Rolls	To 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.	Executive Director for Communities and Families	August 2017		Recommended for closure – see agenda item 7.2
13	13-12-16	Local Development Plan Education	To note that a report on the outcomes of the consultation would be presented to Council for	Executive Director for Communities and Families	June 2017	29 June 2017	Recommended for closure – reported to

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Infrastructure Update	consideration in June 2017.				Council meeting on 29 June 2017
14	13-12-16	Breakfast Club Development Fund Update	To call for a progress report within 2 cycles of the end of 2017/18, which would include a financial report based on Appendix 2, and report against the agreed measures of success, namely an increase in the number of children from low income and vulnerable families accessing breakfast club provision at no cost, and an increase in the number of school which support children in SIMD categories 1-4.	Executive Director for Communities and Families	December 2018		
15	13-12-16	Breakfast Club Development Fund Update	To report to Committee within two cycles on how additional support needs would be met in the transition of children from	Executive Director for Communities and Families			Budget re-instated. Recommended for closure.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			referred breakfast clubs to universal provision.				
16	13-12-16	Early Years Disability Services Grant Programme 2017-19	To request that a progress report be brought back to the Committee in six months.	Executive Director for Communities and Families	August 2017		Recommended for closure – see agenda item 8.4
17	13-12-16	Implementation of the Children and Young People (Scotland) Act 2014 - Update	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.	Executive Director for Communities and Families	October 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	13-12-16	Energy in Schools Annual Report	To agree that additional data detailing information on consumption per unit floor area be included in future reports.	Executive Director of Resources	December 2017		
19	13-12-16	School Meals Update	To request a further report in two cycles on the financial implications arising from moving towards silver and gold standards for all schools.	Executive Director of Resources	October 2017		
20	13-12-16	Communities and Families Senior Management Team Risk Update	To note the content of the risk register and request that the risk register be presented to Committee on an annual basis.	Executive Director for Communities and Families	December 2017		
21	07-03-17	Strategic Management of School Places	To request an update report on the 2017/18 Admissions and Appeal Process in December 2017.	Executive Director for Communities and Families	December 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	07-03-17	Update on Positive Action Funding in Primary Schools	To request a further report detailing the impact of the funding for the 20 positive actions schools.	Executive Director for Communities and Families	August 2017		Recommended for closure – see agenda item 7.4
23	07-03-17	Additional Support Needs and Special Schools Update 2016-17	That future update reports on Additional Support Needs and Special Schools include additional data relating to ongoing initiatives.	Executive Director for Communities and Families	December 2017		
24	07-03-17	Additional Support Needs and Special Schools Update 2016-17	To welcome the work of the Inclusive Practice Working Group in developing a shared vision for inclusion, and to request that the shared vision and recommendations were reported back to Committee once the Group	Executive Director for Communities and Families	December 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			had considered the results of the consultation.				
25	07-03-17	Communities and Families Policy and Guidance on Sponsorship	To review the policy in March 2018.	Executive Director for Communities and Families	March 2018		
26	07-03-17	Support to Children and Young people with Disabilities: Annual Progress Report.	To note that a further report on progress would be presented to Committee in March 2018.	Executive Director for Communities and Families	March 2018		

Education, Children and Families Committee

10.00am, Tuesday 15 August 2017

Dean of Guild Court Room, City Chambers, High Street, Edinburgh

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Convener Councillor Ian Perry</p>  <p>Vice-Convener Councillor Alison Dickie</p> 	<p>Cllr Ian Perry (Convener) Cllr Alison Dickie (Vice-Convener) Cllr Eleanor Bird Cllr Lewis Ritchie Cllr Maureen Child Cllr Callum Laidlaw Cllr Jason Rust Cllr Stephanie Smith Cllr Mary Campbell Cllr Gavin Corbett Cllr Louise Young Cllr Adam McVey (ex officio) Cllr Cammy Day (ex officio)</p> <p>For education items: Marie Allan (religious representative) Rabbi David Rose (religious representative) Dr Rita Welsh (religious representative) Vacancy (parent representative, non voting)</p>	<p>Lesley Birrell Committee Officer Tel: 529 4240</p> <p>Alasdair Oliphant Departmental Adviser to the Convener and the Vice-Convener Tel: 529 3294</p>

New Education Convener and Vice-Convener

The Education, Children and Families Committee on 15 August 2017 will be the first meeting of the committee under the new administration, following the Local Government Elections on 4 May.

Councillor Ian Perry was formally appointed as the new Education Convener at the City of Edinburgh Council meeting on 22 June 2017 and now chairs the committee. Councillor Alison Dickie was appointed as Vice-Convener.

The committee membership is smaller than before, with 11 elected members, three religious representatives and a non-voting parent representative. The committee will meet every 8 weeks.

Education Governance Review

On 15 June 2017, the Deputy First Minister announced the Scottish Government response to the Education Governance Review consultation alongside the publication of *Education Governance: Next Steps* and a consultation on education funding.

The announcement covers a series of reforms which have wide-ranging implications for local authorities in terms of accountability, policy, delivery and finance.

The changes will be made statutory in an Education Bill introduced in 2018.

Currently, like all Scottish Councils, The City of Edinburgh Council has the statutory responsibility for the provision and delivery of education, for performance and improvement of individual schools as well as the cumulative authority, as the employer of all staff within a school setting.

COSLA, who provide political leadership on national issues for local government, are now seeking to respond to these proposed reforms. Over the coming months COSLA officials will be seeking clarity from Scottish Government on how they will be a partner in

Scottish Government information on [Next Steps](#)

education moving forward, and how democratic accountability will be maintained.

Further updates will continue to be made available through the Business Bulletin and the issue will also be kept under review at future meetings of the Consultative Committee with Parents.

Pupil Equity Fund

As mentioned in the last Business Bulletin, Pupil Equity Fund (PEF) is a new £120 million scheme which will allow extra funding to be allocated directly to schools and targeted at closing the poverty related attainment gap. This new national funding will reach every local authority in Scotland and be distributed based on the number of pupils in P1-S3 known to be eligible and registered for free school meals. The Scottish Government has committed this funding over the next five years as part of the overall £750m Attainment Scotland Fund. Edinburgh schools have been allocated over £7 million in total for 2017/18.

As a Council, we have long been committed to the same goal and already have many initiatives in place aiming to give all children and young people equitable opportunities to achieve success in literacy, numeracy and health and well-being, all PEF priority areas. The funding will enhance and strengthen the work already being done in Edinburgh schools on a daily basis to close the attainment gap and change the future for children and young people living in poverty. It is anticipated our schools will have their funding in place from the start of the new session in August.

To ensure schools are best placed to hit the ground running, a launch event for City of Edinburgh schools took place at Murrayfield stadium on 25 April. There were keynote speakers, an education village and workshops, and this provided a fantastic opportunity for head teachers and other education professionals to meet and discuss how the funding can be used creatively and effectively to help close the attainment gap for those living in poverty.

Other supports the Council has already put in place for schools with their PEF planning include a very well-received booklet, *Pupil Equity Funding: a CEC*

[Details of School Level Allocations](#)

guide to getting started which gives a comprehensive introduction on key principles, practical steps and links to what works to close the gap. Extensive local operational guidance, based on national guidance for schools, but set within the Council frameworks for HR and procurement for example, has also been drawn up and work will continue to support schools on this throughout the year.

Schools have also now drawn up their individual or cluster PEF plans, with support from Council officers and the Education Scotland Attainment Advisor for Edinburgh.

New Replacement Queensferry High School

The new replacement Queensferry High School is currently being developed through Hub South East Scotland on behalf of the Council. There are Planning Regulation requirements for major planning applications to engage in a minimum 12-week consultation period prior to formal submission of the planning application.

The pre-planning consultation period will share with the local community the progress on work carried out to date, the rationale behind initial design concepts and how the impact on the surrounding area has been considered in these proposals.

There is still an opportunity for people to give their views on the [pre-planning consultation](#) and feedback and comments can be made up to Friday 11 August 2017.

Putting Children and Young People's Rights at the Heart of Planning

Over 40 children and young people and 30 senior staff took part in a Scottish Government funded pilot to put children's rights at the heart of planning. The pilot was developed with the Children's Parliament.

The young people took part in an initial event on what they need to be healthy, happy and safe at home, school and in the community. They considered what gets in the way of this and what should be done about it. The children had all been involved with the Children's Parliament and the young people were

from Young Edinburgh Action.

Adult duty bearers from the Council, NHS, Voluntary Sector, Police Scotland and the Fire and Rescue Service addressed the same questions at a second event.

Both groups then worked together on these themes at a third event. This ended with adults making commitments in two statements: 'I can...' and 'I will...'

Scotland's Children's Commissioner, Bruce Adamson, was an enthusiastic participant in the session.

It was based on adapting the SNAP (Scottish National Action Plan for Human Rights) model towards engagement with children and young people. It will be reported to the Scottish Government as something which others can use.

It has started a positive open dialogue and a fresh approach to involving children and young people in future service design and planning – including setting the 2050 City Vision and Future Schools.

Supply Staff

Some changes have been made to managing the allocation of supply staff in the city and this is now being run by the Council instead of Adecco. Head teachers have been involved in developing new ways of working which will hopefully improve the service for schools and provide the Council with better information about the nature and volume of demand for supply cover across the city. Colleagues have also been encouraged to share their ideas and suggestions about the changes to ensure we get the best out of the new system.

School Session Dates - Consultation

Session dates for 2018/19 have now been agreed and are available on the Council website.

Committee previously agreed to consult with parents/carers, pupils and staff on criteria for future school session dates. Results from a consultation in February 2015 informed session dates for the

[School Term Dates 2018/19](#)

following two years, but Committee agreed that the next consultation should include consideration of potentially more radical changes to the school session, including discussions of the merits of a four-term year and a later summer holiday.

Questions have now been drafted and discussed with the Consultative Committee with Parents and the Local Negotiating Committee (Teachers), and a survey will be issued early in the autumn.

The responses will be analysed and brought back to Committee by the end of the year, along with proposed session dates for 2019/20, 2020/21 and 2021/22.

Education, Children and Families Committee

10:00, Tuesday 15 August 2017

The Edinburgh Children's Partnership – Children's Services Plan 2017 - 2020

Item number 7.1

Report number

Executive/routine

Wards

Executive Summary

This report seeks approval for the Edinburgh Children's Partnership's Children's Services Plan 2017 - 2020.

Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

The Edinburgh Children's Partnership - Children's Services Plan 2017 - 2020

Recommendations

- 1.1 It is recommended that Committee approves the Edinburgh Children's Partnership's Children's Services Plan 2017- 2020.

Background

- 2.1 The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The work of the Partnership is underpinned by a multi-agency, integrated strategic plan which is regularly reviewed. The most recent plan covers the time period from April 2015 until March 2018.
- 2.2 A new plan has been under development since August 2016, as part of the ongoing review process and in response to new duties arising from the Children and Young People (Scotland) Act 2014.
- 2.3 The Act requires community planning partners, specifically the Council and NHS, to demonstrate the extent to which services empower individuals and communities, are integrated, address negative outcomes and become more efficient. In addition, the Act requires that children's and young people's wellbeing is maximised and their rights are respected.
- 2.4 A multi-agency project team was established to develop the new plan, overseen by the Edinburgh Integrated Children and Young People's Services Board.
- 2.5 If approved the new plan will run from June 2017 to March 2020 supported by a revised performance monitoring framework.

Main report

- 3.1 The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The Children's Partnership is committed to improving outcomes for Edinburgh's children and young people, their families and their communities and recognises that the delivery of these outcomes will require a strong commitment for all partners to work together effectively to secure the delivery of efficient, high quality and best value services.

- 3.2 The Children's Partnership vision is that 'Edinburgh's children and young people enjoy their childhood and achieve their potential'. Its ambition is to create a child friendly city where children and young people's rights are respected. There is also a focus on restorative practice, where preventing problems becomes as important as dealing with crisis.
- 3.3 The Children's Services Plan, attached at Appendix 1, underpins the work of the Partnership and:
- Sets out a shared vision and strategic direction to guide the work of the Edinburgh Children's Partnership over the period 2017-20;
 - Describes the outcomes we aim to achieve together and the improvements we need to deliver;
 - Sets out an integrated approach to implementing our strategy and delivering those improvements.
- 3.4 At the heart of the plan, there are five strategic outcomes, informed by recent engagement activity with children and young people, service managers and community planning partners:
- 1) Every child will have the best start in life;
 - 2) Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced;
 - 3) Every child and young person will have good wellbeing and achieve the best possible health;
 - 4) Equity amongst children and young people and their families will be advanced;
 - 5) Children and young people, their families and their communities will be empowered to improve their wellbeing.
- 3.5 This new plan builds on the successes of previous plans, and places more focus on values and culture, children and young people's rights, participation approaches and service integration and the empowerment of children, young people and their families.
- 3.6 Participation is a critical feature of the new plan, and this section provides a set of standardised definitions of the different sorts of participation activity that will be adopted across the city. It also lists a set of participation commitments designed to improve the quality of participation practice.
- 3.7 Streamlined governance and partnership arrangements, including strengthened locality arrangements, will lead to improved partnership working, accountability and partnership capacity to deliver the new plan. These new arrangements include strengthening the four Integrated Children Services Management Groups, aligned to each of the four localities, to drive forward improvements in participation activities, service integration, links to adult health and social care services, and the delivery of outcomes and improvement objectives.
- 3.8 The Integrated Children and Young People's Services Board will provide strategic accountability, coordination and delivery of the new plan, and link to Integrated Children's Services Management Groups.

3.9 This report seeks approval for the plan, attached at Appendix 1.

Measures of success

4.1 The plan includes a performance monitoring framework, including key performance indicators which will be used to assess progress through scrutiny at regular meetings of the Edinburgh Children's Partnership.

Financial impact

- 5.1 Key financial and other resource matters are referenced in Appendix 4 of the plan. This section provides an overview of budgets allocated to different services in the city, and key areas for service integration, where efficiencies could be realised.
- 5.2 A critical feature of the plan is the requirement to shift more financial resources to prevention and early intervention activities, and away from crisis intervention. The Council and its community planning partners have had significant success in this area with reductions in the numbers of children and young people in looked after care away from their families.

Risk, policy, compliance and governance impact

6.1 All risk, policy, compliance and governance matters are referenced within the draft plan, and responsibility for monitoring, analysing and managing these will sit with the Board.

Equalities impact

7.1 The contents and commitments of the new plan are well aligned with the public sector equality duty of the Equality Act 2010, and the Council's new Equality and Rights Framework 2017/21. The plan places a renewed focus on improving outcomes for disabled children and young people, and those experiencing poverty and inequality.

Sustainability impact

- 8.1 The contents and commitments of the new plan are well aligned with the public sector duties of the Climate Change (Scotland) Act 2009 and Sustainable Edinburgh 2020 strategy.
- 8.2 Specifically, work to improve the school estate, and the delivery of school improvement plans, will lead to less carbon emissions and enhanced awareness of sustainability practice. In addition, work continues with the Soil Association and

Edible Edinburgh to improve food sustainability in school meals provision, and the work of the Eco Schools Project continues.

Consultation and engagement

- 9.1 There has been extensive engagement with children, young people and their families to inform the contents and commitments of the new plan.
- 9.2 In addition, there has been extensive engagement with community planning partners and service managers to inform the new plan.

Background reading/external references

- 10.1 Children and Young People (Scotland) Act 2014.

Alistair Gaw

Executive Director for Communities and Families

Contact: Nick Croft, Partnership and Locality Manager

E-mail: nick.croft@edinburgh.gov.uk | Tel: 0131 469 3726

Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

Appendices

The Edinburgh Children's Partnership Children's Service Plan 2017-2020

**The Edinburgh Children's Partnership
Children's Services Plan
2017 to 2020**

**getting
it right**
for every child



THE EDINBURGH PARTNERSHIP

FOREWORD

In Edinburgh, many services work with children, young people and their families to improve their wellbeing and quality of life. However, we know that some children, young people and families in Edinburgh continue to face real difficulties. In addition, a 5% increase in the child population is expected between 2016-2020.

Our services meet the needs of many children, young people and families, but for some, our services do not always meet their needs. This plan aspires to improve our services and to address these different outcomes so that all children and young people enjoy their childhood and achieve their full potential in all aspects of their lives.

At the heart of this plan is an ambition to create a child friendly city, where children and young people's rights are respected. There is also a focus on restorative practice, where preventing problems becomes as important as dealing with crisis.

The aims of this plan are aligned with the Edinburgh City Vision 2050 (www.edinburgh.gov/2050). Children and young people across the city helped shape this vision and the things they said that were most important to them are education and schools; physical and mental health; transport and cycling; sport and physical activity; and housing. Delivery of this Edinburgh Children's Services Plan will ensure that children and young people's views are responded to.

The plan focuses on five strategic aims:

1. Every child will have the best start in life.
2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
3. Every child and young person will have good wellbeing and achieve the best possible health.
4. Equity amongst children and young people and their families will be advanced.
5. Children and young people, their families and their communities will be empowered to improve their wellbeing.

I would like to thank all those Partnership members who have participated in the development of this plan over the last six months, particularly children, young people and their families, and I look forward to working with all of you to achieve our aims over the next three years.

Shulah Allan – Chair – Integrated Children's Services Board

Purpose

The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The Partnership comprises representatives from City of Edinburgh Council (CEC), the voluntary sector (through EVOC), NHS Lothian (NHS), Scottish Children's Reporter Administration (SCRA), Police Scotland and Edinburgh College.

The Edinburgh Children's Partnership's **vision** is:

'Edinburgh's children and young people enjoy their childhood and achieve their potential'

As a Partnership, we are committed to improving outcomes for Edinburgh's children and young people, their families and their communities. It is our ambition to create a child friendly city, where children and young people's rights are respected. There is also a focus on restorative practice, where preventing problems becomes as important as dealing with crisis. We recognise that the delivery of these outcomes will require excellent universal services that build resilience and provide important protective factors. We also recognise the need to deliver high quality child protection services for the city's most vulnerable children through the work of the Child Protection Committee. We understand that this will require a strong commitment for all partners to work together effectively to secure the delivery of efficient, high quality and best value services.

To do this, the Partnership needs a clear vision for the outcomes we want to achieve and the improvements we need to deliver. Most importantly, we need to make sure that our strategy, our plans, and our resources all integrate around one direction of travel which reflects the needs and the views of the city and our communities.

This integrated plan provides this vision and direction. It sets out our plan for the next few years, describing what we aim to do and how we intend to do it. The principles and actions set out here will inform our decision making on how we use our resources, and drive the way we deliver services together.

The purpose of this plan is to:

- Set out a shared vision and strategic direction to guide the work of the Edinburgh Children's Partnership over the period 2017-20
- Describe the outcomes we aim to achieve together and the improvements we need to deliver, and
- Set out an integrated approach to implementing our strategy and delivering those improvements.

Strategic planning framework

The plan has been developed in response to new requirements in the Children and Young People (Scotland) Act 2014. The Act requires community planning partners, specifically the Council and NHS, to demonstrate the extent to which services empower

individuals and communities, are integrated, address negative outcomes and become more efficient. In addition, the Act requires that children's and young people's wellbeing is maximised and their rights are respected.

The plan is also informed by the joint inspection of inter-agency provision of children's services in Edinburgh.

This plan – for all children, young people and their families in Edinburgh – has been developed by the Edinburgh Children's Partnership. It is aligned to the Edinburgh Partnership's Community Plan which describes how the city delivers the Scottish Government's commitments and its agreed shared priorities. Within this partnership working environment, the plan is also designed to align with, and influence, the plans and policies which guide the work of all partners, including:

- Locality Improvement Plans
- The Edinburgh Health and Social Care Partnership Strategic Plan
- The Corporate Parenting Plan
- Getting It Right For Every Child
- The Edinburgh Child Protection Committee's Child Protection Improvement Plan
- The NHS Lothian Strategy for Children and Young People
- The City of Edinburgh Council Business Plan and Service Development Plans
- Education Authority Improvement Plan

Core Principles

This plan is built around a set of core principles that guide everything we do as a Partnership. These principles define the culture we want to build within our Partnership, and the behaviours we expect our partners to demonstrate as we work together towards making Edinburgh a more child-friendly city. In particular the Partnership aims to embed a culture where services are delivered '*with*' (rather than '*for*' or '*to*') children and young people, their families and their communities.

To do this, the partnership is committed to ensuring that we:

Place Children and young people at the centre of practice

The views and needs of children and young people will be at the centre of all service delivery. Children's rights will be respected in line with the United Nations Convention on the Rights of the Child (UNCRC). The work we do is underpinned by the principles of Getting it Right for Every Child and we will use the Edinburgh Wellbeing Outcomes (see Appendix 1), to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Focus on strengths and building resilience

Celebrating children and young people's successes is a central ambition. Children and young people and their families will always be asked what is important to them, and what is good in their lives. This information will be used to help shape the way services are delivered and to build strength and resilience.

Prioritise prevention

The Partnership will support more preventative work. Preventative practice, through a range of universal and specialist services, will ensure that every child and young person has better opportunities to fulfil their potential, problems are addressed before they become crisis and resources are used to better effect.

Improve fairness

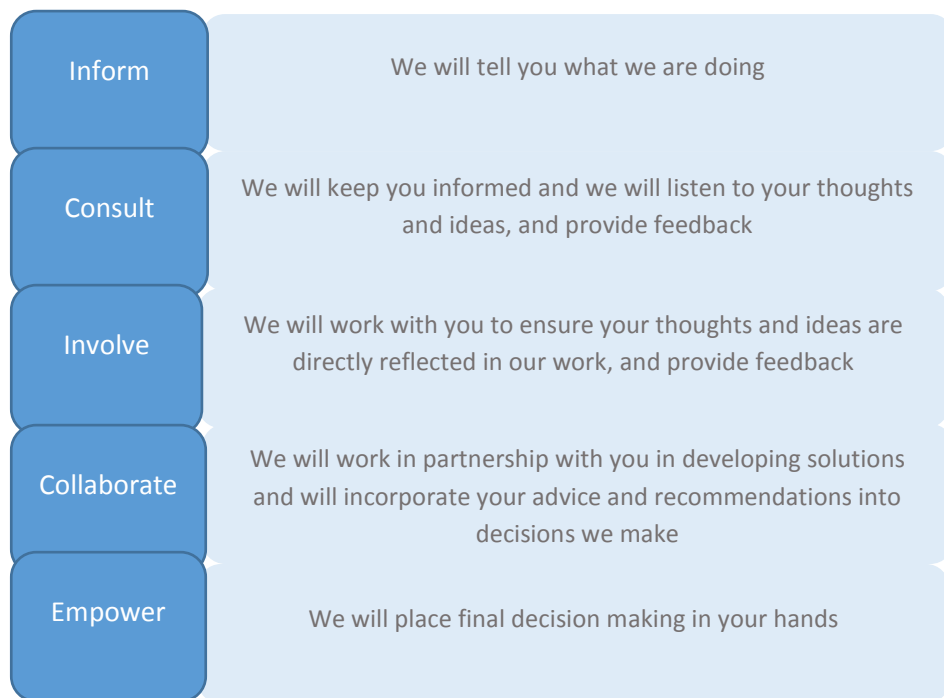
A commitment to equality, social justice and fairness will sit at the heart of all children and young people's services. There will be a focus on removing barriers where they exist and achieving the best outcomes for all children. Tackling poverty, inequality, prejudice, discrimination, harassment and victimisation are fundamental to our Partnership culture.

Listen to and respond to children and young people

The voices and opinions of children and young people will be sought, respected and responded to. Children and young people will have the opportunity to be active participants in shaping planning, policy and practice that affects them.

Participation

The Principles described previously will shape participation practice in the city.



Definitions

A wide range of terms is used in relation to children and young people's participation, indicated above. These can often be misleading or used interchangeably when their meaning is quite different. To avoid confusion and to help plan participation approaches, the above terms and definitions will be used.

Participation Practice

In Edinburgh, participation with children and young people, their families, and their communities falls into three areas; (i) wider policy development, (ii) personal decision making; and (iii) shaping services.

Because of this plan, the approach to participation with children and young people in Edinburgh will be rooted in the principles of the UNCRC. This puts the needs of children and young people first, and ensures that their views are listened to, responded to, and influence decisions which affect their lives.

Participation Commitments

The Edinburgh Children's Partnership commitments are to:

Improve approaches to engage with hardly reached and seldom heard children and young people, their families and their communities, specifically, young carers, looked after children and children who share protected characteristics.
Deliver high quality participation activities in line with national community engagement standards.
Acknowledge and address inequalities, power differences and capacities to participate.
Have more personal decision making in a child's plan and extend the application of direct payments.
Shape school services through improved partnership working with parents and pupils/students.
Have an impact on policy developments, for example, through the work of our <i>Young People in Care Council</i> or <i>Young Edinburgh Action</i> .
Improve work with Edinburgh based members of the Scottish Youth Parliament and Children's Parliament.
Deliver the recommendations from the Scottish Government funded pilot on engagement of children and young people based on Children's Rights.

Outcomes and Improvement Objectives

This Children's Services Plan provides a vision, outcomes and improvement areas to guide the work of the Children's Partnership over the period 2017-20. It is built around one vision (Edinburgh's Children and Young People Enjoy their Childhood and Achieve their Potential) shared by all partners.

Towards delivery of this vision, our work is structured around the five Strategic Outcomes which sit at the heart of all our planning along with 25 improvement objectives. Over the period 2017 to 2020, the Children's Partnership is committed to ensuring that Edinburgh is a city in which:

- Every child will have the best start in life.
- Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
- Every child and young person will have good wellbeing and achieve the best possible health.
- Equity amongst children and young people and their families will be advanced.
- Children and young people, their families and their communities will be empowered to improve their wellbeing.

Across each of these outcomes, the Partnership has identified the key improvement objectives which need to be delivered in the next three years. The process and information used to inform the development of these outcomes and objectives is detailed below.

Developing the Outcomes and Improvement Objectives

The Partnership has drawn on a significant amount of evidence to gain insight into the concerns and aspirations of children and young people and their needs. A summary of some of the information used is available in Appendix 2. This information has been used to inform the development of the outcomes and improvement objectives in the plan.

We have also carried out specific engagement with children and young people, in partnership with the Scottish Government and Young Edinburgh Action and Children's Parliament, to improve insight into children's rights issues.

The Partnership has gathered and analysed all recent engagement and participation work with children and young people in the city to inform the development of this plan.

