

Notice of meeting and Agenda

Education, Children and Families Committee

10.00am, Tuesday 10 October 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

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Education, Children and Families Committee 15 August 2017 (circulated) – submitted for approval as a correct record

5. Forward planning

- 5.1 Key Decisions Forward Plan – December 2017 to March 2018 (circulated)
- 5.2 Rolling Actions Log (circulated)

6. Business bulletin

- 6.1 Business Bulletin (circulated)

7. Executive decisions

- 7.1 Education Governance – Fair Funding to Achieve Excellence and Equity in Education - report by the Executive Director for Communities and Families (circulated)
- 7.2 Education Authority Improvement Plan – report by the Executive Director for Communities and Families (circulated)
- 7.3 Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation in West and South West Edinburgh – report by the Executive Director for Communities and Families (circulated)
- 7.4 Statutory Consultation – A Replacement for Castlebrae High School – report by the Executive Director for Communities and Families (circulated)
- 7.5 Expansion of Early Learning and Childcare from 600 to 1140 Hours by 2020 – report by the Executive Director for Communities and Families (circulated)

- 7.6 Child Poverty - Equity Framework – report by the Executive Director for Communities and Families (circulated)

8. Routine decisions

- 8.1 Participation and Engagement in Communities and Families – report by the Executive Director for Communities and Families (circulated)
- 8.2 Parental Engagement: Partnership Schools – report by the Executive Director for Communities and Families (circulated)
- 8.3 Arts and Creative Learning Update – report by the Executive Director for Communities and Families (circulated)
- 8.4 Lifelong Learning Service Officers – report by the Executive Director for Communities and Families (circulated)
- 8.5 Revenue Monitoring 2017-2018 – Month Three Position – report by the Executive Director for Communities and Families (circulated)
- 8.6 Looked After Children - Transformation Programme Progress Report - referral from the Governance, Risk and Best Value Committee (circulated)

9. Motions

- 9.1 Motion by Councillor Arthur – Child Poverty - School Uniform Grant

“Committee:

Recognises that child poverty is rising in Edinburgh and that the City of Edinburgh Council, The Scottish Government and the UK Government have a duty to use their powers to reverse this trend.

Recognises that a significant burden on low income families is providing their children with a school uniform.

Recognises the significant work of the Edinburgh School Uniform Bank, Edinburgh Police Fund for Children, and others to help equip children from low income families for school.

Recognises the Child Poverty Action Group in Scotland estimate that the cost of a school uniform is £129.50, but the School Uniform Grant provided by City of Edinburgh Council is only £42 and £50 for primary and secondary school children respectively.

Recognises that the Scottish Government recommends the School Uniform Grant level be set at £70, but many Local Authorities exceed this.

Asks that within two cycles Council Officers report on the feasibility of increasing the School Uniform Grant to ensure that from the 2018/19 academic year children from low income households are better equipped for school.”

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

Religious Representatives

Marie Allan, Rabbi David Rose and Dr Rita Welsh

Parent Representative (Non-Voting)

Alexander Ramage

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.

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Education, Children and Families Committee

10.00am, Tuesday 15 August 2017

Present

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

Added members for Education matters

Marie Allan and Rabbi David Rose.

1. Schools and Lifelong Learning Estate – Strategic Review

1.1 Deputation – Queensferry High School Parent Council

The Committee agreed to hear a deputation from Mark Elder on behalf of the parents of Queensferry High School Parent Council in relation to the report by the Executive Director for Communities and Families on the Strategic Review of the Schools and Lifelong Learning Estate. The deputation highlighted the following:

- The detailed statutory consultation paper which was due to be submitted to Committee in December 2017 was not soon enough.
- Options regarding West Edinburgh High School, Balerno High School and Currie High School were due to be explored as part of one informal consultation process, but concerns were raised that this would cause unnecessary delays for the progress of the West Edinburgh High School development.
- Concerns that the number of pupils in the catchment area of the new Queensferry High School would be higher than the capacity of 1200 pupils by August 2022 (two years after the opening of the new school), therefore the West Edinburgh High School was required to be open before the target date of 2023.
- Officers had previously confirmed that the minimum time required from design to completion of a new school would be four years, however given previous experiences with new school projects, it is possible that the completion of the West Edinburgh High School would be after the target date.
- That land and funding had not yet been secured for the development of the West Edinburgh High School led to further concerns that the opening of the school in 2023 would not be possible.

The deputation requested the Committee to consider the following:

- That the detailed statutory consultation paper would be submitted to Committee in October 2017.
- That a separate consultation exercise would be carried out for the West Edinburgh High School.
- That the development of the new schools would be dealt with as a priority.

1.2 Report by the Executive Director for Communities and Families

An update was provided on the progress of the strategic review of the school and lifelong learning estate which had been undertaken as agreed at the meeting of the Committee in March 2017.

It was proposed to carry out informal consultations in West and South West Edinburgh regarding secondary Gaelic Medium Education. The outcomes of these informal consultations would be presented to the Committee in December 2017 to allow time for the consultations to be fully completed.

The formation of a working group with staff and parents at Castlebrae High School was recommended and a draft consultation paper was scheduled to be presented to the Committee in October.

It was also proposed to carry out feasibility studies at Boroughmuir and Trinity High Schools to identify accommodation solutions.

Decision

- 1) To 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 be progressed and that a statutory consultation paper for this proposal prepared for consideration by the Education, Children and Families Committee in October 2017.
- 2) To agree that informal consultation be 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.
- 3) To agree that an update on the progress of the informal consultation process would be submitted to Committee in October 2017.
- 4) To agree that informal consultation be progressed with elected members, school communities and other key stakeholders on the future provision of Gaelic Medium Education in Edinburgh to inform a detailed statutory consultation paper which would be submitted to Committee for consideration in December 2017.
- 5) To agree that a feasibility study be progressed with colleagues in housing to consider the possibility of additional capacity for Boroughmuir High School being provided on the India Quay site.

- 6) To 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.
- 7) To note that the Communities and Families senior management team would 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.

(References – Education, Children and Families Committee 7 March 2017 (item 5); report by the Executive Director for Communities and Families, submitted)

Declaration of Interests

Councillor Young declared a non-financial interest in the above item as a parent of a child attending one of the schools involved in the consultation.

2. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 7 March 2017 as a correct record.

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

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

Decision

To note the Key Decisions Forward Plan for the period from October to December 2017.

(Reference – Key Decisions Forward Plan, submitted.)

4. Education, Children and Families Committee Rolling Actions Log – August 2017

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

Decision

- 1) To approve the closure of actions 1, 4, 5, 7, 8, 10, 12, 13, 15, 16 and 22.
- 2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, submitted.)

5. Education, Children and Families Committee Business Bulletin

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

Decision

- 1) To note that the Executive Director for Communities and Families intended to submit a report to the October meeting of the Committee on the response to the consultation on education funding together with an update on the response to the proposed Education Bill.
- 2) To offer briefings to political groups on the Education Governance Review.
- 3) To note that Individual School Plans relating to the Pupil Equity Fund would be made available to Committee members when they were available.
- 4) To otherwise note the remaining items detailed in the business bulletin.

(Reference – Business Bulletin, submitted.)

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

The Children's Services Plan was presented to the Committee. The Plan was jointly produced by the Council and NHS with contributions from other partners including Police Scotland and the voluntary sector, and outlined the Council's ambitions for children's services for the next three years. The focus of the plan was laid out in the Children and Young People's Act 2014 and the accompanying statutory guidance.

The Edinburgh Children's Partnership had set up a project team in 2016 which had looked at available data and research and analysed these to inform the plan.

The main aims of the Plan were to empower children, young people and families, address issues of inequality, ensure children's rights were respected and to report on this on an annual basis and to ensure the work was integrated and underpinned by Getting it Right for Every Child principles.

Decision

- 1) To approve the Edinburgh Children's Partnership's Children's Services Plan for 2017 to 2020.
- 2) To arrange a workshop to be held before Christmas 2017 with relevant agencies, young people and key stakeholders to discuss the Plan in more detail.

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

Declaration of Interests

Councillor Ritchie declared a non-financial interest in the above item as a non-Executive Director of Children's Hearings Scotland.

7. Educational Attainment in Primary and Secondary Schools, 2016

Information was provided on levels of educational attainment in schools for the academic session 2015/2016. The information had been gathered from the results of standardised tests and Curriculum for Excellence levels.

The main improvements included reading and mathematics from Primaries 4 to 7, and literacy and numeracy at SCQF levels 4 and 5.

Decision

- 1) To note the continued improvements in educational attainment in Edinburgh schools.
- 2) To note the wide range of strategies that are deployed to raise attainment.
- 3) To agree to receive further annual reports on attainment/improvements in performance.
- 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.

(Reference – report by the Executive Director for Communities and Families - submitted)

8. Positive Action Funding in Primary Schools

An update was provided on the steps taken to improve performance using Positive Action Funding and the Council's ongoing commitment to improving the performance of schools.

Future reports would include self-evaluation information with regards to learning and teaching and raising attainment.

Decision

- 1) To note the report.
- 2) To request a further report detailing the improvement in attainment to date based on 2016/17 data when it became available and identifying actions to be taken to ensure improvements in performance.

(References – Education, Children and Families Committee 7 March 2017 (item 9); report by the Executive Director for Communities and Families, submitted)

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

The Committee was asked to appoint membership of its Sub-Committees and Working Groups for the year 2017/18.

Decision

- 1) To approve the membership of the Sub-Committee on Standards for Children and Families as detailed in Appendix 1 to this minute.
- 2) To appoint Councillor Perry as Convener of the Sub-Committee on Standards for Children and Families.
- 3) To approve the membership of the Consultative Committee with Parents as detailed in Appendix 2 to this minute.
- 4) To appoint Councillor Dickie as Convener of the Consultative Committee with Parents.
- 5) To approve the membership of the Corporate Parenting Member Officer Group as detailed in Appendix 3 to this minute.
- 6) To appoint Councillor Dickie as Convener of the Corporate Parenting Member Officer Group.
- 7) To approve the membership of Duncan Place Working Group as detailed in Appendix 4 to this minute.
- 8) To approve the membership of the Gaelic Implementation Steering Group as detailed in Appendix 5 to this minute.

(Reference - report by the Chief Executive, submitted)

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

Progress was reported on the transfer of the management of secondary school sports facilities to Edinburgh Leisure.

The management of sports facilities had been transferred from the Council to Edinburgh Leisure at James Gillespie's High School, Portobello High School and Holy Rood RC High School to date, with the remaining schools' sports facilities' management expected to be transferred by early 2018.

Decision

- 1) To note the progress made to date on the transfer of management of school sports facilities from the Council to Edinburgh Leisure.
- 2) To note that officials from the Council and Edinburgh Leisure were working together to address the issues raised in the transfer process to ensure that the remaining schools were transferred to Edinburgh Leisure in a timely fashion.
- 3) To note that the PPP schools would be prioritised for transfer whilst further work was completed on the issues raised in the Executive Director's report.

(References – Corporate Policy and Strategy Committee 4 October 2016 (item ...); Education, Children and Families Committee 24 May 2016 (item 22); report by the Executive Director for Communities and Families, submitted)

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

An update was presented on the planning of future governance arrangements for community centres following a service review which has resulted in the creation of the Lifelong Learning Service. Reduced resources and the new approach to service delivery which had been adopted meant that the current model of community centre management would be required to change.

Decision

- 1) To note the report.
- 2) To call for a report clarifying the roles and responsibilities of Lifelong Learning Development Officers, their relationships with the communities they would serve and a timescale for the delivery of operational plans.

(Reference – report by the Executive Director for Communities and Families - submitted)

12. Early Learning and Childcare Strategy

A report detailing the national priorities in early learning and childcare was presented. The report also highlighted the progress which had been made by the Council in respect of implementing the requirements of relevant legislation.

The report identified the key achievements and areas which would be prioritised for the development of the service.

Decision

To note the report and that a further report would be submitted to the meeting of the Committee in October 2017.

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

13. Early Years Disability Services Grant Programme 2017-2019 – Update

An update was provided on the progress made by The Yard in setting up a new support service for families with children with a disability under the age of five. The Yard was a community service which received an award as part of the Children and Families Main Grants Programme.

Decision

- 1) To note the work undertaken by The Yard Adventure Centre with parents to ensure a smooth transfer of service.
- 2) To note the comments by parents, which were generally positive, about their experience to date.
- 3) To note that the work undertaken by The Yard with the grant award would continue to be monitored by Communities and Families.

(Reference – report by the Executive Director for Communities and Families - submitted)

14. Looked After Children: Transformation Programme Progress Report

An update was provided on the progress of the Looked After Children Transformation Programme which aimed to move towards preventative services and to reduce the need for children to be looked after. The report outlined the progress made between March 2013 and March 2017. Progress had been made previously however more work would be completed to reduce the use of residential care placements and the percentage of independent foster placements. A new strategy would be developed and implemented to reduce the number of children who require to become looked after.

Decision

- 1) To note the progress made to date against the starting position at March 2013 as set out in appendix 1 of the report.
- 2) To note the actions in progress to deliver further improvements from the early intervention investment approved in the 2017/18 budget.
- 3) To note that the next update would be provided in December 2017.
- 4) To refer the report to the Governance, Risk and Best Value Committee.

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

Declaration of Interests

Councillor Ritchie declared a non-financial interest in the above item as a non-Executive Director of Children's Hearings Scotland.

15. Choose Youth Work: Youth Work Participatory Budgeting – Phase 1

The first phase of the participatory budgeting allocation of funding had been completed and the report outlined the process, the awards which had been granted and a review of the lessons which had been learned from the process. These lessons would be used to inform the process for Phase 2 of the programme beginning.

Decision

- 1) To note the awards made in paragraph 3.7 of the report by the Executive Director for Communities and Families.
- 2) To note the lessons learnt from this exercise and to be implemented in phase two.

(Reference – report by the Executive Director for Communities and Families - submitted)

Sub-Committee on Standards for Children and Families

Sub-Committee on Standards for Children and Families

Membership - 8 Members and 1 Religious Representative

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

Councillor Ian Perry (Convener)

Councillor Eleanor Bird

Councillor Mary Campbell

Councillor Maureen Child

Councillor Alison Dickie

Councillor Callum Laidlaw

Councillor Jason Rust

Councillor Louise Young

Religious Representative TBC

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

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 Alison Dickie (Convener)

Councillor Eleanor Bird

Councillor Mary Campbell

Councillor Callum Laidlaw

Councillor Ian Perry

Councillor Stephanie Smith

Councillor Louise Young

Other Members

Three parent representatives from each of the Locality Groups

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

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 Alison Dickie (Convener)

Councillor Eleanor Bird

Councillor Maureen Child

Councillor Gavin Corbett

Councillor Callum Laidlaw

Councillor Ian Perry

Councillor Jason Rust

Councillor Louise Young

Religious Representative TBC

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

Membership - Local Ward Members (Leith Ward)

Councillor Chas Booth

Councillor Adam McVey

Councillor 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

Membership – 5 Members

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

Councillor Chas Booth

Councillor Callum Laidlaw

Councillor Ian Perry

Councillor Lewis Ritchie

Councillor Louise Young

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

(December 2017 - March 2018)

Item	Key decisions	Expected date of decision	Wards affected	Executive Director and Lead Officer	Council Commitments
1	Statutory Consultation Reports	December 2017	All	Executive Director for Communities and Families Lead Officer: Crawford McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	
2	Review of School Admissions	December 2017	All	Executive Director for Communities and Families Lead Officer: Maria Plant 0131 469 6107 maria.plant@edinburgh.gov.uk	
2	Gaelic Medium Education – Statutory Consultation	December 2017	All	Executive Director for Communities and Families Lead Officer: Crawford McGhie 0131 469 3149 crawford.mcghie@edinburgh.gov.uk	

Item	Key decisions	Expected date of decision	Wards affected	Executive Director and Lead Officer	Council Commitments
3	Breakfast Club Development Fund – Progress Report	December 2017	All	Executive Director for Communities and Families Lead Officer: Christine McKechnie 0131 469 3784 christine.mckechnie@edinburgh.gov.uk	
4	Communities and Families Senior Management Team Risk Update	December 2017	All	Chief Executive Lead Officer: Michelle McMillan 0131 469 3832 michelle.mcmillan@edinburgh.gov.uk	
5	Additional Support Needs and Special Schools Update	December 2017	All	Executive Director for Communities and Families Lead Officer: Martin Vallely 0131 469 3019 martin.vallely@edinburgh.gov.uk	
6	Unaccompanied Asylum Seeking Children	December 2017	All	Executive Director for Communities and Families Lead Officer: Andy Jeffries 0131 469 3388 andrew.jeffries@edinburgh.gov.uk	
7	School Playgrounds	December 2017	All	Executive Director for Communities and Families Lead Officer: Andy Gray 0131 529 2217 andy.gray@edinburgh.gov.uk	

Item	Key decisions	Expected date of decision	Wards affected	Executive Director and Lead Officer	Council Commitments
8	Community Access to Schools - Edinburgh Leisure Transfer - Update	December 2017	All	Executive Director for Communities and Families Lead Officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	
9	Outdoor Centres and Outdoor Learning	December 2017	All	Executive Director for Communities and Families Lead Officer: Robin Yellowlees 0131 469 3479 robin.yellowlees@edinburgh.gov.uk	
10	Libraries Open Access Technology	December 2017	All	Executive Director for Communities and Families Lead Officer: David Bruce 0131 469 3795 david.bruce2@edinburgh.gov.uk	
11	Positive Action Funding in Primary Schools	December 2017	All	Executive Director for Communities and Families Lead Officer: Maria Plant 0131 469 6107 maria.plant@edinburgh.gov.uk	
12	Duncan Place and Leith Primary School	December 2017		Executive Director of Resources Lead Officer: Peter Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	

Item	Key decisions	Expected date of decision	Wards affected	Executive Director and Lead Officer	Council Commitments
13	Energy in Schools	December 2017	All	Executive Director of Resources Lead Officer: Peter Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	
14	School Meals	December 2017	All	Executive Director of Resources Lead Officer: Peter Watton 0131 529 5962 peter.watton@edinburgh.gov.uk	
15	School Session Dates – Outcome of Consultation	March 2018	All	Executive Director for Communities and Families Lead Officer: David Maguire 0131 529 2132 david.maguire@edinburgh.gov.uk	

Education, Children and Families Committee

10 October 2017

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	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	December 2017		Deferred to December 2017. Update report submitted October 2016.
2	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	December 2017		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	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		Recommended for closure See item 8.2 on agenda
4	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		Recommended for closure See item 8.3 on agenda
5	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	December 2017		
6	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	Executive Director for Communities and Families	December 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
7	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	December 2017		
8	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
9	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	December 2017		
10	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		
11	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		
12	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
13	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 had considered the results of the consultation.	Executive Director for Communities and Families	December 2017		
14	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		
15	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
16	15-08-17	Business Bulletin – Consultation on Education Funding and Update on Response to the Education Bill	<p>1. To note that the Executive Director for Communities and Families intended to submit a report to the October meeting of the Committee on the response to the consultation on education funding together with an update on the response to the proposed Education Bill.</p> <p>2. To note that Individual School Plans relating to the Pupil Equity Fund would be made available to Committee members when they were available.</p>	Executive Director for Communities and Families	<p>October 2017</p> <p>December 2017</p>		<p>Decision 1. recommended for closure</p> <p>See item 7.1 on agenda</p> <p>Report to Committee in December 2017</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
17	15-08-17	Schools and Lifelong Learning Estate – Strategic Review	1. To 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 be prepared for consideration by the Committee in October 2017.	Executive Director for Children and Families	October 2017		Decision 1. recommended for closure See item 7.4 on agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2. To agree that a feasibility study be progressed with colleagues in housing to consider the possibility of additional capacity for Boroughmuir High School being provided on the India Quay site.				
			3. To 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.				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>4. To note that the Communities and Families senior management team would 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.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>5. To 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 in December 2017 and that an update report on the informal consultation process in west and south west Edinburgh be submitted to Committee in October 2017.</p>	Executive Director for Communities and Families	<p>Update Report – October 2017</p> <p>Consultation Paper – December 2017</p>		See item 7.3 on agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			6. To agree that informal consultation is progressed with elected members, school communities and other key stakeholders on future provision of Gaelic Medium Education in Edinburgh to inform a detailed statutory consultation paper which would be submitted to Committee for consideration in December 2017.	Executive Director for Communities and Families	December 2017		
18	15-08-17	Educational Attainment in Primary and Secondary Schools 2016	To agree to receive further annual reports on attainment and improvements in performance.	Executive Director for Communities and Families	August 2018		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	15-08-17	Update on Positive Action Funding in Primary Schools	To request a further report detailing the improvement in attainment to date based on 2016-2017 data when it becomes available and identifying actions to be taken to ensure improvement in performance.	Executive Director for Communities and Families	December 2017		
20	15-08-17	Governance Arrangements and Council Support to Community Centre Management Committees Update	To call for a report clarifying the roles and responsibilities of Lifelong Learning Development Officers, their relationships with communities they will serve and a timescale for delivery of operational plans.	Executive Director for Communities and Families	October 2017		Recommended for closure See item 8.4 on agenda.
21	15-08-17	Early Learning and Childcare Strategy	To note the report and that a further report would be submitted to the October meeting of the Committee.	Executive Director for Communities and Families	October 2017		Recommended for closure See item 7.5 on agenda.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	15-08-17	Looked After Children – Transformation Programme Progress Report	To note that the next update will be provided in December 2017.	Executive Director for Communities and Families	December 2017		Referral back from Governance, Risk and Best Value Committee See item 8.8 on agenda

Education, Children and Families Committee

10.00am, Tuesday 10 October 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</p> <p>For education items: Marie Allan (religious representative) Rabbi David Rose (religious representative) Dr Rita Welsh (religious representative) Alexander Ramage (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 Queensferry High School

Following the pre-planning consultation period, a formal planning application for a new Queensferry High School has now been submitted. Having listened to feedback from the local community, the City of Edinburgh Council has been able to increase the number of lanes for the swimming pool from four to six. There was strong feedback from local people about adding two more lanes and making these changes demonstrates the Council's willingness to listen to their voices.

In addition to the six-lane swimming pool, there will also be a larger games hall, new fitness centre, dance studio and floodlit 3G and 4G pitches, all of which will be available for use by the local community.

Queensferry has an expanding population with a need for improved sporting facilities and the plans for the new high school will place it at the very heart of the local community. Now that the planning application has been submitted, there is still more time for public feedback before it goes before the planning committee early next year.

Education Buildings Scotland Awards

A number of Edinburgh school projects have been shortlisted in the Education Buildings Scotland Awards, the winners of which will be announced in November.

Edinburgh's new build nurseries design project has been shortlisted in three separate categories. This project has looked at both internal and external spaces and has used research to create a calming and nurturing environment with white walls, wooden furniture and natural colours for soft furnishings. This design is being rolled out both to future new buildings and also for any refreshes in existing early years settings.

Liberton High School's Inspiring Learning Space that has been designed to encourage active learning has also been shortlisted along with the St Crispin's Special School Refurbished Classroom, which aims to create a calming environment for children with autism.

James Gillespie's Campus has also been shortlisted for project of the year.

Active Schools

Active Schools participation levels have increased by 35 per cent over the last five years with 482,414 visits recorded during the last year.

Visits by pupils involved in participant sessions have risen by 125,657 from 356,757 visits in 2011/12, and these new figures also show an eight per cent increase compared to last year.

The number of people delivering these sessions also increased to 1,600, which is an increase of 31 per cent, with 72% of these being volunteers. Active Schools Edinburgh saw an increase in the number of volunteers recruited to 1160 from 900 in the previous year.

The Active Schools team who deliver the Active Schools programme in partnership with sportscotland across the City of Edinburgh Council, have been delivering opportunities for school pupils to get involved in sport and physical activity for more than a decade.

These increases are really encouraging and show how much effort is being put into increasing opportunities for young people to get physically fit and interested in taking up sports outside of school.

Over 17,500 pupils now take part in extracurricular clubs and around 450 senior pupils lead or help with these sessions. The annual Games @ The Hub event also goes from strength to strength and this year saw over 1,300 pupils from across the city take part in numerous different sporting activities.

First Minister visit to Castlebrae High School

The First Minister, Nicola Sturgeon has visited Castlebrae Community High School to meet with teachers and pupils involved in a three-year Festival project.

The International Festival's arts residency at Castlebrae is a partnership between the school, the Festival and the City of Edinburgh Council. Over the last three years, pupils have been learning about all aspects of the International Festival through workshops, bespoke mentoring and work experience programmes.

These have highlighted the varied professional skillsets required in the delivery of events like the International Festival and included a specially developed Festivals and Events Management module which contributes towards pupils' National 5 qualification in 'Creative Industries'. In the culmination of this residency programme, the students got to put their experience into practice, assisting the Festival team in planning and running the venue in their school.

Craigour Park Primary School

Craigour Park Primary school has received an award from the First Minister in a nationwide competition to encourage Scottish children to foster a lifelong love of reading. The school won their award for their impressive approach to the Challenge, including innovative initiatives such as the Reading Radio, Family Bedtime Stories and parental involvement through family reading tasks, as well as lots of community and whole school engagement.

The school invited guest readers from the wider school community, such as the crossing patrol man and judo instructor, to show pupils that reading is something everyone enjoys. Photos of staff reading in unusual locations were also posted round the school and a home learning competition to design school reading mascots engaged families with the Challenge.

While the initial interest for the Challenge came from pupils who already enjoyed reading, the variety of

projects the school put in place has led to a much wider involvement from children who had not previously displayed an enthusiastic approach to reading.

Columba 1400

A group of 10 current and former looked after young people aged 16 to 20 who are in foster or residential care placements, or supported via Throughcare and Aftercare, along with four members of our staff undertook this year's Columba 1400 residential programme.

This is the second year the Council has run the programme, which involves three preparatory sessions in Edinburgh, a one week long residential in Staffin, Isle of Skye and three subsequent follow up sessions back in Edinburgh.

Columba 1400 is essentially a leadership programme intended to support young people and adults to develop their inner confidence and self-awareness. Although there are some outdoor based activities, the programme is essentially and "inward bound" experience. The full residential programme is not shared in advance to avoid preconceived ideas, so this does require a degree of leap of faith for the participants. The programmes are structured around participants individual and shared exploration of the key values of: Awareness, Focus, Creativity, Integrity, Perseverance and Service.

The expectation is that all participants, young people and adults undertake the programme on a level footing. For all, this means being emotionally open to self and others. This offers a unique opportunity and challenge for staff to work alongside young people to discover their own strengths and pathways forward as individuals and as a group.

Robert Owen Award for an Inspirational Educator

Warm congratulations go to Lindsey Watt, Headteacher, Castleview Primary School on receiving the Robert Owen Award from the Scottish Government. The Award was established to recognise the contribution of renowned educationalists across the world, whose work has

had significant impact and informed substantial education improvement activities in Scotland. The Award recognises Lindsey's hugely positive influence on Scottish education over many years, where she has provided outstanding and inspirational leadership for learning and continuously improved children's experiences, attainment and life-chances. Lindsey accepted her Award from John Swinney, Cabinet Secretary for Education and Skills at the Scottish Learning Festival on 20 September.

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Education Governance: Fair Funding to Achieve Excellence and Equity in Education

Item number	7.1
Report number	
Executive/routine	Executive
Wards	
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Executive Summary

The Scottish Government is committed to making improvements in the way in which schools are governed and financed. Two major consultations were launched to inform new legislation. In June of this year, the Depute First Minister announced the results of the first consultation through the publication of the document “Education Governance: Next Steps Empowering Our Teachers, Parents and Communities To Deliver Excellence and Equity For Our Children”. That publication outlined intentions for the reform of educational governance in Scotland.

The supporting consultation, “Fair Funding to achieve Excellence and Equity in Education” will result in proposals to alter the way in which schools are funded. Appendix 1 contains the draft response from City of Edinburgh to the consultation for consideration.

Education Governance: Fair Funding to Achieve Excellence and Equity in Education

1. Recommendations

- 1.1. It is recommended that the committee approve the consultation response to “Fair Funding to achieve Excellence and Equity in Education” included in Appendix 1.

2. Background

- 2.1 From September 2016 until January 2017 the Scottish Government undertook a consultation exercise on a review of education governance. Over one thousand submissions were received. A full analysis of all consultation responses can be found in the document “Education Governance: Empowering Teachers, Parents and Communities to Achieve Excellence and Equity in Education”.

3. Main report

- 3.1 Following the first consultation on school governance, the Deputy First Minister published proposals which are highly significant in terms of their potential impact on how education services are organised in Scotland, and the role of local authorities therein.
- 3.2 The main principle of the review is to seek to devolve power from a national level to a regional level and from a local level to a school level with the expectation that this will empower schools and teachers to drive forward improvement.
- 3.3 A parallel consultation paper entitled “Fair Funding to Achieve Excellence and Equity in Education” has been circulated to seek views on the funding of schools. This report focuses on the impact of changes to the current funding model.
- 3.4 The ‘Fair Funding’ consultation paper seeks to elicit views on the strengths and challenges of the current model as well as the proposed changes. It asks for assessment of the support headteachers would require to implement new powers to manage larger budgets.
- 3.5 The Consultation response details the range of actions that would require to be made to support Head Teachers. These would include action across a range of

council services to assess and manage risk as well as additional focused professional learning and development for school leaders.

4. Measures of success

- 4.1. As this is a draft consultation there are no specific measures of success.

5. Financial impact

- 5.1 There are likely to be significant financial implications for the council. These should become clearer following the outcome of the national consultation on funding for schools in the autumn of 2017 and the publication of a draft Education Bill in 2018.

6. Risk, policy, compliance and governance impact

- 6.1 There are likely to be significant implications in all areas through the increase in devolved powers and direct funding. With greater accountability, Head Teachers will need to ensure rigorous procedures are in place. Recruitment practices, personnel, professional development, quality assurance, procurement and devolved budget processes may alter. The role of the proposed Improvement Collaboratives will require clarification before proper analysis and planning can take place.

7. Equalities impact

- 7.1 The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8. Sustainability impact

- 8.1. No negative impacts have been found.

9. Consultation and engagement

- 9.1. Information has been circulated to individual Head Teachers and Parent Councils for discussion. Organisations and individuals are also free to comment.

10. Background reading/external references

Fair Funding to Achieve Excellence and Equity in Education

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

Appendix 1 - Draft Consultation Response

Question 1

(a) What are the advantages of the current system of funding schools?

There are significant strengths to the current model of funding for schools. Schools operate within a wider council structure, around which strategic plans and priorities are set. These plans and policies are based on significant analysis of data and insight and often arrived at through widespread consultation with stakeholders and partners. To effectively meet the needs of all groups, a whole systems approach is taken and budgets set to support the partnership working we have been striving to embed for many years. For instance, implementation of the Getting it Right for Every Child priorities has been achievable due to the ability to evaluate, plan and resource at a strategic level. If one area of council resource was segregated, this would be much more difficult to achieve. The strength of GIRFEC is the connectedness of service delivery and partnership working. Resourcing schools individually may not have allowed progress to date to have been realised.

The current system means that we download pro rata funds to schools based on roll. Current DSM budget allocation are as follows: Secondary Schools £80m (including SEN allocation £1.9m); Primary Schools, incl. nursery and special classes £103m (including SEN allocation £5.7m) and; Special Schools £13m. 89% of the total Communities and Families "Education" based budget is devolved to schools. This includes all schools – Primary/ Secondary/ ASL and Special; Home to School transport; Early Years and Childcare; Secure Services; Pupil and Parent Support. It does not include other budgets such as Property related budgets (~£26m), PPP (£40m) budgets and School Meals budgets (£6m).

We also ensure equity by downloading additional funds on the basis of demography. This long-standing commitment has enabled Head Teachers of schools in areas of deprivation to target funding to address specific needs, based on their self-evaluation. In addition to core funding, the current DSM system ensures that we are able to respond efficiently to local need such as, for example, additional staffing, requests for additional resources and emergency evacuations.

Economies of scale ensure that exceptional circumstances can be rationalized across the whole estate to more easily absorb losses and mitigate risk, such as the impact of conserved salaries, supernumerary staff, absence, resources of additional supports for staff and other human resource issues.

A significant human resource workstream is the arrangement for newly qualified teachers as part of the Teacher Induction Scheme. Local authority staff link closely with the GTC and the universities to ensure that effective arrangements are in place for placements and support. The centralization of this approach ensures that NQTs are deployed equitably thus ensuring that the principles of the scheme remain intact. Similarly, centralized budgets ensure that support can be provided for supply staff, those who require temporary redeployment and those who may have significant professional development needs.

b) What are the disadvantages of the current system of funding schools?

The current system is based predominantly on pupil numbers and, with the exception of small funding streams from Scottish Attainment Challenge and Pupil Equity Funding, do not take heed of other significant factors such as poverty. This means that, while the funding arrangements from Scottish Government to authorities is clear and transparent, the rationale is very simplistic and requires authorities to then weight funding based on local knowledge. The resultant costs per pupil can then vary and councils cannot responsively direct financial resources without recourse to local agreements. In addition, the cost per pupil is no indication of the quality of education ultimately delivered.

It is difficult to maintain simple funding mechanisms from local authority to schools due to the nature of budgetary pressures which councils are under. Annual savings put stress on council resources and require significant analysis, preparation and review as well as being subject to political debate and discussion.

Question 2

- a) What are the benefits to headteachers of the current Devolved School Management System ?

Head Teachers are encouraged to use self-evaluation as the basis for improvement. Their relatively consistent budget allocation enables them to plan for improvements and allocate budgets to resource their development agenda. We fully support our head teachers' use of local data and insight to inform their plans. We do not place restrictions on their planning for improvement, rather we support them to meet local and national priorities. The costs which are outwith the control of Head teachers, such as staffing, are also outwith the control of local authorities, due to political priorities such as teacher numbers, statutory responsibilities such as employment law, and Scottish national arrangements.

The historical centralization of budgets and commitment to protect education services has ensured that council budget savings are considered across the whole service, thus ensuring consistent and fair treatment of all. Since many resources are purchased centrally, there are significant savings which are accrued on behalf of schools. Ensuring that costs such as energy, staffing, assets, facilities management, insurance etc are met centrally enables head teachers to focus more time on learning and teaching, a factor which is highlighted in the Fair Funding Consultation Document and which will resonate with most head teachers.

- b) What are the barriers that headteachers currently face in exercising their responsibilities under Devolved School Management? How could these barriers be removed?

Some head teachers have felt constrained by authority guidelines around, for example, procurement and insurance. There have been frustrations in restrictions being placed around how they appoint contractors and buy resources. Since head teachers' professional expertise centres more around learning and teaching than business, they have required support to fully implement certain business and finance requirements. The establishment, however, of the Pupil Equity Fund has been a driver for increased communication and greater understanding of statutory responsibilities. Significant support has been given to schools to ensure that Head Teachers meet requirements around PEF budgets – these relate to HR, finance, information sharing and more. Giving Head Teachers direct responsibility for budgets will still require corporate support to ensure compliance with Audit Scotland requirements.

Question 3

How can funding for schools be best targeted to support excellence and equity for all?

We agree that a universal approach to funding schools, which does not take cognizance of other factors, can result in inequity. That is what has prompted the creation of our Positive Action funding to supplement those schools where pupils experienced significant barriers.

Schools should be supported to deliver the national priorities within a framework of their own self-evaluation. We believe that weighting should be in place to support schools to take forward their improvements, but that this should be done within a culture of the wider system, thus maximizing opportunities for economies of scale. We believe that the national funding model should take more categories into consideration than simply numbers of pupils on the roll. A nationally weighted funding model which applies data such as deprivation would be welcomed and arguably, could be within scope of the current review. By extension, the aim to eradicate the poverty-related attainment gap should be seen within a wider context than simply education. We are all aware that the factors related to poverty are those which require other resources such as social work, health and police. Schools or clusters do not have the capacity to deploy all of the staff required to close the gap.

As it stands, the aims of the National Improvement Framework can only be realized through joint working, within and across services. The budget of a single school will not go far enough to realise the aims to make such far-reaching improvements as are necessary.

Question 4a

What elements of school spending should headteachers be responsible for managing and why?

Head teachers should be responsible for managing finances that have a direct impact on learning and teaching. This is because they are best placed to decide on the school priorities and to judge how best to make improvements. They should be able to do this within a broader context of improvement around certain key priorities agreed by clusters and across the authority, for example resources to expand vocabulary in early years and primary; the development of numeracy skills such as SEAL. Authorities should be able to coordinate interventions for head teachers to opt into dependent on their self-evaluation. This will require some funding to be retained by the centre.

There are aspects of wellbeing and inclusion which should also be within the scope of the management of Head Teachers. All schools may not need to have the same suite of interventions or resources and should therefore be free to select those which best fit the school population. There are other aspects of wellbeing and inclusion which should remain central as to devolve would lead to increased risk and inequitable provision for learners, for example costly equipment for children with sensory impairments.

Aspects of the staffing structure, such as promoted posts, should be devolved to headteachers, within the parameters set by HR, management and professional organisations. This could result in greater flexibility of support for children and families. The recruitment of posts such as family learning workers through PEF suggest that responding to local need is very much within the spirit of devolving powers to headteachers.

Question 4b

What elements of school spending should headteachers not be responsible for managing and why?

As mentioned above, certain aspects of wellbeing and inclusion should remain with local authorities to ensure flexibility, economy and parity. The provision of expensive equipment for children with complex needs could drain a budget and parents' groups have expressed concern that children may not be supported as readily should budgets be devolved in this area.

Head teachers should not be responsible for managing other areas of staffing as national agreements such as 'teacher numbers' can only be maintained across the whole authority.

Question 5

What elements of school spending are not suitable for inclusion in a standardised, Scotland-wide approach and why?

There would be concern if even greater levels of budget were devolved completely to schools. The interim learning from PEF is that some head teachers felt placed under pressure to spend money, rather than to use self-evaluation to decide on priorities to address. Council services which operate freely to support schools and families, paradoxically may not seem as attractive as new companies who invest in marketing campaigns and offer non-research based initiatives. With the competing priorities involved in running a school, head teachers may not have the time to fully investigate the claims of newly formed companies. This could also lead to a culture of income-generation within councils, keen to benefit from funding which goes directly to schools. The creation of a competitive private economy delivering services once held by councils could be counterproductive to the overall aims of the Scottish Attainment Challenge.

Local authorities would face further constraints to deliver on wider national policy such as GIRFEC and corporate parenting if budgets were further devolved as there would be less money at the centre to coordinate services. Edinburgh head teachers already have significant support from Business Managers and while this has freed them up to be more responsive to learning and teaching, the increased expectations placed on them through PEF, Head Teachers' Charter or a standardized approach would necessitate even greater time spent on business matters. There would need to be a much greater change to the system, similar to that in England, to ensure that Head teachers were fully able to lead and manage their schools. Again, this may run counter to the overall principles of the Scottish system.

Question 5a

What would be the advantages of an approach where the current system of funding schools is largely retained, but with a greater proportion of funding allocated directly to:

1. Schools;
2. Clusters; or
3. Regional Improvement Collaboratives?

The advantage to this model could be that the strengths of the current system could be maximized and used to support small increases of devolved budgets to schools, cluster and/or collaboratives. The significant support that schools received from HR, finance, risk, assets would be much harder to replicate in a system where budgets were more fully devolved.

This model would be based on the principles of self-evaluation and would enable support and structure to be provided within which headteachers could operate. The management of change involving finances would require significant forward planning and risk management. This approach would lessen the risk and provide greater scaffold.

Question 5b

What would be the disadvantages of an approach where the current system of funding schools is largely retained, but with a greater proportion of funding allocated directly to:

1. Schools;
2. Clusters; or
3. Regional Improvement Collaboratives?

Head teachers would still need significant support to plan and administer large budgets. The work of clusters and collaboratives would also presuppose significant self-evaluation and coordination. Without more information on the way collaboratives are expected to function it would not be appropriate to comment.

Question 6

The Scottish Government's education governance reforms will empower headteachers to make more decisions about resources at their school. What support will headteachers require to enable them to fulfil these responsibilities effectively?

Although headteachers manage budgets just now much of their budget is actually managed centrally by HR, procurement, finance and business teams. Head teachers can plan for improvements and ensure that resources are in place to fulfil their proposed actions. These mainly relate to staff cover costs and costs for IT or hard copy resources. The risks attached to managing relatively small budgets is low.

Schools perform highly when they are led by head teachers who provide strong leadership of learning and teaching. Organisations such as SCEL and the masters-level learning we have encouraged leaders to complete has reinforced a model where pedagogy is the main driver for improvement. The overwhelming majority of Head teachers have not therefore developed business skills. There would require to be a significant re-focus on leadership development for head teachers.

The vocabulary associated with high performing head teachers changed from 'management' to 'leadership'. The current version of HGIOS4 has one theme connected to management of resources. By devolving budgets to schools in some of the ways suggested, management of resources, in addition to management of inclusion and pupil support, staffing, parental issues and the other aspects of a Head Teacher's day might eclipse the ability to drive forward improvements in pedagogy. Although the local authority will, we understand, remain the employers, head teachers would need significant professional development in all aspects of business: risk, HR and employment law, procurement and finance rules, budgets and taxation, planning and strategy.

Question 7

What factors should be taken into account in devising accountability and reporting measures to support greater responsibility for funding decisions at school level ?

One of the main factors to consider is the amount of time it will take Head Teachers to comply with their new duties while factored in to the other duties they have on a day to day basis. Dealing with children and families always has to take priority in a school. Back office staff are able to manage their remits with fewer immediate challenges such as sickness, behaviour, staff absence and so on. The wider aspects of the job should firstly be scoped out to ensure that there is sufficient time to undertake new functions. This may in turn require new posts to be created, which in turn will require funding and line-management. As the Head Teacher, however, the overall responsibility will rest with the post-holder. Increases to salaries should therefore be considered at this juncture.

As the employer, the authority will continue to require accountability from Head Teachers. The roles of Parent Councils will be strengthened through the process, whether by accident or design. Consultation around this should be considered and new guidance issued.

The success of any improvements to children's attainment can only be judged on data. Head teachers will need support to ensure that their plans are robustly scoped with clear, empirical indicators of success. The ability to plan strategically is often assumed rather than taught to senior leaders. This work is beginning but must be developed and sustained.

The role of Education Committees and other democratic functions of the council will need to be reviewed. Currently elected members are technically the employers. They require reports and plans and these are coordinated by officers. Should the current proposals for funding and governance be implemented these other arrangements would need to be reviewed.

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Education Authority Improvement Plan

Item number	7.2
Report number	
Executive/routine	Executive
Wards	
Council Commitments	

Executive Summary

The Scottish Government has embedded the four outcomes contained within the National Improvement Framework within the guidance for the Education Scotland Act 2016, thus focussing the work of local authorities and schools on raising attainment, improving health and wellbeing, improving employability skills and closing the poverty related attainment gap.

The Education Scotland Act makes it a requirement that local authorities consult with stakeholders to achieve these aims, produce an annual plan and report on the impact of the plan each year.

The Education Authority Improvement Plan (Appendix 1) sets out actions at authority and school level. The Standards and Quality Report that informs the plan and the arrangements for consulting with stakeholders will be presented in separate reports.

Education Authority Improvement Plan

1. Recommendations

- 1.1 It is recommended that the committee approve the Education Authority Improvement Plan contained in Appendix 1.

2. Background

- 2.1 The Education (2016) Act placed a duty on local authorities to plan and report on the outcomes set out in the Delivery Plan for Scottish Education.

3. Main report

- 3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of outcome and address the four national improvement priorities.
- 3.2 Work of this nature has been ongoing across the authority for many years, however the actions have been contained in separate plans. The Education Authority Improvement Plan focuses on outcomes contained within the National Improvement Framework and clarifies actions for officers and schools.
- 3.3 Schools are expected to continue to use 'How Good is our School?' and 'How Good is our Early Learning and Childcare?' as the basis for self-evaluation. They are expected to identify actions across a timeline which will result in practicable plans within a 'tackling bureaucracy' culture.
- 3.4 While actions within the Education Improvement Plan are directed to address the priorities of the National Improvement Framework, they are also reflective of the City of Edinburgh context and articulate with the other planning frameworks, such as the Council Business Plan, the Children's Services Plan and the Council Commitments.
- 3.5 Raising attainment cannot be achieved by school staff alone, so the actions integrate work from across all of the Schools and Lifelong Learning Service, and embed national policy such as Getting it Right for Every Child.

- 3.6 In keeping with the vision for the city, the Education Improvement Plan has been written to be ambitious for all learners while improving outcomes for those affected by poverty, narrowing the attainment gap and barriers to wellbeing.

4. Measures of success

- 4.1 Measures of success are detailed in the plan, while the action plans sitting underneath each improvement area will also contain measures of success.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics. SQA results for other subjects will also be detailed.
- 4.3 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.4 The School Leaver Destination Report will provide information about the pathways of leavers.
- 4.5 Officers will also support schools to analyse data for disadvantaged learners facing barriers to learning and wellbeing.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. Currently schools are in receipt of Pupil Equity Funding to address certain actions contained within the EIP. This funding and subsequent legislation may alter the Council's capacity to deliver some of the improvement actions. This will be discussed in greater detail in accompanying reports Fair Funding to Achieve Excellence and Equity and Pupil Equity Funding.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. Subsequent legislation may alter the council's position and agency in regard to some of the improvement actions. This will be discussed in greater detail in accompanying reports (Fair Funding to Achieve Excellence and Equity).

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 The recommendations of this report are focused on ensuring sustainability for Edinburgh's children and families. No negative impacts have been found.

9. Consultation and engagement

- 9.1 Extensive consultation will be required to ensure the Education Improvement Plan is fully effective. Work has been started to gather views and will be reported at a subsequent Education Committee meeting.

10. Background reading/external references

- 10.1 [Statutory Guidance Standards in Scotland's Schools etc. Act 2000](#)
10.2 [National Improvement Framework for Scottish Education](#)

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

1. Education Authority Improvement Plan

City of Edinburgh
Schools and Lifelong Learning
Education Improvement Plan
2017-18

Vision

Children's Services Plan 2017 - 2020

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

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

Executive Summary

The Edinburgh Education Authority Plan has been written to ensure that the above vision becomes reality. It is both aspirational and inclusive, and makes use of a wide range of insight, which reflects the needs of our children and families. Central to each improvement theme is the need to reduce inequalities, so that all learners grow up in a child-friendly Edinburgh and become citizens of our thriving capital city. To do this we will be relentless in our drive to raise standards and strengthen our partnerships. We will seek out views, listen actively to our children and families and carefully measure the impact of the actions set. We will ensure that our staff are highly trained and well supported. Above all, we will nurture and develop a sense of aspiration for all of our children.

Alistair Gaw, Executive Director for Communities and Families

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Edinburgh's Context

Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced (Council Business Plan)

Improve quality of life

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Our priority is to continue to **improve quality of life for all our citizens**

Ensure economic vitality

Edinburgh is home to the most successful and vibrant economy in Scotland, powering growth and jobs for a wide city region. Our priority is to strengthen our international competitiveness, **supporting inclusive growth and investment that benefits all our citizens**

Build excellent places

Edinburgh is a beautiful city with a rich historic build environment co-existing with first-class modern infrastructure. Our priority is to **maintain our city as an attractive place to live, work and visit**

Strategic Outcomes identified by Edinburgh's Children's Partnership

Strategic Outcome 1

Every child will have the best start in life

Strategic Outcome 2

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

Strategic Outcome 3

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

Strategic Outcome 4

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

Strategic Outcome 5

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

Demographic, socio economic drivers: a growing city with growing inequality (Council Business Plan)

Over the last 10 years

- Edinburgh has been one of the fastest growing local authorities in the UK
- From 2005 to 2015, the population of the city grew by 10% - over 49,000 people
- This is more than double the growth seen across Scotland, and faster than that of any other city

Over the next 10 years

- Analysis suggests that Edinburgh is likely to see further population growth
- The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum
- The population aged 12 – 17 is projected to grow by around 23% in this period
- The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period

This growing population is one of the most visible signs of Edinburgh's success. However, that not all citizens share in that success and alongside the affluent areas, Edinburgh contains some of the most deprived communities in Scotland.

- In 2015 estimates show that almost 80,000 people in Edinburgh were living on incomes below the UK poverty threshold
- This means that 16% of Edinburgh's citizens are living in poverty, a rate very close to the Scottish average of 18%
- Within that overall rate, **poverty levels among households with children are particularly high**
- Data shows that **21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes.**

These estimates, mask the depth of poverty and income inequality faced by many. Within the most deprived wards of Edinburgh, as many as **30%** of all residents live in households below the poverty threshold. Looking at smaller geographical areas and communities, these rates can be even higher, with pockets of poverty and deprivation as severe as those recorded in any other part of Scotland.

The map of poverty in Edinburgh shows a picture of inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Analysis shows that this pattern of income inequality is more severe in Edinburgh than in most other cities and mirrors similar wide inequalities in the life chances and wellbeing of residents.

For children's services, the projections imply increased capacity requirements in Early Years facilities and rising overall school rolls across the primary and secondary education sector, as well as suggesting steady growth in the number of at-risk children.

DRAFT

Communities and Families: Schools and Lifelong Learning

Approximately four thousand teachers are employed by Communities and Families, supported by centrally and locality based Schools and Lifelong Learning Services. There are around nine thousand children attending pre-school provision, almost thirty thousand primary pupils and over eighteen thousand secondary pupils, although almost a quarter of young people at secondary school are educated within the Independent sector.

Schools and Lifelong Learning works in partnership with around 120 pre-school providers who deliver pre-school education and care to around 40% of Edinburgh's pre-school age children. Lifelong Learning works with a range of third sector organisations who deliver a range of youth work, family and community support services. Communities and Families, of which Schools and Lifelong Learning is part, also includes Children's Services.

Schools and Lifelong Learning

- 15 Early Years Centres
- 12 nursery schools
- 71 nursery classes
- 88 primary schools (6 of which include specialist classes)
- 23 secondary schools (4 of which include specialist resources)
- 10 special schools and Edinburgh Secure Services
- 38 community centres
- 3 Outdoor Learning Centres (2 residential)
- 29 Libraries (including Central Library)
- 23 Secondary School Libraries,
- 1 Prison Library
- 1 Hospital Library
- 5 mobile libraries
- The Risk Factory
- Moving Image and Screen Education Unit

Children's Services

- A range of specialist teaching and support services for additional support needs
- An educational psychology service
- 9 residential units, including close care and secure provision
- 5 practice teams including a disability practice team
- 19 Adoption, Fostering and Kinship Approval panels
- Services to support parents, carers and families

Attainment in Edinburgh Schools (2012 – 2016)

BGE (Broad General Education)

BGE (Broad General Education)

- Pupils have made better than the expected levels of improvement in reading and mathematics from P4 to P7
- Levels of attainment in writing are lower than those of reading in all stages of primary
- 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 the previous session
- In terms of standardised assessment, reading scores have increased year on year for P4 and P7
- In common with the national picture, there is an attainment gap between those living in low and high levels of SIMD

The table below shows the percentage of pupils achieving the expected CfE level in **literacy**

Reading	2013-14	2014-15	2015-16
P1 Early	73%	73%	82%
P4 First	65%	66%	75%
P7 Second	59%	64%	76%
S3 Third	65%	69%	86%

The table below shows the 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%
S3 Third	76%	75%	87%

Senior Phase

S4 pupils achieving SCQF Level 4 (or better)

The table below shows the percentage of S4 pupils achieving SCQF Level 4 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last five sessions:

Year	Edinburgh	Virtual Comparator	National
2012	52.29	63.17	60.99
2013	54.72	64.81	62.63
2014	80.54	79.20	77.38
2015	84.32	84.36	82.63
2016	85.79	84.65	83.08

S4 pupils achieving SCQF Level 5 (or better)

The table below shows the percentage of S4 pupils achieving SCQF Level 5 (or better) in literacy and numeracy compared to the Virtual Comparator (VC) and national figures for the last five sessions:

Year	Edinburgh	Virtual Comparator	National
2012	22.81	27.78	23.70
2013	24.23	28.96	25.05
2014	38.20	42.48	37.64
2015	45.21	48.55	43.51
2016	50.02	52.69	47.57

Improving Attainment for All

The table below shows the average complementary tariff points for **S4** pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

S4	Lowest 20%	Middle 60%	Highest 20%
CEC.	110	315	430
VC	116	327	428
National	106	310	424

The table below shows the average complementary tariff points for **S5** pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

S5	Lowest 20%	Middle 60%	Highest 20%
CEC.	190	595	979
VC	207	628	982
National	188	579	960

The table below shows the average complementary tariff points for **S6** pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

S6	Lowest 20%	Middle 60%	Highest 20%
CEC	346	872	1427
VC	389	905	1399
National	359	857	1357

Attainment of Looked After young people in S4

The table shows the percentage of Looked After learners in S4 in Edinburgh achieving SCQF Level 4 in Literacy AND Numeracy for the last five sessions, compared to the figures nationally.

The cohort column indicates the number of Looked After learners in Edinburgh for each session

Year	CEC	National	Cohort
2012	8.96	23.57	67
2013	11.11	25.28	72
2014	39.29	37.33	56
2015	45.33	45.93	75
2016	49.28	47.81	69

School Leaver Destinations

The pattern over the last three years has been consistently positive with over 90% of the leaver cohort moving in to positive destinations in each of the three years. In 2013/14: Edinburgh – 91.27, VC – 93.46, National – 92.52 and 2014/15: Edinburgh – 92.53, VC – 93.53, National – 93.02, we were below and slightly below our Virtual Comparator (VC) and the National figure. In 2015/16 we have moved in to line with our VC and the National figure: Edinburgh – 93.73, VC – 93.94, National – 93.33. (Data from INSIGHT)

The pattern for the S4 cohort over the last three years is positive. In 2013/14 we were below both our VC and the National figure by 5.23% and 7.45% respectively.

For 2015/16 the picture is very positive with a move beyond our VC and the National figure with +2.64% and +1.46% respectively.

For the S5 cohort there is a positive pattern over the last three years. In 2013/14 we were significantly below our VC and the National figure and this continued, albeit with a slight narrowing, in 2014/15. In 2015/16 we have moved in to line with our VC and the National figure: Edinburgh – 89.86, VC – 89.61, National – 89.07.

The pattern for the S6 cohort is positive over the last three years with positive destinations at 95%+.

For the year 2015/16 we are in line with our VC and the National figure: Edinburgh – 96.15, VC – 96.97, National – 96.47.

Jobs, skills, qualifications and attainment in Edinburgh

Jobs increasingly require higher levels of qualification, including entry level jobs. The highest level qualifications of the resident working age population is a useful barometer of skills attainment levels.

At 57%, a much higher proportion of working age adults in Edinburgh hold SCQF qualifications at levels 7 – 12 than in Scotland and the UK overall (43% and 37% respectively) (2015)

146,000 job openings are forecast in Edinburgh City between 2016 – 2024. Openings will be highest in professional occupations, experiencing both expansion and replacement demand. The total requirement for workers in administrative and secretarial and elementary occupations is also expected to rise significantly, again experiencing both expansion and replacement demand.

The majority of openings in Edinburgh, East Lothian and Midlothian from 2016 – 2024 will require individuals with higher level qualifications. Individuals qualified to SCQF level 7 or above will account for 61% of expected openings. The remaining opportunities will mainly be for individuals qualified to SCQF levels 5-6, equivalent to 30% of openings over the forecast period. There will be limited demand for those with qualifications below this level.



Lifelong Learning

Lifelong Learning supports learning in and out of school and covers a wide range of services, much of which is delivered by staff in each of the four Localities. There are three strategic Lifelong Learning service areas, linking locality delivery with key strategic drivers as well as delivering some citywide services. The three strategic areas are:

CLD and Libraries: includes youth work; adult education, ESOL for young people; partnerships with third sector organisations; a range of wider achievement awards; 1 in 5 Child Poverty (with Health and Wellbeing); library and information services delivered through the central library, community libraries, High school libraries, Edinburgh prison library, mobile services, digital library services and collections

Creativity, Health and Wellbeing: includes Arts Education and Creative Learning; Instrumental Music Service; Youth Music Initiative; Screen Education Edinburgh; Mental Health and Wellbeing; Growing Confidence, Building Resilience, Rights Respecting Schools, Turn Your Life Around, Global Citizenship; Parent and Carer Support; Paolozzi Prize for Art; employability programmes (Creative Industries); Arts Awards; Moving Image Arts A Level; 1 in 5 Child Poverty (with CLD)

Sport and Physical Activity: includes Active Schools; Community Sports Hubs; sport development; club development; PE targets; Outdoor Learning and Outdoor Learning Centres; Achievement Awards including Duke of Edinburgh Award; John Muir Award; cycle training; city wide sports events for schools and school sport competitions

Across Lifelong Learning, the various services and teams attract substantial sums of external funding much of which is used to support CfE curriculum areas particularly in music, art, PE and dance. Lifelong Learning contributes to literacy and provides significant support to schools around Creative Learning, Outdoor Learning and Health and Wellbeing. Most teams offer specialist CLPL and develop support resources and materials for teaching staff and school leaders. Lifelong Learning services also deliver a number of youth employability programmes and a range of wider achievement awards.

What does all this tell us about what we need to do?

Edinburgh is a thriving, international city well placed to continue to develop as a global centre of culture and business. Our children and young people require and deserve a first-class education system to enable them to become active citizens within it. The work already begun to close the poverty-related attainment gap, and to improve outcomes for those with significant barriers to learning and wellbeing must continue. Our analysis of data and our commitment to developing an intelligent, skilled workforce must be relentless in order to support our ambitious delivery plans. Developing a culture of aspiration among our children, families and workforce, and enabling each person and team to reach their potential will ensure that our plans for the future are realised.

Section 1: Reducing inequalities



1. Steps taken by the authority to reduce inequalities of outcome for pupils who experience them as a result of socio-economic disadvantage or experience them for other reasons.

High level improvements	1.1 Improve attainment for pupils in lowest 3 SIMD deciles
	1.2 Improve skills for learning, life and work for young people experiencing socio-economic or other barriers
	1.3 Poverty proof the school day, with actions in place to ensure that children and young people experiencing socio-economic and other disadvantage fully develop their potential
	1.4 Increase opportunities for wider achievement, particularly for those pupils who experience inequalities of outcome

Outcomes	Strategic actions
<ul style="list-style-type: none"> Learners, regardless of their socio-economic situation, access all opportunities in school. Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity Attendance is improved for those learners living in areas of low SIMD The attainment of looked after learners is improved 	<ul style="list-style-type: none"> Support schools to make effective use of data to provide equity of access Support schools in South West locality to provide targeted support to improve attendance of identified groups Closely monitor and promote attainment and achievement of looked after learners educated within and outwith the authority Pilot the increase in hours to 1140 and developing provision for eligible two year olds Review and improve inter-agency partnerships for early years' services e.g. with NHS colleagues.

- Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020.
- Needs of Syrian refugees and asylum seekers are identified, supported and met.
- More children in SIMD deciles 1-3 reach their developmental milestones
- Parents are better able to support their children's learning
- Children and young people are increasingly confident in identifying their interests, strengths and skills

- Support schools to build capacity of staff to support learners with English as Additional Language, barriers to wellbeing and learning and Language and Communication difficulties
- Provide early intervention support for pre-school children with ASN and their families
- Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers.
- Develop and implement mechanisms to engage parents and carers in their children's and their own learning
- Increase participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Leads and Links to Plans:

- Lifelong Learning Improvement Plan: David Bruce, Linda Lees, Paul McCloskey, Robin Yellowlees
- CfE Plan: Lorna Sweeney, Liz Gray, Lynn Paterson
- EY Plan: Janice MacInnes
- CLD Plan: David Bruce
- Locality Improvement Plans
- Children's Partnership Plan



Section 2: National Improvement Framework: 4 key NIF Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	<p>Improve CfE levels of reading, writing, talking, listening, and numeracy and mathematics attainment throughout the years of the broad general education</p> <p>Improve attainment national examinations for school leavers</p> <p>Improve attainment in the senior phase</p> <p>Increase the percentage of schools evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement</p> <p>Further develop a culture of self-evaluation and continuous improvement in all schools and centres</p> <p>Further develop a culture of collaborative professional enquiry in all schools and centres</p> <p>Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change</p>
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School Leadership School Improvement Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information

Outcomes	Leads and Links to plans	Timescale	Authority Actions	School/Centre Actions
Raised attainment for all	<p>CfE Action Plan Lorna Sweeney</p> <p>Lifelong Learning Plan David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees</p>	December 2017 and ongoing	<ul style="list-style-type: none"> • Develop the 0-18 Raising Attainment and Achievement for All Strategy • Strategic group oversee • QIEOs support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target setting process and improved learning and teaching; with additional focus on lowest performing pupils and pupils from deciles 1-3 • QIEOs and Lifelong Learning Strategic Managers work together to support schools to raise attainment and celebrate achievement 	<p>All schools develop a strategy in line with the CEC CYPIC Strategy</p> <p>This should include use of data including SIMD as part of tracking and monitoring to identify attainment gaps and requirement for intervention and support; include detailed intervention approaches in terms of curriculum, learning and teaching and parental engagement.</p>

				Self-Evaluation QI 3.2
A culture of self-evaluation and improvement exists in all schools and centres	CfE Action Plan Liz Gray/Lynn Paterson Early Years Strategic Plan	December 2017	<ul style="list-style-type: none"> • Develop the Quality Improvement Strategy • Validated Self-Evaluation to identify strengths & areas for development • Support schools and centres to strengthen practices in self-evaluation using How Good is our School 4 and How Good is our Early Learning and Childcare and Building the Ambition • QIEO support and challenge 	Continue to develop approaches to self-evaluation Self Evaluation QI 1.1 (self-evaluation for self-improvement) and 1.3 (Leadership of Change)
Improve monitoring and tracking of Early Years and the BGE	CfE Action Plan Darren McKinnon Early Years Strategic Plan Janice MacInnes	June 2018	<ul style="list-style-type: none"> • Devise electronic tracking system for ELCs and schools • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight 	Self Evaluation QI 1.1 (self-evaluation for self-improvement)
Raise attainment in Literacy and English	CfE Action Plan Liz Gray Michelle More Vocab Gap Action Plan SALT Hanen trainers Lifelong Learning Plan David Bruce	March 2018 and ongoing	<ul style="list-style-type: none"> • Refresh Integrated Literacy Strategy focussing on improved learning and teaching strategies <ul style="list-style-type: none"> ○ Devise guidance/framework to raise attainment in literacy and English • Implement actions to close vocabulary gap • Implement actions to raise attainment for young migrants • QIEO support and challenge 	Implement literacy strategy using authority guidance Continue to develop partnerships with libraries Self Evaluation QI 3.2

Raise attainment in Numeracy and Maths	CfE Action Plan Lynn Paterson Darren McKinnon	March 2018 and ongoing	<ul style="list-style-type: none"> • Refresh Integrated Numeracy Strategy focussing on improved learning and teaching strategies <ul style="list-style-type: none"> ○ Devise guidance/framework to raise attainment in maths and numeracy • QIEO support and challenge 	Implement numeracy strategy using authority guidance Self Evaluation QI 3.2
Improve approaches to assessment and moderation	CfE Action Plan Stephen Gilhooley	June 2018	<ul style="list-style-type: none"> • Review authority Assessment Policy <ul style="list-style-type: none"> ○ Working group produce guidance for schools 	Implement new SNSAs Implement revised approaches to assessment and moderation Self-Evaluation QI 2.3 (learning, teaching and assessment)
Improve Leadership	Leadership Task Plan Lynn Paterson Creative Learning Plan		Provide support for leadership at all levels: Teacher Leadership; Middle Leadership; In Headship; Into Headship; Excellence in Headship; SCEL Fellowship; Creative Conversations	Ensure PRD procedures are in place Signpost staff to leadership pathways Self-Evaluation of 1.2, 1.3, 1.4 (Leadership)



2.2 Closing the attainment gap between the most and least disadvantaged learners

High Level improvements	<p>Ensure an ethos of high expectations and achievement in every school and centre</p> <p>Improve attainment of disadvantaged children and young people</p> <p>Develop higher levels of parental engagement in their children’s learning and in the life of the school</p> <p>Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p> <p>Maintain or improve upon exclusions and attendance rates in our schools, especially for looked after children</p> <p>Maintain or reduce the number of children and young people reporting they experience bullying and/or racist behaviour</p> <p>Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 month</p>
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School Leadership **School Improvement** **Teacher Professionalism** **Parental Engagement** **Assessment of Children’s Progress** **Performance Information**

Outcomes	Leads and Links to plans	Timescales	Authority Actions	School/Centre Actions
The poverty related attainment gap is reduced in all schools	Raising Attainment Strategy	June 2018 and ongoing	<p>CtG Strategic Group</p> <ul style="list-style-type: none"> • Devise strategy <ul style="list-style-type: none"> ○ Research, Professional Enquiry, Leadership, Collaboration, Use of Data, Aspirations, Interventions, Relationships with families, Partnerships • Support schools to implement agreed actions • Support schools to identify gap, plan, measure and report on outcomes in relation to Pupil Equity Funding • Collaborate with partners within and outwith authorities, including Education Scotland and CEC partners (SLL, SW, 3rd Sector, ASL, EPs) 	<p>SAC plans implemented based on research, knowledge, professional enquiry and effective collaboration</p> <p>Improve leadership at all levels to promote collaboration, practice development and self-evaluation</p> <p>Identify and address poverty-related attainment gap</p> <p>Provide clarity of shared expectations and aspirations of children in SIMD 1 and 2</p> <p>Implement effective, robust planning in relation to PEF</p>

<p>An ethos of aspiration exists in every school</p>	<p>Psychological Service Plan Martin Vallely Gillian Barclay</p> <p>Lifelong Learning Plan David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees</p>	<p>June 2018 and ongoing</p>	<p>Support all schools to use data effectively to track and provide effective intervention to raise attainment and close the gap; Implement recommendations from Inclusive Practice Report to include support for schools to develop</p> <ul style="list-style-type: none"> • Children’s Rights • Resilience • Restorative Practice • Relationships <p>Support schools and centres to build the curriculum around children and young people’s interests and hobbies, particularly through IDL</p>	<p>Review Wellbeing/ Promoting Positive Behaviour policies Develop/embed solution oriented practice Develop/embed rights based learning Self- Evaluation of QI 2.4</p> <p>Schools and centres work with Lifelong Learning Services to access/offer a wide range of opportunities (particularly in arts and sport) that develops aspiration and confidence</p>
<p>Parental Engagement is high</p>	<p>Parental Engagement Strategy Maria Plant Patti Santilices</p> <p>Lifelong Learning Plan Adult Education/ESOL Linda Lees/Paul McCloskey</p>	<p>Dec 2018 and ongoing</p>	<ul style="list-style-type: none"> • Support schools to implement Parental Engagement Strategy • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P) • Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide 	<p>Schools and centres work with Parent Councils to review parental involvement programme to incorporate family learning approaches.</p> <p>Self-Evaluation of QI 2.5</p>
<p>Exclusions are reduced</p>	<p>Included Engaged and Involved Strategy Gillian Barclay</p>	<p>June 2019</p>	<ul style="list-style-type: none"> • Review Exclusion Policy • QIEO support and challenge to schools 	<p>Schools work with Inclusion staff to provide appropriate interventions for children at risk of exclusion</p>

	Lifelong Learning Plan Linda Lees/Paul McCloskey/Robin Yellowlees			Schools work with Lifelong Learning staff to provide appropriate interventions for children at risk of exclusion
Attendance is high	Maximising Attendance Policy Gillian Barclay	June 2018	<ul style="list-style-type: none"> Review guidance on maximising attendance QIEO Support and challenge 	Review policies to track attendance Implement guidance
Reduction in numbers of children educated outwith mainstream school	Psych Service Improvement Plan	June 2019	<ul style="list-style-type: none"> Support schools to provide appropriate learning pathways for disengaged learners 	Analyse/quality assure pupil support tracking processes
Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare	EY Strategic Plan	June 2018 and ongoing	<ul style="list-style-type: none"> Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2 	Work with partners to ensure uptake of places; closely monitor and provide targeted interventions as required



2.3 Improvements in children and young people's health and wellbeing

High Level improvements	<p>Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond</p> <p>Establish cultures based on Getting It Right For Every Child</p> <p>Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential</p> <p>Develop partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination</p> <p>Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</p> <p>Increase the provision of nurture across schools</p> <p>increase the percentage of schools evaluated as 'good' or better for QI 2.3 learning, teaching and assessment</p>				
School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information
Outcomes	Leads and Links to plans	Timescale	Authority Actions		School/Centre Actions
All children and young people have improved mental health and wellbeing	<p>J Watson HWB Progression Framework Group HWB Strategic Plan</p> <p>Psychological Service Improvement Plan</p> <p>Lifelong Learning Plan Linda Lees/Pattie Santelices</p>	June 2018	<ul style="list-style-type: none"> • Establish HWB Strategic Group • Analyse results of Pupil HWB questionnaires • Training for all staff on impact of ACES • Provide and promote: MESP wellbeing using Edinburgh Wellbeing Outcomes • Develop support to enable pupils to identify next steps to improve their HWB • Develop guidance to staff to help them support pupil's wellbeing • Support Special Schools to revise Vision, Values and Aims • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected) 		<p>Develop policy and practice in line with authority guidance</p> <p>Self-Evaluation QI 3.1 (Wellbeing, Equality and Inclusion)</p>

<p>All schools and centres are compliant with Equality Act 2010</p>	<p>HWB Action Plan Paul McCloskey (Lifelong Learning Strategic Manager) ASL Staff</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Support continued implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act; • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene 	<p>Review policies to ensure compliance with Equality Act Review Anti-Bullying policy</p>
<p>There is an increase in uptake of physical activity in all sectors</p>	<p>Active Schools Action Plan Outdoor Learning Action Plan - Robin Yellowlees/Jude Salmond/Andrew Bradshaw</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Support schools to improve quality of PE • Increase access to outdoors spaces 	<p>All schools fully embed use of Benchmarks in HWB curricula</p>
<p>There is an increase in uptake of musical, arts and creativity activity</p>	<p>Creative Learning Plan Youth Music Initiative Plan Linda Lees/Lorna Macdonald/Frances Rive</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning 	<p>Schools embed the use of Benchmarks in Expressive Arts, H&WB and use the Creativity Skills Progression Framework</p>
<p>All children are supported to be safe</p>	<p>Maria Plant</p>	<p>ongoing</p>	<ul style="list-style-type: none"> • Support continued implementation of aspects of Child Protection Levels 1-4 	<p>Self-Evaluation QI 2.1 (Safeguarding and CP)</p>
<p>Our children are well nourished</p>	<p>J Watson HWB Strategic Plan</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Continue to support Better Eating Better Learning guidelines 	<p>Continue to promote healthy eating through curriculum guidance on good food choices,</p>

				cooking practices and food knowledge and extend to family learning
Culture of Getting it Right is in place in every setting	Principal Psychologist - Martin Gemmell ASL Service Lifelong Learning Plan - David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees	ongoing	<ul style="list-style-type: none"> Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and ELCs Implement GIRFEC internal audit actions including 5 Rs: Rights, Resilience, Relationships, Restorative Implement training on autism, nurture 	Ensure compliance with new regulations on Information Sharing Self-Evaluation 2.4, 3.1 using ASSET (ASL service) Attend ASL Team Lead events to ensure effective practice is shared across schools Embed children's rights
Our Looked After Children are supported to achieve		Ongoing	<ul style="list-style-type: none"> Implement the Corporate Parenting Plan Implement the Looked After Children Plan 	Implement guidance
Improvements in the Learning experiences in all schools and centres	CfE Action Plan Outdoor Learning Strategy Robin Yellowlees/Andrew Bradshaw	June 2018	<ul style="list-style-type: none"> Support schools and ELCs to provide high quality, inclusive learning experiences Review AifL and approaches to differentiation Increase opportunities to develop outdoor literacy and numeracy Improve quality of play and pedagogy in Early Years 	Self-Evaluation of QI 2.3

	<p>EY Strategic Plan</p> <p>Aicha Reid, Depute Principal Psychologist</p> <p>Creative Learning Plan – Linda Lees/Lorna Macdonald</p> <p>IMS Action Plan</p> <p>Linda Lees/Martin Hutchison</p>		<ul style="list-style-type: none"> • Increased CLPL activity for HWB to include Building the Ambition, SHANARRI, Emotion talks, HANAN, mindfulness, moving to learn, early movers, nurture • Environments for learners with sensory needs and ASN reviewed and adapted. • Increase numbers of young people in SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative 	
Improve learning and teaching	<p>CfE Action Plan</p> <p>1plus2 Languages Plan</p> <p>Curriculum Guidance: STEM; Raising Attainment in Science (RAiSE)</p> <p>Creative Learning Plan</p> <p>Linda Lees/Lorna Macdonald</p>	June 2018	<ul style="list-style-type: none"> • Provide support to develop staff skills in Learning and Teaching • QIEOs and Lifelong Learning Strategic Managers work together to support schools to raise and celebrate achievement 	<p>Attend CLPL sessions</p> <p>Refresh Learning and Teaching policies</p> <p>Following self-evaluation, implement authority advice on 1plus 2, STEM and RAiSE</p> <p>QI 2.3 (Learning, Teaching and Assessment)</p> <p>QI 2.2 (Curriculum)</p> <p>QI 3.3 (Creativity)</p>
Improvements in the delivery of Gaelic Medium Education	Gaelic Language Plan	June 2018	<ul style="list-style-type: none"> • Provide clear and consistent guidance and support to schools in the delivery of Gaelic Medium Education 	<p>Following self-evaluation, implement authority advice on Gaelic Medium Education</p>

2.4 Improvements in employability skills and sustained, positive school-leaver destinations for all young people

High level improvements	<p>A skilled and competent workforce</p> <p>A further improvement in school leaver destinations</p> <p>An increase in the number of pupils, school leavers and adults with well-developed employability skills</p> <p>An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh</p>				
School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information
Outcomes	Leads and Links to plans	Timescale	Authority Actions	School/Centre Actions	
Our stakeholders are fully involved in processes which affect them	Parental Engagement Strategy	June 2018	<ul style="list-style-type: none"> Support schools to provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement Continue to analyse and learn from complaints and amend practice to ensure improved experience for service users and learners 	<p>Review procedures for consultation with stakeholders</p> <p>Review compliments and complaints</p>	
Our learners make the best use of technology	CfE Strategic Plan	June 2019	<ul style="list-style-type: none"> Develop and implement a Digital Learning and Teaching Strategy and STEM strategy 	Implement authority guidance	
Pathways are in place for all learners	<p>DYW Action Plan</p> <p>Tommy Hughes</p> <p>Linda Lees</p> <p>Paul McCloskey</p>	June 2018	<ul style="list-style-type: none"> Audit careers provision from 3- 18 across clusters and generate associated action plan Implementation of the Career Education Standard and Work Placement Standard in schools 	<ul style="list-style-type: none"> Review the provision of career education and business links within the curriculum in line with Career Education Standard. 	

Robin Yellowlees
(Lifelong Learning
Strategic Managers)

DYW Manager
Jet Team linking with
Chamber of Commerce/
Regional DYW Group,
Edinburgh Guarantee,
SDS. other partners.

Early Years Strategic
Plan

- Support schools and work with partners to deliver the Developing the Young Workforce Plan
- Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs
- Increase the uptake of vocational qualifications available to those in the senior phase.
- Increase the number of youth employability programmes Work Placement, Career Ready and JET students who work with Lifelong Learning Teams and partners
- QIEO support and challenge of DYW approaches
- Support and promote foundation and modern apprenticeships
- Increase participation and improve completion rates in Duke of Edinburgh's Awards for young people in SIMD deciles 1-3
- Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school
- Increase numbers of paid work experience/internships for young people, targeting those from less affluent families
- Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

- Provide clearer careers advice/learner pathways for those at risk of under employment.
- Increase promotion of senior phase college options to pupils, parents and staff.
- Develop the use of Labour Market Intelligence to develop Career Management Skills/Career Information and Guidance skills.
- Support young people in vulnerable groups to access appropriate vocational pathways.
- Self-Evaluation 3.3.
(Increasing creativity and employment)

Education, Children and Families Committee

10am, Tuesday, 10 October 2017

Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation in West and South West Edinburgh

Item number	7.3
Report number	
Executive/routine	Executive
Wards	All

Executive summary

A [report](#) to the Education, Children and Families Committee on 15 August 2017 approved that informal consultation could be 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.

It was also requested that an update on the informal consultation process was submitted to Committee in October and this report therefore provides the latest information on the informal consultation process.

Report

Schools and Lifelong Learning Estate Strategic Review – Update on Informal Consultation in West and South West Edinburgh

Recommendations

- 1.1 Note the update on the informal consultation process with local elected members, school communities and other key stakeholders in west and south west Edinburgh which will inform a detailed statutory consultation paper (or multiple papers if required) expected to be submitted to Committee for consideration in December 2017.
- 1.2 Note that if, as a result of the informal consultation process, it is necessary for further engagement to be progressed before the preferred strategic options can be established, then the submission of draft statutory consultation papers for consideration by Committee may be delayed to future Committee meetings during 2018.

Background

- 2.1 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.
- 2.2 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.
- 2.3 At the last Education, Children and Families Committee on 15 August 2017 two further issues which affect the strategic approach to new infrastructure in this area of the city were highlighted as follows.
- 2.4 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).

- 2.5 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 require to be explored.
- 2.6 The report also highlighted that 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.
- 2.7 These issues require to be considered alongside the inclusion of Wester Hailes Education Centre and 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. It was therefore proposed and approved by Committee on 15 August 2017 that the strategic approach to the future schools and lifelong learning estate in west and south west Edinburgh requires further consideration through informal consultation before any formal statutory consultations are progressed.

Main report

- 3.1 The process established for the informal consultation is as follows:
 - Development of strategic options by the school estate planning team
 - Elected member briefing sessions on the emerging options
 - Workshops with the affected school communities
- 3.2 Following the informal consultation, a detailed statutory consultation paper (or multiple papers if necessary) with the preferred options 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. If, as a result of the informal consultation process it is necessary for further engagement to be progressed before the preferred strategic options can be established, then the submission of draft statutory consultation papers for consideration by Committee may be delayed to future Committee meetings during 2018.

Update on Queensferry High School

- 3.3 As the strategic options to address the projected shortfall in capacity at Queensferry High School have already been publicised the informal consultation with school communities on this issue has already been

progressed through rising rolls working groups at Queensferry High School and Kirkliston Primary School. The working groups involve senior management from the school, parent representatives and officers from the school estate planning team.

- 3.4 The two options for resolving the capacity issues which are projected to affect Queensferry High School in the future are that Kirkliston Primary School feeds into a new Winchburgh High School or a new West of Edinburgh High School and these options have been discussed at the working groups. The next stage of the informal consultation is to hold workshops after the October school holiday with larger groups of parents from the Kirkliston school community. The purpose of the workshops will be to establish if there is a preference emerging between the two options for future secondary school provision.
- 3.5 As noted in paragraph 2.5 above it is necessary to explore alternative site options for a new West of Edinburgh High School. Since the report to Committee on 15 August 2017, a review of potential sites in the proposed school catchment area has been carried out and there are opportunities which require further investigation. It is expected that the different alternatives for sites will be shared during the workshops to be arranged with the Kirkliston School Community following the October holidays.

Update on the South West

- 3.6 The school estate planning team have been developing options for the future of the schools and lifelong learning estate in south west Edinburgh. These options are currently being checked and refined in relation to their feasibility and deliverability.
- 3.7 The final options will be presented for consideration during the elected member briefing sessions which have been organised as part of the informal consultation process. These sessions are scheduled to take place between this Committee and the end of the October school holidays. Following the elected member briefing sessions, workshops with the affected school communities will be arranged.

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 the 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 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 – [Schools and Lifelong Learning Strategic Review](#) - 15 December 2017

Alistair Gaw

Executive Director for Communities and Families

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Appendices

Education, Children and Families Committee

10am, Tuesday, 10 October 2017

Statutory Consultation – A replacement for Castlebrae High School

Item number	7.4
Report number	
Executive/routine	Executive
Wards	All

Executive summary

A [report](#) to the Education, Children and Families Committee on 15 August 2017 approved that a statutory consultation paper for a replacement of Castlebrae High School on the site identified in Craigmillar Town Centre should be prepared for consideration by the Education, Children and Families Committee in October 2017.

The draft statutory consultation paper is appended to this report and the Committee is asked to approve that the statutory consultation process can now proceed.

The formal consultation period would commence in November 2017 and be completed by the end of the year. This period would include a public consultation meeting at the existing High School during which the details of the proposal will be presented followed by a question and answer session with Council representatives.

An Outcome of the Consultation report is expected to be submitted for consideration to a full Council meeting by May 2018.

Report

Statutory Consultation – A Replacement for Castlebrae High School

Recommendations

- 1.1 Agree that a statutory consultation based on the details provided in the draft statutory consultation paper in appendix 1 can proceed in relation to a replacement for Castlebrae High School on the site identified in Craigmillar Town Centre.
- 1.2 Note that an Outcomes of the Consultation report is expected to be submitted for consideration to a full Council meeting by May 2018.

Background

- 2.1 A replacement for Castlebrae High School on a site identified in Craigmillar Town Centre masterplan has been one of the top unfunded priorities for Communities and Families in recent years. A capital budget of £618,000 has been allocated within the current capital investment programme and a design team is currently being procured to take forward the initial design stages for a new school.
- 2.2 In order for a new school to be delivered by August 2021 further capital funding will require to be identified and allocated during the Council's budget setting process in February 2018. Opportunities for funding include expected developer contributions, receipts from the sale of land, Scottish Government Schools for the Future funding and Council capital funding. A financial business case is being developed for consideration during the forthcoming budget setting process.
- 2.3 Before a replacement High School can be built on the site identified in Craigmillar Town Centre it is necessary to undertake a statutory consultation 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 for the relocation of the school. The remainder of this report outlines further details of the proposed statutory consultation.

Main report

- 3.1 The details of the statutory consultation proposal for a replacement for Castlebrae High School on the site already identified in Craigmillar Town Centre masterplan are contained in the draft statutory consultation paper which is attached in appendix 1. The key elements of the proposals are:
- Delivery of a new school with an initial capacity of 600 or 700 which is capable of being extended to 1200 over time as the level of new housing being delivered in the school's catchment area and therefore the number of catchment pupils increases.
 - Minor alterations to catchment areas of the High School and associated feeder primary schools to include areas where new housing is proposed or has been delivered and which are currently not within the catchment area for any school.
 - A public statutory consultation meeting which will take place at the existing Castlebrae High School on Tuesday 28 November 2017.
 - Separate engagement and consultation with pupils and staff.
 - Creation of a webpage for the statutory consultation within the Council's online consultation hub including a questionnaire which can be completed by any stakeholder to express their views on the proposal.
- 3.2 The public statutory consultation period will run from Monday 13 November until Friday 22 December. Following this all the representations received, copies of the minute from the public consultation meeting and any other relevant information will be sent to Education Scotland for their consideration.
- 3.3 Education Scotland will return a report with their recommendations to the Council and the School Estate Planning Team will then prepare an Outcomes of the Consultation report for consideration at a full Council meeting. The report for full Council has to be published three weeks in advance of the Council meeting at which it is to be considered.
- 3.4 The Outcomes of the Consultation will include a response to every issue raised during the statutory consultation and will make a final recommendation for consideration by Council. It is expected that this report will be submitted to full Council for consideration in May 2018.

Measures of success

- 4.1 A replacement for Castlebrae High School 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 this infrastructure project will be considered in detail with colleagues in finance. A business case 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 All major capital investment projects led by Communities and Families are aligned to the necessary Council risk, policy, compliance and governance requirements.

Equalities impact

- 7.1 An equalities impact assessment will be carried out before the formal statutory consultation period commences and will be made available through the replacement Castlebrae High School statutory consultation page on the Council's website.

Sustainability impact

- 8.1 The provision of Communities and Families assets is fully integrated with the wider asset priorities of the Council and its partners to 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 the statutory consultation. All statutory consultations are 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 – [Schools and Lifelong Learning Strategic Review](#) - 15 December 2017

Alistair Gaw

Executive Director for Communities and Families

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Appendices

Appendix 1 Consultation paper

Proposal to build a new Non-Denominational Secondary School to replace Castlebrae High School and Implement Minor Catchment Change to Formalise and Align Catchment Boundaries.

Affecting : Castlebrae High School, Castleview Primary School, Niddrie Mill Primary School, Newcraighall and Prestonfield Primary School

1 Introduction

- 1.1 This consultation paper sets out the rationale for, and implications of, the proposal to build a new non-denominational secondary school to replace Castlebrae High School and implement minor catchment change to formalise and align catchment boundaries. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.2 The consultation paper is divided into the following sections:
1. Introduction
 2. Background and Context
 3. Castlebrae catchment data
 4. Educational Benefits
 5. Transport Considerations
 6. Financial Considerations
 7. Consultation Process

Appendices

- Appendix 1 Site plan
- Appendix 2 and 3 Existing Catchment Areas, School Locations
- Appendix 4 and 5 Proposed Catchment Changes
- Appendix 6 Travel Routes and Distances
- Appendix 7 Affected addresses
- Appendix 8 Response Questionnaire

- 1.3 Comments on the proposals should be submitted by no later than close of business on 22 December 2017 by email or post to the addresses set out in Section 11 of this paper. A response questionnaire is provided for this purpose which respondents are encouraged to use, details are included in Appendix 8 and which can also be completed online via the Council website [www.edinburgh.gov.uk/\[insert correct web address\]](http://www.edinburgh.gov.uk/[insert correct web address]).
- 1.4 A public meeting will be held as follows, further details of which are provided in section 11:

Venue	Date	Time
Castlebrae High School	Tuesday 28 November 2017	18:30 – 20:30

2 Background and Context

- 2.1 A report to the Education, Children and Families Committee on 15 August 2017 approved that a statutory consultation paper for a replacement Castlebrae High School on the site identified in Craigmillar Town Centre should be prepared for consideration by the Education, Children and Families Committee in October 2017.
- 2.2 The original masterplan for the regeneration of the Craigmillar area showed the site for a new secondary school and community library in a town centre location. The rationale for relocating the school was to give it a more prominent location in Craigmillar to endeavour to make it a more popular choice for its catchment population and to be a significant contributor to the regeneration of the town centre.
- 2.3 A statutory consultation exercise under the Education (Scotland) Act 1980 was then conducted in 2002 which supported the decision to relocate the school to a town centre site for educational reasons. Although the original masterplan has been superseded since 2002 and the community library has now been provided as part of the new East Neighbourhood Centre, a revised town centre masterplan, which was consulted-on and presented in 2014, continues to allocate a town centre site for the new secondary school.
- 2.4 The purpose of this statutory consultation exercise is to seek approval as required by the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014 that a replacement school for Castlebrae High School can be provided on the proposed town centre site.
- 2.5 Once the new school is constructed and becomes operational, the existing Castlebrae Community High school building will close and the majority of the site will be available for redevelopment. The existing all weather pitch at the Castlebrae site is likely to be retained for community use.
- Proposed new school site**
- 2.6 The proposed site for the new school is located close to the town centre as required by the Local Plan. The new school is a key part of the town centre so is located close

to the existing Community Library with an entrance at Niddrie Mains Road. A site plan is included in Appendix 1.

- 2.7 The size of site identified is approximately 4.2 hectares, which can accommodate a possible future school roll of up to 1200 pupils. This is based on a core site size of 2.6 hectares and an area of 1.6 hectares to accommodate 2 all-weather pitches.
- 2.8 The proposed site layout indicates the proposed location of both pitches to be contiguous with the schools site, although access to the second pitch may involve crossing a public footpath and/or cycle way. This arrangement would not adversely affect the curricular opportunity or safety of the school students. The configuration of the site will allow for an expansion strategy to be developed.
- 2.9 The location and design of the new school site supports the Council's transport policies with good public transport links as well as safe and convenient cycle and pedestrian accessibility.
- 2.10 With city wide rising school rolls, the school site will be able to accommodate future expansion. It is intended that although the school will only be built for 700 pupils initially, the core accommodation (e.g. halls, sports pitches etc.) will be built at the outset for the future roll of 1200 pupils. Any expansion strategy for the school building is likely to take the form of a large extension project rather than a series of incremental additions. It is therefore necessary to plan in outline terms how and where the extended accommodation could be constructed with minimum disruption to the operation of the school. A separate vehicular access to the expansion site for contractors would be highly desirable.

Capacity of new School

- 2.11 In terms of planning for the anticipated rise in future years it is currently estimated that initially building a school for a core roll of 600 would cater for both current needs and those that could emerge through rising rolls and current, anticipated new development. However, there is also the intention to develop a STEM (Science, Technology, Engineering and Maths) centre of excellence at the school in partnership with further education establishments such as the University of Edinburgh. Further details of the school's current science partnership with the University are included in education benefits section below. The requirement for this centre of excellence means the initial school will be built to a capacity of 700.
- 2.12 In terms of future school roll planning it is considered essential that sufficient land is retained within the town centre that could expand its capacity from an initial 600 to 1200. This will allow for the increase in pupils expected to be generated from new housing development, including that in the Local Development Plan, and for variations in the school roll that occur over time.
- 2.13 The initial construction requirements for the school and the associated expansion strategy will now be given detailed consideration by the design team which is currently being engaged for this project. The first tasks for the design team will be to prepare a strategic education brief and based on this complete a feasibility design exercise.

3. Castlebrae High School - Catchment Data and Roll Projections

- 3.1 There are three determining factors in assessing the required initial capacity for the new school: (i) the availability of spare places in nearby non-denominational secondary schools to which local catchment pupils continue to make placing requests; (ii) the availability of spare places at catchment RC secondary schools (Holy Rood and St Thomas of Aquin's) and (iii) the extent and timing of new housing development in the area, including that which may arise as a result of the most recent proposals in the proposed second Local Development plan.
- 3.2 The following tables show the schools currently attended by children who are residents in the Castlebrae catchment area.

SECONDARY SCHOOL ATTENDED	S1	S2	S3	S4	S5	S6	Total
Boroughmuir HS	1					2	3
Broughton HS		1		3	2	1	7
Castlebrae Community HS	31	22	22	10	18	6	109
Drummond Community HS	1	1			5	3	10
Firrhill HS		2		1		1	4
Gracemount HS			1	2	1	1	5
James Gillespie's HS	2	1	5	8	6	7	29
Leith Academy	3	2		1	3	2	11
Liberton HS	5	2	3	7	1	5	23
Portobello HS	22	32	39	22	23	23	161
Trinity Academy	1	1			2	2	6
Tynecastle HS	1		1	1	1		4
WHEC					1		1
ND Total	67	64	71	55	63	53	373

RC SCHOOLS:-

Holy Rood RC HS	77	60	64	66	46	34	347
St Augustine's RC HS	0	1	0	0	0	0	1
St Thomas of Aquin's RC HS	17	10	16	7	13	8	71
RC Total	94	71	80	73	59	42	419

Source: Sept 2016 Seemis data

- 3.3 In September 2016 there were 794 catchment pupils. The tables show the very high percentage of these pupils choosing to attend the Roman Catholic secondary catchment school or other out of catchment non-denominational secondary school. Looking ahead, with the rising population in Edinburgh and the high level of new build housing in and around the Craigmillar catchment, and the secondary schools nearby (Portobello and Holy Rood) nearing capacity the roll at Castlebrae will rise.
- 3.4 The following table shows the projected roll for Castlebrae High School until 2030.

[Roll projection table to be added]

Catchment Realignment

- 3.5 It is proposed to formalise and align catchment boundaries in the Castlebrae catchment area with minor changes been made to both the non-denominational

primary and secondary catchment areas. The details of the proposed realignments are provided in appendices 2-7.

4 Educational Benefits Statement

- 4.1 The plan for a replacement High School in Craigmillar would see significant and vast improvements to the learning environment currently experienced at Castlebrae Community High School.
- 4.2 With the site for the new build already established, we are now in the very exciting position of being able to plan and design a school that will embrace the vision and values of Castlebrae, enabling the learning community to continue on its current positive journey of improvement.
- 4.3 The site proposed is part of the new Craigmillar Town Centre and adjacent to the East Neighbourhood Centre and Library. Unlike the location of the current school, this would provide a prominent message that learning and improvement lies in the foundations and at the heart of any successful community.
- 4.4 The proposed site would also mean that there would be no detrimental effect on learning as it is obviously away from the existing site, enabling an easier decant.
- 4.5 The building would be designed to enhance the opportunities for the community to continue to raise attainment and aspirations for achievement and success. At the same time, it would plan for the future in the provision of a centre for excellence, within a community undergoing significant regeneration with an ever increasing population.
- 4.6 The building design will have a significantly positive impact on the improvements in delivering a Curriculum for Excellence. With the community fully involved in the planning stages, they will have the ability to reflect on how the environment, learning and social spaces can enhance learners' experiences. Faculty areas will be able to collaboratively inform planning on how spaces can most effectively be created to support learning and development of skills in different curricular contexts.
- 4.7 The vital partnerships that Castlebrae has established since 2014 will also be central to informing and realising the final design. Within Curriculum for Excellence, partnerships are recognised as being an essential factor in improving outcomes for learners and a new build will enable the design of collaboration and learning spaces to fully develop partnership working.
- 4.8 All stakeholders will be integral to decisions made on the type of building they want to see to provide the high quality experiences that they will ultimately benefit from. Parental engagement and family learning will be a key factor in this.
- 4.9 The educational advantage of realigning the catchment boundaries of Castlevie Primary School, Niddrie Mill Primary School, Newcraighall Primary School and Castlebrae High School is that it will provide parents and siblings with certainty about

their catchment status and confirm their treatment through the placement process as catchment pupils.

- 4.10 [Extra detail on recent attainment improvement and on the schools science project with Edinburgh University still to be added]

5 Financial Considerations

Funding

- 5.1 A capital budget of £618,000 has been allocated in the Communities and Families Capital Programme for a replacement Castlebrae High School. This will allow the initial design stages to proceed and a design team is currently being assembled through hub South East Scotland Ltd which would be the preferred delivery route for the project. If the full capital budget can be established as part of the Council's budget setting process then it would be possible to deliver the new school by August 2021. The financial implications on future capital and revenue budgets associated with this infrastructure project will therefore be considered in detail with colleagues in finance and the necessary information fed into the Council's next budget setting process which concludes in February 2018.
- 5.2 As part of this process a business case will be developed through the Communities and Families Asset Investment Group and presented to the Corporate Property Board for consideration. Part of the business case for the capital funding will include the availability of existing and future developers contributions and the potential for land receipts. Other funding opportunities, for example if another round of the Scottish Government's Schools for the Future (or equivalent) Programme is forthcoming, will also be pursued for this project.
- 5.3 The business case will also estimate all the revenue costs associated with the whole life of the building such as staffing, cleaning and ongoing maintenance requirements. It is important that these costs are factored into the project from the outset so that the new school building can be properly maintained to ensure the ongoing provision of a quality learning environment.

6 Indicative Construction Timescales

- 6.1 The timescales for the delivery of the new facilities are dependent on the necessary funding being approved and provided to deliver the project.
- 6.2 The table below sets out the indicative design and construction timescale which would apply based on an assumed date of initiation following conclusion of the consultation and Council approval to progress being granted at the full Council meeting in May

2018. These timescales assume, and are subject to funding for the project being identified following consultation.

Indicative Construction Timescales

Conclusion of consultation and approval of Option to be progressed	May 2018
Design Development to RIBA Stage 2	+3 months
Design Development to RIBA Stage 3 (submit for Planning)	+3 months
Design Development to RIBA Stage 4 and completion of planning	+4 months
Complete construction contract tender process and award contract	+5 months
Construction Completion	+24 months
Estimated Opening Date	August 2021

7 Consultation Process

- 7.1 This section expands upon the public consultation process relating to the proposal
- 7.2 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:
- The establishment of a new school;
 - The relocation of a stage of education;
 - Changes to existing admission arrangements (such as catchment change); and
 - The closure of a stage of education.
- 7.3 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):
- the Parent Council of any affected school;
 - the parents of the pupils at any affected school;
 - the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
 - the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
 - the staff (teaching and other) at any affected school;

- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

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

7.5 The consultation period will run for a 6 week period from Monday 1 November to Friday 22 December and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, at Craigmillar Library and at the schools affected by the proposals.

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

Venue	Date	Time
Castlebrae High School	Tuesday 28 November 2017	18:30 – 20:30

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

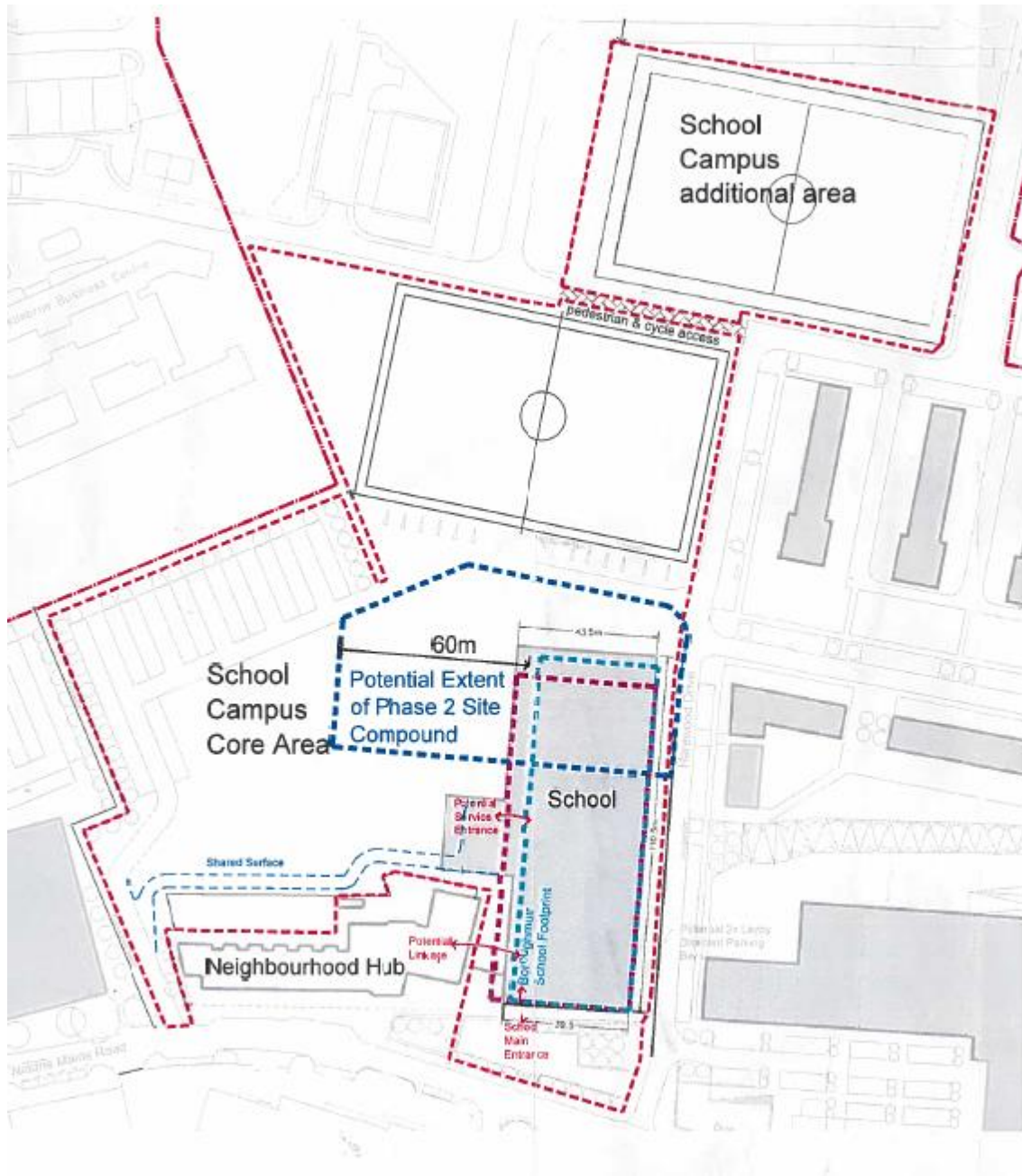
7.8 The Council website will contain information on the consultation and this will be updated as necessary [www.edinburgh.gov.uk/\[Insert Correct Address\]](http://www.edinburgh.gov.uk/[Insert Correct Address])

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

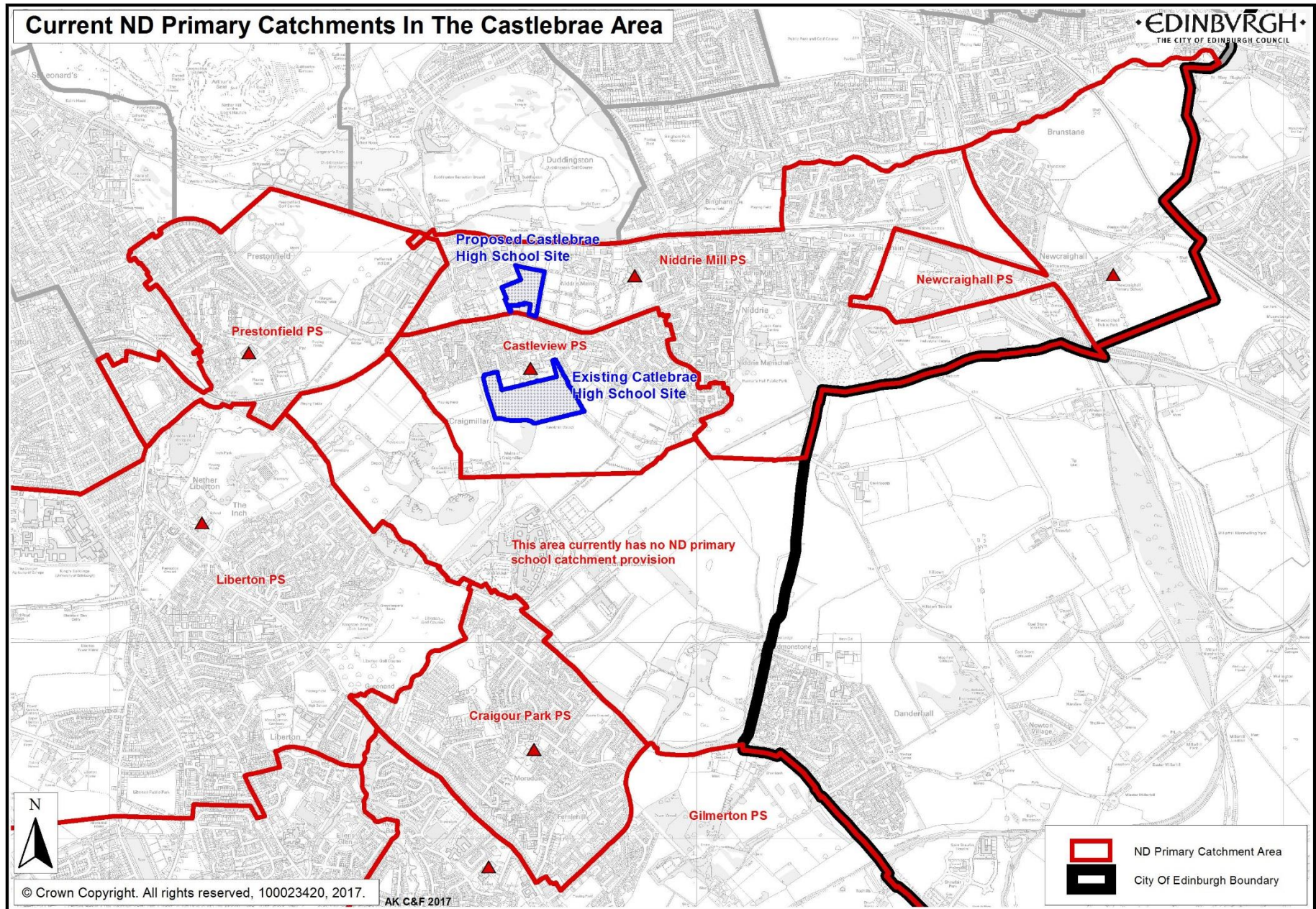
Alistair Gaw
 Executive Director for Communities and Families
 City of Edinburgh Council
 Council Headquarters
 Waverley Court
 Level 1:2
 4 East Market Street
 Edinburgh EH8 8BG

- 7.10 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 8. The response questionnaire can also be completed online at [www.edinburgh.gov.uk/\[Insert Correct Address\]](http://www.edinburgh.gov.uk/[Insert Correct Address]) Responses can also be made by e-mail to the following address [e-mail address to be inserted]. All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on 22 December 2017.
- 7.11 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 7.12 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and also to any issues raised by Education Scotland.
- 7.13 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council on 3 May 2018. It is expected that the report will be published no later than 12 April 2018 being the required three weeks in advance of it being considered by the Council.

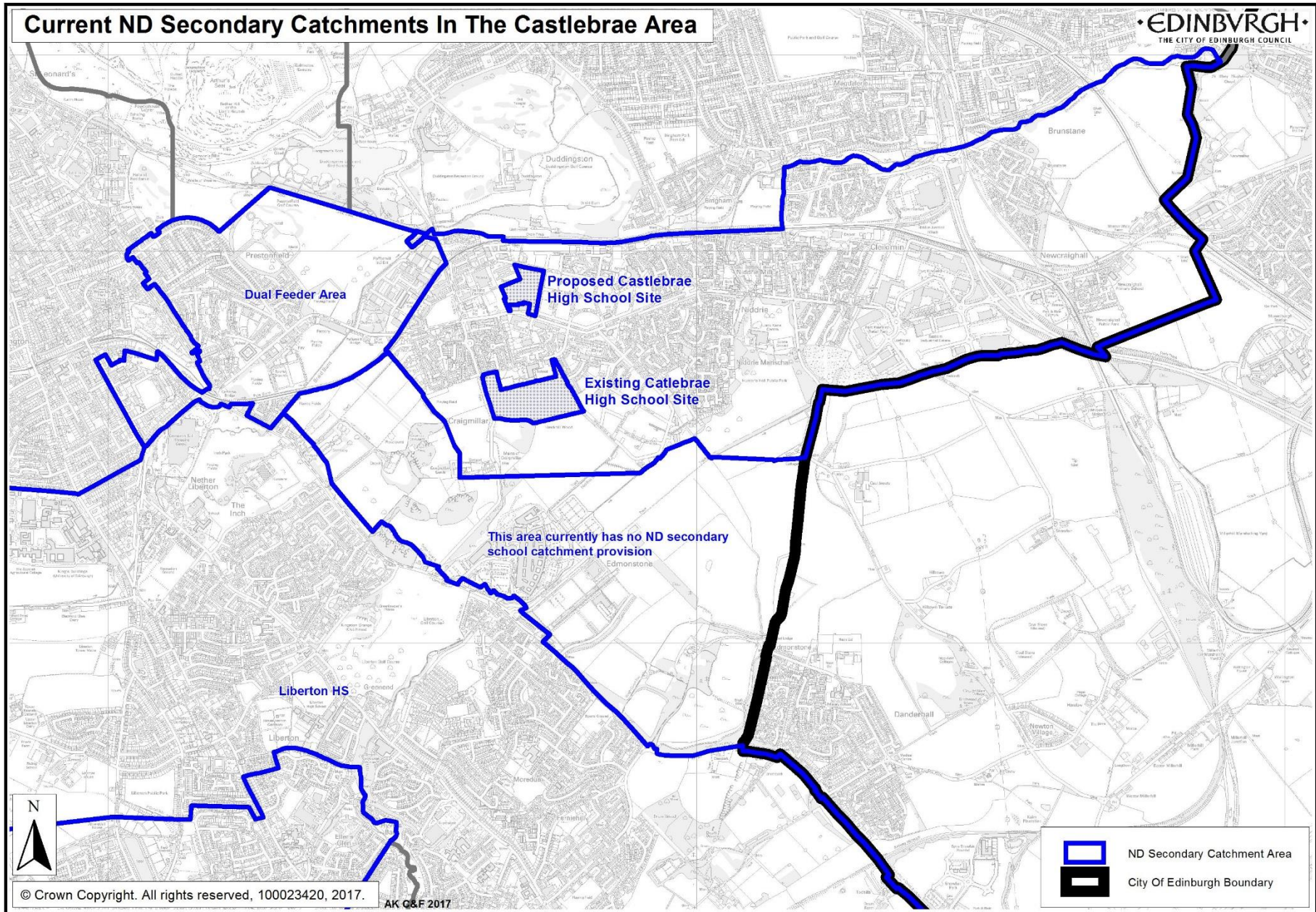
Appendix 1 – Proposed Site for Replacement School in Craigmillar Town Centre



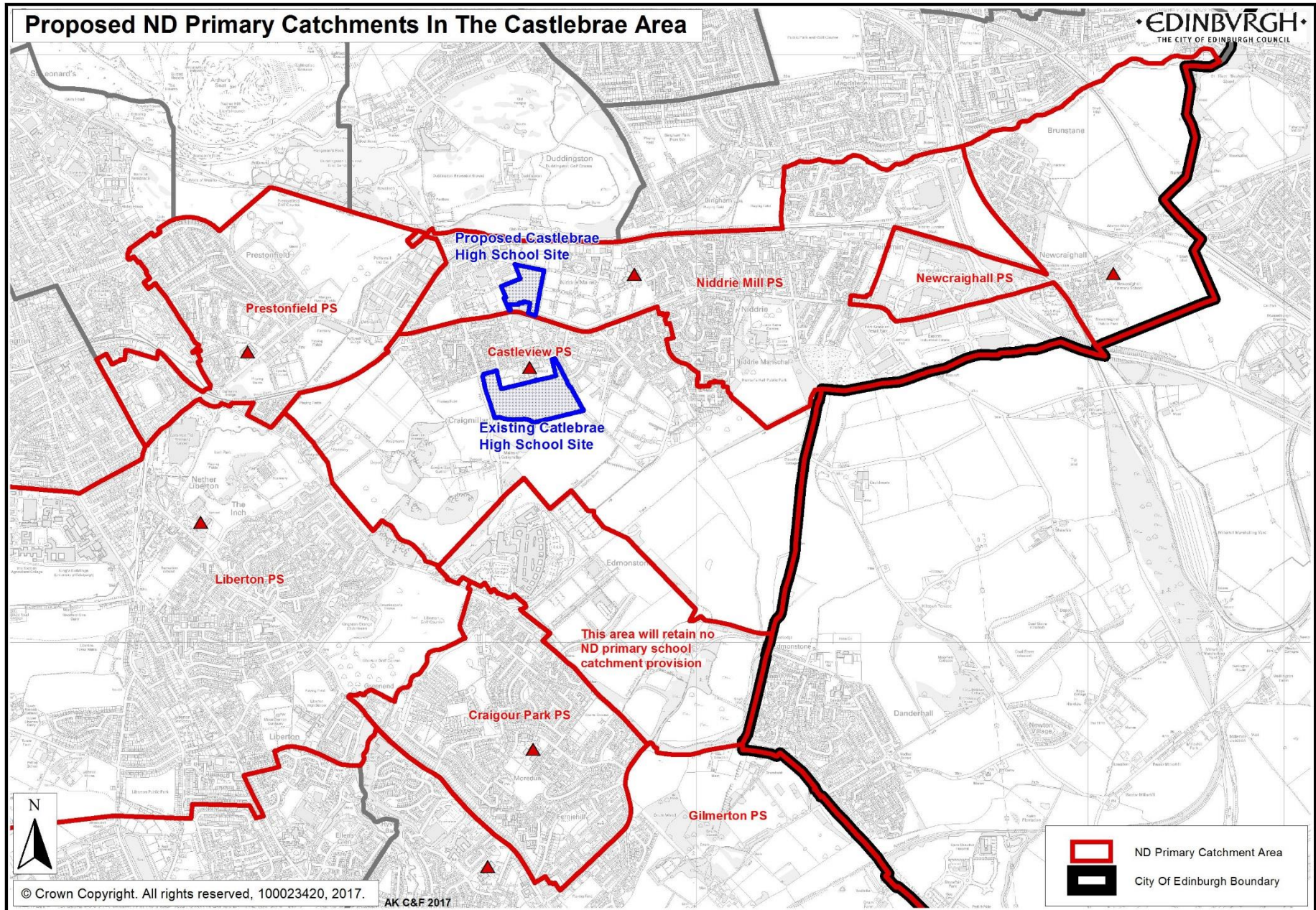
Appendix 2



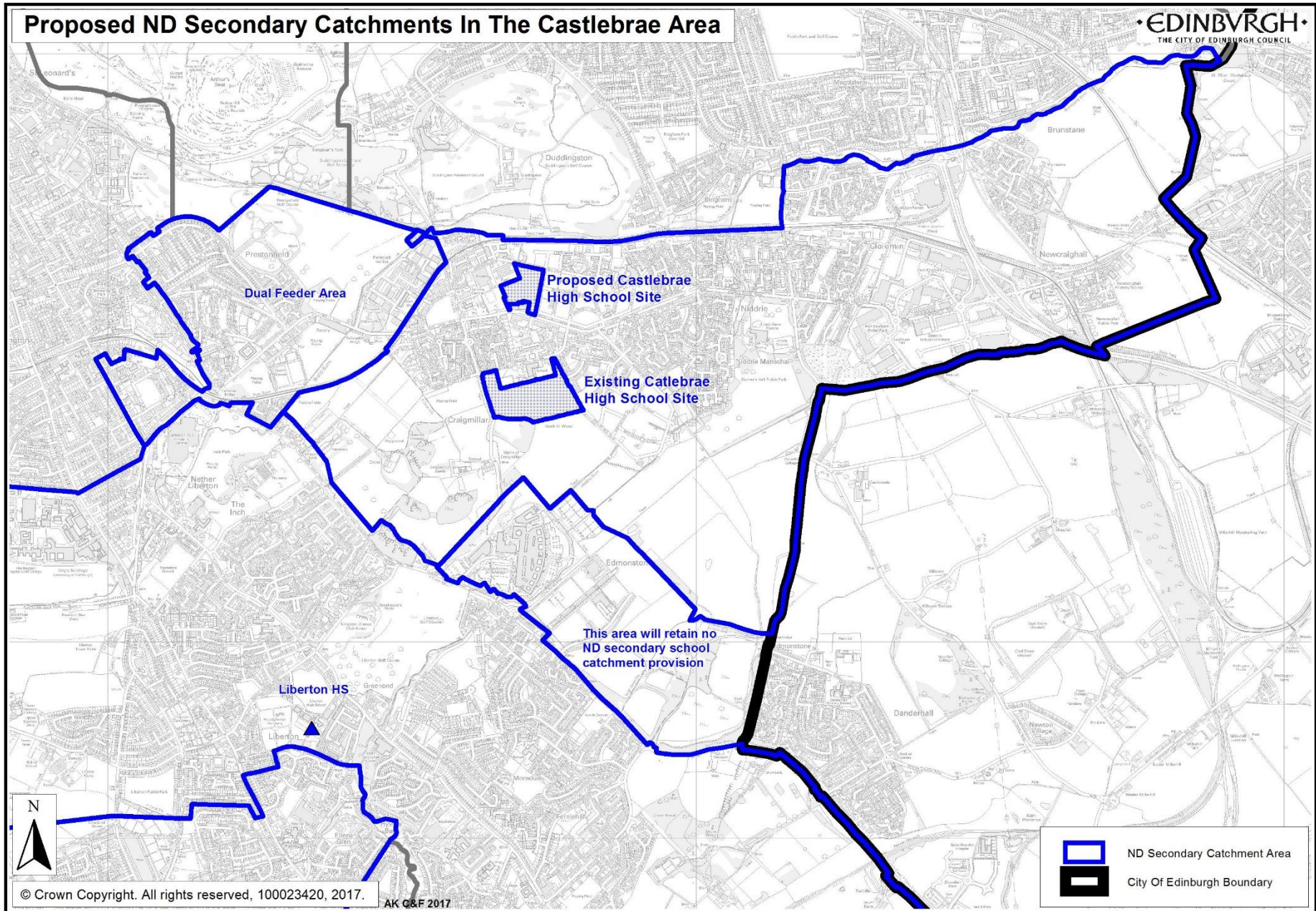
Appendix 3



Appendix 4



Appendix 5



Appendix 6

Travel routes and distances [Maps to be finalised and added]

The furthest address to the old and new Castlebrae HS sites is located in the Gilberstoun estate. It comes in at 2.55 miles to the existing school site and 2.48 miles to the proposed site.

For the primary schools, the furthest Wisp cottage is 1.11 miles to Niddrie Mill PS (its current school), and 1.39 miles to Castlevie PS (its proposed school).

Appendix 7

List of affected addresses

Street	Properties
The Wisp	1 to 6 Cloverfoot Cottages, 4, 6, 8, 10, 12, 14, 20, 22, 24, 26

APPENDIX 8 – Response Questionnaire

Statutory Consultation on Statutory Consultation on a new Non-Denominational Secondary School to replace Castlebrae High School and Implement minor Catchment Review to address School Capacity and formalise and align Catchment boundaries as a result of new build housing

Introduction

It is proposed to relocate Castlebrae High School to a new school site in the town centre of Craigmillar on a site next to the East Edinburgh Council office and library. This forms part of the regeneration of Craigmillar town centre.

It is also proposed that the catchment boundaries of new build houses are aligned to Castlebrae High School and further, houses at The Wisp / Cloverfoot Cottages are realigned to Castlevie Primary School

You can read the background to the consultation in the report to the Council's Education, Children and Families Committee to on 10 October 2017.

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

Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposals put forward will have implications for families and we want to hear the views of anyone affected by the proposals. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in May 2018

This questionnaire should be completed and returned by no later than 5pm on 22 December. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link [www.edinburgh.gov.uk/\[Insert correct address\]](http://www.edinburgh.gov.uk/[Insert correct address]) or can be completed in the following pages and returned to the following address:

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

Responses can also be made in writing to the address above or by e-mail to the following address. [\[insert e-mail address\]](#)

Questionnaire

Question 1

What is your name?

Name

Question 2

What is your email address? (Optional)

Email

Question 3

What is your postcode?

Postcode

Question 4

What is your main interest in the consultation?

Please select (tick) all items that apply:

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

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

Question 5

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

Please select (tick) only one item.

No Yes

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

- School
- School Nursery Classes
- School Nursery Classes
- School Nursery Classes
- School Other Primary School (please specify below)
- Other Nursery Classes (please specify below)

Question 6

Having considered the option as detailed in the statutory consultation paper, do you support it?

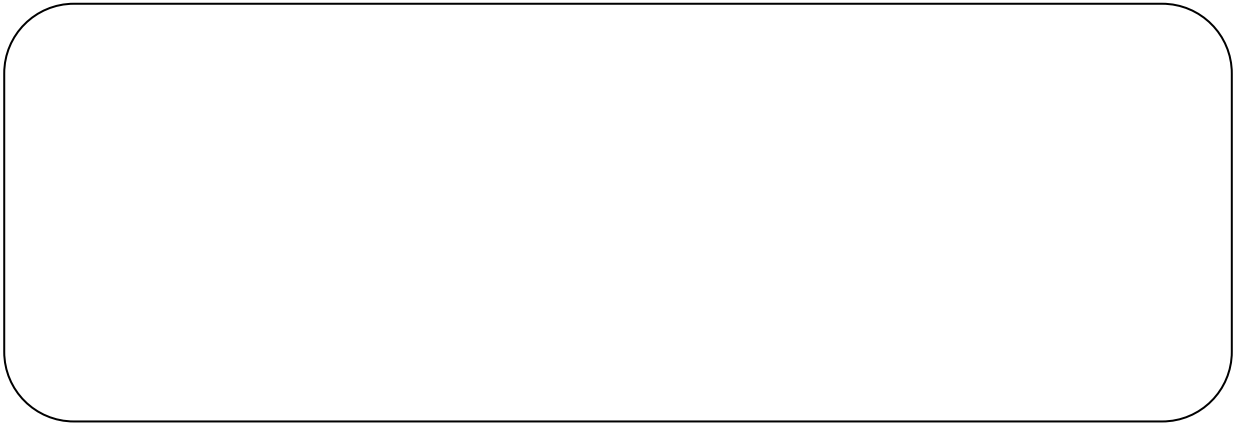
Please select (tick) only one item.