The 2050 City Vision project also included specific engagement activities with children and young people, and information from this activity has also been used in the development of this plan.

Several specific multi-agency events have taken place during October 2016 to May 2017 to support the co-production of this plan. These events involved service users and providers and the discussions and outputs were used to aid in the development of the outcomes and objectives detailed in this plan.

The Edinburgh Children's Partnership has used the planning and review process for some years to drive work towards achieving outcomes and to making service improvements.

The most recent plan (the Integrated Plan for Children and Young People 2015-18) was developed following the latest joint inspection of inter-agency provision of children's services in Edinburgh, published in April 2013. This inspection assessed services as 'good' and identified several strengths and improvement areas with the inspectors indicating that they were very confident that children and young people's services in Edinburgh would be able to make the necessary improvements.

The areas for improvement identified were: improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse; improve planning to meet needs so that children and young people experience long-lasting improvements; implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people; and continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable.

The plan for 2015-18 was developed around these areas for improvement and latest performance information shows progress across all areas, including:

- Delivering more early years services, including Psychology of Parenthood Programme and Family Nurse Partnership services across the city.
- An increase to 91.5% of women booking early for ante-natal support, and the 27 to 30-month child health review is being undertaken by health visiting teams across the city.

- Pregnant women in the Leith area have been supported in the uptake of 'Healthy Start' vouchers, which has increased income in families who need it most.
- Child's planning practice has been improved and SMART child planning training sessions are now well established.
- Children and young people have a say in the running of the school and are involved in the planning process.
- School leaver positive destinations show sustained improvements since 2010.
- The '1 in 5' Raising Awareness of Child Poverty Project has resulted in a 'Top Tips' for schools document, circulated to all teachers, which can help reduce school-associated costs.
- Edinburgh College has been working in partnership to increase the number of young people enrolled in college.
- The Edinburgh Integrated Literacy Strategy has delivered effective universal and targeted support in schools, specifically in reading and improved outcomes for children and young people.
- Family Learning continues to work across 46 targeted nursery and primary schools, with children and families requiring additional support to improve literacy and pre-literacy attainment.

This most recent performance information was used, alongside all of the sources described above, to identify the outcomes and improvement objectives for 2017-20.

The five strategic outcomes which the Partnership will work to achieve during this time are detailed below and the improvement objectives are described in the table on page 9..

1. Every child will have the best start in life

Many children, young people their families are able to access high quality early years services. However, some struggle to find affordable early years services, which limits their opportunities for work and the likelihood of good pre-school learning.

2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced

Early years and schools continue to provide excellent education services for thousands of children and young people in the city with more school leavers going into positive destinations. For some there remains a poverty-related attainment gap with others finding it difficult to secure positive destinations. Children who are looked after or who have a disability are likely to have poorer educational outcomes.

3. Every child and young person will have good wellbeing and achieve the best possible health

Public and third sector agencies continue to deliver high quality services to improve the physical and mental health of

children and young people. Some children and young people have to wait too long to access mental health services or cannot afford the cost of accessing leisure services.

4. Equity amongst children and young people and their families will be advanced

Many children, young people and their families continue to be housed in affordable, high quality social housing across the city, especially those in crisis. Some families still face the prospect of homelessness, frequent moves to new housing, and many young people find it difficult to secure a home of their own.

5. Children, young people, their families and communities will be empowered to improve their wellbeing

Public and third sector services continue to work with children and young people to respect their rights, and empower them to have more control over decisions which affect their lives. Some children, young people and their families still feel disempowered, where services are delivered 'to' or 'for' them, rather than 'with' them, and where they have little control over decisions which affect their lives.



Best Start in Life

Implement the new universal pre-birth to pre-school pathway

Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140

Improve early years pathways for young disabled children

Improve partnership working in the provision of early years services, particularly playgroups and community-run early years services

Increase the percentage of children across all SIMD quintiles reaching developmental milestones

Attendance and Achievement

Deliver school improvement plans that are effective across the four areas of the National Improvement Framework

Reduce the poverty-related attainment gap through the Pupil Equity Fund

Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities

Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey

Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations

Health and Wellbeing

Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations

Improve the quality of drugs and alcohol prevention work and substance misuse services

Minimise the need for children and young people to become looked after and improve the balance of care

Reduce the number of children who are overweight or obese, or malnourished

Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan

Equity

Deliver the '1 in 5' project and develop an equity framework for each school

Deliver income maximisation programme amongst all families on low incomes

Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation

Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing

Co-produce a community entitlement for children and young people in each locality to improve access to universal services

Empowered

Extend personalisation and choice including expansion of self-directed support and direct payments

Ensure continued delivery of effective universal youth work programmes

Enhance children's rights across the city in line with the UNCRC

Implement the Parenting Framework and improve engagement between parents and schools and wider community sector

Deliver a citywide partnership learning and development programme to improve restorative practice

Monitoring Performance

The Edinburgh Children's Partnership, alongside the Integrated Children's Service Management Groups, hold the responsibility for monitoring progress towards achieving the outcomes and objectives and will use a fully developed Performance Framework to achieve this. The Integrated Children's Services Board holds the responsibility for scrutiny.

Joint lead officers, from separate partner organisations, have been identified for each strategic outcome along with a lead officer for each of the improvement objectives. The joint lead officers will work together and take responsibility for co-ordinating performance reporting on a regular basis.

Performance reporting will include analysis of the following elements:

- Assessment of current performance measured against a well-defined set of indicators aligned to the five strategic outcomes.
- Assessments of progress against each of the improvement objectives.
- Outputs from any self-evaluation exercises focused on the five strategic outcomes in the plan and the UNCRC articles.
- Feedback from engagement with children and young people and their families about children and young people's services.
- Feedback from engagement with staff about children and young people's services.
- Data drawn from samples of children and young people's plans, focussing on Edinburgh Wellbeing Outcomes aligned to the eight GIRFEC wellbeing indicators

Appendix 3 sets out the high level measures of performance for each strategic outcome. A set of fully defined performance indicators will sit underneath this.

Each Edinburgh Children's Partnership meeting will have a focus on performance relating to one of the strategic outcomes where the joint lead officers will present a performance briefing. An annual schedule has been drawn up for these reports, ensuring that each strategic outcome will be discussed annually.

The performance briefing will give the opportunity to answer the key questions of:

- What's working well?
- What's not working well / is a key challenge?
- What are children, young people and the wider community telling us?
- What are the priority actions for the next year?
- Is there any support from the partnership that would help?

The performance briefing will form the basis of an annual report on progress, prepared and published by the Edinburgh Children's Partnership. This annual report will be presented to the Integrated Children's Services Board, Lothian Health Board and the Council's Education, Children and Families Committee and will include a statement on the extent to which children's rights are being respected.

The Performance Framework will undergo an annual review to ensure its ongoing effectiveness. The first full review of the plan and supporting performance monitoring framework will be completed by 31 March 2020.

WORKING IN PARTNERSHIP

Our services and our resources

The agencies and organisations which form the Edinburgh Children's Partnership provide a wide range of services for children, young people, their families and their communities across the city. These cover services for citizens across a variety of ages, from pre-birth up to and include 25 years old, as well as other services, such as adult health and social care services, which also have an impact on children and young people, and their families.

Key services provided directly by the Partnership include activities such as:

- Pre-birth and midwifery services
- Family nursing and paediatric services
- Early years support and health visitor services
- Family and household support
- Child protection services
- Schools and education services
- Sports and lifelong learning services
- Support for looked after children
- Transport services for children and young people
- Child and adolescent mental health services.

Across all these service types, annual operating budgets for NHS and the City of Edinburgh Council alone were estimated at over £350m in 2017/18 (see Appendix 4 for details by service).

Alongside these agencies, there are around 2,000 third sector organisations in the city which work with children and young people and their families. Data gathered through the 2015 Scottish Household Survey showed that an estimated 9.5% of all adults in Edinburgh volunteer in provision of services and activities for youth and children in the city. Such volunteers are estimated to contribute a total of 222,435 hours per year, equivalent to over £3 million worth of working hours each year (Edinburgh State of Volunteering Survey 2016). Many third sector resources also support young carers and work to enable young people to achieve positive school leaver destinations.

Making best use of our resources

As a Partnership, we recognise that to meet the objectives set out in this plan we need to make the best use of the resources we have available. We are committed to creating opportunities to collaborate with other stakeholders in finding ways to reconfigure service delivery and resources to best meet need and address priorities. Our overall aim is to work together more efficiently and effectively to deliver our strategies and plans, and to overcome capacity or financial obstacles through local and integrated planning and resource allocation. Increasingly, we want to be able to make decisions about resource allocation on the basis of the quality of services and the extent to which explicit and agreed outcomes for children and young people are improving.

Integration Initiatives

To deliver these improvements and to secure a joined-up approach to service planning and delivery, we have identified a number of initiatives and priorities designed to improve the integration of our services and the development of our workforce.

Listed below are the top priority service integration initiatives the Partnership aspires to deliver over the next three years. These have been identified through engagement with children and young people, their families, service providers and other partnerships.

Work towards delivery of shared learning services across the South East region
Complete the establishment of an Integrated Children's Services Management Group (ICSMG) in each Locality
Deliver the Scottish Children's Reporter Agency and Scottish Courts and Tribunal Service Improvement Plans
Improve integration of Council Additional Support for Learning, NHS therapy services and third sector services
Review and improve integration of children and young people's and adult health and social care services, particularly disability services
Improve integration of Council, NHSL, and third sector Looked After Children Services
Improve integration of schools, Skills Development Scotland and further education services in line with the career education standard
Improve integration of transport services for children and young people
Deliver four integrated Family and Household Support Service Teams in each locality

Critical to this area of work will be the development of the early years and school estate, NHS children's services estate and lifelong learning estate which will provide the physical infrastructure from which many children's services will be managed and delivered. This includes work to develop 'schools of the future', re-provisioning of NHS services to the New Royal Infirmary Site and the South East Scotland Learning and Skills Alliance.

Workforce Development Actions

The Partnership recognises the enormous contribution of staff that work with children and young people across the city. There are significant future challenges in recruiting and retaining the necessary skills for the future. The following actions will further engage and empower staff and improve workforce development:

Work to further improve the quality of line management supervision and performance conversations
Work with schools, Skills Development Scotland, Edinburgh College and Universities in Edinburgh to recruit more childcare and early years practitioners and improve pathways to the teaching, health visiting and social work professionals
Enhance regional approaches to staff recruitment into children and young people's services
Provide more opportunities for staff to celebrate their achievements and the achievements of children and young people
Deliver an extensive training programme to newly recruited health visitors
Ensure senior service managers and public sector leaders regularly engage with frontline staff, and seek and respond to feedback

Governance and Partnership Framework

A new governance and partnership framework has been developed to lead and deliver the outcomes and objectives described in this plan (see Appendix 5 for structure diagram). The framework is built around three core components:

- The **Integrated Children Services Board**. This board forms one of five key strategic groups formed to lead the work of the Edinburgh Partnership and delivery of its Community Plan for 2018-23. The board is the accountable body for development and delivery of this plan, is responsible for reporting on progress and challenges, and for ensuring improved joint working between other strategic groups in the Edinburgh Partnership family, including the Edinburgh Health and Social Care Partnership.

- The **Edinburgh Children's Partnership**. This group is responsible for coordinating delivery of the improvement actions and objectives outlined in this plan, and for co-ordinating delivery of children and young people related outcomes within Locality Improvement Plans.
- **Integrated Children's Services Management Groups** (CSMGs). These groups, of which there are one for each locality in the city, oversee delivery of operational children and young people's services in each locality and ensure close working and operational arrangements with Locality Leadership Teams and other services providers in each area.

Full details of group membership, roles and responsibilities are provided in Appendix 6 to this plan.

Further Information, Contact Details and Feedback

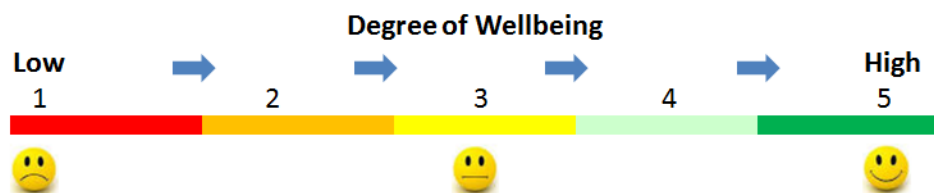
Further information about the plan can be obtained from:

Alistair Gaw – City of Edinburgh Council – Executive Director for Communities and Families – alistair.gaw@edinburgh.gov.uk

Sally Egan – NHS Lothian – Director and Child Health Commissioner – sally.egan@nhslothian.scot.nhs.uk

Edinburgh Wellbeing Outcomes

Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers



Insight Data

A summary of the insight data gathered to inform the assessment need is provided below.

This assessment sits alongside other citywide strategic needs assessments, like the one completed for the Edinburgh Health and Social Care Partnership, and the Edinburgh Community Safety Partnership.

Further insight data can be obtained from the contacts indicated in the further contacts section (Section 9) or from the ‘Edinburgh by Numbers Website’ (http://www.edinburgh.gov.uk/info/20247/edinburgh_by_numbers/1012/edinburgh_by_numbers)

Data and insight at locality level, is available from the ‘Edinburgh by Numbers Website’ as part of the locality profiles: (http://www.edinburgh.gov.uk/info/20247/edinburgh_by_numbers/1393/locality_and_ward_data_profiles)

WELLBEING

Research in Edinburgh on risk taking behaviours indicates that early school engagement, community engagement and parental monitoring are vital protective factors that support children and young people’s risk taking, without them coming to significant harm.

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) results indicated that friendships, liking of school, belonging to a group and being involved in leisure activities are protective and risk factors for good mental health and wellbeing.

This is supported by findings from the Scottish Youth Parliament’s Lead the Way survey evidencing the need to reduce inequalities and address racial, religious, sex and sexual orientation discrimination and harassment, address environmental issues and improve democratic participation.

CHILDREN IN NEED

The Additional Support for Learning Act recognises the need to support those who have additional needs which are causing a barrier to their learning. This could be for a variety of reasons such as disability, health, social and emotional factors. It is essential that all learning environments in the city meet those needs for these children and young people to thrive and fulfil their potential.

Findings from recent surveys with parents and children and young people in Edinburgh indicate that they want to see a greater level of support provided in schools with more information on services and support available and a greater say in what is provided, supported by staff who are knowledgeable about available services and how to access them.

OFFENDING AND RE-OFFENDING

The Edinburgh University Youth Transitions Study considered the impact of education on offending in young people, and found that exclusion and non-engagement in school increased the risk of reoffending. It also found that targeted services were often unhelpful due to the stigma attached to those receiving them. One of their recommendations was engagement in universal services at an earlier stage.

Youth work in Edinburgh can support children and young people to increase educational attainment, employability and health and wellbeing. These opportunities are also crucial in offering packages of support that provide protective factors while children and young people grow and develop. They also offer the opportunity to form relationships with a trusted adult out with the home and school environment which can be very important for many vulnerable children and young people.

YOUTH EMPLOYMENT AND DEVELOPING THE YOUNG WORKFORCE

In response to the Commission for Developing Scotland's Young Workforce, the Partnership will develop more effective links between education, specifically secondary schools and other partners such as Edinburgh College, Skills Development Scotland and local private sector organisations.

Evidence in Edinburgh indicates that looked after children face specific barriers to training and employment, consequently a specific focus on reducing the cluttered landscape of employability programmes, early intervention support for those who need it, and a continued development of the Edinburgh Guarantee will be critical. The Scottish Government are now publishing the Participation Measures, which demonstrate the percentage of all young people aged 16-19 in education, employment and training.

CHILDREN'S RIGHTS

Adopting an approach to children's services in Edinburgh which is based upon children's rights will enhance the wellbeing of our children and young people.

The recent report on [the State of Children's Rights in Scotland](#) from Together (the Scottish Alliance for Children's Rights) presents a clear case for focussing our efforts, amongst other areas, on education, leisure, cultural activities, health and wellbeing, disability and welfare, violence reduction, family environment and alternative care.

POVERTY AND INEQUALITY

The [Christie Commission Report](#) highlighted the need for preventative spend that focuses on preventing poverty and inequality.

The Edinburgh Partnership Board has identified four current priorities to reduce inequalities: education, employment, housing and income maximisation.

The [World Health Organisation European Child and Adolescent Health Strategy](#) recognises the importance of work from early years through to adolescence if inequalities are to be tackled.

EARLY YEARS AND FAMILY SUPPORT

The Partnership is committed to providing high quality learning and engagement opportunities through early years, primary and secondary education, meeting the needs of all children and young people in Edinburgh. Providing children with a good start in life is one of the most effective ways of addressing social and health inequalities.

Sir Michael Marmot, in his review Fair Society, Healthy Lives, identified that by creating better circumstances in which children are born and grow up, improvements in outcomes can be realised.

The Growing Up in Scotland survey identifies factors such as improved maternal health, older maternal health at birth, a rich home learning environment and high quality early learning and childcare which contribute to improved outcomes for children.

LEARNING OPPORTUNITIES – SCHOOLS AND COMMUNITIES

By enabling children and young people to develop the knowledge, skills and attributes they will need to flourish in life, learning and work, they will become successful learners, confident individuals, responsible citizens and effective contributors.

Research in Edinburgh indicates that school attendance and attainment are lower in those children and young people who come from areas of deprivation and disadvantaged backgrounds. The Scottish Government's Raising Attainment for All (RAfA) Challenge aims to reduce the gap between our most and least deprived communities and forms a central ambition of the plan.

Raising attendance and attainment levels at Edinburgh schools also requires engagement with families and a continuation of the good practice which already exists in schools.

DRAFT Performance Framework

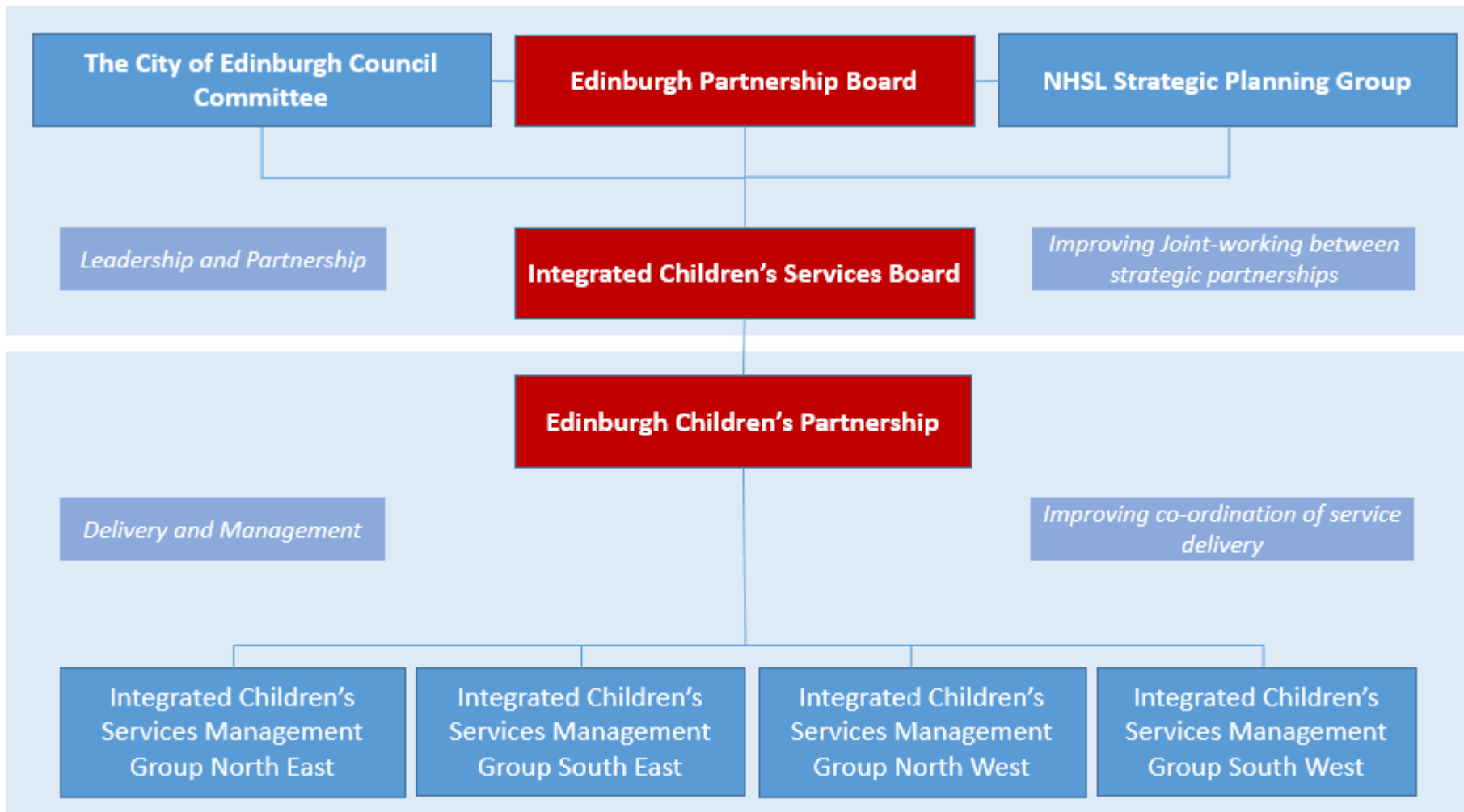
The table below sets out each strategic outcome alongside the high level measures which will be used to measure progress against that outcome.

Strategic Outcome	Objectives	High Level measures
Every child will have the best start in life	Implement the new universal pre-birth to pre-school pathway	Pre-birth to pre-school pathway contacts
	Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140	Delivery of national assessments
	Improve early years pathways for young disabled children	Early Years Settings providing 1140 hours
	Improve partnership working in the provision of early years services	Eligible 2 year olds with a disability supported
	Increase the percentage of children across all SIMD quintiles reaching developmental milestones	Children achieving developmental milestones
Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced	Deliver school improvement plans that are effective across the four areas of the National Improvement Framework	Attendance
	Reduce the poverty-related attainment gap through the Pupil Equity Fund	Attainment (including the gap)
	Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities	Participation measure
	Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey	Positive destinations
	Improve the level of participation in education, employment and training for 16-19 year olds and continue to increase positive destinations	Health and wellbeing outcomes
Every child and young person will have good wellbeing and achieve the best possible health	Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations	Waiting times for services
	Improve the quality of drugs and alcohol prevention work and substance misuse services	Levels of drug and alcohol use by young people
	Minimise the need for children and young people to become looked after and improve the balance of care	Referrals to services
	Reduce the number of children who are overweight or obese, or malnourished	Number of Looked After Children (and placement types)
	Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan	Health reviews for Looked After Children Proportion of children with healthy weight
Equity amongst children and young people and their families will be advanced	Deliver the '1 in 5' project and develop an equity framework for each school	Proportion of families on low income
	Deliver income maximisation programme amongst all families on low income	Number of families without access to affordable childcare
	Improve the availability of accessible, affordable and flexible early learning and childcare particularly in areas of deprivation	Number of homeless families and children
	Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing	Repeat presentations due to homelessness
	Co-produce a community entitlement for children and young people in each locality to improve access to universal services	School Improvement Plans with a clear focus on poverty Engagement by young people in community activities
Children, young people, their families and communities will be empowered to improve their wellbeing	Extend personalisation and choice including expansion of self-directed support and direct payments	Take-up of SDS options
	Ensure continued delivery of effective universal youth work programmes	Schools achieving RRSA accreditation
	Enhance children's rights across the city in line with the UNCRC	Parenting Framework SMART targets
	Implement the Parenting Framework and improve engagement between parents and schools and wider community sector	Pupil Wellbeing survey
	Deliver a citywide partnership learning and development programme to improve restorative practice	Parental feedback

Children and Young People's Services – Summary Service Profile and Annual Budgets - 2017/18

Council services for children and young people with disabilities £6.03M	Council child protection services £16.39M	Council secondary schools £81.12M	NHS Paediatric Community Nurses Services, NHS Respite, NHS CP & LAC specialists £2.92M	Council primary schools £84.64M
Council early years services £33.6M	Council special schools £16.15M	Council additional support for learning £19.82M	NHS generic school nursing teams and vaccination team £1.21M	Council sports and lifelong learning services (exc. Edinburgh Leisure) £12.41M
NHS Community Midwifery £3.18M	Council Looked After and Accommodated services £44.49M	Council Family and Household Support services £2.65M	Council & NHS Communities and Families Grants/SLAs to third Sector £ 3.88M	NHS Health Visitor teams, Early Years Prepare Team and Infant Feeding Advisors £6.6M
NHS Community paediatricians and child health admin £2.19M	Family Nurse Partnership service £1.1M	NHS Child and Adolescent Mental Health services (CAMHS) & ASUS service £4.84M	NHS Allied Health Services £3.8M	Council transport services for children and young people £5.19M

Structure



Governance and Partnership Framework, membership and responsibilities

Group	Core Membership	Key roles and responsibilities
Integrated Children's Services Board	<ul style="list-style-type: none"> • NHSL Board members • City of Edinburgh Council Elected Members • City of Edinburgh Council, NHS Lothian, Edinburgh Third Sector Interface, Skills Development Scotland, SCRA, Edinburgh College and Police - Chief Officers • Scottish Parliament children and young people representatives • Parent Consultative Council representatives 	<ul style="list-style-type: none"> • Provide leadership in the city to uphold the values and culture of the plan • Accountable body for the development and delivery of the plan • Report into NHSL, CEC and Edinburgh Partnership Board on key successes and challenges • Receive and respond to performance reports from the Strategic Partnership and ICSMGs
Edinburgh Children's Partnership	<ul style="list-style-type: none"> • City of Edinburgh Council and NHS Lothian - Senior Officers • Third sector representatives from the EVOC Children, Young People and Families Network • Police and Fire and Rescue Service • SCRA • Scottish Youth Parliament - Edinburgh children and young people • Youth Forum and Pupil Council representatives • Skills Development Scotland • Edinburgh College • Edinburgh Health and Social Care Partnership 	<ul style="list-style-type: none"> • Coordinate delivery of the plan • Coordinate delivery of children and young people related outcomes within Locality Improvement Plans • Produce performance reports for the Board • Undertake the strategic planning function for all services covered in this plan • Oversee inspection processes and quality assurance of children and young people's services • Co-ordinate and quality assure children and young people's participation activities • Regularly communicate with members of ICSMGs and the Board • Establish strategic working groups to improve service performance
Integrated Children's Services Management Groups (CSMGs) For each locality: - North West - North East - South East (including City Centre) - South West	<ul style="list-style-type: none"> • Children's Social Work Practice Team Manager (chair) • EVOC Children and Families Network • NHS Children and Young People Service Manager • NHS Health Visiting Team Manager • Police Scotland Inspector • Early years, primary and secondary school pupils support leads or Head Teachers • Family and Household Support Manager • Lifelong Learning Service Manager • Senior Education Welfare Officer • Additional Support for Learning Service Leader • Children and Young People Disability Services Team Leader • Depute Principal Educational Psychologist • CAMHS Lead • Quality Improvement Officer (Education) 	<ul style="list-style-type: none"> • Oversee delivery of operational children and young people's services in each locality • Coordinate delivery of children and young people related outcomes within Locality Improvement Plans • Make decisions and direct resources to support delivery of the plan • Address specific local concerns promptly and effectively • Monitor the consistent implementation of Getting it right for every child across the locality • Progress the integration of children and young people services • Report to the Partnership on work related to the plan • Engage with the Locality Leadership Team and related LLT sub groups and projects • Regularly communicate with members of ICSMGs and the Board

Education, Children and Families Committee

10am, Tuesday, 15 August 2017

Schools and Lifelong Learning Estate – Strategic Review

Item number	7.2
Report number	
Executive/routine	Executive
Wards	All

Executive summary

A report to the Education, Children and Families Committee on 7 March 2017 – [School and Lifelong Learning Estate Update](#) – approved that a strategic review of the school and lifelong learning estate should be progressed. The initial stages of the strategic review have been completed and details of the emerging issues are provided in this report.