Yes No

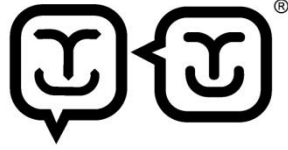
Please give reasons for your preferred option.

Question 7

Any other comments or suggestions?



Comments or suggestions can also be emailed to [\[e-mail address to be inserted\]](#)



HAPPY TO TRANSLATE

ترجمے کے لئے حاضر آماندےر سے آنوباد کررر

بسعءنا ءوفر الررمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

You can get this document on tape, in Braille, large print and various computer formats if you ask us. Please contact ITS on 0131 242 8181 and quote reference number 15-0493. ITS can also give information on community language translations. You can get more copies of this document by calling 0131 469 3161.

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020

Item number	7.5
Report number	
Executive/routine	Executive
Wards	All
Council Commitments	

Executive Summary

This report asks Committee to note the City of Edinburgh Council's proposed expansion of funded Early Learning and Childcare from 600 hours – 1140 hours by 2020 as set out in the Scottish Government document 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland'.

Expansion of Early Learning and Childcare from 600 – 1140 hours by 2020

1. Recommendations

It is recommended that Committee:

- 1.1 Note the submission of the Council's draft Early Learning and Childcare Expansion Plan to the Scottish Government.
- 1.2 Note the intention to return a final report to Education, Children and Families Committee in December 2017 setting out the financial implications following the review of the plan by the Scottish Government.

2. Background

- 2.1 The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children.
- 2.2 The majority of settings deliver the current 600 hours entitlement during school term time only. All year round provision is currently available in 17 local authority settings and parents have the option to purchase additional hours out with school term time in most of our partner provider settings. The Scottish Government is committed to expanding the provision of funded early learning and childcare from 600 hours to 1140 hours by 2020 for all three and four year olds and eligible two year olds.
- 2.3 In October 2016, The Scottish Government launched 'A Blueprint for 2020 Consultation' which set out a vision for the expansion of Early Learning and Childcare (ELC) in Scotland which is underpinned by four clear guiding principles: Quality, Flexibility, Accessibility and Affordability.
- 2.4 The Scottish Government published 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Action Plan' in March 2017. This plan sets out the policy framework that will underpin the expansion. The Framework focuses on quality of provision, structures and capacity.
- 2.5 The Scottish Government allocated £1.7 million revenue and £2.5 million capital funding to Edinburgh to support the phased implementation of the expanded hours from August 2017. Twenty six Local Authority settings now deliver 1140 hours ELC to families across the city.

- 2.6 The Scottish Government have requested that all Local Authorities submit an Expansion Plan for 2020 by the end of September 2017. Our proposals detail our intentions for the implementation of the 1140 hours and highlight how we will address the challenges associated with delivering the increased ELC hours.
- 2.7 This draft plan will be subject to review by Scottish Government throughout October and November 2017. We will then receive a feedback report and we will then be able to finalise this plan for committee approval.

3. Main report

- 3.1 The Early Years Expansion Plan details the current position for delivery of 600 hours of funded early learning and childcare in Edinburgh.
- 3.2 The supply and demand information we have gathered to date for delivery of 1140 hours, notes citywide we will require approximately 11,900 early learning and childcare places by August 2020. Our data shows we have 3669 local authority spaces and 4221 partner provider spaces, which leaves us 4010 places to find.
- 3.3 The introduction of the increase of hours will be a gradual process and we plan to roll this out across the city with a year on year increase in the number of settings delivering 1140 term time and all year round within each cluster/locality. This will be informed by regular evaluation and consultation processes.
- 3.4 The evaluation of the Forest Kindergarten trial and findings from consultation with staff, parents and children has demonstrated that this is a positive approach to delivering high quality early learning and childcare. We plan to increase this provision by 2020.
- 3.5 Details our proposals for the infrastructure required to deliver 1140 through reconfiguration of space, refurbishments, extensions and new builds.
- 3.6 Our plan for continued community engagement with all stakeholders throughout the expansion to 1140 hours.
- 3.7 Approximately 650 staff work in local authority early years settings. To support the delivery of the expansion plan we predict we will require approximately 800 additional staff. The plan outlines our proposals to address the significant challenge of recruiting and training a high quality workforce.
- 3.8 Phase 1 of this plan started in August 2017 and this is providing access to 1140 hours for up to 960 3-4 year olds and 125 2 year olds.

4. Measures of success

- 4.1 Overall progress 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 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.
- 4.3 We have achieved the Council's commitments 32 and 33.

5. Financial impact

- 5.1 In April 2017 The Scottish Government provided £1.752 million revenue and £2.504 million capital spending to support the expansion of Phase 1 of the increased entitlement to free early learning and childcare by 2020.
- 5.2 Future revenue and capital funding will be agreed by the Scottish Government following consideration of Edinburgh's expansion plan.

6. Risk, policy, compliance and governance impact

- 6.1 Approximately 40% of children entitled to funded early learning and childcare attend our partner provider provision. There is a level of uncertainty about future partner provision due to concern about the hourly rate they are paid to deliver an increase in funded early learning and childcare.
- 6.2 Ability to recruit the number of staff within the required timeframe.

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 is no negative impact arising from these proposals.

8. Sustainability impact

- 8.1 There are no impacts on carbon, adaptation to climate or sustainable development arising from this report. These matters will be considered as part of planning, design development and in the implication of each phase of the expansion of the provision.

9. Consultation and engagement

- 9.1 Necessary consultation has been undertaken with key stakeholders in the development and delivery of the expansion. This includes an authority wide consultation with parents/carers, local authority and partner provider ELC settings and childminders. Consultation will take place from October 2017 with non partner providers and the business community.

- 9.2 A Blueprint for 2020: The Expansion of Early Learning and Childcare – Scottish Government Consultation.

10. Background reading/external references

- 10.1 [Children and Young People \(Scotland\) Act 2014](#)
- 10.2 [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland](#)
- 10.3 [2017 National Improvement Framework and Improvement Plan for Scottish Education: Achieving Excellence and Equity](#)
- 10.4 [Building the Ambition: National Practice Guidance on Early Learning and Childcare](#)
- 10.5 [My World Outdoors: Care Inspectorate](#)
- 10.6 [Report to Education, Children and Families Committee: Early Learning and Childcare Strategy Report August 2017](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Janice MacInnes, Schools and Lifelong Learning Manager

Email: Janice.MacInnes@edinburgh.gov.uk Tel: 0131 529 6262

11. Appendices

City of Edinburgh Council Early Learning and Childcare Expansion Plan: 1140 hours by 2020



Early Learning and Childcare

Expansion plan

**1140 hours
by
2020**



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Context

Introduction and Executive Summary

The City of Edinburgh's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to approximately 10,000 children and their families. (Approx 6000 of these children are in local authority establishments and approx 4000 are in partner providers). This service is delivered in over 200 different settings across the city. The majority of provision is for 3-5 year olds. However, 23 local authority settings also provide 600 hours of funded ELC to approximately 400 eligible 2 year olds.

The majority of settings deliver the current 600 hours entitlement during school term time only. However, all year round provision is currently available in 17 local authority settings and parents have the option to purchase additional hours out with school term time in some local authority settings and most of our partner provider settings.

Moving towards 2020

We face an exciting time in early years as we 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.

Plans for the changes ahead are underway and we have completed 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.

Our plan also take account of the aims of, **The Edinburgh Children's Partnership, Children's Services Plan 2017-20**, our **Communities and Families Service Delivery Plan 2017-18**, our **Edinburgh's Early Years Improvement Plan 2017 – 2020** and the **Council's Commitment Plan:-**

Commitment 32: **Provide 1140 hours a year for all 3 and 4 year olds and eligible 2 year olds by 2020.**

Commitment 33: **Make early years provision more flexible to fit families' needs and provide additional resources to families in difficulty so that no children are already falling behind when they start primary school.**

We recognise the significant role our partner provider settings have in the delivery of ELC and we continue to explore opportunities for expansion with this group, the voluntary sector, childminders and community run early years service providers.

Current Position in Edinburgh

September 2017

Edinburgh has 216 settings providing funded Early Learning and Childcare.

- 98 Local authority including 71 nursery classes, 10 nursery schools and 17 Early Years Centres
- 118 Partners including Private and Voluntary sector providers.

The following number of funded registrations were recorded during the April/May 2017 Census Week.

	Number of funded registrations					Total
	Under 2	2 year olds	3 year olds (ante-pre)	4 year olds (pre-school)	5 year olds (Deferred)	
Local authority settings	197	416	2215	3020	297	6145
Funded Partner provider settings	0	0	2001	2090	149	4240
Childminding services	0	0	0	0	0	0
Total	197	416	4216	5110	446	10385

Appendix 1 contains additional data provided by Scottish Government.

Childcare is also available for parents through the following

- 85/88 Primary schools have a **breakfast club** with 20-80 places available.
- 71 **Out of School Care clubs** are available and used by 3667 children up to the age of 12 years old.
- 386 **Childminders** are registered in Edinburgh
- There are 25 **Non-partner/voluntary** early years settings
- Parent Toddler groups are available throughout the city.

Eligible 2's



Funded provision for 2 year olds is currently available in twenty three local authority settings across Edinburgh. Approximately 400 eligible children are currently accessing their funded place. Where there is a lack of local authority provision we fund spaces in our partner providers. Since the introduction of this provision for 2 year olds, we have carried out an extensive training programme for those new to working with this age group and

followed this up with support visits to each setting. These visits were carried out by members of our 0-3 Central Quality Improvement team and focused on children's experiences, observations and planning and the learning environment. This has highlighted good practice, areas for development and the need to ensure quality is maintained through ongoing support and training for those working with this age group.

Additional Support

Our Additional Support for Learning service provides support to children, parents and staff from local authority and partner provider settings. The support covers a wide range of additional needs including

- Autistic spectrum
- Communication
- English as an additional language
- Family issues
- Social and emotional issues.

During session 2016/17, 302 children under five years old received direct input from ASL services. This was delivered in 107 local authority and partner provider settings and includes 13 children receiving home only support.

116 children received audit hours which involved additional staff hours being allocated to settings to provide additional support over the funded 600 hours.

Going forward we anticipate the staffing required to continue this level of support will need to be increased.

Appendix 2 provides ASL data for early years.

A Flexible Approach to Delivering 600 hours of Early Learning and Childcare

We have developed and extended the flexibility of delivering 600 hours of early learning and childcare since its introduction in August 2015. Following consultation with parents and staff we looked at three session options.

1. 5 x 3 hours and 12 minutes
2. 2 x 8 hour sessions,
3. 4 x 4 hour sessions

These options are now available in our local authority settings and whilst the most common option is number 1, 32 settings are able to provide more than one of these options for parents to choose from. 16 local authority settings also provide additional hours for parents to purchase.

The experience of developing flexible models of delivery for 600 hours of early learning and childcare will help us meet the requirement to deliver 1140 hours by 2020.

Forest Kindergartens

From January to June 2017 Edinburgh piloted the Forest Kindergarten approach to delivering Early Learning and Childcare for 15 children AM/PM, as part of the Scottish Government 1140 trials. This trial was based at Laurieston Castle with children from two local schools. The trial was very successful and we are currently undertaking a detailed evaluation to share with the Scottish Government and to help us plan our next steps. Key findings from our evaluation note the benefits of this approach.



The children involved:

- Showed special connection and friendship with those they attended the forest kindergarten with when they went back to nursery;
- Demonstrated greater confidence in problem solving skills;
- Wanted to be outdoors more often than before the trial;
- Increased their use of expressive language;
- Had improved appetites and better sleep routines.

The staff involved:

- Grew in confidence throughout the trial;
- Became advocates of outdoor play and took a lead role in supporting children's appropriate risk taking;
- Felt calm and less stressed after a day working in the woodland with the children.

The main challenge during the trial was access to reliable transport to take the children to and from the woodland site at Laurieston Castle. To address this going forward we will use sites located nearer to early years settings to enable children to walk to the woodland or use local transport where the site is on a bus route.

Taking additional resources to and from the woodland site can also be a challenge. Therefore, in the future we plan to commission a Yurt on secure sites.



Current Quality

Care Inspections

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	-

Education Scotland Inspections

From September 2015 – March 2016 Education Scotland carried out six inspections in Edinburgh using the quality indicators from The Child at the Centre. Grades were awarded for the following:

- Improvements in Performance
- Children's Experiences
- Meeting Learning needs
- The Curriculum
- Improvement through Self-Evaluation

Session 2015/16 The Child at the Centre – Local Authority Inspections

Publication date	Establishment name	Improvements in performance	Children's experiences	Meeting Learning needs	The curriculum	Improvement through SE
15/9/15	Tynecastle	Very Good	Excellent	Excellent	Very Good	Very Good
17/5/16	Newcraighall	Good	Good	Good	Adequate	Weak

Session 2015/16 The Child at the Centre – Partner Provider Inspections

Publication date	Establishment name	Improvements in performance	Children's experiences	Meeting Learning needs	The curriculum	Improvement through SE
15/12/15	Edinburgh Montessori Arts	Very Good	Very Good	Very Good	Good	Adequate
19/1/16	Forbes Children's Nursery	Good	Good	Good	Good	Good
15/3/16	Seabeach	Adequate	Good	Adequate	Adequate	Adequate
29/3/16	Heriot Hill Nursery	Very Good	Very Good	Very Good	Very Good	Very Good

From Session 2016/17 Education Scotland revised the inspection process and How Good is Our Early Learning and Childcare was introduced. 4 settings have since been inspected and grades were awarded for the following:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children's Progress
- 3.1 Ensuring Wellbeing, Equality and Inclusion

Local Authority Inspection Grades

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	Very Good	Good	Good	Very Good
18/4/17	St John Vianney RC Nursery Class	Weak	Weak	Satisfactory	Satisfactory
28/3/17	Craigour Park Primary School Nursery Class	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Session 2016/17 How Good is Our Early Learning and Childcare: Partner Provider Inspection Grades

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	Weak	Weak	Weak	Weak

Appendix 2 provides further information on Care Inspection grades

Current Infrastructure

During session 2016/17 together with our Asset Planning team, we carried out an audit of our local authority Early Years Estate.

Term time only provision is available in

- **71** Nursery Classes within primary schools (1 Gaelic and 2 Special Schools)
- **10** Nursery Schools

52 weeks per year provision is available in

- **17** Early Years Centres/Campuses. (1 has an opening time between 8am and 6pm)

Our audit of capacities identified

- **26** settings with the capacity to deliver 1140 from August 2017, with little or no refurbishment but additional staffing.
- **6** settings could significantly increase capacity with a major refurbishment.
- New build early years settings will be required to meet the shortfall in capacity across areas of the city. This will depend on the number of local authority settings able to open all year round and the capacity of our Partner Providers to maintain their percentage of the delivery of early learning and childcare in Edinburgh. Currently approximately 40% of Edinburgh's provision is in partner providers.

Programme of New Builds and Refurbishments



With a rising birth rate and an increase in hours of early learning and childcare there is a growing demand for nursery places. The City of Edinburgh Council has undertaken a series of existing nursery refreshes and newbuild nurseries as part of a building programme to improve early years environments. In the last three years,

new build nurseries have been completed at Duddingston , Wardie and Fox Covert Primary Schools. We have also refurbished the nursery classes at Dalry, Hermitage Park, Holy Cross, Liberton, Royal High and Murrayburn primary schools. In August 2017, new nursery builds were completed at Corstorphine, Ferryhill, Davidson's Mains and Longstone Primary schools and Granton Early Years Centre is due to be completed in October. These early learning and childcare settings have been developed to take account factors of both best early years practice and interior architecture and design.

Current Workforce

We have a central Early Years Team consisting of:

- Schools and Lifelong Learning Manager
- 1 Quality Improvement Education Officer – Strategic Lead for 1140 hours
- 3 Quality Improvement Education Officers
- 1 Early Years Manager
- 4 FTE Strategic Early Years Development Officers
- 1 Play Development Officer
- 4 FTE Peripatetic Teachers

Through locality working the central Early Years team will provide effective support and challenge in all settings across the city. Last session support was offered to 118 partner providers, 17 early years centres and 10 nursery schools. Support is provided to 71 nursery classes in liaison with the primary Quality Improvement Team. Our peripatetic teachers provide additional support as required and when requested by partner providers. In addition, high quality support for all early years settings is provided through a wide range of networks - seminars, conference, meetings, the early years blog, continuing professional development training and support and challenge visits.

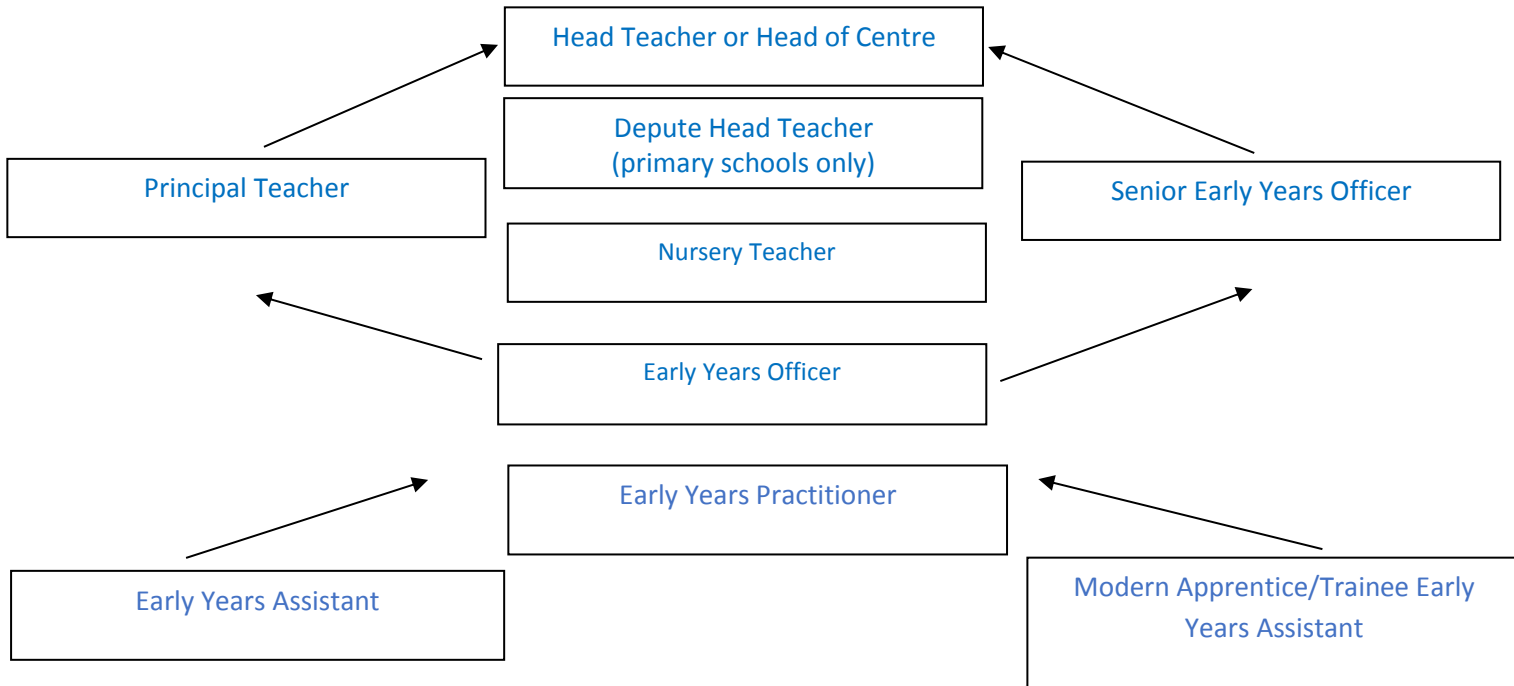
Staffing

As well as the senior management team in primary schools with nursery classes, our early years workforce comprises of the following with the number of males in each role on the bottom row.

HT/HOCs Standalone settings	Principal Teachers	Senior Early Years Officer	Nursery Teacher	Early Years Officer	Early Years Practitioner	PSA/Early Years Assistant	Modern Apprentice/ Trainee	Total
21.4	13.8	39.5	68	137.6	323.7	41.	23	657.7
Males 1	0	3	2	6	6	1	1	20

Our approach to training and recruitment has seen the creation of new positions across all grades and provides opportunities to new entrants to our service to earn as they learn, whilst also providing progression opportunities for existing staff. The following diagram reflects the job structure in our early years settings.

Staffing Structure for Early Years Settings



Edinburgh Early Learning and Childcare Academy (EELCA)



Building the Ambition to give all our children the best start in life

EELCA Aim

The Edinburgh Early Learning and Childcare Academy will provide training to develop a highly qualified, skilled and effective workforce, committed to lifelong learning and ensuring the very best outcomes for our children and families

During sessions 2014-16 we developed Edinburgh's Early Learning and Childcare Academy and our training programme enabled 22 MA/Trainees to graduate in 2016 with an SVQ3 Social Services for Children and Young People. Almost all of these newly qualified Early Years Practitioners joined our workforce and we are now currently training 20 individuals who are due to complete the qualification in June 2018. We are very aware that to increase our workforce to the levels required for 1140 hours, we will need to explore other approaches to the qualifications route into early years. This will include, working with other training providers and introducing a Spring intake of MA/Trainees.



EELCA provides funding to support staff in working towards the following qualifications:

- BA Early Childhood Studies
- PDA Early Childhood Studies
- Froebel in Early Childhood

37 staff have an additional qualification BA Childhood Practice and this year we are funding the following number of staff to gain an additional qualification

Qualification	Currently funding	
	LA	Partners
• BA Childhood Practice	11	8
• PDA Level 9 Childhood Studies	1	7
• Froebel	22	

EELCA also provides continuing professional development support for existing staff for all aspects of early learning and childcare. The following CPD programmes are being developed to support the delivery of high quality early learning and childcare throughout the 1140 expansion

- **Forest Kindergarten and Outdoor Play training**
- **Early Learning and Childcare Aspiring Leaders**
- **Additional Graduate Support**

Leadership in Early Learning and Childcare

Our Early Years Aspiring Leaders programme was introduced during session 2016/17. This programme is for anyone working in a local authority early years setting who is interested in career development and who would like to develop their leadership skills. The programme proved to be very successful with positive feedback from the 25 participants who took part in the seven week course. Topics covered were:

Session	Title	Themes
1	Overview of Leadership	Principles of Leadership What does Leadership mean?
2	1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation. • Evidence based improvement. • Ensuring impact of success for Children and Families
3	1.2 Leadership of Learning	<ul style="list-style-type: none"> • Professional engagement and collegiate working • Impact of career-long professional learning • Children Leading Learning.
4	1.3 Leadership of Change	<ul style="list-style-type: none"> • Developing a shared vision, values, aims. • Strategic planning for continuous improvement. • Implementing improvement and change.
5	1.4 Leadership of management and practitioners.	<ul style="list-style-type: none"> • Governance framework, • Building and sustaining a professional team • Practitioner wellbeing and pastoral support • (Communication, Courageous Conversations, Performance Management, Delegation, Devolved Leadership)

6	1.5 Management of Resources to promote equity.	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning. • (Budgets, Staffing, planned budgeting, volunteers/people/property, Health and Safety)
7	Leadership round up	<ul style="list-style-type: none"> • Career pathways • Interviewing skills • ELearning and Health & Safety responsibilities. • Q & A

To ensure we have staff who will be able to take on the leadership roles required for the expansion to 1140 we now plan to deliver this programme during each phase. Approximately 20-30 places will be available on the seven week Aspiring Leadership training programmes which will be held from February to April starting from 2018.

As we move towards the expanded service and increase in workforce, we will require to streamline staffing structures and ensure a consistent approach to support delivery of the expansion.

Our progress towards developing a highly skilled workforce will ultimately support us in delivering the Scottish Governments vision for the expansion of early learning and childcare as outlined in the consultation document A Blueprint for 2020.

Current Engagement

Funded Providers

Partner Providers

We currently have 118 Funded Providers in partnership with the City of Edinburgh Council to deliver funded ELC to approximately 4,000 (40%) of eligible 2-4 year olds. All funded providers are invited to attend a Early Learning Improvement Partnership ELIP event for their locality each term. These events are an opportunity for senior leaders from funded providers to come together with their local authority counterparts to hear key messages and contribute to improvements in early learning and childcare for all Edinburgh's children.

- We have established a Partners' Monitoring group with representatives from our partner providers. This group meets to discuss early learning and childcare in Edinburgh and in particular the key issues facing our partners.
- The rate paid to Partner providers per hour for 3-4 year olds was increased from £3.26 per hour to £3.50 per hour in 2014 then to £3.60 in August 2016. This rate will increase to £3.70 from August 2017.
- Quality - The rate paid to our partner provider settings reflects the cost of the additional support the local authority provides to these services, for example training on the delivery of the 'Pre Birth to 3 Framework' and 'Curriculum for Excellence' and funding to support partner provider managers to gain an additional qualification e.g. the BA in Childhood Practice. We also have a team of centrally employed Quality Improvement Education Officers and Senior Early Years Development Officers to advise and visit their allocated partner provider settings and offer support on all matters relating to child development and learning and the delivery of high quality early learning and childcare.
- Going forward, we are committed to maintaining our partnership with funded providers and agreeing that future increases in hourly rates will reflect national policy priorities, including payment of the Living Wage by 2020 and that services give parents access to high quality, affordable Early Learning and Childcare.

We have a robust process for bringing new providers into partnership with the City of Edinburgh Council. Those wishing to apply to be in partnership with the council are required to submit a Profile of Provision and following visits and an assessment from designated council officers, an Early Learning and Childcare Agreement is put in place. This is reviewed annually. *Appendix 3 outlines the Criteria and Process for being in partnership with the City of Edinburgh Council.*

We are aware of the significant contribution our partner providers play in enabling us to meet our legislative duty in relation to the provision of funded ELC and giving parents access to increased flexibility. Following on from our audit of local authority provision, we now need to carry out a similar audit with our partners to explore opportunities for expansion. This will include;

- Care Inspectorate registration numbers
- Number of funded children attending
- Number of children on the waiting list.

- Potential for increasing capacity
- Interest in blended models of delivery e.g. with a childminder
- Use of grant funding for capital investment if available.
- Opening times

Childminders

Despite being a busy, bustling city, some areas of Edinburgh do not have the same amenities and services that would be available in central areas of the city. The outskirts of the city have seen a major programme of house building in recent years and this is set to continue. We therefore, need to explore other approaches to providing Early Learning and Childcare and have been in discussion with the Scottish Childminding Association to explore how we can work together to provide high quality experiences for children, whilst also providing flexible, accessible and affordable childcare for parents.

- There are **386 Childminders** registered in Edinburgh.
- Together with the Scottish Childminding Association, Edinburgh's Early Years team has hosted two information evenings for childminders in the North West locality to share the vision for working together and to gather interest from those who may wish to come into partnership with The Council.
- A Profile of Provision for Early Learning and Childcare agreement is now in place. This agreement takes account of the Scottish Government Policy Guidance on best practice standards for Childminders, due to be published in September 2017.
- A number of childminders have expressed an interest in working in partnership with the council and we are currently piloting this approach with a small number from the North West locality

Non Partner Providers/Voluntary Sector

Edinburgh has 35 voluntary playgroups and 10 are in partnership with the council. All voluntary playgroups can access support and advice from a designated member of the central early years team and they can apply for a council grant to fund resources and the development of their indoor and outdoor learning environments. Last session 18 non-partner playgroups were awarded a grant between £939.00 and £3,436.00 for this purpose

- Going forward we plan to explore opportunities for expansion with the non-partners and the voluntary sector. Many deliver their service in the mornings during term time only and where there is capacity and interest, we will investigate the possibility of these services being extended with support and additional funding from the council.

Other Partners

Third Sector Organisations - Communities and Families' Grant Funding exist to contribute to meeting the needs of the City as defined in the Integrated Plan for Children and Young People 2015-2018. Out of a total of 67 Third Sector projects in receipt of 3-year funding until 31 March 2019 15 have an early year's remit supporting families with children under 5 years. These Early Years projects are located across the City and offer a range of early intervention services including home based support to families, group work, counselling, fathers work, antenatal support and early years' provision and training. Each project is required to complete a funding agreement that details SMART targets to be achieved by the organisation within the funding period. Activity is monitored and evaluated annually to ensure these targets continue to contribute to the outcomes in the Integrated Plan for Children and Young People. Project

representatives also attend Early Years locality events where strategic key developments in Early Years and good practice is shared.

Subsidised Childcare - Subsidised Childcare has traditionally been offered in areas of high unemployment to provide an affordable service and remove barriers to low-income parents or carers returning to work or accessing training. As the availability of childcare services and increase in funded hours have risen in recent years, the Economic Development Service together with the Children and Families Early Years Service reviewed the approach to funding providers of subsidised childcare. Following the recruitment process, four providers were awarded contracts to provide subsidised childcare for parents. Three of these providers are in partnership with the early years service to deliver early learning and childcare to 3-4 year olds.

Community Engagement – Consultation

Parents/Carers

During session 2015/16 Parents across all local authority settings were consulted on the 1140 hours to gather views on the current delivery of early learning and childcare and plan for the future expansion in hours. More than 1700 parents/carers participated in the survey:

- 83% said they would use the increased hours
- 73% would like to see the hours delivered in one early learning and childcare nursery/centre

Parents were asked to consider the following options:

- **Option 1** – 1140 hours delivered in one early learning and childcare establishment, all during term time.
- **Option 2** – 1140 hours delivered across two settings e.g. half days in a local authority establishment and half days in a partner provider establishment. Or half days in a local authority or partner provider establishment and half days with a childminder. All during term time.
- **Option 3** – 1140 hours spread across the year. This would include some hours during term time and some during school holidays.
- **Option 4** – 1140 hours with the option to buy additional hours, all during term time.

Key findings:

- 44% of parents/carers favoured Option 3.
- 33% favoured Option 1
- 12% favoured Option 4
- 10% favoured Option 2

Staff - Consultation with Local Authority and Partner Provider Settings

During April 2017 we consulted with staff from our local authority and partner provider settings to gather their views on how 1140 could be delivered in their setting and what they would require for this to be in place by 2020.

- What additional resources would you require to deliver 1140 in your setting by 2020?
- What if any refurbishments would you require to deliver 1140 in your setting by 2020?
- What opportunities are there for expansion in your setting/area/community?
- Would you be interested in phasing in 1140 hours before 2020?

We received a large number of responses and have used these along with our audit information to prioritise where we will phase in the 1140 hours.

The Edinburgh Early Years Steering group has representatives from both local authority and funded providers and meets on a termly basis to discuss the early years improvement plan and progress towards delivering 1140 hours.

Supply and Demand for 1140 hours

Local Authority Provision

The City of Edinburgh is divided into four localities with 23 High School Clusters of which 3 are Catholic High school clusters, St Augustine's, St Thomas of Aquin's and Holyrood High. We have matched our nursery classes within Catholic Primary schools with the nearest high school to allow us to review our supply and demand by geographical areas within the following 20 high school clusters. Places required based on current demand, catchment area birth projections and pupil generation from housing development

Notes on assumptions: The total number of places required is based on the following assumptions:

1. Demand %: a comparison of the total number of registered children at local authority facilities and funded places at partner providers against catchment area births for all three and four year olds over a five year period to get a percentage of the uptake of places in each cluster area.
2. Pupil Generation: 14.3% of primary school pupils generated from new housing developments in each cluster area.
3. Places Required: maximum number of projected catchment births in a 5 year period (2018-2022) multiplied by the demand % and adding the pupil generation.

Cluster Area	Demand %	Pupil Gen	Projected Catchment Births for all three and four year olds											Places Required	Existing Places	Shortfall
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028			
Balerno	139%	10	145	134	140	141	142	144	146	147	148	148	149	218	90	-128
Boroughmuir	24%	11	549	548	549	551	558	566	572	577	580	582	584	153	102	-51
Broughton	43%	56	866	894	919	923	935	947	958	966	971	975	978	480	200	-280
Castlebrae	77%	131	368	383	387	389	394	399	403	407	409	411	412	447	225	-222
Craigmount	57%	112	516	526	537	540	547	554	560	565	568	570	572	441	210	-231
Craigroyston	64%	47	510	518	504	506	513	520	525	530	533	535	536	389	150	-239
Currie	112%	16	250	238	239	240	243	246	249	251	253	254	254	301	110	-191
Drummond	39%	26	798	807	828	832	842	854	863	870	875	879	881	367	180	-187
Firrhill	63%	5	581	581	589	592	600	608	614	619	623	626	627	399	230	-169
Forrester	94%	21	478	467	485	488	494	501	506	510	513	515	517	508	270	-238
Gracemount	48%	47	245	245	260	261	265	268	271	273	275	276	277	180	70	-110
James Gillespie's	62%	16	668	665	692	695	704	714	721	727	732	734	737	475	279	-196
Leith	48%	23	879	860	904	908	920	932	942	950	956	959	962	482	240	-242
Liberton	73%	79	707	708	703	707	716	725	733	739	744	747	749	625	295	-330
Portobello	66%	18	543	554	582	585	592	600	607	612	615	618	620	428	240	-188
Queensferry	98%	79	373	378	374	376	381	386	390	393	396	397	398	469	170	-299
Royal High	54%	24	450	466	473	476	482	488	493	497	500	502	504	296	130	-166
Trinity	30%	73	607	609	617	620	628	636	643	648	652	654	656	271	140	-131
Tynecastle	42%	16	805	821	828	832	842	854	863	870	875	879	881	383	220	-163
WHEC	46%	4	352	366	390	392	397	403	407	410	413	414	416	195	118	-77
Average / Totals	64%	814	10690	10767	10999	11056	11196	11343	11466	11561	11631	11676	11711	7507	3669	-3838

Supply and Demand in Partner Provider Provision by High School Cluster

Cluster Area	Demand Projected Catchment Births for all three and four year olds												Places Required	Existing Funded	Shortfall
	%	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028			
Balerno	17%	145	134	140	141	142	144	146	147	148	148	149	26	11	-15
Boroughmuir	97%	549	548	549	551	558	566	572	577	580	582	584	569	551	-18
Broughton	33%	866	894	919	923	935	947	958	966	971	975	978	325	286	-39
Castlebrae	0%	368	383	387	389	394	399	403	407	409	411	412	0	0	0
Craigmount	58%	516	526	537	540	547	554	560	565	568	570	572	331	321	-10
Craigroyston	26%	510	518	504	506	513	520	525	530	533	535	536	138	125	-13
Currie	54%	250	238	239	240	243	246	249	251	253	254	254	137	111	-26
Drummond	32%	798	807	828	832	842	854	863	870	875	879	881	280	299	19
Firrhill	37%	581	581	589	592	600	608	614	619	623	626	627	230	222	-8
Forrester	8%	478	467	485	488	494	501	506	510	513	515	517	40	37	-3
Gracemount	15%	245	245	260	261	265	268	271	273	275	276	277	43	45	2
James Gillespie's	68%	668	665	692	695	704	714	721	727	732	734	737	498	464	-34
Leith	9%	879	860	904	908	920	932	942	950	956	959	962	92	80	-12
Liberton	27%	707	708	703	707	716	725	733	739	744	747	749	204	256	52
Portobello	44%	543	554	582	585	592	600	607	612	615	618	620	273	272	-1
Queensferry	36%	373	378	374	376	381	386	390	393	396	397	398	143	136	-7
Royal High	98%	450	466	473	476	482	488	493	497	500	502	504	492	448	-44
Trinity	53%	607	609	617	620	628	636	643	648	652	654	656	348	306	-42
Tynecastle	21%	805	821	828	832	842	854	863	870	875	879	881	186	205	19
WHEC	11%	352	366	390	392	397	403	407	410	413	414	416	44	46	2
Average / Totals	38%	10690	10767	10999	11056	11196	11343	11466	11561	11631	11676	11711	4399	4221	-178

Qualifications:

1. Demand in suburban areas can be greater than 100%. This is likely to reflect movement from tenement areas to suburban areas when a child is approaching school age
2. Sixteen primary schools do not have a nursery class, and of these 16, six do not have an alternative nursery school in the catchment area. The absence of existing places in a catchment area may reduce the assumed demand and consequently the number of places required in the area. Accordingly the number of places required is a conservative estimate and may not reflect actual demand when the increase in hours takes effect.
3. High uptake in the Boroughmuir cluster is likely to reflect people choosing a facility near their place of work.

Implementation Plan

Protect
Improve
Innovate



Future Position

Summary of Proposed Changes to Service Design and Local Innovation

Our supply and demand data has enabled us to look at each cluster and locality to identify possible expansion plans

Local Authority Provision

- Going forward we plan to expand the ELC service with a focus on provision within each locality (*See next page for examples*) This will enable us to address the supply and demand issues locally and ensure parents have access to a range of provision that provides high quality ELC that is flexible, accessible and affordable. We propose that each locality will have a range of delivery models available for parents to choose from e.g. term time only, all year round, purchasing additional hours and blended model with a split placement between two types of provision.
- We have identified a number of areas across our estate where capacity can be increased through refurbishment and a plan is in place to complete this by 2021.
- We have built 8 new nurseries in the last four years. We will require more new build settings to increase capacity across our estate and estimate that the allocation of proposed capital funding for 1140 will contribute to 12 new builds early years settings. These will be designed to meet the specific demands for a 1140 delivery setting.
- We also plan to consider the implication of allocating ELC places to be carried out centrally. This will enable us to identify and share with parents where different types of provision is available.
- We will consider the implication of renaming our early years settings to create “Early Learning and Childcare Centres/Classes”.
- Plans are in place to adapt and extend the **Forest Kindergarten** approach which has been successful in the trials.
- We are working with Economic Development colleagues to support 4 providers to deliver subsidized childcare to families living in areas of deprivation thus giving parents and carers access into work or training.

Funded Providers

- We have increased the funding to our Partner Providers from £3.60 to £3.70.
- Our engagement informs us Partner Providers are concerned that they will lose staff to local authorities due to the difference in rates of pay
- Currently in discussion with Scottish Childminding Association to establish a partnership agreement with Childminders. New housing developments in the outskirts of the city have generated a demand for early years provision not previously experienced. This has led to a higher demand in some areas which we have difficulty meeting due to a lack of provision in the area and very little opportunity to expand within the existing infrastructure in the area.
- We will explore the possibility of using our grant funded non-partner providers, which are mainly third sector organisations.

Edinburgh's 1140 Early Learning and Childcare Locality/City Model

<p>38 weeks 9am-3pm</p> 	<p>38 weeks flexible</p> <p>Where will I go for early learning and childcare</p>	<p>FIXED</p> <p>50 Weeks 8am-12.32pm Or 1pm-5.32pm</p>
<p>Blended Early Years setting and Childminder</p>		<p>50 Weeks</p>  <p>Flexible</p>
<p>600 hours fixed or flexible</p>	<p>Blended Early Years Setting and Forest Kindergarten</p> 	<p>1140</p> 

Delivering High Quality Early Learning and Childcare

The Early Years team have developed a focussed Improvement Plan with key aims for improvement. Within 2017-18 the localities will bring together Nursery Classes, Nursery Schools, Early Years Centres, Partner Providers including private nurseries, playgroups and childminders. Across the session there will be locality events where central themes for improvement will be shared and developed in line with national guidance. Proportionate 'Support and Challenge' visits to settings will run alongside these events focusing on central themes from our strategic plan, auditing practice and developing action for improvements. Within each locality, we plan to set up small network groups called 'ELIPs' (Early Learning Improvement Partnerships) to support and develop a self-improving system within our early years settings across the city.

The plan for ensuring the highest quality provision for our children is set under the three headings of: People, Practice and Place.

People

Aims

- *Develop a highly skilled and motivated workforce to deliver a high quality Early Years' Service. Alongside this we aim to*
- *Strengthen and develop integrated partnership working to provide support for all children and families.*

EELCA - Edinburgh's Early Learning and Childcare Academy provides places for up to 30 Trainee and Modern Apprentice Early Years Practitioners to study and achieve an SVQ3 Health and Social Care, Children and Young People qualification.

We have also devised a number of training programmes within EELCA to support and build the skills of the existing workforce throughout the delivery of the 1140 hours. These include

- Aspiring Leaders within the Early Years
- Early Level Teachers
- Funded qualifications BA Childhood Practice, PDA Level 9 and Froebel training
- Forest Kindergarten training

EELCA is central to providing training and supporting lifelong learning through working groups and networks. In addition to the training described previously it also has a key role in leading and sharing the Early Learning and Childcare agenda across all our settings including our Partner Providers.

Further details on our EELCA training programme can be found in the Workforce section (4) of this plan

Moving forward with the expansion we see an opportunity, due to the flexibility of hours for staff to have quality collegiate time for professional learning and development. We will be reviewing and evaluating the effectiveness of how this time is used and the impact this has on improving outcomes for children.



Within our Early Years settings, we will continue to work closely with parents strengthening the support to parents and carers through groups such as PEEP-Parents Early Educator Programme and POPP-Psychology of parenting programme.

Practice

Aim

- *Develop high quality play and learning opportunities and active learning as integral parts of the Early Years' service.*



As we phase in 1140 hours, we will continue to review practice using How Good Is Our Early Learning and Childcare and Building the Ambition to support development of the curriculum across early level. Literacy, Numeracy and Health and Wellbeing will continue to be a priority in ensuring quality within our settings. A focus on pedagogy and play will be central to our quality strategic plan. We plan to review our planning, assessment and tracking procedures and processes which will be shared with all our settings including our partners through new locality working meetings.

As we explore different models of delivering 1140 hours we will need to look at the structure of the day within many of our settings. If our children are in one setting for the full day we will be able to change the pace of the day and ensure deeper learning experiences. If our children are

sharing the day within a blended model practitioners will need to ensure smooth transition and quality communication between settings.

Support specifically for early years settings with children aged 0-3 years will be provided through quality assurance and development officer support visits across local authority settings and partner provider nurseries. This year over 30 support visits were provided on request, and to those in the Service Review process. We also co-ordinate and deliver training for practitioners working with 0-3's through the council's CPD directory and this year we have also delivered training to non-partner provider playgroups.



As part of our quality assurance we will provide a support and challenge role to a wider range of partners ensuring the highest quality experiences for our children.

Childminders

We have allocated an Early Years Manager and Strategic Development Officer to support the childminders working in partnership with us, to address our quality agenda outlined above and to meet the Scottish Government's new standard of Best Practice for childminders.

Support and Challenge Focus

As part of Phase 1 our focused self-evaluation will be based on a 'back to basics' approach to ensure consistency across all settings. We see this as an opportunity for us to work with all settings developing a strategic plan for self-evaluation linked to quality indicators from How Good Is Our Early Learning and Childcare and Building the Ambition.

Centrally we will provide high quality professional learning for staff and within each locality develop smaller learning networks to encourage partnership, collaboration, and a self-improving system across our early years.



The quality improvement team will provide proportionate support and challenge visits focusing on the themes and evaluating the identified quality indicators from a range of settings. This will provide qualitative data which will be shared with all settings in a summary report at the end of each block. This will support all settings to look inwards, outwards and forwards in line with the approach from HGIOELC. In addition to this it will allow the central team to validate gradings linking to each setting's individual standards and quality plans.

The following pages outline our Support and Challenge focus for Phase 1 and 2 of the expansion and will contribute to the provision of high quality early learning and childcare for our children.

People, Practice, Place

"Play is the child's means of living and of understanding life"

Susan Isaacs - Psychologist and Psychoanalyst

 <h1 style="text-align: center;">Early Years Focused Self Evaluation</h1> <h2 style="text-align: center;">Phase 1</h2> <p style="text-align: center;">August 2017-June 2018</p> 		
<h3>Support and Challenge</h3>		
Block 1 September-December	Block 2 January-March	Block 3 April-June
<p>What do children need?</p> <p>HGIOELC – QI 1.3 Leadership of change BtA - 6.4.1 / 6.5.1 ELC- What do children need?</p> <ul style="list-style-type: none"> ○ VISION, VALUES & AIMS ○ ETHOS ○ ENVIRONMENT ○ CHILDREN'S VOICE 	<p>Early Learning Pedagogy</p> <p>HGIOELC – QI 2.3 Learning, Teaching and Assessment BtA 7.5.3 - Putting Pedagogy into Practice</p> <ul style="list-style-type: none"> ○ COMMUNICATION ○ ENGAGEMENT ○ CHILDREN'S VOICE ○ DIFFERENTIATION ○ STAFF KNOWLEDGE & UNDERSTANDING ○ QUALITY INTERACTIONS 	<p>Curriculum - focus on Literacy Across Learning</p> <p>HGIOELC – QI 2.2 Curriculum & 3.1 Ensuring Well-being Equity and Inclusion BtA 7.5.2 Putting Pedagogy into Practice</p> <ul style="list-style-type: none"> ○ CURIOSITY/ENQUIRY/CREATIVITY ○ ENGAGEMENT ○ ENVIRONMENT ○ CHILDREN'S VOICE ○ INCLUSION

Following Phase 1 we will evaluate and confirm our strategic plan for the next phase. The release of the Quality Plan in October 2017 from the Scottish Government will inform this plan. Phase 2 will build on phase 1 further developing our locality working and smaller networks.

People, Practice, Place

"Play is the child's means of living and of understanding life"
Susan Isaacs - Psychologist and Psychoanalyst



Early Years Focused
Self Evaluation
Phase 2- Draft Plan

August 2018-June 2019



Support and Challenge

Block 1 September- December	Block 2 January-March	Block 3 April-June
<p>Planning, tracking and monitoring HGIOELC – QI 2.3 Learning, Teaching and Assessment 3.2 Securing Children's Progress Building the Ambition- 7.5.2 Communication,</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ○ DIFFERENTIATION ○ ENGAGEMENT ○ ENVIRONMENT ○ CHILDREN'S VOICE ○ INCLUSION 	<p>Curriculum - Numeracy Across Learning HGIOELC – QI 2.2 Curriculum & 2.3 Learning, Teaching and Assessment Building the Ambition- 7.5.3 Promoting curiosity, inquiry and creativity</p> <ul style="list-style-type: none"> ○ ENGAGEMENT ○ DIFFERENTIATION ○ ENVIRONMENT ○ QUALITY INTERACTIONS ○ CHILDREN'S VOICE 	<p>Health and Well being HGIOELC – QI 3.1 Ensuring well-being, equity and inclusion Building the Ambition 7.5.1 Wellbeing</p> <ul style="list-style-type: none"> ○ INCLUSION ○ DIVERSITY ○ CHILDREN'S VOICE ○ ENVIRONMENT ○ ENGAGEMENT ○ DIFFERENTIATION

Place

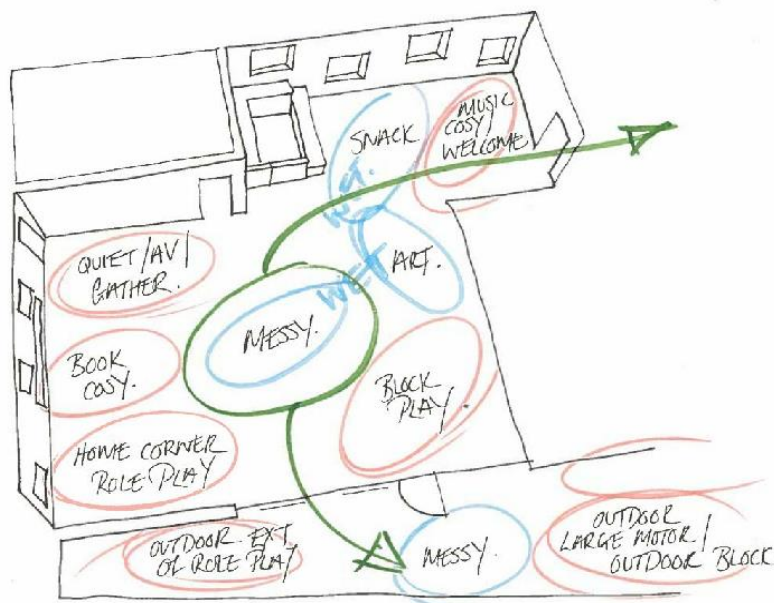
Aim

- *Develop flexible, affordable, accessible early learning and childcare provision and services for all children and families*

The Early Years Team worked alongside CEC Interior Design to research and plan sector leading design in the new 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.

The expansion will allow more time and flexibility to allow settings to use community resources and space locally. This will widen the learning experiences for the children and so enhance the quality of learning and teaching.



Well-designed environment including layout, construction and decoration have a significant impact on literacy and numeracy. Individual early years setting design can play a significant role in supporting learning experiences when navigation routes, specialist facilities and play areas are taken into consideration at the planning stage. All early learning and childcare environments should promote active learning, curiosity, inquiry and creativity.

Appendix 5 provides full details on our design paper

Forest Kindergarten Training



To support our plans to increase in Forest Kindergarten provision across the city, the following training has been devised. This will be delivered by our Play Development Officer in partnership with Mary Erskine and Stewart Melville schools.

Type of training
Forest Kindergarten three day training incorporating an observation site visit to a forest kindergarten in Edinburgh.
Forest Kindergarten Fire /Ropes and Tools course
Forest Kindergarten networking days
Forest School Nine month accredited Level 2 and 3 modular course.

Phasing and Prioritisation for 1140 hours

The introduction of the increase in hours will be a gradual process and we plan to roll this out across the city with a year on year increase in the number of settings delivering 1140 hours term time and all year round. This will be informed by our consultation process.

The information we have gathered to date, notes citywide we will require approximately, 11,900 early learning and childcare places by August 2020. Our data shows we have 3669 local authority spaces and 4221 partner provider spaces, which leaves us 4010 places to find. To help us plan for this and to phase in the expansion, we have grouped our LA and PP supply and demand information into high school clusters within localities. This enables us to ascertain the level of flexibility, accessibility and affordability available to parents in their local area.

Using this information, where possible we aim to provide a range of models for parents

- *1140 hours only* - School term time only
- *1140 hours +* - School term time with additional hours to purchase
- *1140 hours only* – over 50 weeks
- *1140 hours +* - over 50 weeks
- *600 hours – flexible or term time only*

Blended Models, for example

- *15 hours in an early years setting and 15 hours at Forest Kindergarten*
- *15 hours in an early years setting and 15 hours with a Childminder*

Prioritisation We have devised a criteria to prioritise how we will phase in the expansion

Criteria for providing 1140 hours.

1. Capacity to expand within the existing early years setting
2. Children residing in areas of deprivation SIMD 1&2
3. Parents in work or training and currently purchasing additional hours in Local Authority settings.
4. Prioritising by date of birth

Using the information we have gathered in relation to capacities, supply and demand we have estimated the numbers that will be met as we progress through each phase of the expansion. To enable us to address demand **we will increase the number of settings open all year round from 17 to 52** and these will be open between the hours of *8.00am to 6.00pm*. This will provide parents with more flexible, accessible and affordable childcare.

Our plans for addressing supply and phasing in 1140 across each locality in the city are on the following pages. These will be reviewed termly and we will explore opportunities for partial phasing within settings where possible.

North East

Current Cluster Provision	Phase 1 Aug 17 – Jul 18	Phase 2 Aug 18 – Jul 19	Phase 3 Aug 19 – Jul 20	Phase 4 Aug 20 – Jul 21
Castlebrae 6 LA settings	2 LA settings delivering 1140 hours	Introduce 50 week LA provision 8am-6pm (1 setting)	Introduce Childminder provision X 5	6 LA settings delivering 1140 hours (4 settings 50 week provision)
Drummond 3 LA settings 5 Partner Providers	2 LA settings delivering 1140 hours	Introduce Childminder provision X5	2/5 Partner Providers delivering 1140 hours.	3 LA settings delivering 1140 hours 50 week provision 5 Partner Providers
Leith 8 LA settings 2 Partner Providers		2 LA settings 50 weeks 8am – 6pm	Introduce Childminder Provision X5	8 LA settings delivering 1140 hours (3 settings 50 Week provision) 2 Partner Providers
Portobello 6 LA settings 8 Partner Providers	1 LA setting delivering 1140 hours	Refurbish Brunstane Nursery Introduce a forest Kindergarten 1 Partner Provider delivering 1140 hours - Kidzcare	2/8 Partners delivering 1140 hours	New build Nursery 6 LA settings delivering 1140 (1 setting 50 week provision) 8 Partner Providers Introduce Childminder Provision X5

North West

Current Provision	Cluster	Phase 1 Aug 17 – Jul 18	Phase 2 Aug 18 – Jul 19	Phase 3 Aug 19 – Jul 20	Phase 4 Aug 20 – Jul 21
Broughton 5 LA settings 10 Partner Providers		2 LA settings delivering 1140 hours	1 LA setting 50 week provision 8am-6pm	New build nursery	5 LA settings delivering 1140 hours (2 settings 50 weeks) 10 Partner Providers
Craigmount 5 LA settings 11 Partner Providers		1 LA setting delivering 1140 hours	Introduce Childminder Provision X5		5 LA settings delivering 1140 hours (2 settings 50 week provision) 11 Partner Provider
Craigroyston 6 LA settings + 1 special school nursery 2 Partner Providers		Introduce Childminder provision X 3 Childminders	1 LA setting delivering 1140 hours (50 week provision) 1 Partner Provider North Edinburgh Childcare	New build nursery Introduce Childminder Provision X5	7 LA settings delivering 1140 hours (2 settings 50 week provision) 2 Partner providers
Forrester 6 LA settings 1 Partner Provider			1 LA setting delivering 1140 hours	Introduce Childminder provision X5	6 LA settings delivering 1140 hours (1 setting 50 week provision) 1 Partner Provider
Queensferry 5 LA settings 6 Partner Providers		1 LA setting delivering 1140 hours Introduce Childminder provision X 5 Childminders	Refurbish Queensferry Nursery	1 New build nursery 3/6 Partner Providers delivering 1140 hours	1 New build nursery 5 LA settings delivering 1140 hours (3 settings 50 weeks) 6 Partner Providers
Royal High 3 LA settings 6 Partner Providers		Introduce Forest Kindergarten	Introduce Childminder provision X 5		3 LA settings delivering 1140 hours (1 setting 50 weeks) 6 Partner Providers
Trinity 3 LA settings 8 Partner Providers		1 LA setting delivering 1140 hours	Refurbish Fort EYC	2 LA settings delivering 1140 hours 50 week provision.	New build nursery 3LA settings delivering 1140 hours (3 settings 50 weeks) 8 Partner Providers

South East

Current Cluster Provision	Phase 1 Aug 17 – Jul 18	Phase 2 Aug 18 – Jul 19	Phase 3 Aug 19 – Jul 20	Phase 4 Aug 20 – Jul 21
Boroughmuir 3 LA settings 17 Partner Providers		Introduce Childminder provision X 5	5/17 Partner Providers delivering 1140 hours	New build nursery 4 LA settings delivering 1140 hours (1 setting 50 weeks) 17 Partner Providers
Gracemount 1 LA setting 2 Partner Providers		Introduce a forest Kindergarten	Introduce 50 week LA provision 8am-6pm Introduce Childminder provision X 5	2 new build nurseries open 50 weeks 2 Partner Providers
James Gillespie's 8 LA settings 14 Partner Providers	6 LA settings delivering 1140 hours	7 LA settings delivering 1140 hours (5 settings 50 weeks) Introduce a forest Kindergarten	Introduce Childminder provision X 5	8 LA settings delivering 1140 hours (5 settings 50 weeks) 14 Partner Providers
Liberton 8 LA settings 7 Partner Providers	2 LA settings delivering 1140 hours	2 Refurbishment 3 LA settings delivering 1140 hours (2 settings 50 weeks)	1 new build nursery. Introduce Childminder provision X 5	Combine two settings - New build nursery 7 LA settings delivering 1140 hour (4 settings 50 weeks) 7 Partner Providers

South West

Current Cluster Provision	Phase 1 Aug 17 – Jul 18	Phase 2 Aug 18 – Jul 19	Phase 3 Aug 19 – Jul 20	Phase 4 Aug 20 – Jul 21
Balerno 2 LA settings 2 Partner Providers	Introduce a forest Kindergarten	Refurbish Nursery 1 LA setting delivering 1140 hours	Introduce Childminder provision X 5	1 New build Nursery 2 LA settings delivering 1140 hours (1 setting 50 weeks) 2 Partner Providers
Currie 2 LA settings 4 Partner Providers		Introduce Childminder provision X 5	New Build nursery	4 LA settings delivering 1140 hours over 50 weeks 4 Partner Providers
Firhill 6 LA settings + 1 special school 8 Partner Providers	2 LA settings delivering 1140 hours	Introduce Childminder provision X 5 2/8 Partner Providers	Introduce 50 week LA provision 8am-6pm New Build nursery	New build nursery 6 LA settings delivering 1140 hours (2 settings 50 weeks) 8 Partner Providers
Tynecastle 6 LA Settings 4 Partner Providers	1 LA setting delivering 1140 hours	1 New build 2 LA settings delivering 1140 hours (1 setting 50 weeks)	Introduce a forest Kindergarten 4 LA settings delivering 1140 hours (1 setting 50 weeks)	6 LA settings delivering 1140 hours (5 settings 50 weeks) Introduce Childminder provision X 5 4 Partner Providers
WHEC 5 LA settings 1 Partner Provider	2 LA settings delivering 1140 hours	5 LA settings delivering 1140 hours (1 setting 50 weeks) 1 Partner Provider Smilechildcare	Combine two settings. New build nursery	4 LA settings delivering 1140 hours (4 settings 50 weeks)

Summary of local authority phasing

Phase		Number of Early Years Settings delivering 1140 hours			Number of Children able to access 1140 hours	
		Term time 38 weeks	Year round 50 weeks	Total settings	3-4's	2's
1	August 17-July 18	17 + 2 FK's	9	26 + 2 FK's	1000	130
2	August 18-July 19	23 + 5 FK's	17	40 + 5 FK's	2308	343
3	August 19-July 20	25 + 6 FK's	22	47 + 6 FK's	3380	457
4	August 20-July 21	51 + 6 FK's	52	103 + 6 FK's	7326	635
5	August 21- July22					
	Totals	51 + 6 FK's	52	103 + 6 FK's	7326	635

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Forest Kindergartens

Our plan for phasing in the Forest Kindergarten approach to support delivery of 1140 hours is as follow



Phase		Number of Early Years Settings delivering 1140 hours	Number of children
		Start Date	Location
1	August 17-July 18	October 2017 January 2018	Laurieston Castle Cliftonhall
2	August 18-July 19	August 2018	Mortonhall & Meadowfield
3	August 19-July 20	August 2019	Craiglockhart
4	August 20-July 21	August 2020	Hermitage Park

Note: Phase 5 August 2021 – July 2022 Explore opportunities for additional Forest Kindergartens depending on demand and available sites

Proposed Phasing in Plan with Funded Providers

Phase	
1 17-18	<p>Partner Providers</p> <ul style="list-style-type: none"> September 2017 – establish monthly meetings with the Partners Monitoring Group PMG to explore the key issues of the expansion. September 2017 - Evaluating the feedback from partners to identify the best locations to start of Phase 2 of our expansion programme (August 2018 – July 2019) Consult partner providers on the cost of providing ELC and hourly rates. <p>Childminders</p> <ul style="list-style-type: none"> August 2017 – Begin pilot with 8 Childminders in the North West of the city <i>Queensferry Cluster</i> – 5 childminders delivering a blended model with Dalmeny Primary School. Providing 540 hours <i>Broughton Cluster</i> – 3 childminders January 2018 – Evaluation of the pilot April 2018 – Invite an additional 12 childminders into partnership to support delivery of 1140 in the North West Locality from August 18.
2 18-19	<p>Partner Providers</p> <ul style="list-style-type: none"> Agree hourly rate for session 2018/19 Begin Phasing in 1140 with settings providing subsidised childcare North East – Kidzcare North West – North Edinburgh Childcare South East South West - Smilechildcare <p>Childminders</p> <ul style="list-style-type: none"> August 2018 North East - 5 new childminders North West – 10 new childminders South East – 5 new childminders South West 10 new childminders Total 38 childminders across the city.
3 19-20	<p>Partner Providers</p> <ul style="list-style-type: none"> Agree hourly rate for session 2019/20 Begin Phasing in 1140 North East 4 Partner Providers North West 4 Partner Providers South East 5 Partner Providers <p>Childminders</p> <ul style="list-style-type: none"> August 2019 North East - 10 new childminders North West – 10 new childminders South East – 15 new childminders South West 5 new childminders Total 78 childminders across the city.

<p>4 20-21</p>	<p>Partner Providers</p> <ul style="list-style-type: none"> • Agree hourly rate for session 2020/21 • Complete Phasing in 1140 North East 15 Partner Providers North West 45 Partner Providers South East 39 Partner Providers South West 19 Partner Providers <p>Childminders</p> <ul style="list-style-type: none"> • August 2020 North East – 5 new childminders North West – South East – South West 5 new childminders Total 88 childminders across the city.
<p>5 21-22</p>	<p>Partner Providers TBC</p> <p>Childminders</p> <ul style="list-style-type: none"> • August 2021 at least 88 childminders in partnership across the city •

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Phasing Plan for Local Authority Infrastructure

The School Estate

There are 88 primary schools across the City and 71 have a nursery class. Demand for places at the City's primary schools has experienced a period of rapid increase; rising from a population of 24,618 primary pupils in 2010 to 29,745 in 2016 and is expected to increase by a further 1,800 pupils by 2020. The latest National Records of Scotland (NRS) population projections indicate the primary school roll will continue to rise and reach an estimated 33,442 by 2025 and 35,655 by 2030. The rising primary school roll will also affect the secondary school roll in due course.

Since 2013 the Council has responded to a rising birth rate with a Rising Rolls Programme that has increased the capacity at 31 primary schools through internal reconfiguration, extension or catchment review. Extensions to increase the capacity at a further eight schools for August 2018 are currently progressing.

The Strategic Development Plan covering Edinburgh, the Lothian, Scottish Borders and part of Fife (SESPlan) requires 107,560 new homes, and the City of Edinburgh Council's share of that is 29,510. The Council's Education Appraisal for the Local Development Plan (March 2017) identifies additional school infrastructure is required to support planned housing growth: extensions to 16 primary schools and seven new primary schools. The Council has also committed to building a new primary school in South Edinburgh to address pressure at South Morningside, Bruntsfield and James Gillespie's primary schools and replacing two other schools (St Crispin's and St John's).

The opportunity to expand Early Years provision into the existing primary school estate is therefore very limited because of the acute pressure on the primary school estate.

Other Existing Assets:

The suitability of existing assets across the Council in Children & Families, Culture and Leisure, Health and Social Care and Services and Communities to provide Early Years accommodation has been assessed. The scope included community centres, libraries, offices, and leisure centres. The suitability of these assets has been assessed against the qualitative criteria in Space to Grow as the Council considers the pressure to provide additional early years facilities should not be at the expense of the quality of the early learning and childcare experience. Other assets have been assessed as unsuitable due to limited accommodation available, lack of natural light or aspect and/or no opportunity to create an enclosed outdoor space.

Build What We Need:



Ferryhill Nursery Class New build completed August 2017.

Expansion of the Early Years Estate is necessary to meet the demand for 1140 hours by 2020 and the Council considers the demand cannot be met by continuing to build small facilities. A working group comprising of Early Years, School Estate Planning and the Capital Programme Team (Architects, Interior Designers and Project

Managers) has been established to update the Nursery Design Brief. The working group has

held two collaborative workshops and visited early years facilities that have high numbers to inform the new Brief. This builds on the lessons learnt from the 600 hours programme of new builds and refurbishments to create an infrastructure delivery model where new facilities that create a fun, nurturing, holistic and natural environment that support children’s learning and development can be delivered quickly. The new builds will cater for 2-5 year olds in the same playroom, each playroom will have a capacity of 64 and the outdoor space will be designed to provide 20% of the registered capacity of the facility. All new builds will operate 50 weeks a year and open from 08:00-18:00 to offer flexible choice.

The following refurbishments, extensions and new builds have been commissioned. Design plans are being drawn up for each site and once approved working groups involving staff and parents will be established. This plan may be subject to change depending on available funding.

Refurbishments

Phase	Site	Locality	Justification
1 Aug 17- July 18	Brunstane Primary School	NE	Medium shortfall across the cluster (greater than 100) Low availability of partner providers, less than 40%
	Dean Park Primary School	SW	Medium shortfall across the cluster (greater than 100) Area of growth Low availability of partner providers, less than 40%
	Prestonfield Primary School	SE	High shortfall across the cluster (greater than 200) Area of growth Low availability of partner providers, less than 40%
2 Aug 18- July 19	Craigentenny Primary School / Early Years Centre	NE	High shortfall across the cluster (greater than 200) Low availability of partner providers, less than 40%
	Fort Early Years Centre	NW	Area of growth
	Queensferry Primary School / Early Years Centre	NW	Village setting, remote from other facilities in the city High shortfall across the cluster (greater than 200) Area of growth Low availability of partner providers, less than 40%

New Builds:

Phase	Site	Locality	SIMD Quintiles 1&2	Justification
3 Aug 19 – Jul 20	Granton Nursery Class	NW	84.6%	High shortfall across the cluster (greater than 200) Area of growth
	Pennywell Early Years Centre (Muirhouse)	NW	96%	High shortfall across the cluster (greater than 200) Area of growth Opportunity to link to wider regeneration in the area by 21 st Century Homes at Pennywell Low availability of partner providers, less than 40%
	Nether Currie Nursery Class	SW	14.6%	High shortfall across the cluster (greater than 200) Area of growth No provision (local authority or partner provider) in the primary school's catchment area
	St John Vianney Nursery Class	SE	84.4%	High shortfall across the cluster (greater than 200) Area of growth Low availability of partner providers, less than 40%
	Kirkliston Nursery School	NW	14.4%	Village setting, remote from other facilities in the city High shortfall across the cluster (greater than 200) Area of growth Low availability of partner providers, less than 40%
	Sighthill Nursery Class	SW	92.5%	Low availability of partner providers, less than 40%
4 Aug 20 – Jul 21	Ratho Nursery Class	SW	3.4%	Village setting, remote from other facilities in the city Medium shortfall across the cluster (greater than 100) Area of growth Low availability of partner providers, less than 40%

New South Edinburgh Primary School and Nursery Class	SE	2.1%	Council Commitment
St Mark's RC Nursery Class	SW	46.3%	Medium shortfall across the cluster (greater than 100) Low availability of partner providers, less than 40%
Gracemount Nursery Class	SE	82.7%	Area of growth Low availability of partner providers, less than 40%
New Broomhills Primary School and Nursery Class	SE		Local Development Plan
Spinney Lane Nursery School / Gilmerton Primary Nursery Class	SE	86.1%	High shortfall across the cluster (greater than 200) Area of growth Low availability of partner providers, less than 40%
The Royal High Nursery Class	NE	33.4%	Medium shortfall across the cluster (greater than 100) Low availability of partner providers, less than 40%
Echline Nursery Class	NW	4.8%	Village setting, remote from other facilities in the city High shortfall across the cluster (greater than 200) Area of growth Low availability of partner providers, less than 40%
New Leith Waterfront Primary School and Nursery Class	NE	52.5%	Local Development Plan
Craigmillier / Greendykes Early Years Centres	NE	87.3%	High shortfall across the cluster (greater than 200) Area of growth. No partner providers in the cluster

The refurbishments and new builds detailed above will provide approximately **1748** additional 3-4 year old places and **195** places for 2 year olds.

The council has committed to a further seven new builds from 2021.

Continuing Community Engagement

Phase	Engagement Activity
<p>1 Aug 17- July 18</p>	<p style="text-align: center;">Parents</p> <p>August – Carry out a survey with parent/carers to gather views on delivery models and session options e.g. School term time options – 38 weeks</p> <ul style="list-style-type: none"> • 9am to 3pm Monday to Friday • Flexible and purchase additional hours • Blended with a council nursery and funded provider <p>Full year options – 50 Weeks</p> <ul style="list-style-type: none"> • 8am to 12.32pm Monday to Friday • 1pm to 5.32pm Monday to Friday • Flexible between 8am-6pm and purchase additional hours <p>https://www.surveymonkey.co.uk/r/elcc17 See <i>Appendix 4</i> for feedback to date.</p> <p>November – Analyse survey Jan to March – Produce parent friendly communication regarding the expansion plan.</p> <p style="text-align: center;">Workforce</p> <p>Locality Events</p> <ul style="list-style-type: none"> • September – host four locality events for senior staff from local authority, funded providers and non partner/voluntary settings. Share progress towards 1140 hours and provide opportunities for feedback. <p>Consultation</p> <ul style="list-style-type: none"> • We will continue to seek the views of staff involved in the phasing in programme to find out what is working well and what we can learn to support future phases. • All staff will receive termly updates on the progress of the expansion via email. • We have established a Steering group of senior representatives from across the sector. We will now ensure workforce representation from all levels in newly developed working groups to support the delivery of 1140 hours. For example consultation on nursery design. <p style="text-align: center;">Funded Providers</p> <p>Partner Providers</p> <ul style="list-style-type: none"> • September, January and March - Early Years locality events for senior staff from all local authority and partner provider settings. Providing an update on progress towards 1140 and gathering views on future proposals. • September - Consult with partners on running costs. For example, annual utility costs, staffing costs and hourly rate of pay, month rates and any other costs. This information will help us to ascertain the needs of our partners as we continue to review the cost of providing early learning and childcare. See <i>Appendix 6</i> for further details • September – July. Host monthly partners monitoring group meetings to consult on the progress towards implementing 1140 hours.

- Complete an audit of supply and demand for provision within partner providers. Compare this with local authority data and explore opportunities of phasing in with partner providers.

Childminders

- December & April - Consult with Childminders on the progress of the Phase 1 pilot in the North West area of the city. Seek views on working in partnership with the local authority.
- December and April – Consult with parents and children on their experience of accessing funded early learning and childcare with a childminder. What is the impact on the child’s experiences? How does it meet the needs of parents in terms of flexibility, accessibility and affordability.
- May - Evaluate the blended approach where childminders are delivering part of the 1140 with a local authority setting delivering the remainder.
- March/April – Use audit information to identify at least 2 High School Clusters where the supply of provision for early learning and childcare is significantly lower than demand.

Non Partner Providers

Non-partner and voluntary organisations.

- Oct – Dec Gather information on the scope for non- partners to become partner providers with the city of Edinburgh council.
- Jan- Dec Explore opportunities for voluntary organisations to deliver ‘Blended models’ of ELC within local authority settings e.g. at the beginning and end of the day. This could be delivered by working in partnership with Breakfast Club and Out of School Care staff. Note: Managers of these types of provision are required to be registered with SSSC and hold a BA Childhood Studies.

Business Engagement

Local Business

- September – Set up a working group to explore how we can get local businesses on board to deliver early learning and childcare.
- October – Consult with local businesses that currently deliver early learning and childcare within the workplace e.g. Edinburgh College, Royal Bank of Scotland, Leith Academy and Victoria Quay.

Economic Development/Workforce Training

- September – Establish a working group with early learning and training providers, Edinburgh College, North Edinburgh Childcare and West Lothian College.
- September – July Working group to explore how we can provide training and work placement experience for wishing to enter a career in ELC. This may be for those new to the council or existing staff looking for the opportunity for a change of career ‘Career Changers’.
- October - explore opportunities within existing subsidised childcare provision to support parents in work or training.

<p>2 Aug18- July 19</p>	<p style="text-align: center;">Parents</p> <p>As Phase 1</p> <p style="text-align: center;">Workforce</p> <ul style="list-style-type: none"> • Continue consultation as phase 1 • Ensure workforce representation on relevant working groups. <p style="text-align: center;">Funded Providers</p> <p>Partner Providers</p> <ul style="list-style-type: none"> • Continue as Phase 1. • Depending on funding - Identify and Phase in 1140 hours with up to 8 partner provider settings. Prioritise those in SIMD 1 & 2. <p>Childminders</p> <ul style="list-style-type: none"> • Depending on the success of Phase 1, identify up to 10 additional childminders to support the delivery of ELC in two high school cluster areas where demand is significantly greater than supply of existing local authority or partner provider provision. <p style="text-align: center;">Non Partner Providers</p> <p>Non-partner and voluntary organisations.</p> <ul style="list-style-type: none"> • TBC <p style="text-align: center;">Business Engagement</p> <ul style="list-style-type: none"> • Consult with organisations who can support and advise on business engagement in Edinburgh. Gather views on barriers and potential for businesses providing ELC. Edinburgh Gateway, Edinburgh Business Forum Edinburgh Chamber of Commerce The Federation of Small Businesses
<p>3 Aug19- July 20</p>	<p>TBC</p>
<p>4 Aug20- July 21</p>	<p>TBC</p>
<p>5 Aug21- July22</p>	<p>TBC</p>

Growing the Workforce

The recently published **Skills Investment Plan: Prospectus for Scotland's Early learning and Childcare Sector** states *“Attracting, nurturing and retaining a diverse early learning and childcare workforce to support children, their families and communities to ensure the best possible start in life.”*

The increase in funded Early Learning and Childcare from 600hours to 1140hours by 2020



presents both challenges and opportunities particularly as the sector has to grow and invest in the workforce. There is a clear need for us to be able to respond to the expansion by increasing provision and the number of people employed in early years. However, this cannot be at the expense of quality. A key factor in ensuring quality is having staff with the right skills, attitudes and expertise.

Recruitment and Training

Local Authority Identified Additional Staffing Required for 1140

Approximately 650 staff work in local authority early years settings. To support service delivery to meet the phased approach as outlined in section 2. Phasing and Prioritisation, we predict we will need the following additional staffing across our Early Years workforce.

Phase	Session	Proposed Additional Staffing Required							EYA for ASN	Total
		HT/HOC	PT	SEYO	NT	EYO	EYP	EYA		
1	August 17-July 18					8	34	13		
2	August 18-July 19			7	5		109	38	4	
3	August 19-July 20	1		11	1		92	26	4	
4	August 20-July 21			19	9	2	353	81	4	
5	August 21-July 22								4	
	Totals	1	0	37	15	10	587	158.2	16	824.6

As well as the expansion to 1140 hours, these staffing figures reflect the increase in the number of settings that will be open all year round providing early learning and childcare from 8.00am to 6.00pm. As part of the audit of our estate, we have identified possible opportunities to merge early years settings. This has reduced the number of senior posts previously anticipated for the expansion.

We propose the following timeline for our recruitment requirements

Phase	Actions	Additional Staff required	Staff recruited.
1 Aug 17- Jul 18	<p>Recruitment for the staff required to deliver this phase started in May 2017 and will be complete by mid-September.</p> <p><i>September</i> – Establish workforce development group. Membership including Economic Development, EELCA reps, Edinburgh College and West Lothian College reps. North Edinburgh Childcare training group. Establish a monthly meeting schedule. Share numbers required for recruitment campaign.</p> <p><i>October</i> – Share launch of the Scottish Government’s campaign with wider groups. Ensure appropriate links are available on the council website. Link with High Schools to target school leavers who may wish to join our Modern Apprentice Programme.</p> <p><i>November</i> – Agree number of SVQ3 and SVQ2 places with training providers. Places to start in August 2018</p> <p><i>January</i> – Advertise Modern Apprenticeships. SVQ3 Up to 80 posts with 30 trained through EELCA and 50 trained by our training partners. Explore holding interviews in high schools.</p> <p><i>March/April</i> – Review existing staffing structures in settings identified for phase 2.</p> <p><i>March/April</i> – Advertise 40 EYA posts. North Edinburgh Childcare to provide SVQ2 training. Start date August 18</p> <p><i>March/April</i> – Advertise the 20 FTE Additional Graduates posts. We propose to advertise 10 teaching posts and 10 BA/PDA level 9 qualified posts. The combination of the 20 Additional Graduates will depend on the outcome of the recruitment process.</p> <p><i>May</i> – Advertise for up to 30 qualified EYP’s, 7 SEYO’s and 5 NT’s posts along with 4 EYA’s for additional support needs provision. Start date August 18.</p> <p><i>May</i> - Identify work placements for 80 EYP MA’s</p>	8.4 EYO 33.7 EYP 12.5 EYA ?	
2 Aug 18-Jul 19	<p>Phase 2 - As phase 1 with numbers adjusted to meet phasing requirements.</p> <p><i>September</i> - Work with Economic Development and training providers to devise a Career Changers training programme for existing council</p>		Up to 80 EYP (MA’s) 30 qualified EYP’s 44 EYA’s 7 SEYO’s

	staff. The programme will enable staff to be released 1-2 days per week from their current role and join an early years work placement, whilst attending college in the evening.		5 NT's
3 Aug 19-Jul 20	As phase 1 and 2 with numbers adjusted to meet phasing requirements.		
4 Aug 20-Jul 21	As phase 1 and 2 with numbers adjusted to meet phasing requirements.		
5 Aug 21-Jul 22	As phase 1 and 2 with numbers adjusted to meet phasing requirements.		

Other matters

Opening times – to provide the 600 hour funded ELC entitlement, the majority of our settings are open term time only between 8.30am and 3.30pm offering sessions AM or PM. As hours increase to 1140, we will need to consider opening and closing times between 8.00am and 6.00pm to provide greater flexibility for parents and enable us to use our estate to maximum capacity.

HR/Contracts – Changing service opening and closing times will have an impact on staff working patterns and we will need to work closely with HR and the Unions to ensure staff have access to flexible working, which meets their family needs whilst also ensuring we meet our legislative duty to provide early learning and childcare to all eligible children in Edinburgh.

Workforce - Modern Apprentice/Trainee Early Years Practitioner Programme.

We will build on the success of our MA/Trainee Early Years Practitioner Programme throughout the expansion to support recruitment.

Phase	Tasks
<p>1</p> <p>Aug 17- Jul 18</p>	<p>Develop a dedicated training base</p> <ul style="list-style-type: none"> • build resources and facility for adult learning-including library of resources for borrowing (Brunstane Primary) <p>Investigate SVQ Centre Management</p> <ul style="list-style-type: none"> • Explore opportunities for us to look at taking over the management of the SVQ Centre. • Liaise with Health and Social Care who currently lead in this area <p>Develop an MA Induction course pre SVQ</p> <ul style="list-style-type: none"> • Develop the level three programme further to look at the MA part and a possible pre induction course of 1 month for those coming forward to do the SVQ. • Develop the EELCA Pathway into ELCC- a four stage induction programme: Stage 1- Introductions Stage 2- What it`s all about – getting ready Stage 3- Experiential learning- ELCC sector Stage 4- Reflection and Planning ahead to starting the SVQ <p>Investigate candidate numbers for cohort 3</p> <ul style="list-style-type: none"> • Plan with City Development around MA numbers • Identify number of candidates cohort 3- this will affect the workload of staff <p>Liaise with High Schools – Career Fairs to promote the MA programme</p> <ul style="list-style-type: none"> • Arrange to attend their local events/careers fairs (dependent on timescales) for recruitment in February 2018
<p>Phase 2</p> <p>Aug 18 – Jul 19</p>	<p>Recruitment Programme for MA`s-</p> <ul style="list-style-type: none"> • Entry qualifications will be raised to National 5 and Higher Successful candidates will complete an induction pathway which will last for 4 weeks from mid-August to mid-September 2018- Monday 13 August until Friday 7 September) joining work placements on Monday 10 September (TBC)
<p>Phase 3-4</p>	<p>TBC</p>

Workforce - Additional Graduate Commitment

We welcome the Scottish Government's commitment to funding an additional graduate to support early learning and childcare experiences for children in the most deprived post code areas. Edinburgh has been allocated 20 additional graduates to be placed in settings showing the highest 20% in relation to the most recent SIMD data.

Using SIMD data we have identified the following settings to be prioritised for the allocation of an additional graduate. In most cases a full time graduate will be allocated, however as some settings have low numbers of children and/or are in very close proximity e.g. Canal View and Hailesland Early Years Centre, a graduate working across both settings will provide support to a greater number of children. These posts will be supernumerary and will not be included in the adult to child ratios. The proposed local authority settings are; TBC

SIMD by Quintile			Graduate Allocation	Comment
	Quintile			
Nursery	1	2	FTE	
Castleview Primary School	93.2%	6.8%	1	
Sighthill Primary School	90.6%	1.9%	0.5	Share with Clovenstone
Canal View Primary School	85.2%	6.2%	0.5	Share with Hailesland
Greengables Nursery School	81.1%	11.3%	0.5	Share with Pinocchio's
Moffat Early Years Campus	80.7%	11.9%	1	
St Catherine's PS	79.5%	15.4%	0.5	Share with Gilmerton
Granton Early Years Centre	78.9%	13.2%	1	
Craigroyston Primary School	77.8%	18.2%	1	
Greendykes Early Years Centre	74.6%	12.7%	1	
Granton Primary School	73.5%	11.1%	1	
Gracemount Primary School	70.7%	12.0%	1	
Forthview Primary School	70.3%	29.7%	0.5	Share with NEC
Brunstane Primary School	69.1%	9.1%	0.5	Share with Kidzcare
Craigmillar Early Years Centre	67.6%	22.5%	1	
Clovenstone Primary School	66.7%	31.6%	0.5	Share with Sighthill PS
Hailesland Early Years Centre	65.0%	20.0%	0.5	Share with Canal View
St David's Primary School	63.3%	23.3%	1	
Pirniehall Primary School	57.1%	37.5%	1	
Broomhouse Primary School	53.3%	26.7%	0.5	Share with St Joseph's
Craigeninny Primary School	53.2%	24.1%	1	
Calderglen Nursery School	51.3%	20.0%	0.5	Share with Smilechildcare
Gilmerton Early Years Centre	48.9%	37.2%	0.5	Share with St Catherine's
St Joseph's Primary School	48.7%	23.7%	0.5	Share with Broomhouse
St Ninian's Primary School	48.3%	13.8%	0.5	Share with Royal Mile
Royal Mile Primary School	47.7%	38.6%	0.5	Share with St Ninian's
Craigour Park Primary School	45.5%	39.4%	0.5	Share with Stenhouse
Stenhouse Primary School	42.5%	48.8%	0.5	Share with Craigour Park

Settings in red are not on the Scottish Government list

Whilst the majority of settings are local authority, we have identified Partner Providers we feel would also benefit from the input of an additional graduate as they are both in deprived post code areas and receive funding to provide subsidised childcare. These are;

- North Edinburgh Childcare 0.5
- Smilechildcare 0.5
- Kidzcare Haystacks 0.5
- Pinocchio's Gilmerton 0.5

Recruiting Additional Graduates

We have established an additional graduate working group led by one of our Quality Improvement Education Officers who will oversee the recruitment, training and management of the additional graduates. The following is our proposed timeline for recruitment and allocating these posts.

Phase 1	Actions
November 2017	Communication with local authority and partner provider staff to share information on the additional graduate commitment and our plans for recruitment in the new year.
January- March 2018	Robust recruitment ensuring best people are appointed for the role. 20 FTE additional graduate posts will be recruited to include graduates (TBC): <ul style="list-style-type: none"> • BA Childhood Studies • PDA Level 9 Childhood Practice • Fully Registered Teachers
April – June 2018	A series of training workshops will support successful candidates in targeting children and families who will benefit most in terms of 'Closing the Gap'. Proposed training to include: <ul style="list-style-type: none"> • Hanen vocabulary / Word Boost • 1:5 Poverty • SEAL - Early Number • Family learning in an Early learning and Childcare Setting • Moving to learn-the importance of fine and gross motor skills
June 2018	Successful candidates will be allocated across settings but will be managed centrally as part of the Quality Improvement Team

Project Management, Change Support and Stakeholder Engagement Plans

We have carried out an assessment of risk and dependencies in the change programme required for the delivery of 1140 hours by 2020. The following risks have been identified.

1. The quality of Early Learning and Childcare in our services declines during a period of major change and expansion.
2. The funded sector declines reducing parental flexibility / choice.
3. The focus of expansion is only the provision of places and does not meet the flexibility requirements of the Scottish Government Blueprint for expansion.
4. There is a lack of connection between policy and delivery.
5. A lack of engagement with Parents/Families/Communities generates significant demand lag for Flexible 1140.
6. Focus becomes overly concerned with new build Infrastructure and a drive to new build negates the terms of the Blueprint.
7. The implementation issues being experienced by England's 1140 roll out adversely affect stakeholder support for Scotland's 1140 hrs programme.
8. The workforce required is not available.

Appendix 7 provides further detail on the description of risk and outlines the mitigating actions.

We have established a 2020 Early Years Steering Group and membership includes.

- Early Years
- Asset Planning
- Facilities Management
- Finance
- Human Resources

Working groups have been established to address the key issues.

Key Working Groups

- Quality
- Workforce (HR, Contracts, Training)
- Workforce (Recruitment)
- Infrastructure
- Finance
- Facilities Management
- Funded Providers

Lead

Janice MacInnes
Donna Murray
Susan Dorkin
Robbie Crockett
Jane Brown
TBC
Donna Murray

We also have representation on the Scottish Government working Groups in place to support delivery of 1140 hours.

Funding Follows the Child

Janice MacInnes
Schools and Lifelong Learning Manager – Early Years
Janice.macinnnes@edinburgh.gov.uk

Workforce

Donna Murray
QIEO Strategic Lead for 1140 hours
Donna.murray@edinburgh.gov.uk

Edinburgh Early Years

Phase 1

2017-18

1140 Expansion Activity



Phase 1 August 2017

Our audit of existing LA settings during session 16/17 identified 26 that were under capacity. These settings will provide 1140 hours over one of the following options from August 17

For each setting we undertook an individual questionnaire with parents and carers to gather their views on the preferred models for delivering 1140 hours. The options were

A: School Term Time – 5 x 6 hour sessions Monday – Friday

B: School Term Time 5 x 6 hour sessions Monday – Friday offering increased flexibility of additional hours for parents to purchase.

C: School term Time 4 x 6 hours and 30 mins. Monday – Thursday and 4 hours on a Friday

D: 46 weeks per year 5x5 hours per day Monday – Friday (available in settings opened all year)

E: 52 weeks per year with the opportunity to purchase additional hours.

F: Other option depending on the setting e.g. blended models with childminders or forest kindergarten

Phase 1 Criteria for providing 1140 hours.

- Capacity to expand within the existing early years setting
- Children residing in areas of deprivation SIMD 1&2
- Parents in work or training and currently purchasing additional hours in Local Authority settings.
- Prioritising by date of birth

North East	North West	South East	South West
Abbeyhill Nursery Class	Dalmeny Nursery Class	Cameron House Nursery School	Canal View Nursery Class
Broughton Nursery Class	Davidson's Mains NC	Gilmerton EYC	Dalry Nursery Class
Brunstane Nursery Class	Ferryhill Nursery Class	Hope Cottage Nursery School	Hailesland EYC
Craigmillar EYC	Granton EYC	Prestonfield N Class	Longstone Nursery Class
Greengables N School	Hillwood Nursery Class	Royal Mile Nursery Class	St Mark's Nursery Class
	Fort EYC	St Leonard's Nursery School	Sighthill EYC
	Queensferry EYC	Tollcross EY Campus	
		Viewforth EYC	

This is providing access to 1140 hours for up to **1000** 3-4 year olds and **130** 2 year olds.

Forest Kindergartens and Blended Models

- We are preparing to open two Forest Kindergartens during this phase. Laurieston Castle and Cliftonhall will both provide 30 places for 3-4 year olds
- We have been working with the Scottish Childminding Association to explore opportunities to bring childminders into partnership with the council. For session 2017/18 we are undertaking a pilot with a group of childminders who will work with an early years setting in the North West of the City to provide a blended model for delivering 1140 hours e.g. Part nursery and part childminder provision.
- To enable us to start phasing in at the beginning of session 2017/18 the following Care Inspection Variations were completed to amend the registration numbers. All other settings were able to deliver the 1140 hours within their current registration capacities.

Setting	From	To
Abbeyhill Nursery Class	40 3-5 year olds	48 3-5 year olds
Hope Cottage Nursery	46 3-5 year olds	48 3-5 year olds
Prestonfield Nursery Class	30 3-5 year olds	40 3-5 year olds
Viewforth Early Years Centre	67 0-5 year olds	81 0-5 year olds.

We will support Phase 1 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 undertake a full evaluation of Phase 1 and begin working with other local authority settings that will be in Phase 2 of our expansion programme, which begins August 2018.

Appendices

1140 Expansion Activity



Appendix 1

Data received from Scottish Government July 2017		Local Authority	Private	Voluntary or Not for Profit
Number of Active Child Day Care Services	Under 3's	28	111	47
	Over 3's	75	51	52
	Total	103	162	99
Number of Registered Places	Under 3's	1321	6266	1790
	Over 3's	3223	2701	2702
	Total	4544	8967	4492
Number of Staff	Under 3's	204.61	1218.75	161.40
	Over 3's	287.74	157.52	194.84
	Total	492.35	1376.27	356.25
Number of Child Day Care Services in SIMD Quintile 1	Under 3's	12	3	7
	Over 3's	12	3	6
	Total	24	6	13
Number of Funded Registrations for Early Learning and Childcare				
Registrations with local authority providers	Registrations with partnership providers	Total		% registered with local authority providers
5750	3256	9006		64%
Number of 2-year olds registered for Early Learning and Childcare (All Providers)			Number of 3 & 4-year olds registered for Early Learning and Childcare (All Providers)	
Total	% of population	Total	% of those eligible	
425	8	7908	99	

Local Authority Areas of Deprivation	
Number of data zones in SIMD quintile 1 = 82	% of total number of data zones = 14

Teachers in Early Learning and Childcare Centres	
Number of teachers = 137	% of children with access to a GTCs registered teacher = 68

Pre-Primary Education Expenses	
Gross Expenditure (£000s)	Cost per pre-school education registration
£24,547	£2,744.52

Appendix 1 Care Inspection Data

Quality		Local Authority	Private	Voluntary or Not for Profit	All Providers
Percentage of Services Graded Very Good or Excellent: Quality of Care & Support	Under 3's	82%	52%	70%	61%
	Over 3's	80%	53%	71%	70%
	Total	81%	52%	71%	65%
Percentage of Services Graded Weak or Unsatisfactory: Quality of Care & Support	Under 3's	0%	3%	2%	2%
	Over 3's	0%	0%	2%	2%
	Total	0%	2%	2%	1%
Percentage of Services Graded Very Good or Excellent: Quality of Environment	Under 3's	68%	54%	55%	56%
	Over 3's	75%	45%	60%	62%
	Total	73%	51%	58%	59%
Percentage of Services Graded Weak or Unsatisfactory: Quality of Environment	Under 3's	0%	0%	0%	0%
	Over 3's	0%	0%	2%	1%
	Total	0%	0%	1%	0%
Percentage of Services Graded Very Good or Excellent: Quality of Staffing	Under 3's	75%	57%	66%	62%
	Over 3's	83%	47%	67%	68%
	Total	81%	54%	67%	65%
Percentage of Services Graded Weak or Unsatisfactory: Quality of Staffing	Under 3's	0%	2%	0%	1%
	Over 3's	0%	0%	2%	1%
	Total	0%	1%	1%	1%
Percentage of Services Graded Very Good or Excellent: Quality of Management & Leadership	Under 3's	68%	42%	43%	46%
	Over 3's	76%	41%	58%	61%
	Total	74%	42%	51%	53%

Percentage of Services Graded Weak or Unsatisfactory: Quality of Management & Leadership	<i>Under 3's</i>	0%	3%	0%	2%
	<i>Over 3's</i>	1%	0%	2%	1%
	Total	1%	2%	1%	1%
Number of Complaints Upheld or Partially Upheld Against the Service 2016/2017	<i>Under 3's</i>	1	11	1	13
	<i>Over 3's</i>	1	1	3	5
	Total	2	12	4	18

DRAFT

Additional Support for Learning

This is information collated from the ASL Service Learning Language and Communication and Learning and Wellbeing Teams and Audit Records. The data shows the number of children who were being supported by these teams and number of children in receipt of audit hours.

Number of LLC children in June 2017	
Stage	Children
N2	11
N3	24
N4	85
N5	182
Total	302

Number of settings LLC team were supporting within in June 2017				
Partners	EYC	Nursery Schools	Nursery Classes	Home (Only)
43	12	7	45	*13

(*Home support is provided in most cases. 13 children were not attending any educational establishment)

Number of children with audit hrs in Session 2016 - 2017				
Date	Partners	EYC	Nursery Schools	Nursery Classes
August 2016	15	22	23	20
June 2017	22	29	27	38
August 2017	*19	*16	*23	*35

(* Based on previous trends we anticipate that these figures will increase over the session)

Partners, Early Years Centres and Nursery Schools	Nursery Classes within Primary Schools
Do not have a devolved allocation of audit hours	The school has a devolved allocation of audit hours to support the majority of ASN. This allocation is to also to support within in the nursery classes.
Audit applications are completed for individual children with 'Exceptional Levels of Need'. Allocations may range from 5hrs to 16hrs.	Additional allocations for children who are considered 'Low Incidence' who require full time 1:1 support are allocated 13 or 16hrs



Application for Partnership with The City of Edinburgh Council

Criteria and Process

The centre must:

1. be registered under the Regulation of Care (Scotland) Act 2001 and comply with all requirements of the Care Inspectorate and the Scottish Social Services Committee (SSSC).
2. have been subject to at least one inspection by the Care Inspectorate and a quality assurance visit from Council officers.
NB – In very special circumstances, the Council may decide to issue a temporary contract until the nursery has been inspected by the Care Inspectorate.
3. have no weak or unsatisfactory grades in the most recent Care Inspectorate inspection report and have a grade of **good or above** for quality theme : **Quality of Care and Support**.
4. have no outstanding requirements and recommendations and not identified as high risk by Care Inspectorate.
5. have completed the Council's Profile of Provision – Early Learning and Childcare and met the required standard of early learning and childcare taking account of quality indicators and statements from How good is our early learning and childcare?, Pre-Birth to Three Guidance and Building the Ambition.
6. have met the need for additional nursery provision in the area, taking into account the strategic direction of early years services as assessed by a manager from early years and childcare services.
7. be a financially viable organisation and produce a business proposal and financial forecast/budget/accounts.
8. have a minimum of 10 eligible children who are resident within the City of Edinburgh Council (CEC) or who are resident in local authorities with which the CEC has a cross boundary arrangement. Centres with less than 10 eligible children may be considered under special circumstances.
9. have all required policies and procedures in place to fulfil contractual requirements.
10. be able to deliver the required number of hours of early learning and childcare for a period of not less than 38 weeks during the funding year unless previously agreed special conditions are in place.

Process - Please refer to criteria as detailed

This process and criteria will apply to any new provider or existing owner opening a new provision and wishing to join partnership with City of Edinburgh Council to deliver early learning and childcare.

1. Enquiries and applications for partnership should be made a member of the early years team, who will send out the Council's Profile of Provision – Early Learning and Childcare and set up a folder (both paper and electronic)
2. On receipt of the Council's Profile of Provision – Early Learning and Childcare, an initial discussion will take place with council officers. The outcome of this discussion will determine whether or not the CEC will continue with the process.
3. The most recent Care Inspectorate report will be taken into account
4. The centre will receive quality assurance visits as necessary from Council officers. This may include unannounced visits.
5. Feedback (discussion and written report) to centre will be provided following visits
6. Reports on all visits will be shared and reviewed at a CEC panel meeting. The panel will take account of evidence of quality of early learning and childcare, business viability and the need for service in the locality.
7. A final decision will then be made by the Schools and Lifelong learning manager – Early Years. **There will be no right of appeal.**
The centre will be notified in writing of this decision.
If partnership status has been granted, an early learning and childcare agreement will be drawn up and will be sent to the centre along with other relevant partnership documentation for completion.
8. Following refusal by the City of Edinburgh Council to grant partnership status, a re-application for partnership will not be considered before a minimum of 6 months from the date of the decision not to grant such status.

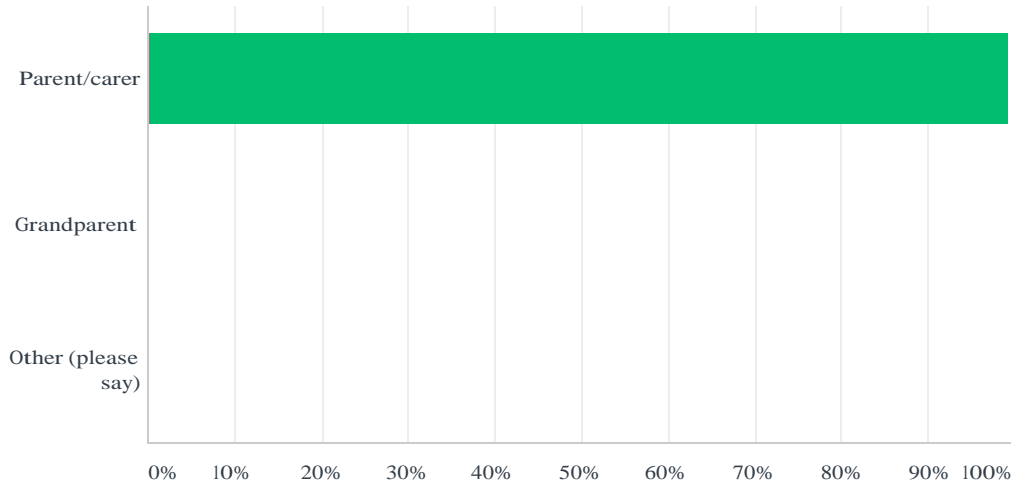
Transfer of Ownership of Existing Partner Provider Nursery

9. A temporary contract will be issued to the new owners of an existing partner provider nursery to ensure continuity of care for children currently attending. Early learning and childcare funding will continue to be paid to all eligible children during the period of the contract

The centre will then be required to follow the procedures as set out for a new application for partnership status as outlined in points 1 – 7. We would advise that the centre informs parents of this temporary arrangement and the possible implications.

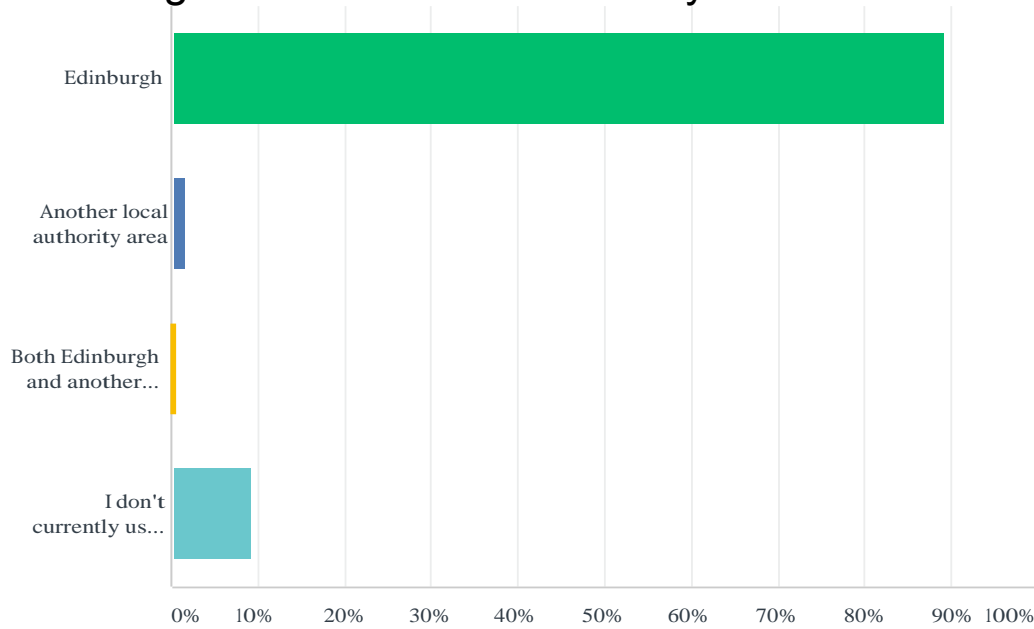
Q1 In what capacity are you responding to this survey?

Answered: 1,521 Skipped: 4



ANSWER CHOICES	RESPONSES	
Parent/carers	99.21%	1,509
Grandparent	0.26%	4
Other (please say)	0.53%	8
TOTAL		1,521

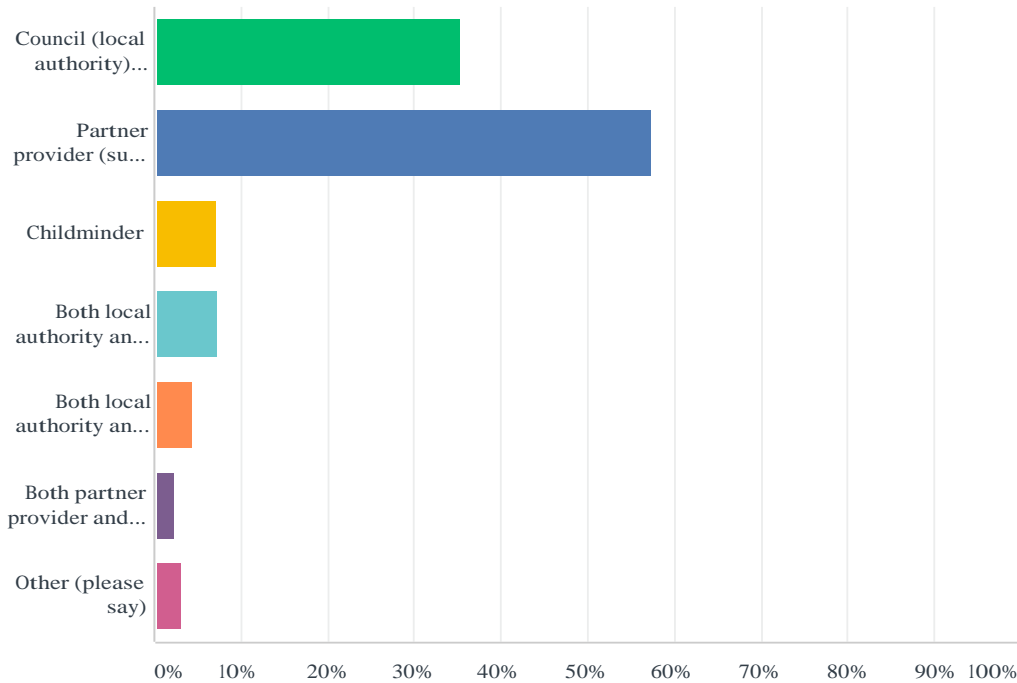
Q3 Do you currently use early learning and childcare services in Edinburgh or another local authority area?



ANSWER CHOICES	RESPONSES	
Edinburgh	88.83%	1,344
Another local authority area	1.39%	21
Both Edinburgh and another local authority area	0.73%	11
I don't currently use early learning and childcare services	9.05%	137
TOTAL		1,513

Q4 Do you use any of the following early learning and childcare services? (Please tick all that apply).

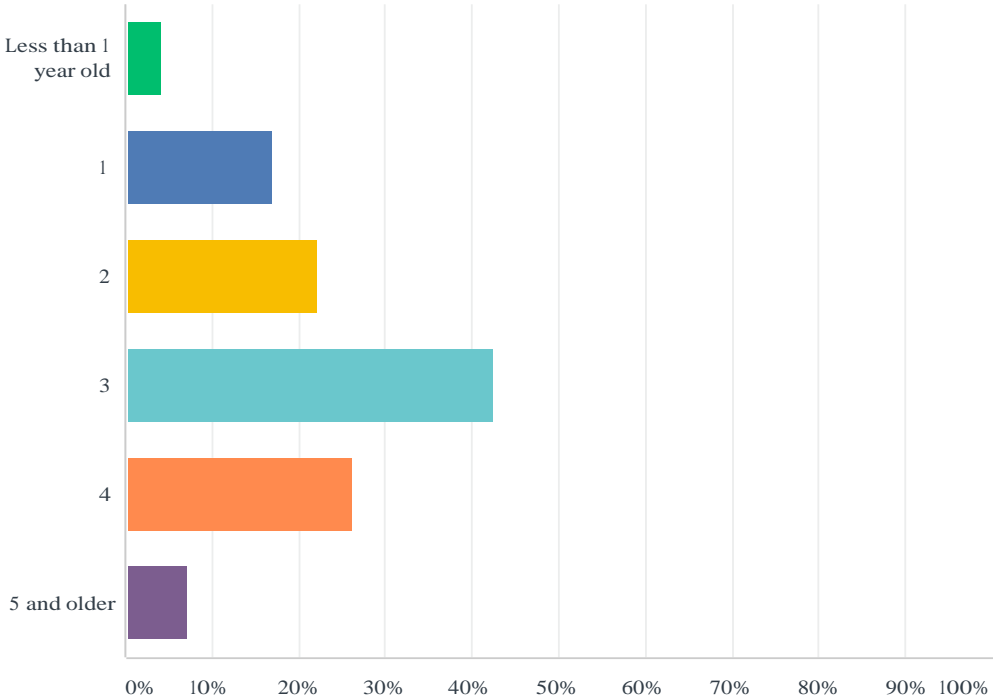
Answered: 1,342 Skipped: 183



ANSWER CHOICES	RESPONSES	
Council (local authority) nursery or early years centre	35.25%	473
Partner provider (such as private nursery or voluntary playgroup/nursery)	57.15%	767
Childminder	6.86%	92
Both local authority and partner provider nursery	7.08%	95
Both local authority and childminder	4.10%	55
Both partner provider and childminder	2.01%	27
Other (please say)	2.91%	39
Total Respondents: 1,342		

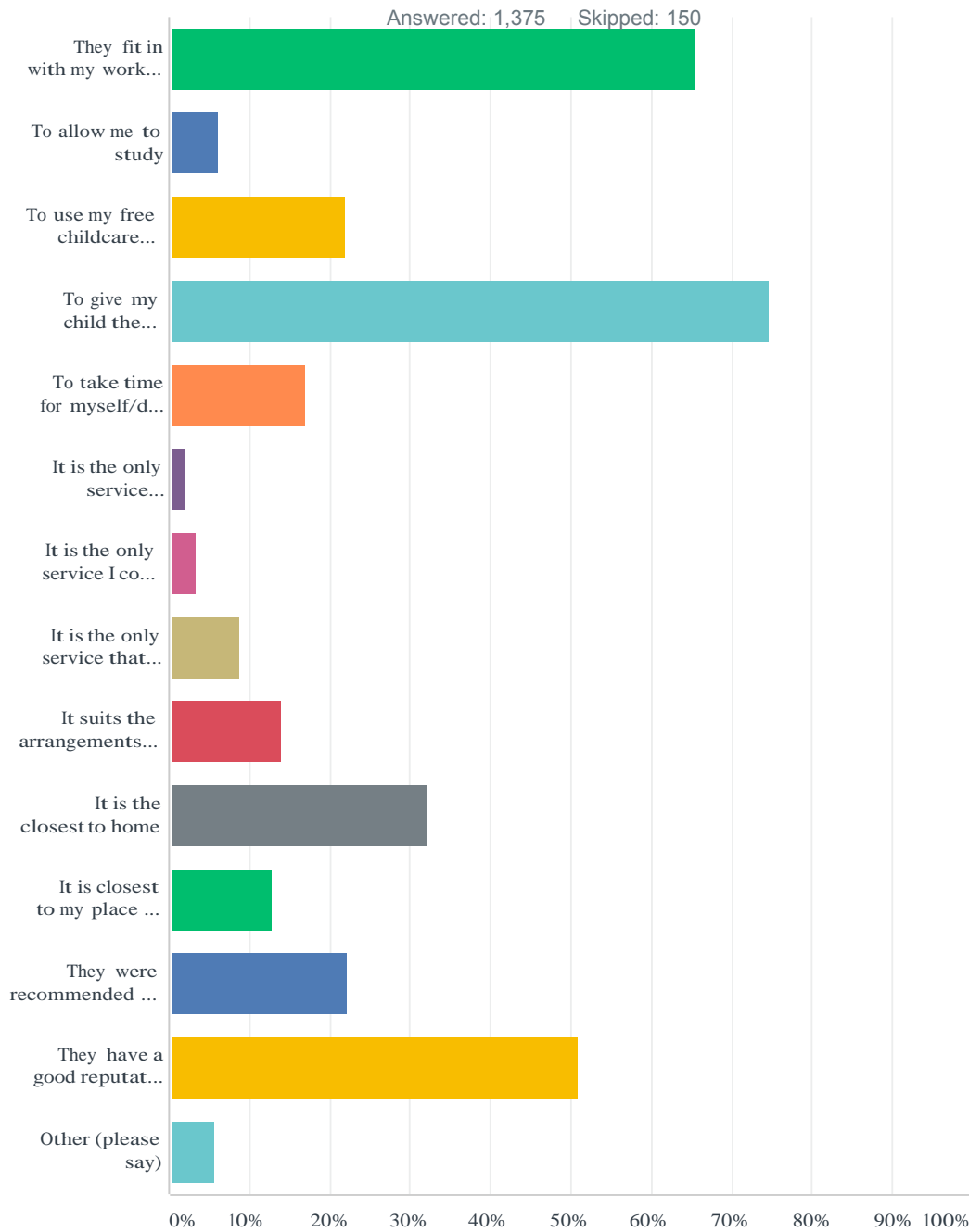
Q5 How old are your children that use early learning and childcare services?

Answered: 1,376 Skipped: 149



ANSWER CHOICES	RESPONSES	
Less than 1 year old	4.00%	55
1	16.64%	229
2	22.02%	303
3	42.22%	581
4	25.94%	357
5 and older	6.90%	95
Total Respondents: 1,376		

Q6 Why do you use these early learning and childcare services? (Please tick all that apply).



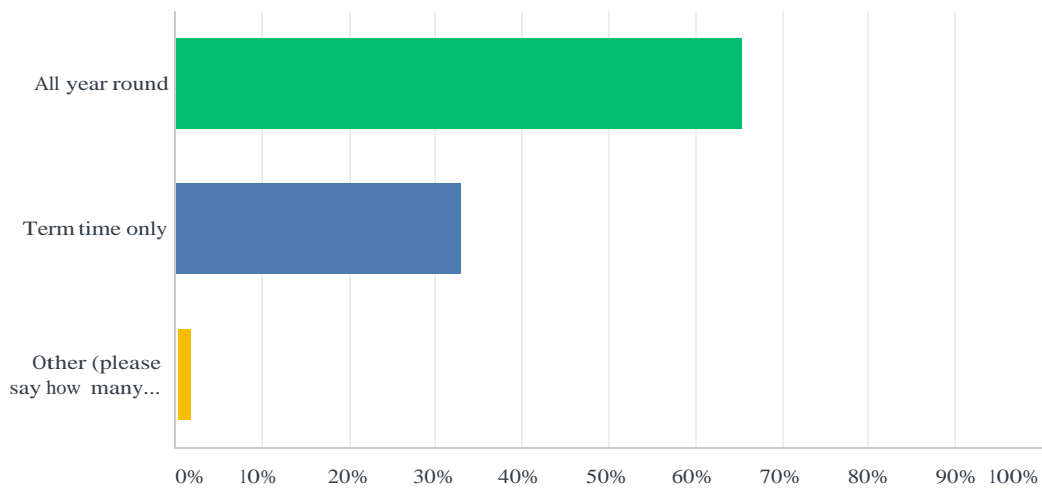
ANSWER CHOICES	RESPONSES
They fit in with my working hours	It is the only service I could get my child into
To allow me to study	It is the only service that I can afford
To use my free childcare entitlement	
To give my child the opportunity to learn and socialise	
To take time for myself/do household tasks	
It is the only service available in my area	

65.31%	898
5.82%	80
21.67%	298
74.47%	1,024
16.73%	230
1.89%	26
3.05%	42
8.65%	119

It suits the arrangements I have for the care of my other child/children	13.75%	189
It is the closest to home	31.93%	439
It is closest to my place of work/study	12.51%	172
They were recommended to me or I used the service before	21.89%	301
They have a good reputation for education and/or have good facilities	50.69%	697
Other (please say)	5.45%	75
Total Respondents: 1,375		

Q7 How frequently do you use early learning and childcare services?

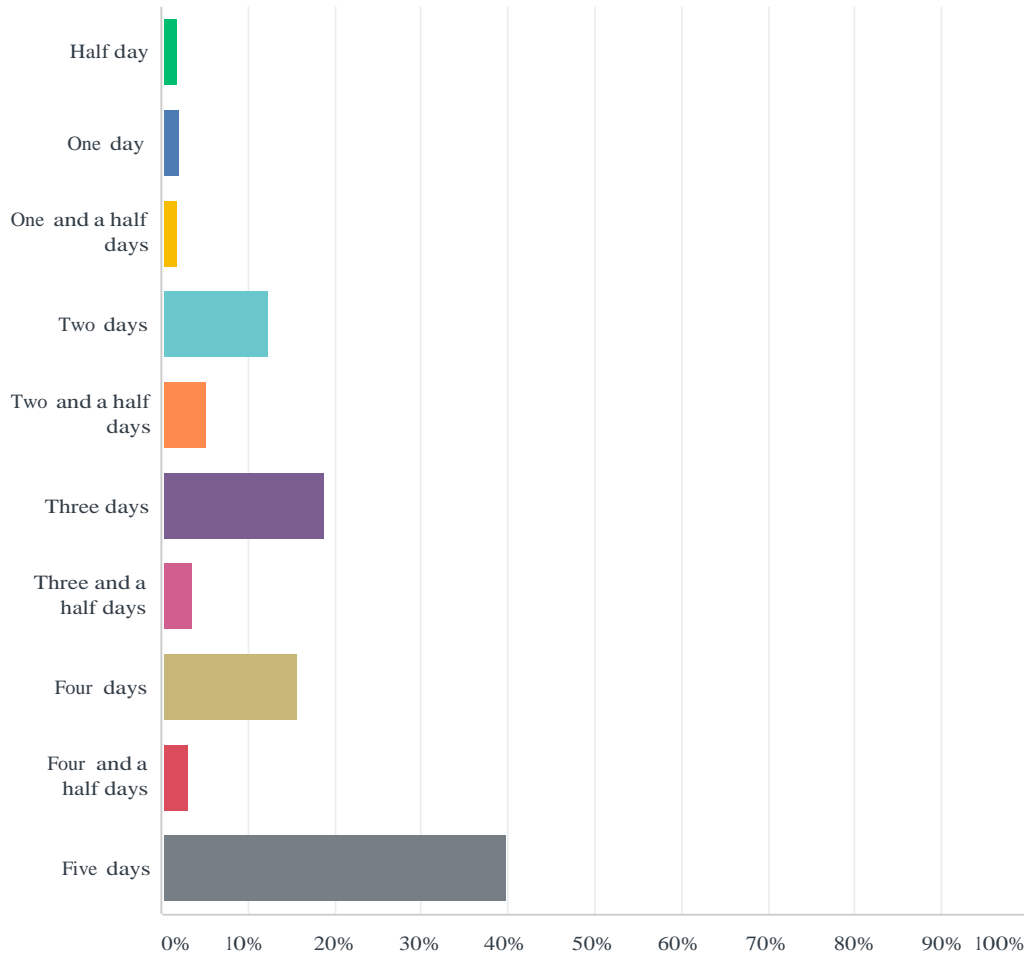
Answered: 1,375 Skipped: 150



ANSWER CHOICES	RESPONSES	
All year round	65.38%	899
Term time only	33.02%	454
Other (please say how many weeks of the year you use early learning and childcare services)	1.60%	22
TOTAL		1,375

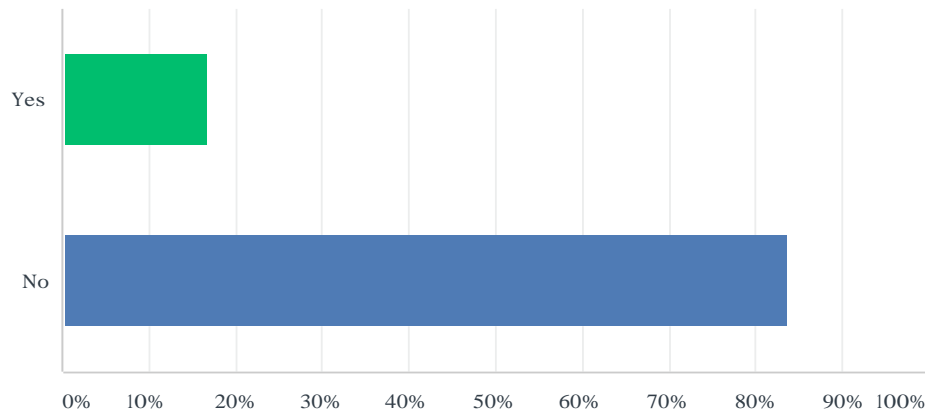
Q8 How many days of the week do you currently use early learning and childcare services?

Answered: 1,372 Skipped: 153



ANSWER CHOICES	RESPONSES	
Half day	1.75%	24
One day	1.82%	25
One and a half days	1.68%	23
Two days	12.10%	166
Two and a half days	4.96%	68
Three days	18.59%	255
Three and a half days	3.43%	47
Four days	15.45%	212
Four and a half days	2.84%	39
Five days	39.50%	542
Total Respondents: 1,372		

Q9 Do you use different or additional services during school holidays?