It is recommended that detailed informal consultation with local elected members, school communities and other key stakeholders is progressed in relation to future infrastructure requirements in several areas of the city and statutory consultation papers based on the outcomes of this engagement process are prepared for consideration by the Committee later in 2017.

It is expected that later this year the Scottish Government will request bids from local authorities for the next round of the Schools for the Future funding programme (or its equivalent replacement funding programme) and the initial suggestions for the Council's submission to this funding programme are provided in the report.

Links

Coalition pledges
Council priorities
Single Outcome Agreement

Report

Schools and Lifelong Learning Estate Strategic Review

Recommendations

- 1.1 Agree that engagement with the school community to inform the design for a replacement Castlebrae High School on the site identified in Craigmillar Town Centre is progressed and that a statutory consultation paper for this proposal is prepared for consideration by the Education, Children and Families Committee in October 2017.
- 1.2 Agree that informal consultation is progressed with local elected members, school communities and other key stakeholders in west and south west Edinburgh to inform a detailed statutory consultation paper which would be submitted to Committee for consideration in December 2017.
- 1.3 Agree that informal consultation is progressed with elected members, school communities and other key stakeholders on future provision of secondary Gaelic Medium Education in Edinburgh to inform a detailed statutory consultation paper which would be submitted to Committee for consideration in December 2017.
- 1.4 Agree that a feasibility study should be progressed with colleagues in housing to consider the possibility of additional capacity for Boroughmuir High School being provided on the India Quay site.
- 1.5 Agree the Wave 4 feasibility study for Trinity Academy should be extended to consider detailed design of sports facilities for the school beside the playing fields adjacent to Bangholm Recreation Centre.
- 1.6 Note that the Communities and Families senior management team will continue to engage with the Scottish Government Education Infrastructure Unit and the Scottish Futures Trust with a view to the preparation of a strategic submission to the next Schools for the Future (or equivalent) funding programme.

Background

- 2.1 A report to the Education, Children and Families Committee on 7 March 2017 – [School and Lifelong Learning Estate Update](#) – approved that a strategic review of the school and lifelong learning estate should be undertaken with regard to the most effective approach to delivery of all future Communities and Families infrastructure including:
 - 2.1.1 short term “rising rolls” accommodation requirements for August 2018 and August 2019;
 - 2.1.2 longer term delivery of new schools related to the Local Development Plan or the Wave 4 investment programme;
 - 2.1.3 early years facilities required to meet the statutory increase in hours for eligible children due to be introduced by the Scottish Government by 2020;
 - 2.1.4 the future asset requirements to support the emerging 0-18 Gaelic Medium Education (GME) strategy (being developed by a co-production group involving Council officers and members of the Gaelic Implementation Group) which is part of the next Gaelic Language Plan due to be finalised by October 2017;
 - 2.1.5 the asset requirements for Children’s Services and;
 - 2.1.6 wider community infrastructure requirements linked to the service delivery remit of Communities and Families, other services and partners.
- 2.2 The outputs of the strategic review were to be a set of proposals for shaping the future schools and lifelong learning estate which include:
 - 2.2.1 New schools and associated community facilities required as a result of the housing and associated population growth outlined in the Local Development Plan;
 - 2.2.2 Extensions to existing assets which will create a more effective and efficient schools and lifelong learning estate;
 - 2.2.3 A list of statutory consultations which will be required for any new policy or catchment proposals thought necessary to support the creation of a more effective and efficient schools and lifelong learning estate;
 - 2.2.4 A detailed cost plan demonstrating the overall value of establishing a more strategic approach to provision of future asset requirements, showing the funding which is already available and identifying any funding gaps which will be required to be addressed in the longer term.

Main report

- 3.1 The initial stages of the strategic review have been completed and a summary of the key elements of the review are provided below.

Current expectations and commitments

Rising rolls

- 3.2 The known rising rolls primary school projects required for August 2018 and August 2019 are shown in the table below.

Primary School	Delivery	Required Capacity
Granton	2018	2 classes
Davidson's Mains	2018	8 classes (including replacement of 6 classes in existing temporary units).
Trinity	2018	2 classes
Stockbridge	2018	2 classes
St Margaret's RC	2018	1 class (being delivered through internal reconfiguration)
Kirkliston	2018/2019	1 extra class required for each session. Projections to be monitored for future years and a plan prepared for further expansion (if required).
Queensferry	2019	4 classes

Working groups have been established at each school to ensure staff and parents are fully engaged in the project delivery process. These projects are funded by the existing rising rolls capital budget or agreed contributions from developers.

- 3.3 Rising rolls are beginning to have an impact on secondary schools. At the Education Children and Families Committee on [13 December 2016](#) it was agreed that projections would be updated annually and published on the Council's website every December. The latest [projections](#) which were published in December 2016 show a theoretical capacity for all the secondary schools in Edinburgh of 22,165 pupil places, an actual roll of 18,145 pupils attending at the point of the annual census undertaken in September 2016 and a projected roll of 24,093 by August 2026. The annual projections will always cover a ten year period and it is expected that the secondary school rolls will continue to rise beyond 2026.
- 3.4 The potential accommodation solutions for rising rolls in the secondary sector are more complicated to deliver than for the primary sector and solutions have

therefore been considered as an integral part of the strategic school and lifelong learning estate review. The various secondary school proposals which are described in more detail in the remainder of this report will therefore begin to address the expected rising rolls in the secondary sector as part of a wider strategic investment plan.

Castlebrae High School

- 3.5 A capital budget of £618,000 has been allocated in the Communities and Families Capital Programme for a replacement Castlebrae High School. However, the last update on the project to the Education, Children and Families Committee was on 24 May 2016 (in the Children and Families Asset Management Plan update [report](#)) highlighted that the remaining funding for the school would have to be allocated by early 2017 to ensure a replacement school could be delivered for August 2020.
- 3.6 While the Council's budget setting process in February 2017 did not allocate any additional funding for a replacement Castlebrae High School, budgets were established for the three projects which were put forward as greater priorities by Communities and Families. This means that the project remains a high priority for any funding which does become available in the future. One funding opportunity which is likely to be forthcoming before the end of 2017 is another round of the Scottish Government's Schools for the Future (or equivalent) Programme.
- 3.7 Projects which have a good chance of being successful in terms of the early phase of a future government funding programme are those which could be delivered quickly and will result in a significant improvement in the overall condition of a local authority's estate. A project to replace Castlebrae High School could therefore be a suitable project for the Council to put forward for Scottish Government funding as a site for the new school is available and it is a High School in the city which has a poor suitability rating and has elements in poor condition.
- 3.8 A funding proposal would also be strengthened if any necessary statutory consultation required to be progressed before a new school could be delivered were already underway or completed. It is therefore recommended that a statutory consultation paper for relocation of Castlebrae High School to the site in Craigmillar Town Centre is prepared for consideration at the next Education, Children and Families Committee in October 2017. Further details of the approach to any future Scottish Government funding opportunity are provided later in this report.

Queensferry High School

- 3.9 A replacement secondary school for Queensferry is being progressed with construction of the new school to be completed by March 2020. The new school is part funded by the Scottish Government through the Schools for the Future Programme and is being delivered by hub South East Scotland Ltd

through a DBFM (Design, Build, Finance and Maintain) revenue funding arrangement.

- 3.10 Projections show that, in the future, the new school will not be able to accommodate all the expected pupils from the current Queensferry High School catchment area. A [report](#) to Council on 24 November 2016 highlighted this will result in a catchment review proposal being brought forward for Kirkliston Primary School feeding into a different secondary school. The options for this catchment review will be considered as part of the proposed informal consultation to be progressed in west/south west Edinburgh further details of which are provided below.

Wave 4 Feasibility Studies

- 3.11 Feasibility studies to determine the best option for replacement or refurbishment of the four secondary schools prioritised for future investment (should funding become available) have been completed. The four schools are Balerno High School, Liberton High School, Trinity Academy and Wester Hailes Education Centre (WHEC). The output of the feasibility studies has been considered as part of the strategic review.
- 3.12 The assessment of the four Wave 4 schools showed that Trinity Academy has the poorest support accommodation in terms of sports, dining and assembly spaces. The preferred replacement strategy for Trinity Academy proposed in the feasibility study addressed this issue by proposing that as a first stage of delivering a replacement school further consideration should be given to the possibility of delivering a dedicated schools sports facility beside the school's current playing fields which are across the road from the school adjacent to Bangholm recreation centre.
- 3.13 Before it can be confirmed whether this suggestion for developing new school sports facilities can be progressed, further detailed design work requires to be progressed to aid discussions with planning colleagues about the scale of the proposed development. If it can be confirmed that the development of the new sports facilities is possible, then this would also allow further consideration to be given to the best option for replacement and/or refurbishment of the remainder of the school. It is therefore recommended that the Wave 4 feasibility study for Trinity Academy is further progressed to establish whether sports facilities can be developed at Bangholm.

Local Development Plan

- 3.14 An Education Infrastructure Appraisal was completed to support the development of the LDP Action Programme and a list of required infrastructure aligned to the growth of the city has been published. Finance are preparing a model to demonstrate the funding which is expected to be available for these projects through developers contributions and other sources in order to identify any funding gap for specific projects which will need to be considered as part of future Council budget setting processes.

- 3.15 To deliver the first two new LDP school projects – south east Edinburgh Primary School and Leith Waterfront (replacement Victoria) Primary School - which are fully required by or linked to the LDP Action Programme, statutory consultations have been progressed and the “Outcome of the Consultation” reports were considered by Council on 29 June 2017. The recommendations to proceed with the two new schools were approved.
- 3.16 While a limited LDP infrastructure capital budget is available during 2017-18 to progress both these projects to the planning application stage, the projects will not be able to be delivered on time unless the full budgets for each project are established in the 2018-19 budget setting process. There is a considerable risk that the existing catchment schools will not be able to accommodate pupils being generated from development if the new infrastructure is not deliverable.
- 3.17 Several other new primary schools and secondary schools and a number of school extensions are also required to be delivered in line with the timescales set out in the LDP Action Programme. Some of these will also require budgets to be established during the 2018-19 budget setting processes and the same risk of lack of school estate capacity exists if these projects cannot be taken forward.

Early Years

- 3.18 Due to the government’s policy of introducing 1140 hours of early years provision per year for all 3-5 year olds by 2020 there will be significant investment required in the early years estate over the next few years. Whenever a new primary school is delivered it will include an early years facility. An assessment of all the other new infrastructure requirements has been completed and has identified a potential requirement for up to 25 new early years facilities and the refurbishment of many existing establishments. Further details of the approach proposed for the delivery of this work will be made available in future reports to this Committee, as will the capital and revenue costs associated with this work stream. The government is going to continue to provide revenue and capital funding specifically for early years but the exact amounts beyond 2017-18 are not yet known.

Emerging issues arising from the strategic review

West and South West Edinburgh

- 3.19 In the west and south west of Edinburgh there are already significant education infrastructure commitments, such as Queensferry High School and elements of the LDP requirements, which have been highlighted above. However, since the last Education, Children and Families Committee in March 2017 a further issue which will affect the strategic approach to new infrastructure in this area of the city has emerged.
- 3.20 In west Edinburgh, the LDP Action Programme identifies a requirement for a new West Edinburgh High School to support the significant housing development within this area. The Council’s proposed Local Development Plan Supplementary Guidance on Developer Contributions and Infrastructure

Delivery identifies that the proposed site for this new school is within the International Business Gateway (IBG).

- 3.21 On 3 July 2017 the City of Edinburgh Council received a letter from the Scottish Government directing the Council not to adopt the Supplementary Guidance. The Scottish Ministers' reason for this direction relates solely to the supplementary guidance identifying the new secondary school within the IBG site. While the direction does not rule out a new high school ultimately being delivered in this location, it is a significant enough intervention that alternative options for a new high school in West Edinburgh now require to be explored.
- 3.22 When this issue is considered alongside the inclusion of Balerno High School in the Wave 4 feasibility studies and all the other new education infrastructure requirements identified for west and south west Edinburgh through rising rolls, the LDP and early years 2020, the strategic approach to the future schools and lifelong learning estate in this area requires further consideration before any formal statutory consultations are progressed. In addition, the ongoing survey of the condition of the Council estate has identified that it will be necessary to replace the Currie High School building in the long-term. It is therefore recommended that informal consultation to consider all the potential options is progressed with local elected members, school communities and other key stakeholders in the area.
- 3.23 Following the informal consultation, a detailed statutory consultation paper with the preferred option for the future of schools and catchment areas in west and south west Edinburgh will be submitted to the Education, Children and Families Committee in December 2017 for consideration.

Gaelic Medium Education, James Gillespie's High School and Boroughmuir High School

- 3.24 The school roll projections for both James Gillespie's High School (JGHS) and Boroughmuir High School (BHS) show that both will experience issues accommodating the expected pupil intake in future years. The [school roll projections](#) are updated annually and published on the Council's website in December each year.
- 3.25 One solution which would help to address the rising rolls issue at JGHS would be to establish an alternative location for secondary Gaelic Medium Education (GME). An aspiration for a dedicated GME secondary school has been expressed in the 0-18 GME strategy being developed by the Gaelic Implementation Group as part of a new Gaelic Language Plan.
- 3.26 The school roll projections suggest that sufficient capacity exists at JGHS to allow GME pupils to enter the school up to and including 2020. However, the need to consider this issue has recently been enhanced due to the August 2017 intake at the GME primary school Taobh na Pàirce being significantly higher than in previous years. The transition process for pupils in relation to the establishment of a dedicated GME secondary school would require careful consideration although as a minimum, it would be necessary to ensure any

pupil who begins GME at JGHS would be able to remain there for all of their secondary education.

- 3.27 It is therefore proposed that informal consultation is now progressed with local elected members, affected school communities, the Gaelic community, the Gaelic Implementation Group and other key stakeholders. The purpose of the informal consultation would be to gauge the level of support for an alternative secondary GME solution in line with the recommendations of the Gaelic Language Plan. Following the informal consultation, a detailed statutory consultation paper will be submitted to the Education, Children and Families Committee in December 2017 for consideration.
- 3.28 Previous reports to the Education, Children and Families Committee have agreed that the rising rolls issues at JGHS and BHS could be jointly addressed through the creation of extra capacity at Darroch. However, the relocation of GME from JGHS will significantly reduce the forecast pressure on this school meaning that the rising roll issue at BHS could be considered as a stand-alone project.
- 3.29 A solution to address rising rolls at BHS would be new build of general classrooms and vocational teaching space on the land directly across the road from the new BHS, development of which was previously being progressed by EDI. This project would require to be taken forward in partnership with colleagues in housing who are now leading on the development of the India Quay site. It is recommended that a feasibility study to consider this option is now progressed.

Children's Services

- 3.30 The review of Children's Services accommodation has identified that one school (Kaimes) and two young people's centres (Moredun and Northfield) would be the priorities for investment if funding was made available. These properties have been identified as priorities as they are not fit for purpose and/or are in poor condition.

Community Centres and Libraries

- 3.31 A review of community centres and libraries is currently being carried out as part of the Council's Asset Management Strategy. Any emerging review outcomes would be reported to the committee meeting for further consideration. This area of the service needs to be aligned with the rest of the Communities and Families requirements and there may be opportunities for more alignment of services in the future.

Funding

- 3.32 Several of the proposals identified above require budgets to be established during the Council's 2018-19 budget setting process if they are to be delivered and the school estate planning team is working with colleagues in finance and planning to develop the necessary budget proposals. As part of this work consideration is being given to the extent to which receipts from developers contributions or generated by the disposal of land and/or buildings which

become surplus to requirements as a result of the strategic review can form part of the overall funding package.

- 3.33 It is expected that later in the year the Scottish Government will request bids from local authorities for the next round of the Schools for the Future funding programme (or its equivalent replacement funding programme). The statutory consultations and financial modelling outlined above will ensure the Council's submission to this funding programme is suitably advanced and robust when the call for proposals is circulated.
- 3.34 As noted above one of the best opportunities for early funding from a future Scottish Government programme could be for a replacement Castlebrae High School. However, a new funding programme may have further stages of investment and a submission to the Scottish Government will therefore outline the Council's overall strategic approach to the provision of education infrastructure in a growing city in order to set the delivery of any initial funding requests within the wider context of improving the school and lifelong learning estate across Edinburgh.

Measures of success

- 4.1 A schools and lifelong learning estate which is fully integrated with the requirements, objectives and aspirations of the whole Council and other key partners.

Financial impact

- 5.1 The financial implications on future capital and revenue budgets associated with the potential infrastructure projects arising from this strategic review will be considered in detail with colleagues in finance. Business cases will be developed through the Communities and Families Asset Investment Group and presented to the Corporate Property Board for consideration. Following this process the identification and approval of the required additional capital and revenue funding would require to be established by Council as part of future budget setting processes.

Risk, policy, compliance and governance impact

- 6.1 One of the aims of the strategic review 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 Equalities impact assessments will be carried out for any statutory consultation or capital infrastructure project which emerges from the strategic review.

Sustainability impact

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

Consultation and engagement

- 9.1 Engagement with all key stakeholders, including elected members and school communities will be undertaken through both informal and statutory consultation. All statutory consultations will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

Background reading/external references

- 10.1 Education, Children and Families Committee - 13 December 2016: [Developing a Vision for the Schools and Lifelong Learning Estate](#); [Local Development Plan Education Infrastructure Update](#); [Rising School Rolls](#); [School Roll Projections](#)
- 10.2 Education Children and Families Committee – 7 March 2017: [School and Lifelong Learning Estate Update](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Crawford McGhie, Acting Head of Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3149

Links

Coalition pledges

Council priorities

Single Outcome Agreement

Appendices

Education, Children and Families Committee

10:00, Tuesday 15 August 2017

Educational Attainment in Primary and Secondary Schools, 2016

Item number 7.3

Report number

Executive/routine

Wards

Executive Summary

This report provides a summary of the analysis of attainment in City of Edinburgh's (CEC) schools for the year 2015-16. For the Broad General Education (BGE) (ages 3-15), the measures include standardised assessments in reading and mathematics and achievement of Curriculum for Excellence (CfE) levels from early to fourth for reading, writing and mathematics. For the Senior Phase (S4-S6), national benchmarking measures from the Scottish Government's *Insight* tool are used to analyse performance. (See appendices 1-4.)

There continue to be improvements in educational attainment.

- Pupils have made better than the expected levels of improvement in reading and mathematics from P4 to P7.
- The percentage of pupils achieving the expected CfE levels in literacy and numeracy by the end of P1, P4, P7 and S3 has increased since last session.
- The percentage of school leavers achieving literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 has improved for the fifth academic session in a row.
- Similar improvements are evident in the percentage of school leavers moving into a positive destination.

Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

- The highest-attaining 20% of school leavers have performed above the corresponding national figure, as have the middle-attaining 60%.
- There is also evidence of “closing the gap” between leavers from the most and least deprived areas, at SCQF levels 5 and 6.

Areas for further improvement are also identified in the report and include:

- To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- To improve attainment in numeracy;
- To narrow the poverty-related gap attainment gap
- To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children (LAC) and Young Carers.

Educational Attainment in Primary and Secondary Schools, 2016

1 Recommendations

- 1.1 To note the continued improvements in educational attainment in Edinburgh schools;
- 1.2 To note the wide range of strategies that are deployed to raise attainment;
- 1.3 To agree to receive further annual reports on attainment/improvements in performance;
- 1.4 To note the continued hard work of pupils, staff and parents to support the successful implementation of the new national qualifications, in particular, the implementation of the new Scottish Qualification Authority (SQA) Highers and Advanced Highers.

2 Background

- 2.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council primary and secondary schools and establishments for academic session 2015-16.
- 2.2 The focus on attainment and accountability is well embedded in the authority and head teachers are fully engaged in improving performance at school level and working together with other schools, Council officers and other partners to achieve this. Overall evaluative statements made in this report are arrived at using a range of school self evaluation approaches. The information provided in this report is focussed on attainment/improvements in performance for one academic session only, the resulting findings are indicative rather than conclusive.
- 2.3 *Child at the Centre* and *How good is our school?*³ were the Education Scotland quality frameworks which schools used in 2015-16 to evaluate improvements in attainment. They used the national measures of success set out in the Quality Indicator (QI) 1.1, Improvements in Performance which includes attainment. This QI refers to both the Broad General Education and the Senior Phase and concerns the standards of attainment over time as well as the overall quality of learners' achievements.

- 2.4 The national Senior Phase benchmarking tool for attainment and achievement, *Insight*, analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation (see Appendix 1 for more detail on these measures).
- 2.5 Standardised testing across city schools takes place in literacy and numeracy on entry to P1, in reading and mathematics at the end of P1, P4 and P7. Some schools use standardised tests at other stages for internal assessment purposes. We now have sufficient data to be able to track the progress of cohorts of pupils from P4 into P7.
- 2.6 In 2014-15 schools reported on progress through CfE levels using the terms developing, consolidating and secure. In session 2015-16 schools reported on progress through CfE levels using the language 'achieving a level'. This is in line with the terminology used nationally by Education Scotland and the Scottish Government.
- 2.7 In respect of SQA national examinations in the Senior Phase, attainment is expressed in terms of the SCQF. A list of the qualifications included in the framework can be found in Appendix 2.
- 2.8 The sections in the report have been aligned as closely as possible to reflect the CfE expectations about progression through levels. Details of the levels can be found in Appendix 3.
- 2.9 Evaluative statements in this report are based on the Education Scotland, Inspectorate of Education's six-point scale which can be found in Appendix 4.

3. Main report

The Broad General Education

Primary Schools – Early to Second Level (P1-P7)

- 3.1 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school?*³, overall evaluations by primary schools themselves of improvements in performance are noted in the tables below:

Table 1: QI 1.1 Evaluations from the City of Edinburgh Council Primary Schools based on schools' own self-evaluation

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	17	51	18	2	0

Table 2: QI 1.1 Evaluations from the 6 Education Scotland Inspections of CEC Primary Schools published in academic session 2015-16:

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	2	2	2	0	0

Tables 3 and 4 below set out the mean standardised scores for Reading and Mathematics in P1, P4 and P7 for the past three sessions. (Note that for standardised scores, an average score is set at 100.)

Table 3: Mean standardised scores for Reading

Reading	2013-14	2014-15	2015-16
P1 Baseline	103.1	102.6	102.8
P1 Progress	109.4	109.2	109.2
End of P4	99.1	99.8	100.0
End of P7	104.4	105.1	106.1

Table 4: Mean standardised scores for Mathematics

Mathematics	2013-14	2014-15	2015-16
P1 Baseline	105.5	105.4	106.1
P1 Progress	98.3	98.6	99.2
End of P4	94.5	96.0	95.3
End of P7	95.1	96.0	96.0

Strengths:

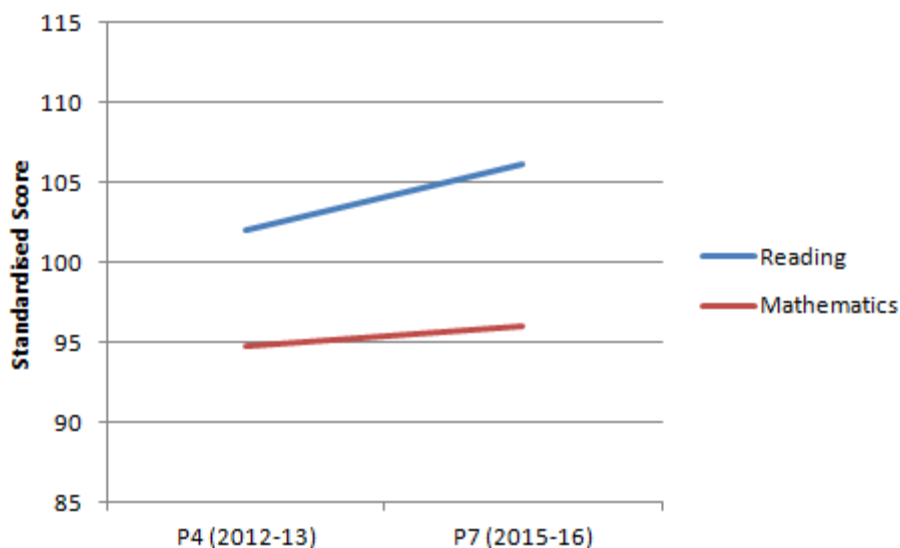
- The reading scores have increased year on year for P4 and P7.
- The mathematics scores have increased since 2014-15 for P1, have stayed the same for P7, but have fallen for P4 (although still higher than in 2013-14).

Aspects for development:

- Note that, with one exception, the figures for mathematics are lower than for reading. This is in line with the national picture but nevertheless needs attention.

3.2 Figure 1 below shows the progress made in standardised testing in reading and mathematics by P7 pupils in session 2015-16, compared to their performance whilst in P4 (session 2012-13):

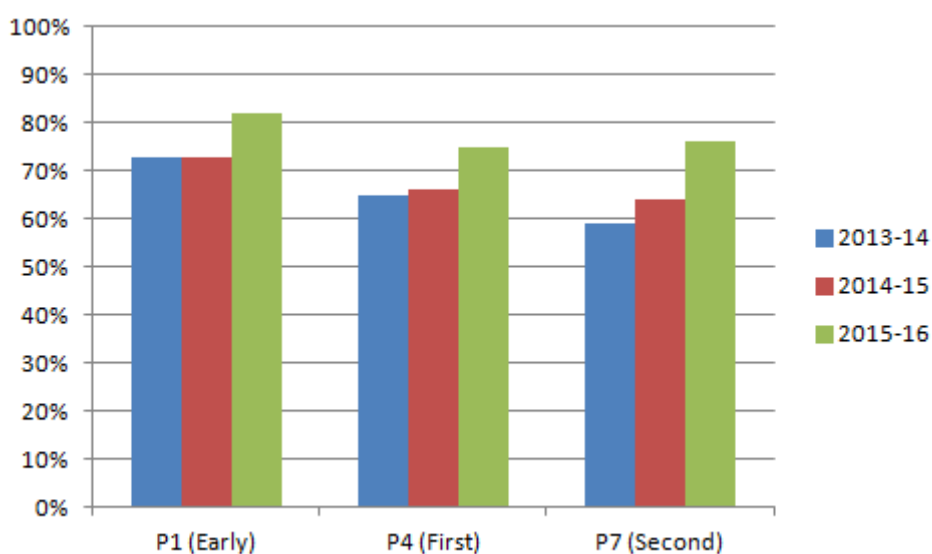
Figure 1: progress in Standardised Scores from P4 (2012-13) to P7 (2015-16)



	P4 (2012-13)	P7 (2015-16)
Reading	100.2	106.1
Mathematics	94.8	96.0

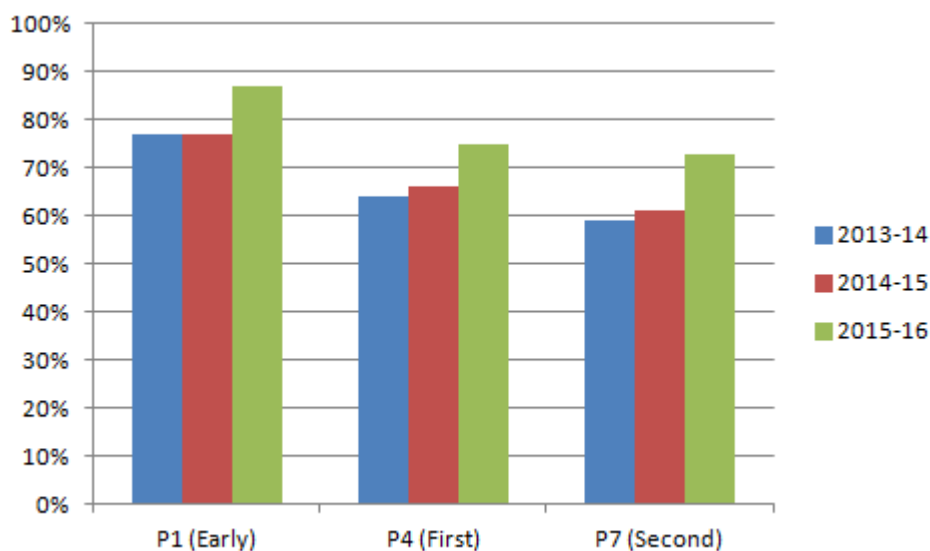
- 3.3 Scores have increased from P4 to P7 which means that pupils have made better than expected progress over time. Note that there has been a greater improvement in reading than in mathematics.
- 3.4 The graphs below show the percentage of pupils achieving the expected CfE level by end of P1 (Early Level), P4 (First Level) and P7 (Second Level), in literacy and numeracy, based on teacher professional judgement:

Figure 2: percentage of pupils achieving the expected CfE level in literacy



Literacy	2013-14	2014-15	2015-16
P1 (Early)	73%	73%	82%
P4 (First)	65%	66%	75%
P7 (Second)	59%	64%	76%

Figure 3: percentage of pupils achieving the expected CfE level in numeracy



Numeracy	2013-14	2014-15	2015-16
P1 (Early)	77%	77%	87%
P4 (First)	64%	66%	75%
P7 (Second)	59%	61%	73%

Key Strengths and Successes in Primary Schools:

- 3.5 Whilst the performance of pupils in mathematics is below that in reading, pupils have made better than expected progress in both areas from P4 to P7.
- 3.6 Improvements in performance in literacy (reading) at P1, P4 and P7, and in mathematics at P1 (as measured by standardised assessments).
- 3.7 A clear improving trend in literacy and numeracy at P1, P4 and P7, as measured by teacher professional judgement.

Aspects for Development

- 3.8 To continue to ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents.
- 3.9 To continue to focus on improving outcomes for the lowest attaining pupils including Looked After Pupils and Young Carers.
- 3.10 To continue to improve attainment in numeracy in particular.
- 3.11 To continue to improve literacy levels including talking and listening.
- 3.12 Overall evaluation of improvements in performance of Primary Schools within Early to Second Level is Good.

Secondary Schools

- 3.13 Using Quality Indicator (QI) 1.1 Improvements in Performance from *How good is our school 3?* overall evaluations of improvements in performance in secondary schools (as evaluated by the schools themselves) are noted in the tables below:

Table 5: QI 1.1 Evaluations from the City of Edinburgh Council Secondary Schools (based on schools' own self-evaluation)

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	7	10	6	0	0

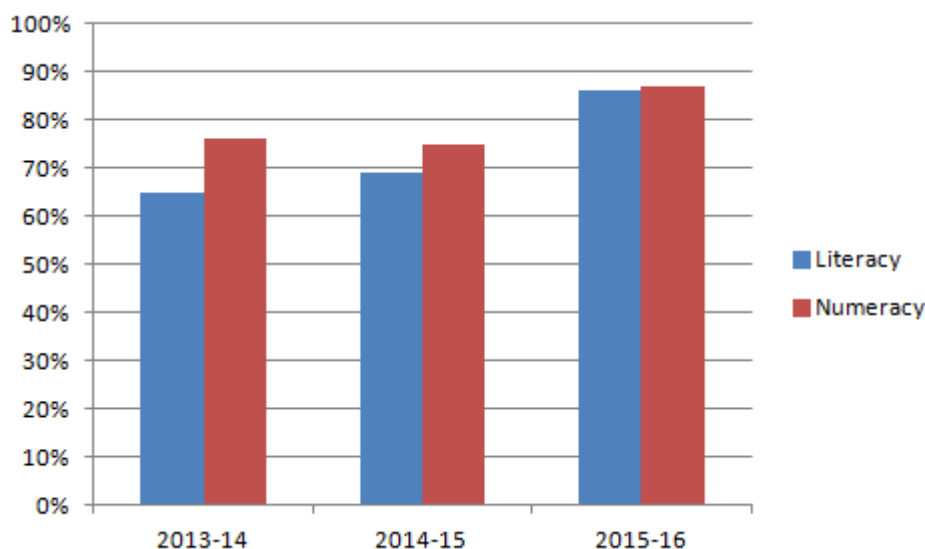
Table 6: QI 1.1 Evaluations from Education Scotland Inspections of the City of Edinburgh Council Secondary Schools published in academic session 2014/15

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
Quality Indicator 1.1	0	0	1	0	0	0

Broad General Education (S1 to S3)

- 3.14 In previous sessions, standardised assessments in English and mathematics have been used to help assess pupil progress in S2. However, the Scottish Government's National Improvement Framework requires standardised assessment of pupils in S3 rather than S2 and so no standardised testing of S2 pupils took place during session 2015-16; these pupils will instead be assessed in S3 during session 2016-17.
- 3.15 The graph below shows the percentage of S3 pupils achieving the expected CfE level (Third level) or better in literacy and numeracy, based on teacher judgement, for the past three sessions:

Figure 4: percentage of S3 pupils achieving CfE Third level or better



	2013-14	2014-15	2015-16
Literacy	65%	69%	86%
Numeracy	76%	75%	87%

Achievement of CfE levels (P1 to S3)

Key Strengths and Successes:

- 3.16 There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions, according to teacher judgement.
- 3.17 In order to support teachers to make valid and reliable assessments of progress through CfE levels, assessment co-ordinators have been identified to work with staff in every school and cluster. Education Scotland has also created a training programme for assessment and moderation which requires Local Authorities to appoint Quality Assessment and Moderation Support Officers (QAMSOs) for each level in literacy and numeracy; QAMSOs have been appointed in Edinburgh and are working to improve the quality and consistency of teacher professional

judgement with regards to pupils achieving a level. During session 2016-17 the QAMSOs have undergone national training with Education Scotland. An assessment and moderation strategy is now being developed and operational training and supporting resources will be put in place for session 2017-18.

- 3.18 A high quality Professional Learning programme is in place to support the implementation of CfE, with a focus on professional understanding of CfE assessment standards. This continues to include sessions on understanding of standards at school and cluster levels.
- 3.19 The continued success of the Integrated Literacy Strategy which combines universal provision with targeted support.
- 3.20 The introduction of the Integrated Numeracy Strategy, which aims to emulate the success of the above.
- 3.21 Training in the Stages of Early Arithmetical Learning (SEAL) methodology has been offered to teachers in secondary schools as a means to improve attainment in numeracy.

The following areas to secure improvement and next steps have been identified in secondary schools by the end of S3:

- 3.22 To continue to develop the Integrated Numeracy Strategy to ensure coordinated support and provision in numeracy to match that which is already in place for literacy (with both universal and targeted provision).
- 3.23 To continue to improve attainment in Mathematics/numeracy in S1-S3;
- 3.24 To continue to improve literacy levels in reading, writing, talking and listening in S1-S3;
- 3.25 To increase the numbers of young people achieving CfE Fourth Level in numeracy and literacy.
- 3.26 To ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents;
- 3.27 To ensure effective arrangements are in place to track and monitor progress through the Broad General Education;
- 3.28 To continue to focus on improving outcomes for the most disadvantaged pupils, in particular Looked After Children and Young Carers.
- 3.29 Overall evaluation of attainment at the end of the Broad General Education stage taking account of a range of pupil progress measures, assessments and self-evaluation information, is Good.

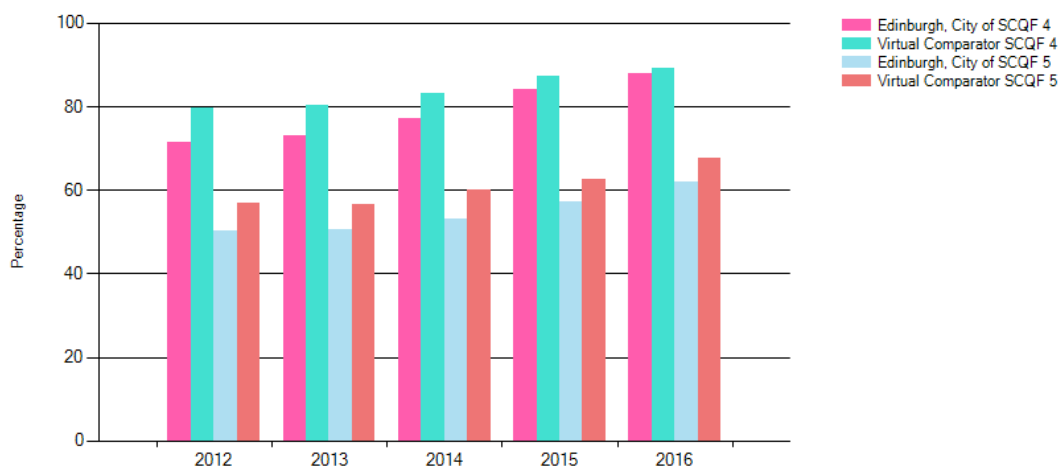
Secondary Schools – Senior Phase (S4-S6)

- 3.30 The data from *Insight* has been used to inform comment on the attainment measures below. (See Appendix 4 for more details on these measures, including an explanation of the Virtual Comparator.)

Improving Attainment in Literacy and Numeracy

- 3.31 The graph below shows the percentage of school leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions, including 2015-16.

Figure 5: the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better



Percentage of leavers achieving Literacy and Numeracy at Level 4

Year	Edinburgh, City of	Virtual Comparator	National
2012	71.58	79.77	76.69
2013	73.02	80.20	77.92
2014	77.16	83.24	81.24
2015	84.21	87.15	85.76
2016	88.01	89.17	88.06

Percentage of leavers achieving Literacy and Numeracy at Level 5

Year	Edinburgh, City of	Virtual Comparator	National
2012	50.38	57.01	52.23
2013	50.45	56.43	52.47
2014	53.08	59.91	55.29
2015	57.19	62.62	58.62
2016	62.05	67.76	64.21

Key Strengths and Successes

- 3.32 When comparing performance of leavers in 2015 with performance in 2016, the following strengths are notable:
- 3.33 Percentage point improvement in literacy and numeracy at level 4: there has been a 4 percentage point rise in attainment at this level.
- 3.34 Percentage point improvement in literacy and numeracy at level 5: there has been a 5 percentage point rise in attainment at this level.

3.35 There is a clear pattern of improvement: attainment has risen each year since 2011.

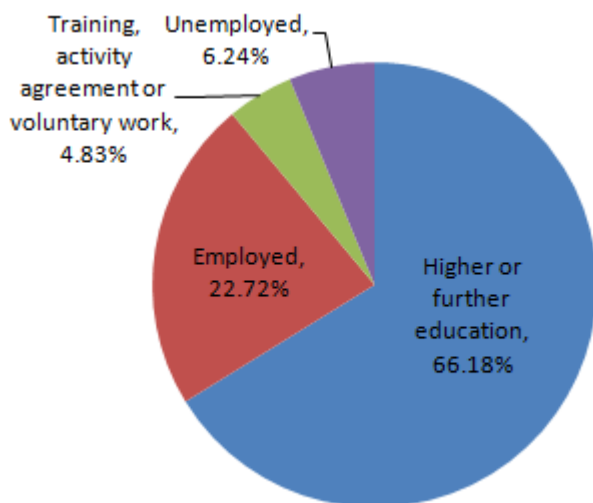
Aspects for development

3.36 The Edinburgh figures remain below the corresponding national figures and those of the Virtual Comparator.

Increasing Participation

3.37 The graph below shows the breakdown of leaver destinations for session 2015-16:

Figure 6: leaver destinations for 2016



In 2010, 82.5% of school leavers achieved a positive destination in City of Edinburgh.

3.38 In August 2011 the Edinburgh Guarantee was launched. By 2016, the percentage of school leavers entering a positive destination was 93.7%, an improvement of over 11 percentage points. The table below shows the percentage of school leavers entering a positive destination for the last five academic sessions:

Table 6: percentage of school leavers entering positive destinations

	2011-12	2012-13	2013-14	2014-15	2015-16
CEC	88.75	91.65	91.27	92.53	93.73
VC	91.28	92.67	93.46	93.53	93.94
National	90.13	91.71	92.52	93.02	93.33

3.39 Note the 2016 figures for City of Edinburgh are very similar to those of our Virtual Comparator and to the national position.

3.40 The table below shows the percentage of school leavers from the most deprived areas of Edinburgh (SIMD deciles 1 to 3) entering a positive destination for the last five academic sessions:

Table 7: percentage of school leavers entering positive destinations from the most deprived areas

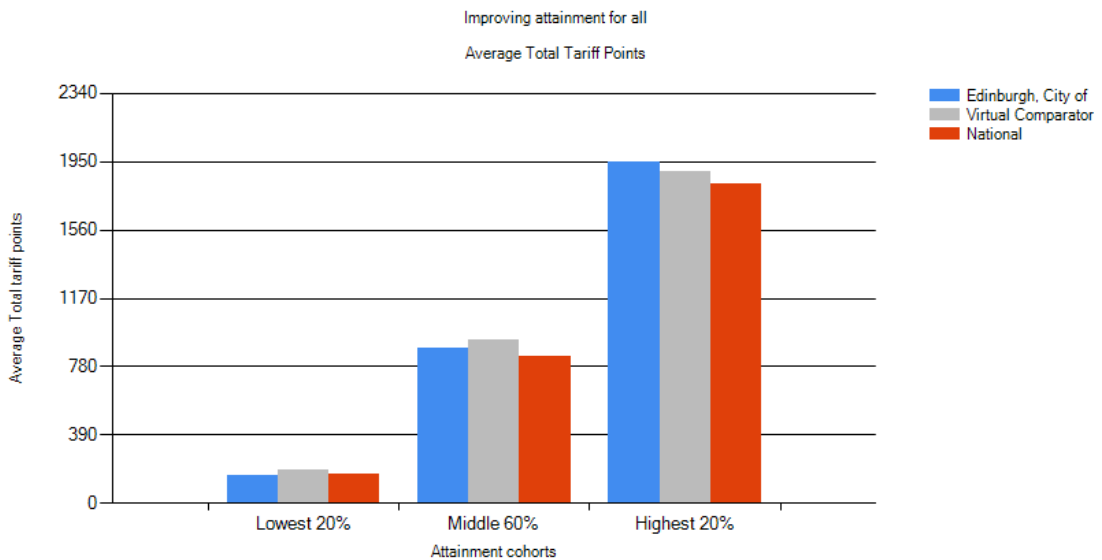
	2011-12	2012-13	2013-14	2014-15	2015-16
CEC	81.86	86.71	85.89	88.28	90.39
VC	84.78	86.87	88.25	88.49	89.35
National	84.8	87.3	88.65	89.17	89.6

3.41 Note the improving trend. The 2016 figure is higher than both the Virtual Comparator and the national figure.

Improving Attainment for All

3.42 The graph below shows the average total tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%:

Figure 7: Average Total Tariff Points for leavers, session 2015-16



Establishment	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	161	884	1951
Virtual Comparator	188	928	1895
National	170	838	1822

3.43 The performance of the middle 60% and the highest 20% continues to be above the national figures.

- 3.44 The performance of the lowest 20% continues to be below the national figure, despite showing an improving trend.
- 3.45 The graphs below compare the attainment for each of these three groups over the past four sessions. Note the improving trend for all groups.

Figure 8: comparison of lowest attaining 20% over last four sessions

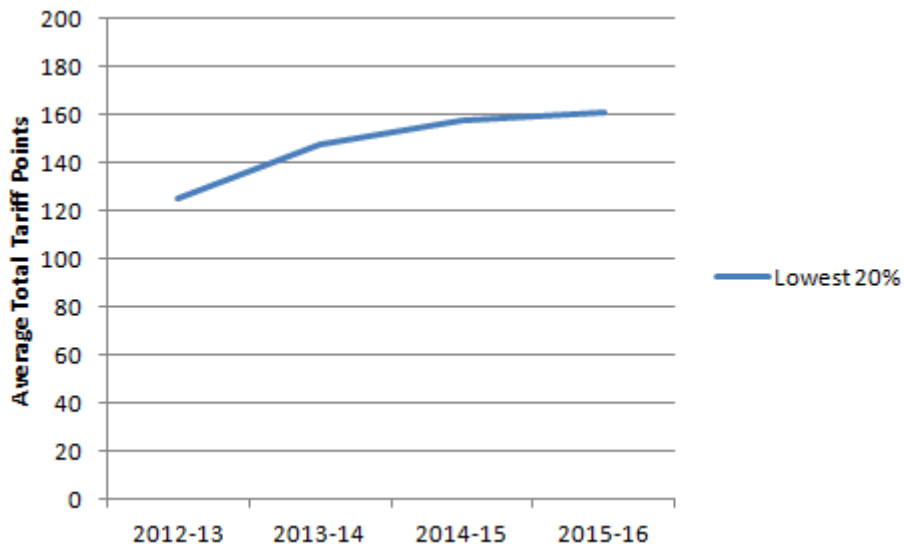


Figure 9: comparison of middle attaining 60% over last four sessions

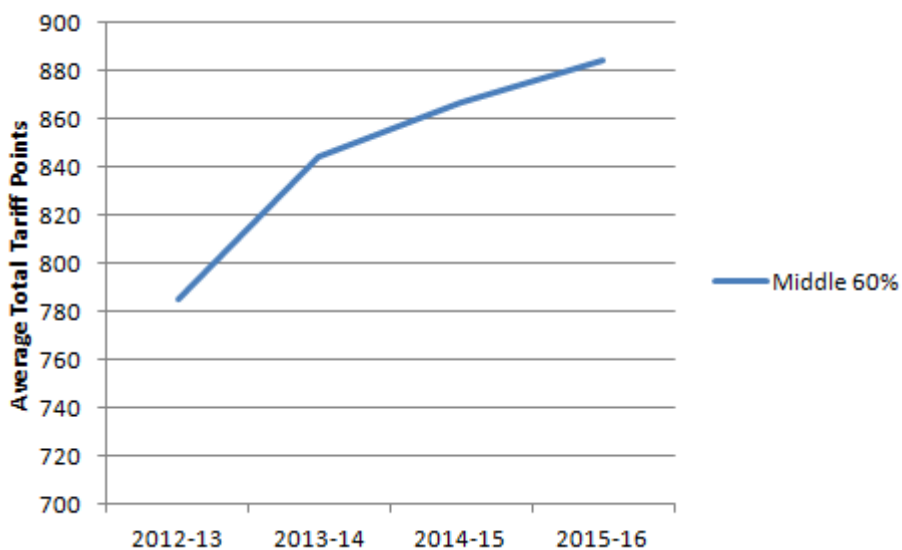
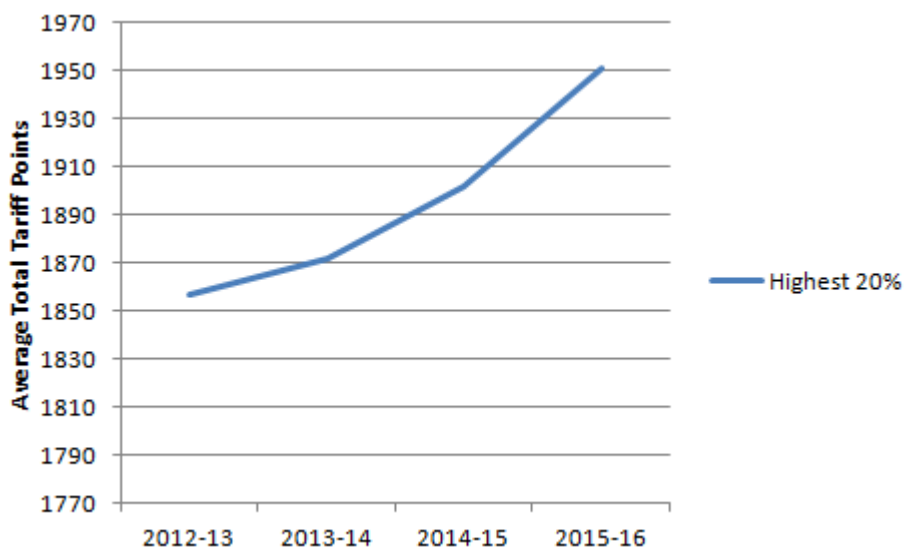


Figure 10: comparison of highest attaining 20% over last four sessions



	Lowest 20%	Middle 60%	Highest 20%
2012-13	125	785	1857
2013-14	148	844	1872
2014-15	158	867	1902
2015-16	161	884	1951

Breadth and Depth

- 3.46 The table below shows the percentage of CEC school leavers for session 2015-16 achieving awards at SCQF levels 3 to 7.
- 3.47 Note that the CEC figures are consistently above the national averages for SCQF levels 6 (Higher) and 7 (Advanced Higher). This pattern has held for the last three sessions.

Table 7: awards achieved by 2015-16 leavers at SCQF levels 3 to 7.

CEC

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.53%	96.76%	86.54%	65.93%	26.06%
2 or more	97.19%	94.01%	79.88%	57.06%	14.07%
3 or more	95.20%	91.68%	74.07%	49.72%	5.26%
4 or more	93.24%	89.45%	68.01%	42.45%	0.64%
5 or more	90.37%	86.27%	60.34%	34.83%	0.03%

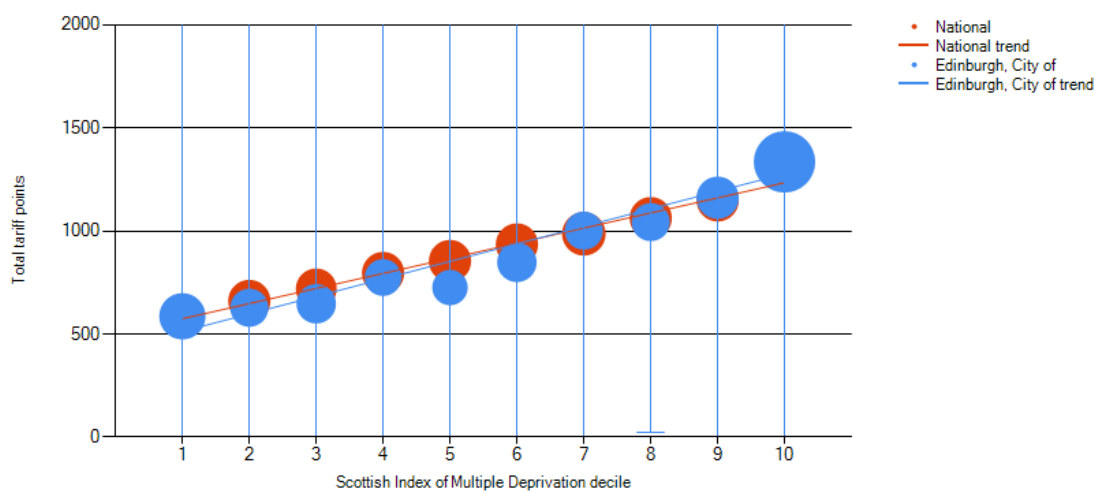
National

Awards	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.10%	96.66%	87.12%	64.95%	21.67%
2 or more	96.83%	94.63%	80.60%	55.87%	9.55%
3 or more	95.26%	92.70%	74.77%	48.59%	3.23%
4 or more	93.50%	90.47%	68.49%	41.52%	0.35%
5 or more	90.88%	87.23%	60.90%	33.88%	0.02%

Attainment versus Deprivation

- 3.48 The graph below shows the average total tariff points for leavers in session 2015-16, broken down by SIMD decile, compared to the corresponding national figures.
- 3.49 The total for SIMD deciles 3, 5 and 6 are below the corresponding national totals. However for all but one decile (decile 7), the totals have increased from those for session 2014-15.