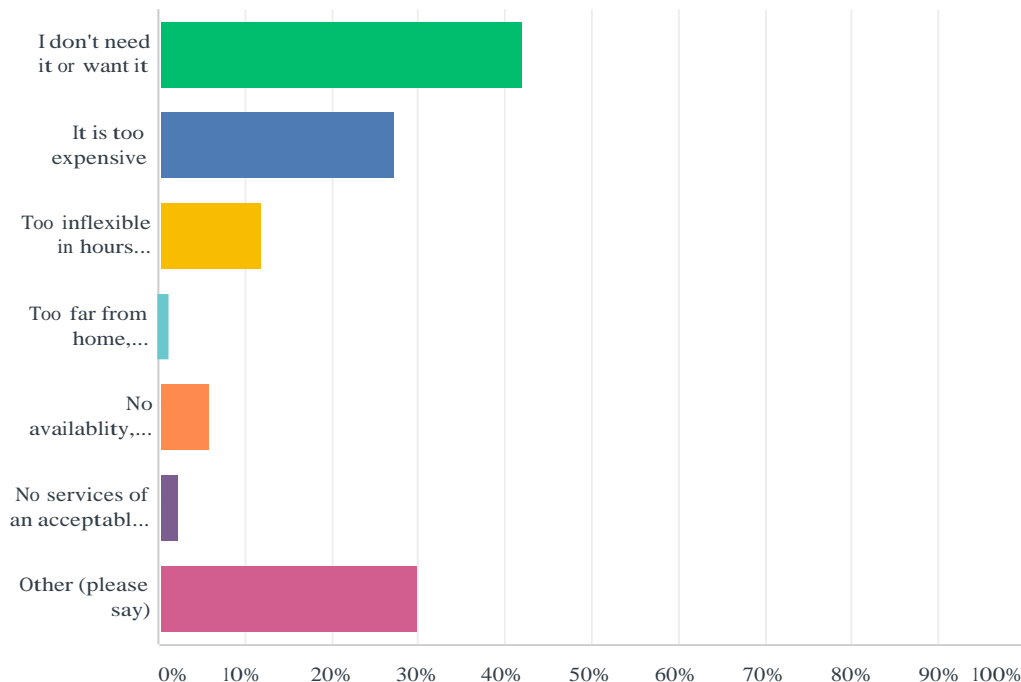


ANSWER CHOICES	RESPONSES	
Yes	16.61%	226
No	83.39%	1,135
TOTAL		1,361

Answered: 1,361 Skipped: 164

Q10 If you don't currently use early learning and childcare services, can you tell us why not? (Please tick all that apply)

Answered: 229 Skipped: 1,296

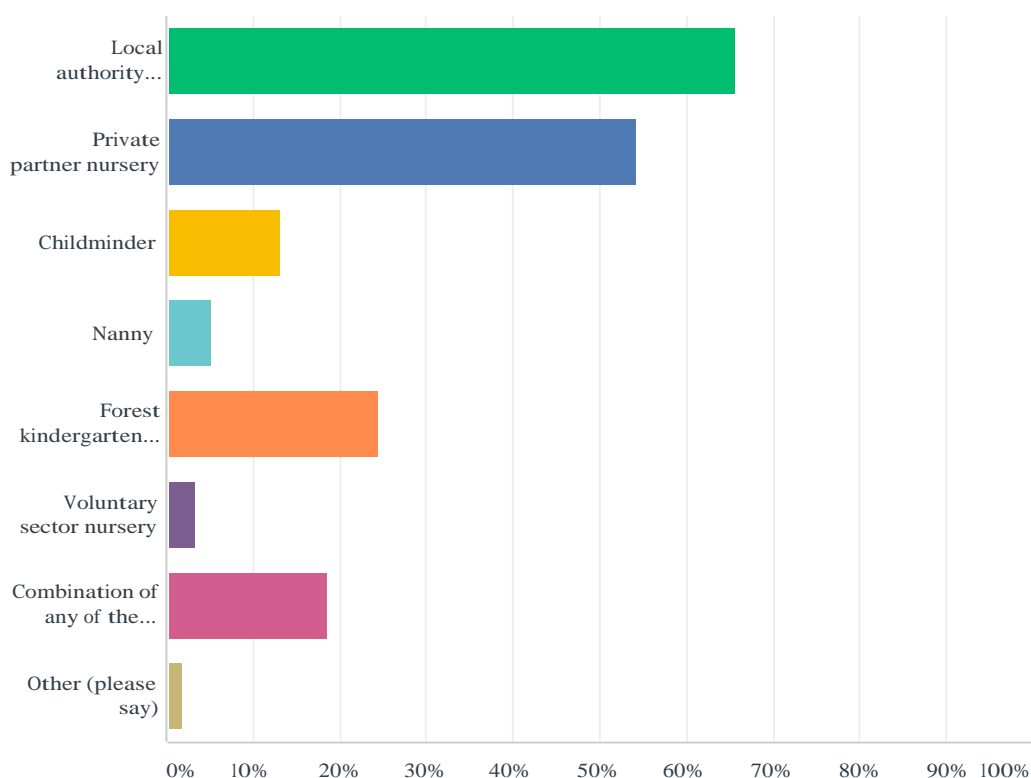


ANSWER CHOICES	RESPONSES	
I don't need it or want it	41.92%	96
It is too expensive	27.07%	62
Too inflexible in hours available	11.79%	27

Too far from home, unavailable in my area	1.31%	3
No availability, can't find a place for my child	5.68%	13
No services of an acceptable quality	2.18%	5
Other (please say)	29.69%	68
Total Respondents: 229		

Q11 What type of early learning and childcare service would you like to use? (Please tick all that apply)

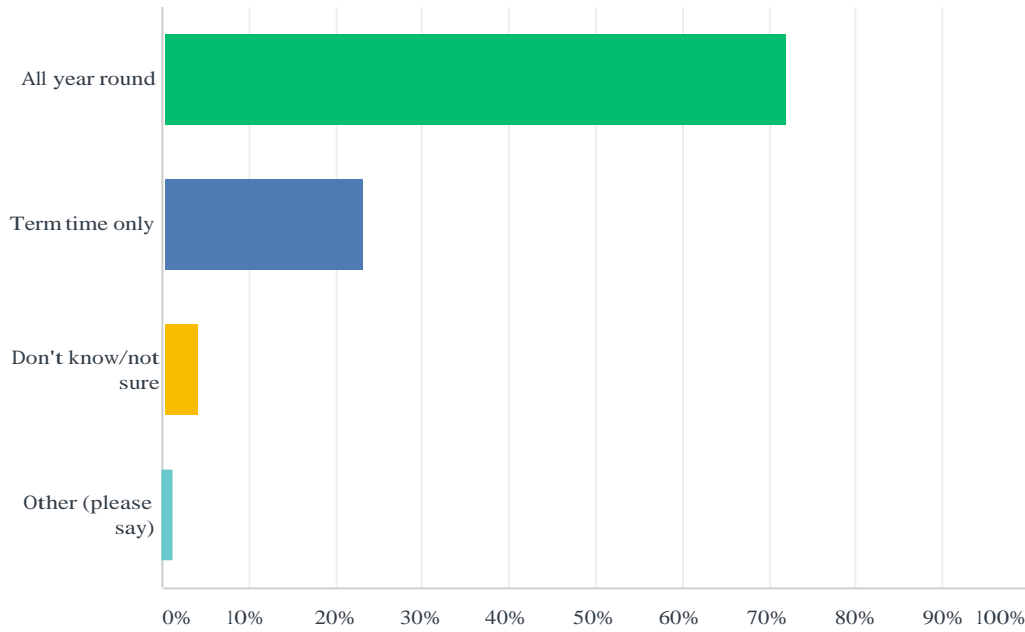
Answered: 1,354 Skipped: 171



ANSWER CHOICES	RESPONSES	
Local authority nursery	65.51%	887
Private partner nursery	53.99%	731
Childminder	13.00%	176
Nanny	5.02%	68
Forest kindergarten/outdoor nursery	24.22%	328
Voluntary sector nursery	3.10%	42
Combination of any of the above options	18.32%	248
Other (please say)	1.77%	24
Total Respondents: 1,354		

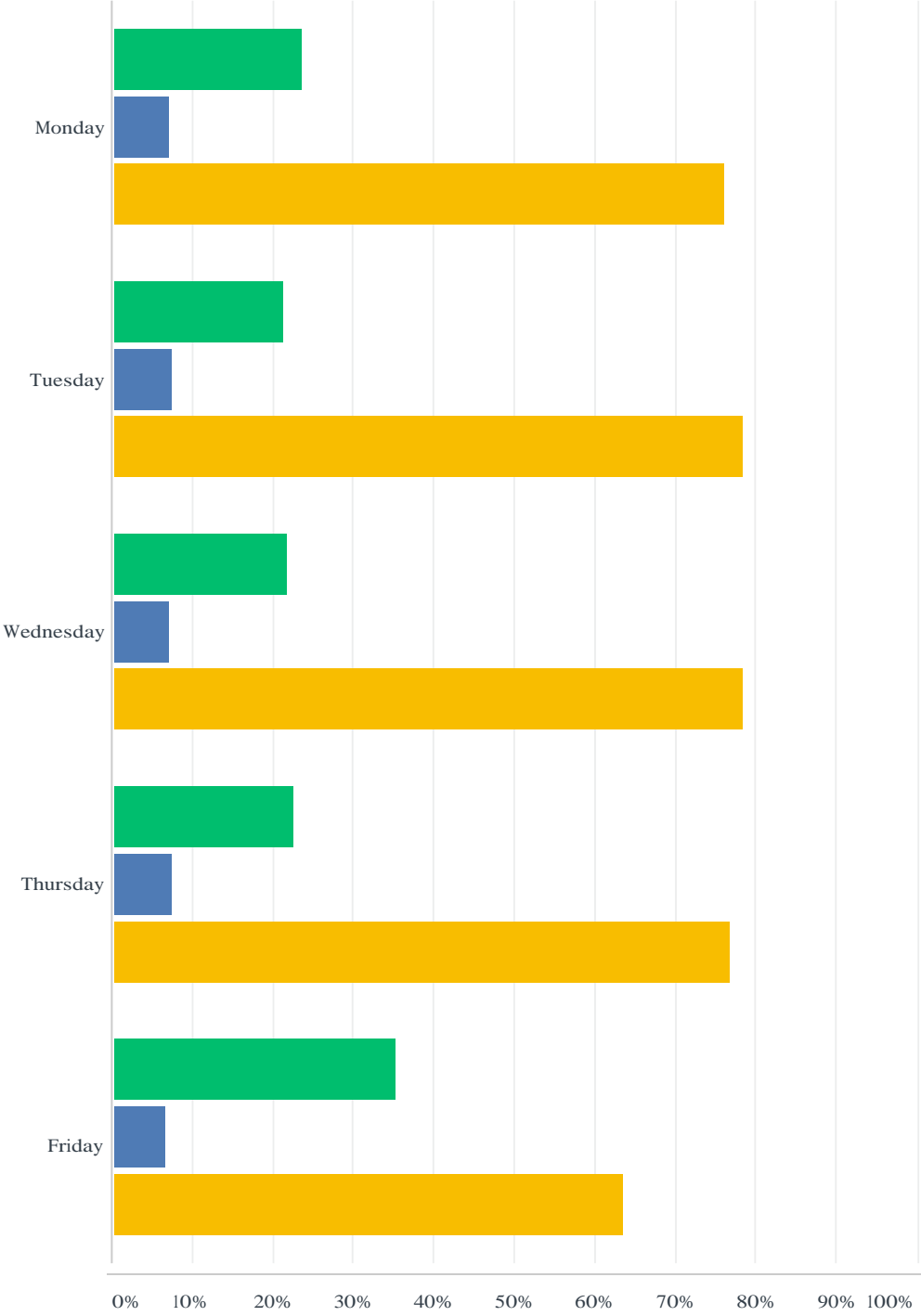
Q12 How would you prefer to use early learning and childcare services?

Answered: 1,355 Skipped: 170



ANSWER CHOICES	RESPONSES	
All year round	71.66%	971
Term time only	23.10%	313
Don't know/not sure	4.06%	55
Other (please say)	1.18%	16
TOTAL		1,355

Q13 What days of the week would you like to be able to use early learning and childcare services?



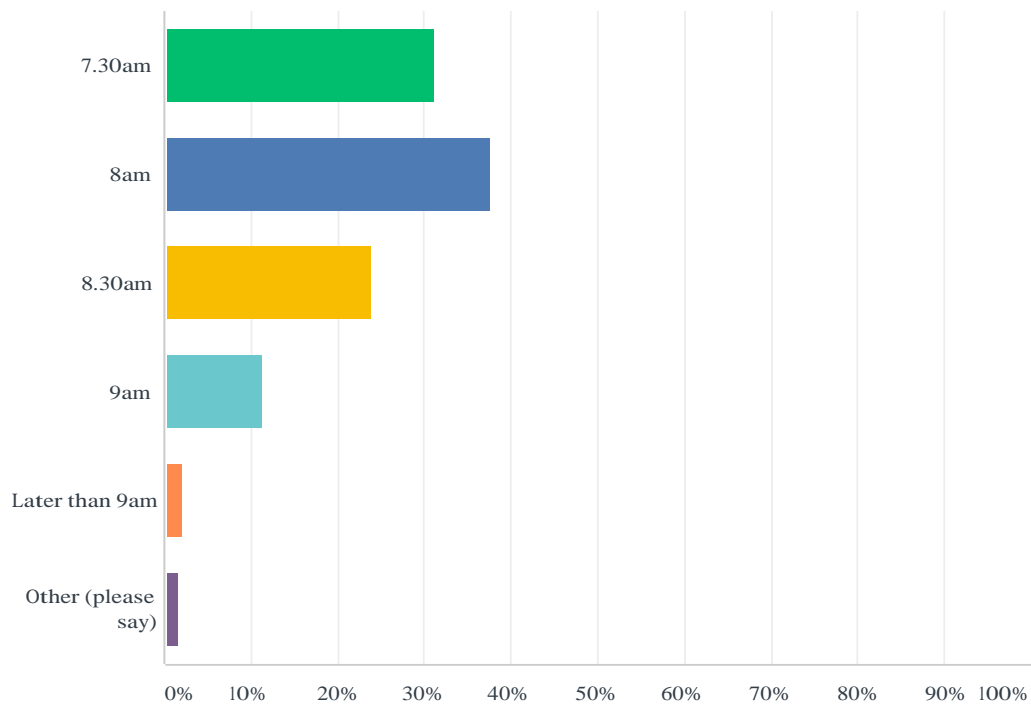
■ Morning
 ■ Afternoon
 ■ All day

	MORNING	AFTERNOON	ALL DAY	TOTAL RESPONDENTS
Monday	23.50% 274	6.86% 80	75.99% 886	1,166
Tuesday	21.14% 260	7.32% 90	78.21% 962	1,230
Wednesday	21.46% 268	6.81% 85	78.14% 976	1,249
Thursday	22.29% 267	7.26% 87	76.63% 918	1,198
Friday	35.21% 350	6.54% 65	63.48% 631	994

Answered: 1,352 Skipped: 173

Q14 How early in the morning would you like to be able to use early learning and childcare services?

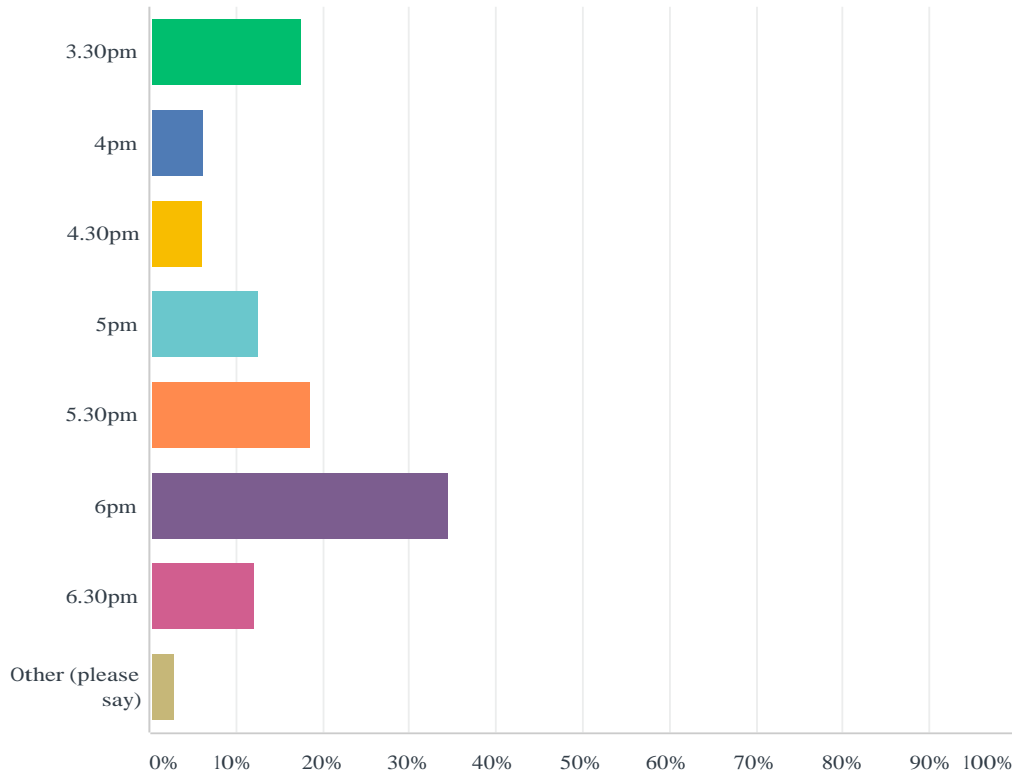
Answered: 1,359 Skipped: 166



ANSWER CHOICES	RESPONSES	
7.30am	30.98%	421
8am	37.45%	509
8.30am	23.62%	321
9am	11.18%	152
Later than 9am	1.99%	27
Other (please say)	1.55%	21
Total Respondents: 1,359		

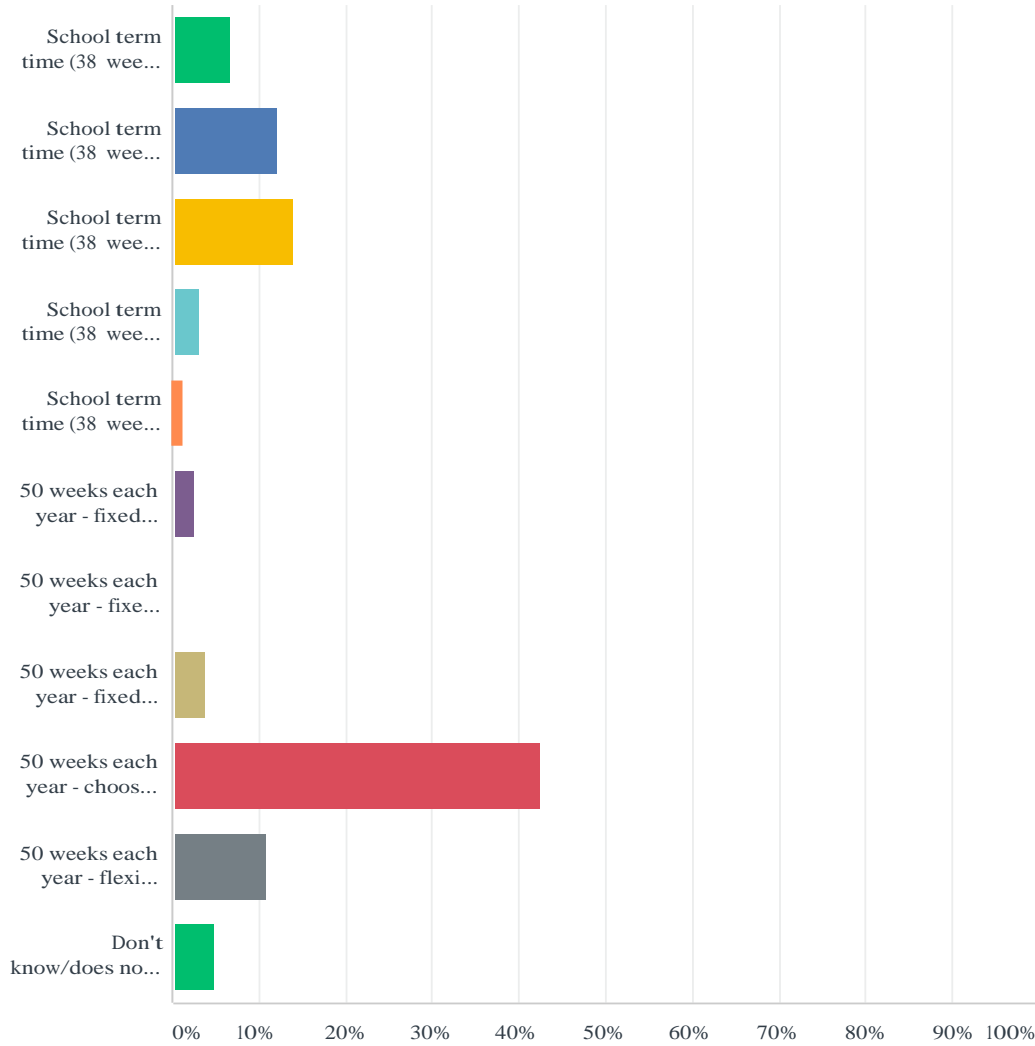
Q15 How late in the afternoon/evening would you like to be able to use early learning and childcare services?

Answered: 1,349 Skipped: 176



ANSWER CHOICES	RESPONSES	
3.30pm	17.35%	234
4pm	6.00%	81
4.30pm	5.86%	79
5pm	12.31%	166
5.30pm	18.46%	249
6pm	34.32%	463
6.30pm	12.01%	162
Other (please say)	2.74%	37
Total Respondents: 1,349		

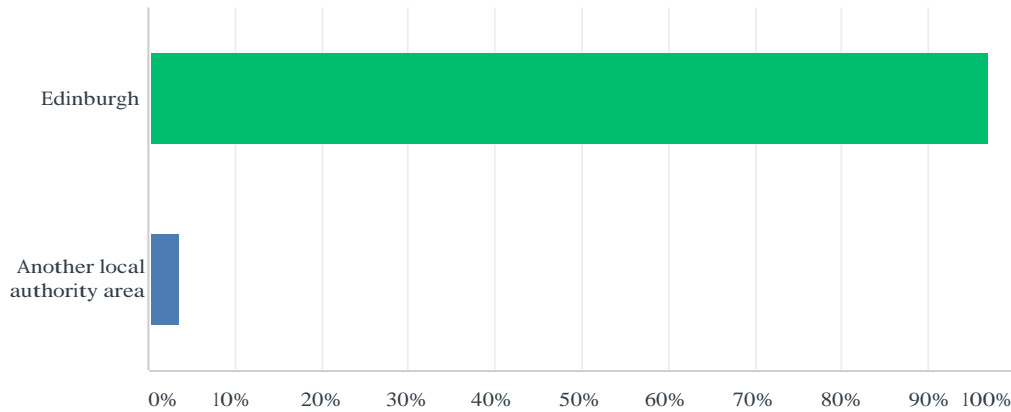
Q16 Which of the following would be your preferred option? (Please tick only one)



ANSWER CHOICES	RESPONSES	
School term time (38 weeks) - 9am to 3pm Monday to Friday.	6.55%	89
School term time (38 weeks) - 9am to 3.30pm Monday to Thursday and 9am to 1pm Friday (same times as school hours).	11.92%	162
School term time (38 weeks) - flexible plus extra hours: choose hours between 8am and 6pm with additional hours (beyond weekly free 30 hours) paid for by you.	13.76%	187
School term time (38 weeks) - blended: 15 hours Council/voluntary/partner nursery and 15 hours forest kindergarten.	2.94%	40
School term time (38 weeks) - blended: 15 hours Council/voluntary/partner nursery and 15 hours childminder.	1.25%	17
50 weeks each year - fixed: 8am to 12.32pm Monday to Friday.	2.21%	30
50 weeks each year - fixed: 1pm to 5.32pm Monday to Friday.	0.37%	5
50 weeks each year - fixed 8am to 12.32pm with option to purchase additional hours up to 6pm.	3.61%	49
50 weeks each year - choose hours between 8am and 6pm with additional hours (beyond 30) paid for by you.	42.24%	574
50 weeks each year - flexible - choose hours to reflect irregular working patterns (e.g. shift working and weekend working) with additional hours available and paid for by you	10.60%	144
Don't know/does not apply	4.56%	62

Q17 Do you wish to access services in Edinburgh or another local authority area?

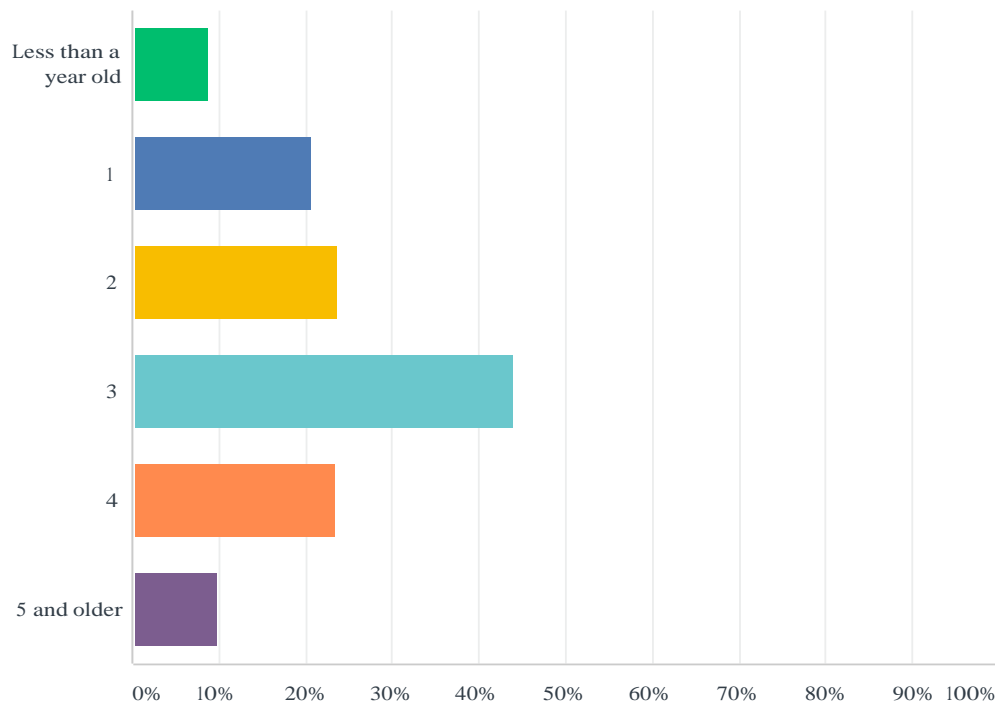
Answered: 1,336 Skipped: 189



ANSWER CHOICES	RESPONSES	
Edinburgh	96.71%	1,292
Another local authority area	3.29%	44
TOTAL		1,336

Q18 How old are the children you would like to use early learning and childcare services?

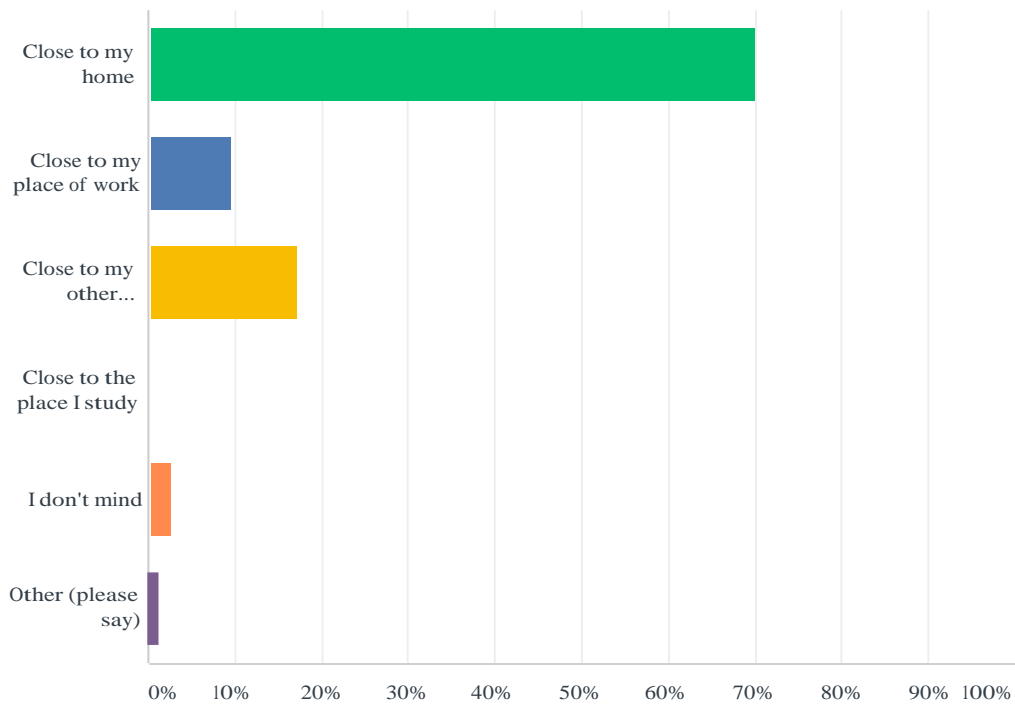
Answered: 1,352 Skipped: 173



ANSWER CHOICES	RESPONSES	
Less than a year old	8.58%	116
1	20.56%	278
2	23.45%	317
3	43.71%	591
4	23.15%	313
5 and older	9.54%	129
Total Respondents: 1,352		

Q19 Where would you prefer to use early learning and childcare services?

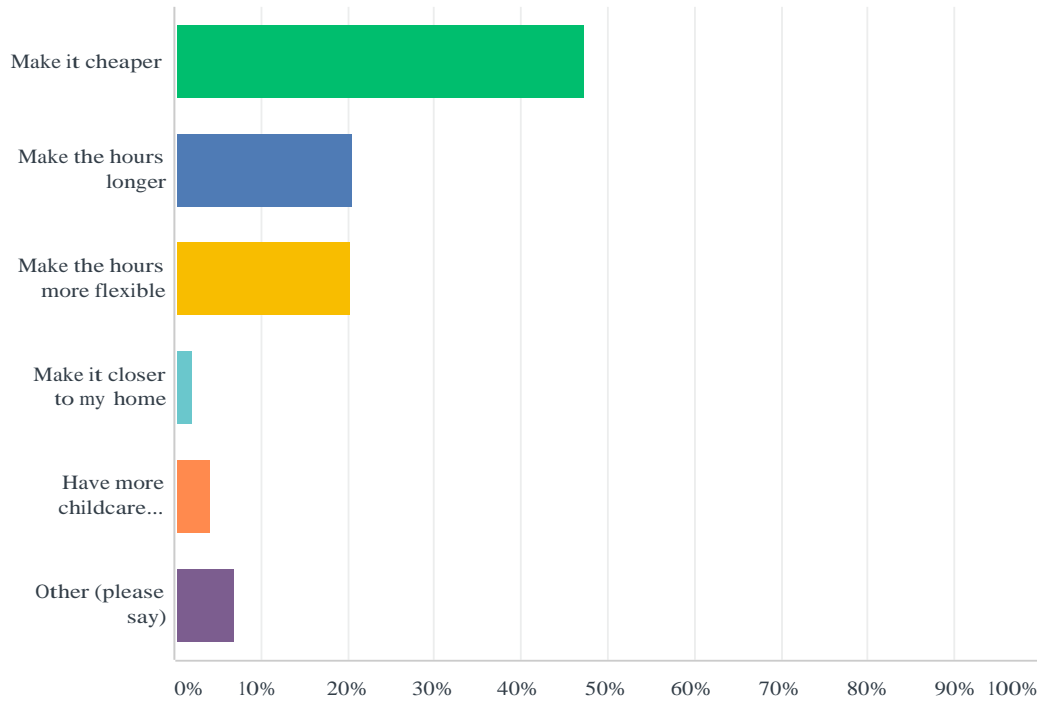
Answered: 1,359 Skipped: 166



ANSWER CHOICES	RESPONSES	
Close to my home	69.90%	950
Close to my place of work	9.35%	127
Close to my other child/children's school?	17.00%	231
Close to the place I study	0.07%	1
I don't mind	2.43%	33
Other (please say)	1.25%	17
TOTAL		1,359

Q20 If you could pick ONE thing to make your current early learning and childcare suit your family's needs better, what would it be?

Answered: 1,325 Skipped: 200



ANSWER CHOICES	RESPONSES	
Make it cheaper	47.09%	624
Make the hours longer	20.38%	270
Make the hours more flexible	20.00%	265
Make it closer to my home	1.89%	25
Have more childcare services to choose from	4.00%	53
Other (please say)	6.6	



Company Name: City of Edinburgh Council

Client – City of Edinburgh Council (Early Years and Interior Design

Collaboration) Background - The environment is the 3rd Teacher

With a rising birth rate, increase in hours of early learning and childcare there is a growing demand for nursery places. City of Edinburgh Council has undertaken a series of existing nursery refreshes and newbuild nurseries as part of a building programme of newbuilds & refurbishments with carefully considered development of Early Years Environments. Including refreshes at Dalry, Hermitage Park, Holy Cross, Liberton, Royal High and Murrayburn Primary Schools. The new nurseries include Corstorphine, Ferryhill, Davidson Mains, Longstone and Granton Early Years Centre. City of Edinburgh Council have been developing their early years environments which have taken into account factors of both best early years practice and educational interior architecture & design.

The environment is the 3rd teacher and these buildings place emphasis on both pedagogy and wellbeing to create

beautiful nurturing learning environments. Research on environments and approaches which help young children to learn best has been fundamental in creating a nurturing, holistic and natural environment to support children's learning and development. CEC Interior Design and the Early Years Team have been working closely over the past

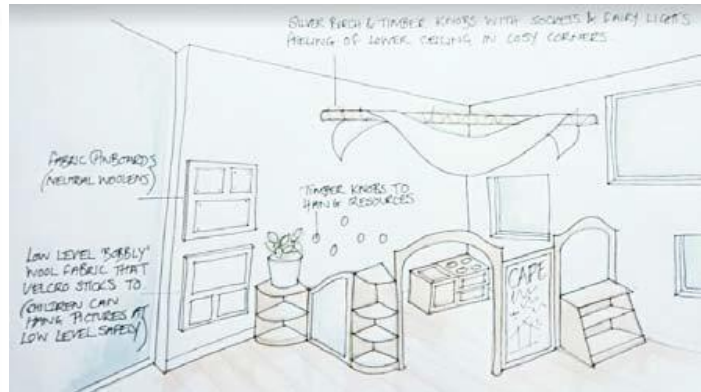
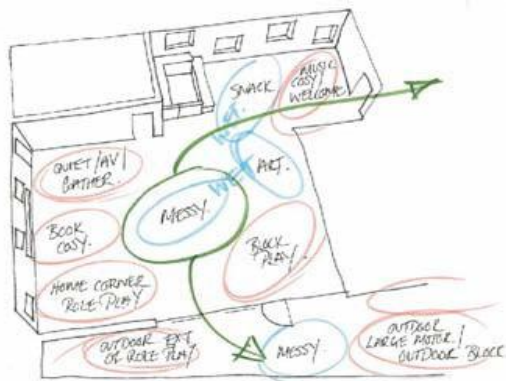
3 years to research, design and plan sector leading nursery environments.

Research and Collaboration

Key research and theories considered during the projects include National Guidance 'Building the Ambition' and Pre-Birth to Three and Curriculum for Excellence, Early Level. The work of Froebel, Montessori and the Reggio Emilia Approach were also key. It was important to understand how children learn, the importance of the environment itself and its impact on children's learning. "Seeing play as the highest form of learning," *'Early Childhood Practice, Froebel Today.'* (Tina Bruce 2012) Froebel influences have shaped the design of these environments, where possible, to ensure they support a range of free flow play opportunities and allow children to make smooth transitions between play areas. The forest nurseries approach, Biophilic Design, best ergonomic practice and research on brain development and attachment theory were all considered in the research phase and elements taken forward into the actual design of the builds.

Well-designed environments including layout, construction and decoration have a significant impact on literacy and numeracy, as documented in recent research by Salford University funded by the Engineering and Physical Sciences Research Council. Individual classroom design can play a much bigger role than whole-school factors, such as size, navigation routes, specialist facilities and play areas. The amount of visual stimulation, such as displays, on walls is also important. A mid level of visual stimulation works best, it is possible for a learning environment to be too plain but it is equally

true that you can overdo it. Article 31 of the United Nations Convention on the Rights on the Child highlights the importance of free play, and play is the most important focus for learning in all our early years settings, tables and chairs have been reduced throughout support active learning, curiosity, inquiry and creativity. Council interior design visited nurseries within the authority and out-with to further build our vision for the new builds.



This research and vision has enabled CEC Early Years Advisors & Interior Design to influence the building design and for a brief, including influence on materials, finishes, electrical requirements, plumbing, lighting, ventilation, ergonomics, and intelligent use of space from the initial plans right through to the FF&E fit out.

Flexible learning spaces

A key requirement in an early years setting is to allow for flexibility. Each group of children is different and room use or the age of children using a space may change. Flexible storage furniture and screens have been used to create natural boundaries between activity areas, thus protecting children's play and supporting their focus. Since they are movable, freestanding shelves allow for flexibility of your space, which is key for several reasons.

- *Changes in numbers or ages of children*
- *Inclusion of children with additional support needs*
- *Changing themes*
- *Extending learning patterns*
- *Recapturing interest if a particular area is little used*
- *Varying functions of space (e.g. after school club or community activities)*

When planning experiences such as arts & crafts, role play, book area, construction and blocks, messy play, kitchen and snacks there is need to consider a range of factors including noise levels, light, temperature and access to sinks. The use of large sliding doors provides views to nature, natural light and easy circulation for children to encourage outdoor play. Carpeted areas can severely restrict the possibilities for rearranging interest areas as the room's use changes. We have used vinyl flooring throughout with the use of extra soft, tactile carpet area rugs for flexibility. Chalk paint, dry wipe wallpaper and Velcro receptive pinboarding are scattered throughout to support these flexible spaces. In the Newbuild stage we have added in bespoke wall cubes that are scattered around the interior, they can be used for 3-dimensional display, small world and loose parts and lots of pinboards and display cubes at low level in reach of the children.

Integrating Technology into the interior – Best Ergonomics Practice

The following has been applied to ensure we are moving with the times and offering best ergonomic practice to practitioners and children.

- *Use of portable interactive AV screens*
- *Designed as an agile learning space with smart technology used flexibly in different settings.*
- *Birdhouse webcam in all the new 2017 nurseries*
- *Design a space which supports children as active learners and best use of technology*
- *AV gathering points have been created close to books and music equipment allowing AV equipment to enhance music & story telling activities.*
- *Whilst we acknowledge the importance of introducing children to technology in early learning, we were conscious of the lack of research on the impact of the use of tablets on children's posture and therefore included a variety of seating and custom designed wooden tablet holders as posture aids to support this.*

Biophilic design

It was key to integrate some of the main principles of biophilic design into our plans to ensure we provided the very best learning environments.

What is Biophilia?

- Biophilia is the bond between human beings and nature.
- Biophilic design is building nature into the built environment to meet the need of human beings to connect to nature. Biophilia can also increase feelings of happiness and well-being. Research has shown that exposure to nature can lower stress, elevate your mood, make you feel more relaxed and improve cognitive functions.
- Children have an innate biological tendency to bond with the natural world. Regular positive interactions with nature allow children to feel comfortable and grow to love it.
- The best learning environments are informal and naturalistic.
- To achieve our biophilic nurseries we have used a pallet of natural materials.

We have used real timber, and resources both in the interior and exterior. This includes bespoke log furniture, natural building blocks, wig wams, ergonomic aids for the technology, 'mud kitchens' also canopies with voiles and fairy lights adding to the magical calm environment. Solid wooden furniture has been used as much as possible throughout the zones again to create a nurturing yet exciting play environment which promotes

creativity, imagination, flexibility and the opportunity for children to move. Natural Holistic environments are also

calmer inclusive spaces for children with autism. Bespoke timber furniture such timber rulers, gnome homes and mini kitchen islands were created to encourage child participation in snack and baking have been designed inhouse and made by local Social Enterprise Grassmarket Community Project.

Timber effect flooring has been used throughout the entire nurseries including toilets, kitchens and changing rooms. This contributes to more natural, warmer and more homely environments. Our biophilic Interiors would not be complete without plants! Plants also help reduce stress, improve air quality and create feeling of wellbeing.

Colour

We know that natural colours help create a calming and nurturing environment for children, families and staff. The use of off white walls, wooden furniture and timber effect flooring, woven baskets for storage, or clear trays, simple furnishings all allow children's work to stand out. The focus in the environment is instead on the children, their families and practitioners within this space, on the resources and materials and all the colours that these bring instead. *Ceppi & Zini (1998)* 'emphasize that the walls should be a basic background allowing those using the space to exercise their own creativity in applying a "second skin." (p63) Varieties and ranges of colours in materials can then add needed complexity, variety and richness to the environment. This gives children the opportunity to learn about, compare, contrast and experiment with colour.

We applied this by selecting natural colours/ fabrics for upholstery items such as sofas, rugs and pin boards. Commercial suppliers usually provide these items in 'primary colours'. However, to support our research on biophilic design and creating the best early years environments, the use of fabrics such as; Scottish wools and colours, inspired by the Scottish Highlands, were used to create a nurturing, holistic and natural environment which stimulates the senses. We have used pin boards have been specially designed using 'bobbly textured fabric' that Velcro sticks to. We recommend low level pin boards to support child interaction allowing the child to stick their artwork on by themselves to allow children to interact with.

Looking at the research on brain development and attachment we felt it was important to help create opportunities for children of all ages to develop trusting relationships with practitioners/ keyworkers, help ease anxieties brought on by separation from parents and caregivers and create the most positive learning environments possible. Suzanne Zeedyke, Senior Lecturer at the University of Dundee, highlights the need for children to have cuddles from a trusted key-worker, boosting levels of the feel good hormone (oxytocin) in the brain and lowering levels of the stress hormone (cortisol).

Our special cuddle sofas have been designed with a low seat height for children to sit on but also deep enough for the parent or practitioner to sit in too. They have big comfy arms encouraging children to snuggle up with a parent, practitioner or friend for cuddles and cosy reading time. Low level also means that the adult is lower to the ground/ rug where children are sitting maintaining eye contact/ engaging / reading a story. Bean bags and floor cushions have also been well received and offer flexible and comfy opportunities for resting, quiet stories and social interaction.

These calming environments create an inclusive space for children with autism and additional support learning needs. Wicker dens and wig wams provide a comforting place if a child wants some time out.

The Outdoors

According to '*Grounds for Learning, Good School Playground Guide*' the most useful design concept for outdoor play is 'possibility.' This can be achieved by providing a rich range of opportunities that allow children to choose and direct play using features that are 'non-prescriptive', which stimulate or require imagination and which can be used in multiple ways. The aim is for the outdoor environment to be an extension of the indoor environment with opportunities to allow for free flow for children. Key to the indoor/outdoor transitions are sliding doors to facilitate this access where possible. Other features include outdoor sand pits, mud kitchens and grassy mounds; surrounded by textured paths and a diverse range of foliage and shrubbery. Settings are designed with pathway spaces for wheeled bikes/trikes and for opportunities to develop loose parts and water play. We have applied this vision to outdoor spaces, ensuring that natural materials and landforms provide these elements.

With a move away from large, fixed structures, natural and synthetic loose parts play offers endless opportunities to build and create and climbing can be provided through the use of newly introduced block play; logs, crates, planks, bridges and boulders. These have a key role in giving children the ability to exert some control over their space. Learning from our successful Forest Kindergarten approach, we aim to maximise outdoor play opportunities for children in future new builds. Funding has recently been allocated for waterproof suits to support children to be outside in all-weather exploring ephemeral features that the changes in seasons bring. The outdoor learning space should afford links to nature, mature and sapling tree species, areas of shade and light, places to hide, spaces to be quiet, available edible landscapes to forage from and areas to plant, grow and nurture.

Conclusion

The principles of the first phase of new builds were incorporated into the summer refresh programme of six nurseries in August 2016 and provide a basis for future new builds and refreshes in 2017, with lessons learned along the way. Children, parents/carers and practitioners continue to be very positive about their new environments and we strive to ensure that all future new designs give children the best start in life on their journey to becoming successful learners, confident individuals, responsible citizens and effective contributors.



2017 Newbuilds Ferryhill Primary School Nursery 3-5's Playroom



2017 Newbuilds Corstorphine Primary School Nursery 3-5's Playroom



2017 Newbuilds Ferryhill Primary School Nursery 2's Playroom



2017 Newbuilds Corstorphine Primary School Nursery Multi Purpose Room. Lightweight wicker chairs and dens (wicker not only adds to the natural palette of materials, but is lightweight supporting flexible agile environments) Wicker chairs in Multi Purpose rooms can be easily moved to open up areas for activities such as Peps groups. Upcycled wallpaper throughout adds to a homely domestic in appearance environment, cuddle sofas are intended to encourage parent participation.



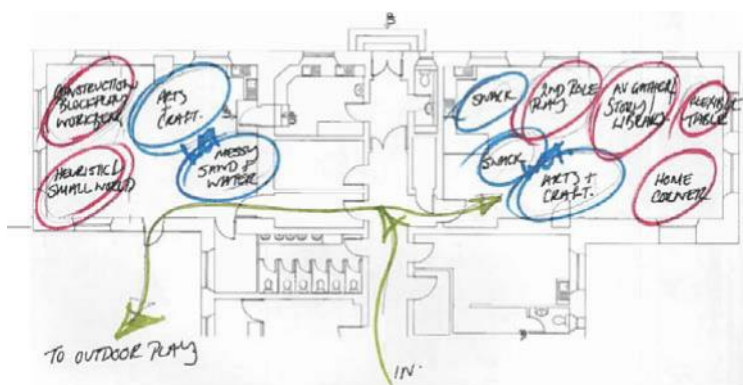
2015 Fox Covert Primary School Nursery



2015 Wardie Primary School Nursery



2015 Ergonomics – Grooves in logs for tablets – Agile learning spaces



2016 Refurbishments of Dalry Primary School Nursery (Before and After)



2016 Refurbishments of Holy Cross Primary School Nursery (Before and After)

Since the 2016 Refurbishments Early Years/ Interior design have been attending workshops and visiting nursery settings to assist with refurbishment or give advise or setting out playzones/ soft furnishings/ play equipment that could assist in the settings.



Snack - mini kitchen islands and timber counters at children's height were created to encourage child participation in snack and baking. Designed Inhouse and made by Grassmarket Community Project a local social enterprise. Grassmarket and Northlanarkshire Industries a Government supported project (one of which 50% of staff are disabled or disadvantaged) are now providing these bespoke upholstery items/ timber products to other Local Authorities Early Years in Scotland.



2017 Above Bespoke Cuddle Couch and Grassmarket Community Project. Below bespoke items suchas 'Muddy Suit' mobile stand made by Grassmarket with upcycled branches. Laquered log upcycled from the Council Estate. Knitting donated by local 'Knit & Knatter' groups. Gnome homes and Giant rulers.





Much of the timber produced by Grassmarket retains the wavy edge for its tactile and sensory qualities.



Plants are encouraged. Image right shows the new expanses of velcro receptive covering, ready for the 2017 term to start adding the colour!



2017 Mark making opportunities throughout including wallpaper to use dry wipe pens and walls of chalkboard paint. The 2017 newbuilds are piloting some Wobble Stools in each nursery. They allow movement during sitting without compromising stability. Great for those who fidget, have hyperactivity, impaired body position awareness and low muscle tone.

The wobble stool looks like a normal stool, but the base is slightly convex to allow 360 degree movement. This allows the stool to rock and move - similar to a therapy ball, but with added stability. This improves body position (slouching is virtually impossible!) and engages the core muscles promoting active sitting and increasing muscle tone. Active sitting can help children to concentrate and focus on the task in hand - great for those who fidget and shift around excessively in their seat. The Kore Wobble stool is also an ideal way to practice balance, build muscle tone or can be used to spin on for sensory seekers to burn off some energy.



*under construction at time of entry Edinburgh's Longstone Primary Nursery, Davidson Mains Primary Nursery and Granton will be complete with the final stages of Ferryhill landscaping including bug hotels, mud kitchens, fairy houses water play, sand and dens all ready for children in August 2017.





5 September 2017

Dear Partner,

As you know we face an exciting time in Early Years as we increase 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 will require 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.

The Scottish Government have requested that all local authorities submit an Expansion Plan by the end of September 2017. We are currently preparing this and it will detail our proposals for addressing the challenges associated with delivering the increased nursery hours. This plan will be shared with all providers at our locality events in January 2018.

We have carried out an audit of our local authority provision and would now like your help to gather information on the cost of providing early learning and childcare in our partner provider settings. Therefore, please can you take some time to provide the following information.

Name of Partner Provider _____

What are your annual overhead costs? E.g. utility bills	
What are your staffing costs? Please include the number of staff and hourly rate of pay.	
<ul style="list-style-type: none"> • Manager • Practitioner • Other staff 	
How much do you pay monthly in rates?	
What other overhead costs do you have?	
The hourly rate for Partner Providers has been increased to £3.70. Do you feel this reflects your costs? If not, what hourly rate would you suggest?	

Thank you for taking the time to complete this form. This information will help us to ascertain the needs of our partners as we continue to review the cost of providing early learning and childcare.

Please return your completed information to Donna Murray, Quality Improvement Education Officer
donna.murray@edinburgh.gov.uk

Yours sincerely

Janice MacInnes
 Schools and Lifelong Learning Manager (Early Years)

Risk	Risk Description / Underlying Concern	Mitigation Actions (Controls)
Quality of ELC services declines during a period of major change and expansion	<p>Quality becomes compromised due to:</p> <p>Lack of succession planning dilutes management teams as lower level managers move to senior posts in new, additional settings. Increasing difficulty for partners in attracting and retaining high calibre leaders due to growth in LA job opportunities.</p> <p>- Existing Workforce: Existing staff do not feel valued during a period of major change and disengage / leave. Unsettled workforce increases pressure on leaders in settings and at HQ level.</p> <p>- New Workforce: Influx of new, inexperienced workforce erodes continuity of relationships and child experience. Insufficient training capacity exists to service numbers required in workforce</p>	<ul style="list-style-type: none"> - Produce local and national overarching Quality Maintenance & Stability Plan and implement - Invest in Leadership (across sector, including partners and HQ) - Invest in ensuring existing staff are valued and feel valued - Develop staffing continuity plan for new staff including mentoring, access to training etc.
Partner Sector declines reducing parental flexibility / choice (the partner sector is already flexible - if it is significantly damaged, flexibility reduces)	<p>Partner sector is valuable as it already meets some of terms of the Blueprint (flexibility/choice) and delivers 1/3 of total statutory provision across Scotland</p> <p>- Risk results from significant movement of staff and hours (income) to the LA sector as LA services grow - damaging / closing partner organisations</p> <p>- Funding Follows the child becomes significantly harder in 2020 if the partner sector is damaged / absent - particularly in areas where partners are currently the main providers</p>	<ul style="list-style-type: none"> - Conduct an urgent assessment of impact on independent sector resulting from change in LA offering - LAs invest a significant percentage of expansion in the partner sector and scale up usage (rather than maintain current levels or reduce usage). - LAs extend volumes and price to partner sector within an enhanced commissioning framework - focused on quality for child and improved conditions for staff (potential to equalise LA and partner t's&c's) - LAs improve contracting skills markedly and place clear conditionality on partners to perform (quality / terms and conditions).

<p>LA focus becomes about Expansion of Hours only and the terms of the SG Blueprint are not met for flexibility and choice for parents. This may have longer term effect when Funding Follows the child of moving LA budgets (via parents choosing) to private providers if insufficient flexibility and choice in LA provision. This, ultimately, may reduce affordable service to those in areas of deprivation.</p>	<ul style="list-style-type: none"> - Focus is only about expansion of hours and change for flexibility and choice is not enabled - ultimately leading to poorer impact for families and less contribution to closing the gap for disadvantaged communities - Under-estimates of cost of delivering full programme could lead to funding shortfall - Majority of LA provision remains inflexible in terms of choice. 	<p>Community and family engagement re-enforces understanding that parents want flexibility and choice in how and where they access their child's entitlement</p> <ul style="list-style-type: none"> - Develop operational guidelines (including flexible staffing models) which support cost effective delivery models - Develop and implement a strong cultural change programme across the local authority
<p>Lack of engagement with Parents/Families/Communities generates significant demand lag for Flexible 1140.</p>	<ul style="list-style-type: none"> - Parents, Children, Families & Communities take time to change in their expectations and how they articulate them. This is particularly true of some of the most hard to reach / challenged communities. Poor predictions of take-up would impact on deliverability within timescale.- Risk is that Scottish Government and LAs fail to communicate and/or conduct an ongoing conversation with families and communities leading to significant demand lag / unused capacity - Risk is LAs failing to change to meet SG Blueprint flexibility / choice because the extent to which parents seek flexibility is not apparent to LAs and services remain inflexible 	<ul style="list-style-type: none"> - SG sponsors and maintains a national conversation about parental need for flexibility and choice and ensures the conversation is visible to all on an ongoing basis- Each LA generates a community engagement plan- Early phasing of implementation of flexible 1140 key to engaging with communities
<p>Focus becomes overly concerned with new build Infrastructure and a drive to new build negates the terms of the Blueprint - the project is a service model/delivery change project not primarily a building/infrastructure project</p>	<ul style="list-style-type: none"> - The risk concerns the recurring anxiety that the project is viewed as an infrastructure rather than service change project meaning that disproportionate effort is directed towards infrastructure and away from change. - Risk also results from the current lack of a national communication and engagement plan 	<ul style="list-style-type: none"> - SG communication plan gives clarity that the programme is primarily about service change and expansion of flexibility/choice rather than a simple increase in hours / infrastructure - Early exemplars of non-infrastructure driven service change (including use of outdoors) can alter perception

<p>The implementation issues being experienced by England's 1140 roll out adversely affect stakeholder support for Scotland's 1140 hrs programme</p>	<p>Risk relates to the nature of the issues experienced in England The English programme is targeted. Scottish is universal.- The English experience / difficulties may change in nature and / or be misinterpreted press etc</p>	<p>- Clear national expectations via a clear national communication and engagement plan (including press plan</p>
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Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Child Poverty - Equity Framework

Item number	7.6
Report number	
Executive/routine	Executive
Wards	
Council Commitments	

Executive Summary

22% of children in Edinburgh live in poverty (defined as living in households where income is 60% or less of the national median income). Independent studies predict that child poverty will continue to rise as a consequence of low wages, insecure work contracts and changes to the social security system. The 1 in 5: Raising Awareness of Child Poverty in Edinburgh project has succeeded in raising awareness and understanding of child poverty amongst school and other staff, and has provided schools with a wide range of practical suggestions for reducing the cost of the school day, many of which have been implemented.

The Equity Framework is intended to build on the work of 1 in 5 and attempts to set out how to ensure that pupils and families affected by poverty feel included, respected and have a sense of belonging and dignity. It sits alongside other local guidance and policies being developed or implemented in relation to teaching and learning and, specifically, closing the attainment gap.

Child Poverty – Equity Framework

1. Recommendations

- 1.1 Members are asked to approve the Equity Framework for use by City of Edinburgh Council schools and settings.
- 1.2 Members are asked to instruct officers to evaluate its impact and bring a further report to Committee in December 2018.

2. Background

- 2.1 The impact of poverty on children's life chances is well understood and supported by extensive evidence. Poverty has negative impacts on children's health; cognitive, social, emotional and behavioural development; friendships; self-esteem; relationships; experience of education; educational outcomes and access to employment.
- 2.2 The causes of child poverty are often confused with its consequences. Child poverty is not caused by individual behaviours but by a complex blend of structural issues relating to macro-economic and political factors governing the labour market, employment and social security. Social factors make particular groups especially vulnerable to poverty, e.g. children, lone parents, disabled people and BME groups.
- 2.3 The 2017 Child Poverty (Scotland) Bill places a requirement on local authorities to prepare and publish a local child poverty action report.

3. Main report

- 3.1 The costs associated with school and the effect of negative attitudes towards poverty are significant for low-income families. Children's experience of school can be undermined as a result of stigma and being unable to participate in all the social and learning experiences that schools offer.
- 3.2 In order to close the attainment gap and improve the life chances and life experiences of children in poverty, all children should have the same opportunities to participate and succeed in all school activities. No child should be excluded, either wittingly or unwittingly, because of their family's inability to pay.

- 3.3 Closing the attainment gap will be more achievable if children feel respected, valued, included and have a sense of belonging in school. These will lead to greatly enhanced engagement with school and, consequently, learning.
- 3.4 The Equity Framework therefore seeks to achieve equity, and to promote respect and dignity for pupils and their families affected by poverty. To bring these about, it identifies three priority areas of action: minimise costs and reduce pressures on family budgets; ensure equal access to opportunities, regardless of income; and, reduce poverty-related stigma.
- 3.5 Each of these priority areas of action set out a series of recommendations and suggestions that schools can choose to adopt. These are all detailed in Appendix 1.
- 3.6 The Equity Framework was compiled in close consultation with Dr. Morag Treanor (Edinburgh University), Save the Children/Child Poverty Action Group, Children 1st, One Parent Families (Scotland), EVOC and NHS Lothian. It has been sent for comment to schools involved in the 1 in 5 project, Quality Improvement Officers and third sector organisations with an interest in children and poverty. All responses are hugely supportive of this initiative but some raise concerns about the affordability of some of the proposals (e.g. not charging for materials in curricular subjects such as Food Technology and CDT).
- 3.7 According to the Education (Scotland) Act 2010, section 11, an education authority should be providing free of charge practice materials and all other articles which are necessary to enable pupils to take full advantage of the education provided'. However, schools are often forced to charge for the cost of materials associated with Food and Nutrition and CDT. A recommendation of the Equity Framework is that these subjects should not incur a charge for these families and if this is implemented a review of school budgets to include these costs would be required.
- 3.8 The Equity Framework builds on the work of the 1 in 5 Project, which has been reported on to previous meetings of the Education, Children and Families Committee (6 October 2015, 24 May 2016 and 11 October 2016). An independent evaluation of the impact of this work to date is included as Appendix 2. One of the areas that this highlights is that greater flexibility in procurement of materials and resources could allow schools to source these at a lower cost than is currently the case.
- 3.9 The team taking forward child poverty work within Communities and Families has also, together with NHS Lothian and Community Help and Advice Initiative (CHAI) set up an income maximisation pilot. This is taking place in the Tynecastle Cluster schools and two special schools. Evaluation of this is ongoing and will be available in March 2018.
- 3.10 The new Council administration has also committed to setting up a Child Poverty Action Unit. The precise structure and remit of this is still under development but it will provide an opportunity to co-ordinate pan-Council child poverty-related activity,

ensure a more consistent approach and develop co-resourced innovative pieces of work.

- 3.11 Additionally, Communities and Families is currently preparing an application to the Big Lottery for funding to support holiday activities with free meals for children experiencing poverty. If successful, this funding will support development of a strategic approach to school holiday provision, with food, for children and young people from P1 to S4, and parental support and engagement in the holidays. Officers will ensure that any such provision complements and is co-ordinated with existing holiday activity programmes delivered or funded by City of Edinburgh Council.

4. Measures of success

- 4.1 Outcomes for children living in poverty improve against a range of outcomes.

5. Financial impact

- 5.1 Some of the recommendations in the Equity Framework will have an impact on school budgets (for example, removing charges for materials for curricular subjects).

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 The 1 in 5 project and the Equity Framework are the result of extensive and in-depth consultation with school staff, pupils, parents, academics and specialists in the field of child poverty.

10. Background reading/external references

- 10.1 [Further Developing Child Poverty Work in Edinburgh – Education, Children and Families Committee report 11 October 2016](#)

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11. Appendices

Appendix 1. Making Education Equal for All: Edinburgh's Equity Framework

Appendix 2. Evaluation of 1 in 5

Making Education Equal for All Edinburgh's Equity Framework



Why should we have an Equity Framework?

In Edinburgh, child poverty affects 1 in 5 pupils or approximately 20,000 school age children and young people (after housing costs are taken into consideration). Edinburgh is a wealthy city but child poverty rates range from 25% to 35% in the least affluent areas of the city. Over 10% of children even in the most affluent parts of the city experience poverty.

The impact of poverty on children's outcomes is well documented, affecting standard of living, quality of life, health, opportunities and educational attainment. Boys born in the poorest areas of Edinburgh have a life expectancy 8.5 years shorter than those born in affluent areas. This is the widest gap in mortality rates of any Scottish city. In 2014, only 6 pupils from the least affluent areas of the city achieved 3 'A's at Higher as opposed to 280 pupils from the most affluent areas.

In 2014, Save the Children and Scotland's Commissioner for Children and Young People published a joint report¹ on the ways that poverty affects children and young people's experiences of education and learning in Scotland. The report includes the views of school pupils in Edinburgh and identifies the costs of going to school, the impact of poverty at home and the stigma of poverty as key reasons why the attainment of young people from low-income families tends to be below that of their more affluent peers.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households. Every child should benefit from the highest standards of teaching and learning, and have the same opportunities to participate and succeed in all school activities. The 2017 *National Improvement Framework and Improvement Plan for Scottish Education*² sets out the main principles which highlight the use of data and evidence to ensure excellence and equity in school practice. It aims for these principles to be embedded across school leadership and improvement plans, and to support how staff deliver learning and teaching and assess individual pupil progress. The Framework and reporting arrangements are placed on a statutory footing, making it a legal requirement for The City of Edinburgh Council to share information that will drive improvement. However, in order to achieve the principles of this National Framework, research suggests that consideration must be given to how poverty impacts on children and young people's broader experiences in school³ and how to ensure these pupils, and their families, feel included, respected and have a sense of belonging and dignity.

'*Making Education Equal for All*' further builds on the work of Communities and Families' '1 in 5: Raising Awareness of Child Poverty and the Cost of the School Day' programme and sits alongside other local guidance and policies being developed or implemented by

¹ Save the Children and Scotland's Commissioner for Children and Young People (2014) Learning Lessons: Young People's Views on Poverty and Education in Scotland.

² 2017 National Improvement Framework and Improvement Plan for Scottish Education www.gov.scot/Resource/0051/000511513.pdf

³ Horgan, G (2007) The Impact of Poverty on young children's experience of school. York: Joseph Rowntree Foundation

Quality Improvement Officers in relation to teaching and learning. Implementation of this Framework in Edinburgh's schools will support them to mitigate the impact of poverty as a barrier to children's participation in the range of social and educational experiences on offer. Integrating these recommendations into everyday practice will best support all children and young people to become confident individuals, successful learners, responsible citizens and effective contributors.

What is child poverty?