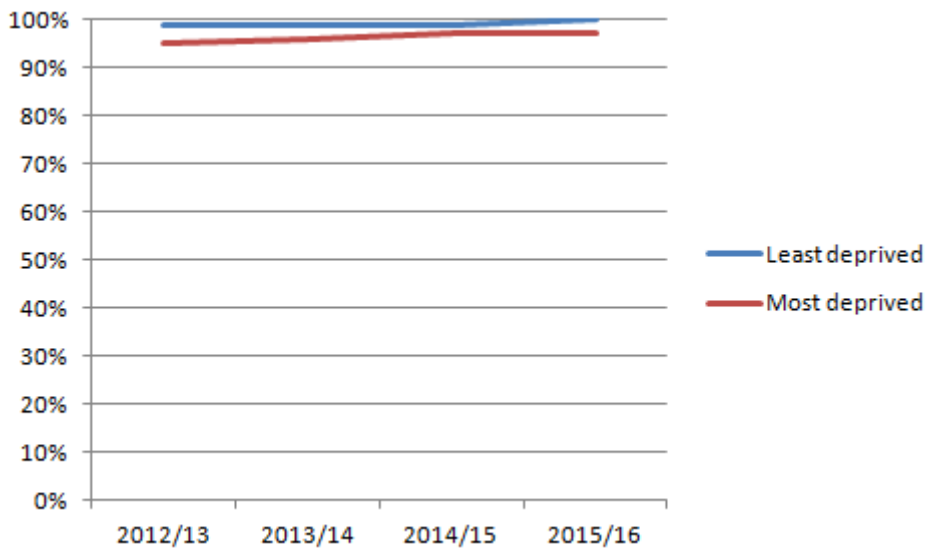
Figure 11: comparison of average total tariff points for school leavers by SIMD decile, session 2015-16



SIMD decile	1	2	3	4	5	6	7	8	9	10
Edinburgh, City of	586	627	647	774	725	848	1002	1043	1162	1336
National	589	661	719	796	854	935	987	1062	1149	1301

3.50 The graphs below compare the attainment of leavers from the most deprived 30% (SIMD deciles 1-3) with that of the least deprived 30% (SIMD deciles 8-10) for the past four sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.

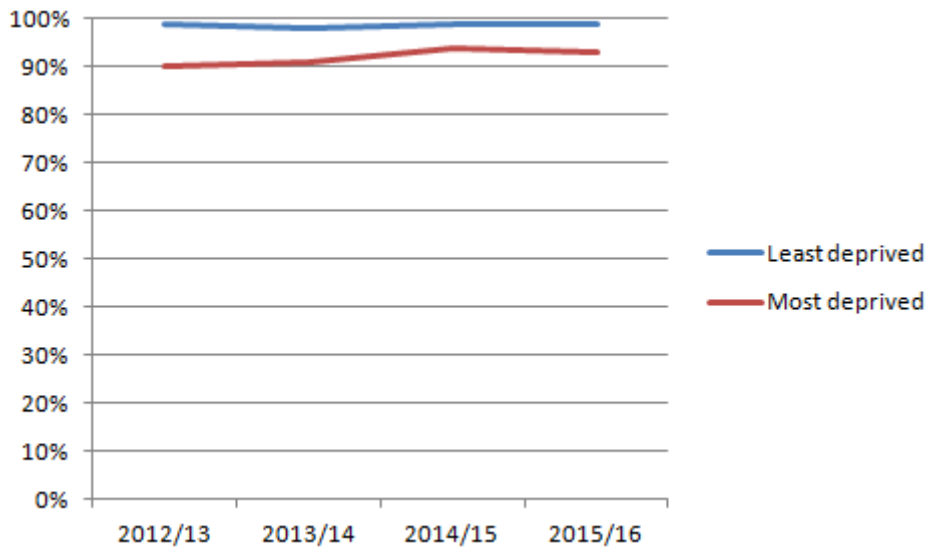
Figure 12: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better



	2012/13	2013/14	2014/15	2015/16
Least deprived	99%	99%	99%	100%
Most deprived	95%	96%	97%	97%

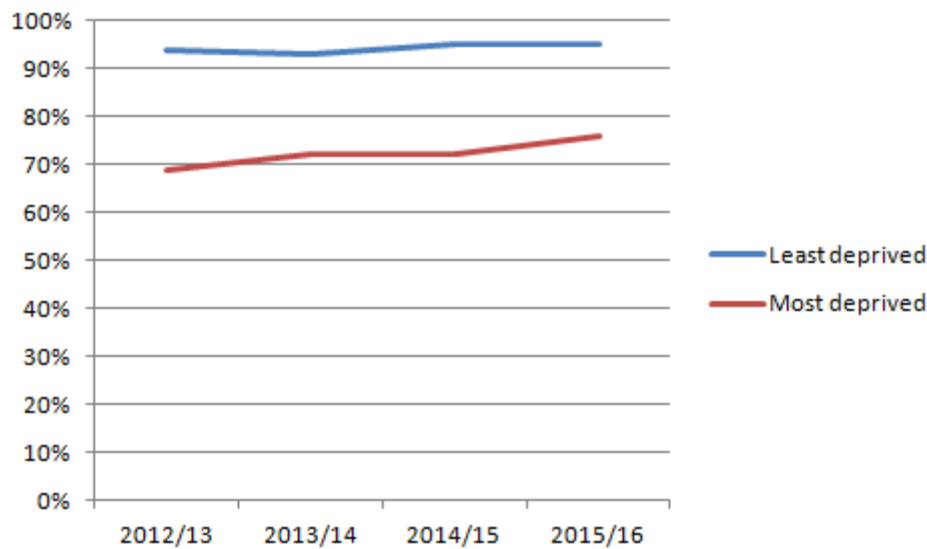
3.51 Note the “attainment gap” has decreased since 2012/13 for each of these measures, with particular recent success at SCQF levels 5 and 6.

Figure 13: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better



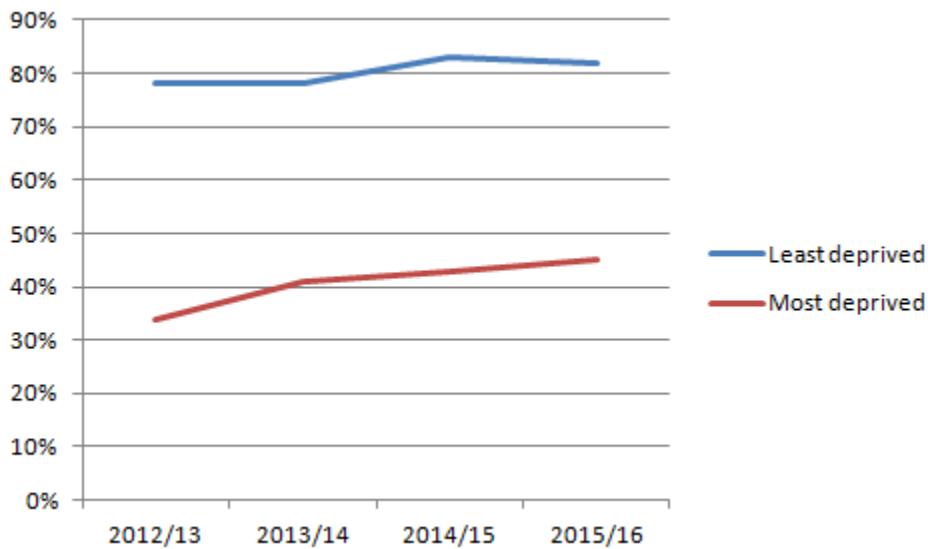
	2012/13	2013/14	2014/15	2015/16
Least deprived	99%	98%	99%	99%
Most deprived	90%	91%	94%	93%

Figure 14: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better



	2012/13	2013/14	2014/15	2015/16
Least deprived	94%	93%	95%	95%
Most deprived	69%	72%	72%	76%

Figure 15: percentage of school leavers gaining one or more qualifications at SCQF Level 6 or better



	2012/13	2013/14	2014/15	2015/16
Least deprived	78%	78%	83%	82%
Most deprived	34%	41%	43%	45%

Key Strengths and Successes in Senior Phase Attainment (S4-S6):

- The five-year improving trend in literacy and numeracy at levels 4 and 5;
- The performance of the middle-attaining 60% and highest-attaining 20% of leavers are above the national figures.
- The performance of the lowest-, middle- and highest-attaining leavers has improved year on year for the last three academic sessions;
- The strong performance of school leavers at SCQF levels 6 and 7.
- The “attainment gap” has decreased since 2012/13, with particular recent success at SCQF levels 5 and 6.

3.52 The overall evaluation of attainment by school leavers for session 2014-15, taking account of progress and self-evaluation information, is Good.

The following areas to secure improvement and next steps have been identified in secondary schools in the senior phase:

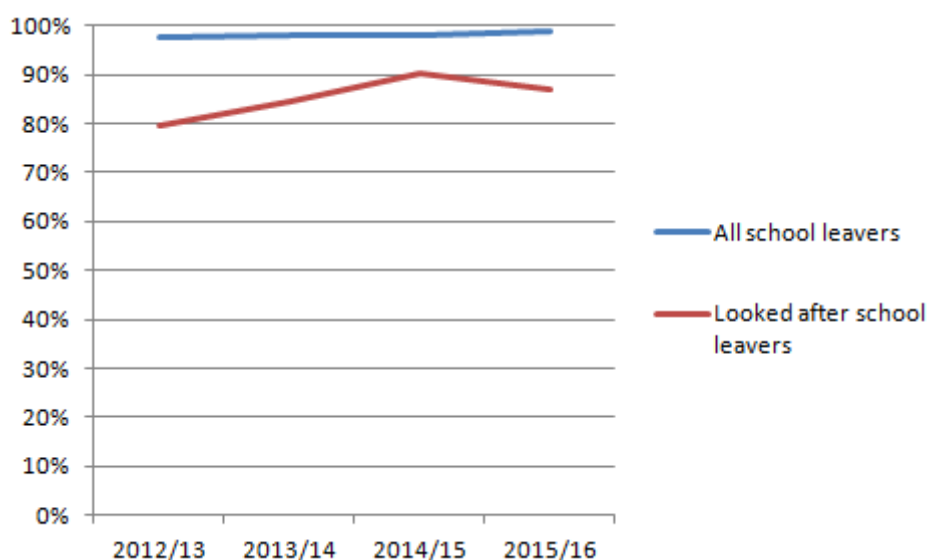
- To continue to improve attainment in numeracy in S4, S5 and S6;
- To continue to raise attainment in literacy in S4, S5 and S6
- To increase the number of leavers gaining level 5 qualifications in literacy and numeracy;

- To continue to improve the number of pupils moving into positive destinations;
- To continue to improve the average total tariff points for leavers, with a particular focus on the lowest attaining 20%;
- To use the Scottish Government’s new Pupil Equity Fund to further close the gap in pupil attainment by deprivation, from session 2017-18 onwards.

The Attainment of Looked After Children (LAC)

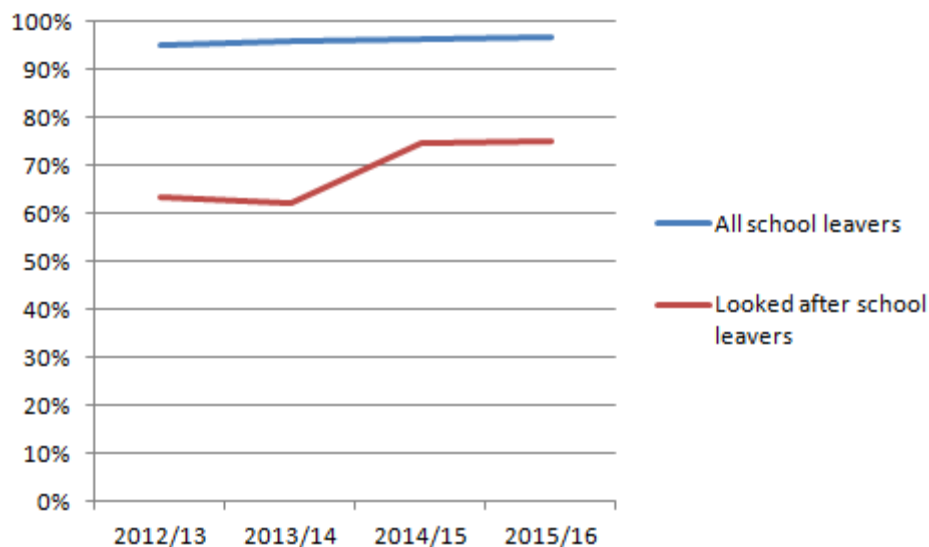
- 3.53 In the academic session 2015-16, 63 City of Edinburgh leavers were classified as “Looked After Children” (LAC) compared to a national figure of 1035. 26 out of these 63 LAC leavers left school at the end of S4.
- 3.54 87% of LAC leavers achieved one or more qualifications at SCQF level 3 or better for session 2015-16; this is the same as the national figure.
- 3.55 75% of LAC leavers achieved one or more qualifications at SCQF level 4 or better for session 2015-16; this is 1 percentage point below the national figure of 76%.
- 3.56 73% of these LAC leavers achieved a positive destination (a 4 percentage point increase on the previous session), compared to a national figure of 74%.
- 3.57 33% of LAC leavers achieved one or more qualifications at SCQF level 5 or better for session 2015-16. Whilst this is an improvement on the previous session, it is still below the national figure of 43%.
- 3.58 The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of all leavers in City of Edinburgh for the past four sessions.

Figure 16: percentage of school leavers gaining one or more qualifications at SCQF Level 3 or better (LAC leavers compared to all leavers)



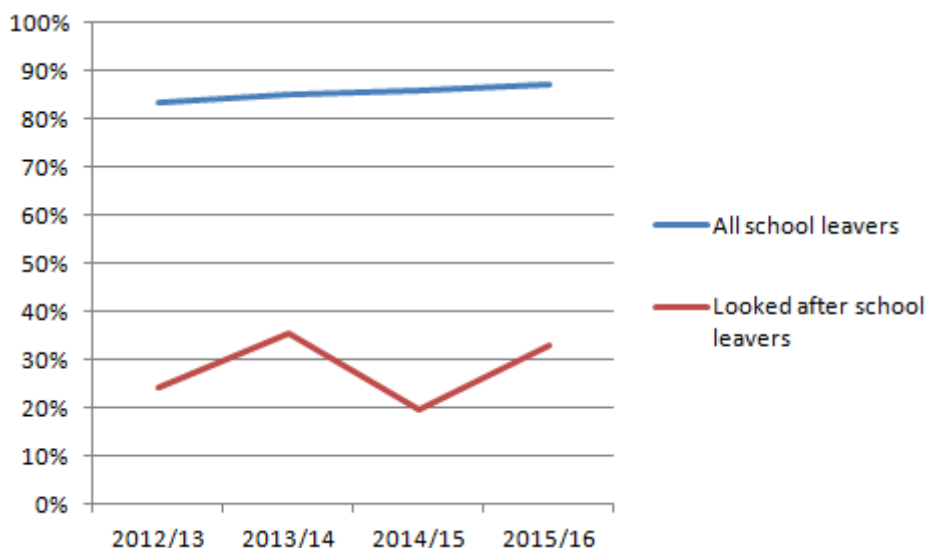
	2012/13	2013/14	2014/15	2015/16
All school leavers	97%	98%	98%	99%
Looked after school leavers	80%	84%	90%	87%

Figure 17: percentage of school leavers gaining one or more qualifications at SCQF Level 4 or better (LAC leavers compared to all leavers)



	2012/13	2013/14	2014/15	2015/16
All school leavers	95%	96%	97%	97%
Looked after school leavers	64%	62%	75%	75%

Figure 18: percentage of school leavers gaining one or more qualifications at SCQF Level 5 or better (LAC leavers compared to all leavers)



	2012/13	2013/14	2014/15	2015/16
All school leavers	83%	85%	86%	87%
Looked after school leavers	24%	36%	20%	33%

- 3.59 Raising attainment for looked after learners remains a high priority. The strategy to improve outcomes for looked after learners includes three main elements:
- a relentless belief that all children can achieve their full potential;
 - working in partnership to deliver a new senior phase which encourages all pupils to stay on until the end of S6 and enter a positive destination;
 - high expectations supported by robust tracking and monitoring of attendance and attainment/achievements.

4 Measures of success

Based on a range of evidence:

- 4.1 Overall evaluation of attainment/improvements in performance in primary schools is Good.
- 4.2 Overall evaluation of attainment/improvements in performance in secondary schools is Good.

5 Financial impact

- 5.1 There are no financial implications contained in this report.

6 Risk, policy, compliance and governance impact

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

7 Equalities impact

- 7.1 There are considered to be no infringements of the rights of the child.
- 7.2 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8 Sustainability impact

- 8.1 None.

9 Consultation and engagement

- 9.1 Consultation and engagement took place with school senior managers, service managers and other officers within the local authority.

10 Background reading/external references

[Attainment Report 2007-2008, 17 March 2009](#)

[Attainment Report 2008-2009, 18 March 2010](#)

[Attainment Report 2010, 25 January 2011](#)

[Attainment Report 2011, 15 November 2011](#)

[Standards and Quality Report 2012, 9 October 2012](#)

[Educational Attainment/Improvements in Performance 2013, 10 December 2013](#)

[Educational Attainment 2014, 3 March 2015](#)

[Educational Attainment 2015, 24 May 2016](#)

[Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Andy Gray, Head of Communities and Families, Chief Education Officer

E-mail: Andy.Gray@edinburgh.gov.uk

11 Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

Appendices

Appendix 1 – The new attainment measures

Appendix 2 – SQA qualifications by SCQF level

Appendix 3 – Progression through CfE levels

Appendix 4 – Education Scotland performance scale

Appendix 1

The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of new attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);
- **Improving Attainment for All:** the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.
The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

Appendix 2

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level Qualifications included

Level 3	National 3
Level 4	National 4, Intermediate 1
Level 5	National 5, Intermediate 2
Level 6	Higher at grades A-C
Level 7	Advanced Higher at grades A-C

(Intermediate 1 and Intermediate 2 qualifications will no longer be offered by SQA from session 2015-16 onwards.)

Appendix 3

Education Scotland scale for evaluating performance:

Excellent	Outstanding or sector leading	(Level 6)
Very Good	Major strengths	(Level 5)
Good	Important strengths with areas for improvement	(Level 4)
Satisfactory	Strengths just outweigh weaknesses	(Level 3)
Weak	Important weaknesses	(Level 2)
Unsatisfactory	Major weaknesses	(Level 1)

Appendix 4

Progression through Curriculum for Excellence levels.

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7.
Third/Fourth	S1 to S3 (Fourth level broadly equates to SCQF level 4)
Senior Phase	S4 to S6, and college or other means of study

Education, Children and Families Committee

10am, Tuesday 15 August 2017

Positive Action Funding in Primary Schools

Item number	7.4
Report number	
Executive/routine	
Wards	

Executive Summary

To ensure the most effective targeting of funding to those children most in need. Changes to the allocation of Positive Action Funding were agreed at Committee on the 1 March 2016. The purpose of this report is to provide an update to the Education, Children and Families Committee on actions underway to improve performance.

Links

Coalition Pledges
Council Priorities
Single Outcome Agreement

Update on Positive Action funding in Primary Schools

Recommendations

Members of the Education, Children and Families Committee are asked to:

- 1.1 Note the content of this report.
- 1.2 Request a further report detailing the improvement in attainment to date based on 2016/17 data when it becomes available and identifying actions to be taken to ensure improvement in performance.

Background

- 2.1 Previously the method for allocating positive action funding to Primary Schools was based:
 - 2.1.1 20% on attainment for the number of pupils at P1 where the three year average literacy score was under 85;
 - 2.1.2 80% based on the three year average Free Meal Entitlement as at February for any school where the three year average was greater than 40%.
- 2.2 In March 2016 the Education Children and Families Committee agreed that for the three year period between 2016-17 and 2018-19 positive action funding in the primary sector would be allocated to those schools with children living in Deciles 1 and 2 of the Scottish Index of Multiple Deprivation with a weighting of 2:1 to those pupils living in decile 1 and a 40% threshold being used.
- 2.3 Using deciles 1 and 2 ensured the targeting of resources for pupils with the greatest need in areas of multiple deprivation.

Main report

- 3.1 Currently positive action funding is allocated to 25 of the 88 primary schools, ranging from £4,114 to £217,706 (Appendix 1).
- 3.2 All schools are committed to planning and managing resources to improve the quality of education. Currently a significant number of initiatives are in place some of which are detailed below:
 - 3.2.1 Developing leadership skills and improving teacher quality – staff take on additional responsibility for developments in school and undertake professional development through a range of courses.

- 3.2.2 Systems for monitoring and tracking pupil performance – planning, implementing and evaluating standardised testing and teacher judgement based on observation, discussion and formal assessments.
- 3.2.3 Clear focus on specific learning and teaching strategies for literacy and numeracy – SEAL (Stages of Early Arithmetical Learning) understanding the development of children’s numerical knowledge, Literacy Rich Edinburgh: a phonics programme and VCOP (Vocabulary, Connectives, Openers and Punctuation) as a way of improving writing.
- 3.2.4 Using technology to improve learning – use of iPads/ hand held devices and improved parental engagement, through for example twitter, school websites and email.
- 3.2.5 Increasing opportunities for pupils to develop a wide range of life skills - broadening horizons and understanding of the practical requirements of the working world so they can be motivated to improve their literacy and numeracy skills
- 3.2.6 Developing teaching strategies and targeting interventions and resources effectively to improve both attainment and wider achievement.
- 3.2.7 Recruiting additional teaching and support staff.
- 3.2.8 Increasing opportunities for pupils to participate in activities that aim to enhance their emotional health and wellbeing - such as expressive arts, school clubs, outdoor learning.
- 3.2.9 Involving parents in the life of the school and in their child’s learning.
- 3.3 The information detailed in Appendix 2 and 3 highlights the percentage of pupils achieving the appropriate CfE (Curriculum for Excellence) level as per teacher professional judgement within P4 and P7. These levels are:
 - 3.3.1 First Level - To the end of P4, but earlier or later for some;
 - 3.3.2 Second Level - To the end of P7, but earlier or later for some.
- 3.4 At an individual school level the information available through standardised testing helps to target underachievement and identify the best ways to help pupils improve, with a particular focus on those pupils most in need.
- 3.5 Standardised test scores between 85 and 115 are within the average range; scores over 115 are considered above average, while scores below 85 are considered below average. Last session by the end of P7 improvement in numeracy performance was variable and performance in literacy indicated a steady improvement (Appendix 4).

Measures of success

- 4.1 The impact of targeted support will be evaluated through the annual Standards and Quality Improvement Planning process by the school Quality Improvement Education Officer.

Financial impact

- 5.1 No change is proposed to the overall level of Positive Action Funding.

Risk, policy, compliance and governance impact

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

Equalities impact

- 7.1 All work within this area seeks to address the imbalance in terms of provision of resources and outcomes for children. There are no negative equality impacts.

Sustainability impact

- 8.1 There are no sustainability issues.

Consultation and engagement

- 9.1 This will be shared through the head teacher executive and with parents through the normal processes of locality and CCWP arrangements.