The circumstances children experience while they are growing up largely reflect the level of income and resources that are available to their parents or carers. Poverty is understood as 'not having enough' to afford the basic necessities children need for a decent standard of living. In Scotland, a child is understood to be living in poverty when they are living in a household that earns less than 60% of the average income. In 2015/16 this meant a couple-parent family with two children having approximately £400 per week, or a single parent family with two children having approximately £326 per week to cover all essential costs – from housing and utilities to food and clothing as well as travel, childcare and family activities.

Children growing up in poverty often lack basic necessities such as adequate food and a healthy diet; clean or appropriate clothing such as a winter coat and well-fitting shoes and a warm home. They are also more likely to regularly miss out on a number of items or activities deemed essential to a good standard of living in the UK such as summer holidays, access to the internet at home, birthday parties or eating out as a family. The majority of children experiencing poverty have at least one parent in paid work; however, children whose parents are not in work are at a high risk of experiencing poverty. Children who grow up in larger families, in a single parent family or who have a disabled parent are also more likely than other children to experience poverty, although it is not always the case.

What do we want to achieve?

This Framework aims to support the City of Edinburgh Council policy priority that '*our children and young people's outcomes are not undermined by poverty and inequality*'. The costs associated with school, and the effect of negative attitudes towards poverty, are significant for low-income families. When families struggle or are unable to meet costs, the experiences of children and young people in school are undermined as a consequence of stigma and being unable to participate in all of the social and learning experiences that schools offer. Evidence suggests that this can lead to children and young people disengaging from school and effectively excluding themselves from learning. In order to close the attainment gap it is essential that, alongside quality teaching, curricular content and assessment of pupil progress, due consideration is given to pupils' broad experience and enjoyment of school and education. Closing the attainment gap will be more achievable if children and young people feel respected, valued, included and have a sense of belonging in school. Only then will they effectively engage with school and learning.

Our vision:

- **Achieve equity:** ensure that every child has the opportunity to participate equally in school experiences and that no child is excluded from these as a result of inability to meet school costs;
- **Promote respect and dignity for pupils and their families affected by poverty:** ensure that school communities are informed about the realities of living in poverty, have policies in place which prevent income-based bullying and allow children/families to speak confidentially about financial difficulties.

Who is this document for?

This Equity Framework is one of the first of its kind in the UK and as such it is ambitious and pioneering. Taking forward new approaches, whilst enhancing existing ones, which aim to break down the subtle barriers to equity in education and ensure the best possible outcomes for every child will involve all those who work with, and care for, children and their families. Implementing the recommendations in the *'Making Education Equal for All'* Equity Framework will involve commitment from elected members, school leaders, staff, pupils and parents as well as ensuring effective partnerships with relevant organisations in the wider community.

Priorities

This document builds on the work of Communities and Families' '1 in 5: Raising Awareness of Child Poverty and the Costs of the School Day' which was approved by the Children and Families Committee in a report in May 2016⁴. This Framework seeks to support schools make any changes necessary that will enable pupils to take full advantage of the education provided. The Framework also takes into account the recommendations from young people set out in the Learning Lessons⁵ research and draws on the recommendations of The Cost of the School Day⁶.

Schools currently involved in '1 in 5' continue to contribute to the recommendations laid out below. The additional funding being made available to schools through the Pupil Equity Fund can be utilised to help schools implement some of these changes. The key areas this Equity Framework will address are to:

- **Minimise costs and reduce pressure on family budgets:** This will include guidance on reducing the cost of attending school, ensuring all children have access to resources for learning in the classroom and supporting families to access financial support and maximise their income.

⁴ CEC 2016 '1 in 5: Raising Awareness of Child Poverty: Recommendations for Schools and supporting Committee report

⁵ Save the Children and Scotland's Commissioner for Children and Young People (2014) Learning Lessons: Young People's Views on Poverty and Education in Scotland.

⁶ CPAG (2016) The Cost of the School Day [www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day-Report\(Oct15\)-1.pdf](http://www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day-Report(Oct15)-1.pdf)

- **Ensure equal access to opportunities, regardless of income:** This will include consideration of access to extra-curricular activities, social and charity events in the school and support for learning at home
- **Reduce poverty-related stigma:** This will include awareness-raising activity amongst staff, parents and children and young people by utilising relevant training materials and classroom resources.

Minimise costs and reduce pressure on family budgets

All children and young people should be able to meet the costs of school and have the resources they need to support their learning.

Families experiencing poverty often lack the money to pay for essential items such as school equipment and uniforms, school trips or extra materials to use in certain subjects. This can be a particular challenge for families with more than one child. It can also be more difficult at certain points in the year, such as festive periods or immediately after school holidays, when pressures on family budgets are especially high.

Schools already adopt a range of measures to minimise costs and reduce pressure on family budgets. In addition 'Top Tips' for reducing school costs, developed from ideas and recommendations made as part of '1 in 5', have been distributed to all schools with an expectation that they should adopt some or all of the recommendations it contains, as well as develop their own approaches to minimise costs.

Current statistics also show that a significant number of Free School Meals and clothing grants are not claimed from The City of Edinburgh Council by eligible families every year.

The following are measures which are recommended to support a consistent approach to minimising main costs associated with school:

Resources for learning

According to the Education (Scotland) Act 2010 Section 11 an education authority should be providing free of charge books, writing materials, stationery, mathematical instruments, practice materials and all other articles which are necessary to enable the pupils to take full advantage of the education provided.

The education authority may also provide articles of clothing suitable for physical exercise or other school activities requiring special items of clothes (i.e. camp).

Schools however, due to budget pressures, may ask for discretionary payments for certain subjects such as Food Technology, CDT and art. According to the above mentioned act though this cannot be made mandatory.

Schools should:

- Provide stationery and equipment free of charge for pupils to use. Where this is not provided universally, schools should make this easy for pupils to access discreetly.
- Provide pupils with free materials which relate to learning at school and the delivery of lessons. Any contributions to the cost of materials should be voluntary and at the discretion of parents.
- Consult children on their access to IT outside of school and support with learning at home. Adapt homework policies and activities where necessary to ensure that children have the equipment and support they need to complete it effectively.
- Provide options for completing homework within school and ensure access to computers/internet/materials to complete as required.
- Refrain from asking pupils to use their own mobile phones to support learning in the classroom unless all pupils have access to equipment. If pupils use their own mobile phones, staff should provide the school wifi password and remind pupils not to use their own mobile data.

Uniform

Schools should:

- Ensure that all parents are aware of School Uniform Grants – provide clear and accessible information to parents in the school about the support on offer and how they can apply.
- Offer support to parents to make applications for financial support. Be aware of perceived stigma or challenges in understanding and completing written application processes.
- Adopt a flexible uniform policy to ensure that parents are able to purchase uniforms from a range of suppliers.
- Only sell uniform items to families on a non-profit making basis.
- Presume that children who lack mandatory school uniform items require financial support or assistance. Speak sensitively to the child and/or family as appropriate to establish whether support is required and how best to ensure that families are able to meet the costs.
- Provide temporary permissions for non-uniform items and a realistic timescale for families to purchase appropriate items should they not be able to afford school uniform.
- Discreetly offer spare clothing for pupil use where this is available (see 'Top Tips' for suggestions).
- Be discreet when raising uniform-related issues with pupils including not drawing attention to a pupil's dress in public.

School Trips

Schools should:

- Have a transparent policy for planning, funding and delivering school trips.

- Ensure that during the planning of trips, costs are kept to a minimum.
- Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.
- Conduct an annual audit of potential or planned trips due to run over the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:
 - Review and develop a clear rationale and justification of costs for all trips.
 - Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient.
 - Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to: make them more affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly (see also **communication with parents**).
 - Set out the steps that will be taken to ensure that all children can afford to attend or the alternative measures that will be in place to ensure the trip is equitable and accessible.
- Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.
- Where trips require special clothing and equipment, e.g. school camps, this should be made available at no charge by the activity provider. If this is not possible, it should be made available to borrow or purchase at low cost from the school through exchanges and flash sales.
- In addition, the Local Authority should investigate the potential to set up a central fund to provide financial support to children from low-income families and facilitate their inclusion in more expensive but hugely beneficial activities, such as residential stays at outdoor centres.

Financial support to meet costs

Schools should:

- Ensure families are aware of all the financial support they are entitled to which will support their children's learning. This could include identifying and supporting members of staff to advise families on low incomes to make grant claims. These staff could also build knowledge about social security benefits and other income maximisation opportunities to signpost parents accordingly. A centralised 'crisis guide' should be created.
- Consider providing a proportion of funding (for example Pupil Equity Funding) to support families to meet the costs of school trips, clothing and equipment or other costs identified by families during periods of financial pressure or crisis.
- Consider other ways of using funding to provide financial advice and support to families through the school.

- Consult with children and their families on a regular basis to identify any further ‘money worries’ or similar support that could be useful.

Ensure equal access to opportunities, regardless of income

All children should be able to benefit from, and meet the costs of, a wide range of learning opportunities in the home, school and community.

Children experiencing poverty often miss out on regular activities outside of school, such as taking part in sports teams, joining clubs or going to the cinema and theatre. This is often because of the costs associated with these activities - both direct, such as the cost of membership or attendance, and indirect, such as transport, specialist clothing or equipment. They are therefore less likely to enjoy the rich learning experiences outside of the school day that are available to their more affluent peers. Families raising children on low incomes may also find it more difficult to provide effective support for their children’s learning at home. This can be due to the extra stress and pressure that poverty creates within families or because it is harder to provide the quiet space, time and resources children need to learn.

We know that children achieve more and are happier when schools work together with parents and families and share ideas about how to support and extend children’s learning within the classroom and at home. Parental engagement has been a priority in schools for many years now as it is recognised that it is central to raising attainment and closing the attainment gap. It is also a main driver of the National Improvement Framework. Research shows that the vast majority of parents and families are interested in supporting their children’s and their own learning. However, many can find it difficult to engage with schools. This can be because of differing social capital as a result of socio-economic background and other, often related, issues such as mental health, homelessness or emotional trauma.

The following, therefore, are measures recommended to support a consistent approach to ensuring that all children have equal access to wider learning opportunities and support:

Extra-curricular Activities

Schools should:

- Provide free, or low cost (and funded places when necessary), after school activities in the school.
- Use ‘off timetable’ activity weeks to deliver a broad of range of free, low-cost and school-based activities.
- Ensure that costs of special clothing, equipment, transport and other costs are not a barrier to children and young people’s ability to participate in extra-curricular activities.
- Work with local partners to provide free and affordable access to extra-curricular activities within the school and local community.

- Consult pupils to identify any financial or related barriers (for example, home pressures, stigma, low confidence) that prevent them from taking part in extra-curricular activities which are on offer. This consultation should also identify activities pupils would like to be able to participate in.

Social and Charity Events

Schools should:

- Never require a donation or payment from parents as a pre-requisite for children to be able to participate in activities or fundraisers.
- Never exclude pupils who have not paid for activities in school such as visiting pantomimes, author events etc. Always assume this is due to families struggling with costs and discuss with families how the school can support them in meeting costs.
- Encourage and collect donations for activities and fundraisers discretely through optional contributions.
- Space events out over the year, avoiding expensive times like holiday periods and the start of the school year.
- Consult with children and parents on ideas for activities that can reduce costs.
- Adopt proven ideas that celebrate the *efforts* of children and young people to raise money or awareness of charity causes rather than amounts raised.

Leavers Events

Schools should:

- Not charge pupils for attendance at school leaver events or celebrations. Any contributions should be at the discretion of young people and their parents.
- Discourage pupils from buying luxury items.
- Hold 'picnics in the park' or 'trips to the beach' rather than a Prom for primary age children.
- Offer a dress/suit exchange or 'vintage' dress stall for secondary Proms, which should be held in the school or a local hall rather than at expensive hotels.
- Be explicit about the hiring of, for example, limousines not being approved or welcomed by the school.

Engagement with Parents

Schools should:

- Prioritise building strong relationships with parents to support children's learning at home.
- Offer opportunities for parents to observe how learning and teaching takes place in the classroom and provide suggestions on ways they could help their child to extend this outside of school.

- Hold regular social events and opportunities for parents to spend time within the school, such as coffee mornings, evening suppers and pizza nights - these should focus on informal chat and conversation to build friendly relationships between parents and staff.
- Provide a dedicated room or space within the school where parents are invited to spend time with one another and plan activities for parental engagement in their children's learning.
- Provide clear and simple instructions alongside homework and other activities to support learning at home and enable parents to understand how they can help their children to complete tasks.
- Create opportunities for parents to share views with the school on challenges to engaging their child's learning at home; meeting school costs and understanding who to speak to for information and advice - consider methods where feedback can be provided anonymously.
- Work with The Parent Council to ensure that a proportion of their annual fundraising (ideally 25%) is given to support the Equity Framework.
- Work with community partners to identify the best ways of engaging with parents, especially those who are hardly reached.
- Use the Pupil Equity Fund to deliver evidence-based outreach activities.

Reduce poverty-related stigma

All children should feel respected, included and supported by staff and pupils in their school and local community.

Children and young people experiencing poverty often report feelings of isolation and exclusion at school and may be more likely to experience bullying. Negative attitudes and perceptions of poverty can also lead to stigma which makes it harder for children, young people and their families to approach school staff for support. These experiences can have a negative impact on children's attendance and achievement as well as on parental engagement. Parents may feel embarrassed or anxious about approaching schools for support. They may also feel stigmatised as a result of being eligible for financial support.

In order to close the attainment gap, it is essential that alongside quality teaching, curricular content and assessment of pupil progress, due consideration is given to pupils' holistic experience of school and education and that steps are taken to tackle the impact of poverty-related stigma.

The following are measures recommended to support a consistent approach to raising awareness of the realities and impact of poverty. At the same time, they should ensure that all children and families feel respected and supported.

Poverty Awareness

Schools should:

- Promote informed understanding about child poverty and have a zero-tolerance approach to negative stereotyping of children and parents in low-income households.
- Ensure that all staff receive training to understand the impact of poverty on children and families in Edinburgh, for example through participating in the '1 in 5 Raising Awareness of Child Poverty' Workshop.
- Refer to resources such as the EIS guidelines on poverty proofing the school day and the Learning Lessons research as well as Edinburgh's own child poverty 1 in 5 training materials and resources to raise awareness of the financial barriers to education and the role that teachers can play in reducing the impact on children.
- Introduce pupils to the issues surrounding child poverty in Scotland through learning activities in the school – this should include linking pupil education on poverty with the Rights Respecting Schools initiative.

Improvement Activity

Schools should:

- Work with children and parents to improve the school experience of children living in poverty, including asking for children's and families' advice when developing school improvement plans and activities.
- Ensure that staff meetings, development and in-service days and other mechanisms to support school staff are used to share information, advice and best practice in how to tackle the impact of poverty on children's experiences and learning.
- Ensure that mechanisms are in place to identify and address poverty-related bullying within the school community.
- Prioritise activities in the school that can build relationships with families experiencing poverty, in order to develop trust and mutual understanding.
- Be conscious about the impact that questions relating to what parents do for a living or where children have been on holiday can have on children experiencing poverty.
- Retain free breakfast club places for children from low-income families where appropriate.
- Where feasible, provide facilities for washing clothes.
- Make hygiene and sanitary products available for pupils to access discreetly.

Evaluation of '1 in 5: Raising Awareness of Child Poverty' in Edinburgh

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About the Author

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1. Introduction and Methodology

Purpose and Structure of the Report

This report is an evaluation of the '1 in 5 Raising Awareness of Child Poverty in Edinburgh' project. This initiative began in 2015 and was developed by the 1 in 5 project team, a small team within the Children and Families Department, the City of Edinburgh Council. This was in response to a fifth of children in Edinburgh living in poverty. The project set out to achieve three main aims, namely, to reduce the cost of the school day, improve equal access to opportunities and reduce poverty related stigma for young people and their families. The main element of this project is the training given on the causes, impact and realities of living in poverty. This adopts an innovative model so that those trained become trainers themselves and are empowered to cascade the knowledge down. This encourages schools to discuss what they can do to help families, and as is described in the report, the training could be described as a 'call to action,' with action following almost immediately. The impact made is on all areas relating to school life, and for those further on in the journey, through this heightened awareness the support continues to be extended, for example to address food poverty. Schools are now at the point where they want to be able to signpost families to appropriate agencies and are reaching out to the wider community for their help and involvement too.

In the next section the background or context of poverty in Scotland is set out before outlining a detailed overview of the project. Section 4 is the first part of the findings, presenting the immediate reaction by parents and teachers to the training reported. Section 5 outlines the 'intermediate' outcomes achieved and the actions that have been put in place, as well the challenges to reduce the cost of the school day. Section 6 in turn focuses on the progress made and barriers to helping pupils get equal access to experiences. Section 7 reports on the progress made on reducing poverty related stigma at this stage. In Section 8 the teacher's perception of the impact on pupils is outlined, and the main focus of the chapter is presenting the interviews with two young people who took part in the research and have benefitted from this project. Section 9 outlines the recommendations and in section 10 the conclusion is presented. This project has had a significant impact on reducing the cost of the school day and improving equal access. Challenging poverty related stigma is a persistent challenge, but this is already having an influence and it was felt that this could be a part of a wider cultural shift.

Methodology

The research adopted a mixed methods approach capturing views and testimonies from 212 teachers, twelve parents and thirteen pupils. In order to understand the impact on a deeper level, seven participating establishments were focused on, three primary, three secondary and one nursery as part of the cluster group, who were all at different stages of engagement with the project. The schools were also specifically chosen based on their catchment area, so as to have a spread of schools at different ends of the spectrum in terms of levels of poverty experienced. An action research model was adopted so that findings have been communicated back quickly and on an informal basis to help develop practice.

Data gathered from teachers

Feedback was gathered from twenty-seven teachers who took part in their first training session in November 2016. An analysis of an in-depth survey filled in by 163 teachers from across the city who had taken part in training around six months beforehand was also carried out. Twenty-three teachers from across the six schools and nursery took part in focus groups or individual interviews.

Data from parents

Feedback from twelve parents who took part in training in February 2017 was analysed.

Data from pupils

In-depth interviews took place with two young people, one boy in P6 and one young man in S6 from a secondary school that had helped with the creation of the 1 in 5 materials for the original pilot. One school also made feedback given by pupils anonymous and available for this report.

Analysis

The interviews and focus groups were recorded and transcribed or detailed contemporaneous notes made. The qualitative data was analysed drawing on the work of Strauss and Corbin (1998), with coding carried out through close observation, detailed description, systematic coding and abductive analysis.

Overview of each participating school

Broughton High School was one of the first schools to take part in the pilot and has one of the highest numbers of pupils eligible for free school meals in the city. It also has the most relative deprivation experienced, whereby there is a significant gap between the richest and the poorest within the school. This research focused on understanding and recording the changes that have taken place over the past year as a result of the project and the more long-term outcomes and impact achieved.

Portobello High School is in a mixed area in Edinburgh and had at the point of this study just recently taken part in the training. The focus on the evaluation was to understand the immediate impact and reaction from staff.

James Gillespie's High School is in one of the most affluent areas in Edinburgh and had also just taken part in training. The focus of the evaluation was also to understand the immediate impact and reaction from staff.

Sciences Primary School is in one of the most affluent areas in Edinburgh and although it only has a small number of young people who are experiencing poverty, it was felt that this in itself can lead to an even deeper level of shame and pressure to remain 'hidden.' The focus on the evaluation was on the work that had been achieved to date as a result, and the next steps being planned.

Prestonfield Primary School, Liberton High School and Cameron House Nursery were all part of the same 'cluster' group. These schools have been engaging with the project for the past year and the focus of the evaluation was on the impact to date and to assess the benefits of being a part of a cluster group.

St. Ninian's Primary School have an above average number of children who are eligible for free school meals and is in a fairly deprived area in Edinburgh. They engaged with the training only recently and were chosen because of the action and innovative ideas they had already taken forward to mitigate the adverse impacts of poverty.

2. Background and Context: The Cost of Poverty

Overview

This first section sets out the background and context to the setting up of this project and focuses on the harmful and pervasive impact poverty has on children and young people.

The Extent and Impact of Poverty

Over the past few years, in what has been referred to as ‘an age of austerity’ £6 billion in cuts has been made to public services, of which £1 billion was directly relating to children and young people (UNISON Scotland, 2014). Citizens Advice Scotland (CAS) state that ‘rises in living costs and worsening living standards, low pay and insecurity of employment, and a host of welfare reforms’ have all contributed to insecurity (Sims, 2016: 11). The report evidences the rise in foodbanks and a higher number than ever using the service for advice in crisis, highlighting that a greater proportion of people are now living what they define as at ‘the sharp end’ (ibid: 1). Using the definition of income poverty, more than 200,000 children, 600,000 adults of working age and 100,000 retired people live in poverty in Scotland (Scottish Government, 2015), one in five children (Sosu and Ellis, 2014: 7). Food poverty continues to grow across the UK. In Scotland, between April 2016 and April 2017 145,867 people in Scotland, a third of which or specifically 47,955 were children, were given a food parcel from the Trussell Trust (Trussell Trust, 2017), the main provider of emergency food in the UK and has 52 banks in Scotland.

It also worth noting that a systematic review of over sixty international studies found that there are significant positive effects when family income is increased across the range of children’s outcomes. This includes cognitive development, school achievement, social and behavioural development and particularly children’s health (Cooper and Stewart, 2017).

Poverty in Edinburgh

22% of children in Edinburgh are living in relative deprivation.¹, affecting around 17,363 children (End Child Poverty 2016). Although considered an affluent capital city, every ward across Edinburgh registers child poverty rates over 10% after housing costs have been taken into account. Poverty affects all aspects of life. The gap in outcomes remains wide in terms of standard of living, quality of life, health, opportunities and educational attainment. The stigmatising effects of poverty can act to exacerbate the impacts and can make it difficult for families to ask for help and support.

Impact on Attainment

An analysis of ten years of longitudinal data through the Growing Up in Scotland Study (GUS) tracking 8,000 children from birth to adolescence shows the impact of poverty on early outcomes in terms of education (Scottish Government 2015b; Bradshaw, 2011). Specifically, in terms of vocabulary ability at age five, 20% of children in the highest income quintile had below average ability, compared to 54% in the lowest income quintile (ibid). For problem-solving ability, the equivalent proportions are 29% and 53% (Scottish Government, 2015b). Poverty is very strongly linked to low attainment in school, with the Department for Education for England and Wales showing that 35% of children in receipt of Free School Meals gained five A*-C grades including English and maths, compared with 62% of other children (cited in Connelly et al. 2014: 4). In Scotland, by age 12–14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas

¹ Relative poverty is a measure of whether low income households are keeping pace with middle income households (Scottish Government, 2017).

to do well in numeracy (Sosu and Ellis, 2014). Attainment at 16 has risen overall, but a significant and persistent gap remains between groups (ibid). This gap continues with children from deprived areas leaving school earlier and consistently less likely to enter into high education, employment, training or voluntary work (ibid).

Left out and 'dropped out'

In addition to the statistics on achievement, 885 surveyed in Scotland and 64 children who took part in focus group discussions drew attention to the other adverse impacts of poverty, such as not having an adequate school uniform, being unable to take part in school trips and not having basics such as housing and food (Elsley, 2014). The lasting impact of a poor education is undeniable with 43% of people who left without any formal qualifications in the UK experiencing poverty at least once between 2011 and 2014, twice the percentage of those with a degree or higher (Office for National Statistics, 2016).

The financial cost of poverty

It is worth noting that ironically, in financial terms, poverty is costing the UK around £78 billion in public services of which £6 billion is dedicated to child poverty alone, and about £1 in every £5 spent on public services making up for the way that poverty damages people's lives (Bramley et al. 2016).

Conclusion

As this section sets out, poverty impacts on all areas of life and can have a lasting mark. The project was set out to address the stigma and practical challenges children and families face when they are unable to meet the costs associated with school. It encourages schools to consider the broad learning and social experiences they offer and ensure all pupils feel included, valued and respected irrespective of economic background. Interestingly then this was not about telling schools what to do but encouraging them to come up with their own responses.

3: Overview of '1 in 5'

Aims and Objectives of the 1 in 5 Project

The 1 in 5 project began as a pilot in 2015 with six schools across the city. Schools were initially selected on the basis of having 30% Free School Meal entitlement or at least 50 children who were claiming Free School Meals. This approach was taken so that schools selected represented a wide demographic mix and, in some cases, such as Sciences Primary school which has been a part of this study, where poverty was often more hidden. Schools in the Craigmoynton area, which is categorised as being within the most deprived were consulted with to ensure their expertise were represented in the resources created and to inform the training provided.

The focus of this research and the aims of the project are to help schools to develop policies and put into practice initiatives that:

- Reduce the cost of the school day
- Promote equal access to opportunities
- Reduce poverty related stigma

The overall objective is that the school ethos and culture becomes shaped by these aims.

What does the project involve?

The core element of the initiative is the half-day interactive training delivered exploring the scale, impact, causes and stigmatising affects of child poverty in Scotland as whole and in Edinburgh. It consists of presentations, film clips based on real case studies of young people growing up in poverty and interactive budgeting exercises. These are all resources that can then be used to train others. The session 'myth busts' misconceptions about poverty highlighting that there is now a growing 'working poor'. Participants are asked to budget for rent, bills and the cost of living based on what is the average lower income. By adding in case scenarios, such as an unexpected cost of a last minute school trip, it is revealed that for those living in poverty the choice as to whether to attend can mean the difference in the family eating or paying their bills. This course, without patronising, is about opening people up to the lives of others and understanding their realities, what they must consider and the challenges schools can unknowingly set by creating costs.

In many ways, the point of this training is to make people not only aware of the situation but connect emotionally to this issue. A particularly innovative aspect is that the training makes the participants being trained trainers themselves, empowered to cascade down the knowledge, or what they refer to as a 'train the trainer' model. This approach was taken to enable a scaling up of the project as well as supporting sustainability in each setting. Shiell-Davis et al. (2015:13) review of the literature on scaling-up outlines the following enabling and success factors:

- Pairing the innovation and original sites to the settings in terms of compatible goals, objectives, values, and population characteristics is critical.
- Scaling-up an innovation needs large amounts of time and commitment.
- Communication needs to be as clear and direct as possible, and happen frequently between all partners and stakeholders.
- People's expectations and perceptions help to shape the scaling-up process. Involving as many groups of stakeholders as possible from a very early stage in the scaling-up process helps with buy-in and influence.

It would appear that this initiative has been able to do this successfully and based on the interviews, this model empowers people to take onus of this initiative, tailoring it to the needs of their specific population and become advocates for change. This also aligns with the wider policy agenda of improving attainment and support schools to make informed decisions around Pupil Equity Funding spending.

Schools are offered ongoing support from the team and can provide follow-up sessions to staff interested to discuss policies and practises and generate focused discussion towards creating actions. Complementary awareness raising and focus group sessions are also offered to parents and pupils, including a pupil assembly and adapted for the age and stage of pupils.

In some cases schools took what has been termed 'a cluster approach', meaning that they came together to developing initiatives and form partnerships.

Alongside the core training and research element of the project the schools also took part in creative arts projects, a Christmas book giving initiative called Hungry for Books and submitted ideas for a Make a Difference Award with each school receiving an award to take forward the winning idea. These included:

- Developing a uniform pop up shop
- Creation of a dressing up box for charitable events in school
- Creating a bank of gym kits
- Enabling a strategy for parental engagement with families who had previously been hard to reach.

Additional Outputs

The '1 in 5' team have created 'Top Tips for Schools' on reducing school costs and also had a Showcase 1 in 5 Conference attended by over 90 Edinburgh headteachers and partner agencies.

Conclusion

This project promotes dialogue and creates a platform for ideas to be generated about what each school can do to help families within their area living in poverty. Through the ongoing support provided by the '1 in 5' team, help is also given where needed to put these ideas into action. For example, where teachers have said that they would like to know more about the support that is available in some of the cluster group meetings, the team have invited professionals from organisations such as Home Energy Scotland to present on their work and make connections with the schools so that they can then in turn connect to parents who need support. In essence, this project is constantly developing, modifying, changing and being responsive to the needs of each school and different communities. It is a collaborative approach, with all motivated to be responsive.

4: Findings Part I: A Call to Action

Overview

The section brings together data from the teachers and the parents, firstly of their expectations of the training and secondly the immediate impact reported. This was based on the feedback from the 27 teachers and 12 parents gathered on the days of training. Through the survey with 163 teachers and interviews with 23 teachers who have taken part in the research, whether or not these feelings are sustained could be established, and finally the actions that have emanated as a result are outlined.

Great Expectations

All of the teachers said they came to the training and made time to do so because they 'knew' that this session, presented by the team would be worthwhile. In addition, at the end of the survey a quarter of respondents made comments to praise the organisers for the sessions and affirm the impact that they felt it had already made. These testimonies point towards momentum having already been built and the credibility of the team, their past presentations, materials and roles as facilitators having had a bearing on reasons why teachers opted to do this session. In short, attendees had great expectations and felt this was time well spent. It was also related that 'the tone' of this initiative, as with other past initiatives, has been well considered. Participants do not feel patronised or accused but rather informed and inspired. As one teacher wrote at the end of the survey:

It was and continues to be a very important element of the school's journey to full awareness of the social influences on pupil and school success. Even well meaning staff can retain unconscious prejudices, and the 1 in 5 initiative here has broken those prejudices down. Our 'positive discrimination' on behalf of young people living in areas of deprivation means that their academic success has improved tremendously. Finally, the team were a pleasure to work with, and were very skillful at encouraging staff and tapping into their latent desire to help. 1 in 5 has undoubtedly had a profound and positive effect on the ethos and character of our school. Thank you. (Teacher, Survey respondent)

Initial Reactions: Thought Provoking Call to Action

The following is based on an analysis of the comments submitted by twenty-seven teachers and twelve parents who attended the training sessions in November 2016 and February 2017. This highlights that the immediate reaction is that the materials are eye opening and the response could be defined as 'a call to action'. As the following comments show:

Really made me think....we're doing lots but need to do more. It is appalling that children and families are in this situation. We are only a small cog in society but we can and we must make an impact!' (Teacher)

Food for thought-would like to try to spread costs so parents (if they can) contribute on a weekly basis towards trips – the yard, rising and end of year activities. (Teacher)

In the parent's session the only comments were ideas about what they could now do, as shown by the following examples:

Encourage uptake of hardship fund.

Think beyond the school to access low-income families- community centres, food banks, health centres.

Homework clubs. –More activities that would ignite, i.e. dance music, - access – affordable.

Parents and teachers related that they were aware of their limitations and the challenges in helping people to overcome shame, which as is highlighted throughout this report was felt to be the biggest barrier to families coming forward to ask for help. However, this training also made parents passionate and empowered to make a difference where possible. As the following written feedback states:

It was hard hitting, powerful and passionately presented. It is sad that this is happening today but what is inspiring is that schools can do more to support children and families in these situations to 'evade' the life and hand that they have been dealt. (Teacher)

The 'take home' message was that schools were motivated to do more. Many teachers reported that until doing the training they did not think colleagues had been aware of the extent and depth of poverty being experienced. Those who are already aware said that the training helped nudge them towards further action or what they referred to as, 'taking it to the next level.'

Benefits of a Cluster Group

It was found that bringing schools together encourages collaboration and also means that innovative ideas are developed quickly and support given to get them underway. Learning from one another was a particular outcome that the teachers welcomed this approach.

Conclusion

This section establishes that the training is a call to action and people respond quickly and eagerly with new ideas and innovation to help young people and their families. In the next section, it is highlighted that this drive and motivation is sustained.

5: Findings Part II: Sustained Call for Action and Response to 'Reduce Cost of the School Day'

Overview

The following three sections have been broken down into the three main areas investigated for the 1 in 5 research, which is the 'cost of the school day', 'equal access' and 'reducing poverty related stigma.' This section is focused on the impact to the 'cost of the school day' and is further broken down into a number of specific areas, namely, stationary, materials, uniform, sports clothes, dress down days, books and food. The categories have been discussed in this particular order because if asked about what is needed for school, stationary, uniforms and books are probably what immediately come to mind for most people. Through this project, what is being revealed is that food poverty is a particular issue that continues to deepen and was felt to be hidden or unseen until fairly recently. For those further in their journey with '1 in 5', it could be said they have had their eyes opened widest, the call to action has become even greater and their focus wider, with the 'cost' of living also now being looked at and schools trying to help parents, adopting a more 'whole family' approach. It was felt that being involved in 1 in 5 had been the main reason for this approach being taken and also interestingly schools have begun to ask for support from the wider community.

The Survey: Key Findings about raised awareness and identification of need

The following short section presents the findings from the survey and it demonstrates that the knowledge taken from the training has a sustained impact.

Increased Understanding about scale and impact of poverty

- 92.5% (150) said that they had increased their understanding of the scale of child poverty as a result of the training.
- 91% (147) said that they now understood more about the impact of poverty on children's outcomes as a result of the initiative.
-

Increased understanding about the causes of poverty

- 84% (136) said that they understood more about the causes of poverty,.

Identification of Need

- 76% (123) said that they now felt better able to identify children in their class who may be affected by poverty.

All of the teachers interviewed said that they have gone through the lists of pupils and identified those who need support, which is a labour intensive exercise. It was proposed by a number of schools that instead of having two separate systems about free school entitlement and deprivation, it would be better that those who are entitled were known. It was also felt that families who are entitled should not have to claim entitlement but rather that this should be automatically done. In one of the more affluent schools, it was pointed out that over the past number of years families who were previously doing well are now struggling due to job losses or businesses failing. The following case study also shows that although the area might be affluent, not everyone who lives there is.

Hidden Poverty and taking notice: Case Study

After the training in one of the most affluent areas the teachers became aware of a young boy in their school who lives in a rented room with his mother and all their belongings are under one bed. He came to school one day in a pyjama top and the teacher noticed, did not make a fuss but called the mother. He had not done his homework and the teacher asked if he had had breakfast. The mum is at college and she had been working on an essay the night before and slept in the next day. Through this incident the teacher started to take more notice and asked the mum if she needed help. Through the relationship the school now have with the mother, they provide support for the cost of trips, afterschool clubs and food. They have noticed an improvement in the young boy's schoolwork as a result. This is about opening up a conversation and without noticing the pyjama top this could have remain hidden. As the teacher noted, children rarely speak out about being hungry or needing help. It is up to the adults around them to open their eyes and ears and sometimes ask difficult questions.

ACTION

A particularly encouraging impact of this project is that it leads to action as soon as possible in all cases.

Based on the survey of 163 teachers, six months after they had taken part in training:

- 78% (126) felt that the financial implications of homework and charitable events were now being considered, 14% (22) neither agreed nor disagreed and 8 (13) disagreed.

Cost of the School Day: Good Practice and Challenges Identified

Stationary

Good practice:

- All six schools and the nursery said that they now provided stationary and in one school they had set a budget to create stationary packs.
- Teachers in some cases gave stationary out discreetly, for example, at the breakfast club.

Challenges:

- Some teachers still chastise children for not having a pen or pencil and not providing stationary could be regarded as violation of the Education Act. Throughout the cluster meetings, teachers referred to a poem 'I ain't got a pencil' (Annex), and they hoped that this could be publicised further to help erase these attitudes.

Materials for Subjects

Good practice:

- In Broughton, Waitrose supply dry goods for the Home Economics classes to help keep costs down for pupils.
- Broughton don't pursue families who don't pay.

Challenges:

- The limitations placed on schools around the procurement of materials meant that schools and pupils sometimes paid more than if they were able to shop around. A change of policy was advised and the team are currently taking this forward.
- At High Schools charges continue to be attached to subjects such as Craft, Art, Design, Technology and Home Economics. These subjects continue to be promoted even though it is at a cost to the school because they recognise that

these are important life skills. It was related by one of the pupils interviewed that in order to get a good grade in drama it is essential that you go to a play and this also costs money. In short, it these wider policies around the cost of materials need to be addressed.

Uniform

Good practice:

- None of the six schools profit from the school uniform.
- All of the schools give out uniforms to those who regularly are without one.
- Five schools have created 'shops' or second hand stores so that pupils can hand in their uniform and have it passed on to another pupil and these have been consciously marketing as an eco-friendly initiative or 'vintage' shop, removing the stigma and reconfiguring this to be an ethical and 'cool' thing to do.
- In Broughton High School every first year pupil is given a tie on their first day that can then be their uniform for the rest of their time there.
- In Prestonfield Primary, at the Curriculum Day parents were invited to take uniforms for their children and this was well received. They also have made uniforms available to be collected by parents or pupils early in the morning as they found that having collection at lunchtime made it too 'visible'.

Challenges

- The main challenge is overcoming the shame felt by people so that come forward and ask for help.

Other Clothes

Good practice:

- In three schools there was discussion about a creating a type of clothing shop or swap shop for all clothes and shoes.
- The '1 in 5' team has been promoting the Edinburgh Clothing Store that provides free clothes for adults to attend interviews.
- One of the suggestions being taken forward in the Liberton Cluster was the idea of having a 'call out' for people to bring in the clothes and shoes they no longer use.
- At one of the cluster meetings all supported the idea of Edinburgh Council developing a 'warm for winter' campaign so children could get support to get clothes and shoes.

Challenge: Overall, it would seem that the more that is understood about the impact of poverty, the wider the focus goes and the more needs are known.

Dressing Down the Dress Down Days

Good practice:

- No one enforces payment.
- In Prestonfield Primary they make badges in class that can then be attached to jumpers, rather than requiring whole costumes.
- In Sciennes Primary School the P2 group won £250 in a school competition and put it towards having fancy dress costumes that could be used by all and were the property of the school to be used for many years to come.

Challenge:

Pupils enjoy dress down days and so this isn't about stopping the experience but rather making it inclusive for all.

Books

Good practice:

- Prestonfield Primary no longer attends the Book Fair because of the costs involved. Instead, they ask people to bring in a book that they already own or go to the library to take a book out.
- In the survey, two teachers reported a swap shop for books. In another school this swap shop also had a mentor so that the child could get support with reading.

FOOD

Claiming Entitlement to Free School Meals

Good practice:

- Broughton High School has offered to help families fill in forms.
- At St. Ninian's Primary, the teachers have been out in the schoolyard in the mornings when parents are dropping off their children with iPads, speaking to parents there and then helping them get registered to Parent Pay.

Challenge:

- Families entitled to free schools are not always claiming. In of the most affluent schools, 17 families were entitled but only 4 were claiming. Overcoming this shame and stigma to come forward and ask for help is possibly one of the biggest challenges all the school faced.

Breakfast Club

Good practice:

- Most of the schools and nursery offered a breakfast club.
- One school regularly have children attend who can afford breakfast but potentially preferred to stay in bed longer or their parents were out at work and the young people themselves were not meeting this need. Interestingly, they pointed out that although being open to all made this a more expensive option, it also had the effect of the breakfast club not being looked down upon and rather accepted as a part of school for all.
- Through the breakfast club some schools used this as a discrete opportunity to provide other things that may be missing, such as uniforms.
- Six teachers who replied to the survey said they were seeking outside funding to ensure that the club continued. At Broughton High School the parent council invested £3,400 to keep it going and acted as Guarantors to secure this for the future. It was felt that this universal approach with the support of the parent council was the ideal way forward.

Challenges:

- The costs involved may mean that schools have to seek funding elsewhere.
- In Liberton High School the breakfast club has temporarily stopped due to lack of attendance and this may be because of the stigma felt.

Snacks

Good practice:

- Prestonfield Primary School approached Nairn's Oatcakes within their local community to ask for help, and since this time they have provided the school with oatcakes to give to the children.
- Prestonfield now put the snacks out so children don't need to ask, helping to overcome any shame or stigma that may be felt.
- In Liberton High School some teachers have fruit and water in their classrooms for children to take freely. It would be fair to say though that there is no consistent approach within schools and really up to individual teachers and their own generosity.

Challenge:

- The concerns around snacks are apparent in the primary schools but not as much in the secondary schools, and there is a need to potentially address this hidden hunger in a more consistent way.

Happy Birthday or not?

In one school they have decided to no longer have birthday cakes allowed in the school as it has meant that some parents go to extra expense putting pressure on other parents to do the same. However, in another school they said that they make a conscious effort to celebrate each person's birthday, with the school providing the birthday cake, as it came to light that those from the most vulnerable families did not get this at home.

Food as a Human Rights Issue and dignified food provision

Good practice:

- In Broughton High School, which as already stated is further on than most in their journey with '1 in 5', through the heightened awareness as being a part of this project have become concerned about what to do with the leftover food from the canteen as they no longer feel that it is right that this should be binned. A lack of food is a human rights issue as set out in Article 11 of the 1966 International Covenant on Economic Social and Cultural Rights (ICESCR) to which Scotland, as part of the UK, has been a signatory since 1976. The nurture room was being discussed as a discrete base to hand the food out. There was also debate about the stigma of using leftover food and how this could be transformed to become a different product. At present in North and East Ayrshire Centrestage take leftover food from a number of sources and transform this in industrial kitchens to healthy meals, and there are significant challenges to doing this but it is not impossible and potentially could be a city wide approach (Nugent and Escobar, 2017).
- In Liberton High School they are approaching Sainsbury's to get access to their free food that they then hoped to distribute to families in need.

Challenge:

- The key challenge is how to meet needs in a dignified way.

Building Life Long Healthy Habits

Good practice:

- In the nursery children are being taught about money saving and healthy eating, and such as making snacks such as granola. They also have an exercise 'What's in the fridge?', where they make lunch based on what it is left in the fridge rather than sticking to and buying new ingredients for a recipe. All the children were also trying to save a penny a day.
- In Prestonfield the Credit Union is run by the P6s. Each child who joins is given a £1 from Nairn's and another £1 from the school. They also make children aware that they can begin to save towards and contribute to their own trip.

Challenge:

The main challenge is these sentiments not being supported at home.

Conclusion

As this section highlights there have been significant improvements made to the cost of the school day as a result of this initiative, with most schools providing stationary or finding ways of ensuring that children and young people have uniforms, clothes and shoes. They also had innovative ideas regarding dress down days. The frustrations that remained were in relation to materials for subjects, adequate clothing, and above all else food poverty. Schools further on in their journey were

now asking the wider community for support to deal with these. This project has unlocked or heightened empathy among teachers, pupils and parents, so that those who engage with this issue want to make a difference. It was also noted that the changes made are already seen to have a difference and this in itself was a motivating factor.

6: Findings Part III: Actions to 'Promote Equal Access'

Overview

In the following section the cost of school trips, afterschool clubs, access to the internet, 'extra' support and past papers is discussed. The 1 in 5 project was seen to have had a significant impact on the way in which schools organised trips and afterschool clubs.

Based on the responses of the survey, as a result of the training:

- 88% (142) felt that the school was now helping more and considering the financial implications of trips and excursions as
- 71% (115) felt that social events were being considered.
- 61%(99) felt that the costs involved with the prom and leavers' dances were also now being reviewed.

The following section has a particular focus on the good practice and challenges identified within the schools and nurseries that are the focus of this report.

Good practice and Challenges Identified

Trips

Good practice:

- In two primary schools, as a result of the training they now had a rule that 'everyone goes to everything' which meant that they would either fund places for all the children or ensure that those who could not afford to go, went.
- The main trip in one of the schools was now entirely free.
- In all of the schools an audit of activities and trips was either being carried out or had been carried out. In one high school it was found that it would cost £7,000 for one pupil in the course of their school life if they decided to take part in the trips and activities, and this did not include the 'big' trip in the final year. This figure made teachers think and to approach organising trips with more rigour and question 'What is the value of doing this?'
- The Liberton Cluster group had come to question what was worthwhile and it was agreed that for each age group there should be a trip that was considered a 'core trip' and accessible for all.
- Prestonfield Primary School approached Baillie Gifford for funding and they provide funding for those who are otherwise unable to go on trips.
- The parent council has set aside £500 to help pay for trips within the school, and the information about funding has been translated into different languages to engage with a wider audience and to promote inclusion.
- In the survey, seventeen teachers reported that they make parents aware of the funds available and in most schools the parent's council pays for places on trips.
- For the 'big trips' most of the schools had put payment plans so that parents could pay throughout the year.
- Staff across all of the schools were said to be more sensitive to setting up trips and how to provide support. It was felt that having parents, pupils, teachers and the wider community on board was ideal, and was also building a more compassionate area response so that initiatives could be taken forward.

Challenges:

- In one school they had stopped almost all trips in response to the training and it was felt that this was not in keeping with the spirit of the training. As one teacher from a different school said:

This is about giving students an enriched experience, so rather than scale back fully, instead try to find ways around this and help young people to have positive health and well being. It is about raising confidence, access to life opportunities and ideally on to positive destinations.

- It was recognised across all the schools that those most in need often automatically discount themselves from trips and overcoming this barrier in itself, of scaling back mentally or having developed a learned poverty of aspirations, was a barrier.

Afterschool Clubs

Good practice:

- Almost all of the schools that took part in the research have financial support available for children to attend afterschool clubs as a result of the training. Many free clubs were also being set up and run by teachers including gardening, art, drama, choir, football and chess.

Challenges:

- In one school it was remarked that making parents aware that support was available was sometimes a challenge.

Case Study of the impact of Afterschool Club and support

Karen had been in care whilst his father was in prison. She was also a carer for her younger sister and as a result of these factors her attendance at school had been poor. Through targeted support the school offered a homework group and encouraged her to attend. She was also linked up with an organisation that supports young carers. Over a few months her attendance and standard of work greatly improved. It was also noted that Karen's best friend Leanne was now also attending school more and improving too. This highlights the ripple effect of providing good support and also how having a focused approach can achieve results.

Access to the Internet

Good practice:

- High schools now offered homework clubs so that young people could use the internet as a result of the training.

Challenge:

- Access to the internet at home continues to be a challenge and needs to be addressed at a higher level.

Access to 'Extra Support'

Good practice:

- By offering homework clubs children were being given the opportunity for extra support.
- In both Broughton High School and Liberton High School, following the training, a targeted approach has been taken to offer support to those who are most deprived, providing mentors, homework clubs and teaching strategies of how to organise themselves and also have access to printer and so forth, as well as implementing planners.

Challenge:

- There continues to be a gap between those who can afford tutoring and those who cannot and this is something that teachers are keen to see addressed, potentially through the Pupil Equity Funding.

Exam Past Papers

Challenge:

- One high school teacher pointed out that exam past papers are not easily or always freely available to students and they felt this creates a gap in attainment.

Cost of Life

Schools were sensitive to how poverty affected all aspects of children's lives and meant they children 'missed out' on having experiences others took for granted, particularly at Christmas time. The following are some of the good practice identified:

- St. Ninian's had contacted 'Cash for Kids' after taking part in the training and received so many presents that these were also shared with Craigentenny School.
- Staff at all of the schools as a result of the training told parents not to give them presents as they realised that this caused extra financial pressure on families.
- In the nursery, parents were asked to come and do something with the children that they enjoy, for example, gardening. This meant that not only were parents engaging with the nursery but also it was as though a trip had been created without having to go anywhere else.
- In one primary school through the sex education classes they have had young women asking for sanitary products and the school give supplies in these cases. There is currently a pilot taking place in Aberdeen with young women being given free sanitary products and it is suggested that this is widened across Scotland to address this issue.

Conclusion

This section highlights that there have been significant changes made in terms of providing equal access to opportunities and experiences as a result of engaging with this initiative. In particular, the way in which schools now organise trips minimises the impact of poverty and tries to be as inclusive as possible. There are still areas that require more work, specifically, in terms of the prom and leaver's dances. It was also reflected that access to the internet and the divide between those who can afford 'extra' support and those who cannot has created a gap in attainment. In schools such as Broughton and Liberton High School, a more targeted approach is being taken to help those who are deprived to get this extra help. It was noted by staff though that those 'under the radar' might still fall behind. In short, it would seem that changes to these areas need to be considered and decisions taken at a higher policy level within Scotland for them to be addressed. The realities that children cannot afford sanitary products needs to be taken seriously and the pilot in Aberdeen should be extended. The examples discussed here highlight the innovation and inspiring ideas that have arose as a result of the dialogue that teachers are having among each other, parents, pupils and the wider community. It is this 'freedom' within the project to be able to be responsive to the needs of pupils in the schools that underpins success. This project reflects the sentiments that are promoted by the Christie Commission that services should be built from the 'bottom up', rather than from top down, and responsive to the needs of those it is designed to serve.

7: Findings Part IV: Progress made to 'Reduce Poverty Related Stigma'

Overview

In this section reducing poverty related stigma is seen to be a much deeper challenge for schools. It was recognised that there had been changes in the mentality of staff and pupils, but that the myths about poverty, particularly in the wider community and society continued to exist. As has also been reflected throughout this report, the shame and stigma that parents themselves feel who are in this situation was felt to be the biggest barrier of all to identify families in need and help them access the support they need. Some of the ways in which schools are trying to address this are discussed, and it was related that a societal shift in mindset about poverty was needed.

Challenging mindsets and changing practice

All of the schools related that the language used around poverty and accepted myths in society are hard to break but through the training this has been improved. It was pointed out that there is still a few stubborn non-moving staff that sees this issue as 'not their job.' There are also some harmful practices that may seem innocuous to the less sensitive, that still exist, but are slowly being stopped. For example, in one school it was noted that it was only until recently that they no longer gave out awards for the 'top fundraiser' within the school. In one other school they implemented a rule after the holidays that children were not to write about what they did over this time, as through the training they realised how vulnerable this had made children who had not had a 'good holiday' feel.

Case Study: The Impact Of Training On The Wider School Community

One of the schools discussed how the main administrator had been quick to reprimand children for late payment of school dinners and trips. After taking part in the training they took a softer approach and more understanding, letting children and families know about funding available and asked if help was needed in certain cases. As a result some families had come forward to avail of support. It was felt that a key learning point as a result of this 'success' was that this training should be give to administrators and business managers, as well as teachers.

Overcoming Shame: Reaching Out, Asking Difficult Questions and Building Relationships

Good practice:

- All of the schools use their websites as well as weekly newsletters to let families know about the support that is available.
- In St. Ninian's parents are called in advance of parent's evening to tell them how well their child is doing and invite them to the event, and they have noticed an improvement as a result.
- All of the schools are trying to contact parents to move on to Parent Pay, the online system for establishing entitlements.

'This is opening up a dialogue, reaffirming that we are here to help.' (Teacher interviewed)

- In Broughton High School a movie based on some of their own school pupils about the impact of poverty was shown at cinemas alongside 'I, Daniel Blake.'

- In James Gillespie's they had a free showing of 'I, Daniel Blake', and afterwards had a collection towards the foodbank that received many donations, and the evening was regarded as being very successful in raising awareness.
- In the cluster groups teachers agreed that they needed to be brave, ask the 'hard questions' and be willing to have the 'difficult conversations' so that families could then be supported. It was also felt that asking parents about their financial situation as part of a routine inquiry would take away this stigma. If a child is not going on a trip teachers inform parents as a matter of course about the support they can access.
- Overall, it was reflected throughout this research that the best way of helping families to come forward is to establish a relationships, so that they can feel comfortable to reveal if they are struggling or if there are any issues the school should be aware of. As the following case study from one school shows:

Case Study: The importance of relationships

A parent whom one Pupil Support Assistant had a good relationship with was crying in the schoolyard. The women revealed that she was pregnant, her partner had left her and she had just lost her job. She was worried for her child and the staff brought her in to the school and helped her to make contact and get support from Citizens Advice. She found out what she was entitled to and got her benefits in place. Without this relationship they could not have done this.

Challenges:

- The main barrier identified was parental engagement, with those most vulnerable often having had bad experiences at school and therefore avoided any contact, and breaking down these conceptions was difficult.
- Teachers discussed the difficulties in identifying families who were struggling and 'under the radar.' In James Gillespie's the lead for this project carried out an exercise of S5 and found that of the 116, 17 claimed free school entitlement but 88 were entitled to the Education Maintenance Allowance. This shows that the demography of young people being taught is more complex than may often be originally thought.

Getting 'out there' and making connections

Good practice:

- Broughton High School and St. Ninian's felt that that there needed to be someone with a specific role within the school to establish relationships with families and build links to then signpost them to help. They were in the process of recruiting someone to do this. The following case study is a particularly innovative and cost effective way of beginning to make these links.

Case Study: Innovative Practice

In St. Ninian's Primary School the children who were late to school were viewed as requiring more support and as a result the school set up an innovative 'Walking Bus.' Two Pupil Support Assistants walk around the surrounding area on a 'route' to pick up children who are given breakfast bars as they walk to school. At present there are 12 children who take this 'bus' and it was felt to be a success. It was noted that there were two children in particular who had not been attending school at all and as a result are now attending every day and their attainment has greatly improved. Through the school also being 'out and about' it was also felt that this helping families who have been distant from the school, feel more comfortable to come forward and get to know those who work there, breaking down barriers.

Case study: Impact of Innovative Practice

Mary's mother takes drugs she had not been attending school regularly. When she got to P4 she was able to get herself to school and her attendance improved, as did her attainment. When her younger sister started school though, both of the girls stopped attending and it was felt that this was because Mary was unable to get them both ready and out for school. When the 'Walking Bus' was set up both Mary and her sister were supported to leave their home on time and get to school together. Over the past few months the school have noted Mary's progress and improved marks. The school have also developed a relationship with the mother who is now getting support for her substance misuse.

Universalism through careful planning

Good practice:

- In one school the fundraising achieved meant that all children could go on trips and the school staff tried to encourage people to come forward who needed help.

Case Study: Impact of support and pupil involvement

Joe has been part of a targeted group and over the past year the staff feel that he has really raised his aspirations and is even considering putting himself forward to be head boy. Joe is going to deliver the session on '1 in 5' to the S2s. All those in the team at school feel that his progress has been because he realised that support is there and has been encouraged to take up the opportunities that are available. He is keen to help others and feels that his contribution can make a difference to others.

Making everyone a part of the solution and this being a community effort

Good practice:

- Those further on in their journey have begun to ask corporations, local businesses and the wider community for help. For example, Prestonfield Primary has contacted Nairn's and is also working with Tesco Bank to take forward their Credit Union initiative. This also gives businesses a chance to exercise corporate responsibility and is mutually beneficial and an area of good practice which is vital to more long-term success.

Realise you can't do or change everything at once

Challenges:

- Teachers felt powerless to the real depth of poverty some children and families are experiencing and could sometimes feel overwhelmed. Concerns were raised that as poverty deepens the scale of the problem will inevitably become even more difficult to address.

Knowing how to help

Good practice:

- CHAI, Community Health and Advice Initiative have been working in one area and offering advice in a school and anecdotally this has been successful and could be used as a model for good practice, for example, to provide a pop up shop at larger school events such as parent's evenings.
- The team is in the process of producing resources to help inform teachers and setting up an initiative so that parents can get support towards maximising their income.

Challenge:

Based on the survey:

- 72% (106) of teachers would like more training in what grants and benefits existed that could be accessed.
- 71% (105) would like more training on social and economic equality.
- 61% (89) want more training in welfare reform and financial advice.
- 36% (53) want more support with home energy advice.
- 42% (68) felt that they were now better able to signpost pupils affected in their class by poverty to relevant support.
- 75% (120) felt that they were now able to better support the children in their class who may be affected by poverty.

Conclusion

The '1 in 5' initiative has had a significant impact on schools to develop policies that help people to get access to stationary, materials, uniforms, go on trips and even get food. There are still areas that require improvement, in particular access to the internet, sanitary products and challenging views about poverty and making people aware about what they are entitled to. Lastly, the greatest challenge of all is that the reality is that poverty continues to deepen and there is a limit to what schools can do. The drive to 'do more' continues and that those further on in the journey have not just involved pupils, parents and the wider community in the development and execution of initiatives. Prestonfield Primary School has been particularly successful at making connections with local businesses and recognise that there is a mutual benefit to doing this. Teachers are very aware of the challenges they face and felt that it is vital to build relationships with parents and the wider community so those in need feel comfortable to come forward. Changing mindsets is difficult but it is happening and teachers were hopeful that this would continue. In the next section the interviews with two pupils has been focused on and highlights that although challenges remain, this is making a difference to the lives of young people.

8: Findings Part V: Impact on Pupils

The following section firstly reports on the responses from teachers about what they felt was the impact on pupils from the survey. This is then followed by an analysis of two in-depth interviews, one with a boy from a primary school in P6, who is referred to as 'Peter', and a young man from a secondary school that had been a part of the original pilot from S6, referred to as 'Steven'. In addition, one affluent secondary school had a focus group with children about this issue and made the feedback anonymous and available for the purposes of this report.

Teacher's perception of impact on pupils:

In response to the survey:

- 41% (66) of teachers felt that pupils had an increased awareness of the causes on poverty as a result of the training.

Sixty-four teachers gave additional comments and generally this was to point out that as yet there had not been sessions with the children but this was being cascaded down to staff through in-service sessions. It was also pointed out that this awareness had made teachers more understanding and to think about the challenges pupils may face.

Think a lot of staff haven't realised the amount of families affected. These family's children present well at school & sometime don't realise what's going on in the background. These families are under the radar. (Teacher)

Where there had been training given to pupils or they had engaged with the project, this has been well received and had a positive impact. In Sciennes Primary School, in response to knowing about children living in poverty, the children chose to collect their Easter Eggs and have them redistributed to those who needed them. In Prestonfield they have held workshops with the children on '1 in 5' and they responded enthusiastically with ideas that they wanted to take forward, much in the same way as the adults. In Liberton High School, this project is now part of Personal and Social Education (PSE) for all S2s, with the older pupils helping to deliver it. All of the schools said that the children have responded with empathy and want to help others. It is imperative that children are given the opportunity to do this, reinforcing the message and allowing this motivation to be channelled into action.

Work done on empathy at assemblies has promoted more discussion and a special pupil parliament was held to come up with ideas for helping children living in poverty. (Teacher)

Making the 1 in 5 video has had a profound effect on those young people. (Teacher)

Teacher's perception: The difference made to pupils

One of the most motivating factors reported by teachers and the reason for their continued response to the call to action, was that they could see the differences made to children and their parents. They spoke about children who were now attending school regularly, improving their marks, and those who were going on trips having and building more confidence and self-esteem. They hoped that this project could have a wider impact on the city and felt that with young people building empathy now, this could mean that attitudes to poverty in the future would be better informed and compassionate.

In Broughton High School, which received the 'Make a Difference' Award, the school have carried out an extensive programme targeting young people who are gifted and

living in poverty. The programme is not costly but involves a range of initiatives being accessed by the young people. Through this, many of the young people are now going to University and it is being implemented with a younger age group. This programme could be the key to unlocking potential and raising aspirations. Also, it was felt that these pupils could act as accessible role models, which could have a ripple effect of raising aspirations.

What do pupils think?

In the next sections the findings from the interviews with two pupils will be reported on with the key themes drawn out.

Opening Up and Revealing the Truth

Both of interviewed felt that because of this project they came forward and let teachers know the challenges they faced.

This is better than my old schools, before if I had a problem I didn't tell anyone. Here, I know that it is good to open up and tell people and I feel like it is not a problem...I think that all kids like me who are having financial problems should open up and tell the teachers because they can sort it out. If you don't tell anyone you are the one that is left out from trips and you will feel guilty, you need to open up and tell. (Peter).

This issue is really important to me because it is so close to home...pupils and teachers are affected by this...this needs to be spoken about and should not be hidden...There should be things put in place to help people get access to equal opportunities. (Steven).

In one of the more affluent high schools after a focus group on this issue the effect of 'opening up' was also found, and for those who did not need help, this again was seen as a call to action to help others. As the comments below show:

My mum is unemployed and she is on benefits and my family in in debt.

Not having enough money on school trip.

Mum finds it hard to pay rent and can't afford a lot of stuff.

No doesn't affect us, but I would like to help others who are.

Being Different

Both young people interviewed spoke about feeling different to others because they were not able to afford the same things. Both also had a really positive attitude and turned drawbacks into strengths, giving their situation perspective and adopting a mature attitude to understand what was truly important.