Background reading/external references

Achievement of Curriculum for Excellence levels

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

Scottish Survey of Literacy and Numeracy

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Development of Curriculum for Excellence

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/howwasthecurriculumdeveloped/index.asp>

[Review of Positive Action Funding in Primary Schools 1 March 2016](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Maria Plant Schools and Lifelong Service Manager

E-mail: Maria.Plant@edinburgh.gov.uk | Tel: 0131 469 6107

Links

Coalition Pledges**Council Priorities****Single Outcome Agreement****Appendices**

- 1 – Allocation of funding 2017/18
- 2 – CfE levels language
- 3 – CfE levels mathematics
- 4 – Standardised test scores

Funding allocation for 2017/18

Brunstane PS	North East	£54,650
Castleview PS	North East	£178,171
Craigentinny PS	North East	£49,850
Leith PS	North East	£10,500
Niddrie Mill PS	North East	£161,514
St Catherine's RC PS	North East	£69,074
St Francis' RC PS	North East	£99,452
St Ninian's RC PS (Edin)	North East	£41,630
Broomhouse PS	North West	£83,989
Craigroyston PS	North West	£110,975
Ferryhill PS	North West	£35,122
Forthview PS	North West	£155,070
Granton PS	North West	£133,572
Pirniehall PS	North West	£103,550
St David's RC PS (Edin)	North West	£65,741
St Joseph's RC PS (Edin)	North West	£57,415
Craigour Park PS	South East	£5,696
Gilmerton PS	South East	£4,114
Gracemount PS	South East	£89,220
Royal Mile PS	South East	£8,834
Balgreen PS	South West	£3,586
Canal View PS	South West	£217,706
Clovenstone PS	South West	£81,475
Sighthill PS	South West	£78,934
Stenhouse PS	South West	£49,343

% of pupils achieving appropriate CfE levels *

School	LOCALITY	2013- 2014	2014- 2015	2015- 2016	2013- 2014	2014- 2015	2015- 2016
		CfE Lang P4	CfE Lang P4	CfE Lang P4	CfE Lang P7	CfE Lang P7	CfE Lang P7
Brunstane PS	North East	11	27	47	24	11	36
Castleview PS	North East	4	25	65	3	28	55
Craigentenny PS	North East	48	36	54	38	31	59
Leith PS	North East	21	25	71	41	31	66
Niddrie Mill PS	North East	24	0	43	3	7	50
St Catherine's RC	North East	30	37	72	38	40	48
St Francis' RC PS	North East	30	0	75	63	48	74
St Ninian's RC PS	North East	62	55	50	7	24	53
Broomhouse PS	North West	36	0	66	32	0	50
Craigroyston PS	North West	18	21	67	53	12	85
Ferryhill PS	North West	31	56	77	0	34	43
Forthview PS	North West	25	49	57	18	52	48
Granton PS	North West	16	62	61	32	29	73
Pirniehall PS	North West	52	56	65	44	31	91
St David's RC PS	North West	52	31	58	0	26	77
St Joseph's RC PS	North West	80	39	73	30	28	78
Craigour Park PS	South East	64	50	69	44	48	64
Gilmerton PS	South East	34	58	57	24	35	27
Gracemount PS	South East	48	31	40	17	38	78
Royal Mile PS	South East	25	38	59	29	0	33
Balgreen PS	South West	73	68	56	68	68	66
Canal View PS	South West	20	45	59	13	21	61
Clovenstone PS	South West	48	0	53	22	0	57
Sighthill PS	South West	46	19	38	47	62	46
Stenhouse PS	South West	49	52	70	40	58	70

- Based on teacher judgement

% of pupils achieving appropriate CfE level *

		2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
School	LOCALITY	CfE Maths P4	CfE Maths P4	CfE Maths P4	CfE Maths P7	CfE Maths P7	CfE Maths P7
Brunstane PS	North East	16	32	59	12	17	20
Castleview PS	North East	58	28	54	38	36	45
Craigentenny PS	North East	32	41	59	43	23	64
Leith PS	North East	41	27	86	31	38	69
Niddrie Mill PS	North East	8	0	45	0	33	50
St Catherine's RC PS	North East	12	27	44	31	20	44
St Francis' RC PS	North East	0	0	79	32	33	57
St Ninian's RC PS	North East	49	67	61	7	21	35
Broomhouse PS	North West	25	28	79	37	61	60
Craigroyston PS	North West	35	21	78	33	3	77
Ferryhill PS	North West	43	50	88	0	24	50
Forthview PS	North West	23	31	59	11	52	50
Granton PS	North West	16	72	55	32	35	48
Pirniehall PS	North West	45	31	58	53	34	91
St David's RC PS	North West	48	18	55	0	20	63
St Joseph's RC PS	North West	91	24	82	45	32	59
Craigour Park PS	South East	61	52	66	38	40	61
Gilmerton PS	South East	68	46	48	7	41	31
Gracemount PS	South East	26	27	38	13	45	49
Royal Mile PS	South East	33	46	82	6	0	25
Balgreen PS	South West	59	69	58	68	60	76
Canal View PS	South West	26	45	54	32	21	65
Clovenstone PS	South West	22	39	50	0	0	48
Sighthill PS	South West	64	26	44	40	67	69
Stenhouse PS	South West	46	60	79	53	65	72

- Based on teacher judgement

Average standardised test scores 2013 - 2016

		Numeracy P4 2013	Numeracy P7 2016		Literacy P4 2013	Literacy P7 2016
Brunstane PS	North East	82	86		88	94
Castleview PS	North East	80	78		81	87
Craigtinny PS	North East	88	98		99	98
Leith PS	North East	89	87		96	94
Niddrie Mill PS	North East	84	78		90	90
St Catherine's RC PS	North East	84	90		87	99
St Francis' RC PS	North East	84	83		87	95
St Ninian's RC PS	North East	88	89		98	102
Broomhouse PS	North West	90	93		91	96
Craigroyston PS	North West	84	81		84	94
Ferryhill PS	North West	90	92		97	101
Forthview PS	North West	85	84		90	99
Granton PS	North West	91	82		93	92
Pirniehall PS	North West	79	86		87	101
St David's RC PS	North West	88	88		93	100
St Joseph's RC PS	North West	87	97		94	101
Craigour Park PS	South East	95	96		91	104
Gilmerton PS	South East	82	79		91	93
Gracemount PS	South East	87	86		98	100
Royal Mile PS	South East	83	84		89	95
Balgreen PS	South West	100	97		105	107
Canal View PS	South West	87	98		91	96
Clovenstone PS	South West	90	86		100	95
Sighthill PS	South West	89	102		95	109
Stenhouse PS	South West	91	97		96	99

Education, Children and Families Committee

10am, Tuesday 15 August 2017

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2017/2018

Item number	7.5
Report number	
Executive/routine	Executive
Wards	

Executive Summary

The Education, Children and Families Committee is required to appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups. The proposed membership structures and remits of each are detailed in appendices 1 to 5 of this report.

Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups 2017/2018

1. Recommendations

- 1.1 To appoint the membership of the Sub-Committee on Standards for Children and Families as set out in Appendix 1.
- 1.2 To appoint the Convener of the Sub-Committee on Standards for Children and Families.
- 1.3 To appoint the membership of the Consultative Committee with Parents as set out in Appendix 2.
- 1.4 To appoint the Convener of the Consultative Committee with Parents and Working Groups for 2017/2018.
- 1.5 To appoint membership of the Working Groups as set out in Appendices 3 to 5.
- 1.6 To approve the remits of the Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups for 2017/2018 as set out in appendices 1 to 5 of this report.

2. Background

- 2.1 The Council, at its meeting on 22 June 2017, approved revised political management arrangements for 2017 and appointed membership of the Education, Children and Families Committee including the Convener and Vice-Convener.

3. Main report

- 3.1 The Committee is required to appoint the membership of its Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and other Working Groups for 2017/18.
- 3.2 While there is no requirement for the membership of working groups to be proportionate to that of the Council, it is suggested that this is good practice.

The proposed membership has therefore been adjusted to reflect the overall political balance on the Council. It is, however, open to the Committee to alter the membership where it feels this is warranted.

3.3 The proposed membership structures and remits are set out in Appendices 1 to 5 of this report.

4. Measures of success

4.1 Not applicable

5. Financial impact

5.1 Not applicable

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

7.1 Not applicable.

8. Sustainability impact

8.1 Not applicable.

9. Consultation and engagement

9.1 Not applicable.

10. Background reading/external references

10.1 [Political Management Arrangements 2017 – report by the Chief Executive](#)

10.2 Minute of Council Meeting of 22 June 2017

Andrew Kerr

Chief Executive

Contact: Lesley Birrell, Committee Team Leader

Email: lesley.birrell@edinburgh.gov.uk | Tel: 0131 529 4240

11. Appendices

Appendix 1 – Sub-Committee on Standards for Children and Families

Appendix 2 – Consultative Committee with Parents

Appendix 3 – Corporate Parenting Member Officer Group

Appendix 4 – Duncan Place Working Group

Appendix 5 – Gaelic Implementation Steering Group

Sub-Committee on Standards for Children and Families

Sub-Committee on Standards for Children and Families

Proposed Membership - 8 Members and 1 Religious Representative

(2 SNP, 2 Conservative, 2 Labour, 1 Green, 1 SLD and 1 Religious Representative)

Councillor Councillor

Councillor Councillor

Councillor Councillor

Councillor Councillor

Remit

Power is delegated to the Sub-Committee on Standards for Children and Families to:

- provide oversight of the quality of education and care experiences for young people in the City of Edinburgh by scrutinising the reports and follow up actions of Education Scotland inspections in schools
- Consider an annual report on Care Inspectorate inspections in early years provision
- Consider individual reports on Care Inspectorate inspections in residential schools, care services for children and local authority reviews of service areas, establishments and units
- Monitor the implementation of initiatives relating to quality improvement and assurance, and attainment and achievement
- Maintain an overview of the implementation of national and local policies specifically related to quality standards by officers, establishments and services
- Contribute to the support and challenge agenda within the context of establishment plans
- Celebrate the success of establishments, units, teams and the service including recognising items of good practice

Consultative Committee with Parents

Consultative Committee with Parents

Proposed Membership - 7 members

(Convener and Vice-Convener of the Education, Children and Families Committee and 2 Conservative members, 1 SNP member, 1 Green member, 1 SLD member)

Councillor	Councillor
Councillor	Councillor
Councillor	Councillor
Councillor	

Other Members

Two parent representatives from each of the Neighbourhood Groups
(1 primary and 1 secondary representative)

One parent representative from the citywide Special Schools Group

One parent representative from the Additional Support for Learning (ASL) Forum

One head teacher from each sector on a rota basis

One representative from the National Parent Forum

One representative from the Scottish Parent Teacher Council

Remit

The Consultative Committee with Parents is a forum which:

- provides discussion and consultation with parents on citywide and national issues
- provides a parent perspective at local and national level
- identifies common areas of discussion
- makes a recommendation to the Council on the appointment of a parent representative (non-voting) to the Education Children and Families Committee
- ensures parent groups eg. National Parent Forum and Scottish Parent Teacher Council are represented
- communicates with neighbourhood groups and the wider parent councils

Corporate Parenting Member Officer Group

Corporate Parenting Member Officer Group

Proposed Membership - 8 members and 1 Religious Representative

(Convener and Vice-Convener of the Education, Children and Families Committee and 2 Conservative members, 1 SNP member, 1 Labour, 1 Green member, 1 SLD member and 1 Religious Representative)

Councillor Councillor
Councillor Councillor
Councillor Councillor
Councillor

Other Partner Members

Two representatives from NHS Lothian
One representative from Police Scotland
One representative from Third Sector

Remit

The remit of the Corporate Parenting Member Officer Group is to:

- establish a common understanding of the factors which lead to poor outcomes for looked after children
- agree a clear set of outcomes for looked after children
- set up a robust scrutiny mechanism of the outcomes for looked after children
- ensure that looked after children are considered in all policy initiatives
- have an overview of all recommendations in reports on looked after children
- ensure that looked after children are a high priority for all Council departments and partner agencies
- communicate with looked after children
- convey celebrations of success
- identify initiatives to progress the outcomes of looked after children
- support foster carers and kinship carers

Duncan Place Working Group

Duncan Place Working Group

Proposed Membership - Local Ward Members (Leith Ward)

(Councillors Chas Booth, Adam McVey and Gordon Munro)

Remit

The Working Group's establishment and remit arose from the following decision by the Education, Children and Families Committee on 6 October 2015:

- 1) To note that it was not possible to progress with the demolition of the existing entire Duncan Place building as had been previously approved.
- 2) To approve the recommended way forward to provide replacement accommodation as set out in paragraph 3.17 of the report by the Executive Director of Communities and Families.
- 3) To request that a further report be provided to a future Committee meeting on the outcome of the discussions with the local community regarding the possibility of community asset transfer of the part of the existing Duncan Place building which would remain.
- 4) **To agree that a working group be established involving locally elected members, relevant officers and the Duncan Place Management Committee to take forward the discussions outlined in paragraph 3.17 (ii) of the report by the Executive Director ([Link to Report – Duncan Place and Leith Primary School](#))**

Gaelic Implementation Steering Group

Gaelic Implementation Steering Group

Proposed Membership – 5 Members

(1 SNP, 1 Conservative, 1 Labour, 1 Green, 1 SLD)

Councillor Councillor

Councillor Councillor

Councillor

Remit

To provide a forum for the City of Edinburgh Council to engage with key stakeholders on development of the Gaelic Language Plan.

Education, Children and Families Committee

10am, Tuesday, 15 August 2017

Transfer of the Management of Secondary Schools Sports Facilities to Edinburgh Leisure

Item number	8.1
Report number	
Executive/routine	
Wards	City wide

Executive Summary

This report provides an update on progress in relation to the review of Community Access to Schools (CATS) and the transfer of the management of secondary school sports facilities to Edinburgh Leisure.

The Education, Children and Families Committee on 24 May 2016 considered a report on the review of CATS and on 4 October 2016 the Corporate Policy and Strategy Committee considered a report on the business case for the management transfer of secondary school sport facilities to Edinburgh Leisure on the 4 October 2016.

Links

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

Transfer of the Management of Secondary Schools Sports Facilities to Edinburgh Leisure

1. Recommendations

- 1.1 To note the progress made to date on the transfer of management of school sports facilities from the Council to Edinburgh Leisure.
- 1.2 To note that officials from the Council and Edinburgh Leisure are working together to address the issues raised in the transfer process to date to ensure that the remaining schools are transferred to Edinburgh Leisure in a timely fashion.
- 1.3 To note that the PPP schools will be prioritised for transfer whilst further work is completed on the issues raised in this report.

2. Background

- 2.1 Following approval by the Corporate Policy and Strategy Committee on 29 September 2015, a joint implementation group consisting of officials from the Council and Edinburgh Leisure have taken forward the transfer of secondary school sports facility management for the period out with core school hours.
- 2.2 The transfer of the management of sports facilities at James Gillespie's High School took place on the 26 September 2016, Portobello High School on 7 November 2016 and Holy Rood High School on 1 May 2017. Due to the delay in the construction of Boroughmuir High School it has not yet been transferred and the anticipated opening date of the new school is now January 2018.
- 2.3 The original ambition was that the management of all secondary school sport facilities would be transferred to Edinburgh Leisure by September 2017. Due to issues uncovered through the due diligence exercise this target will not be met and it is likely that the full transfer will be complete later in 2017 or early 2018.
- 2.4 Officers from the Council and Edinburgh Leisure continue to work together to address the issues raised; operating within a new governance framework developed to take the project forward.
- 2.5 This report follows on from previous reports to Corporate Policy and Strategy Committee on 4 October 2016 and Education, Children and Families Committee on 24 May 2016.

- 2.6 The main report below details the progress made and specific issues that have emerged since the transfer process began in 2016.

3. Main report

- 3.1 Issues have arisen in the following areas since the transfer process began; TUPE, maintenance and investment, PPP2 contractual arrangements and facilities management.

TUPE

- 3.2 In the original programme for this project it was anticipated that only a small number of staff would be affected by the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE).
- 3.3 As the transfer implementation and due diligence exercises were progressed it became clear that staff employed by the Council to support sport and leisure programmes within the school estate may be in scope under TUPE as part of the management transfer.
- 3.4 HR have completed a comprehensive review of all the relevant positions and further analysis will be completed along with consultation and engagement with staff and unions.

Maintenance and Investment in School Sport Facilities

- 3.5 The secondary school estate comprises 23 high schools. Eleven of these schools are managed under a PPP arrangement, therefore maintenance and lifecycle replacement is the responsibility of the PPP contractor. Three high schools (including Boroughmuir when complete) are new builds and therefore have no immediate investment or lifecycle requirements. However, one of the new High School's, James Gillespie's, is managed through a contract with hub South East Scotland Ltd which covers lifecycle maintenance requirements. A new high school at Queensferry should be complete by Easter 2020 and Wester Hailes Education Centre is currently undergoing a planned refurbishment.
- 3.6 This leaves a balance of seven high schools where the condition of the sports facilities is being assessed. Condition surveys will be completed over the school summer holidays and will estimate the cost of upgrading, replacement and maintenance.
- 3.7 Until the cost implications for the remaining seven high schools are known, it is proposed that the transfer of management for school sport facilities should focus on the PPP schools.

PPP2 Contractual Arrangements

- 3.8 For the six high schools operating under the PPP2 contract, access to the school facilities is categorised between core hours and bank hours. Core hours cover the school day with some limited access at times out with the school day and at

weekends. If access is required out with the core hours there is a communal pool of 4,000 bank hours per annum for the PPP2 schools. Once the bank hours' allocation has been used, access out with core hours is at additional cost to the Council. The cost of this type of access is fixed, whether one room or the whole school is used.

- 3.9 Facilities Management within Property Services are leading a review of the bank hours' arrangement to look at options for maximising the use of these hours. This work is essential to inform and direct the approach to managing access and maximising the financial return for the Council.

Facilities Management

- 3.10 Facilities Management provide janitorial and cleaning resources for schools and are currently undertaking a service review as part of the Council's Transformation Programme. Once the review is complete an assessment will be required to ensure the impact of any changes to the staffing and cleaning of schools by Council employees is determined and the costs for access to school sport facilities out with core hours are known.

4. Measures of success

- 4.1 The transfer of management of all secondary school sport facilities for the period out with school core hours by the beginning of 2018.
- 4.2 A mixed economy of sports provision will continue to be available to residents of Edinburgh in secondary schools.
- 4.3 All costs to the Council have been identified and will be met from income generated from the new arrangements.

5. Financial impact

- 5.1 The original business case indicated that delivery of £500k approved savings (effective from 2016/17) would not begin to be delivered until year three (2018/19) of a six-year operational plan. The project board is seeking to identify where savings can be accelerated. The lifecycle maintenance requirements, FM review and TUPE considerations all have potential financial impact which is as yet uncosted.

6. Risk, policy, compliance and governance impact

- 6.1 The transfer to Edinburgh Leisure of the management of community access to school sports facilities which, while not without risk, does support the Council's

existing policies on improving health and well-being through greater participation in physical activity and sport, in line with national priorities and policies.

7. Equalities impact

- 7.1 The new arrangements will widen access to all of the Council's sport facilities and the development of an equalities and rights impact assessment is being progressed.

8. Sustainability impact

- 8.1 Carbon, climate change adaptation and sustainable development impact assessments have enabled consideration of the public body duties under the Climate Change (Scotland) Act 2009. The findings of these assessments will also help to achieve a sustainable Edinburgh regarding progressing climate change, social justice and community well-being objectives.

9. Consultation and engagement

- 9.1 Engagement has taken place and is continuing with sports clubs, **sportscotland**, staff in scope of the revised arrangements, head teachers and trade unions.

10. Background reading/external references

[Corporate Policy and Strategy Committee Report 4 October 2016](#)

[Corporate Policy and Strategy Committee Report 14 June 2016](#)

[Education, Children and Families Committee 24 May 2016](#)

[Corporate Policy and Strategy Committee Report 17 May 2016](#)

[Corporate Policy and Strategy Committee Report 29 September 2015](#)

[Culture and Sport Committee 11 March 2014](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Andy Gray, Head of Schools and Lifelong Learning

E-mail: Andy.Gray@edinburgh.gov.uk | Tel: 0131 529 2217

11. Links

Coalition Pledges

Council Priorities

**Single Outcome
Agreement**

Appendices None.

Education, Children and Families Committee

10am, Tuesday 15 August 2017

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

Item number	8.2
Report number	
Executive/routine	
Wards	All

Executive Summary

This report provides an update to the previous report to the Education, Children and Families Committee on 11 October 2016. It describes the current situation in relation to planning future governance arrangements for community centres.

Links

Coalition Pledges
Council Priorities
Single Outcome Agreement

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

1. Recommendations

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

- 1.1 Notes the progress of the Lifelong Learning Services Review and the creation of a newly integrated single service area delivering quality learning services to meet the needs of local communities;
- 1.2 Notes the ongoing communication with Elected Members and stakeholders throughout the review process and the future plans for engagement to support community centre management committees towards a new way of working.

2. Background

- 2.1 Following Council approval of savings of £6.4 million across lifelong learning services, a service review was carried out which has resulted in the creation of a new Lifelong Learning Service with the new structure implemented on the 1 April 2017. Lifelong Learning incorporates a range of services including Community Learning and Development (CLD) alongside libraries, community engagement, arts and creative learning, sports and outdoor learning, health and well-being and parent/carer support services.
- 2.2 The newly structured service aims to provide more flexible and locally accountable quality learning geared to meet emerging community needs through a locality based workforce.
- 2.3 The Council and management committees manage community centres in partnership. The Council is responsible for ensuring that: Lifelong Learning Services provide opportunities for communities and individuals to benefit from a range of learning programmes; Facilities Management provide janitorial and cleaning services which directly impact the support for centres' opening hours; Business Support Services provide clerical staff and operational support to management committees to ensure that they can meet their Office of the Scottish Charity Regulator (OSCR) requirements.
- 2.4 As a consequence of reduced resources and new approaches to service delivery across communities through the development of locality working, the current model

for community centre management and support, which has been in place for approximately 40 years, will need to change.

3. Main report

- 3.1 The new Lifelong Learning Service aims to maximise collaborative working in order to mitigate the impact of the budget savings which are required. A reduction of 154 FTE posts in total across lifelong learning services since April 2016 has included the loss of 45 FTE CLD Workers. In the past, CLD Workers have provided a dedicated service to a number of community centres and taken on a range of additional duties over and above their key responsibilities for delivering learning programmes for the communities.
- 3.2 Lifelong Learning Services' new structure embraces the localities working model in which frontline staff will continue to deliver activities in line with local needs and strategic priorities. As such, the newly appointed officers delivering services, the Lifelong Learning Development Officers, will be based in a number of community facilities across each locality, including community centres and libraries. The intention is to work closely with other council service areas and in partnership with community centre management committees to find the best way of providing each centre with the level of support which will enable the continued delivery of quality learning programmes for local communities. It is recognised that due to the diversity of services, assets and communities, there is not a "one size fits all" solution and that a period of transition is therefore required between April and September 2017. This will allow governance and support arrangements which work effectively for each centre to be agreed and put in place.
- 3.3 A further driver for change has been the move to increase community involvement in delivering services with the introduction of new legislation, the Community Empowerment (Scotland) Act 2015. Amongst other changes, this has provided a framework for the consideration of community asset transfer. The Council has developed draft policies in response to this new development which will allow services to provide support to community groups or organisations who express an interest in community asset transfer. Alongside this development, as part of the Council's wider Asset Management Strategy, officers have been reviewing the Council's assets to identify opportunities for shared buildings and integrated services in order to be able to provide a better quality estate.
- 3.4 Both Facilities Management arrangements and Business Support Services are currently under review. Lifelong Learning Services Officers have been working alongside colleagues from these service areas with a view to collectively assess what impact there will be in the future on the relationship between the council and community centre management committees. The approach is integrated and discussions have taken place with a number of management committees with all three council service areas represented in order to ensure a joined-up conversation

takes place to best assist in the sharing of information and consideration of the potential impact of the reviews on future service delivery.

- 3.5 Lifelong Learning service managers have engaged with stakeholders and Elected Members prior to and throughout the ongoing review process. A number of briefing sessions have been held with Elected Members outlining progress and developments of the review, alongside individual information sessions for Members as requested and with the former Convener and Vice Convener of the Education, Children and Families Committee and the Culture and Sport Committee.
- 3.6 As part of the wider communications programme, community centre management committees have been engaged at various stages of the review process. Twenty centres were visited prior to the start of the Lifelong Learning Services Review, and individual meetings have been held with management committees as requested over the course of the review to discuss developments with key stakeholders. Meetings have also been held with the Community Centre Management Committees Consultative Group and the former Vice Convener of the Education, Children and Families Committee, with the most recent meeting held in December 2016.
- 3.7 Facilities Management officers also initiated contact with community centre management committees to offer individual information sessions and provide progress updates. As a result of that approach, a series of meetings were undertaken with individual management committees to discuss developments and potential new ways of providing support for community centres.
- 3.8 A Communications Plan has been developed which includes a strategic approach to delivering key messages to audiences and stakeholders and will promote the changes to lifelong learning services across a range of channels. Alongside this work, officers from localities and Lifelong Learning Services will continue to engage with community centre management committees to discuss specific impacts to local services as a result of the changes.

4. Measures of success

- 4.1 Community centres continue to operate effectively and efficiently in the context of a changing level of support from Lifelong Learning and other Council service areas.

5. Financial impact

- 5.1 There is no financial impact.

6. Risk, policy, compliance and governance impact

- 6.1 There is a risk to the programming of activities in centres and the capacity to deliver services to the current level.

7. Equalities impact

7.1 There is no adverse impact.

8. Sustainability impact

8.1 Establishing good partnership arrangements with local people in the support and management of community centres.

9. Consultation and engagement

9.1 There will be an engagement process with Management Committees to shape the future governance arrangements of community centres.

10. Background reading/external references

10.1 [Community Empowerment \(Scotland\) Act 2015](#)

10.2 [Governance Arrangements and Council Support to Community Centre Management Committees – Update 11 October 2016](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: David Bruce, Schools and Lifelong Learning Service Manager, Schools and Lifelong Learning

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

11. Links

Coalition Pledges

Council Priorities

Single Outcome Agreement

Appendices None.

Education, Children and Families Committee

10am, Tuesday 15 August 2017

Early Learning and Childcare Strategy

Item number	8.3
Report number	
Executive/routine	
Wards	All

Executive Summary

The report outlines the national priorities in early learning and childcare and highlights the City of Edinburgh Council's progress towards implementation of requirements in line with current legislation including the Children and Young People (Scotland) Act 2014, 2017 National Improvement Framework, A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland plus other relevant strategies and policies.

The report also includes key achievements and identifies the future priorities for the development of the service.

Links

Coalition Pledges
Council Priorities
Single Outcome Agreement

Early Learning and Childcare Strategy

1. Recommendations

- 1.1 Note the content of the report and priorities for the next stage of development within early years. We are defining early years as pre-birth to the end of primary one.

2. Background

- 2.1 The Early Years Strategy 2010 and vision for future development of the service has been revised to take account of the City of Edinburgh Council's approach to implementing the legislation from the Children and Young People (Scotland) Act 2014 and the guidance from the Scottish Government's 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland'. It is also set in the context of the current priorities for the 2017 National Improvement Framework, the City of Edinburgh Council's Play Strategy, the Integrated Plan for Children and Young People (2015 – 2018) and the Council's vision and values as stated;

Our children have the best start in life. They are happy, well cared for and have quality opportunities to have fun, play and learn.

The Early Years Strategy Aims

- 2.2 The four aims of the strategy have been linked to the three key strategic development areas; **People, Practice and Place**.

Aim 1 – People

To develop a highly skilled and motivated workforce to deliver a high quality Early Years service.

Aim 2 – People

To strengthen and develop integrated partnership working, to provide support for all children and families.

Aim 3 – Practice

To develop high quality play, indoor and outdoor learning opportunities and active learning as integral parts of the Early Years service.

Aim 4 – Place

To develop flexible, affordable, accessible early learning and childcare provision and services for all children and families.

2.3 The National Improvement Framework (NIF)

The NIF sets out the key drivers of improvement for education in Scotland as:

- Improvement in attainment and achievement, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

2.4 The Children and Young People (Scotland) Act 2014.

2.5 A Blueprint for 2020 – The Expansion of Early Learning and Childcare in Scotland document outlines the government plans to increase the funded hours of early learning and childcare from 600 hours to 1140 hours by 2020. The vision is to deliver high quality, flexible early learning and childcare which is affordable and accessible for all.

2.6 This strategy report outlines our progress towards the implementation of these recommendations.

3. Main report

Aim 1 – People

To develop a highly skilled and motivated workforce to deliver a high quality Early Years service.

Our priority for 2017/18 is to develop an Early Learning and Childcare (ELC) workforce plan for 1140 hours and agree a consistent early years staffing structure for all early years settings.