Sometimes I don't have the right sports equipment. I am going to breakdancing this Saturday and I imagine myself wearing my jeans and polo top and being the odd one out because of what I am wearing. Then I realise that it doesn't matter what I wear as long as I am enjoying myself and feel part of it. (Peter)

Because of the stigma associated with poverty it can be hard to make friends...I spent a lot of time by myself and indoors...Awareness gets rid of the stigma...I think if I had had that I might have made friends quicker...My journey might have been different to making friends and being part of a community quicker. (Steven)

Peter had even redefined difference to be a good thing. As he said:

Sometimes it is good to not have the things that others have because then you are unique. You stand out from everyone else.

Both young people were quick to point out the benefits of their situation and they showed a strong sense of self-belief and acceptance. They both felt loved by their families, undoubtedly a protective factor. They felt that they had had to grow up quicker than other young people, were more self-reliant, more self-aware and more positive in the way they thought about life. Indeed, they appeared to have already gained a deep understanding of what matters in life.

Over summer sometimes if my mum is skint and we don't have much food, we make do with what we have. Sometimes I actually feel like having the essentials is a better thing than having loads of things and cupboards stocked up. People then eat what they have and some other people buy stuff they already have... Sometimes I am wearing trainers from everyone else and I say to myself 'well at least I have got trainers, because there are people in the world who don't...' 'I think that love and care are all the essentials that you need, rather than the new phones.' (Peter)

It is very important and integral for our school to be a community. It is important to make people feel that no matter what your background is you can come here and be a part of our community. (Steven)

They also acknowledged that before the school had given help, they worried a lot more about the cost of things, and this too meant that they were different to others in their class who did not have these concerns.

I used to worry about money a lot more before. I think I am doing better in this school. (Peter)

Steven said that in the past he had not told his mother about trips because he didn't want to upset her. He felt strongly that those who need support should be identified by the school and given the support, rather than them having to ask for it.

A sense of guilt

Peter in particular stressed that he didn't want his trips to be paid for because he himself wanted to feel that he was contributing. He said:

Some of the trips have been paid for but I find kind of guilty that I didn't pay.

This raises the idea that this issue may need to be reconfigured as entitlement and a right, rather than support being given, and the team are already now emphasising this message.

This is not my fault

Both young people said that they recognised that their situation was not their fault, or their parents, and that it was good that support was being given to address it.

It is not our fault, it is bills and stuff. (Peter)

You shouldn't feel guilty about your background or where you are from. (Steven)

Grateful for the school's support and seeing them as an extension of this family

Both said that they had good relationships with the teachers and knew that they could ask for help at any point. They felt well supported and had been given funding for school trips, bus fares, food provision, materials, stationary and uniforms.

I can tell the teachers and I know they will understand. They care...I kind of rely on the school as well as my mum as they have helped me in the past and they are like family... I imagine that there is a big wall and everyone in the school is a bit of the wall and I am in that wall, I am glued to the middle and can't be taken off. (Peter).

David had also been a part of a targeted group that had been offered extra help with schoolwork and after school clubs. He had not known at the time that this was because of his background but was very grateful of all that had been done for him. He was now planning on going to University.

I had been part of a target group because I came from a deprived area. I didn't know that that was the reason but now I know...It is a focused target group to attempt to close the gap and give access to equal opportunities. (Steven)

Advocates for change

Both were passionate about trying to raise awareness about the impact of poverty, get rid of the shame and stigma and ultimately make a difference to help others.

I feel it is good that I can be the voice for other kids because I have the experience and know about this. I'll understand more about financial stuff and speaking out because sometimes when it is in front of a crowd, I am kind of nervous but I can speak out. (Peter)

'I am glad that I have been a part of this and I will never stop caring about this because it is what I have come from and I feel really strongly about it...I would like to look back in twenty years and see that there have been changes made.' (Steven)

Conclusion

This project has made a marked difference on these young people's lives, both in terms of the practical support that has been given but also how they view their situation and shaped their identity to want to become ambassadors for change. They spoke openly about the impact poverty has had on their lives and are not ashamed to let others know. It could be argued that it is this attitude that might lead to real change because it makes people and the wider public confront the realities and recognise that this is an issue that needs to be addressed by all.

9. Recommendations

- It is recommended that this initiative be rolled out across Scotland.
- The 'train the trainer' model is innovative and an effective way of scaling up initiatives.
- It is vital that schools continue to take onus of this project and arrive at solutions that are for 'their' school, taking 'their' needs into account. One of the biggest strengths of this project is that it is constantly developing, modifying, changing and being responsive to the needs of each school and different communities. It is a collaborative approach, with all motivated to be responsive.
- All of the support that has been taken forward and described in this report regarding giving stationary, donating uniforms, providing materials, 'dress down' clothes, access to trips, homework and afterschool clubs should be shared as widely as possible so that it can influence change in other schools.
- The 'systems' within schools should be revised so that those who are entitled to free school meals are identified from the outset, rather than having to claim this.
- Ideally, a more universal approach to food for children would be available nationally; as yet though this is not the case and food poverty is an issue all of the schools are struggling with and this needs to be reflected back to government to encourage change.
- All of the schools wanted to help families get clothes and shoes particularly for winter and it is recommended that this be taken forward, with connections made to relevant organisations and support given to identify funding streams.
- It is recommended that policies regarding procurement of materials for schools be revised so that schools can 'shop around' and get a better deal for pupils who are taking up subjects such as Craft, Design and Home Economics.
- It is recommended that sanitary products be provided free to young women across Scotland.
- It is recommended that where possible, pupils and parents are offered the training and are invited to be a part of the initiatives that are taken forward.
- It is recommended that schools reach out to the local community, local businesses and make connections to get support.
- Building relationships with families is key to them overcoming shame and coming forward to ask for help. Two schools plan to have a dedicated person in post to take up this role, and it will be vital to know if and how they make a difference, so that this learning can then be shared with others.
- Schools want to signpost parents and families to appropriate support. Work is currently underway to do this and it is recommended that making links to organisations such as Citizens Advice take place. It is also recommended that having these organisations at parent events might be a good idea.
- It is recommended that schools ask parents about their financial situation as part of routine enquiry at least every year, it is felt that this action would remove the stigma felt by teachers and the 'difficult' conversations that arise only when a need has already been identified.
- Schools are using the move to the Parent Pay online system to 'reach out' to parents and being 'visible' in the schoolyard at primary schools is one way of doing this. In secondary schools the challenge to get parents involved may well be greater and more innovative ideas needed. For example, it may be that having a more 'community style' event, even outside of school could be explored.
- The cluster groups in areas appear to work well, encouraging schools to share ideas and work together to implement initiatives. This could also provide a strong basis for bringing the wider community on board too and even towards enacting community empowerment.
- The two young people interviewed felt that it was vital that families spoke about the issues they faced and did not feel ashamed about what they were facing. It is

recommended that the shame and stigma felt could be overcome by reframing this to be about entitlement.

- Challenging perceptions about poverty is an ongoing issue that requires persistence, and it could be helpful to share the stories of these children to the wider public and help them to engage with the realities of what they face.

10. Conclusion

The '1 in 5' project was developed by '1 in 5' team in response to there being over a fifth of young people in Edinburgh live in poverty. This project set out to help raise awareness within schools about the cost of the school day, improve children and young people's access to what was on offer by schools, such as trips and afterschool clubs, and to generate discussion about how to reduce poverty related stigma. This research has highlighted that the training provided, the core element of this initiative is taken as a call to action, with participants responding immediately and pursuing ideas to make changes. Through the survey of teachers who took part in the training six months beforehand, this shows that this motivation is sustained.

- 93% (150) said that they had increased their understanding of the scale of child poverty. 7
- 91% (147) said that they now understood more about the impact of poverty on children's outcomes as a result of the initiative.
- 84% (136) said that they understood more about the causes of poverty.

In terms of changes made:

- 78% (126) felt that the financial implications of homework and charitable events were now being considered. 71% (115) reported that this had an impact on social events and 61%(99) on the cost of prom and leavers' dances.

In the report, the cost of the school day is broken into the changes that have been made to help pupils get free stationary, materials for subjects such as home economics, uniforms and sport equipment. Schools were also keen to help families get footwear and winter clothing which could be expensive and were seeking support from the Council to take this forward. Communities are being encouraged to help each other, with 'swap shops' or eco-friendly, 'vintage' stores being created within school and pupils supporting each other by donating their unused uniforms. The impact on trips has been significant, with schools now questioning the value of what they decide to do as a result, offering funding for places and in two schools there is now a rule that 'everyone goes to everything.' In one school they have stopped all trips and it was felt that this action misses the point of this project. This is not about preventing children from having experiences, but rather the opposite, trying to find ways so that all can be included and enriched by what they do and see. Other areas that teachers felt more help was needed was in helping children to access the internet, and in one high school sanitary products, which as yet, are not free on a national wide basis.

One of the biggest areas of need identified is food poverty and schools struggled with funding and were turning to the outside community and the parent council for help to fund Breakfast Clubs and snacks. Local businesses such as Nairn's Oatcakes and Baillie Gifford have been generous in their support of initiatives at Prestonfield Primary, and it was recognised that these collaborations are of mutual benefit. In Broughton High School, which has also engaged with this initiative over a longer period, they were now in the process of trying to understand how they could transform their leftover food to be redistributed to families. Overall, as the shame and stigma is overcome and relationships are established, schools are coming face to face with the struggles families face and trying their best to help where they can.

The impact on pupils has been significant, with both young people interviewed reporting that this project has made a difference to their lives and also how they view their situation. They see themselves as advocates for change, encouraging other young people like them to speak out about the realities of their lives and get the help

they need. It is suggested that reframing this issue to be about entitlement could also help people to come forward.

The main challenge identified was parental engagement and schools were trying to 'reach out', by for example ringing parents prior to parent's evening and inviting them. In both Broughton and St. Ninian's, they are recruiting someone to specifically try to build relationships with families. Teachers are keen to know how to connect families to appropriate organisations, something already being taken forward by the team. The other significant challenge is that as poverty grows, so does the need. Teachers need to be supported so that they do not feel overwhelmed by this issue and the wider community and other agencies support them.

Closing Remarks

This project set out to reduce the costs of the school day, encourage equal access and reduce stigma around poverty. It has succeeded in all three areas and particularly in reducing costs and improving access. Changing mind-sets requires persistence and a cultural shift, but it was also felt that this had and is already happening as a result of this project. The training is regarded as a call to action, with participants responding immediately, and becoming part of what could be said to be the beginning of a movement towards reframing poverty, not as something that is a choice, but as a form of social injustice. All interviewed recognised the challenges but were motivated and committed to do all they can and encourage others to become a part of this movement too.

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Cause I Ain't Got a Pencil
Joshua T. Dickerson

*I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got no pencil*

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Participation and engagement in Communities and Families

Item number	8.1
Report number	
Executive/routine	Routine
Wards	

Executive Summary

This report provides information on Communities and Families' approach to participation and engagement as well as an overview of some key engagement activities across the service area. The report aims to support the development of enhanced engagement processes to inform committee decisions and shape policy.

Participation and engagement in Communities and Families

Recommendations

- 1.1 Note the contents of the report.
- 1.2 Discuss appropriate ways to ensure that children and young people, parents and carers, staff and other stakeholders can better inform committee decisions and shape policy.
- 1.3 As a follow-on to the Scottish Government pilot on children and young people's engagement (3.5 – 3.10 below), agree to take part in a workshop with children and young people with a focus on what meaningful and sustained participation will look like in a children and young people friendly city.

Background

- 2.1 Establishments and services across Communities and Families carry out a wide range of engagement activities with children and young people, parents/carers, staff and other stakeholders.
- 2.2 This report summarises some of the key activities and approaches which are currently delivered with a view to informing a discussion of how to develop participation and engagement in the future.

Main report

- 3.1 **Children's Services Plan:** The new Children's Services Plan 2017 – 2020 underpins the work of the Children's Partnership and is based on a shared, multi-agency vision that 'Edinburgh's children and young people enjoy their childhood and achieve their potential'.
- 3.2 Participation is a central feature of the new plan with partners agreeing to adopt standardised definitions of the range of participation and engagement activities. The plan also sets out the following participation commitments:
 - *'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 the 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 Young People in Care Council or Young Edinburgh Action;*
 - *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.'*
- 3.3 The plan includes a specific objective to 'enhance children's rights across the city in line with the United Nations Convention on Children's Rights' under strategic outcome 5 'Children, young people, their families and communities will be empowered to improve their wellbeing'.
- 3.4 As part of the plan's performance monitoring framework, lead officers will report on performance across all five strategic outcomes using a template which includes a description of how activities contribute towards the enhancement of children's rights and a description of what engagement has taken place with children and young people, parents/carers and others around the outcome.

Engagement with children and young people

- 3.5 **Scottish Government pilot: 'Putting rights at the heart of planning for children and families in the city of Edinburgh':** The Children's Partnership was successful in its bid to the Scottish Government to develop and deliver an approach to engagement with children and young people which is based on a model drawn from Scotland's National Action Plan for Human Rights. The pilot initiative was a way to develop a methodology for engagement that is jointly owned by children, young people and adult duty-bearers which could then be shared with other community planning partnership areas.
- 3.6 The model, delivered in partnership with the Children's Parliament, consisted of three linked events between March and May 2017:
- Event 1 with children and young people as rights holders
 - Event 2 with adult duty bearers
 - Event 3 bringing children, young people and adult participants together

- 3.7 The purpose was to identify what children and young people need to live their lives with dignity, to recognise barriers and to explore solutions across the domains of home, school and community.
- 3.8 The model produced a wide range of ideas for action and change under the headings of families, schools (or colleges or workplaces), communities and our city.
- 3.9 The intention is that this model will be used to help deliver the Children's Services Plan in the context of ongoing engagement with children and young people.
- 3.10 As part of the process, adult duty bearers made commitments at the end of the final event in the form of 'I can...' and 'I will...' statements. These will be revisited, reporting back to children and young people on progress. Children's Partnership meetings will also include the sharing of progress around the commitments as a regular feature.
- 3.11 **Young Edinburgh Action (YEA)** is an evidence-based approach to implementing Edinburgh's Young People's Participation Strategy that enables young people to set an agenda for action and supports groups of young people to undertake research and make recommendations on topics they choose. The model is made up of:
- 3.11.1 **Young Edinburgh Leaders for Change (YEL for Change)** a 40-hour training programme which develops confident and able young people who can participate and encourage others to get involved. It encourages young people to get involved in other YEA activities and their communities.
 - 3.11.2 At annual **Gatherings**, planned and facilitated by young people, 50-70 young people identify issues for the next year's action research groups. Gatherings ensure that young people set YEA's agenda.
 - 3.11.3 **Action Research Groups** enable a core group to explore and present the views of a wider group of young people. An action research group is established for each of the three topics chosen at the Gathering. The groups are open to any young people in Edinburgh and usually have between six and 15 participants. With support from YEA staff each group: considers the topic and what it means for young people; investigates the current views of young people in Edinburgh; and makes recommendations to decision-makers.
 - 3.11.4 A **Conversation for Action** is convened at the end of each action research process. This meeting is an important interface between young people and senior decision-makers to discuss the topic, make recommendations and develop an action plan.
- 3.12 Current topics for Action Research Groups include gender inequality (which led to the publication of a storybook for 4 to 7 year olds that challenges traditional gender stereotypes), mental health (with young people organising a consultation day for over 130 young people whose views will be included in NHS Lothian's review of young people's services) and LGBT+ issues (working with LGBT Youth Scotland, young people have developed an online survey that has currently been completed by 880 young people and teachers).
- 3.13 YEA staff also support Edinburgh's Members of the Scottish Youth Parliament (MSYPs) who represent the views of their constituents. Staff's input includes co-

ordinating the SYP election, inputting into SYP's national campaign (currently rights for young people), regular support meetings and three residential meetings across Scotland each year.

- 3.14 **Young People in Care Council (YPiCC):** In 2010 the YPiCC was established to provide a forum for care experienced young people to engage with and participate in policy, planning and consultation on issues which lead to improved outcomes for looked after and accommodated children and care leavers. YPiCC is independently facilitated by Who Cares? Scotland. Care experienced young people are supported to participate by their Children's Rights and Advocacy Worker and Residential Workers. Membership of YPiCC has varied and numbers have fluctuated however its current membership is at its strongest with approximately 25 members who are representative of all care settings and care leavers. The agenda is set by the young people. There are creative/fun elements as well as a focus on business. Representatives from YPiCC have participated in away days to revise our Corporate Parenting Action Plan.
- 3.16 **Pupil Councils:** Most schools have pupil councils which involve pupils in seeking and representing the views of other pupils, liaising with school staff and taking part in specific projects, e.g. for charities.
- 3.17 **Pupil Surveys:** Pupils across Edinburgh's schools are surveyed on a biennial basis with the most recent survey taking place in the school year 2016/17.
- 3.18 All primary pupils from P3 onwards are asked to complete the Growing Confidence Pupil Wellbeing Questionnaire (PWQ). The PWQ consists of 33 statements on self-regard and self-confidence; resilience and personal coping skills; positive respectful relationships and empathy with others; and safe, caring and supportive learning environment. Pupils are asked to choose one of the following responses to each statement: 'Yes, definitely', 'Yes, most of the time', 'No, only some of the time' and 'No, not really'.
- 3.16 Secondary schools are asked to invite a sample of pupils to complete the 'About your school – Views of pupils' survey. Based on Education Scotland pre-inspection questionnaires, the survey consists of 28 statements with pupils asked to indicate the extent to which they agree or disagree with them. The statements cover: learning, support from staff, having a say, bullying, out of school activities and the overall difference school makes in my life.
- 3.17 The total number of responses to the surveys in 2016/17 were 16,002 to the PWQ and 4,441 to the secondary school survey, an increase of 19% and 23% respectively on the previous totals in 2014/15.
- 3.18 Each participating school can download (in the case of the PWQ) or is sent a summary of the responses from its pupils. Citywide summaries are produced and circulated to head teachers and the Schools and Lifelong Learning Senior Team. The reports feed in to school improvement plans and the identification of priorities for all schools.

- 3.19 **Choose Youth Work:** A total of £60,000 was allocated through the participatory budgeting initiative in the first year, with £166,000 available this year on a citywide and locality basis. Young people aged 11 to 21 can vote for youth work projects they think should be funded, once the funding criteria have been met.
- 3.20 The initiative began with a consultation with more than 400 young people, with young people co-analysing responses and co-delivering focus groups with other young people across the city. Young people then identified key priorities and used these to prepare questions for the application form. Applications from youth work organisations were then jointly assessed by officers and young people. Those that went forward were voted on by young people. This year's programme will include events and online voting in each locality.
- 3.21 **Engagement in the GIRFEC process:** Seeking the views of parents/carers and young people has always been an integral part of the GIRFEC process. In most situations where wellbeing information is received (except for child protection concerns), best practice would be to involve the child and parent/carer in discussion. Solution-focused child planning meetings are centred around the child, with attendance and their views being paramount in steering the process. If a child does not feel able to attend a meeting professionals are encouraged to think creatively as to how best to represent the child's views.
- 3.22 A range of GIRFEC documents is available to support the process, including the 'My views' document. Resources are also available to support a young person who has barriers that might affect their ability to contribute to the process e.g. visual cues, Wellbeing Web or a PowerPoint prepared by the pupil to present their views. Parents/carers are invited to comment on their experiences of the GIRFEC process through an evaluation form.

Engagement with parents/carers:

- 3.23 **Parent/Carer Survey:** A similar programme of surveys is carried out biennially with parents/carers across nursery, primary, secondary and special schools. The most recent survey took place in 2015/16. The survey is also based on the Education Scotland pre-inspection questionnaire and schools are asked to invite a sample of parents/carers to complete it.
- 3.24 The survey consists of 15 statements with respondents asked to indicate the extent to which they agree or disagree with them. The statements cover: learning, information, having a say, leadership and an overall view of the school.
- 3.25 The total number of responses to the 2015/16 survey was 4,758, an increase of 3% on the previous total in 2013/14. As with the pupil surveys, summary reports are sent to each participating school of responses from their parents/carers and a city-wide summary is distributed to head teachers and the Schools and Lifelong Learning Senior Team.
- 3.26 Some schools customise the surveys by adding in statements on issues which are specific to the school, sometimes agreeing these statements with their Parent

Council. Other schools carry out surveys of parent/carer and other stakeholder views on specific aspects of school life such as homework (St. Mark's PS), establishing a nursery class and changing hours (Wardie PS) and partnership working (Prestonfield PS).

- 3.27 **Parent Councils:** almost all schools have a Parent Council. These are key to representing the views of parents/carers, as well as supporting and promoting the work of the school and children and young people's learning.
- 3.28 Currently the support offered to Parent Councils includes: help for parents/carers who wish to set up a Parent Council; support and guidance with local issues; specific training to enable Parent Council members to be part of the recruitment of head teachers and deputies; and training for head teachers to work effectively with Parent Councils.
- 3.29 **Consultative Committee with Parents (CCwP):** The CCwP meets termly on a city-wide basis with representatives of Parent Councils in each locality and special schools across the city, the Scottish Parent Teacher Council and the National Parent Forum. The CCwP represents views from Parent Councils across the city, discussing city-wide issues and shaping policy and practice in relation to schools. There are ongoing discussions about how to encourage wider participation, to more effectively reflect the breadth of schools and diversity of parents/carers across the city.
- 3.30 Neighbourhood Groups meet in each locality and there is a city-wide Special Schools Group. These discuss and inform practice in each locality and for special schools across the city.
- 3.31 The **Partnership Schools** project, delivered in partnership with the Scottish Parent Teacher Council, is the subject of a separate report to today's meeting (Parental Engagement: Partnership Schools).

Early Years engagement

- 3.32 With the expansion in early learning and childcare hours, the Early Years Team has carried out three major consultations with parents/carers of under 5s over the past three years on:
 - 3.32.1 The increase of funded hours to 600 per year – whether parents/carers would use the new hours and how they would like to see them delivered (2014). 1800 survey responses and 10 parent/carer focus groups.
 - 3.32.2 The proposed subsequent increase in funded hours to 1140 - potential delivery models for the additional hours (2016). 1700 survey responses and 5 parent/carer focus groups.
 - 3.32.3 The proposed increase in funded hours to 1140 – how the hours can be delivered flexibly, how people currently use early learning and childcare services and how they would like to do so in future (2017). The survey is still open with 1500 plus responses so far.

Feedback from each consultation has (or will) feed into service planning in terms of which models to pilot or offer.

Engagement with staff

- 3.33 All establishments and teams have their own arrangements for engaging with staff, for example through improvement plans, in-service days and development days. Some services consult with staff through surveys (e.g. Young People's Service and Throughcare and After Care) and some schools make use of teaching and non-teaching staff questionnaires.
- 3.34 In October, the Council will carry out its seventh wave of the Employee Survey. The survey aims to identify and explore issues that are important to employees, the impact of change on their working lives and their engagement with the vision and values of the Council. All employees are invited to complete the survey, with a range of methods used to ensure the survey is accessible to everyone. Each service area is also engaged in the planning, design and management of the survey - to ensure it is coordinated at a local level and to encourage response. The survey is the Council's most robust measure of engagement, satisfaction and attitudes to work.
- 3.35 Fieldwork for the Employee Survey will begin in mid-October and will continue over a six-week period until the end of November. Topline results from the survey will be available towards the beginning of January 2018, with further analysis completed by February.
- 3.36 The results of the survey will be widely communicated and acted on at a council and local level. Benchmarking data will also be sourced to allow comparative analysis with relevant public and private sector organisations on the key themes of the survey. The findings of the survey will be used to monitor and track overall performance, act as a focus for discussion and a motivator of change, develop our people planning approach and inform the Council's wider People Strategy.

Measures of success

- 4.1 Children and young people, parents and carers, staff and other stakeholders are at the heart of decision-making and service improvement.
- 4.2 Responses to the biennial school survey programme show an increase in children and young people, and parents and carers agreeing that they have a say/that their views are taken into account.

Financial impact

- 5.1 All work in this area is delivered within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 There is a requirement on local authorities as part of the Children and Young People Act (2014) to report every three years on what they have done to improve the rights of children and young people, including the right to express their views in all matters affecting them and to have their views considered and taken seriously.
- 6.2 A risk of not engaging effectively with children and young people, parents/carers and other stakeholders is that the views of those who use services would not be considered in shaping services.

Equalities impact

- 7.1 Equalities is embedded in our approach to engagement:
 - 7.1.1 Survey results are analysed by gender, disability and race/ethnicity. Any significant differences are reported to senior managers and appropriate services.
 - 7.1.2 Efforts are made to ensure that ‘hardly reached’/seldom heard groups are included in engagement activities. The Children’s Services Plan includes this as a specific commitment.

Sustainability impact

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

Consultation and engagement

- 9.1 This report is about participation and engagement across Communities and Families.

Background reading/external references

- 10.1 [Item 7.1 - The Edinburgh Children’s Partnership – Children’s Services Plan 2017 - 2020](#) Education, Children and Families Committee 15 August 2017

Alistair Gaw

Executive Director for Communities and Families

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Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Parental Engagement: Partnership Schools

Item number	8.2
Report number	
Executive/routine	Routine
Wards	
Council Commitments	

Executive Summary

The purpose of this report is to provide an update on the progress with the Partnership Schools Project.

Parental Engagement: Partnership Schools

1. Recommendations

- 1.1 That Committee note the content of the report.

2. Background

- 2.1 The purpose of this report is to provide an update on progress at the end of Year 2 of the Partnership Schools Programme.
- 2.2 The City of Edinburgh Council is committed to ensuring that all parents and carers can be involved in their child's education and recognises their vital role in the life of our schools and the work of our service.
- 2.3 To ensure effective consultation between parent councils, officers, and elected members the Neighbourhood Groups and City Wide Special Schools Group was established in October 2012. This consisted of parent council chairs or their representatives and a Senior Education Manager who chaired the meetings. A representative Head Teacher from each sector was also invited to attend.
- 2.4 In January 2016 the five Neighbourhood Groups became four Parent Locality Groups to reflect the new locality working across the Council with the City Wide Special Schools Group remaining the same. There were originally two parent representatives per Neighbourhood Group who attended the Consultative Committee with Parents (CCwP) however when one Neighbourhood Group was deleted to make four Parent Locality Groups, each of the two largest Parent Locality Groups were allocated an additional parent representative for CCwP. This maintained the parental representation on the CCwP and was agreed at the [CCwP in October 2015](#).
- 2.5 A key aim of CCwP, Parent Locality Groups and City Wide Special Schools Group is to discuss local and city wide issues, share good practice and to respond to parent questions and suggestions in a You Said, We Did approach. The groups are regularly and actively involved in shaping Council policy and practice.
- 2.6 Feedback from the groups informs the agenda for the CCwP with there being an agenda planning process with parents, the Executive Director for Communities and Families and the Senior Education Manager Schools and Lifelong Learning.

3. Main report

- 3.1 Scottish Parent Teacher Council (SPTC) is a long-standing parent-led membership organisation and charity providing help, advice, and support to parents up and down the country. Their focus is on making parental engagement with education as good as it can be, by supporting parents and working with local authorities, schools, and other stakeholders to build and share good practice.
- 3.2 Our link with Scottish Parent Teacher Council in providing training for parent councils has been positive. Training has focused on essential information for parent councils, communication, organising events and protecting vulnerable groups' legislation.
- 3.3 Currently we fund a group membership covering all Parent Councils. The current group membership for 2017-18 for 136 parent councils is £15,631.55

The benefits include:

- [Free Information and Training Sessions](#)
 - [Membership linked insurance](#)
 - [Email and telephone helpline](#)
 - [On-line survey group](#)
 - [Useful leaflets](#)
 - [Podcasts](#)
 - [Members' only section of the website](#)
 - [easy fundraising](#)
- 3.4 In March 2015 the City of Edinburgh Council joined in a "Partnership Schools" project with the SPTC aimed at developing school, family, and community partnerships to support school improvement. This model gives a framework to create the action arm of the School Improvement Plan with focussed work involving different people in new activities.
 - 3.5 The Action Team for Partnership's regional advisor for Edinburgh has worked successfully with three schools so far, forming relationships and taking forward planned goals from their School Improvement Plan as detailed below:

Castleview Primary

Improving Numeracy - to give parents access to resources to support, learning at home.

Improving literacy - whole school Career's Day with links made to literacy and lifelong learning.

Health and Wellbeing - Create a non-smoking zone within school grounds and at school gates.

Partnership - Input from parents to deliver Golden Time.

St Peter's Primary

Following their initial training session parents and staff have worked jointly on:

Reading for enjoyment creating reading dens and improvements to the school library;

Schools for Cooperation project International garden party supported by a French Pastry Chef and Waitrose;

This session the focus will be cultural diversity.

St John's Primary

This group met throughout the year and were responsible for taking forward:

Reporting looking at ways to provide parents with rich information of what has been achieved and next steps;

Play Improving the quality of learning through outdoor play;

Home learning designing challenges that were exciting, fun, challenging and meaningful to children, promoting a real love for learning;

Paired reading ways to encourage reading among younger school children.

Regular feedback and updates were communicated to all parents through drop in sessions and social media. This work will continue this term.

- 3.6 A number of additional schools noted interest in working with the SPTC following a presentation to Primary HT's in June, two school clusters have now arranged initial training sessions. In order to plan support Eileen Prior Executive Director SPTC will develop a sustainability plan with Schools and Lifelong Learning.

4. Measures of success

- 4.1 Increased number of parents/carers who say they are involved in their child's education.

5. Financial impact

- 5.1 All work in this area is delivered within existing budgets.

6. Risk, policy, compliance, and governance impact

- 6.1 The risk of not engaging with parents/carers is that their views would not be considered in progressing new strategies and policies and thus they would not be as rounded or qualitative.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 There are a variety of means of consultation with parents. These are at school and local authority level. Parents are consulted through Neighbourhood Groups and the Consultative Committee with Parents.

10. Background reading/external references

- 10.1 Parental Engagement www.gov.scot/Topics/Education/Schools/parentalengagement
- 10.2 Parents www.gov.scot/Topics/Education/Schools/Parents
- 10.3 National Improvement Framework www.gov.scot/Publications/2016/01/8314/6

Alistair Gaw

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11. Appendices

Education, Children and Families Committee

10am, Tuesday, 10 October 2017

Arts and Creative Learning update

Item number	8.3
Report number	
Executive/routine	Routine
Wards	
Council Commitments	

Executive Summary

This Report updates members of the Education Children and Families Committee on the work of the Arts and Creative Learning Team. It provides an update on the Instrumental Music Service and the Youth Music Initiative, Creative Learning, Dance Development and Screen Education Edinburgh.

Specifically, this report includes statistical information on how music provision was allocated across the school estate, along with specific examples from pupils receiving music tuition.

Arts and Creative Learning update

1. Recommendations

- 1.1 Note the contents of this report.
- 1.2 Note the progress of the Instrumental Music Service.
- 1.3 Note the progress of the Creative Learning Network funded by Education Scotland and related creative learning initiatives.
- 1.4 Note the progress of the Scottish Government's Youth Music Initiative in Edinburgh funded via Creative Scotland.
- 1.5 Note the progress of work carried out by Screen Education Edinburgh.
- 1.6 Note the high level of external funding and partnership working.
- 1.7 Agree to receive a further report in October 2018.

2. Background

- 2.1 Arts and Creative Learning delivers front line services in and through the arts, leads the development of creativity across the curriculum and contributes to improving outcomes linked to national and local education priorities. Arts and Creative Learning has citywide responsibility for instrumental music, the Youth Music Initiative, Creativity across Learning, Edinburgh's Creative Learning Network, Screen Education Edinburgh and dance development. The team also is responsible for connecting the arts and cultural sector with schools and the curriculum. The key areas of focus are creative learning and teaching and on developing learners' creativity skills across all the above workstreams.
- 2.2 Every mainstream school and most special schools benefit weekly from one or more aspect of the team's input. The extent and frequency depends on a variety of factors including need, available resources and school priorities. The team also delivers some out of school and holiday provision.
- 2.3 Much of the work is delivered using external funding and though increasing operational capacity via collaborations with external organisations and partners.
- 2.4 The Arts and Creative Learning team contributes significantly to national developments in creative learning, music education, screen education and the expressive arts.

- 2.5 This report provides the Committee with an update and progress across the various workstreams.
- 2.6 This report also contains specific update on music education, both the Instrumental Music Service and the Youth Music Initiative.

3. Main report

- 3.1 The key service areas are:

Instrumental Music Service (IMS)

- 3.2 The Instrumental Music Service is the largest in Scotland and one of a small number of non-charging authorities. Weekly timetabled lessons on a wide range of instruments are available in every mainstream school from P4/5 through to S6. On request, pupils in Special Schools are assessed for instrumental tuition and offered instruction on suitable instruments.
- 3.3 The IMS in primary schools gives pupils across the city the opportunity to learn instrumental music, necessary to impact on wider achievement and music attainment in secondary school. The music service is split 25/75% between primary/secondary schools. This helps ensure opportunities are available to learn an instrument in primary school, with sufficient resource in secondary schools to support pupils' learning through the BGE, and in the Senior Phase, instrumental music including SQA programmes and courses.
- 3.4 The full range of instruments is taught and the different instrument families (i.e. brass, wind, strings instruments) are spread across the primary schools in each cluster. All those instrument families plus keyboard, percussion, voice and guitar are available in secondary schools. This makes provision for the full range of instruments to be offered within each cluster.

The importance of instrumental music in primary as well as secondary schools is highlighted by the fact that SQA pupils must study 2 instruments and learning to the required standard takes several years. Many families cannot afford private tuition, and the music curriculum within the Broad General Education (BGE) does not cover instrumental tuition. For SQA, one instrument is generally taught by the instructor and the other by the school music teaching staff, with IMS staff working in partnership with music departments. Concepts of musical literacy within SQA awards and qualifications are reinforced and expanded in instrumental lessons and in orchestra/ensemble rehearsals. Within bands, orchestras and ensembles at school, area and central level, instructors also support the performance (Practical) unit, which is 60% of the qualification (bands and orchestras are delivered within the instructors' contractual agreements). Some instructors also support elements of other SQA units: Understanding Music; Composition.

- 3.5 The allocation of instructors to all schools is based on the school roll. Non-classroom instruments (upper strings, lower strings, brass and wind) are offered

across all primary schools with the distribution and instrument(s) in each school depending on the size of the cluster and individual school roll. An allocation of the same instruments plus voice, piano/keyboard, guitar and percussion are offered in all secondary schools. This allocation was agreed by Committee in [May 2010](#) following a 5% reduction in budget in 2009/10 and a Review of Instrumental Music Service in 2010.

3.6 The key principles behind the 2010 Review and resultant revised IMS model included:

- fair and transparent allocation per school that addressed historical anomalies;
- ensuring all schools received a minimum of one afternoon per week of tuition;
- timetabling instructors into clusters as far as possible to ensure continuity, support transitions and minimise travel time;
- offering a combination of instruments in each cluster to support the development of bands and orchestras locally and citywide;
- not reducing provision in guitar, percussion, voice and keyboard which are high in demand for national qualification presentation and for which demand outstrips resources.

These principles have been held as constant as possible, particularly the allocation of time to schools. However, over several years several factors have led to less coherent timetables for some instructors and some fluctuations in the time allocated to schools. To address this, a major timetabling exercise is currently underway to strengthen the principle of deploying instructors to clusters and localities.

3.7 Schools were banded together by size in 2010 and allocation of music resource was decided by the band. The tables below show instructor time in days per week allocated to each band (following consultation with schools).

For secondary schools:

	Guitar	Percussion and Drum Kit	Keyboard and Piano	Voice	Strings and/or brass and/or wind	Total allocation in days
Band A (up to 550)	1 day	1 day	1 x pm	1 x pm	1 day and 1 x am	4 days and 1 x pm
Band B (551–850)	1 day	1 day	1 x am	1 x pm	3 days and 1 x am	6 days and 1 x am
Band C (851-1,050)	1 day	1 day	1 x am	1 x am	5 days and 1 x am	8 days and 1 x am
Band D (over 1,050)	1 day and 1 x am	1 day and 1 x am	1 x am	1 x am	7 days and 1 x am	11 days and 1 x am

For primary schools:

	Total Allocation in days	Split of brass / woodwind / strings depended on cluster
Band 1 (up to 185)	1 afternoon	
Band 2 (186 – 355)	1 morning	
Band 3 (356 – 440)	1 day	
Band 4 (over 400)	1 day and 1 afternoon	

3.8 School rolls have increased since this allocation of instructors/instrument disciplines to schools. A few primary and secondary schools have moved into the next band and more schools are forecast to be in the next band over the next few years. The allocation to schools has not increased despite some schools requesting more instrumental music instruction to meet demand and rising rolls.

3.9 A team of 55.14 FTE, currently 82 instrumental instructors (35 full time and 45 are part time), teach mostly in small groups. Exact full time/part time ratios within the 55.14 FTE can fluctuate with flexible working arrangements. On request, pupils in special schools are assessed for lessons and if successful, receive free tuition on a suitable instrument. Pupils are encouraged to participate in school, area and central bands, orchestras and ensembles. Young people regularly play in public at concerts, receptions, conferences, award ceremonies and other events. In 2016/17 these additional events numbered 10 with a total of 1,381 pupil performances (including concerts) taking place.

Regular feedback and observation confirms that performing in public builds pupil confidence, not only in developing social skills but also in their musical abilities. These young people act as ambassadors for the IMS, their schools and the city.

3.10 Final figures from the 2016/17 IMS Census in Edinburgh are currently being compiled for analysis. The Improvement Service will produce a national Instrumental Music Service report for the same period (date of publication tbc). National comparisons (May - July 2016) are available at the links provided under point 10 below, (background reading/external references).

3.11 Instrumental music instructors are engaged on teaching terms and conditions and the salary is nationally negotiated. The Working Time Agreement (195 hours) is agreed each May and 25 of those hours per FTE are used to rehearse central bands and orchestras and to a much lesser extent to support whole service developments. The remaining hours (170 per FTE) are given over to planning, assessment and reporting to parents, school groups and ensembles and additional pupil contact which is often in support of qualifications or for pupils with ASN.

In some situations, the additional contact time is for pupils to have structured practice with an instructor. This is because there are some pupils for whom home practice between lessons is not possible, due to family circumstances.

- 3.12 Where appropriate, Instructors present pupils for ABRSM and Trinity Guildhall graded music exams which carry UCAS points. Those exams have an additional cost to parents and for families who cannot afford the exam cost, schools often provide some financial help. While important achievements, there is no pressure or expectation for pupils to sit these external graded exams. Rather the Instrumental Music Service dedicates time and resource to supporting pupils in every school across the city to attain and achieve well through lessons, rehearsals, SQA programmes and courses, wider achievement awards and performing in public at concerts and events.

No analysis has yet been done but a few schools have indicated that they intend using some of their Pupil Equity Fund (PEF) to support additional access to music.

- 3.13 Every November/December, the annual Fanfare concert showcases central bands, orchestras and ensembles, each of which is directed by an IMS instructor. In November 2016, 292 pupils performed in the Central Hall, Tolcross, to an audience of family, friends and invited guests numbering c. 469. The concert featured:

- Edinburgh Secondary Schools Orchestra (ESSO)
- Percussion Ensemble
- Edinburgh Schools Senior Choir
- Edinburgh Schools Rock Ensemble (ESRE)
- Edinburgh Schools Jazz Orchestra (ESJO)
- Edinburgh Schools Classical Guitar Ensemble (ESCGE)
- Edinburgh Secondary Schools Orchestra (ESSO)
- Edinburgh Schools Wind Ensemble (ESWE)
- YMI Edinburgh Schools Performance Pipe Band (Piping Hot!)

- 3.14 The Childline concert takes place each December/January raising an average of £2,000 for Childline. In 2017, 168 pupils from, school groups, choirs and central ensembles performed at Central Hall to a large audience of family and friends and raised c. £3,000.

- 3.15 In a successful partnership with the Queen's Hall, the Resonate Concerts (including From Studio to Stage) each March feature city and school groups, choirs, ensembles and orchestras. In March 2017, six concerts involved 799 children and young people with a total audience of 1,546. An important dimension of the Resonate concert series, is the collaboration between the IMS and Youth Music Initiative (YMI) programmes (see YMI from 3.25 below), school groups and choirs.

3.16 In 2016/17 IMS pupils performed in public at around 10 centrally organised events which included:

- City of Edinburgh Council Outstanding Achievement Awards
- The Lord Provost's Christmas Reception
- City of Edinburgh Council REF launch (Pupil Equity Fund)
- Edinburgh Festival Fringe Prizegiving
- Edinburgh Libraries Global Conference
- Foster Carers Appreciation Event
- Head, Hand and Heart Celebration event
- The Lord Provost's Silver Dinner
- The Modern Apprentice Awards
- The Paolozzi Prize for Art

They also performed in a large number of school and community concerts.

3.17 The IMS also works with Napier University. Every year BA music students undertake a placement with the IMS. Students are paired with instructors, shadowing them in schools. In 2016/17, 19 students benefitted from placements with the IMS. The university reports the positive impact. Instructors act as coaches and mentors to the students and at the same time develop their own learning, particularly around creative music technologies. Pupils benefit from conversations with young people who have chosen to study music at tertiary level. This can be very motivational and help pupils make subject and career choices.

3.18 Another strong IMS partnership is with the Edinburgh International Festival, specifically, the Young Musicians Passport. The YMP allows all pupils in Edinburgh who are learning an instrument either through the IMS or YMI, free tickets and half price adult tickets to selected International Festival concerts. Launched in 2013, this has gone from strength to strength with many thousands of young people attending concerts.

In July 2017, 5 young people attended the Lord Provost's reception and an Edinburgh International Festival Concert at the Usher Hall.

3.19 Over the last few years, several actions have been initiated that are designed to maximise impact of the service through the opportunities that the IMS offers. The IMS now carries out an annual census which is analysed and used to inform service development. An example is the use of the data gathered about pupil numbers, SQA, SIMD, FME, ASN, drop-off etc. to inform the current timetabling exercise, the result of which will be a better deployment of instructors working in schools where their skillset is maximised. This should result in decreases in pupil drop-off in some schools and potentially increase uptake of lessons including for SQA courses in schools where this is currently lower, along with other benefits to learners.

Other recent service developments include:

- CLPL (Career Long Professional Learning) and inservice training looking at group teaching, pedagogy, inclusion, child poverty, young people's mental health, managing student stress, brain development and music
- Updating all emergency procedures for rehearsals and concerts
- Piloting the use of SEEMiS for instructors
- Developing an instructor supply list
- Developing and producing a coherent IMS handbook
- Pitot of first cohort of GTCS registration for Instrumental Instructors

3.20 In 2016/17 a total of **5,097** pupils were taught through IMS which is around **11.3%** of the eligible school roll (P4 – S6). This will be confirmed as an exact percentage once the full census analysis is complete. Because only upper strings start pupils in P4 (the rest are P5), the percentage of the eligible school roll taught by IMS is likely to be slightly higher than 11.3% (the entire P4 cohort was included in the eligible school roll).

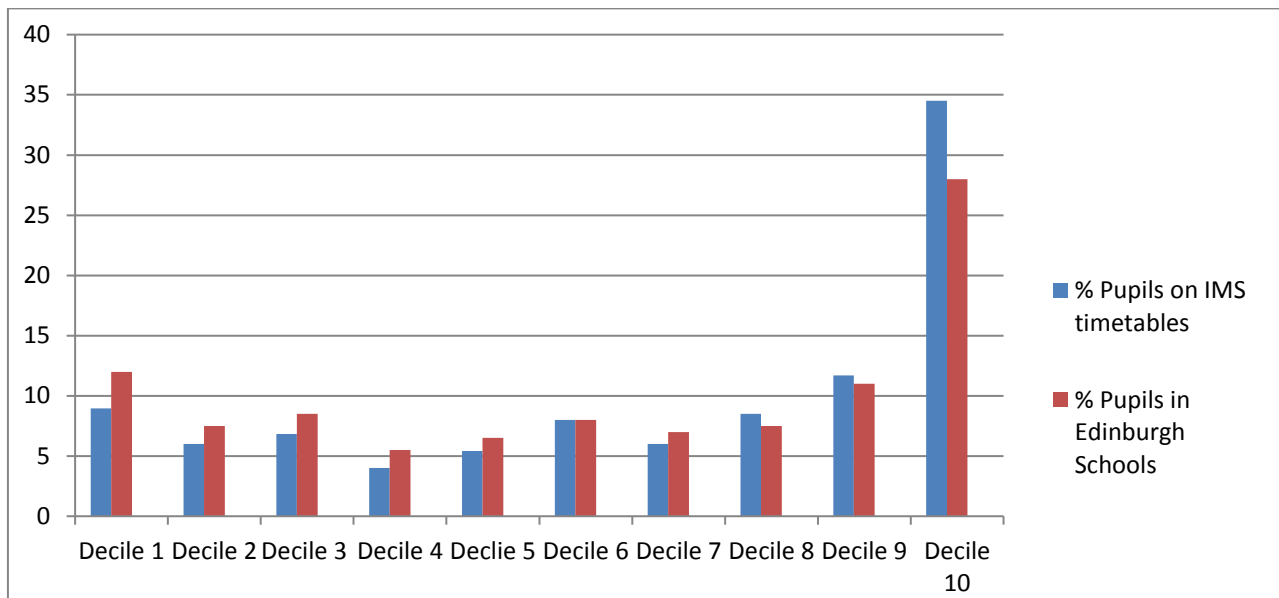
The average number of **pupils taught per FTE** in 2015/16 was **93** which was in the top third nationally. In 2015/16, of the 11 authorities with the most pupils per FTE, five are free Instrumental Music Services. The Scottish average was 83. From our own census we know that the **average number of pupils taught per FTE** in 2016/17 was **94** but the national comparisons for 2016/17 are not yet available.

In 2015/16 **8.8%** of IMS pupils receive **free school meals** and **18.6%** of IMS pupils are on **SQA** timetables. Numbers for 2016/17 are currently being worked on but are not yet available.

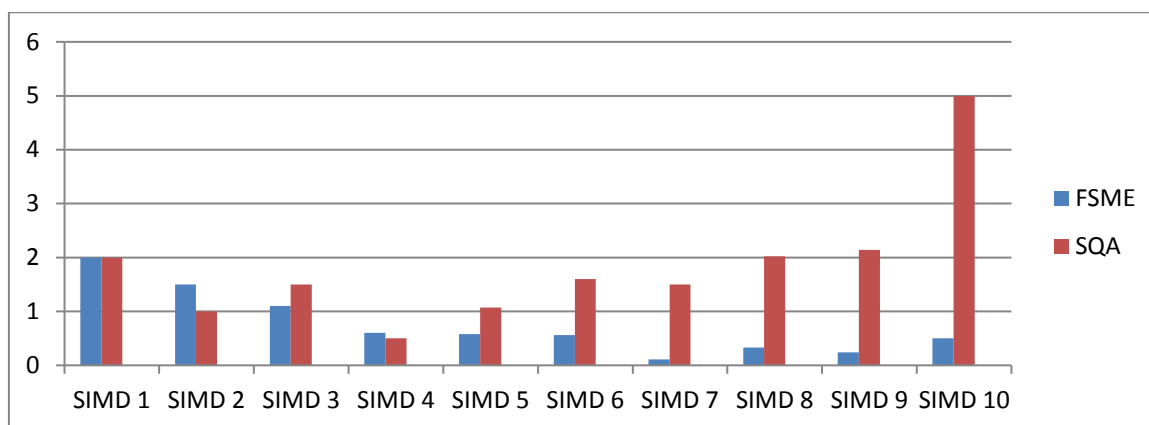
3.21 The chart below shows the 2016 SIMD profile of pupils attending Edinburgh Schools (red) and the 2016 SIMD profile of pupils on IMS timetables learning to play an instrument (blue). When separated into primary and secondary graphs the profile for IMS is broadly unchanged.

The 2017 data is not yet available but early indications are that the graphs will remain very similar.

NB. c. 50 Scottish Candidate numbers are not yet matched to pupil names - the table below reflects c. 5,050 IMS pupils (2016)



3.22 The chart below shows the % of pupils who are entitled to free school meals and are taught by IMS (blue) and the % of pupils who are on SQA courses and are taught by IMS (red) by 2016 SIMD Decile.



3.23 The service gathers feedback from pupils, parents and school colleagues throughout the year:

We are delighted as a school that we are still lucky enough that our P4s to P7s are getting the opportunity for quality teaching, direction and input for Cello and Violin.

I think it is important that as a Head Teacher I remember the positive impact their [instructors] extreme professionalism and warmth has on pupils weekly. This is in addition to their fantastic teaching skills. For many kids it is the highlight of their week. Thank you again!"

Primary Head Teacher

"I think my music lessons are brilliant, I have a lot of fun and learn a lot. Mr X is a great teacher and supports me"

P7 Pupil

"I am much more confident, especially when I am playing and performing. Lessons are always fun."

S4 pupil

- 3.24 Covering staff absences presents a major and ongoing challenge for the IMS. This impacts on pupil learning and generates a great deal of additional work as well as frustration for school, pupils and parents/carers. A new initiative to address this has been the creation of an IMS Instructor supply list. 70 applications were received and interviews are taking place in early October. While this will not wholly solve the problem as the number of instructors on certain instruments is low, it will go some way towards doing so. At the same time, it gives potential IMS instructors much needed experience of working in schools, helping to develop the workforce.

Youth Music Initiative

- 3.25 The Youth Music Initiative is now in its 15th year. Funded by Scottish Government, grants are distributed via Creative Scotland. Local Authorities are required to bid each year for a formula based allocation of funding. Until 2016/17 Edinburgh received £403,100 annually. Following a cut of 10% across Scotland in 2017/18, Edinburgh now receives £362,790. This funding is used to employ a Co-ordinator and a Projects Assistant who manage the extensive programmes. The bids need to meet the purpose and outcomes of the fund and local authorities are required to report to Creative Scotland annually. In 2014/15 the Scottish Government commissioned an external evaluation of the YMI nationally. In 2016/17, Creative Scotland sharpened its focus on outcome based evaluation of YMI programmes across Scotland.

No YMI activity can carry any cost to families, directly or indirectly and YMI funds cannot be used to support or replace cuts or reductions in Instrumental Music Services.

- 3.26 In 2016/17, Edinburgh's YMI continued to develop and strengthen. The following YMI projects were delivered many of which are further developing into 2017/18 based on feedback from pupils, parents and teachers.

- 3.27 **Magic of Music:** Early Years Resources developed in Edinburgh with a group of Early Years practitioners and young children who worked with a professional music educator. The resources are fully illustrated, each has a CD or DVD for practitioners to use and accompanying CLPL for staff is offered. The resources continue to be used effectively in nursery schools, some special schools and partner provider nurseries across Edinburgh. The programme of CLPL is very well attended and has helped build practitioner confidence leading to increased use of the resources. Feedback from teachers is consistently positive and practitioners comment favourably, not only on the quality of the resources and CLPL, but also on the impact on learning and teaching. Magic of Music supports learning in literacy, numeracy, health and wellbeing and creativity through music, rhythm, song and rhyme. Determining an exact number of pupils benefitting is difficult because the resources are used in schools by practitioners at varying times throughout the year. However, between 180 and 200 practitioners have attended CLPL and many report that they are using the resources to good effect. This, along with anecdotal evidence, suggests that upwards of 4,000 pupils are benefitting from the resources.
- 3.28 **Wonder of Music:** This new First Level suit of resources builds upon the Early Level, Magic of Music and will be distributed free to every primary school over 2017/18, with supporting CLPL offered to practitioners. Wonder of Music will support teaching of Global Citizenship, Environment, Digital Technologies and Enterprise and Creativity skills through music, rhythm and song. These new resources have been developed in partnership with primary schools in Edinburgh and professional musicians.
- 3.29 Scottish Borders Council in 2015/16 purchased Magic of Music and rolled out the resource across the Borders through CLPL delivered by Edinburgh's YMI Coordinator. Borders Council has fed back very positively, indicating it intends to purchase Wonder of Music for all Primary schools, again with CLPL delivered by Edinburgh's YMI Co-ordinator.
- 3.30 **ABC Creative** is engaged by the Arts and Creative Learning team and provided a comprehensive programme of CLPL to primary teachers across the city, including nurseries and special schools, and delivered support workshops in class. This helps practitioners to use ABC Creative online resources, including French, Spanish and Burns Songs, designed to support 1+2 and Scots culture through music.
- 3.31 **NYCoS** (National Youth Choirs of Scotland) is engaged annually via YMI to deliver a programme of Kodaly workshops (pedagogical approach designed to support music learning through song and rhythm) in P3 classes in all primary schools. In 2016/17, NYCoS worked with 4,462 P3 pupils in 88 schools and delivered CLPL to 73 teachers. This programme builds on the Early and First Level resources and prepares P3 children for the next stage of YMI input into schools which is Sounds Like Music
- 3.32 **Sounds Like Music** is the flagship Edinburgh YMI project that significantly contributes to the delivery of the Scottish Government's YMI P6 target. Based on evaluation of the previous year's work, Sounds Like Music was introduced into every primary school in 2014/15 for P4 and P5 pupils. This significantly increased

the number of pupils accessing music through YMI. In 2016/17 the number of pupils increased again and around **8,750** P4 and P5 pupils received 5 week blocks of whole class music delivered by YMI tutors. Each pupil receives whole class Ukulele and singing lessons. Such is the success of Sounds Like Music, that several schools have started their own Ukulele after school clubs, with instruments provided by YMI and in some cases purchased by the schools themselves.

Sounds Like Music was also introduced into Special Schools on a slightly different model. Pupils identified by the schools as likely to benefit from music are matched with YMI tutor. They learn music in small groups and the learning is tailored to their specific needs and interests.

“The last few weeks have been the most fun of my life.”

P4 Pupil

“Because of the deprivation within our area, Sounds Like Music gave our children the opportunity to learn and work with instruments they’d never seen before. Some were able to show some real natural musical talents that they can carry forward.”

Teacher, St. David’s RC Primary School

“I have been lucky enough to participate in these sessions in a number of schools and at all times have found them to be motivating and interesting for the children. I am always impressed by the teaching approaches and by the confidence that is instilled in the children, when singing is something I personally lack! I have also seen the benefit for the children but have also learned strategies that I can use in my own practice.”

Teacher, Wardie Primary School

- 3.33 **Sounds Like Friday/Sounds Like Saturday** are the complementary out of school YMI projects that contribute to P6 target. Even with a free Instrumental Music Service and YMI programmes, some children prefer more informal learning and develop their interest in music through social and fun music making, often then going on to instrumental lessons in school. Sounds like Friday provides free weekly term time lessons on Friday afternoons and takes place in all four Localities (Jack Kane Community Centre, Craigmillar Library, Gracemount Community High School, Wester Hailes Education Centre, Forrester and Craigmroyston). Around 500 P5 – P7 pupils regularly attend Sounds Life Friday. The emphasis is very much on fun, social skills and engaging music making.

“It is a great opportunity for her to learn to play an instrument and get singing lessons as otherwise would be too expensive. She has also grown lots in confidence.”

Parent, Gracemount

Sounds Like Saturday attracts a further 250 pupils from across the city and is held in Broughton High School. A cafe at Broughton run by parents helps create a warm and welcoming atmosphere.

- 3.34 **Spotlight: Creating Music** is a partnership with Drake Music Scotland. Drake musicians deliver a programme of workshops and staff training in special schools. In 2016/17, they also worked in Towerbank Primary School with a child with profound physical difficulties who communicates through a computer and five of her classmates. In 2016/17, a total of 101 pupils from Braidburn (12), Oaklands (6), Kaimes (6), Redhall (14), Pilrig Park (16), Prospect Bank (10), Woodlands (10) and St Crispin's (27) were involved. Drake musicians work with pupils using new technologies, meeting the learning needs of individual pupils. Each year the project culminates with a performance at the Queen's Hall as part of Resonate. In 2017 the collaboration with the Edinburgh Schools Jazz Orchestra was a huge success with the specially composed piece winning the Royal Conservatoire of Scotland Award for Community/Education Project in the inaugural Scottish New Music Awards.

"The performance at the Queen's Hall was a highlight – the pupils were totally committed to learning the music and performing their best. A huge boost for them all."

Teacher, Pilrig Park School

"Pupil X has been focussing on developing her bilateral skills and using Figurenotes on the keyboard has helped her with this development."

Teacher, Redhall School

- 3.35 **Music Making a Difference** began in 2011 as a song writing and music programme at Panmure St. Ann's where pupils experience significant personal and social difficulties leading to exclusion from mainstream school. A number are looked after away from home. The project has evolved since its inception and 2014/15 worked with around 35 mostly female pupils aged between 13 and 16.

In 2016/17 the project worked with 10 male students with the programme tailored to their interest and needs. Participants worked with freelance music educators, school staff and Screen Education Edinburgh and at the end of the project they made their own music videos. Pupils were taught music production and sound engineering using technology and time spent in a professional recording studio at North Edinburgh Arts. The technical aspects successfully encouraged young men to participate. Along with developing musical skills, the project impacted on personal and social development, life skills, self-esteem and confidence. In some cases, the project has helped to nurture the relationship between the pupils and their families and friends. The video, 'Crying Rain', can be viewed on Youtube.

- 3.36 **Punkit in 2016/17** engaged 60, P7 pupils from Clovenstone and Sighthill primary schools in weekly percussion workshops, with world-renowned percussionist Joby Burgess, and Stephen Deazley of Lovemusic. The project concluded in June 2017 with pupils performing at the Usher Hall together with the 300 strong Lovemusic Community Choir. The project was supported by Instrumental Music Service and YMI staff and supported p7/S1 transitions with the weekly workshops being held at Wester Hailes Education Centre.

- 3.37 **Chanter Piping and Drumming (YMI)** is offered to P5, 6 and 7 pupils in every school in the city and delivered at selected Sounds Like Friday centres. It is also offered at, and funded by Merchiston Castle School. Around 80 pupils are now learning chanter/piping and drumming, around half of whom attended Merchiston. At Craigmoynton, YMI resources have supported chanter tuition in the cluster primary schools. There is also a citywide performance pipe band, Piping Hot! which rehearses each week at St Thomas of Aquin's RC High School and in 2016/17 performed as part of Fanfare and the Resonate concert series.
- 3.38 In 2016/17 the YMI team supported two JET (Jobs Employment Training) students, a Career Ready student, two work experience students from Edinburgh College, and two volunteers, including a Duke of Edinburgh participant. The YMI team employed over 60 tertiary tutors, and generated creative work through CLPL, the development of creativity, resources and a new guitar teaching book.
- 3.39 YMI contributed to the holiday provision at Jack Kane Centre in Craigmillar by providing ukulele workshops at a Fun Day designed to recruit pupils for the Friday after school club.
- 3.40 Edinburgh's YMI programme in 2016/17 was evaluated by Really Useful Knowledge (Appendix 1).

Creative Learning: Creativity Across Learning 3–18

- 3.41 Scotland's Creative Learning Plan was published in 2013 as a further development of the *Education, the Arts, Culture and Creativity: an Action Plan* published by the Scottish Government in 2010. The Creative Learning Plan sets out how the strategic partners (Creative Scotland, Education Scotland, SDS, GTCS, SQA, ADES and College Development Network) will deliver against four workstreams. It also highlights the role local authority Creative Learning Networks (CLN) should take in progressing creative learning and teaching.
- 3.42 Education Scotland invites local authorities to bid for CLN funding each year. The purpose is to develop and embed creativity within CfE. There is a strong emphasis on the contribution creativity makes to key education priorities and for the work to be delivered through cross sector partnerships. Funding is competitive and awarded on the basis of strategic links and capacity to meet the fund aims and outcomes.
- 3.43 The Arts and Creative Learning Team has received the maximum award of £10,000 (per authority) each year between 2010/11 to 2013/14. In 2014/15 and 2015/16, the team collaborated with Midlothian and East Lothian Councils, making a consortium bid on behalf of the three authorities. In 2014/15 the team was awarded £30,000, £29,000 in 2015/16 and £28,991 in 2016/17.
- 3.44 For 2017/18, Education Scotland has made an award of £31,784 to the Arts and Creative Learning Team to continue developing Creative Learning and working again with Midlothian and East Lothian councils.
- 3.45 Since 2011/12, Edinburgh has strategically developed the CLN via Creative Conversations. Creative Conversations have successfully engaged practitioners at all levels and from all sectors (special schools, early years, primary and secondary

along with HE/FE, libraries, community learning and the arts and cultural sector). Creative Conversations provide access to highly regarded and inspiring individuals of national or international renown and stimulate professional dialogue around topics such as effective learning and teaching, leadership and equity. Creative Conversations are of relevance to all participants and around 800 individuals have attended, many then inspired to take action at school and authority level. Edinburgh's Creative Conversations have also influenced how some other local authorities developed their CLN.

- 3.46 A growing number of schools participate in Creative Conversations which are increasingly attended by several staff from the same school. Some Head teachers, Deputes and class/subject teachers describe them as the best professional learning they have had. A number of schools have creativity on their improvement plans and seek support from the Arts and Creative Learning team. For arts organisations attending Creative Conversations, as well as engaging in dialogue with education colleagues, they make new contacts and widen their networks.
- 3.47 Between 2011/12 and 2016/17 Creative Conversations have represented a cost of around £22 per head with a wider value that is harder to quantify. They have had a demonstrable impact on the development of creativity and creative approaches in schools, cluster and to some extent with arts partners.
- 3.48 Another growing dimension of the CLN is Creative Connections. Since 2013/14, the team has facilitated, under the same brand and format as Creative Conversations, events which have focussed on local creative initiatives in schools. These are mostly but not always delivered in partnership with or by local arts organisations and creative professionals. Creative Connections are planned in response to initiatives that are seen to have a positive impact on learners, staff and the community. Arts organisations whose work has featured in Creative Connections report increased engagement and uptake from schools with whom they have not previously worked.
- 3.49 In November 2016 the Arts and Creative Learning Team worked with Paul Collard of Creativity, Culture and Education and Ken Edwards of Skills Development Scotland to plan and deliver a CfE day for Head Teachers and a half day for Deputes, with a focus on Creativity and Employability.
- 3.50 In May and June 2017 the team, hosted 2 events in Firrhill High school and Craigmount High School respectively with Skills Development Scotland. The events were called Career Conversations and engaged with parents, senior pupils, school staff and colleges, looking at the links between creativity and employability. Two further events are planned for 2017/18. These events were funded from Skills Development Scotland.

Projects and Partnerships

- 3.51 While CLN funding from Education Scotland is used to strategically develop the network, the team also supports the development of learners' creativity skills and creative learning and teaching through:
- Delivery and brokerage of a range of arts, creative learning and interdisciplinary learning projects in schools;
 - Practical advice and support for schools, colleagues and partners;
 - Delivery of CLPL (Career Long Professional Learning) for teachers and external partners;
 - The development of creative learning resources to support practitioners.
- 3.52 In addition to strategic partners (Education Scotland, Creative Scotland and Skills Development Scotland), the Arts and Creative Learning Team works in partnership with many freelance artist educators and a number of arts and Cultural organisations which in 2016/17 have included but are not limited to:
- Drake Music
 - Edinburgh International Festival
 - Edinburgh Fringe
 - Underbelly (Edinburgh Christmas)
 - Scottish Chamber Orchestra
 - Edinburgh Castle
 - Love Music
 - Edinburgh College of Art
 - Edinburgh College
 - National Galleries of Scotland
 - National Museum of Scotland
 - The John Byrne Award
 - National Library of Scotland
 - Centre for Moving Image
 - Mary King's Close
 - Summerhall
 - Catherine Wheels
 - Trinity House, Leith
 - Jupiter Artland
 - Riddles Court
 - Talbot Rice Gallery
 - Captivate Theatre
 - Holyrood Palace
 - Historic Environment Scotland
 - Incorporation of Goldsmiths
 - Children's International Festival
 - Festivals Edinburgh
 - Edinburgh International Science Festival
- 3.53 In 2017, a sponsor donated £5,000 to the Arts and Creative Learning team. The purpose was to ensure that young people who would not otherwise have the opportunity, could access Fringe and Festival performances with all costs such as travel, tickets and refreshments covered. As free tickets for targeted groups are often accepted but not taken up can be an issue, the team invited youth workers, third sector partners, library colleagues and teachers to identify groups who would benefit. The groups then chose the show they would like to see and were supported by staff to attend. All free tickets were used and the feedback from participants confirmed that the experience was one which they had never had before. Feedback also said that young people were made more aware of, and more open to, the idea of attending performances for enjoyment, learning and to build social skills. Some

had never been into the centre of Edinburgh, far less attend an arts performance in a venue. Discussions are planned to explore opportunities to continue this initiative next year.

Paolozzi Prize for Art

- 3.54 In 2017, the fifth Paolozzi Prize for Art was again held in the National Galleries of Scotland. This strong partnership has evolved to include closer working on a range of other projects. The Paolozzi Prize in 2017, 13 schools nominated 33 pupils for the award.
- 3.55 The judges in 2017 were members of the team along with Chris Breward (Principal of Edinburgh College of Art) and Duncan Robertson (artist educator with National Galleries and trained at school of Paolozzi in Munich). Paul Edie who initiated the prize following Paolozzi's death and Ricky Demarco both remain closely involved
- 3.56 Pupils from the schools below won the following categories:
- 3.56.1 Talent and Creativity: Portobello High School (commended), St Thomas of Aquin's RC High School (highly commended), James Gillespie's High School (winner)
- 3.56.2 Overcoming Barriers: Pilrig Park (commended), Braidburn (highly commended), Currie High School (winner);
- 3.56.3 New Directions: James Gillespie's High School (commended), Leith Academy (highly commended), Holy Rood RC High School (winner);
- 3.56.4 Spirit of Paolozzi: Boroughmuir High School (commended), Holy Rood RC High School (highly commended), James Gillespie's High School (winner).
- 3.57 The overall winner was an S6 Pupil from Pilrig Park School, entered to the Overcoming Barriers category.
- 3.58 Each year the previous overall winner is invited to the award ceremony to describe what winning meant to them and how they used the prize money. Being nominated and winning a prize at the Paolozzi Prize for Art helps pupils wishing to go on to study art at college and is beginning to be recognised by the art schools. Being nominated is very motivational and has a positive impact on the individuals as well as the schools. Paolozzi Prize winners often receive additional recognition at school achievement events.
- 3.59 Winners receive a cash award.

Dance Development

- 3.60 Arts and Creative Learning worked in partnership with Moray House around the development of a new Masters level course and placed students in 7 primary schools, secondary schools and community settings. The first cohort of students is about to qualify with a Masters Degree in Dance Science and Education and will be eligible to register with GTCS as Specialist Teacher of Dance 3-18. The placements in primary schools for the second cohort will commence in October.

This qualification is the first qualification of its kind that has been validated by GTCS.

- 3.61 A dance teacher post is shared between the specialist dance unit at Broughton High School and the Arts and Creative Learning Team. The time with Arts and Creative Learning is devoted to dance development across the city. Work includes, but is not limited to, dance showcase performances, projects with partners, classes for young aspiring dancers, developments around moderation and assessment for curriculum dance and CLPL with school staff and partners.

Screen Education Edinburgh (SEE)

- 3.62 SEE is based in Pilton and delivers screen and media education in schools and communities across the city and beyond. Their work is funded largely from external grants awarded to the SEE Trust. Their work prioritises young people in areas of greatest deprivation.

- 3.63 Projects and programmes include:

3.63.1 **Cash for Creativity** is an educational drama filmmaking programme for young people aged 12-19 across the four localities of Edinburgh, working with young people living in areas of multiple deprivations. Arts Awards accreditation is offered at Explore (Introductory) and Bronze (Next Steps) level. In 2016/17 SEE worked with 296 young people, 74 of whom gained accredited Arts Awards. Many then progress to BFI Film Academy. Screen Education Edinburgh has just received an award of £120,000 over three years to continue this work.

3.63.2 **BFI Film Academy** is a programme for 16-19 year olds and priority is given to young people hoping to work in the film industry and who are from diverse backgrounds. The programme offers a qualification, *Preparing to Work in the Film Industry*, developed by Creative Skillset and the BFI (British Film Institute) in conjunction with the NCFEE (Northern Advisory Council for Further Education). SEE delivers an Academy for 20 Edinburgh and South-East Scotland youngsters based at Waverley Court each weekend between November and December, whilst also delivering a specialised Residential for 24 of the most talented youngsters from across the UK each summer in Edinburgh. Evaluation shows improved motivation and engagement, greater empathy, confidence and motivation and a sense of strengthened identity and 80% progression towards further education or employment.

3.63.3 **Edinburgh Schools Film Competition:** All schools in Edinburgh are encouraged to submit their films to SEE. A youth jury watches each film and selects winners in a number of categories. The awards screening takes place each year at the Filmhouse as part of the Edinburgh International Film Festival. Prior to judging, the youth jury attends training delivered by SEE. They are introduced to the basics of how to judge a film and the training includes presentations from programmers at the Edinburgh International Film

Festival. The jury get a free pass for the film festival. The young people on the youth jury gain inter-personal and critical skills through debating each film, planning and presenting the winning films to an audience during the Edinburgh International Film Festival. The jury comprises 12 young people and in 2017, 175 short films were submitted from schools.

3.63.4 Moving Image Arts (MIA) A Level & National Developments This project sees 16 Edinburgh higher level school pupils study for the EU's top-rated film qualification at SEE, the Northern Ireland based MIA A Level. The programme is split into theory and practice, with students learning about, and understanding, the major movements in world cinema. Each student will also make, and reflect on, their own film. After piloting the qualification successfully, for 2017\18 SEE has been contracted by Creative Scotland to oversee delivery in Edinburgh whilst overseeing development and management of the programme being delivered at SHMU in Aberdeen, GMAC Film in Glasgow and Eden Court in Inverness, as part of the same programme SEE have been contracted by Creative Scotland to oversee a Scotland wide youth driven film festival and film learning website both launching in 2018.

Attainment and Achievement

3.64 Arts Award, SQA results, Dynamic Youth, Saltire, ABRSM and Trinity Guildhall are among the numerous awards that young people engaged in Arts and Creative Learning projects gain. A few also use music towards their DoE awards. A new Music Leader Award is currently being piloted and it is anticipated that it will be available from 2018.

Enterprise and Employability

3.65 **Career Ready:** Arts and Creative Learning Officers mentored three young people on the Career Ready programme. One from Gracemount High School and another from Holy Rood undertook paid internships with the Arts and Creative Learning Team.

"Thanks you so much for having me. I appreciate everything you have done for me."

Career Ready student

"I want to thank everyone for supporting me in everything I have done, for making me laugh and feel better when I was down, for teaching me what you have taught me. If it wasn't for you all and the internship I wouldn't have gained what I gained and learned what I learned. I thank you all from the bottom of my heart for helping me become who I am right now and for being there with me on my small journey at Waverley Court."

Career Ready student

3.66 **JET** (Jobs Education Training): two young people on the JET programme from Leith Academy and Broughton joined the team in 2016/17.

National Profile

3.67 The Arts and Creative Learning team contributes to the national development of creative learning and arts education via the following Education Scotland for a:

- GTCS Working Group for the Registration of Other Professionals;
- National Working Group for Art and Design;
- National Working Group for Dance;
- Local Authority National Expressive Arts Network;
- National Expressive Arts Forum (Formerly CLTAS: Curriculum, Learning, Teaching, Assessment and Support forum);
- National Creative Learning Network (NCLN);
- NCLN Steering Group;
- HITS (Heads of Instrumental Teaching in Scotland).

4. Measures of success

- 4.1 Increasing numbers of young people in all schools benefit from engagement with arts and creative learning.
- 4.2 In 2016/17, **5,087** pupils learned music through the Instrumental Music Service.
- 4.3 There were around a further **14,733** pupils engaged in YMI projects.
- 4.4 Participation in artforms other than IMS and YMI in 2016/17 is hard to define exactly as so much is delivered in schools and through resources can capacity building. However, a fair estimate is around **3,700** pupils and 130 staff. This figure does not count participation in activity that was not delivered in partnership with the Arts and Creative Learning team.
- 4.5 Increasing numbers of staff are aware of and promote the value of creativity in learning and teaching.
- 4.6 Over **850** staff participated in events, CLPL and Creative Conversations.

5. Financial impact

- 5.1 There are no financial impactions arising from this report.
- 5.2 All the Arts and Creative Learning team's work is delivered within existing funding and/or external funding (Education Scotland, Creative Scotland).
- 5.3 Internal funding: The Instrumental Music Service (IMS) budget is £2,315,000 which includes all staff costs and essential travel between schools.

- 5.4 The Concerts and Events budget is £35,666 with an income target of £8,000 (Fanfare concert tickets) which covers: IMS rehearsal and ensemble coaching and all concerts, events and performances; the Paolozzi Prize for Art; From Studio to Stage concert at Resonate; occasional small contributions to other projects.
- 5.5 Screen Education Edinburgh's core budget is £13,220 which covers essential building and utility costs. SEE raises project and additional staff cost from external sources.
- 5.6 External funding: Total external income in 2016/17 was in the region of **£641,100**, with around £514,538 already secured for 2017/18 and beyond.
- 5.7 The Youth Music Initiative is fully funded (including staff costs) via Creative Scotland and was **£403,100** in 2016/17.
- 5.8 Creative Learning Network (CLN) funding covers activity agreed annually with Education Scotland. In 2016/17, **£28,991** was awarded to the team with a further £31,784 awarded for 2017/18.
- 5.9 Although varying from year to year, SEE's income from external sources is usually around **£200,000** (£180,000 - £250,000). SEE has just been awarded £120,000 for the next 3 years
- 5.10 Skills Development Scotland awarded a grant of **£4,000** to the Arts and Creative Learning Team for Career Conversations
- 5.11 A **£5,000** donation was awarded from a private donor for theatre tickets for the most disadvantaged young people
- 5.12 A range of other projects delivered in partnership have varying values. The money does not come directly to the city - the value of activity is typically £50,000 - £100,000 each year.
- 5.13 The team does not charge any pupils for participating in arts and creative learning activity, either in or out of school.
- 5.14 The team develops and maintains effective partnerships which increases the operating capacity.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 All areas of Arts and Creative Learning's work relies on effective consultation, engagement and partnership.

10. Background reading/external references

[Review of Instrumental Music Service, Education, Children and Families Committee report, 18 May 2010](#)

[The Improvement Service – Results from the Instrumental Music Services Survey, May – July 2016](#)

[The Improvement Service – Instrumental Music Services Summary Tables 2016](#)

[Creative Learning Plan](#)

[Creative Learning Networks Evaluation Report](#)

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

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

[Scottish Government Instrumental Music Group Report](#)

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

[YMI Guidelines](#)

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11. Appendices

- 11.1 **Appendix 1:** Knowing Our Music, Edinburgh Youth Music Initiative Evaluation Report, June 2017

Knowing our Music

Edinburgh Youth Music Initiative

Evaluation Report June 2017





Introduction

The Scottish Government Youth Music Initiative (YMI) programme, set up in 2003 and administered by Creative Scotland, has a vision of putting music at the heart of young people's lives and learning, contributing to Scotland becoming an international leader in youth arts. In the City of Edinburgh, the YMI programme ensures that by the time pupils reach P6 they will have had over a year of free music tuition. The programme provides a wide range of universal and targeted services over early years, primary and special schools and Edinburgh Secure Services. A programme of Career Long Professional Learning (CLPL) opportunities is made available to teachers and visiting specialists. A number of partners contribute to the delivery of the programme including Drake Music, ABC Creative Music, Love Music, NYCoS, the Scottish Chamber Orchestra and Edinburgh International Festival.

Edinburgh's YMI programme outcomes are:

Tackling inequalities

- Young people have more opportunities to take part in enjoyable and quality music making opportunities
- Young people, who would not normally have the chance to participate, take part in music making opportunities

Learning and working

- Young people develop their music and music making skills

- Young people develop their skills for life, learning and work

Cultural and strong communities

- Young people increase their awareness of music and culture across Scotland, the UK and the world
- Young people influence or lead youth music opportunities and have their voice heard in design and delivery

Building skills and practice

- People delivering youth music develop their skills and confidence
- Organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people

Successes

The last weeks have been the most fun of my life. (YMI Participant)

- Edinburgh's YMI programme has successfully achieved almost all of the National YMI programme

outcomes.

- The opportunities and experiences offered by YMI in Edinburgh are highly valued by teachers, parents and young people across the city.
- YMI programme had a significant impact on young people who would not normally have the chance to take part in music making opportunities.
- The impacts of YMI were clearly linked to health and well-being and were seen as a key contributor to attainment.
- Teachers recognised significant impacts in the skill development of young people resulting from their engagement in YMI programmes in their schools, including developing skills for life, learning and work.
- Involvement in YMI has cross curricular benefits, including communication, literacy, listening skills, social skills, and cooperation/team working.
- Involvement in YMI inspired creativity in young people
- The strong correlation between music and language is widely acknowledged by teachers and Headteachers
- Parents and teaching staff all highlighted free access to music tuition as vital

It is a great opportunity for her to learn to play an instrument and get singing lessons as otherwise would be too expensive. She has also grown lots in confidence.' (Parent, Gracemount SLF)

I enjoyed playing the guitar. It has been a good experience for me. (YMI participant)

- All parents who contributed to the survey strongly agreed that YMI gave their child high quality opportunities to develop their skills, increase confidence and make new friends.

▪ Parents, teachers and young people emphasised the importance of young people 'thoroughly enjoying themselves and having fun'



Evaluation Findings

Attainment and Achievement

The opportunities and experiences offered by YMI are highly valued by teachers, parents and young people across the city. All participants highlighted free access to music tuition as vital, giving young people with a talent for and/or interest in music, opportunities and experiences they wouldn't otherwise have. Head teachers and teachers recognised the

strong correlation between music and language, the links between rhythm, reading and counting.

'I have seen the benefit for the children but have also learned strategies that I can use in my own practice.' (Teacher, Wardie P.S.)

Music skills were also seen as important in 'using a different part of the brain'. Head teachers and teachers identified YMI within schools, such as ukulele tuition, as a whole class, inclusive activity, providing challenge and building confidence. All parents who contributed to the survey strongly agreed that YMI gave their child high quality opportunities to develop

their skills, with many identifying additional benefits including increased confidence and making new friends. Teachers recognised significant impacts in the skill development of young people resulting from their engagement in YMI programmes in their schools.

- 65% saw substantial impacts on young people developing their music and music making skills, 35% identifying moderate impacts
- 42% identified substantial impacts developing their skills for life, learning and work, with 54% identifying moderate impacts.
- Teachers (77%) strongly agreed/agreed that involvement in YMI had cross curricular benefits, including communication, literacy, listening skills, social skills, and cooperation/team working.

Some teachers highlighted the relationship of music to maths, keeping time, rhythm and counting. Others identified that the musical experiences helped young people to think of music in the wider world, to make cultural comparisons to help with the understanding of the variety of global musical cultures. The YMI tutors (90%) who participated in the survey strongly agreed/agreed that the young musicians they worked with were supported to progress their social and other skills through music, in particular working together, peer learning and listening skills.

'Links to significant aspects of PE through cognitive benefits, hand/eye coordination development, rhythm and timing etc, but also the HWB emotional aspect where children can express themselves. Huge benefits in learning about perseverance/growth mindset. Giving something new a go. Also, cooperation - working in partners where one sings and the other plays the ukulele and this also encourages a supportive ethos.' (Teacher, Wardie P.S.)

Teachers (85%) strongly agreed/agreed that engagement with YMI inspired creativity in young people, allowing them to express themselves in different ways, to create their own music, to think about their feelings towards different pieces of music, to apply their own ideas and to experiment.

The impacts of YMI were clearly linked to health and well-being, seen as a key contributor to attainment, putting young people in ‘a good place’ to learn, enabling them to make good progress in areas like maths and language. There was a strong recognition that musical experiences contributed to making children feel good about themselves, helping their active engagement in learning.

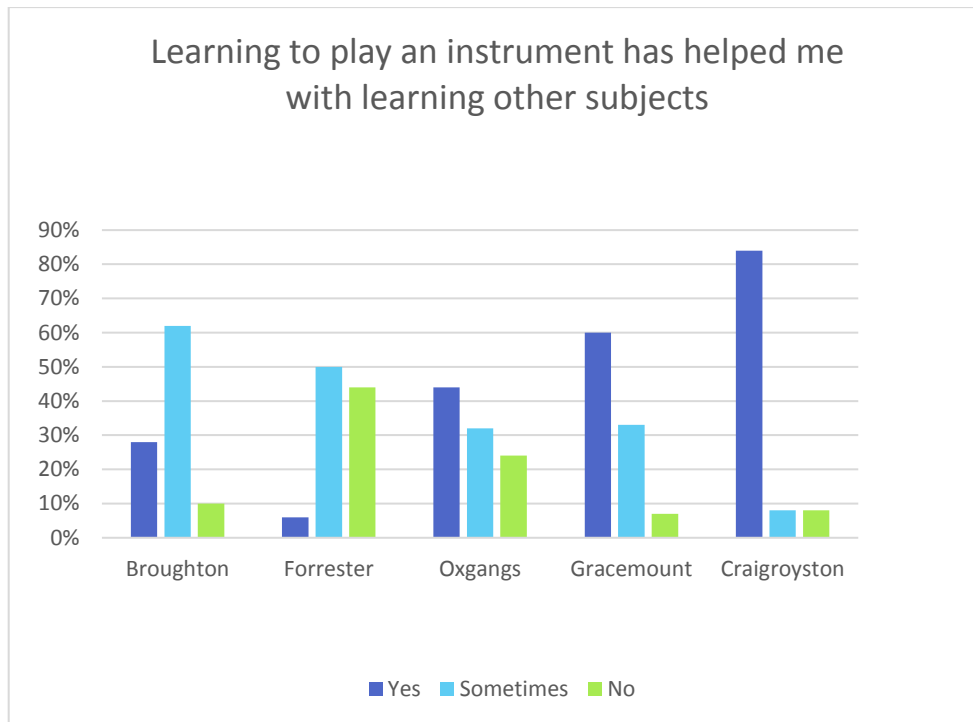


Fig.1

When asked if learning to play an instrument had helped with learning other subjects, 84% of young people participating in Craigroyston and 60% in Gracemount agreed that this had helped, with 62% in Broughton and 50% in Forrester stating it had helped sometimes. 24% in Oxfangs and 44% in Forrester did not feel learning to play an instrument had helped with other learning. (Fig.1)

YMI Music Impacts and Outcomes

In considering YMI in their school, 81% of teachers who responded, identified that the YMI programme had significant impact on young people who would not normally have the chance to take part in music making opportunities, with 69% identifying that YMI had significant impact in ensuring young people had more opportunities to take part in enjoyable and quality music making.

‘Because of the deprivation within our area, Sounds Like Music gave our children the opportunity to learn and work with instruments they’d never seen before. Some were able to show some real natural musical talents that they can carry forward.’ (Teacher, St David’s RC PS)

Teachers emphasised the importance of young people ‘thoroughly enjoying themselves and having fun’ and the enjoyment that came from music sessions as key to the learning experience.

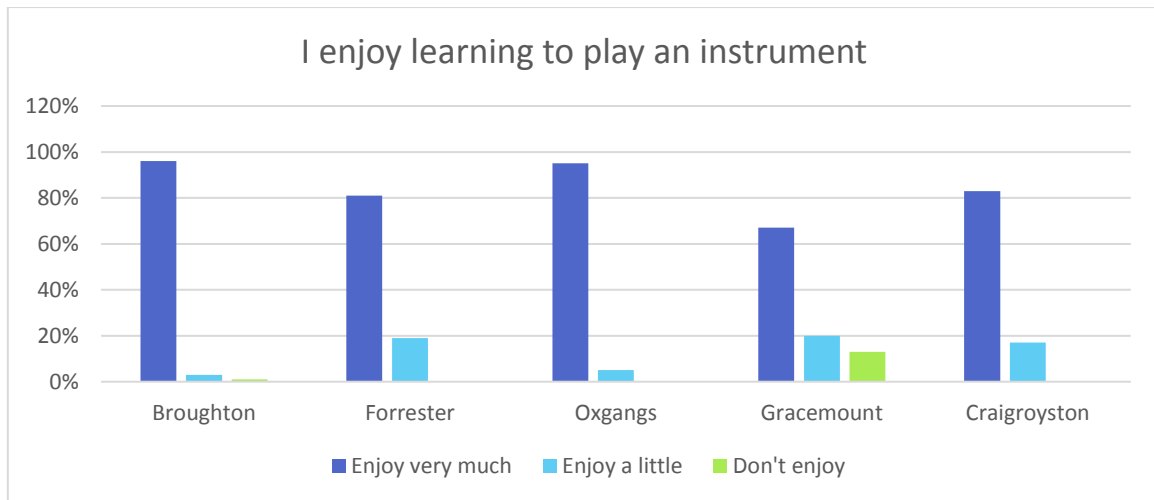


Fig.2

This was reflected in the responses from young people that showed that 96% of young people involved in Sounds Like Saturday in Broughton and 95% in Oxgangs enjoyed learning to play an instrument very much, with only 14% overall stating that they didn't enjoy the experience. (Fig.2) Almost all parents also referred to how much their child enjoyed the experience.

Young people were asked about their expectations of, and contribution to music sessions. There was significant variance between tutors' views about the clarity of expectations and those of participants in different centres.

YMI tutors (85%) strongly agreed/agreed that the intent for sessions



was clear and reinforced. 100% of young people in Craigroyston agreed that they always knew what to expect. However, in Broughton 40% of young people stated they always knew what to expect with 60% responding that they knew sometimes. In Oxgangs, although 55% agreed that they always knew what to expect, 9% of young people stated that they never knew what to expect. (Fig.3)

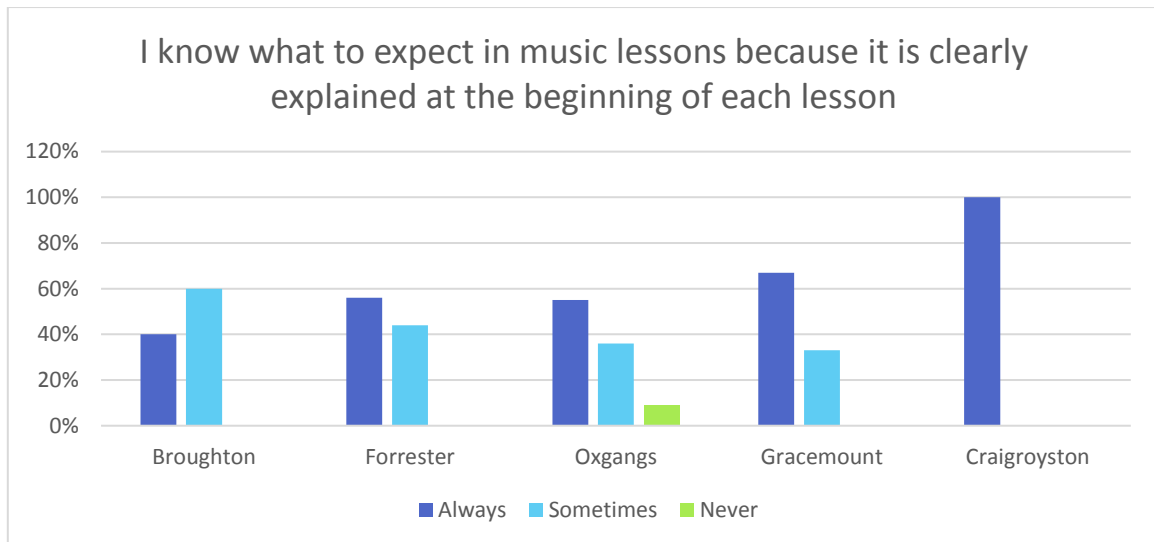


Fig.3

YMI tutors (85%) strongly agreed/agreed that the intent for sessions was clear and reinforced. 100% of young people in Craigroyston agreed that they always knew what to expect. However, in Broughton 40% of young people stated they always knew what to expect with 60% responding that they knew sometimes. In Oxgangs, although 55% agreed that they always knew what to expect, 9% of young people stated that they never knew what to expect. (Fig.3)

In terms of the consideration of young peoples' views, again there was significant variance between tutors' views and those of participants in different centres. YMI tutors (85%) strongly agreed/agreed that the young musician's views are integral to the session. Almost all tutors highlighted the importance of students feeling they were 'heard' and saw that as integral to their development.

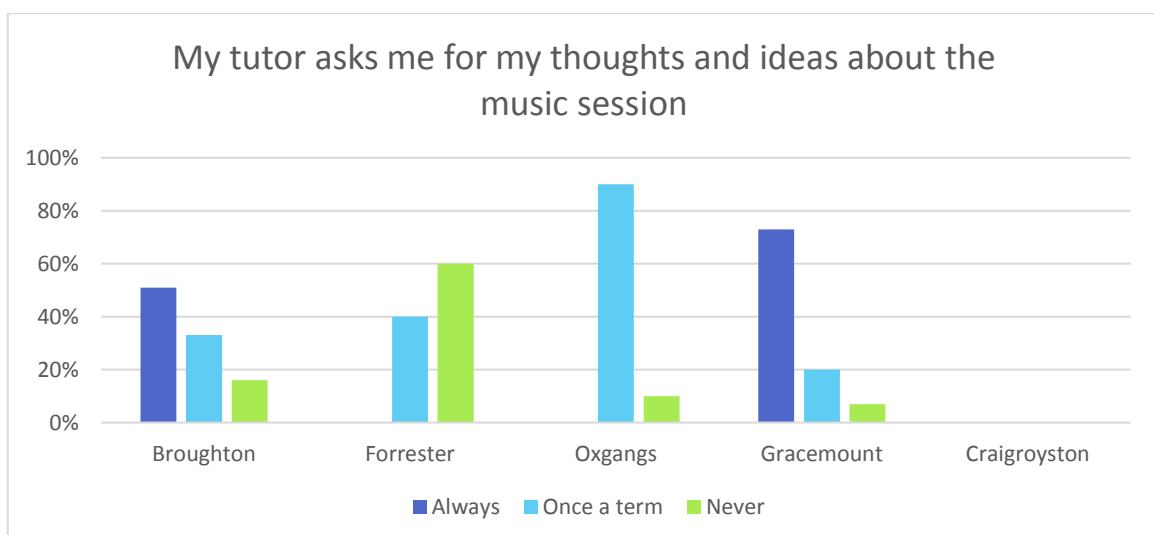


Fig.4

In Gracemount, 73% of young people and 51% in Broughton agreed that their tutor always asked for their thoughts and ideas about music sessions. In Oxgangs, 90% of participants responded that their tutor asked them once a term, in Broughton 33%, Forrester 40% and Gracemount 20% (Craigroyston

did not return any responses to this question) a number of respondents - 60% in Forrester, 16% in Broughton, 10% in Oxfords and 7% in Gracemount - stated that they had never been asked for their thoughts and ideas. (Fig.4)

I like using the books and the songs we get taught, but I would like to learn 'real' songs. (YMI participant)

Regarding young peoples' progression, again there was variance between tutors' views and those of participants in different centres. 95% of YMI tutors strongly agreed/agreed that the musical learning (and what is expected of the young musician) was clearly explained during music sessions.

Young people were asked to consider how they were made aware of their progression. In Broughton, 46% of young people, the highest percentage regarding progression, were told by their music tutor, with 26% in Craigroyston. A lower percentage overall were told by parents and carers, with 33% in Broughton, 23% in Craigroyston and 10% in Forrester. 37% of young people in Broughton had progressed to performing their chosen music confidently, 19% in Oxfords and 13% in Gracemount. Participants from Forrester recorded the lowest percentage to each of the questions. (Fig.5)

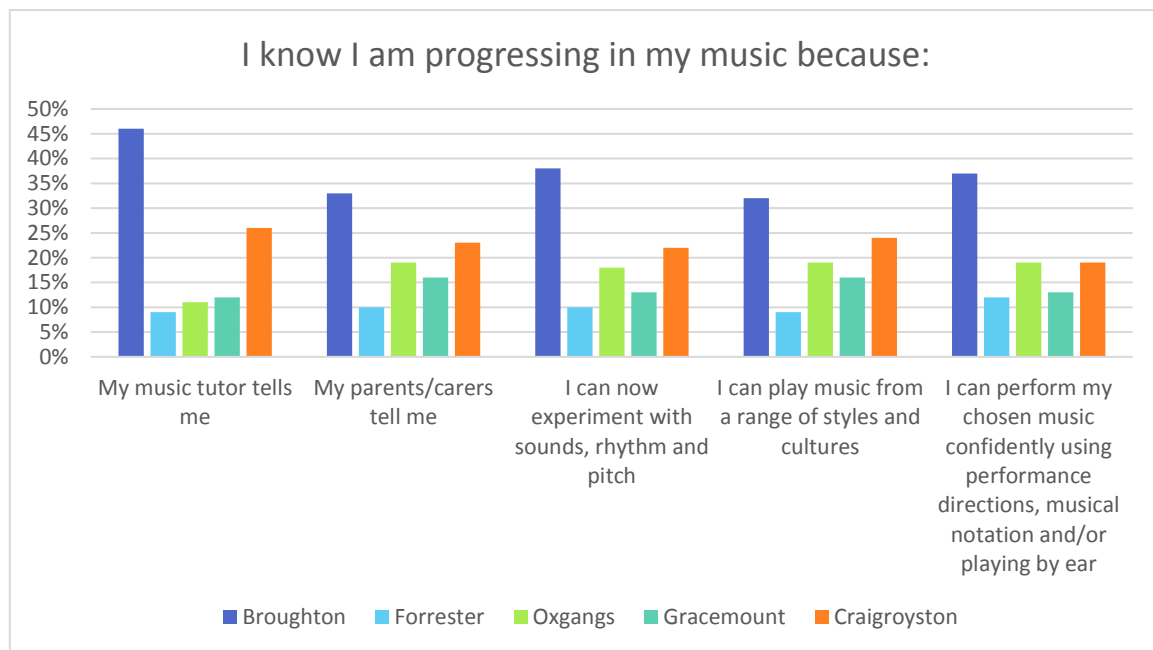


Fig.5

Almost all tutors stated that they provided regular, weekly verbal feedback on progress, with a few giving additional feedback at the end of each term. Participants were often at different levels, and many tutors felt it important to identify strengths and aspirations to find the best way to progress. Many tutors felt progress was often slow as much depended on the level of practice between sessions. They aimed to provide several levels of challenge within music sessions so that each participant could engage and progress at a level appropriate to their ability.

In considering the impact of YMI on increasing young people's awareness of music and culture from across Scotland, the UK and the world, 46% of teachers felt YMI had significant impact and 46% felt it had a moderate impact. This, however, does not feature highly in responses from young people. In Broughton, 32% of respondents identified playing music from a range of styles and cultures as



evidence of progression with 19% from Oxfangs and only 9% from Forrester. (Fig.5)

In response to being asked how they monitored young peoples' performance and technique, 50% of tutors identified observation and listening as the main method, with a further 20% detailing regular one to one engagement in every

session. 15% of tutors had their own criteria or materials that they used, but it was unclear as to whether these processes were shared with the young people. Only 10% of tutors stated that they kept a written record which they used in session planning.

Career-long Professional Learning (CLPL)

YMI contributed to CLPL for class teachers, with opportunities targeted at people delivering youth music developing their skills and confidence, particularly those who were not specialists in music. In addition to learning programmes delivered by partner organisations, for example ABC Creative Music, class teachers were actively involved in sessions, learning with young people and frequently using those experiences in other aspects of their practice.

I have been lucky enough to participate in these sessions in a number of schools and in all times, have found them to be motivating and interesting for the children. I am always impressed by the teaching approaches and by the confidence that is instilled in the children, when singing in front of others- something I personally lack! I have seen the benefit for the children but have also learned strategies that I can use in my own practice. (Teacher, Wardie P.S.)

Partnership Working

Collaboration with Edinburgh has been really, really good. (Drake Music)

Effective partnership working is crucial to the delivery of the YMI programme and organisations in the music sector and beyond work together to strengthen the youth music sector for the benefit of young people. The roles and

responsibilities of partners are clearly understood and partners work well together to contribute to a positive experience for young people.

Accommodation

Generally, the standard of accommodation used by YMI was felt by tutors, young people and parents to be good, with almost all venues providing accessible space for music sessions. The availability of the volunteer run coffee shop in Broughton during Sounds like Saturday was greatly appreciated by parents, as was the availability of the teacher's lounge for them to wait during music sessions. This space also gave tutors a place to meet with each other, albeit briefly, during the programme break.

However, in one school the Sounds Like Friday (SLF) programme had experienced a number of difficulties. The classrooms made available to the SLF sessions were normally used by early years pupils and had furniture designed to accommodate their size. The small seats, for example, resulted in added complications for those learning the guitar. The rooms were at the opposite end of the school to the front door. The SLF coordinator had constantly check the front door to see if young people were waiting to get in or parents were waiting.

Parents could not gain entry to the school to collect young people, but had to wait in a small foyer area. There was no method of contacting the SLF coordinator, if, for example, a parent needed early access to collect someone. The coordinator had no access to a telephone and had to rely on using their own mobile phone should a call be necessary.

Conclusion

Edinburgh's YMI programme has successfully achieved almost all of the National YMI programme outcomes. The opportunities and experiences offered by YMI are highly valued by teachers, parents and young people across the city. YMI programme significant impact on young people who would not normally have the chance to take part in music making opportunities and in ensuring young people had more opportunities to take part in enjoyable and quality music making.

The impacts of YMI were clearly linked to health and well-being, seen as a key contributor to attainment, putting young people in 'a good place' to learn and enabling them to make good progress in areas like maths and language. There was a strong recognition that musical experiences contributed to making children feel good about themselves, helping their active engagement in learning.

Teachers recognised significant impacts in the skill development of young people resulting from their engagement in YMI programmes in their schools, identifying substantial impacts on young people developing their music and music making skills and in developing skills for life, learning and work. Involvement in YMI was seen to have cross curricular benefits, including communication, literacy, listening skills, social skills, and cooperation/team working'.

YMI inspired creativity in young people, allowing them to express themselves in different ways, to create their own music, to think about their feelings towards different pieces of music, to apply their own ideas and to experiment. Music skills were seen as important in 'using a different part of the brain' and the strong correlation between music and language widely acknowledged by teachers and Headteachers.

Parents and teaching staff all highlighted free access to music tuition as vital, giving young people with a talent for and/or interest in music, opportunities and experiences they wouldn't otherwise have.

All parents who contributed to the survey strongly agreed that YMI gave their child high quality opportunities to develop their skills, with many identifying additional benefits including increased confidence and making new friends. Parents, teachers and young people emphasised the importance of young people 'thoroughly enjoying themselves and having fun' and the enjoyment that came from music sessions as key to the learning experience. Tutors also acknowledged the importance of enjoyment being an important part of the music sessions they taught.



Areas for development

The YMI programme still has work to do to achieve the same high impacts in the following areas:

- There is limited evidence of young people increasing their awareness of music and culture from across Scotland, the UK and the world. A number of teachers feel that the YMI musical experiences helped young people to think of music in the wider world, to make cultural comparisons and to help with the understanding of the variety of global musical cultures, however, this is not reflected in the responses from young people.
Action: This area may benefit from further exploration to establish exactly what young peoples' awareness and/or understanding is and to identify where tutors are working effectively to include this in music sessions.
- There are significant inconsistencies regarding young people's opportunities to influence or lead youth music or to have their voice heard in design and delivery. While most tutors agreed that the young musician's views are integral to the session and many highlighted the importance of

students feeling they were 'heard', identifying that as integral to their development, substantial numbers of young people did not reflect this experience.

Action: This area may benefit from further exploration to establish exactly what young peoples' awareness and/or understanding is and to identify where tutors are working most effectively to ensure this takes place. Consideration should also be given to ensuring these opportunities are consistent across the YMI programme.

- Regarding the monitoring of young peoples' performance and techniques, the number of tutors maintaining written records appears to be very low.

Action: Consideration should be given to the development of a brief format for recording key aspects of young people's progress and to this being used, where appropriate, across the YMI programme. Consideration should also be given to the involvement of tutors in the development of any recording format.

- The standard of accommodation used by YMI was felt by tutors, young people and parents to be good, with almost all venues providing accessible space for music sessions.

Action: Consideration needs to be given to ensuring that all accommodation meets a minimum standard and the experiences of young people are not diminished by accommodation that falls below that standard.

Appendix 1

Additional comments/quotes from contributors to the evaluation:

- Thoroughly enjoyable - fantastic, free resource with warm, enthusiastic teachers. Amazing opportunity for kids to learn a musical instrument the financial constraints.
- Fantastic positive tutors, wider mix of friends, great life experiences via performance opportunities.
- This is a great initiative - my child has really enjoyed the year and I find her confidence has grown.
- Every child in Edinburgh should have this opportunity.
- Brilliant modern, up to date lessons, engaging tutors, thank you.
- My son loves his guitar lessons. He would not have had the opportunity to learn any musical instruments without these classes. Schools no longer provide the lessons in situ and these classes are an excellent opportunity for children to try new skills. My son intends to continue these classes when he goes to high school. He also thinks his teacher 'incredibly cool' which makes him more willing to try.
- First year of singing and it has really improved my daughter's confidence. Guitar year 2 and great to see progress being made. Fantastic service being provided for the children in our community.
- *** has loved everything about the singing group. Her confidence has grown, teacher is amazing. Keep up the good work.
- My son enjoys the pipe drum class. I see he has a lot of improvement after he did it for nearly a year. End of term concert was good. I really enjoyed it.
- I think it's a fabulous opportunity. It's pushed her enjoyment of music and singing. We sing all the time.
- Opportunity to learn an instrument without the hefty cost - long may it continue.
- Regular positive opportunity for P6 boys to do a constructive activity together.
- The experience has improved my son's self-esteem greatly. He is a child with significant self-esteem issues. I'm concerned about the removal of this activity on my son's emotional well-being.
- This has been a brilliant opportunity to allow children access to music tuition they might not otherwise have had.
- This has been the most accessible way for my son to try out a musical instrument and to learn about music and play with others.
- Excellent initiative. My children have gained excellent skills and have thoroughly enjoyed all the lessons.

- It's an amazing opportunity.
- Excellent work everybody.
- My daughter has thoroughly enjoyed and developed her skills in playing the violin through the excellent teaching provided.
- This is a fantastic project it's also gone through sounds like Saturday is the children to music gives them confidence and enjoyment.
- This is my second child to go through Sounds like Saturday and she is enjoying it every bit as much as the first. Brilliant programme, excellent teachers.

Appendix 2

Partners/Projects

The city-wide YMI programme included:

Early Years/First level, Music and Creativity developed four resources for 'Wonder of Music' for 1st level while continuing to deliver CLPL for nursery workers, teachers and tutors in 'Magic of Music'

The National Youth Choir of Scotland (NYCoS) delivered Kodaly training for all P3 pupils (Kodaly – child developmental approach to music education using singing, movement and rhythm games)

ABC Creative Music delivered a planned programme, promoting more classroom teacher CLPL including in Special Schools

Sounds Like Music delivered blocks of ukulele and singing tuition in every primary P4 and P5 class, and in special schools.

Sounds like Friday and Saturday featured group music tuition in 11 centres across the city for P5-P7 students. Ukulele CLPL was also delivered for interested staff and some schools have developed their own ukulele clubs as a result.

The Inclusive Classroom - Drake Music worked in all special schools and, in collaboration with the Edinburgh Council Jazz Ensemble, created a public performance opportunity at the Queen's Hall and another at Oaklands Special School

Music Making a Difference - Worked with some of the city's most disadvantaged young people, using song writing to help with literacy and filming the song professionally to help build confidence and deal with difficult emotional issues

Chanter, Piping and Drumming - Piping Hot! provided weekly sessions in an established pipe band, culminating in performances in the Queen's Hall Resonate and Fanfare concerts. Performance for parents were given at several events.

Punkit – Creative Music Generation worked in partnership with Lovemusic, to deliver a 10-week programme of percussion workshops targeting Clovenstone and Sighthill P7 pupils, giving them a public performance opportunity in the Usher Hall with the Lovemusic Community Choir

Knowing our Music - A professionally commissioned evaluation of YMI provision in Edinburgh

Appendix 3

Evaluation Process

A group of young people met with the evaluator and members of the Arts and Creative Learning team to discuss their involvement in the evaluation. The group included JET students on placement with the team, current and previous YMI participants, some of whom continued their involvement as volunteers, one as part of their Duke of Edinburgh Award. Time commitments, including exams, placed significant restrictions on group members' availability. The JET students contributed to the administration and were involved in producing the photographs included in the report. A small group continue to develop an app for use by YMI participants in future evaluation.

70 parents and 166 young people contributed to the evaluation through individual and group interviews. Young people and parents involved in Sounds Like Friday and sounds Like Saturday sessions also completed feedback forms.

A sample of YMI tutors contributed their views (anonymously) through an online survey and through individual and group interviews.

A sample of class teachers contributed their views (anonymously) through an online survey. Individual interviews were conducted with a small number of head teachers.

Interviews were conducted with a number of partners and stakeholders.

A number of observations of YMI sessions were undertaken.

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Lifelong Learning Service Officers

Item number	8.4
Report number	
Executive/routine	Routine
Wards	
Council Commitments	

Executive Summary

This report provides a description of the role of Lifelong Learning Service Officers and highlights the range of services that can be delivered by those officers. It provides information on the management arrangements that are in place for these officers and the relationships and working practices that will allow, within available resources, opportunities to access lifelong learning activity that results in improved outcomes in our localities.

Lifelong Learning Service Officers

1. Recommendations

- 1.1 To note the content of the report and to approve the continued engagement with communities to achieve agreed priorities for locality Lifelong Learning Services.

2. Background

- 2.1 The review of Lifelong Learning that concluded in April 2017 involved an examination of a number of discrete services areas with the intended outcome of creating an integrated, flexible and responsive single service area. The new service areas will retain a limited level of strategic citywide resource but the intention was to construct a new approach to local service delivery that maintains optimum frontline management and service delivery whilst achieving significant savings.

- 2.2 The historical arrangement supported the following discrete services areas:

- 2.2.1 Libraries and Information Services

- 2.2.2 Community Learning and Development

- 2.2.3 Strategic Community Planning and Engagement/Partnership Development

- 2.2.4 Health and Wellbeing

- 2.2.5 Arts and Creative Learning Service

- 2.2.6 Sport and Outdoor Learning Service

- 2.2.7 Parent and Carers support

Outcome of review

- 2.3 The newly created Service is known as the Lifelong Learning Service and features a structure that is populated with newly created posts at all levels in the Service.
- 2.4 A key feature of the review was to propose a structure that removed a number of existing grades of posts and created the opportunity for local management to employ staff in a more flexible and responsive way.

- 2.5 The level of savings to be achieved by this review was £6.199m and could only have been achieved by reducing the workforce. The baseline total staffing budget available after all exclusions had been removed was £15.4m. With that level of reduction the transformation of service delivery could only be achieved by designing and creating new ways of working that would involve continued delivery of priority activity and explicit commitment to fewer priorities.
- 2.6 Local communities have current levels of expectation in terms of access to local services, e.g. Libraries and Community Learning. There remains a continued need to work very closely with communities and local leadership structures to create new expectations and new relationships that support delivery of future focused services. The key to success will be the relationship that exists between the Locality Improvement Planning arrangements and the deployment of Lifelong Learning Officers to work alongside partner agencies and communities to help determine what the local priorities are and what kind of Lifelong Learning opportunities can be provided to help achieve the ambitions of those communities.

3. Main report

- 3.1 The Locality Lifelong Learning Development Officer (LLLDO) will work as a member of a locality-based integrated team delivering lifelong learning services according to National and Council priorities, the strategic direction set for lifelong learning, and the Locality Improvement Plan (LIP). The postholder will contribute to the development and delivery of an integrated lifelong learning service for Edinburgh.
- 3.2 As part of a locality based team, LLLDOs will carry out a range of delivery and development activities. Each team will bring together a mix of personal and professional skills, interests and qualifications, collectively reflecting the service areas outlined below.
- 3.3 Post holders will maintain relationships with appropriate citywide specialist teams ensuring there is a two-way flow of skills, knowledge and information. In this way, LLLDOs will individually and collectively ensure that a full range of lifelong learning opportunities are developed and available in each locality area, in response to locally identified needs.
- 3.4 Lifelong Learning encompasses the following services:
- 3.4.1 Access to community facilities and schools;
 - 3.1.2 Arts and Creative Learning;
 - 3.4.3 Community capacity-building and engagement;
 - 3.4.4 Community Learning and Development (adult education, youth and children's work);
 - 3.1.5 Community Planning;
 - 3.4.6 Health and wellbeing;
 - 3.4.7 Library services;
 - 3.1.8 Parent and Carer support;
 - 3.4.9 Sports and physical activities.

Major Tasks/Job Activities

- 3.5 Develop a programme of lifelong learning activities, events and projects to meet the needs of the local community as reflected in the LIP.
- 3.6 As part of a team, manage the delivery and development of lifelong learning services within a locality.
- 3.7 Provide project and service support to community planning structures and community groups.
- 3.8 Support residents to take leading roles in the development of their communities and services and be pro-active in addressing issues.
- 3.9 Support the central and/or local co-ordination and delivery of locality partnership arrangements across the city as required, including developing effective linkages between strategic and local levels, information systems and the management and supervision of specific corporate or joint agency initiatives.
- 3.10 Develop the use of local community and school facilities to ensure access meets community needs.
- 3.11 Contribute to the development of effective integrated practice in the locality.
- 3.12 Implement Lifelong Learning services in accordance with the strategic direction set by Lifelong Learning Service strategic management.
- 3.13 Build and maintain effective relationships, taking strategic guidance from Citywide specialist Lifelong Learning teams as appropriate.
- 3.14 Take responsibility for sessional /project staffing and volunteers.
- 3.15 Contribute to the monitoring of sessional, staffing or project budgets.
- 3.16 Contribute to planning and reviewing the LIP.
- 3.17 Undertake any other tasks associated with speciality area.

Management and Monitoring of performance

- 3.18 The outcome of the review of Lifelong Learning Services is such that new management arrangements are now in place for Locality Lifelong Learning Development Officers. The operational responsibility for these local staff sits with the four Locality Managers (Place). The four Locality Managers will be supported by two FTE Locality Lifelong Learning Service Managers who in turn will be operationally responsible for a varied number of Locality Lifelong Learning Development Officers.
- 3.19 The performance and impact of the LLDO's will be measured by the achievement of local and city wide targets. Those targets will be determined by the prioritisation of

locality need and the requirement to National and City priorities and the outcomes aligned with external funding e.g. from sportsotland, Education Scotland, ETC

- 3.20 Operational plans for lifelong learning will be required by each of the four management teams and work has begun on this however the challenge is to await clarity on the extent of the demand as determined by Locality Improvement Plans.
- 3.21 LLLDOs are currently supporting a range of activities in each of the four localities and every effort is being made to maintain levels of service however there is a requirement to work with partners and communities to find new ways of working and to be creative and ambitious in terms of mitigating the impact of having less resource available.
- 3.22 There is a great deal of excellent Lifelong Learning Service provision across Edinburgh that is making a significant contribution to the Council's Business Plan. The work of LLDO's is highly valued by local people and that strength of relationship will help engage local communities in designing new approaches of doing things and protecting where possible the things that people value most.

4. Measures of success

- 4.1 A range of Lifelong Learning services are available in each locality.
- 4.2 Locality Improvement Plans are inclusive of local Lifelong Learning priorities.
- 4.3 Evidence is available that articulates the positive difference that is being made for individuals and communities and that improved outcome are achieved.

5. Financial impact

- 5.1 There are no financial implications arising from this report.

6. Risk, policy, compliance and governance impact

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

7. Equalities impact

- 7.1 There are no equalities impacts arising from this report.

8. Sustainability impact

- 8.1 There are no sustainability impacts arising from this report.

9. Consultation and engagement

- 9.1 Engagement has taken place with all key stakeholders, including elected members and school communities.

10. Background reading/external references

- 10.1 [Schools and Lifelong Learning Estate – Strategic Review](#)

Alistair Gaw

Executive Director for Communities and Families

David Bruce, Senior Education Manager, Schools and Lifelong Learning

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11. Appendices

None.

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Revenue Monitoring 2017/18 – month three position

Item number	8.5
Report number	
Executive/routine	Routine
Wards	
Council Commitments	

Executive Summary

The report sets out the projected three-month revenue monitoring position for the Communities and Families Directorate, based on actual expenditure and income to the end of June 2017 and expenditure and income projections for the remainder of the financial year.

The report advises that a balanced overall position is projected for 2017/18. This position is, however, dependent upon management of a number of demand led pressures, including increased use of out of Council area placements linked to accommodating a number of unaccompanied asylum seeking children (UASC).

The total unfunded budget pressure is currently £4.1m. Mitigating management action totalling £3.0m has been identified to date, resulting in a net residual budget pressure of £1.1m. The Finance and Resources Committee, at its meeting on 5 September 2017, considered a report by the Executive Director of Resources on the Council wide revenue monitoring position at month 3. Following from this the Executive Director of Communities and Families has been asked to identify opportunities for additional savings to contribute towards the Council projected £5m overspend for 2017/18.

Communities and Families is fully committed to address the residual service budget pressure, and to develop options to support the Corporate revenue monitoring position in 2017/18.

Revenue Monitoring 2017/18 – month three position

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1 note the net residual budget pressure of £1.1m which remains at month three;
 - 1.1.2 note that approved savings in 2017-18 total £7.348m and are on track to be delivered in full;
 - 1.1.3 note that the Executive Director for Communities and Families has been asked to identify proposals to deliver additional savings in 2017/18 to offset the projected deficit in the Council wide budget.

2. Background

- 2.1 The total 2017-18 revised net budget for Communities and Families is £341.812m.
- 2.2 This report sets out the projected overall position for the Communities and Families revenue expenditure budget for 2017/18, based on analysis of month three data.

3. Main report

Overall Position

- 3.1 As at month three, the Communities and Families Directorate is projecting a balanced budget position for 2017/18. This position is, however, dependent on management of a number of demand led service pressures.

Unfunded Budget Pressures - £4.1m

- 3.2 To date projected unfunded budget pressures of £4.1m have been assessed. The main service areas affected include increased use of out of Council area placements linked to accommodating a number of Unaccompanied Asylum Seeking Children (UASC) within the city, secure services and residential care. Management action of £3.0m has been identified, including projected savings within the fostering and day care and Early Years service areas, and application of funding from Home Office for UASC. This leaves a net residual budget pressure of £1.1m. Appendix 1

provides further details on the most significant areas of pressure and mitigating action.

Savings Delivery – Approved Savings 2017/18 Budget

- 3.3 The approved budget savings for Communities and Families for 2017/18 total £7.348m. Progress in the delivery of the savings programme is reviewed regularly.
- 3.4 A red, amber, green (RAG) analysis has been undertaken in consultation with Heads of Service. This indicates that, on the basis of actions planned or already undertaken, the savings are on track to be delivered in full.

Additional Savings Contribution 2017/18 Budget

- 3.5 A report on the Corporate monitoring position was presented to Finance and Resources Committee on 5 September 2017. The report included a recommendation that Executive Directors whose Directorates are projecting a balanced or underspend position be asked to identify opportunities for additional savings to contribute towards the projected Council wide budget deficit (£5m).
- 3.6 Officers are currently reviewing options for delivery of the additional savings contribution.

4. Measures of success

- 4.1 The measure of success will be the achievement of a balanced revenue budget position for Communities and Families for 2017/18 and successful delivery of approved savings.

5. Financial impact

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

6. Risk, policy, compliance and governance impact

- 6.1 The delivery of a balanced budget outturn for the year is the key target. The risks associated with cost pressures, increased demand and savings delivery targets are regularly monitored and reviewed and management action is taken as appropriate.

7. Equalities impact

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

8. Sustainability impact

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

9. Consultation and engagement

- 9.1 There has been no external consultation and engagement arising directly from this report.

10. Background reading/external references

- 10.1 None

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

- 1 Forecast areas of budget pressure and management action

Forecast Areas of Budget Pressure and Management Action

Area of pressure/(action)	£m	Notes
Out of Council Residential Care	1.9	Projection based on case by case assessment and expected movements
School budgets	0.4	Forecast demographic pressures based on pre- August staffing position
Secure Services	0.3	Forecast based on usage to date
Residential Care	0.3	Projected staff cost pressures
Other forecast pressures across a range of service areas	1.2	Reflects projected pressures of £0.2m or less, across a range of service areas
Total Gross Pressure	4.1	
UASC	(0.6)	Home Office funding for UASC
Fostering & Day Care	(0.5)	Projected savings from lower than budgeted use
Early Years	(0.4)	Staff vacancies
Other forecast savings/ management action	(1.5)	Reflects forecast savings of £0.3m or less , across a range of service areas
Total Management Action	(3.0)	
Net Residual Pressure	1.1	

Education, Children and Families Committee

10.00am, Tuesday 10 October 2017

Looked After Children: Transformation Programme Progress Report - referral from the Governance, Risk and Best Value Committee

Item number	8.6
Report number	
Wards	All

Executive summary

On 29 August 2017 the Governance, Risk and Best Value Committee considered a report which provided an update on the progress of the Looked After Children transformation programme. The report has been referred to the Education, Children and Families Committee for consideration.

Terms of Referral

Looked After Children: Transformation Programme Progress Report

Terms of referral

- 1.1 On 15 August 2017, the Education, Children and Families Committee considered a report by the Executive Director for Communities and Families providing an update on the progress of the Looked After Children transformation programme
- 1.2 The Education, Children and Families Committee had referred the report to the Governance, Risk and Best Value Committee for consideration.
- 1.3 On 29 September 2017 the Governance, Risk and Best Value Committee had considered the referral report and agreed:
 - 1.3.1 To ask the Education, Children and Families Committee to call for a report to its December meeting quantifying the risk related to unaccompanied asylum seeking children.
 - 1.3.2 To ask the Education, Children and Families Committee to consider writing to the Scottish and UK Governments for their support with the increasing pressures placed on the authority with regard to looked after children.

For Decision/Action

- 2.1 The Governance Risk and Best Value Committee has referred the report to the Education, Children and Families Committee:
 - 2.1.1 To ask the Education, Children and Families Committee to call for a report to its December meeting quantifying the risk related to unaccompanied asylum seeking children.
 - 2.1.2 To ask the Education, Children and Families Committee to consider writing to the Scottish and UK Governments for their support with the increasing pressures placed on the authority with regard to looked after children.

Background reading / external references

Governance, Risk and Best Value Committee 29 August 2017.

Laurence Rockey

Head of Strategy and Insight

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Links

Appendices	Appendix 1 – referral report from the Education, Children and Families Committee
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Governance, Risk and Best Value Committee

10am, Tuesday 29 August 2017

Looked After Children: Transformation Programme Progress Report – referral from the Education, Children and Families Committee

Item number 7.4

Report number

Executive/routine

Wards

Executive summary

The Education, Children and Families Committee on 15 August 2017 considered a report providing an update on the progress of the Looked After Children transformation programme. The Committee agreed to note the report and to refer it to the Governance, Risk and Best Value Committee for consideration.

Terms of Referral

Looked After Children: Transformation Programme Progress Report

Terms of referral

- 1.1 On 15 August 2017, the Education, Children and Families Committee considered a report by the Executive Director for Communities and Families providing an update on the progress of the Looked After Children transformation programme.
- 1.2 The Education, Children and Families Committee agreed:
 - 1.2.1 To note the progress made to date against the starting position at March 2013 as set out in appendix 1 of the report.
 - 1.2.2 To note the actions in progress to deliver further improvements from the early intervention investment approved in the 2017/18 budget.
 - 1.2.3 To note that the next update would be provided in December 2017.
 - 1.2.4 To refer this report to Governance, Risk and Best Value Committee.

For Decision/Action

- 2.1 The Governance, Risk and Best Value Committee is asked to consider the attached report by the Executive Director for Communities and Families.

Background reading / external references

Laurence Rockey

Head of Strategy and Insight

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Looked After Children: Transformation Programme Progress Report – report by the Executive Director for Communities and Families

Education, Children and Families Committee

10.00am, Tuesday 15 August 2017

Looked After Children: Transformation Programme Progress Report

Item number

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](#)

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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	