Edinburgh's Early Learning and Childcare Academy (EELCA)

3.1 In June 2016, 21 modern apprentice and trainee early years practitioners gained their SVQ III (SCQF 7) in Social Services for Children and Young People. Over the last two years, they worked in our early learning and childcare settings along with the support of workplaces, colleagues and the training team of assessors and Internal Verifiers who provided training, mentoring and day to day support. EELCA utilises the skills of our own experienced staff to deliver and continues to provide funding to support staff in working towards the following qualifications:

- SVQ2 (SCQF 6) & SVQ3 (SCQF 7) Health & Social Care (Children and Young People)
- BA Early Childhood Studies
- PDA Early Childhood Studies

- Froebel
- 3.2 In August 2016, we recruited an additional 28 trainees to the programme to complete their qualification in June 2018.
- 3.3 We have a number of staff, currently registered as support workers, working as learning assistants in our settings. A requirement of their registration is that they achieve their SVQ 2 (SCQF 6). Training and assessment is provided in key areas relating to their role. This first cohort of five candidates will complete their qualification by June 2017.
- 3.4 The Assessor Programme is currently training 10 experienced early years colleagues to gain their Learning and Development Award Assessor Qualification from SQA. One experienced colleague is working towards gaining her Learning and Development Award Internal Verifier Qualification from SQA. All trainee assessors are expected to qualify by summer 2017.
- 3.5 The central EELCA continues to support professional lifelong learning through the following working groups and networks:
- 'Students Network' for staff working towards their BA in Early Childhood Practice
 - 'Support Network' for teachers newly appointed to the nursery setting
 - Aspiring Early Learning and Childcare Leadership Group
 - Play training
 - Continuing Lifelong Professional Learning (CLPL) working group
 - Modern Apprentice/Trainee Early Years Practitioners Working Group
 - Leading the ELC agenda for senior staff
 - Sharing the ELC Agenda for practitioners
 - Curriculum for Excellence (CfE) Meetings
 - Partner Provider Seminars
- 3.6 Support specifically for early years settings with children aged 0-3 years is provided through quality assurance and development officer support visits across local authority settings and partner provider nurseries.

Aim 2 – People: To strengthen and develop integrated partnership working to provide support for all children and families.

Our priority for 2017/18 is to develop a community engagement plan and ensure we engage with users by March 2018. We will continue to embed priorities from the Integrated Plan for Children and Young People.

Partner Providers

- 3.7 The early years team are committed to supporting 109 partner provider nurseries across Edinburgh in a support and challenge role. This encompasses centre visits, pre and post inspection visits, the annual conference, Success in the City events and access to peripatetic teacher support. Centres are represented through the Partners Monitoring Group who meet with Senior Council Officers on a regular basis.

Child Minders

- 3.8 Following discussions with the Scottish Childminding Association (SCMA), a blended model of delivery of 1140 hours involving childminders and local authority early learning and childcare establishments will start in August 2017. A series of information meetings will take place with childminders, with a view to taking a small number in to partnership with the City of Edinburgh Council. The north-west locality will be targeted due to the particular pressure on nursery places in that area. On completion of the first year, an evaluation will take place involving parents, children and professionals, to inform the development of future blended models of delivery of 1140 hours.

Voluntary Sector

- 3.9 There are 35 voluntary playgroups in Edinburgh of which 10 are in partnership with City of Edinburgh Council to deliver 600 hours of early learning and childcare. Regular meetings have been established between the voluntary playgroups in each of the four localities. A small grant to support cooperative working was distributed. This enabled the development of a joint play area and Getting It Right for Every Child (GIRFEC) training for staff. Additional training was provided on a range of topics, including outdoor play, pre-birth to three and leadership and management. All training was well attended and received positive feedback. Support and training was also provided for playgroups to support management committees to implement the required changes to pensions.

Supporting Parents and Carers in Early Years Settings

- 3.10 For the third year running, an allocation of a maximum of £900 was granted to 70 Early Years settings to support and enhance the skills of parents and carers. The allocation of funding was linked to parenting priorities identified in the draft framework 'Supporting Parents and Carers: 2017 – 2020'. A range of activities took place over session 2016 / 2017 including Peep, play@home, transition activities and focused sessions on supporting children's learning at home.

Parents Early Educator Programme (PEEP)

- 3.11 Peep Learning Together Programme is an evidenced based parenting programme which aims to support parents and carers of children of 0-5 years. Peep helps parents and carers improve their children's early learning and development and enhance the home learning environment. In the programme from June 2016 until

March 2017, 125 Peep groups were delivered citywide; 31 Peep Babies; 40 Peep toddlers and 46 Peep pre-schoolers groups supporting transition; eight specialist groups including Additional Support for Learning Peep, British Sign Language Peep and Water Peep. Ninety-six early years practitioners are currently trained in the Peep programme and several staff have achieved their City and Guilds accreditation, consolidating their learning and encouraging practice reflection.

Psychology of Parenting Programme (POPP)

- 3.12 Between September 2016 – May 2017, 21 Incredible Years and nine Triple P groups were delivered city wide. Currently, 28 Incredible Years and 11 Triple P practitioners are trained to deliver groups city wide, most of whom are City of Edinburgh Council staff. Practitioners deliver in partnership with Third Sector, Health and other Local Authority employees to deliver the programmes. During this time, more than 200 children have benefited from these interventions.

Education Scotland, Care Inspectorate and Scottish Social Services Council (SSSC)

- 3.13 We continue to work in partnership with Education Scotland, the Care Inspectorate and the SSSC to support continuous improvement in practice.

Aim 3 – Practice

To develop high quality play indoor and outdoor learning opportunities and active learning as integral parts of the Early Years service.

Our priority for 2017/18 is to monitor and review overall quality of provision, focusing on creating new Early Years locality cluster partnerships.

Quality of Provision

- 3.14 From June 2016, Education Scotland along with Care Inspectorate carried out joint inspections in three nursery classes and one partner provider. Education Scotland Inspections were based on four Quality Indicators from ‘How good is our early learning and childcare?’
- 1) Leadership of Change
 - 2) Learning, Teaching and Assessment
 - 3) Securing Children’s Progress
 - 4) Ensuring Wellbeing, Equality and Inclusion
- 3.15 Sixteen grades were awarded as follows; two at very good, two at good, six at satisfactory and six as weak. (See appendix 1)
- 3.16 Inspectors praised the confidence of the children, the teamwork of staff and the effective use of outdoor space and the local environment to promote learning. Areas for improvement included the need to further engage children in their learning and to be aware of themselves as learners. They also highlighted aspects of

leadership including the need to review the vision, values and aims of the centre to ensure consistent progress.

3.17 The Care Inspectorate carried out a total of 67 inspections across 30 Local Authority and 37 Partner Provider settings between June 2016 – June 2017. Grades were awarded for the themes of:

- Quality of Care and Support
- Quality of Environment
- Quality of Staffing
- Quality of Management and Leadership

For the theme of Quality of Care and Support grades were awarded as detailed below.

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
LA	4	21	5	-	-	-
PPs	3	16	16	1	1	-

3.18 One partner provider received a weak grade for management and leadership. This centre is currently receiving additional support through the Council's Service Improvement process.

3.19 Throughout the year, three other partner providers have gone through the Service Improvement process. All three made sufficient progress to continue as partner providers.

Support and Challenge

Pre-birth to Three and Eligible Two Year Olds

3.20 The remit of the 0-3's Quality Assurance Group is to support the quality of provision and practice for children aged 0-3 years within City of Edinburgh Council early years settings. In 2016/17, the focus was to undertake an audit and provide support to settings new to delivering early learning and childcare to eligible two year olds.

3.21 Early learning and childcare for eligible two year olds is now available across 20 local authority establishments including early years centres, nursery schools and classes. By November 2016, 355 two year olds were accessing the service. Future planned building development of nursery provision will also include space for two year olds. The most recent being Tollcross Early Years Campus which opened in April 2017.

3.22 We are currently undertaking detailed self-evaluation of the impact of the service on eligible two year olds and their families. From this, we will learn how children and parents/carers are benefiting from the service and explore how greater flexibility

can be offered to parents and carers. This will also help us to work on removing barriers to ensure two year olds not taking up their entitlement are reached.

Support and Challenge provision

- 3.23 The early years Quality Improvement Education Officers (QIEOs) and the Early Learning and Childcare Managers (ELCCM's) provide a programme of support and challenge to 119 partner providers, 14 early years centres and eight nursery schools. Support to 74 nursery classes is provided in conjunction with the team of primary QIEOs as required.
- 3.24 Additional support to partner providers is provided by Peripatetic Teachers, 0 – 3 Development Officers or the Play Development Officer.
- 3.25 Effective self-evaluation is the starting point for improvement and continues to be a key focus in all establishments. Quality Assurance visits across the localities are undertaken to ascertain key strengths and areas for development. In response, a programme of support including relevant CLPL is provided.

Curriculum Development

Literacy

- 3.26 Literacy continues to remain a priority for Edinburgh, and the multi-disciplinary Early Years Literacy Support Group has continued to review and develop strategies and interventions to support early literacy, including updating the Literacy Rich Environment Toolkit and drafting a streamlined literacy tracker.
- 3.27 'Up, Up and Away' has also been revised and streamlined by a multi-disciplinary group and is due to be launched by the end of 2017. This document supports staff to identify and plan effectively to meet the literacy needs of young children. Training and promotion of the new document will be supported by the City Edinburgh Council staff, including Psychological Services and the Literacy Co-ordinators Group.
- 3.28 The 'Book Bug Programme' funded by the Scottish Government continues to be rolled out, including the Bookbug book gifting to three year olds in nursery. The targeted 'Reading Rainbows' book gifting to four year olds continues to support parents to read with their children. The evaluations are positive and this project, funded by Early Years and public Libraries, will continue next year.
- 3.29 The development of oral language has been recognised as a national and local priority and formed the focus of the Early Years conference. It is also the focus of an initiative to look at the impact of training whole staff teams in the Hanen approach to interacting with young children. This will be taken forward and evaluated through The Children and Young People's Collaborative Improvement methodology.

Numeracy

- 3.30 Following the successful cluster approach to introducing Stages of Early Arithmetical Learning (SEAL), the Liberton/Gilmerton/Gracemount cluster have now adopted this approach. Evaluation of the impact is planned. Early Years practitioners' knowledge of SEAL will continue to be developed in this way.
- 3.31 There is Early Years representation on the wider Numeracy Strategy Group 3 – 18. This group is in its early stages and work is ongoing to strengthen links with Educational Psychologists. High quality external Continuing Professional Development opportunities on numeracy have been offered termly to all Early Years practitioners which has been positively received.

Health and Wellbeing

- 3.32 A further two centres have gained accreditation within the Healthy Early Years scheme during 2016 – 2017. The documentation for Healthy Early Years will be reviewed to align with the 'How good is our early learning and childcare?' framework.
- 3.33 The document 'Setting the Table' is widely used to support children's health and nutrition.

Other Curriculum Areas

- 3.34 Since launching 'Magic of Music' resource, the focus has been on training Early Years practitioners to use the resource effectively. Further training on developing creativity is currently being planned to support best practice.
- 3.35 A resource pack based on the three Ps – People, Practice and Place is currently being produced to support our new builds and refurbished establishments. Photographic exemplification of good practice will be included.

Career Long Professional Learning (CLPL)

- 3.36 We continue to provide high quality support to establishments through a comprehensive programme of CLPL delivered by the Early Years Team. CLPL is well evaluated and receives positive feedback from practitioners. Annual events such as the Success in the City Roadshow and the annual Early Years Conference jointly attract over 400 delegates. The 2017 conference 'Playing with Words' focused on early intervention on literacy.
- 3.37 In January 2017, the annual conference for the City of Edinburgh Council Early Years Centres, Nursery Classes and Nursery Schools was attended by approximately 300 members of staff. Seminars of good practice were delivered by practitioners sharing their expertise on a range of topics.
- 3.38 The [early years' blog](#) is regularly updated with a wide range of resources, presentations and current documentation.

Transitions

- 3.39 Many Early Years settings have effective procedures in place to support pastoral transitions between home and nursery and nursery and Primary 1. We now want to enhance curriculum transitions between nursery and Primary 1 by improving the sharing of information of children's progress and encouraging more settings to work across Early Level of the Curriculum for Excellence. The City of Edinburgh Council transition policy is to be updated accordingly and to take account of the differing patterns of attendance now accessed by many children across the city.
- 3.40 The literacy and numeracy trackers have been reviewed following an extensive evaluation. They remain in draft, awaiting further information from Education Scotland regarding assessment expectations for early level and finalised benchmarks. The transition report for children moving into primary one will be adjusted to take account of the information on the trackers.

Getting it Right for Every Child (GIRFEC)

- 3.41 GIRFEC is now embedded in policy and practice across all early years settings. Appropriate staff have been trained in all aspects of GIRFEC processes including Child's Planning Meetings and Child Protection procedures. We continue to encourage strong partnership working with other services to support the needs of the child and family.

Play in the Home

- 3.42 Twenty five Early Years staff received training in the NHS play@home programme, to support parents and carers to play in the home with their children.
- 3.43 Eight hundred play@home pre-school books were distributed to parents and carers of 3 year olds across Edinburgh, via Early Years Centres, Nurseries and Partner Providers.
- 3.44 Edinburgh's Playday 2016 event in the Grassmarket attracted 2500 participants. Playday was supported by staff from City of Edinburgh Council, Edinburgh Early Learning and Childcare Academy students and Edinburgh Play Forum partner organisations. Edinburgh's Playday event continues to encourage accessible and achievable play opportunities for families through the use of natural, recycled and everyday materials. Edinburgh's playcards are distributed at the event in order to promote the benefits of play.

Play in Nursery and School

- 3.45 Fifty six (practitioners and teaching) staff have been trained in the 'Curriculum for Excellence Through Outdoor Learning in the Early Years' CLPL, promoting child led/child centred learning through active play.
- 3.46 Twenty Early Years staff were trained in Forest Kindergarten in partnership with the Forestry Commission and Erskine Stewart Melville Schools. Sixteen staff (comprising of 10 teaching staff and five early years practitioners) trained in a Forest School qualification, in partnership with Erskine Stewart Melville Schools.

This increased capacity for Early Years outdoor nursery provision in conjunction with the increase of 1140 early learning and childcare hours.

- 3.47 Developing well-being through active play has continued to grow in schools, with 130 Pupil Support Assistant and teaching staff in four primary schools trained in 'Loose Parts' play initiative and 1780 children participating in 'Loose Play' workshops in school.
- 3.48 The annual Nature Play conference took place on 25 March 2017 at Cramond Kirk Halls, in partnership with the Edinburgh Outdoor and Woodland Learning Group. Keynote speakers and workshop facilitators provided inspiration and practical guidance with regards to promoting resilience through natural play to 110 practitioners.
- 3.49 Continued support has been provided to 41 schools with regards to developing grounds and outdoor spaces for play.

Play in the Community

- 3.50 The Edinburgh Play Ranger Consortium, coordinated by Smart Play Network, organised a Play Ranger week in the 2016 February break for children in localities across Edinburgh.
- 3.51 The Playing Out Scheme Pilot has been launched in Edinburgh, with guidance to parents publicised on the Council website regarding how to organise street closures.
- 3.52 The Edinburgh Play Forum continue to coordinate positive support for play across the city.

Aim 4 – Place

To develop flexible, affordable, accessible early learning and childcare provision and services for all children and families.

Our priority for 2017/18 is to establish an ELCC project board and produce a Service Delivery Plan for 1140 expansion.

Developing flexible provision

- 3.53 A working group was established in 2015 to develop and extend the flexible delivery of 600 hours of early learning and childcare; to ascertain needs; plan and organise consultation with staff at all levels and unions to take account of specific changes in working patterns. Placement availability is limited; placements are offered for one year and then reviewed. Priority is given to support parents/carers to work or to take part in training or education, dependant on availability. Placements in some establishments may only be offered in term time and excludes in-service days and public holidays.

22.7% establishments agreed to pilot the following flexible attendance models:

- 5 x 3 hour 10 minutes
- 4 x 4 hours
- 2 x 8 hours

3.54 In 2016, a consultation on 1140 hours was undertaken with more than 1700 parents/carers participating in the survey. Results indicated that 83% of parents and carers said they would use the increased hours. 73% would like to see the hours delivered in one early learning and childcare nursery/setting.

Parents were asked to consider four options:

- **Option 1** – 1140 hours delivered in one early learning and childcare establishment all during term time. 33% favoured this option
- **Option 2** – 1140 hours delivered across two settings e.g. half day in local authority and half day in a partner provider establishment or with a childminder, all during term time. 10% favoured this option.
- **Option 3** – 1140 hours spread across the year. This would include some hours during term time and some during school holidays. 44% favoured this option.
- **Option 4** – 1140 hours with the option to buy additional hours, all during term time. 12% of parents surveyed favoured this option.

Capital Investment

3.55 The Early Years Team have worked alongside the City of Edinburgh Council Interior Design Team to research and plan sector leading design in the new build nurseries. Research on environments and approaches which help young children to learn best was fundamental in creating a nurturing, holistic and natural environment to support children's learning and development.

3.56 In 2016, six Nursery Classes were refreshed in line with our vision for Early Years at Dalry, Royal High, Hermitage Park, Liberton and Holy Cross Primary Schools, and the Murrayburn/Calder Glen Campus. These settings have had the nursery redesigned and painted with new flooring laid and furniture purchased.

Plans are in place for six new builds to be completed session 17/18 at Davidsons Mains, Longstone, Ferryhill and Corstorphine Primary Schools, Tynecastle Nursery and Granton Early Years Centre. Future planned building development of nursery provision will also include additional space for two year olds.

1140 hours Expansion of Early Learning and Childcare (ELC)

3.57 The City of Edinburgh Council was successful in their bid to the Scottish Government for funding to provide 1140 hours to a group of children from Craigentenny and Ferryhill Primary Schools.

- 3.58 The trial aims to provide additional hours for children to attend a Forest Kindergarten site in addition to their 600 hours of early learning and childcare at their own setting.
- 3.59 The trial commenced in January 2017 and runs until June 2017 before a final evaluation is made of the impact on children's health and wellbeing. Moving forward, we face a major challenge in meeting the requirement to expand the entitlement of funded ELC from 600 hours to 1140 by 2020 as set out in the Scottish Government document **A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland**. This requires us to make significant changes to the provision of ELC in Edinburgh, whilst ensuring we continue to provide a high-quality service for children and their families that offers greater flexibility, accessibility and affordability to parents.
- 3.60 Plans for the changes ahead are underway and we have undertaken an audit of our Early Years estate, current capacities and workforce development needs. High quality provision and experiences for children are at the top of our agenda and throughout our plans, we have emphasised that our move towards expansion will take account of the priorities set out in the National Improvement Framework including:
- Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged children
- 3.61 Our plan also takes account of the Aims of the Integrated Children and Young People's Plan. We recognise the significant role our partner provider settings have in the delivery of ELC and we are exploring opportunities for expansion with this group, the voluntary sector, childminders and community run early years service providers.
- 3.62 Timescales: The Scottish Government Blueprint for Expansion 2020: Action Plan for Local Authorities requires us to submit a detailed Expansion Plan by 29 September 2017. The milestones within this plan are:
- End of April** – Mobilised: ELC expansion planning structures in place;
- End of June** – Assessed: Completed quality, operational and financial data analysis regarding current position, existing performance and utilisation;
- End of July** – Decided: Outcome of decision-making processes with respect to preferred options for service redesign;
- End of September** – Planned and Submitted: ELC Expansion plan.
- 3.63 Phase One of the expansion starts from August 2017, with a year on year increase in settings providing 1140 hours the target date of 2020.

- 3.64 We have set out the following criteria for phasing in the expansion for phase 1:
- Current capacity
 - Percentage of children in SIMD deciles 1 and 2
 - Parents in work or training
 - By age group
- 3.65 Based on current capacities from our audit information, we have identified 26 local authority settings that will begin phasing in the 1140 hours of ELC from August 2017. Ten of these settings have 50% or more children in SIMD deciles 1 and 2.
- 3.66 We will support these settings throughout session 2017/18, whilst also identifying opportunities to begin work with partner providers, the voluntary sector and childminders during this period. As the session progresses, we will begin working with the local authority settings that will be in Phase 2 of our expansion programme which begins August 2018.

4. Measures of success

- 4.1 Overall progress is measured using a suite of indicators within the Communities and Families Service Plan to ensure that our children have the best start in life, are able to make sustain relationships and are ready to succeed.
- 4.2 Outcomes from inspections from Education Scotland and the Care Inspectorate provide information on quality across the service.

5. Financial impact

- 5.1 The Scottish Government has provided additional revenue and capital funding to respond to the necessity to deliver additional capacity across the estate as a result of requirements related to the Children and Young People (Scotland) Act 2014.
- 5.2 In April 2017 the Scottish Government provided £1.752 million revenue and £2.504 million capital spending to support the expansion of the increased entitlement to free early learning and childcare from 600 to 1140 hours by 2020.
- 5.3 Increase in pre-school grant to partner providers from £3.60 hour to £3.70 hour from August 2016.
- 5.4 The expansion and all other developments will be funded through the additional revenue budget allocated to local authorities.

6. Risk, policy, compliance and governance impact

- 6.1 The strategy and actions reported to do not impact on any existing policy of the Council and there are no health and safety, governance, compliance or regulatory implications that elected members need to take account of when reaching their decisions.

7. Equalities impact

- 7.1 All work within this area seems to address inequalities both in terms of provision of resources and impact on outcomes for children and their families. There are no negative impacts arising from this work.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. These matters will be considered as part of the planning, design development and implementation of each individual project involved in the development of the early years estate.

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the following areas of development within early years.

City wide survey of parents, carers and professionals to:

- Review the impact of the eligible two's service;
- Consult on the 600 hours of early learning and childcare flexible patterns of attendance;
- Consult on the expansion of early learning and childcare from 660 -1140 hours.

Planned engagement Edinburgh Early Learning and Childcare Academy (EELCA) event.

Planned engagement sessions with City of Edinburgh Council early years staff and partner nurseries across the private and voluntary sector.

Early Learning and Childcare Strategy Groups.

0 -3's Quality Assurance Group.

10. Background reading/external references

- 10.1 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - 2017–18 Action Plan](#)
- 10.2 [A Blueprint for 2020: Early Learning and Childcare Expansion Planning Guidance for Local Authorities](#)
- 10.3 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Next Steps - Analysis Report](#)
- 10.4 [A Blueprint for 2020: Expansion of Early Learning and Childcare Consultation](#)
- 10.5 [The Skills Investment Plan Prospectus](#)
- 10.6 [Additional Graduate Commitment](#)
- 10.7 [Trials](#)
- 10.8 [Drivers and Barriers to uptake of Early Learning and Childcare amongst 2 year olds](#)
- 10.9 [Education Governance Review](#)
- 10.10 [Pupil Equity Fund](#)
- 10.11 [Space to Grow design guidance](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Janice MacInnes, Senior Education Manager

E-mail: Janice.MacInnes@edinburgh.gov.uk | Tel: 0131 529 6262

11. Links

Coalition Pledges

Council Priorities

**Single Outcome
Agreement**

Appendix1: Education Scotland Inspection results in Local Authority Nursery Classes and Partner Provider Nurseries



SCHOOLS AND LIFELONG LEARNING
Education Scotland Inspection Results

August 2016 – June 2017

Key to evaluations	6: Excellent	5: Very good	4: Good	3: Satisfactory	2: Weak	1: Unsatisfactory
--------------------	--------------	--------------	---------	-----------------	---------	-------------------

Education Scotland Inspection results: Local Authority Nursery Classes.

Publication date	Establishment name	Leadership of Change	Learning, Teaching and Assessment	Securing Children's Progress	Ensuring Wellbeing, Equality and Inclusion
24/1/17	Oxgangs Primary School Nursery Class	5	4	4	5
18/4/17	St John Vianney RC Nursery Class	2	2	3	3
28/3/17	Craigour Park Primary School Nursery Class	3	3	3	3

Education Scotland Inspection results: Partner Provider Nurseries.

Publication date	Establishment name	Leadership of Change	Learning, Teaching and Assessment	Securing Children's Progress	Ensuring Wellbeing, Equality and Inclusion
31/1/17	Head Start Morningside	2	2	2	2

Education, Children and Families Committee

10.00, Tuesday 15 August 2017

Early Years Disability Services Grant Programme 2017-2019 - Update

Item number	8.4
Report number	
Executive/routine	
Wards	All

Executive Summary

In December 2016, the committee approved an award of £140,057 to The Yard Adventure Centre to deliver support services to families with a disabled child under five years of age. This report provides an update on progress by The Yard in working with parents and families to set up the new service.

Links

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

Early Years Disability Services Grant Programme 2017-2019 - Update

Recommendations

The Education, Children and Families Committee are asked to note:

- 1.1 the work undertaken by The Yard Adventure Centre with parents to ensure a smooth transfer of service;
- 1.2 the comments by parents, which are generally positive about their experience to date;
- 1.3 that the work undertaken by The Yard with the grant award will continue to be monitored by Communities and Families.

Background

- 2.1 Capability Scotland was awarded in February 2016, through the Children and Families Main Grants Programme, a grant of £62,248 per year for three years to run the Westerlea service. The service provided support to families with a disabled child less than five years of age. This service was closed by Capability Scotland in December 2016 and, after consultation with parents, a small grant programme was set up to identify another organisation to deliver a similar service. As a result of this programme an award of £140,057 until March 2019 was made to The Yard Adventure Centre.

Main report

- 3.1 The first three months of the grant award period has been used by The Yard to organise a series of “getting to know you” events with the parents. Two information sessions were held in February and attended by ten families. Between 28 February and 30 March, nine activity sessions were held and thirteen families attended at least one session per week.
- 3.2 The full service started in April 2017. The timetable includes two music and movement sessions of 45 minutes duration and four activity-based play sessions of 90 minutes duration. The sessions are delivered on Monday, Tuesday and Thursday.

- 3.3 There are 30 families registered with the service, 17 of whom had previously attended the Westerlea service. A further five Westerlea families have shown an interest but have yet to confirm their slots. Thirty families who had previously attended the Westerlea service are no longer accessing this service. Reasons for this include that the child can no longer access as they are too old for the provision, however the changes in the service may also have played a part.
- 3.4 A council officer attended an activity based play session for families with a child aged three to five years, meeting eight parents. The positive comments from parents included the physical environment (both indoors and outdoors) and the attitude of the staff at The Yard. Parents did also comment on the small numbers attending the service but recognised that this is hard to avoid with a change in provider and location.
- 3.5 A link to a survey questionnaire was sent to all parents using the mailing list held by the organisation. Seven parents responded and their comments are contained in Appendix 1. General comments were positive and supportive of the approach taken by The Yard. The positives identified by the respondents included the building, outdoor space and the attitude of the staff. Some indicated that a greater focus on helping children with communication would be helpful. The open nature of the building or lack of a quiet space was also highlighted as an issue. The provider will take this feedback into account as they continue to develop the service.

Measures of success

- 4.1 The Yard as a grant award holder is required to complete a funding agreement that details SMART targets to be achieved within the funding period. The achievement of these targets contributes to the outcomes in the Integrated Plan for Children and Young People.

Financial impact

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

Risk, policy, compliance and governance impact

- 6.1 A funding agreement with The Yard is in place and an officer from Communities and Families has been identified to monitor the progress against the targets agreed. This is in line with the grant monitoring practice for the Communities and Families 2016-19 Main Grants Programme.

Equalities impact

- 7.1 The service sets out to benefit families with a disabled child (under five) and the views of the parents have been sought to ensure that the new grants award holder delivers a service that most closely meets these needs.

Sustainability impact

- 8.1 There is no sustainability impact.

Consultation and engagement

- 9.1 The consultation with parents has been documented above in the main section.

Background reading/external references

- 10.1 [Early Years Disability Services Grant Programme 2017-19](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: David Hoy, Commissioning Officer

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

Links

Coalition pledges

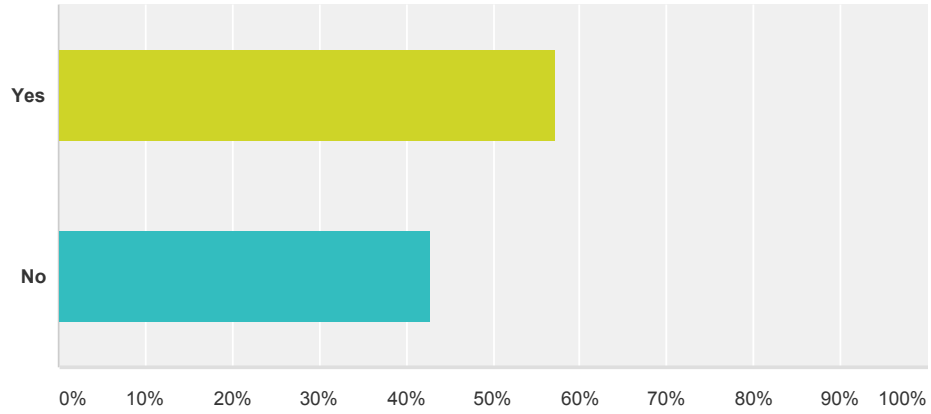
Council priorities

Single Outcome Agreement

Appendices 1 Survey questionnaire responses

Q1 Did you use the Westerlea service previously delivered by Capability Scotland?

Answered: 7 Skipped: 0



Answer Choices	Responses	
Yes	57.14%	4
No	42.86%	3
Total		7

Q2 What are the two good things about the service at the Yard?

Answered: 7 Skipped: 0

Answer Choices	Responses
1	100.00% 7
2	100.00% 7

#	1	Date
1	Staff are friendly	5/15/2017 2:06 AM
2	Lay out. Big open space and great outdoors	5/7/2017 2:35 PM
3	No judgement	5/5/2017 4:21 PM
4	space	5/2/2017 10:54 PM
5	The location	5/1/2017 1:06 PM
6	The facilities are excellent	5/1/2017 8:18 AM
7	Secure and safe	5/1/2017 7:52 AM
#	2	Date
1	Great space	5/15/2017 2:06 AM
2	Staff is willing to learn and listen to parents	5/7/2017 2:35 PM
3	Great staff	5/5/2017 4:21 PM
4	garden	5/2/2017 10:54 PM
5	The staff	5/1/2017 1:06 PM
6	The staff are open and willing to listen to the users requirements	5/1/2017 8:18 AM
7	The staff are amazing with the kids	5/1/2017 7:52 AM

Q3 Can you think of two things you would change to make it better?

Answered: 5 Skipped: 2

Answer Choices	Responses
1	100.00% 5
2	100.00% 5

#	1	Date
1	Allowing the children more time to respond with signing and communication	5/15/2017 2:06 AM
2	Have a communication session, perhaps with help of Speech and Language therapist to promote exercises and help children with this area that usually is difficult for them and brings bad behaviour, frustration etc when they are unable to communicate their needs	5/7/2017 2:35 PM
3	more professional groups	5/2/2017 10:54 PM
4	More focus on communication and interaction	5/1/2017 1:06 PM
5	Providing respite service	5/1/2017 8:18 AM
#	2	Date
1	There's too many distraction either with other staff or resources lying out. The children need to be focused on the session and the leader.	5/15/2017 2:06 AM
2	Staff continues training in signing, and other training helpful to work with children with disabilities	5/7/2017 2:35 PM
3	small, quiet room so kids can focus there	5/2/2017 10:54 PM
4	More circle time	5/1/2017 1:06 PM
5	More classes - dancing, sports	5/1/2017 8:18 AM

Q4 Please use this space to tell us more about any of your answers or to say anything else about your experience of your time at The Yard.

Answered: 7 Skipped: 0

#	Responses	Date
1	I would like if parents were allowed more time to enjoy snacks together and catch up after sessions. Volunteers should come with their child and not work those sessions its unfair if they are distracted with their child. Maybe a 2-3 group for more mobile children would work so parents feel more secure allowing more movement for little ones still rolling around. Workers need to be mindful of the focus with the children and try not to chat through sessions or interrupt leader as well as parents checking phones and chatting to each other which can cause distractions. I'd like to say though the staff are willing to listen and change which has been great and all feedback has been taken really well. It's very early days so its all still new to everyone.	5/15/2017 2:06 AM
2	I'm very pleased with the effort the yard has put in this new service for 0-5. I think Danielle is making sure they are able to offer appropriate sessions for each age group,0-2, 3-5 in different days and time. It's still very early days but I'm very happy at the yard and my children too.	5/7/2017 2:35 PM
3	I am a parent of a two year old who's currently being diagnosed. I felt a prisoner in my own home as my daughter is not physically disabled so would often struggle when she was challenging in public as I felt so judged. The yard is now a home from home, a safe place where I feel for the first time in a while I can breathe. Danielle the leader of early years is wonderfully understanding and is exceptional in her role! There's no place quite like it!	5/5/2017 4:21 PM
4	I'm very happy with the Yard. Hopefully we will get soon the therapies our kids so desperately need.	5/2/2017 10:54 PM
5	Trudy is getting to the age when she is responding to signing and wanting to communicate but can't. This is a good opportunity to encourage her communication.	5/1/2017 1:06 PM
6	Our experience has been excellent. We are delighted to be able to attend such a greet place and it's clear that the early years service is something they are all committed to.	5/1/2017 8:18 AM
7	The yard is a fab place where I can take my son who has autism and developmental delay to play and have fun the new 0-5 service that has just started is amazing the staff are willing to listen to the parents and change anything to make your visit more enjoyable I can't think of anything that needs to change it's a great non judgemental environment that I can take my other kids along too which really helps	5/1/2017 7:52 AM

Education, Children and Families Committee

10.00am, Tuesday 15 August 2017

Looked After Children: Transformation Programme Progress Report

Item number	8.5
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 safely reduce the need for children to come into care.

This report provides an update on progress to the end of March 2017 compared to the position at March 2013 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
Council outcomes
Single Outcome Agreement

The LAC transformation programme is a five year programme which commenced in 2013 and will be entering its final year.

Progress was last reported to the Education, Children and Families Committee in December 2016. Many of the targets had been achieved or exceeded. These included an overall reduction in the LAC population; a reduction in the number of children in foster care; an increase in kinship care placements; and a reduction in the use of secure care.

The service was behind target to reduce the percentage of independent foster placements and reduce use of residential care placements although significant progress had been made since 2013. Analysis of national benchmarking information indicated that this was unlikely to be achieved within timescale. These pressures were taken into account by the Council during the budget setting process for 2017-18.

As a result the service is in the process of developing a new strategy and targets to continue to reduce the need for children to become Looked After taking into account factors such as the rising child population, the implications of implementing Self Directed Support and the Children and Young People (Scotland) Act 2014 and the increases in Unaccompanied Asylum Seeking Children.

Looked After Children: Transformation Programme Progress Report

Recommendations

- 1.1 Note the progress made to date against the starting position at March 2013 as set out in appendix 1.
- 1.2 Note the actions in progress to deliver further improvements from the early intervention investment approved in the 2017/18 budget.
- 1.3 Note that the next update will be provided in December 2017.
- 1.4 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.
- 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 - £330K
Secure care	£290K

Main report

Balance of Care performance to date

- 3.1 Appendix 1 sets out the client populations, the number at March 2013 and the target and actual number at March 2017.
- 3.2 Further information about each target will provide an understanding of the actions to date, any issues that have arisen and any actions taken to address ongoing pressures through the 2017/18 budget process.

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 significantly ahead of target as not only has the increase been addressed but overall numbers have reduced by 38 since March 2013. The reduction in overall LAC numbers is broadly consistent with the national performance over the same period.
- 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, Multisystemic Therapy,

and the Integrated Family and Household Support service, will continue to focus on supporting children and families to enable them to not require statutory measures. Other new measures designed to contribute towards this are detailed in paragraph 3.30 of the report.

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 23 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.

The City of Edinburgh Council Foster Care

- 3.7 The target is to increase the proportion of foster placements provided by the Council's own carers from 55% at March 2013 to 77% by March 2018. At March 2017 the target is to have reached 73%, however, the service is behind target having achieved 64%.
- 3.8 Significant progress has been made to increase in-house capacity through carers transferring from independent agencies and providing housing adaptations for existing carers to increase the number of placements they can support.
- 3.9 Over the 4 years of the LAC Transformation Programme the national position has changed which has seen a reduction in the percentage of local authority provided foster placements from 75% to 70%. Through the 2017/18 budget process it was acknowledged that it was not possible to achieve 77% by March 2018 and additional funding was provided to meet the expected position. The service is committed, however, to continuing to improve this position and new improvement targets are in the process of being developed.

Independent Foster Care

- 3.10 The target is to reduce the percentage of independent foster placements from 44% at March 2013 to 23% by March 2018. At March 2017 the target is to have reached 27%, however, the service is behind target having achieved 36%.
- 3.11 Significant progress has been made in this area in the past year. 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% and in 2016/17 this reduced further to 13%. This has been possible through the actions taken to increase our in-house capacity.

- 3.12 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

- 3.13 The target is to reduce residential placements by four a year and at March 2017 the target would be a reduction of 16 since March 2013. The service is behind target by 19 placements.
- 3.14 The service has been successful in reducing internal capacity and improving occupancy of the remaining units 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 Oxfangs 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.
- 3.15 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. To achieve the 2017/18 target the proportion would have to reduce to 4% of LAC. Through the 2017/18 budget process it was acknowledged that to seek to reduce residential capacity to 4% of the LAC population was not possible if the Council is to meet the needs of the children it has to support. The budget has, therefore, been re-aligned to operate at the current performance of 6.3% of the LAC population.
- 3.16 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.
- 3.17 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

- 3.18 The target is to increase kinship placements to 24% of all LAC by March 2018. At March 2017 the position is 23% and is on target. In addition, the number of former kinship carers who have taken out a Section 11 Residence Order giving them parental rights for the child has increased from 169 at March 2013 to 251 at March 2017.
- 3.19 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.
- 3.20 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

- 3.21 The target is to increase the number of prospective adoptions by five in 2013/14 and by 10 from 2014/15.
- 3.22 This is behind target, however, this is due to the impact of the work of services such as Family Group Decision Making and Prepare enabling more babies to remain with their parents or with kinship carers as in 3.19.

Secure Care

- 3.23 The target is to reduce usage of secure placements from 12 to 6 by March 2015.
- 3.24 On this basis, a separate report to this Committee was approved on 13 December 2016 to [cease referrals to the secure unit on the St Katharine's campus](#) which enabled in-house capacity to reduce from 12 beds to 6 beds.
- 3.25 However, the service anticipates that there will be a requirement to purchase additional secure placements or alternative forms of independent residential placements on occasion and additional funding to support a maximum of eight beds has been provided should this be required. 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. 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).
- 3.26 Through the 2017/18 budget process it was acknowledged that the service required a secure service that complemented the rest of the residential estate and taken together could support 6.3% of the LAC population.

Looked After Children at Home

- 3.27 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.
- 3.28 At March 2017 the proportion had reduced to 25% due to a significant increase in the number ceasing to be Looked After at all.
- 3.29 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.

Future strategy

- 3.30 The service is in the process of developing a new strategy to reduce the need for children to become LAC. Significant resources have been identified including £2m agreed by Council for the purposes of early intervention. Plans include putting in place a council wide workforce development programme on restorative practice; increased provision of Family Group Decision Making, recruitment of host families for unaccompanied asylum seeking children, accelerating the implementation of Self Directed Support for children in need, working with the NHS and schools to improve the identification of and support for children with mental health concerns and enhancing support for foster carers who are caring for children with disabilities.
- 3.31 The child population of Edinburgh is predicted to rise by approximately 5% between 2016 and 2020, compared to the Scottish figure of 1%, and 11% by 2024.
- 3.32 The service is considering how best to take this into account in setting targets for future years. It is likely that of the extra children and young people arriving in Edinburgh, a proportion will be in need or at risk and some will need to be Looked After. It may therefore be appropriate to set targets that are proportionate to the anticipated increased while being both ambitious and achievable.
- 3.33 The service will make recommendations to the Council in a future report.

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 March 2017 relative to targets is also given.
- The target is for:
- 4.1.1 Annual growth in total LAC to be reduced by 33% from 2013/14 and at March 2017 this is ahead of target.

- 4.1.2 No net growth in LAC foster placements from 2013/14 to 2017/18 and performance at March 2017 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 March 2017 is behind target.
- 4.1.4 The proportion of foster placements purchased from independent providers to reduce to 25% by 2017/18. Performance at March 2017 is behind target.
- 4.1.5 The number of residential placements to reduce by 27% by 2017/18. Performance at March 2017 is behind target. Overall performance when compared to the national position is positive with 6.3% of LAC in residential case compared to 9.9% nationally.
- 4.1.6 The number of LAC placed with kinship carers to increase to 24% of all LAC by 2017/18. Performance at March 2017 is on 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 March 2017 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 March 2017 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 March 2017 is behind target.
- 4.2 Through the 2017/18 budget process it was acknowledged that very challenging targets had been set for reducing the number of independent foster placements and residential and secure placements. The 2017/18 budget was set to reflect the expected position as at March 2017. The service is in the process of developing a new strategy and targets for 2017/18 onwards as set out in 3.30 to 3.32.
- 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 total savings achieved through reduction in usage of residential care and shifting the balance of family based care are approximately £5.3m per year.
- 5.2 The table below shows the financial impact of the changes in family based LAC placements from March 2013 to March 2017.

Client population	Number at March 2013	Number at March 2017	Movement	Average Cost per place £K	Annual Cost / (Savings) as at March 2017 £K
CEC foster care	343	377	34	26	884
Independent foster care	265	208	-57	46	-2,622
Kinship Care	288	320	32	7	224
Prospective adoptions	39	24	-15	7	-105
TOTAL	935	929	-6		-1,619

- 5.3 In addition to the above, annual savings of approximately £3.7m have been delivered from the closure of Wellington School, Pentland View Close Support Unit and the merger of Greendykes YPC and Edinburgh Families Project at Heathervale. Re-investment of £1.1m from the Wellington School savings was made within mainstream and special schools.
- 5.4 The budget for 2017/18 has been set to meet the overall number and mix of LAC placements as at March 2017.
- 5.5 The Council approved £2m of early intervention and prevention funding for 2017/18 of which £1.442m will be invested in this area with the aim to continue the improvements seen in the four years of the LAC Transformation Programme.

Risk, policy, compliance and governance impact

- 6.1 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](#)

[Looked After Transformation Programme Progress Report – Education, Children and Families Committee 13 December 2016](#)

[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 update – Education, Children and Families Committee 13 December 2016](#)

[Annual Review of Services for Looked After and Accommodated Children- Report to Education, Children and Families Committee 8 December 2015](#)

Alistair Gaw

Executive Director for Communities and Families

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

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

Links

Coalition pledges

Council outcomes

Single Outcome Agreement

Appendices 1 LAC Client populations 2013 v 2017

Looked After Children – Client populations 2013 v 2017

Client populations	Objective	Actual at March 2013	Actual at March 2017	Variance from March 2013	Notes
Looked After Children (covering all sub-sets below)	To reduce the rate of increase for this population to around +20 for the full year.	1,410	1,372	-38	Overall LAC has reduced by 3% against a target of reducing the rate of growth to 8%.
Foster Care (CEC and independent)	No growth in overall foster numbers. The net difference for the full year should be 0.	608	585	-23	Overall foster numbers have reduced by 4% against a target to remain static.
CEC foster Care	To increase the number of placements with CEC Carers. The net difference for the full year should be around +25.	343	377	34	CEC foster care has increased by 10% against a target to increase by 30%
Independent foster care	To reduce the number of placements with Independent Carers. The net difference for the full year should be around -25.	265	208	-57	Independent foster care has reduced by 22% against a target to reduce by 38%
Residential care	To reduce the number of placements. The net difference for the full year should be around -4.	84	87	3	Residential capacity has been reduced and delivered significant savings. Overall usage is broadly the same with greater occupancy percentages.

Kinship care	To increase the percentage to 24% of the overall LAC population. The net difference for the full year should be around +15.	288	320	32	Kinship care numbers have increased by 11% against a target to increase by 19%. Over the same period former kinship carers who have taken a S11 order has increased from 169 to 251, an increase of 49%.
Prospective adoptions	To increase the number of placements. The net difference for the full year should be around +10.	39	24	-15	The number of children being placed for adoption has reduced. This is seen to be due to the success of intervening earlier with families and supporting more children at home and placing more children with kinship carers.
Secure care	To reduce the number of placements from 12 to 6 by 2018.	12	9	-3	Usage has reduced following the closure of the Guthrie Unit.
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 around +10.	379	347	-32	

Education, Children and Families Committee

10.00, Tuesday, 15 August 2017

Choose Youth Work: Youth Work Participatory Budgeting – Phase 1

Item number 8.6

Report number

Executive/routine

Wards

Executive Summary

This report outlines the first phase of the participatory budgeting allocation of funding for open-access, universal youth work as approved at Committee in December 2016. It sets out the process followed, the awards made, the lessons learnt from detailed evaluation and proposed actions to address these in phase two.

Links

[Coalition Pledges](#)

[Council Priorities](#)

[Single Outcome Agreement](#)

Choose Youth Work: Youth Work Participatory Budgeting – Phase 1

Recommendations

- 1.1 Note the awards made in paragraph 3.7.
- 1.2 Note the lessons learnt from this exercise and to be implemented in phase two.

Background

- 2.1 The report 'Youth Work Funding 2017 – 2019' approved at Committee in December 2016 set out recommendations for future funding based on need in each locality (rather than historical allocation), and an incremental role for participatory budgeting (PB) that would give young people a greater say over how resources are allocated for services they use, or may use. For phase one, 2017-18, a total of £60k was available. The report detailed the locality allocations and the participatory budgeting process to be followed.

Main report

- 3.1 Immediately following approval at Committee in December, an initial action was to establish a Steering Group comprised of Communities and Families officers, officers from other Council service areas with experience of PB, and representatives from Edinburgh Voluntary Organisations Council, Edinburgh Youth Work Consortium and Lothian Association of Youth Clubs. This Steering Group will continue to meet throughout the PB work. The name Choose Youth Work was agreed for this project.
- 3.2 17 young people from Young Edinburgh Action and other youth projects were recruited to work with officers to prepare the questions on the application form, to ensure that they reflected the main priorities that young people had identified for youth work in the earlier consultation of more than 400 young people. These young people were then involved in assessing and scoring the applications received.
- 3.3 Assessing and scoring the applications took place on one afternoon and was carried out by teams of four, each comprised of officers and young people. A total of 21 applications were received, and five of these did not score sufficiently highly to progress to the voting stage.

- 3.4 Young people were encouraged to vote online through the 'Participare' PB website. Voters were required to cast three votes, and only permitted to vote once for the same organisation. A total of 708 votes were cast online.
- 3.5 A city-wide event held at the Festival Theatre attracted all applicant organisations and 31 young people. The purpose of this was for organisations to promote the work in their applications and for young people to vote for their three preferred projects. 93 votes were cast at the event.
- 3.6 The final score for each applicant following the vote was the combination of the assessment score and the number of votes received, in which the assessment score made up one third of the total. Funding was then allocated in line with the final combined assessment/vote ranking within the available budget. Successful applicants were funded with the full amount they had applied for.
- 3.7 The final awards were as follows:

Organisation	Project Summary	Locality	Award	Votes received
Spartans	Residential work to re-engage young people involved in antisocial behaviour and criminality into mainstream youth work in North Edinburgh.	NW	2,000	169
Granton Youth Centre	Six week summer holiday activity programme planned, implemented and evaluated by young people for young people 12+ in North Edinburgh	NW	8,275	143
FetLor	Drop In Youth Clubs for S1, S2 and S3+ at FetLor Youth Club	NW	5,000	132
The Yard	Run three youth clubs for disabled teenagers to socialise with their peers, gain independence and try new things	Citywide	6,000	74
Dunedin Canmore	DCYP aims to inspire more young people to become more active and more involved in their local Youth Café.	SW	5,482	52
Canongate Youth	A week long summer school for 60 budding young musicians featuring professional tuition on all aspects of stagecraft.	Citywide	8,000	37
North Edinburgh Arts	Developing outdoor cooking and food growing program with local young people, learning new skills and developing products with local food.	NW	6,095	34
Fabb Scotland	Fabb Spartans will bring disabled and non-disabled young people together in a fun, new youth group in partnership with Spartans FC.	NW	9,631	28
Broomhouse Centre	Weekend youth work opportunities in Broomhouse offers Street Art, or space to enjoy a meal they have prepared with friends	SW	9,517	26

3.8 This PB exercise was carried out successfully and a total of 267 young people voted on-line and in person, despite some serious constraints. The most significant of these was the short timescale. In order for awards to be released in time for the new financial year, the entire exercise from preparing the application form and eligibility criteria to producing a final ranked list of applicants had to be achieved in just over two months. Detailed evaluations of Phase 1 were carried out through on-line surveys with applicants and young people, and an event for the Steering Group, which was held on 19 May and, as a consequence of these, a number of changes or additions will be made to Phase 2. Six main areas to focus on were identified:

3.8.1 **Timescale.** As detailed above, the process was run on a tight timescale with all the key activity restricted to the first three months of 2017. The tight timescale was highlighted by applicants as an issue that affected their experience of the process. The timescale placed pressure on all involved and whilst the programme was delivered, there were impacts on other areas, as outlined below. For the 2018 – 19 programme, planning work is underway and there is a nine-month period identified to run the programme.

3.8.2 **Engagement with Young People and Schools.** The total number of young people voting in the process was 267, smaller than the original survey monkey questionnaire response at the start of the process. There was no real engagement with schools due to the clash with the elections for the Scottish Youth Parliament and the demands that an additional voting process would place on school staff's time. It is also difficult to ascertain the level of awareness-raising and support given to young people in youth work settings to encourage voting. Attendance by young people at the Big Vote Party held at the Festival Theatre in March was disappointing, generating a small number of new votes. A few applicant organisations commented on the low number of young people at the Party and the level of resources that they had used to attend. The general feeling was that this was not very effective. Members of the Steering Group will be meeting with young people from Young Edinburgh Action to identify opportunities and actions that will boost involvement from young people. The locality programmes for 2018 – 19 will work more closely with schools as this is a key space for engaging with young people. The more local dimensions of the grant programmes may also be more relevant for young people and the lengthened timescales should give organisations more time to involve young people in developing project ideas. In addition, Lifelong Learning staff from each locality will join the Steering Group.

3.8.3 **Voting Mechanism.** Comments were made about the difficulties with using the on-line voting platform and some questioned the need to have a registration process prior to voting. Further comments highlighted the issue of the availability of printed forms and the ease of using these, especially for young people with limited literacy skills. Work is underway with the

Corporate PB team to identify a new platform provider, and further dialogue will take place with specialist staff and organisations to support the participation of young people with literacy issues.

3.8.4 Engagement with the Youth Work Sector (Voluntary Organisations and Council Staff). Regular emails were sent out to voluntary sector organisations and two briefing sessions were held for potential applicants. The tight timescale made it difficult for Communities and Families staff to undertake more meaningful engagement with organisations. There was limited engagement with Communities and Families staff to support the process as it coincided with a major staffing review. The new locality structure will be ‘bedded in’ for the next round of grants and with the locality approach it is expected that more staff will support the process. This should mean more local organisations are aware of and involved in the process.

3.8.5 Definition of Open Access Youth Work. The type of activity proposed by applicants included a residential, a week-long music programme, youth clubs for young disabled people and mainstream youth club activity. There were also applications that covered other activity that could be construed as not fitting the assumed understanding of open access youth work (e.g., one to one work, work with parents). The longer run-in to the application process should allow for a clearer message about open access youth work to be made to potential applicants.

3.8.6 Participatory Budgeting. A few organisations highlighted the challenges facing applicants within a participatory budgeting process, namely the level of resources and time required, and the potential ‘beauty contest’ element that was perceived by some as making it difficult for small or specialist equalities organisations to succeed. In addition, the tension between a PB approach reflecting the views of young people and trying to target funding at areas of need/groups of young people in need has also been raised. As stated above, the 2017-18 assessment process used a 1/3 assessment:2/3 voting balance, and the Steering Group may wish to revisit this to address the concerns raised.

3.9 In Phase 2 (2018-19), £60k will be available for city-wide projects and 20% of each locality’s allocation for universal, open access youth work will be made available for distribution via PB. The following amounts will therefore be available in each locality:

North East	£23,758
North West	£24,035
South East	£27,555
South West	£30,652

Measures of success

- 4.1 Young people are involved in decision-making on funding for youth work across the city, from identifying priorities to co-assessing applications to voting for projects.

Financial impact

- 5.1 The allocation of the budget available (£60k) is set out in 3.7.

Risk, policy, compliance and governance impact

- 6.1 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 Communities and Families approach to grants for 2016/17 onwards as approved at Committee in October 2016.

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 This process involved extensive engagement with young people throughout.

Background reading/external references

- 10.1 [Youth Work Funding 2017 – 2019, Education, Children and Families Committee December 2016](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: John Heywood, Lifelong Learning Strategic Development Officer

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

Links

Coalition Pledges

Council Priorities

**Single Outcome
Agreement**

Appendices